PA 311 **Public Policy Analysis and Evaluation** ***UNITS:*** *3 - Offered in Fall Only*

This course will be an introductory course for the study og policy anaylsis, i.e. the systematic study of political-issue problems and alternative policy choices. An individula semester-long project will be completed by each student that identifies a policy issue of interest to the student and various alternatives to implement or improve the policy. Students will measure outcomes of their alternative choices and choose a course of action based on anticipated outcomes.

PA 332 **Human Resource Management in Public Sector** ***UNITS:*** *3 - Offered in Spring Only*

PA 332 is a fundamental, comprehensive course designed to provide a view of the major influence human resources management has in a productive public sector organization. Specifically, it examines the challenges of managing complex work systems in the political and institutional environments. Emphasis is given to the challenges facing the public sector in attracting and developing human assets in an environment of conflicting goals, stakeholder obligations and a highly aware electorate. With theoretical concepts established, the focus will shift to practical implementation tools to include recruitment, retention, compensation, and evaluation techniques.

PA 410 **Public Administration for Police Supervisors** ***UNITS:*** *3 - Offered in Fall Spring Summer*

Introduces law enforcement supervisors to the subject of Public Administration as a field of intellectual inquiry and as a field of professional activity. Students will learn how important founding principles such as federalism, separation of powers, equity, and democratic accountability impact police organizations today. The more practical concerns of police administrators including budgeting and financial management, labor-management relations, and personnel law are also considered. Available only to distance education students enrolled in the AOMP.

PA 411 **Managing Police Organizational Behavior** ***UNITS:*** *3 - Offered in Fall Spring Summer*

This course is designed to prepare police managers to develop more efficient and effective organizations. Particular attention is given to improving leadership and interpersonal communication skills through self assessment. Students will also study group dynamics, team building, and the importance of employee empowerment within a law enforcement context. Problem-solving g tools and assessments utilized by police agencies to facilitate organizational change are also considered. Available only to distance education students enrolled in the AOMP.

PA 412 **Management Skills & Practices for Police Supervision** ***UNITS:*** *3 - Offered in Fall Spring Summer*

The purpose of this course is to introduce law enforcement supervisors to management skills that can enhance their individual and organizational effectiveness. Students will learn collaborative leadership, conflict resolution, staff development, group problem solving, delegation and coaching. The skills taught in this class are considered theoretically (through reading assignments and lectures), experientially (through role plays, assessment center exercises, and management inventories), and analytically (through written analyses and class discussions). Available only to distance education students enrolled in the AOMP.

PA 420 **State and Local Economic Development Policy** ***UNITS:*** *3 - Offered in Spring Only*

In many communities, both rural and urban, the most immediate policy problem confronting public leaders is how to improve the local economy. The purpose of this course is to introduce public leaders to the tasks and challenges in policy development for improving the economies of communities. This course introduces students to the strategies fir attracting and retaining public and private investments in a local economy. An individual semester long project will be completed by each student that presents an original economic development strategy, program or project for a specific community (city/town or county).

PA 501 **Effective Writing for Public Managers** ***UNITS:*** *1 - Offered in Fall Only, Offered Alternate Years*

Focus on professional writing and emphasis on the types of documents most frequently written by public managers. Drafting, editing, audience assessment, and persuasive writing. Student composition of memos, position papers, proposals and instructions.

PA 507 **The Public Policy Process** ***UNITS:*** *3 - Offered in Spring Only, Offered Alternate Even Years*

Application of current theories of the public policy process to current issues in public policy and management. Emphasis on the dominant theories of the process, including policy streams, advocacy coalitions, punctuated equilibrium, institutional and rational choice models. Graduate standing or seniors with instructor's permission.

PA 508 **Government & Public Administration** ***UNITS:*** *1 - Offered in Fall Only*

Prerequisite: Graduate standing or PBS status

Public administration and policy making in U.S. political system. Covers Presidency, Congress, Supreme Court, Federal Reserve System, state and local government, intergovenmental relations. Credit is not allowed if student has prior credit for 3 ormore undergraduate American government courses

PA 509 **Applied Political Economy** ***UNITS:*** *3 - Offered in Spring Only*

Prerequisite: EC/ARE 401

Principles governing the interaction of politics and markets, and their application to public policy and public administration. Economic and political market failure, dilemmas of public choice and effects of political institutions. Case studies ofpublic policy-making.

