Foundations of Public Administration
RPAD 500 – Fall 2018
Rockefeller College of Public Affairs and Policy, SUNY Albany
Department of Public Administration and Policy

Instructor: Professor Susan Appe
Class information: Wednesdays, 5:45 PM to 9:25 PM in HS0214
Office hours: Tuesdays 3-6pm and by appointment (Please see Appendix A for a schedule of office hours with occasional deviations).
Office location: Downtown campus, Milne Hall 305
Email: sappe@albany.edu

Course Description
This course is designed to provide students an introduction to the field of public administration, including its practice, themes and values, and contemporary challenges. Public administration is government in action, as broadly defined by Woodrow Wilson in 1887. Public administration includes activities taken directly by government, or indirectly by its partners, to meet the democratically expressed needs of the public. These activities include policy design, implementation, evaluation of outcomes, and re-design or re-direction.

By the end of the course, students should be able to analyze and evaluate the 1) relationship and tensions between politics and administration, 2) various means for assuring administrative accountability and responsiveness, and 3) challenges associated with implementing public programs through both governmental and non-governmental actors. It is intended that students will leave the course with a substantive, applied understanding of the values and practice of public administration.

Text Books - Required


Recommended

- Additional readings will be made available through the course Blackboard site, which can be accessed through MyUAlbany.
- I also recommended you frequently read a major American newspaper (online editions are fine), such as the New York Times, Wall Street Journal, Washington Post, Chicago Tribune, etc.
Assignments Overview

The following assignments will form the basis of your grade in this course:

- Three short essays (75% of final grade)
- Weekly Commentaries and News Briefs (15% of final grade)
- In-class memo and participation (10% of final grade)

NOTE: All assignments will be turned in via Blackboard.

Three Short Essays

To assess your understanding of the course material and your ability to apply concepts to real life cases of government action, students will write three essays during the semester. The essays will require students to conduct independent research and analysis. Additional details about the exact questions and formatting will be distributed separately. Together, the essays constitute 75% of the student’s grade for the course. The essays will be graded using the rubric outlined in the Appendix B. Each essay will be weighted equally, and the average grade across all three essays will determine your grade for the essay portion of your final grade.

Pre-writing tasks. To improve the quality of the essays, you may submit for feedback a one-page summary of the major arguments of your essay one week before each essay is due. I will not accept late submissions of summaries. I will return summaries with feedback 2 to 3 days after submission.

Formatting. Length requirements will be included in the assignment details when they are distributed. Papers must be double-spaced, use 12 point Times New Roman font, have numbered pages, use APA citation formatting for in-text citations and reference pages. References do not count toward the length of the essay. Tables and figures should be included at the end of the paper in a separate section, and do not count toward the length of the essay.

Acceptable sources. Generally, your research should use primary sources more than secondary sources. Primary sources include, but are not limited to: government reports, legislative hearings and testimonies, court decisions, and government auditor reports. Secondary sources are summaries and interpretations of primary sources. Secondary sources include, but are not limited to, articles from major newspapers and news magazines, network and cable news programs, and academic research. Blogs and Wikipedia are not acceptable sources. Be an intelligent consumer of information by evaluating secondary sources for potential political bias. If it is well known that a particular source is liberal or conservative, you must compensate for this in the paper. Acknowledge its bias and balance the information with something from a source on the other side of the political spectrum. On September 12, 2018 during class we will have a visit and presentation from our subject librarian about resources and research tips.

Here are some places to start with your research, but feel free to consult other sources:

- Congressional testimony (available through Lexis/Nexis via the library) and reports completed by Congressional committee staff
- Agency Inspector General reports
• Congressional Research Service reports (opencrs.com and scattered elsewhere around the internet)
• U.S. Government Accountability Office reports (www.gao.gov)

Submission of papers. Each final essay is due at the beginning of class on the designated date and are to be submitted via the SafeAssign link in Blackboard before class. It is the student’s responsibility to ensure the electronic file is readable and not corrupted. Please note: once you hit the submit button in SafeAssign, you cannot go back and submit a different version.

Late assignments. An assignment is considered late if the electronic file is not submitted before class, and/or if the electronic file is not readable. Assignments (electronically) submitted 10 minutes after the beginning of class will be considered late and will be automatically reduced by 10%. Papers submitted one day after the due date will be automatically reduced by 20%, essays submitted two days after the assigned date will be reduced by 30%, etc. Exceptions will be made for extreme health and family emergencies. It is better to submit essays early rather than late, so please plan ahead if you know you will be missing a class session in which an essay is due.

