ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY
DEPARTMENT OF PUBLIC ADMINISTRATION & POLICY
FALL 2016
RPAD 303
PUBLIC ADMINISTRATION AND MANAGEMENT

Course Instructor: Professor Yvonne D. Harrison
Course Meeting Schedule: Tuesday August 30th to December 12th
Course Meeting Time: 2:45 to 5:45 p.m.
Course Meeting Location: BB 221
Office Hours: Tuesdays 1:00-2:00 pm (Contact Office); Saturday 9-noon (Starbucks on Western)
Office Location: Milne Hall 217
Office Phone: 518-442-5276
Email: yharrison@albany.edu

COURSE DESCRIPTION

This course is an introduction to public administration and public management. Public administration, broadly defined by Woodrow Wilson in 1887, includes activities taken by government, directly or indirectly by its nonprofit and private sector partners, to meet the democratically expressed needs of the public. These activities include the design, implementation, and evaluation of policy as an integral part of the governance process. Public management, on the other hand, is the application of management practices to achieve policy objectives. You will leave the course with general knowledge and understanding of the discipline of public administration and management as a field of practice. Leadership competencies expected of public leaders will be emphasized and developed through a variety of course learning activities.

REQUIRED TEXT


The course text is available for purchase from the UAlbany Bookstore.
COURSE LEARNING OUTCOMES AND COMPETENCIES

The learning outcomes below include measureable things that you will do in the course as well as results from learning.

- To reflect critically on public administration and management situations and events in order to gain mastery of public administration and management concepts.
- To engage in the course by discussing cases, situations, and events and making persuasive oral and written arguments for courses of action based on evidence.
- To appropriately apply knowledge in written assignments, class facilitation exercises, and tests.
- To develop management and leadership competency.

The following competencies will serve as a guide for the development of the behaviors and skills expected of public and nonprofit sector managers and leaders today:

1. To lead and manage in public governance.
   a. Plan and manage projects, both individually and in teams, to meet goals
   b. Prioritize activities in a manner consistent with goals; and
   c. Coordinate actions recognizing competing interests of the individuals, groups, and organization(s) involved.
2. To participate in and contribute to the policy process.
   a. Promote improvement by developing new insights and innovations;
   b. Align policy objectives and priorities with the organization’s mission and values;
   c. Participate in the development of networks spanning organizations to build strategic relationships to achieve goals; and
   d. Balance conflicting interests and demands from multiple constituencies.
3. To analyze, synthesize, think critically, solve problems and make decisions in public governance.
   a. Analyze information to define and evaluate problems.
   b. Identify potential solutions to problems.
   c. Communicate recommendations in a profession manner that is well-documented and will stand up to scrutiny.
4. To articulate and apply a public service perspective.
   a. Promote principles of equity, representativeness, responsiveness, transparency and fairness.
   b. Demonstrate these values in interactions with diverse constituencies; and
   c. Act in a manner that…
      i. demonstrates a sense of duty, ethics, and integrity
      ii. minimizes conflicts of interest, and
      iii. builds public trust
5. To communicate and interact productively with a diverse and changing workforce and citizenry.
   a. Present information in writing and orally, that is concise, accurate, clear, and informed by evidence.
   b. Tailor presentation to diverse audiences.
   c. Pursue, develop, and weigh diverse perspectives; and
   d. Demonstrate civility, sensitivity, and respect for others.
COURSE LEARNING ACTIVITIES, WEIGHTS, AND DUE DATES

- Readiness Assurance Tests (4) (Individual and Group)—40% (5% for each iRAT and tRAT October 4; 25; November 15; December 10)
- Case Analysis and Class Facilitated Discussion (Group)—20% (Sign-up on the first day of class)
- Competing Values Management/Leadership Movie Reflection—10% (October 25)
- Semester Project Paper (Individual)—30% (December 10)
- Written Chapter Commentaries—1% Extra Credit up to 10% (Must be submitted in appropriate Blackboard folder)

EVALUATION OF COURSE LEARNING

The rubric below, which consists of performance criteria in cognitive (critical thought), content (course concepts), and competency (professionalism and participation) dimensions, will be used to evaluate learning activities electronically. Evaluation criteria in the critical thought dimension in the rubric below come from Bradley’s Criteria for Assessing Levels of Reflection (Campus Compact, 2003, p. 87). Additional levels and criteria have been added to provide a holistic framework to evaluate knowledge of public administration and management concepts and competencies of highly effective students.