PA 510 **Ethics and Professional Practice** ***UNITS:*** *1.5 - Offered in Fall and Spring*

Prerequisite: MPA student, Corequisite: PA 601

Workshop on ethical responsibilities of public and nonprofit administrators and codes of ethics used by their professional organizations. Knowledge and problem-solving skills to assess ethical challenges encountered in public and nonprofit administration.

PA 511 **Public Policy Analysis** ***UNITS:*** *3 - Offered in Fall Spring Summer*

Prerequisite: Graduate standing or PBS status

Methods and techniques of analyzing, developing and evaluating public policies and programs. Emphasis given to benefit-cost and cost-effectiveness analysis and concepts of economic efficiency, equity and distribution. Methods include problem solving, decision making and case studies. Examples used in human resource, environmental and regulatory policy.

PA 512 **The Budgetary Process** ***UNITS:*** *3 - Offered in Fall and Spring*

Prerequisite: Graduate standing or PBS status

Examination of generalized budgetary process used at all levels of government in the U. S. Understanding of the process based upon comprehension of institutions involved, roles of politicians and professionals and the objectives of budgetary systems. Focus also upon budgetary reforms and on Planning-Programming-Budgetary and Zero-Based Budgeting as management tools.

PA 513 **Public Organization Behavior** ***UNITS:*** *3 - Offered in Fall and Spring*

Prerequisite: Graduate standing or PBS status

Major conceptual frameworks developed to understand organization behavior. Motivation, leadership, group dynamics, communication, socio-technical systems, work design and organizational learning. Application of theories and concepts to public sectororganizations.

PA 514 **Management Systems** ***UNITS:*** *3 - Offered in Fall and Spring*

Prerequisite: Six hours of graduate PA course work

Use of management systems by public and nonprofit organizations to monitor and manage their programs. Results-based management approaches, including strategic planning, goal setting, and output/outcome measurement. Ways of increasing managerial effectiveness through the use of structural changes, process improvements, project planning tools, performance-based budget systems, and individual and group rewards.

PA 515 **Research Methods and Analysis** ***UNITS:*** *3 - Offered in Fall Spring Summer*

Prerequisite: ST 311

A focus on behavioral approach to study of political and administrative behavior. Topics including philosophy of social science; experimental, quasi and non-experimental research design; data collection techniques; basic statistical analysis with computer applications.

PA 520 **Seminar in Urban Management** ***UNITS:*** *3 - Offered in Spring Only*

Prerequisite: Graduate standing or PBS status

A seminar focusing on analytical techniques and managerial principles required for policy formation and implementation in a complex urban governmental environment. Specific topics including urban planning and community development, housing, intergovernmental relations, organizational roles and decision making, budgeting and selected urban services (for example: police, transportation).

PA 521 **Government and Planning** ***UNITS:*** *3 - Offered in Spring Only, Offered Alternate Odd Years*

Prerequisite: Graduate standing or PBS status

The planning function at all levels of government in the U. S., with particular attention to problems posed for planning by rapid growth of metropolitan areas. Overview of community development, urban spatial structure, housing economics and land use planning.

PA 522 **Intergovernmental Relations in the United States** ***UNITS:*** *3 - Offered in Fall Only*

Prerequisite: Graduate standing or PBS status

Examination of distinctive features of intergovernmental relations in the U. S. Topics stressed including historical adaptations of federalism, emerging role of the administrator, contemporary trends in intergovernmental relations and assessment of contemporary trends from federal, state and local perspectives.

PA 523 **Municipal Law** ***UNITS:*** *3 - Offered in Fall Only, Offered Alternate Even Years*

Prerequisite: Graduate standing

A focus on the legal nature of cities as municipal corporations and the legal context in which local governments operate. Specific topics covered including incorporation, ethics, public access to meetings and records, annexation, land use, development, planning, liability, financing, contracting, and personnel actions.

PA 525 **Organizational Development and Change Management** ***UNITS:*** *3 - Offered in Spring Only*

This course provides an introduction to the applied skills and knowledge necessary for helping public and nonprofit organizations and agencies effectively manage change. Students will gain knowledge and skills in organizational assessment, action research, systems change, and the stages of change management. Graduate standing only.