Weekly Commentaries and News Briefs

Commentaries. You are required to submit weekly commentaries that relate to assigned readings for 10 of the last 12 classes. No more than 10 commentaries will be accepted. Of the 10 required, you will choose 9 commentaries to complete and for Class 3, a commentary is required for all students with specific prompt questions are posted on Blackboard. The commentaries must be turned in 24 hours before the class they are due. In our case, that will be by 5:45 PM on the Tuesday before class. Late commentaries will NOT be accepted, with the exception of extreme medical or family emergencies. The 9 chosen commentaries must address two points you found challenging, interesting, or would like to counter from the readings for the week. These should engage with the ideas in the readings analytically and should NOT simply summarize the readings. You will only get partial credit for summaries of the readings. The ten commentaries constitute 10% of your overall grade.

News briefs. In groups of three, you will be required to write and present one news brief. The news brief will be a summary of a story currently in the news that relates to the readings for the week. During the first class, you will be grouped up and sign-up for topics and dates. All news stories must be submitted to me the week before the brief is due for final approval, this can be done via email or during office hours. You will write a one single 1-2 page memo summarizing the news story, relating it to the readings, and providing 2 to 3 insightful comments. In addition, you will prepare a 10-minute presentation, with slides, to present the story to the class, relate it to the readings for the week, and open the discussion with 2-4 open-ended questions that prompt debate/discussion relating the readings to the news story. The slides and memo of the news brief will be due 24 hours before class. News briefs will assessed according to how clearly you: 1)
summarize the story, 2) connect it to the readings, 3) raise relevant questions for discussion, and
4) deliver a polished presentation. The News Brief assignment is worth 5% of your overall grade.
See Appendix C for the rubric for the New Brief assignment.

Submission of commentaries and new briefs. These assignments also should be submitted via the
SafeAssign link in Blackboard when they are due. For the new brief, one person can submit the
materials but please make sure all names are indicated on the assignments submitted. It is the
student’s responsibility to ensure the electronic file is readable and not corrupted. Please note:
one once you hit the submit button in SafeAssign, you cannot go back and submit a different version.

Participation

A big part of learning comes from class discussion and participation in class activities. You can
do neither if you do not attend class. Attendance will be tracked and points will be subtracted for
absences not cleared with me ahead of time. In addition to attendance, sustained and regular
contributions to class discussion will be factored in to the class participation grade for the
semester. Note that while participation only affects 10% of your final grade, it can mean a
difference of a full letter in the grade you receive. This 10% also includes an in-class memo
activity scheduled for October 10, 2018. We will further discuss this in class, but in order to be
prepared for the assignment, you need to have computer access for the class period (a personal
computer or be prepared to use computers in a lab on the downtown campus, we will discuss
further in class). See Appendix D for the in-class memo activity.

Class policies

Blackboard. All assignments and readings will be posted to the class Blackboard. I will email
any announcements or updates to the class and also post them in the Blackboard. Report any
trouble accessing anything as soon as you encounter the problem.

Communication. Communication outside of scheduled class meetings and office hours will
occur primarily over email. Students are expected to check their email every day. Meetings
outside of class and office hours should be scheduled by appointment. All class-related activities,
including class and group discussions, emails and assignments should be conducted in business
standard English. I welcome your visits during my office hours to get to know you better and to
discuss material in greater depth than we have time for in class; you do not need to wait for a
problem to arise or limit your conversations to class-related concerns. Appointments during
office hours or appointments are an appropriate time and venue in which to discuss details
related to class assignments, problems you are having with the course, or other issues that cannot
be answered with simple “yes” or “no” responses. E-mail is an appropriate means of
communication for quick questions, announcements, or notifications that do not require a
response. I will usually respond to emails within 48 hours. Please write “PAD 500” in the subject
line of emails.

Professionalism. Public administration is a professional field; therefore, the MPA program
emphasizes professional skills in the classroom and assignments. Professional skills are
punctuality, adhering to deadlines, and preparedness. In addition, please dress appropriately for
class.
Professionalism of Assignments. All written work must conform to current APA style guidelines; assignments which do not generally conform to APA style guidelines will not be accepted and will be assigned a grade of F (0). If you have questions about the expectations for any assignments, you should inquire with me far enough in advance to allow you to complete the assignment on time. Completed assignments must be carefully proofread to reflect an appropriate level of professionalism and detail.

