



Public Management PS 5316: Fall 2020

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Course Description

Proper public sector management is of vital importance to society. While we would ideally have time to 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:

Module Assignments (100 x 6)	600
Article Summaries (100 x 2)	200
Final Self-Reflection	200
Total	1000

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

ASSIGNMENTS

The majority of your grade for this class will come from the 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 module by Sunday at 11:59 and should include:

1. A thorough response to each question or item (60 points)
2. The application of course readings and at least one outside source (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 Module 2. Your second article summary will be due at the end of Module 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 module’s assignment. Your final self-reflection is in addition to the final module’s assignment. Please see instructions in Blackboard for both self-reflections.

DISCUSSION BOARDS

Because this is an independent study course, there are no required discussion boards. However, you are required to create discussion questions for each module as part of the module’s assignment.

Calendar (subject to change)

Module	Dates	Topics	Due or To Do:
1	8/24-9/6	Syllabus, Personal Reflection, & importance of leadership/management training	Introduction post and Module 1 assignment due by 11:59 p.m. on 9/6
2	9/7-9/27	Theory, Public vs. Private Management	Article summary and Module 2 assignment due by 11:59 p.m. on 9/27
3	9/28-10/18	Innovation, Succession Planning, & Diversity Management	Module 3 assignment due by 11:59 p.m. on 10/18
4	10/19-11/1	Grant & Contract Management	Module 4 assignment due by 11:59 p.m. on 11/1
5	11/2-11/22	Crisis & Emergency Management	Article summary and Module 5 assignment due by 11:59 p.m. on 11/22

6	11/23-12/6	Ethics, Measuring Effectiveness, & Management at the Federal Level	Module 6 assignment and final reflection due by 11:59 p.m. on 12/6
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WHAT YOU CAN EXPECT FROM ME:

- I will provide weekly communication with the class through announcements (email and posted on Blackboard), email notifications, and virtual office hours.
- I will provide email responses within 24 hours of receipt during the hours of 9 a.m.-4 p.m., Monday-Friday.
- I will provide grades and feedback for assignments within one week of the submission due date.
- I will provide clear and concise instructions on how to complete the online course requirements.
- I will provide a range of opportunities to engage in the course content in a meaningful way.
- I will do my best to stay abreast of the current research in the field to help you get the best possible experience in the course.

WHAT I EXPECT FROM YOU:

- You will familiarize yourself with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- You will acquire the tools necessary to be successful in this class. This includes reliable Internet access and a device other than your phone for completing assignments.
- You will complete all assigned readings and coursework by assigned due dates.
- You will engage in the course, with your peers, and with me, using open and appropriate communication
- You will be diligent about using communication in a way that shows respect to me and your classmates
- You will submit graduate-level work that has been checked carefully for errors in spelling, grammar, and punctuation (using a free extension like Grammarly is recommended).
- You will respond to communication from me and your classmates in a timely manner (within 24 hours).
- You will not plagiarize the work of others or yourself, and you will also not collaborate with others on class assignments (unless clearly authorized to do so)
- You will reach out to me immediately if you are having trouble in the class or with access to course materials (although please call the Help Desk--888.837.6055 for general access issues).

GUIDELINES FOR DISCUSSION QUESTIONS

--A good discussion question meets the following criteria:

- Is clear and easy to understand
- Has appropriate grammar, spelling, and punctuation
- Allows your classmates the opportunity to apply or critically think about a concept from the readings or to discuss an issue that is relevant to the topics for the week

- Is open-ended, allowing for critical thinking and a thoughtful response. Adding a “why or why not” follow up question is appropriate
- Encourages deeper exploration of course topics
- Helps bring in new knowledge to the learning environment

--A good discussion question DOES NOT

- Ask for specific answers that can be easily found in the book or online (you’re not testing your classmates)
- Promote a certain opinion (e.g. Why should we do away with the electoral college?)
- Duplicate questions from other sources
- Present inaccuracies (e.g. Why does the President get to serve six terms?)

OTHER COURSE POLICIES & RESOURCES

ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. 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 appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

If you have any questions about this, please ask!

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.

COURSE BLACKBOARD 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.

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

SRSU LIBRARY SERVICES: The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU DISABILITY SERVICES: Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

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.

**“We are what we repeatedly do.
Excellence is not an act, but a habit.”
-Aristotle**

Name _____
Date _____
Article Summary #____

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

Course Title

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 society and government? Are there any best-practices for public administrators and/or government leaders? 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