Faculty Information
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Office Phone: 915-747-7972
Office: Benedict Hall 105

Office Hours
Wednesday 3:00 pm - 5:50 pm. Individual appointments can also be scheduled. Contact the instructor through email.

COURSE DESCRIPTION
This course is designed to provide an overview of public administration for graduate students. We will discuss management processes and strategies and related issues involved in accomplishing administrative government. Most of the public administration field focuses on subjects associated with governments, but we will also deal with institutions such as nonprofit organizations whose purpose is to serve the public. Specific topics discussed in this course include: the definition of public administration, intergovernmental relations, ethical issues, organization theories, leadership, personal management, social equity, public financial management, and program audit and evaluation.

COURSE OBJECTIVES & EXPECTED LEARNING OUTCOMES
The learning objectives for the course are:

- To gain an understanding of overall public administration.
- To understand public management issues that we are encountering with case study analyses.
- To apply course materials learned in the class in practice.

Upon successful completion of the course, students will be able to:

- Define and demonstrate basic terms and concepts pertinent to the study of public administration.
- Identify general organization theories and structures.
- Illustrate public management issues and provide suggestions for improvement.
- Apply knowledge from the course to evaluate events and conditions in the real world.
COURSE MATERIALS


Additional readings will be provided on the Blackboard.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Assignments (x 3)</td>
<td>450 points (150 points each)</td>
<td>45%</td>
</tr>
<tr>
<td>** (Initial posting &amp; 2 response postings) x 3</td>
<td></td>
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</tr>
<tr>
<td>Presentation 1: Case Study Analysis</td>
<td>150 points</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation 2: Community Project Presentation &amp; Paper</td>
<td>300 points</td>
<td>30%</td>
</tr>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
<td><strong>100%</strong></td>
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</table>

1. Discussion Board Assignments (3 Discussion Board Assignments X 150 points each = 450 points total)

Three discussion board assignments are required in this class. For each discussion board assignment, you will post your initial posting answering discussion board questions and response postings for your classmates. To earn full credit, you must post at least 2 response postings to your colleagues’ posts.

Your response postings to your colleagues’ initial postings can be made in one or more of the following ways:
• Ask thought-provoking questions.
• Provide suggestions.
• Expand on your fellow students’ positing.
• Offer and support an opinion.
• Share your own experience or additional resources to validate your classmates’ ideas.

No late credit will be earned for posts made after the due date. Your contributions to the discussion board must be substantive and clearly explain that you read the course materials and can integrate the course materials with your experience. You should refer to and cite the assigned readings and indicate the source of additional research you conduct to answer the discussion board questions.

Students are expected to post discussion board postings that are appropriate for an academic setting. To succeed in this course, students are expected to use professional language and all quotations should be properly cited using APA.

In-text citations:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html
Reference list:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html

2. Presentation 1: Case Study Analysis (150 points)

During the semester, students will present 1 case study analysis. Specific case study examples are available in your textbook (each chapter). Each student will summarize the key points of a case study and provide three discussion questions for fellow students. A more detailed guideline will be provided. The purpose of the case study analysis is to help students understand course materials with specific case examples and think about associated issues based on their case study analysis.

For a presentation, each student should prepare a PowerPoint (no more than 7 slides) and submit it electronically before the class. The presentation should take no more than 15 minutes.

3. Presentation 2: Community Project Presentation & Paper (300 points)

During the semester, students are required to present 1 community project. Each student will select 1 government agency (or quasi-government organization or nonprofit organization) of his or her interest in the community and analyze the organization’s management process and strategies based on selected 3 topics of the textbook (e.g., leadership, personnel management, social equity, program evaluation, public financial management). Students can use both secondary sources (e.g., scholarly articles, website information, news) and primary sources
(e.g., personal interviews, observations) for analysis. A more detailed guideline will be provided. The purpose of the community project is to provide an opportunity for students to apply knowledge from the course to the real world.

For a presentation, each student should prepare a PowerPoint (no more than 10 slides) and submit it electronically before the class. The presentation should take no more than 15 minutes.

4. Class Attendance & Participation (100 points)

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussions with your peers.
- Other activities as indicated in the weekly modules.

GRADE SCALE AND POLICY

Points will be distributed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.00 % – 100 %</td>
</tr>
<tr>
<td>B</td>
<td>80.00 % – 89.99 %</td>
</tr>
<tr>
<td>C</td>
<td>70.00 % – 79.99 %</td>
</tr>
<tr>
<td>D</td>
<td>60.00 % – 69.99 %</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.00%</td>
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</table>

Late Work: Late work will NOT be accepted unless there is a documented illness or another serious situation. Be prepared to provide documentation or other evidence of medical, work, or family emergencies.

