COURSE: BUS 4010 INTRODUCTION TO PUBLIC ADMINISTRATION (3)

DESCRIPTION: The course provides a conceptual foundation in public administration with an examination of the nature, scope, structures, functions, and challenges facing today's public sector administrative professionals.

SEMESTER: Fall 2016 Thursdays: September 1 to October 15, 2016

CLASS HOURS: Tuesdays 6:00-10:15 p.m. Room, SM 207

INSTRUCTOR: Dr. K. Garth-James

TELEPHONE: 650-438-1253, 916-844-2331

EMAIL: kgarthjames@ndnu.edu

OFFICE HOURS: Tues and Thursdays, before class, or by prearranged appointment.

COURSE PURPOSE:

This graduate level course introduces students to the field of public administration theory and practice by providing opportunities for in-depth analysis and critical thinking of important topics that shape manager/leader practice. Introductory courses typically explore the rapid changes in public administration the result of legal, ethical, political, social, cultural and economic events affecting the public service leader/manager (administrator). Students will learn that the public sector environment and its partners in the independent (nonprofit) and private sectors are helping to reconfigure the field by participating in policy making and implementation. Public administration is a dynamic field in which public managers and leaders seek to advance the knowledge of history, values, ethics, institutions, multicultural, technological, and legal/procedural responsibilities through experiential learning, reflection and application to find options to address today's community problems.

MATERIALS:

Required

- Instructor provided Case Studies

Additional Sources (not required, but recommended):

- Online Writing Resources: OWL Purdue or APA Style
- Public Administration Review (PAR).
- Governing Magazine (state and local government news).
- Urban Magazine
- American Society for Pubic Administration (ASPA), public servant academy for networking/jobs
- Thomas Library of Congress
- NDNU Library (or other libraries), including electronic libraries.
- Congressional Quarterly (free trial available)
LEARNING OUTCOMES:
At the end of the course students should be able to:

1. Explain using communication and information literacy (info literacy) skills the foundational principles of public administration in the context of managerial, administrative (legal) and political arenas.
2. Critically evaluate theoretical perspectives and models from research materials and readings (literature review) about real-world problems by case learning.
3. Recognize that public administrators use critical thinking about research (evidence) gathered on administrative law, politics, economic and social and cultural problems to fashion effective recommendations to solve everyday problems in public institutions.
4. Gather data and information on public problems to effectively engage with policy makers, nonprofit executives, private managers, and community stakeholders to build collaboration supporting the public interests.
5. Compile ideas about strategic management of behaviors and apply public values from the readings and guests that demonstrate competencies to manage group/team conflicts to improve handling of interpersonal interactions in the public workplace.
6. Quantitatively assess public policy programs from program formulation through evaluation.
7. Synthesize and communicate in written, oral, and electronic form the innovative ideas for becoming an effective and efficient public administrators (managers) and leader in the community understanding international, multicultural inclusion, policy making, budgetary, ethical and managerial competencies are necessary to implement NDNU Hallmarks of social justice.

COURSE STANDARDS

1. All readings, assignments, and papers/projects are for a regular semester course.
2. It is the responsibility of the student to come prepared to each class. The expectation is that the student will thoughtfully consider the material and be prepared for class discussion.
3. Attendance is very important to studies at the University. **Non-attendance or lack of participation in the class will be considered during the grading process.** Missing more than one class will result in being dropped. Unexcused absences, unexcused lateness, or unexcused arriving at class late or leaving class early will count against a student’s grade. It is the student’s responsibility to contact the instructor if they are unable to complete work or to attend class. The message number noted above can be used to convey information.
4. Both class discussions and classroom activities are organized to maximize student participation in the learning process. Students are expected to follow social justice concepts of respect and consideration for others in class, and in all class-related activities. (See **Class Participation** in this syllabus.)
5. Grades will be provided in accordance with applicable policy. Exceptional performance and class participation will be considered along with numerical scores in determining the final grade achieved. The instructor reserves the right to modify or to waive any item contained in these guidelines if necessary to support educational goals, and academic fairness; however, NDNU policies will be followed in all situations.
6. Team efforts are to be equal efforts of all team members: All team members are expected to present.
7. All work submitted in fulfillment of course requirements must be the student's own work. NDNU policies regarding academic honesty will be strictly enforced.
8. All assignments must meet graduate-level standards. Students are expected to take an evidence-based approach to all work, which includes demonstrating the ability to identify, extrapolate from, and explain research and concepts in a manner that is easily understandable by peers, and by people in organizations.
Written (papers, power point w/o audio) and Oral (including power points with audio) Assignments must be turned in by the due date. NO EXCEPTIONS, unless prior arrangement with professor due to extenuating circumstances (determined case by case basis).