PA 530 **Financial Management in the Public Sector** ***UNITS:*** *3 - Offered in Spring Only, Offered Alternate Odd Years*

Prerequisite: Graduate standing or PBS status

Survey of financial practices and concepts in the public sector. Topics including public sector accounting, financial information systems, revenue projections, cash management and debt management. Emphasis upon case-based applications.

PA 531 **Human Resource Management in Public and Nonprofit Organizations** ***UNITS:*** *3 - Offered in Fall and Spring*

Prerequisite: Graduate standing or PBS status

Analysis of major Human Resource practices used by public and nonprofit organizations. Techniques examined include organization (strategy, job analysis, job evaluation, and compensation), staffing (recruitment, retention, testing, and hiring), performance management (appraisal and training & development), and employee relations (grievance & discipline mediation & negotiation, and labor relations).

PA 532 **Contract Negotiation and Mediation in the Public and Nonprofit Sectors** ***UNITS:*** *3 - Offered in Spring Only*

Prerequisite: Graduate standing or Management Development Certificate Program and 6 hours of 500-level course work

Three inter-related leadership skills - negotiation, contracting, and mediation-essential for acheiving organizational success. Skills for negotiating with partners, for facilitation among colleagues, for crafting and monitoring contracts for equipment, services, or performance, and for using alternate dispute resolution techniques, primarily mediation.

PA 535 **Problem Solving for Public and Nonprofit Managers** ***UNITS:*** *3 - Offered in Fall Only*

Prerequisite: PA 513

The course introduces a problem solving model specific to public and nonprofit organizations. The model is based on meeting three criteria: effectiveness, efficiency, and equity. Students learn to apply the model in interpersonal and group interactions. The course relies heavily on self-assessment to enable the students to recognize their problem solving propensities and the strengths and limitations of those tendencies.

PA 536 **Management of NonProfit Organizations** ***UNITS:*** *3 - Offered in Fall Only*

Prerequisite: PBS status or Graduate standing

Strategies for developing board leadership, staffing, and managing volunteers, working in multi-cultural environments, developing partnerships with other organizations, conducting government relations. Legal requirements and contraint on nonprofits: incorporation, lobbying, and tax policies.

PA 538 **Nonprofit Budgeting and Financial Management** ***UNITS:*** *3 - Offered in Spring Only, Offered Alternate Odd Years*

Nonprofit budgeting and financial management practices, including budgeting, financial analysis, cash flow forecasting, internally controlling financial transcations, borrowing, external auditing, investing, managing risk, purchasing and inventory control.

PA (COM) 539 **Fund Development** ***UNITS:*** *3*

Identifies and assesses techniques and best practices of fund development, annual giving, capital campaigns, endowments. Topics include setting achievable goals, organizing and staffing a fund development campaing, and identifying donors. Discusses links between fund development and organization mission and governance, ethical issues, and government regulations. PBS status or Graduate standing.

PA 541 **Geographic Information Systems for Public Administration** ***UNITS:*** *3 - Offered in Spring Only*

Prerequisite: Graduate standing, PBS status, Advanced Undergraduate standing with 12 hours in PS program

Introduction to management of spatial data in relation to public administration databases, including preparation of maps, tables, and data graphics related to geographic information systems in the public sector. Use of ArcView and a variety of other GIS computer applications.

PA 545 **Administrative Law** ***UNITS:*** *3 - Offered Upon Demand*

Prerequisite: Graduate standing or PBS status

Case law of exercise of administrative power, judicial and legislative control of administrative action, legal rights of public employers and legal procedures of administrative tribunals.

PA 546 **Seminar in program Evaluation** ***UNITS:*** *3 - Offered in Spring Only*

Prerequisite: Graduate standing and 6 hours of 500-level courses

Combination of seminar and field research techniques to study evaluation of public programs. Focus on political and administrative problems associated with program evaluation. Examination of availiability and appropriateness of various quantitative methodologies. Seminar concepts applied through evaluative projects conducted for public agencies.