COURSE POLICIES

Alternative Means of Submitting Work in Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest
you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

**Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

**Scholastic Integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

**Copyright Statement for Course Materials**

All materials used in the course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They should not be further disseminated.

**Illness Precautions**

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.
COURSE RESOURCES

UTEP provides a variety of student services and support:

Technology Resources

- **Help Desk**: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- **UTEP Library**: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **University Writing Center (UWC)**: Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- **Math Tutoring Center (MaRCS)**: Ask a tutor for help and explore other available math resources.
- **History Tutoring Center (HTC)**: Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- **RefWorks**: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- **The Miner Learning Center**: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- **UTEP Edge**: UTEP’s cross-campus framework for student success and empowerment – develops students’ assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources

- **Student Success Help Desk (SSHD)**: Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket request assistance to studentsuccess@utep.edu
- **Military Student Success Center**: Assists personnel in any branch of service to reach their educational goals.
- **Center for Accommodations and Support Services**: Assists students with ADA-related accommodations for coursework, housing, and internships.
- **Counseling and Psychological Services**: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
• **UTEP Food Pantry**: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments &amp; Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28 Introduction &amp; Course Overview</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>9/4 Labor Day Holiday (NO CLASS)</td>
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<tr>
<td>3</td>
<td>9/11 Defining Public Administration, Public Policy and Administration</td>
<td>• Shafritz et al., Ch. 1, Ch. 2   &lt;br&gt;• Additional readings (Blackboard)</td>
<td>Discussion Board Assignment #1 *Initial posting due by 9/16 &lt;br&gt;*Response postings due by 9/17</td>
</tr>
<tr>
<td>4</td>
<td>9/18 Reinventing Government</td>
<td>• Shafritz et al., Ch. 3                     &lt;br&gt;• Additional readings (Blackboard)</td>
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<tr>
<td>5</td>
<td>9/25 Intergovernmental Relations</td>
<td>• Shafritz et al., Ch. 4 &lt;br&gt;• Additional readings (Blackboard)</td>
<td>Discussion Board Assignment #2 *Initial posting due by 9/30 &lt;br&gt;*Response postings due by 10/1 &lt;br&gt;Case Study Analysis #1 (p.177-181)</td>
</tr>
<tr>
<td>6</td>
<td>10/2 Honor, Ethics, and Accountability</td>
<td>• Shafritz et al., Ch. 5                     &lt;br&gt;• Additional readings (Blackboard)</td>
<td>Case Study Analysis #2 (p.217-225)</td>
</tr>
<tr>
<td>7</td>
<td>10/9 Organization Theory</td>
<td>• Shafritz et al., Ch. 6 &lt;br&gt;• Additional readings (Blackboard)</td>
<td>Case Study Analysis #3 (p.263-267)</td>
</tr>
<tr>
<td>8</td>
<td>10/16 Organizational Behavior</td>
<td>• Shafritz et al., Ch. 7                     &lt;br&gt;• Additional readings (Blackboard)</td>
<td>Case Study Analysis #4 (p.309-312)</td>
</tr>
<tr>
<td>9</td>
<td>10/23 Leadership</td>
<td>• Shafritz et al., Ch. 10                    &lt;br&gt;• Additional readings (Blackboard)</td>
<td>Case Study Analysis #5 (p.407-410)</td>
</tr>
<tr>
<td>10</td>
<td>10/30 Personnel Management</td>
<td>• Shafritz et al., Ch. 11                    &lt;br&gt;• Additional readings (Blackboard)</td>
<td>Case Study Analysis #6 (p.454-458)</td>
</tr>
</tbody>
</table>
|   |   | Social Equity, Program Evaluation | Shafritz et al., Ch. 12, Ch. 14  
|   |       |  | Additional readings  
|   |       |  | (Blackboard)  
|   |   | Case Study Analysis #7  
|   |   | (p.493-498)  
|   |   | Discussion Board Assignment #3  
|   |   | *Initial posting due by 11/11  
|   |   | *Response postings due by 11/12  
|   |   |   |  
| 11 | 11/6 | Public Finance Management | Shafritz et al., Ch. 13  
|   |       |  | Additional readings  
|   |       |  | (Blackboard)  
|   |   |   |  
| 12 | 11/13 | Thanksgiving Holiday (NO CLASS) |   
|   |   |   |  
| 13 | 11/20 | Overview of Nonprofit Organizations in TX | Additional readings  
|   |       |  | (Blackboard)  
|   |   | Community Project Presentation #1  
|   |   |   |  
| 14 | 12/4 |   | Community Project Presentation #2  
|   |   |   |  
| 15 | 12/11 |   | Community Project Paper due by 12/10  
|   |   |   |  

*** The course schedule can be changed at the instructor’s discretion. With advanced notice, I may inform specific changes or updates based on the course progress.