To be accepted, all written assignments must follow and meet all requirements, including being prepared in formal writing style according to APA format per NDNU School of Business and Management requirements, and must meet all assignment criteria. (Note: Students should make sure that the word processing program on the computers is using Microsoft Word, to Formal style, and proper font family (Times New Roman or Arial) and size (11.5 or 12 pt.). Commas before last item, quotes within quotation marks, and two spaces between sentences should be checked. Papers should be in active voice, and paraphrasing should be used instead of quotes. Margins need to meet APA requirements.) Papers that do not meet all requirements will be returned for no credit. Work re-done after being returned will be counted as late.

A. Assignments are to be completed and submitted on time, which is promptly at the start of each class meeting at which they are due. Assignments not turned in on time are considered late. Late assignments will incur a reduction of 30% of point value, unless arranged with instructor before assignment due date. Katherine Mills, Tutoring Center, will be helping students with writing assignments, which must be submitted accordingly and on due date (instructor will review).

B. All assignments and work must be turned in and completed to receive a grade for the class. A grade of Incomplete (I) for the class to make up missed work and assignments will be issued only at the instructor’s discretion. Failure to complete assignments, including failure to finish an Incomplete will result in a grade of “F” for the course. Note: Incompletes must be finished by the date on the Incomplete Form, or at least within one year of finish of class to avoid a grade of “F”.

C. Academic honesty is a cornerstone of values at NDNU. Unless you are directly quoting an author and/or referencing his or her work, you must use your own words to express your ideas. If any of the ideas used in an assignment do not represent your original ideas, you must correctly cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding the consequences of misrepresenting your work. (Important Note: Failure to follow proper citation format can result in the appearance of plagiarism. Thus, proper citation is critical to avoid charges of plagiarism. The instructor reserves the right to give no credit and/or to fail work not cited correctly, not done in the correct format, and that fails to meet graduate level standards of work.)

D. Electronic versions of written presentations (power point, papers) and outline of the final Trifold Project must be turned in to the instructor’s email address in this syllabus no later than the start of class in which they are due in order to receive full assignment credit. Late submission of electronic versions will count as assignment not submitted until received. Points may be taken off assignment if electronic version is not submitted on time. Assignments may be reviewed in Formal grammar and spellcheck format in Word as part of the grading process.

9. Extra Credit: None specified (Instructor may introduce extra credit during the course.)
10. Privacy and Confidentiality: One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts to which they have agreed with their, or other, organizations.
11. Legal Issues: No material / discussions in the course are presented as legal advice. Legal issues are often discussed during the course, such as employment law related situations for example. Materials for such discussions brought in by the instructor are from standard sources, generally designed for managers and employees, and are not meant as legal advice. Attorneys should be consulted for legal advice.
12. Syllabus Updates: Refer to this syllabus for course assignments. However, the course syllabus and schedule are subject to change in the event of extenuating circumstances, or professor’s choice to suit the pace of the course. You will be notified of any changes made to the syllabus.
13. Notre Dame de Namur University complies with Section 504 of the Rehabilitation Act. Students who have a disability that might affect academic performance in this class are encouraged to confer with the instructor at the beginning of the semester and/or to contact Dr. Peggy Koshland Crane in the Program for Academic Support and Services (PASS) (650-508-3670; mcrane@ndnu.edu).