Students are expected to submit assignments that meet professional standards in both content and style. Professional content requires thorough research and the demonstrated ability to articulate logical and insightful arguments and critical thinking skills. Professionalism in style demands that written assignments be professional in appearance, clearly written, and free of grammatical, spelling, and syntax errors.

Laptops and cell phones. A large body of well-designed research has demonstrated the detrimental effects of laptops on learning in a lecture/discussion-based environment. I will strongly encourage you all to get the most out of class and avoid the temptation towards distraction by refraining from using laptops or electronic devices unless they are absolutely necessary. Cell phones: we all have them, and they can be quite distracting. Please be courteous and silence your cell phone and leave it out of sight (in a pocket/purse/bag) during class. Essentially, cellular phones are not to be used during class time!

Have fun! Public administration is a broad topic that explores big, important questions that affect everyone. Discussing these topics should be as fun and interesting as it is challenging.

National Association of Schools of Public Affairs and Administration (NASPAA). See Appendix E for a description of how this course seeks to prepare you to develop the competencies identified by the National Association of Schools of Public Affairs and Administration (NASPAA) as critical for successful careers in public service.

Academic integrity. Academic honesty is something the MPA program takes very seriously. Cheating in any form will not be tolerated. Students are required to be familiar with the university’s academic honesty policies; ignorance is not an excuse for dishonest behavior. In all cases of cheating, a Violation of Academic Integrity Report will be submitted to the Dean of Graduate Studies 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, suspension, or expulsion. For a more detailed description of the university’s academic honesty policies, go to: http://www.albany.edu/undergraduate_bulletin/regulations.html

Syllabus as a Contract. This syllabus is a contract. You are responsible for reading this syllabus in its entirety. Continued enrollment in the class indicates that you understand and accept the terms contained herein. If you have any questions or concerns about any policies, assignments,
grading criteria or any other aspect of the course, please meet with me to resolve those issues prior to the withdrawal deadline.

**Responsibility for Material Presented in Class.** You are responsible for material covered in class. Material that is not included in the assigned readings will be presented in class. Requirements and expectations for assignments may also be presented in class; these will apply to you even if you are not in class when the information is presented.

**Collaborative Work.** I encourage you to meet with classmates to discuss topics, study and exchange ideas. However, individual assignments must be yours and yours alone.

**Workload.** This is a 4 credit hour graduate seminar in a professional masters degree program. As such, you should expect to spend, on average, 10-12 hours per week outside of class on readings and assignments for the course. You are advised to keep up with the work for this class as catching up can be an overwhelming task. All reading assignments and due dates are listed in the syllabus, so there is no excuse for being unprepared. The reading load varies from week to week so you are advised to look ahead in the syllabus and to plan your schedule accordingly. After the first week, readings for each week should be completed by the Wednesday of that week (that is, BEFORE CLASS!). While much of the class reading comes from the assigned text, I will cover other material in my lectures and in our discussions. You will be responsible for knowing this material too.

**Absences.** Consistent with University policy, students are expected to arrive on time to every class meeting as noted above under participation. As a professional degree program, I treat our weekly class as a standing weekly meeting. Therefore, as you would in a professional setting, if you do need to miss our standing meeting (i.e., our class; for emergencies, sickness, etc.), please contact me as soon as possible and let me know. It is your responsibility to notify me and to get any notes/materials from other students.

**Children in Class.** Parents who are students sometimes find that they are confronted with a choice of attending class or taking care of their child. This course applies a child-friendly policy, and you may bring the child to class when necessary. Please keep in mind that three+ hours is a long time for a child to play/read/work quietly. If necessary, be prepared to take your child out of the classroom.

**Incompletes.** No incompletes will be awarded for this course without *explicit* medical or university certification indicating that you are unable to complete the course due to circumstances beyond your control which developed *after* the last day to withdraw from the course, and only if you were passing the course (with a grade of B or better) up until that time. Incompletes cannot be used to avoid an unsatisfactory grade. Family “crises,” workplace demands, or heavy workloads in other courses do not constitute sufficient grounds for an incomplete.