Level Three: A—Highest Level of Reflection (10 points)

Cognitive (3.34)

- Views things from multiple perspectives; observes multiple aspects of the situation and places them in context;
- Perceives conflicting goals and objectives within and among those involved in a situation and recognizes that differences can be analyzed and evaluated;
- Recognizes that actions may be situational and understands many of the factors that affect choice of action;
- Assertions based on reasoning and evidence; and
- Has a reasonable assessment of the importance of the situation and decisions facing the organization and his or her responsibility in maintaining confidentiality.

Content (3.33)

- Literature is reviewed and cited using APA;
- Concepts, terms and acronyms defined;
- Standard English writing conventions (i.e. grammar) used; and
- Documents structured and formatted (e.g. using the text formatting styles in APA, MS Word or other word processing applications).

Competency (3.33)

- Works independently and collaboratively (e.g. reads material; asks clarifying questions; shares and contributes to team work);
- Works proactively (e.g. anticipates needs; seeks appropriate guidance on issues/problems experienced etc.)
c. Communicates professionally (e.g. oral and written communication; respects people, time, and limits; puts effort into drafts; responsive to feedback; shares ideas and information; contributes to discussion, resolves conflict respectfully);
d. Engages in the learning experience (e.g. attends class; good work effort in and outside of class);
e. Manages time and learning (balances schedule/work; school/personal life; copes well with uncertainty; works toward targets; hands assignments on time); and
f. Produces (e.g. targets met; shows development of knowledge and skills in learning activities; meets learning outcomes)

**Level Two: B—Moderate Level of Reflection (7.5 points)**

**Cognitive (2.5)**

a. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
b. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make resolution of the problem difficult.
c. Uses both unsupported personal beliefs and evidence; is beginning to be able to differentiate between them.
d. Perceives legitimate differences from different viewpoints.
e. Demonstrates a beginning ability to interpret evidence.

**Minor Content (2.5) and Competency (2.5) Deficiencies**

**Level One: C—Lowest Level of Reflection (4.5 points)**

**Cognitive (1.5)**

a. Gives examples of observed behaviors or characteristics but provides no insight into the reasons behind the observation;
b. Observations and evidence tend to become one dimensional and conventional or unassimilated repetitions of what has been heard.
c. Tends to focus on just one aspect of the situation.
d. Uses unsupported personal beliefs as frequently as “hard” evidence.
e. May acknowledge differences of perspective but does not discriminate effectively among them.

**Major Content (1.5) and Competency (1.5) Deficiencies.**

**COURSE GRADES**

Each learning activity will be evaluated on a 10-point scale. In the case of written learning activities, each assignment will be assessed using the criteria described in the rubric above. Test scores for individual and team readiness assurance tests will be out of 10. TBL test grades can be appealed during the time the
The instructor sets forth for appeals in the class in which they are administered. If a team can show written support to the instructor for another answer based on evidence from the course readings, the instructor will adjust the test grade. No appeals will be granted for incorrect answers after the in-class appeal period. Unexcused late assignments and missed tests may earn 0 points.

Numeric grades earned in the course will be converted to letter grades using the following framework:

- A: 93 percent and above
- A-: 90 to 92 percent
- B+: 87-89 percent
- B: 83-86 percent
- B-: 80-82 percent
- C+: 77-79 percent
- C: 73-76 percent
- C-: 70-72 percent
- D+: 67-69 percent
- D: 63-66 percent
- D-: 62-60 percent
- E: below 60 percent

**COURSE POLICIES**

**General Policies**

- Students with special physical and learning needs will be accommodated. Please inform the Disabilities Office and me of your needs as soon as possible so that reasonable accommodations can be made.
- This syllabus serves as a general outline. I reserve the right to deviate from the plan if it is in the best interest of students and learning. You will be notified promptly of any modifications.
- Assignments are due on the date and time communicated in the syllabus. Assignments must be submitted in the assignment folder in BB. BB is programmed not to accept late assignments after the due date and time. Please email using the external email communication link as soon as possible to notify me of your situation and to arrange for an extension if the situation warrants.
- Attendance is mandatory. Discuss attendance conflicts in advance. Students with three unexcused class absences will receive a transcript notation indicating you stopped attending class. Absences will be excused under limited circumstances, such as a family or unplanned health emergency, in case of religious observance, or for an authorized intercollegiate athletic or special work event (e.g. out of town meeting or conference). Advance email communication is required along with official documentation (e.g. Letter from the Athletic Director, doctor’s note) if appropriate.
- Plagiarism whether intentional or not will be investigated. You are required to become familiar with the university’s academic honesty policies; ignorance is not an excuse for dishonest behavior. In cases of plagiarism or cheating, a Violation of Academic Integrity Report will be submitted to the Office of Undergraduate Education to be placed in your university file, with copies provided to you, the department head, and the Dean of Rockefeller College. Additional penalties may include some combination of the following: revision and re-submission of the assignment, reduction of the grade or failure of the assignment, reduction of the course grade or failure of the course, filing of a case with the Office of Conflict Resolution and Civic Responsibility, or expulsion.