14. Regarding dropping the course: Students are responsible for consulting with the Registrar’s office regarding Drop/Add procedures and timelines, and are responsible for initiating drop/add procedures in the Registrar’s Office. See: http://www.ndnu.edu/business-services/bus-office-policy.aspx

GRADING GUIDELINES

A+, A-, A Good graduate level performance clearly demonstrated in all assignments, work, and activities, including integrating / synthesizing material from research, other courses, disciplines, and areas. Demonstrates unusually sharp insight into material and initiates / facilitates thoughtful inquiry and analyses. Sees many sides of an issue. Effectively reinforces professional excellence in all work and activities. Demonstrates effective levels of professionalism in helping / facilitating classmates’ learning and efforts. Example: “A” work should be of such nature that it could be ready for publication, and put on reserve for all students to review and to emulate.

B+, B Good graduate level performance clearly demonstrated in all assignments, work, and activities, including integrating / synthesizing material from research, other courses, disciplines, and areas. Demonstrates good insight into material and initiates / facilitates thoughtful inquiry and analyses. Attempts to see many sides of an issue. Reinforces professional excellence in all work and activities. Demonstrates high levels of professionalism in helping / facilitating classmates’ learning and efforts. Example: “B” work indicates a high quality of performance and is given recognition for solid work; a “B” should be considered a high grade.

B-, C+, C Below good graduate level performance. Needs to improve in all assignments, work, and activities, including integrating / synthesizing material from research, other courses, disciplines, and areas.

C-, D+, D, D Marginal in professionalism.

F Quality and quantity of work in and out of class is below average and not acceptable at the graduate level.

Note: Good grades are usually correlated with professionalism, regular attendance and with accurate and timely completion of assignments (written, reading, design projects, computer programs, and all other kinds of assignments). On the other hand, poor grades are often correlated with lack of professionalism, frequent absences and incomplete and/or missing assignments.

GRADING SCALE

Meets Graduate Requirements

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<tr>
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<td>A</td>
<td>97 - 93</td>
<td>A-</td>
<td>92 - 90</td>
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<tr>
<td>B+</td>
<td>89 - 86</td>
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<td>85 - 82</td>
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<td>B-</td>
<td>81 - 80</td>
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<td>C+</td>
<td>79 - 76</td>
<td>C</td>
<td>75 - 72</td>
<td>C-</td>
<td>71 - 70</td>
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<tr>
<td>D+</td>
<td>69 - 66</td>
<td>D</td>
<td>65 - 62</td>
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* A course with less than a grade of “C” in a Master’s Program must be repeated for credit per NDNU policy. http://www.ndnu.edu/academics/catalog/archive/2010-2011/NDNUCatalog1011.pdf
WRITTEN ASSIGNMENT GUIDELINES

- Follows assignment, including all graduate / APA writing guidelines.
- Grammar style is correct, clear, concise, logical in flow, demonstrates good use of resources, and demonstrates correct, clear, and convincing critical reasoning
- Follows Assignment / Applicability to Organization / Career

An “A” paper should be clear and concise, follow the rules of graduate writing practices, should contain no more than three (3) grammar errors, should contain no misspellings, and should be in APA format. An “A” presentation should use visual materials, and should appear as one complete presentation, not as several presentations. PowerPoint presentations should use a minimum of slides (can use handouts). Presentations should be done without notes. NOTE: Grading is based on assignment rubrics for power point presentations, written assignments and the final Team Project. All assignments are 100 points but weighted differently.