**Removal for Non-Attendance.** I do **not** administratively remove students from my courses for non-attendance. I consider it your responsibility to withdraw from the course, pursuant to University deadlines and procedures, if you do not wish to receive a grade.
**Final Date for Course Assignments.** All class assignments (e.g., permitted extensions and make-ups, etc.) must be submitted by the date agreed upon with me, but will not be accepted beyond 12noon on December 10.

**Extra Credit/Bonus Work.** This class does not provide opportunities for extra credit or bonus work.

**Accommodations.** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 130, 518-442-5490, DRC@albany.edu). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.
Schedule of Topics, Readings and Assignments

Note: Deadlines listed below are subject to modification at the instructor’s discretion in response to changing class needs. All changes will be announced in class.

UNIT ONE: CONCEPTUAL FOUNDATIONS

Class 1 (August 29): Introduction to Public Administration

Class 2 (September 5): Foundations of Public Administration


Recommended:


Class 3 (September 12): Accountability


- Guest Speaker: Angela Hackstadt, Public Administration and Policy Subject Librarian

Recommended:


***September 19: Classes Suspended - Yom Kippur***

Class 4 (September 26): Strategic Management

- Moore: Chapter 1, Chapter 2 but read only pp. 72-84 and pp. 93-131
- Case: Managing Cutbacks at the Department of Social and Health Services

Version 1 by S. Appe dated 8/21/2018
UNIT TWO: DECISION MAKING, EQUITY AND FAIRNESS

Class 5 (October 3): Decision-making and Public Participation

- Moore: Chapter 5
- Case: Elusive Community in South Park, Parts A & B.
- ESSAY#1 DUE

Class 6 (October 10): Decision-making in a Political Environment

- Moore: Chapter 3
- Case: Puget Sound Water Quality Authority
- In class: Memo Writing Activity

Recommended:

- Moore: Chapter 6.

Class 7 (October 17): Equity and Fairness

UNIT THREE: INSIDE THE BUREAUCRACY

Class 8 (October 24): Direct Government: Street-level Bureaucrats

- Case: Prosecutorial discretion in the Immigration Customs Enforcement Agency (ICE)

Recommended:


Class 9 (October 31): Direct Government: Managing and Motivating Public Employees

- Case: Recruitment at Southwood School
- **ESSAY#2 DUE**

Recommended:

UNIT FOUR: FROM GOVERNMENT TO GOVERNANCE

Class 10 (November 7): Government by Proxy: Contracting

- Case: Hurricane Katrina and Housing Contracts

Recommended:

- Moore: Chapter 4.

Class 11 (November 14): Government by Proxy: Managing Networks

- Case: Minneapolis Network of Social Services

Recommended:


***November 21: Thanksgiving Break***

Class 12 (November 28): Government by Proxy: Accountability in/of Networks

- Case: Building Partnership

Recommended:

Class 13: (December 5): Wrap up: Working Across Governments

- **ESSAY #3 DUE**

*Recommended:*

**Appendix A: Appe Fall 2018 Office Hours**

Office Hours are generally held Tuesdays 3-6pm (but note the **deviations!**) or by appointment in my office on Downtown Campus, Milne 305. I will not hold office hours or appointments on days when the University is not in session. Please note semester schedule below. Please sign up for a time slot during my office hours at the website here (https://calendly.com/sappe/15min), it is also posted Blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 9/4</td>
<td>2-4pm</td>
<td><strong>please note time change</strong></td>
</tr>
<tr>
<td>Tuesday, 9/11</td>
<td>3-6pm</td>
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<tr>
<td>Tuesday, 9/18</td>
<td>3-6pm</td>
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<tr>
<td>Tuesday, 9/25</td>
<td><strong>no scheduled office hours this week, by appointment please</strong></td>
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<tr>
<td>Tuesday, 10/2</td>
<td>3-6pm</td>
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<tr>
<td>Monday, 10/8</td>
<td>3-6pm</td>
<td><strong>note this is a Monday</strong></td>
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<tr>
<td>Tuesday, 10/16</td>
<td>3-6pm</td>
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<tr>
<td>Tuesday, 10/23</td>
<td>3-6pm</td>
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<tr>
<td>Tuesday, 10/30</td>
<td>3-6pm</td>
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<tr>
<td>Tuesday, 11/6</td>
<td>3-6pm</td>
<td></td>
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<tr>
<td>Monday, 11/12</td>
<td>3-6pm</td>
<td><strong>note this is a Monday</strong></td>
</tr>
<tr>
<td>Tuesday, 11/20</td>
<td><strong>no scheduled office hours this week, by appointment please</strong></td>
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<tr>
<td>Tuesday, 11/27</td>
<td>3-6pm</td>
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<tr>
<td>Tuesday, 12/4</td>
<td>3-6pm</td>
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</tbody>
</table>