**Policy Related to Responsible Use of Technology**

- Blackboard will be used to facilitate course communications and learning. I have uploaded the syllabus to the site and created folders for you to submit assignments. In turn, I will use BB to respond to questions as well as to review and evaluate course learning.
• If you experience technical difficulties accessing Blackboard, please contact me and/or ITS Helpdesk. They will work hard to ensure that you can connect and interact with the course learning management system. You can check your system settings (e.g. browser and JAVA script) in the Blackboard website. There is a function on the top right hand corner of the web page to assess system and compatibility issues.
• You will be using the iclicker polling technology. You do NOT need to purchase an iclicker as they will be assigned for use during class. In the event that you keep your iClicker or fail to return it, a $40.00 fee will be assessed.
• You are encouraged to use personal technology in ways that enhance learning. Personal use of technology that is unrelated to course learning is not permitted (e.g. email, social media applications); will result in a low competency grade.

COURSE MEETING, READING, and ASSIGNMENT SCHEDULE

The class meets weekly from August 29th until December 6th. Table 1 below shows the course meeting schedule with topics and assigned readings and assignment due dates. Please report any inconsistencies or conflicts between the course meeting schedule below and the university academic calendar.

Note: Please upload assignments (e.g. written commentaries, case presentation materials and analyses, and semester project reports) to the corresponding folder in Blackboard by the due date and time.

| August 30 | Introduction  
| Review of Syllabus, Assignment Guide, Grades and Assignment Due Dates, and Teaching and Learning Methods |
| September 6 | Chapter 1: Accountability  
| Public and Private Not for Profit and For Profit Organizations  
| September 13 | Part I: The Job of Government  
| Chapter 2: What is public administration?  
| • TBL PRACTICE RAT—Ch. 1 and 2 |
| September 20 | Chapter 3: What Government Does and How it Does it  
| • GROUP CASE ANALYSIS AND FACILITATION |
| September 27 | Chapter 4  
| • Organization Theory and Effectiveness  
| • GROUP CASE ANALYSIS AND FACILITATION  
*Note: Nonprofit Readings in the Nonprofit Folder in BB |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>October 4</td>
<td>Readiness Assurance Testing of Chapter 3, 4, and Nonprofit Organizations</td>
<td>TBL RAT #1</td>
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<td>NO CLASS</td>
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<td>October 11</td>
<td>NO CLASS</td>
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<td>October 18</td>
<td>Chapter 6 and 7&lt;br&gt;• Organization Problems&lt;br&gt;• Administrative Reform</td>
<td>• GROUP CASE ANALYSIS AND FACILITATION</td>
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<td>October 25</td>
<td>Testing Concepts Related to: Chapter 5, 6, and 7</td>
<td>• TBL RAT #2&lt;br&gt;• Bug’s Life Management and Leadership Movie and Application Exercise</td>
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<td>Nov 1</td>
<td>Chapter 8 and 9: The Civil Service and Managing Human Capital</td>
<td>• GROUP CASE ANALYSIS AND FACILITATION</td>
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<td>November 8</td>
<td>People in Government Organizations Chapters 10 and 11&lt;br&gt;• Decision-Making and Budgeting</td>
<td>• GROUP CASE ANALYSIS AND FACILITATION Bug’s Life CV REFLECTION DUE</td>
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<td>November 15</td>
<td>Testing Concepts Related to: Chapter 8, 9, 10 and 11</td>
<td>• TBL RAT #3</td>
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<td>NO CLASS</td>
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<td>November 22</td>
<td>Chapter 12: Implementation</td>
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<td>November 29</td>
<td>Chapter 13&lt;br&gt;• Regulation and the Courts</td>
<td>• GROUP CASE ANALYSIS AND FACILITATION</td>
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<td>December 6</td>
<td>Part V. Administration in a Democracy Chapter 14&lt;br&gt;• Executive Power and Political Accountability</td>
<td>• GROUP CASE ANALYSIS AND FACILITATION</td>
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<td>December 10(^{th})</td>
<td>• Testing Concepts Related to: Chapter 12, 13, and 14</td>
<td>• TBL RAT 4&lt;br&gt;• Semester Project Paper DUE</td>
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