GRADING

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<tr>
<th>Assignment</th>
<th>Score</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quiz</td>
<td>9/15</td>
<td>10%</td>
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<tr>
<td>Individual Memo</td>
<td>9/29</td>
<td>35%</td>
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<tr>
<td>Individual Article Critique</td>
<td>10/6</td>
<td>10%</td>
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<tr>
<td>Team Case Analysis</td>
<td>10/13</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>All Classes</td>
<td>15%</td>
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Total 100 points

Bonus Points: 5 for completing course evaluation by due date. Grand Total 105 points

CLASS PARTICIPATION (15 points)

Class participation includes overall professionalism, level of overall work product, and adherence to graduate standards. Preparation, ability to lead / facilitate material in an easy to understand manner, and professional interactions with the class and instructor are also included in grade determination. Use of electronic devices for other than immediate class work will count against participation. Note: Instructor reserves the right to limit electronic devices in the classroom, including not allowing the use of such devices. Besides professionalism in working on assigned projects, class participation includes:

- Adding to group discussion
- Working as good team member on Trifold Team Project
- Asking questions, Keeping discussions relevant and listening others comments
- Relating theory to practice
- Being very prepared, and Being punctual
- Giving constructive comments
- Giving full attention (including not using electronic equipment.)

COURSE ACTIVITIES

TEAM PROJECT CASE

In this class you will work as part of a team and conduct a Case Analysis on the Environmental Justice Case Study: Beard Elementary. Your Case Analysis will consist of a PowerPoint Presentation that includes audio and notes with each slide. This Case Analysis is required to be 16 slides (including the title slide, team presentation
slide, & references slide) and is required to follow the format provided in the following instructions. This assignment should lead to critical thinking and synthesis across different materials (books, scholarly articles, etc.) and will result in a presentation presenting your team's understanding of the issues/problems. In the workplace, teams are formed to work toward a common goal, typically to identify the issues/problems and share new knowledge about solutions. Remember to work cohesively as a team to address the issue/problem facing the administrators at Beard Elementary School. Think about the questions and a solution that could help the school.

**Case Analysis Instructions**

You will read the *Environmental Justice Case Study: Beard Elementary*. and then as a team you will use MS PPT to prepare and present a team Case Analysis in the following format:

1. **Introduction**: Background of the case including information about the participants, the place, geographic location, and so on. This information should not be from only the case study, but outside sources.
2. **Citation**: You must give the full citation of the case, including the name of the case, the date, and participants.
3. **Facts**: You must briefly indicate the reasons for the situation, and importance to public administration and participants (stakeholders in the community, governments, school districts, others) involved.
4. **Issues/problems**: Concisely phrase the issues and problems in the case. It is essential that the reader knows what is being considered. For example, soil contamination is one major issue in the case.
5. **Decisions**: What are some of the decisions that have been made/will be made?
6. **Recommendations**: Summarize a possible team solution and what data and information was relied on in arriving at the recommendations. If possible, use the answers to the questions to help write up these sections.
7. **Conclusion**: Provide a brief, summary of the case, findings and recommendations.
8. **Answer to Questions**: Make sure to answer the questions at the end of the case throughout your presentation and use in your response.

Your assignment should also meet the following guidelines:

- A minimum of 16 power point slides with notes (including the title slide, team presentation slide, & references slide)
- Team Presentation Slide: This slide should include the name of each member of the team and identify what content each team member is presenting as part of the presentation.
- Use Formatted American Psychological Association (APA) Style. For example, use active voice, third person, 11.5 or 12 point Times New Roman or Arial font size/family, bold headings and subheadings, and in-text citations on the slides and Notes Page. Also, remember to center and bold the headings: Introduction (include the case citation), Facts, Issues/Problems, Decisions, Recommendations and Conclusion.
- Use the notes section on each slide. Provide audios for each slide. Note: Each team member should record audio and be part of the presentation.
- Use your own words and include citations for other articles as needed to avoid plagiarism.
- PPT Presentations will be submitted to Vericite/Turnitin.