PA 550 **Environmental Policy** ***UNITS:*** *3 - Offered in Fall and Spring*

Prerequisite: Advanced Undergraduate standing including 12 hours of PS program, Graduate standing or PBS status

Focus on formation and impact of environmental policy in the U. S. Examination on decision-making processes at all levels of government. Comparisons between political, economic, social and technological policy alternatives. Emphasis upon applicationof policy analysis in environmental assessment and consideration on theoretical perspectives on nature of the environmental crisis.

PA 553 **Disaster, Crisis and Emergency Management and Policy** ***UNITS:*** *3*

Study of the policies designed to prepare for, respond to, mitigate, and recover from natural and technological hazards, disasters, accidents, or terrorist attacks. Surveys government, nonprofit, and private sector activities in hazards, disasters,emergency and crisis management and policy.

PA 555 **Administration of Criminal Justice** ***UNITS:*** *3 - Offered in Fall and Spring*

Prerequisite: PS 311 or Graduate standing

Politics and administration in American criminal justice system. Emphasis upon interrelationships between ideology, organization and policy outputs in analysis of major problems confronting the system today. Topics including intergovernmental relations, discretionary justice, impact of judicial decisions on criminal justice administration and management trends in criminal justice bureaucracies.Credit for both PS 555 and PA 555 is not allowed.3

PA 580 **Independent Study** ***UNITS:*** *1-6 - Offered in Fall Spring Summer*

Prerequisite: Graduate standing or PBS status

Independent research or readings by graduate students under direct supervision of individual faculty members. Students' work evaluated, based on reports, papers and exams.

PA 598 **Special Topics in Public Administration** ***UNITS:*** *1-6 - Offered in Fall Spring Summer*

Prerequisite: Advanced Undergraduate standing including 12 hours in PS program, Graduate standing or PBS status

Detailed investigation of contemporary topics in fields of public administration. Topic and mode of study determined by program faculty.

PA 601 **Effective Public Communications** ***UNITS:*** *1.5 - Offered in Fall and Spring*

Corequisite: PA 510

Written and oral skills and applications needed by public and nonprofit administrators. Includes drafting, editing, and presenting factual and persuasive materials. Use of visual aids, handling question and answer sessions, dealing with media, and holding effective meetings. Composing memos, position papers, and press releases. MPA students

PA 635 **Readings and Research** ***UNITS:*** *1-3 - Offered in Fall Spring Summer*

Prerequisite: Graduate standing

To enable graduate students to pursue a subject of particular interest to them by doing extensive readings or research in that subject under direct, individual faculty supervision.

PA 640 **Grantwriting** ***UNITS:*** *1 - Offered in Fall Only*

Survey of funding environment; how to identify foundations, corporation and government funding sources, write proposals, and evaluate proposals.

PA 650 **Internship in Public Affairs** ***UNITS:*** *1-6 - Offered in Fall Spring Summer*

Prerequisite: Minimum 9 hours graduate work

Exposure of the student to environment and value systems of the public organization through a supervised work experience. Involving application of substantive knowledge and analytical skills to organizational problems. Credit will vary with nature of the work experience.

PA 651 **Advanced Practical Training** ***UNITS:*** *1-3 - Offered in Fall Spring Summer*

Prerequisite: 12 graduate credit hours

Substantive knowledge and analytical skills applied to projects under agency supervision. Participation in monthly on-campus meetings. Credit will not be given for placements in current or previous work unit. Credit will not be given for both PA 650 and PA 651. Credit will vary with number of work hours. Must have MPA, current or previous professional work experience.

PA 685 **Master's Supervised Teaching** ***UNITS:*** *1-3 - Offered in Fall Spring Summer*

Prerequisite: Master's student

Teaching experience under the mentorship of faculty who assist the student in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluate the student upon completion of the assignment.

PA 688 **Non-Thesis Masters Continuous Registration - Half Time Registration** ***UNITS:*** *1 - Offered in Summer*

Prerequisite: Master's student

For students in non-thesis master's programs who have completed all credit hour requirements for their degree but need to maintain half-time continuous registration to complete incomplete grades, projects, final master's exam, etc.

PA 689 **Non-Thesis Master Continuous Registration - Full Time Registration** ***UNITS:*** *3 - Offered in Summer*

Prerequisite: Master's student

For students in non-thesis master's programs who have completed all credit hour requirements for their degree but need to maintain full-time continuous registration to complete incomplete grades, projects, final master's exam, etc. Students may register for this course a maximum of one semester.