** Office Hours schedule listed above is subject to modification at my discretion. All changes will be announced in class and via Blackboard.
## Appendix B: Essay Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (100%)</th>
<th>Satisfactory (85%)</th>
<th>Poor (50%)</th>
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</thead>
<tbody>
<tr>
<td>Thesis (30%)</td>
<td>The solutions to the problems in the essay prompt are laid out clearly, early in the essay.</td>
<td>The solutions to the problems in the essay prompt are addressed, but difficult to identify in the essay.</td>
<td>Essay lacks a clear thesis that addresses the problems in the essay prompt.</td>
</tr>
<tr>
<td>Coverage of the Essay Topic (30%)</td>
<td>The essay demonstrates a clear, accurate, and detailed application of the theories/concepts discussed in class. Arguments are clear and persuasive, supplemented by relevant evidence.</td>
<td>The work demonstrates an adequate understanding of the relevant theories/ concepts. In limited instances, theories are explained incorrectly. Most arguments are persuasive.</td>
<td>Explanation of relevant theory is absent, inaccurate, or so unclear that it is without use or meaning. Arguments are generally unclear or unpersuasive with little supporting evidence.</td>
</tr>
<tr>
<td>Organization, clarity, and grammar (20%)</td>
<td>Ideas are arranged in a logical order, flow smoothly between each other, and the writing has very few spelling or grammar errors.</td>
<td>Writing is generally thoughtful, logically arranged, and flowing. Ideas occasionally do not fit or transition well. Occasional spelling and grammar errors appear.</td>
<td>The writing is poorly structured, ideas do not flow well together, and contains many spelling and grammar errors.</td>
</tr>
<tr>
<td>Bibliography (10%)</td>
<td>It is assumed you will use APA formatting for both in-text citations and the bibliography. Sources are listed alphabetically, and primary evidence is more prevalent.</td>
<td>One of these standards was not met.</td>
<td>More than one of these standards was not met.</td>
</tr>
<tr>
<td>Formatting (10%)</td>
<td>Followed formatting instructions, including length, font, margins, and page numbers. Name is on paper.</td>
<td>One of these instructions was not followed</td>
<td>More than one of these instructions was not followed.</td>
</tr>
</tbody>
</table>
## Appendix C: News Brief Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent (100%)</th>
<th>Satisfactory (85%)</th>
<th>Poor (50%)</th>
</tr>
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<tbody>
<tr>
<td><strong>Clarity of story (35%)</strong></td>
<td>Explains the story clearly</td>
<td>Explanation of the story is unclear at times</td>
<td>Explanation of story is unclear overall</td>
</tr>
<tr>
<td><strong>Link between story and theory (35%)</strong></td>
<td>Connection between story and course readings for the day is clear</td>
<td>Connection between story and course readings is unclear at times</td>
<td>Students fail to connect the story to the assigned readings for the week.</td>
</tr>
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<td></td>
<td>Theory is described and applied accurately</td>
<td>Theory is described, but is occasionally muddled or confused.</td>
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</tr>
<tr>
<td><strong>Presentation (30%)</strong></td>
<td>The team demonstrates complete confidence in communicating subject matter with audience. Presenters maintain consistent eye contact. Appropriate gestures are used throughout the presentation.</td>
<td>The team demonstrates some confidence in communicating subject matter with audience. Eye contact is inconsistent across presenters. At times gestures could be used more effectively.</td>
<td>The team does not appear confident in communicating subject matter with audience. Presenters rarely exhibit eye contact. Little to no gestures are used.</td>
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<td></td>
<td>Presentation was within time and slide constraints.</td>
<td>One of these conditions is not met</td>
<td>Neither of these conditions was not met</td>
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</table>
## Appendix D: In-class Memo Activity Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (100%)</th>
<th>Satisfactory (85%)</th>
<th>Poor (50%)</th>
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<tbody>
<tr>
<td>Completeness (35%)</td>
<td>Answers to all questions and requested information are presented explicitly, clearly and succinctly. No ambiguity about author’s position on any question.</td>
<td>The answer to one question or any requested information is omitted or not explicitly stated.</td>
<td>Answers to multiple questions or requested information are omitted and/or unclear.</td>
</tr>
<tr>
<td>Formatting (35%)</td>
<td>Summary contains clear, direct responses to the required questions.</td>
<td>In the summary, responses to one or two questions are ambiguous.</td>
<td>In the summary, responses to more than half of the questions are unclear and/or missing.</td>
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<td>Headings for supporting sections are clearly identifiable and communicate key messages.</td>
<td>Headings for supporting sections are clearly identifiable, but key messages are muddled in limited instances.</td>
<td>Headings for supporting sections are difficult to identify and/or majority of headings convey no useful information to the reader.</td>
</tr>
<tr>
<td></td>
<td>It is assumed that you followed formatting instructions regarding length, font, and margins.</td>
<td>One of the length, font, and margins guidelines was not followed. (points deducted)</td>
<td>More than one of the length, font, and margins guidelines was not followed.</td>
</tr>
<tr>
<td>Conciseness and Clarity (30%)</td>
<td>There is little to no extraneous information; the student has sensibly prioritized what to include and what to leave out.</td>
<td>In one or two sections of the memo, the student presents information that does not support the key messages.</td>
<td>Frequent use of extraneous information. In a majority of sections, the student presents information that does not support the key messages.</td>
</tr>
<tr>
<td></td>
<td>There are few unnecessary words, phrases, and sentences; it would be difficult to rewrite sentences to be substantially shorter without compromising the content.</td>
<td>There are few unnecessary words and sentences; between 3 and 5 sentences could be substantially shortened without compromising the content.</td>
<td>There are multiple unnecessary words and sentences; more than 5 sentences could be made substantially shorter without compromising content.</td>
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<td></td>
<td>Sentences are organized coherently and flow together logically. Note: 1-2 serious grammar errors.</td>
<td>In limited instances, sentences are not organized logically. Note: 3-4 serious grammar errors.</td>
<td>Sentences in the same paragraph are not logically connected to each other. Note: 5 or more serious grammar errors.</td>
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</table>
Appendix E: NASPAA Competencies

This course is aligned with the five core competencies identified by the National Association of Schools of Public Affairs and Administration (NASPAA) as critical for success in public service careers.

What are competencies?

- Competencies are integrative. Competencies are a bundle of knowledge, skills, abilities, and behaviors that, when fully integrated, define successful performance. Competencies are broader than knowing how to use Excel or being able to define what marginal cost means.

- Competencies describe the characteristics of the person who does the job best. In this way, competencies describe the whole person and their total performance. Competencies are broader than job tasks.

The NASPAA identified competencies are:

1. The ability to lead and manage in public governance
2. To participate in and contribute to the policy process
3. To analyze, synthesize, think critically, solve problems and make decisions
4. To articulate and apply a public service perspective
5. To communicate and interact productively with a diverse and changing workforce and citizenry

This course is designed to build student competency in all five areas. For example:

Competency #1: In this course we will discuss the importance of defining organizational strategy and using that strategy to make decisions. We will spend a great deal of time discussing accountability and different means for achieving it. A number of weeks will be spent discussing third-party government and how to manage in this type of delegated environment.

Competency #2: In multiple class sessions we will discuss the importance of identifying and evaluating stakeholders, and developing strategies for different types of involvement in the decision-making process.

Competency #3: Through extensive use of case studies, we will analyze public management and policy problems by discussing the mistakes and successes of others. Students will be asked to divide problems into different parts, analyze the problems from the perspectives of different stakeholders, and develop proposed solutions.

Competency #4: Students will explore questions of equity and inclusiveness through the use of cases and debates regarding the appropriate use of discretion by public servants. In various assignments throughout the course, students will analyze the competing values in public administration in specific cases and how different emphases may generate different results.

Competency #5: Writing assignments will require students to evaluate cases, use evidence to support arguments, and to communicate analyses in a highly-organized manner. Work in small-groups will develop skills in working with diverse groups and providing constructive feedback.