An effective case analysis will use at minimum four (4) scholarly resources in addition to the text book. It is essential to show synthesis of the authors’ perspectives and viewpoints as well as comments useful to support your recommendations. Case analyses are commonly used in public administration graduate programs to
facilitate learning and provide students with the opportunity to work together applying concepts, strategies and tactics that could be useful to solving real-world problems.

Small teams of 3-5 students will be formed. Each student is encouraged to review the Beard Case before meeting with team members. Remember to contact your instructor for comments, questions or concerns. (See Grading Rubric)

**WRITING THE PUBLIC SECTOR MEMO**

In this assignment you will create a Memo that walks the reader through the public policy process regarding a current event in the public or nonprofit sector.

- **Step 1**: Go to the Purdue OWL website and learn to write memos. OWL uses one format (agencies may use a slightly different one). [https://owl.english.purdue.edu/owl/resource/590/04/](https://owl.english.purdue.edu/owl/resource/590/04/)
- Review the Memo's section of this website, pay attention to APA formatting and the samples provided. Please note that memos can include images, maps, and other media if necessary.)

  Pay close attention to the process outlined in this video as you will use it in your memo.

- **Step 3**: Identify a current event that relates to the public or nonprofit sector.
  You will need to use the Public Policy Process identified in the video from Step 2 to when addressing this current event in your memo.

- **Step 4**: Watch the video on Healthcare and steps in the process. Your memo would represent each step in written form rather than video slides. [Health Care Policy Making Video](https://www.youtube.com/watch?v=LJjGAYxkAXo&feature=youtu.be)

- **Step 5**: Compose the Memo.
  Based on the current event that you choose, walk the reader through the public policy process outlined in the video and this week's reading.

For example, the first step in the policy making process is to identify the problem and agenda setting. Let's assume that you have found the current event article about Affordable Care Act (Obamacare). The first step involved in your current event consists of identifying the problem, and getting political groups in Congress to “set” or put it on the agenda. Remember the Memo should be in formatted in APA formatting based on the sample you reviewed from Purdue OWL.

**Requirements for this written assignment:**

- The length of this assignment should be 3-4 pages
- This assignment is due in by SUN at 11:55pm (PT) of W1.
- APA formatting is required
- Assignment file must have a .doc or .docx extension
- Points for this assignment = 100 (See grading rubric)
ARTICLE CRITIQUE/REVIEW

Identify and review a journal article on issues addressing planning, implementation and evaluation taking place in a nonprofit or government agency. Review this article in light of what you learned through the textbook reading this week. The journal article must be research-oriented, such as articles found in Public Administration Review (PAR). This means that the article should cite references and have a bibliography (references) page at the end.

Your written review should include a half-page abstract of the article and a 1-2 page descriptive and informative summary of the article. You must provide a running head, title page and references page. Your final review will be a maximum of five pages (including abstract, 2-page summary, title page and references page). Your article review should summarize the essential contents and main ideas about the role, responsibilities and outcomes of planning, implementation and evaluation in a public sector organization. If you find an article on just planning, or implementation or evaluation, then you may write a review of one of the activities. However, most articles on the topic will discuss all three of these management functions. You must use APA Style for this assignment. See the grading rubric for this assignment.

Requirements for this written assignment:

- The length of this assignment should be 4-5 pages
- This assignment is due 9/15 in professor email by 11:55pm (PT)
- APA formatting is required
- Please submit your assignment through Veracite.
- Assignment file must have a .doc or .docx extension
- Points for this assignment = 100 (see grading rubric)

Writing Standards must be met. Katherine Mills, Tutoring Center, will assist students to follow APA guidelines in the Publication Manual of the American Psychological Association (6th edition, 2010). This means writing formal papers and the trifold project and using standard naming styles for figures, tables, graphs, and correct documentation of all references and materials used. Note: Faculty is not editors. It is the student’s responsibility to work with Katherine Mills or contact the NDNU Writing Center (650-508-3712) can be used to help with potential writing problems, including syntax, word usage, and structure. Remember to always use spell-checker and grammar-checker (set to “Formal” in Word). It is recommended that two other colleagues read and edit before a final draft is submitted. This helps to provide “fresh eyes” to the process of submitting a final draft.

Review Process: Each team is responsible for reviewing the trifold project to ensure it meets standards. Here is a YouTube of how to assemble a Trifold Project http://www.youtube.com/watch?v=m02leV4gxgE.
# WEEKLY ASSIGNMENTS

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<tr>
<th>9/1 Week One</th>
<th>9/8 Week 2</th>
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<tr>
<td><strong>Readings</strong></td>
<td><strong>Readings</strong></td>
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<tr>
<td>Rosenbloom article, PA Theory and Separation of Powers.</td>
<td>Shafritz, articles <em>The Ethics Challenge in Public Service</em>, Carol Lewis; IGR article by Deil Wright.</td>
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<tr>
<td><strong>Assignment</strong></td>
<td><strong>Assignment</strong></td>
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<tr>
<td>Review materials on how to write a memo (Handouts)</td>
<td>Make Appointments w/Kate Mills</td>
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<td>Politics-administration dichotomy (Youtube <a href="https://www.youtube.com/watch?v=WiM1VuOqDts">https://www.youtube.com/watch?v=WiM1VuOqDts</a>)</td>
<td>Keep working on Memo Topic (discuss with professor)</td>
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</table>
| Begin Team Project/Getting to Know You  
*keep working on Memo topic* | Use the Library Resources to help determine possible direction your analysis will take. Begin to construct an outline for team work to get done. |
| **Study Guide for Quiz (10%)** | **Study Guide for Quiz (10%)** |

**WEEKLY ASSIGNMENTS**

- Introduction to Public Administration
- Overview of course, Personal introduction
- The context of public administration, socio-political growth for communities
- Memo Assignment

**WEEKLY ASSIGNMENTS**

- Intergovernmental Relations and Ethics
- Codes of Ethics, IGR and Implications for Public Manager and Leaders
  - *Public Administration Review (PAR) Ethics Code Article* (Library/Handout)
- Begin Team Project/Getting to Know You  
*keep working on Memo topic*  
**Study Guide for Quiz (10%)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic Details</th>
<th>Reading Assignments</th>
<th>Additional Resources</th>
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<tr>
<td>9/15</td>
<td>3</td>
<td>Week 3</td>
<td>Denhardt, Chs 4, 6</td>
<td>Teams work on project</td>
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<td>Comparative PA: International issues and networks</td>
<td>Comparative PA and Immigration issues (Handout)</td>
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<td>Collective Bargaining and Careers in PA</td>
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<td>Denhardt, Ch. 5</td>
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<td>Shafritz, Perennial Budget Reform Proposals, article by Irene Rubin</td>
<td><a href="http://www.usdebtclock.org">http://www.usdebtclock.org</a></td>
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<td>• OMB and the President <a href="https://www.whitehouse.gov/omb">https://www.whitehouse.gov/omb</a></td>
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<td>Week 5</td>
<td>Denhardt Ch 8</td>
<td>Perspectives on Strategic Planning by Young</td>
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<td>Managing the Organization using Systems Design</td>
<td>Shafritz, article The Proverbs of Administration, by Herbert Simon</td>
<td><a href="http://ipspr.sc.edu/publication/Perspectives%20on%20Strategic%20Planning.pdf">http://ipspr.sc.edu/publication/Perspectives%20on%20Strategic%20Planning.pdf</a></td>
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<td>Systems Theory (Organisms and Organizations)</td>
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<td>Strategic Management in Public Institutions (New Public Service and Administration, Comparing the challenges of immigration/migration practices)</td>
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<td>Video on Leadership</td>
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<td>MEMO DUE (upload or by email <a href="mailto:kgarthjames@ndnu.edu">kgarthjames@ndnu.edu</a>)</td>
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<td>October 6</td>
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<td>Denhardt 9</td>
<td>Teams finalize work on project</td>
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<td>Leadership in Public Administration</td>
<td>Shafritz article Public-Private Management by Graham Alison, Hispanic Health Outcomes, Morales Article (PDF hand out)</td>
<td>Conflict Resolution Center</td>
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<td>• Culture in Public Administration</td>
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<td>Reflection: Did your team use any of these strategies?</td>
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<td>• Comparative leadership: Korea and Ethnic Conflict (handout)</td>
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<td>• Leadership Video: Maxwell and Grassroots Leadership</td>
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<td>• Article Critique Due</td>
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October 13 Week 7
GUEST

- Future of PA and Administrative Reform and Performance
  - Reinvention, Nonprofits important place in the world
  - Careers in P.A. (volunteer work)
  - Disability Community
  - Presentation of Team Case

Denhardt Ch 10
Organizations as Systems, Katz and Khan
n. Shafritz

Team Case Analysis Due

Future and Minority Rights Worldwide
https://www.youtube.com/watch?v=NLDp2lmWGNU

GRADING RUBRICS

Article Critique Assignment - Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Article</td>
<td>Student identifies and clearly analyzes a research oriented journal article.</td>
<td>___ / 30</td>
</tr>
<tr>
<td>Planning, Implementation &amp; Evaluation</td>
<td>Student addresses issues addressing planning, implementation and evaluation taking place in a nonprofit or government agency.</td>
<td>___ / 45</td>
</tr>
<tr>
<td>APA Format</td>
<td>Format of paper reflects APA style (including abstract, running head, title page and references page, and citations. Between 4 and 5 pages in length.</td>
<td>___ / 25</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>___ / 100</td>
</tr>
</tbody>
</table>
### Memo Assignment - Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Event</td>
<td>Student identified a current event that relates to the public or nonprofit sector.</td>
<td>__ / 10</td>
</tr>
<tr>
<td>Memo Style Writing &amp; Critical Thinking</td>
<td>Student used the Memo style writing to thoroughly walk the reader through the public policy process regarding the current event they identified. Student's writing demonstrates critical thinking, analysis and knowledge of textbook reading and a clear understanding of the week's content.</td>
<td>__ / 65</td>
</tr>
<tr>
<td>APA Formatting</td>
<td>Format of paper reflects APA style and correct Memo formatting based on the Purdue OWL website. The memo is between 4 and 5 pages in length.</td>
<td>__ / 25</td>
</tr>
</tbody>
</table>

**Total Points** __ / 100

### Team Project - Case Analysis - Rubric

<table>
<thead>
<tr>
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<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Content</td>
<td>Presentation shows originality and inventiveness. The content and ideas are presented in a unique and interesting way. Demonstrates thorough analysis and development of topic. The presentation covers all areas identified in the case analysis instructions: introduction, citations, facts, issues/problems, decisions, recommendations, conclusion, &amp; answer to questions identified in the case study.</td>
<td>__ / 60</td>
</tr>
<tr>
<td>Sequencing of Information</td>
<td>Information is organized clearly and logically. Slides and items of information are relevant and sequential, making it easy to anticipate the type of material that might be on the next slide.</td>
<td>__ / 15</td>
</tr>
<tr>
<td>Quality of Presentation</td>
<td>All graphics and texts are appropriate and attractive and support the theme and content of the presentation. Background use is consistent, appropriate to topic, and not distracting.</td>
<td>__ / 15</td>
</tr>
<tr>
<td>References, Citations, &amp; Formatting.</td>
<td>Sources are correctly referenced and cited using proper APA format.</td>
<td>__ / 10</td>
</tr>
</tbody>
</table>

**Total Points** __ / 100