PA 696 **Summer Thesis Research** ***UNITS:*** *1 - Offered in Summer*

Prerequisite: Master's student

For graduate students whose programs of work specify no formal course work during a summer session and who will be devoting full time to thesis research.

PA 715 **Quantitative Policy Analysis** ***UNITS:*** *3 - Offered in Fall Only*

Prerequisite: ST 407, ST 511, ST 513

Application of quantitative tools to conduct public policy and administrative research. Course identifies and uses secondary data, including U.S. Census Data, to empirically assess social and economic policies. Emphasis is on the correct selection, use and interpretation of data to answer public policy questions and to understand the strengths and limitations of quantitative analysis.

PA 761 **Foundation of Public Administration** ***UNITS:*** *3 - Offered in Fall Only*

Prerequisite: Graduate standing

Intellectual foundation of public administration and its development as a discipline. Boundaries between public administration and large political process, external political control, factors producing administrative influence and the bases of administrative ethics.

PA 762 **Public Organization Theory** ***UNITS:*** *3 - Offered in Spring Only, Offered Alternate Years*

Prerequisite: Graduate standing

Examination of fundamental questions guiding organization research in public administration with emphasis on reconciling democracy and organization. Analysis of classical bureaucratic systems, rational choice, cognitive and organizational economic,and nonlinear and chaos theories.

PA 763 **Public Policy Process** ***UNITS:*** *3 - Offered in Spring Only, Offered Alternate Years*

Prerequisite: Graduate standing

Examination of public policy process at federal level in the United States. Analysis of constitutional foundations of this process and the role of governmental institutions, political culture, parties, interest groups, and public opinion in policy making. Case studies of policy making and implementation in selected policy areas.

PA 764 **Budgeting and Financial Management** ***UNITS:*** *3 - Offered in Spring Only, Offered Alternate Years*

Prerequisite: PA 512

Examination of budgetary and financial management processes in governmental and nonprofit agencies. Budgetary and financial management theory, practice, and unanswered research questions.

PA 765 **Quantitative Research in Public Administration** ***UNITS:*** *3 - Offered in Spring Only*

Prerequisite: PA 515 ; ST 507

Review of quantitative procedures commonly applied in public administration with emphasis on applications found in leading journals in the discipline. Exploration of data acquisition, appropriate research design, selection of procedures, data assumptions of procedures, and common errors in the research process and in statistical analysis.

PA 766 Advanced Quantitative Research in Public Administration ***UNITS:*** *3 - Offered in Fall Only*

Prerequisite: PA 765

Review of advanced quantitative procedures commonly applied in public administration research with emphasis on multivariate models found in leading journals in the discipline. Illustrative topics include the application of specialized regression models, generalized linear models, event history models, mixed and multilevel models, and structural equation models to topics in public administration.

PA 770 Contemporary Public Management ***UNITS:*** *3 - Offered in Spring Only, Offered Alternate Years*

Prerequisite: PA 514

Current public management practices, including evaluation of their underlying theoretical assumptions and of empirical evidence about their effectiveness. Causes of recent shifts in public management theory; political implications of management choices; privatization in theory and practice; managerial use of performance measurement systems; customer feedback systems; worker incentive structures.

PA 771 Seminar on Nonprofit Organizations ***UNITS:*** *3*

Course provides the necessary theoretical foundation to design scholarly research on nonprofit organizations, voluntary action, and the nonprofit sector. Topics focus on the historical and philosophical roots of the nonprofit sector, the theories used to frame scholarly research and answer contemporary research questions. Students assume a leadership role in shaping the course content. Doctoral students only.

PA 780 Independent Study *- Offered in Fall Spring Summer*

Prerequisite: Graduate standing or PBS status

Independent research or readings by graduate students under direct supervision of individual faculty members. Students' work evaluated, based on reports, papers and exams.

PA 798 Special Topics in Public Administration and Policy ***UNITS:*** *1-3 - Offered in Fall and Spring*

In depth exploration of specialized or emerging topics in public administration or public policy. Student presentations on readings and research projects. Also used to test and develop new courses.

PA 803 Advanced Research Design ***UNITS:*** *3 - Offered in Fall Only*

Prerequisite: Doctoral student in Public Administration; PA 765, