



Public Management PS 5316: Summer II 2020

Professor: Jessica Velasco, DPA
Office Hours: By appointment
Telephone: 505-362-0406
Email Address: jessica.velasco@sulross.edu



Course Description

Proper public sector management is of vital importance to society. While the course would ideally cover the broad range of areas relevant to public management, this course will have a more specific focus on areas that are often neglected in public management and leadership courses. Areas of focus will include theory, succession management, motivation, innovation, crisis management, diversity management, grants and contracts, and performance measurement.

The course will also provide opportunities for self-reflection on management strengths and weaknesses.

Required Readings

All required readings and materials will be posted in the course module in Blackboard. There is not a required textbook for this course.

Course Learning Outcomes

By the end of this course, students will:

- Have a better understanding of the various skills needed to be successful as a public manager
- Have a better understanding of the various challenges that public managers face
- Understand the similarities and differences between public and private sector management
- Be more aware of areas they need to work on for current and future roles in public management
- Be equipped to identify areas for improvement in their respective organizations

Program Learning Outcomes

The graduating student will:

- Demonstrate the ability to critique significant theoretical approaches of public administration.
- Demonstrate the ability to evaluate domestic and international administrative processes.
- Demonstrate the ability to apply appropriate statistical tools for quantitative analysis.

Marketable Skills

- Students can organize and execute presentations relevant to public administration
- Students understand and can execute a program evaluation
- Students can conduct statistical analyses that are useful to the work of public administrators.
- Students can read and interpret an organization budget

Texas Domain III Competency 19

The teacher understands and applies social science knowledge and skills to plan, organize, and implement instruction and assess learning.

Texas Domain III Competency 23

The teacher understands and applies knowledge of concepts of government, democracy, and citizenship, including ways that individuals and groups achieve their goals through political systems.

GRADING

Grades in this class will be determined by the number of points you earn by the end of the course. The point distribution is listed below:

Weekly Assignments (100 x 6)	600
Article Summaries (100 x 2)	200
Final Self-Reflection	110
Weekly Discussion Boards (15 x 6)	90
Total	1000

A	900-1000 points
B	800-899 POINTS
C	700-799 POINTS
D	600-699 POINTS
F	BELOW 600 POINTS

WEEKLY ASSIGNMENTS

The majority of your grade for this class will come from weekly assignments related to the readings and topics. There are no specific page length or formatting requirements for these assignments. Specific instructions for each assignment are posted on Blackboard. Each assignment will be due at the end of the week by Saturday at 11:59 and should include:

1. A thorough response to each question or item (60 points)
2. The application of course readings and materials (20 points)
3. Proper referencing/citation of all sources used (APA format) (10 points)
4. Appropriate grammar, spelling, and punctuation (10 points)

ARTICLE SUMMARIES

Several of the required readings will provide you examples of scholarly research in this area of public administration. To expand your knowledge and understanding, you will be required to do two article summaries during this course as well. A template for your article summaries is provided at the end of the

syllabus and on Blackboard. Each article summary is worth 100 points. Your first article summary will be due at the end of Week 2. Your second article summary will be due at the end of Week 5.

You must select from a peer-reviewed, scholarly journal. The library search tool (link provided in Blackboard) makes this easy. You will need to select an article that is focused on public management, including any of the sub-topics we are covering in this course. Please review the article summary template to assess appropriateness of your article selection. In order to complete the article summary, you will need to select an actual study that includes a methodology section.

FINAL SELF-REFLECTION

At the beginning of and end of the class you will be doing a self-reflection. The initial self-reflection will be part of your first week's assignment. Your final self-reflection is in addition to the final week's assignment. Please see instructions in Blackboard for both self-reflections.

DISCUSSION BOARDS

Asking questions that provoke scholarly discussion and debate is an important skill for graduate students to learn. Each week, you need to submit at least one discussion question to the discussion board and post at least one response to a question from a classmate. Discussion questions need to be posted by Wednesday at 11:59 p.m. Discussion responses need to be posted by Saturday at 11:59 p.m.

The discussion questions you post can be related to the readings for the week. Instead of asking questions that will prompt regurgitation of course readings, ask questions that encourage fellow students to think critically and to research further for their responses.

I will be taking a more relaxed approach to the discussion board for this summer class than I take in my semester-long courses. It will be used more like a discussion we would have in an in-person class. You are not required to use outside sources in your responses. However, please cite them with APA format if you do. Also, all students are expected to follow the basic ground rules for online discussion included at the end of the syllabus.

I will be grading discussion posts based on overall contribution. I will be looking at quality, not quantity. Each week's discussion board is worth 15 points.

COURSE POLICIES

BASIC CLASS EXPECTATIONS: It is important that you understand that summer courses only last 5.5 weeks, but we must still cover the same amount of material that we cover in a 16-week course. To finish the work, you will likely be spending several hours each day. Don't let yourself fall behind.

Since this is an online course, it is also expected that you have reliable internet service and that you check your university email at least once a day. It is also recommended that you set up course notifications in Blackboard to receive a text alert when I post announcements, grades, or other course-related items. See instructions in Blackboard for setting up notifications.

OTHER COURSE RESOURCES: There are several resources on the course Blackboard page. You are expected to review and familiarize yourself with the items in Blackboard in the first week of class.

NOTE: Please post general, course-related questions to the discussion board forum I have set up for this.

Typically, if one student in the class has the question, others do as well. Please allow 24 hours for a response, and then feel free to email me or call me directly with your question.

ACADEMIC INTEGRITY: Doing and/or taking credit for someone else's work, presenting the ideas and work of others as your own, and/or not citing your sources when you utilize the ideas of others are all violations of academic integrity. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the university judicial process. **In addition, please note that I will be using plagiarism detection software for all written assignments.**

LATE WORK: Given that all assignments are accessible from the beginning of the term, the occurrence of late work should be rare, except in cases of emergencies. Prompt and clear communication will assist with any accommodations and exceptions.

STUDENTS WITH SPECIAL NEEDS: It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, mental, or learning disability, please contact the ADA coordinator for Program Accessibility located in FH 112 or call 837-8691.

DISTANCE EDUCATION STATEMENT: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

BLACKBOARD TECHNICAL SUPPORT:

SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info:
Toll Free: 888.837.6055. **Email:** blackboardsupport@sulross.edu

Calendar (subject to change)

W	Dates	Topics	Due or To Do:
1	July 1-4	Syllabus, Personal Reflection, & importance of leadership/management training	Introduction post and Week 1 Assignment due Saturday at 11:59 p.m.
2	July 5-11	Theory, Public vs. Private Management	Discussion board question by Wednesday at 11:59 p.m.; Discussion board response, article summary, and assignment due by Saturday at 11:59 p.m.
3	July 12-18	Innovation, Succession Planning, & Diversity Management	Discussion board question by Wednesday at 11:59 p.m.; Discussion board response and assignment due by Saturday at 11:59 p.m.
4	July 19-25	Grant & Contract Management	Discussion board question by Wednesday at 11:59 p.m.; Discussion board response and assignment due by Saturday at 11:59 p.m.
5	July 26-August 1	Crisis & Emergency Management	Discussion board question by Wednesday at 11:59 p.m.; Discussion board response, article summary, and assignment due by Saturday at 11:59 p.m.
6	Aug 2-7	Ethics, Measuring Effectiveness, & Management at the Federal Level	Discussion board question by Wednesday at 11:59 p.m.; Discussion board response, assignment due, and final reflection by Friday at 11:59 p.m.

GROUND RULES FOR DISCUSSION BOARDS

SOURCE: Center for Teaching and Learning. (2020). Sample discussion board ground rules. Retrieved from <https://ctl.wiley.com/sample-discussion-board-ground-rules/>

- **Ask questions.**
If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.
- **Participate.**
Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.
- **Do not dominate a discussion.**
Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
- **Be intellectually rigorous.**
Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- **Be tactful.**
Be critical of ideas, but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
- **Forgive other students' mistakes.**
Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.
- **Read the whole thread before posting.**
Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- **Be concise.**
Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
- **Reread and check your posts.**
Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
- **Cite your sources.**
If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
- **Maintain confidentiality.**
Respect your classmates' privacy. Do not repeat the personal information that others share.
- **Report technical problems.**
If the platform is not working properly, please let me know as soon as possible.

Name
Date
Article Summary #__
Course Title

Use the most up-to-date version of APA format

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages. doi#

Must be a Peer-Reviewed, Academic Journal

10 pts

Purpose/Objective:

In this section, you will provide a brief description of the purpose of the study. You may include important definitions, concepts, and/or contexts that help orient the reader toward the relevant topic(s) addressed. This section may also provide a brief justification of the study. If you are summarizing research using multivariate analysis, this section should preview those variables.

20 pts

Methods/Methodology:

This section should briefly describe what the researcher did to observe and/or ‘get’ the data (e.g., interviews, surveys, etc.). You may also go so far as to highlight specifics on participation and sampling (e.g., demographics, survey instruments, advertising the study, etc.)

10 pts

Research Questions and Hypotheses:

You may title the section in a way you see fit. Not all studies will make use of both research questions and hypotheses. It’s rare, but some will not use either. You may use bullet-points in this section to list any relevant RQs or Hs.

10 pts

Results:

Use this section to report results. You may combine this section and the above section. For example:

20 pts

H1: Participants with a secure attachment style will score significantly more highly on talking over the issue with their partners following the discovery of their romantic partners’ deception than will participants with an anxious/ambivalent or avoidant attachment style. **NOT SUPPORTED.** A one-way ANOVA with post hoc tests (i.e., *Tukey’s B*) revealed that anxious/ambivalent participants reported the highest levels of talking around the issue.

Implications:

This section should be used to describe the big “so what?” question regarding these findings. What do these findings mean for human interactions? Are there any best-practices for parents, counselors, or other practitioners? Do the findings offer any theoretical insight? Do the findings raise new questions?

20 pts

Discussion Question 1: Open-ended question to compel in-depth discussion
Discussion Question 2: Open-ended question to compel in-depth discussion

10 pts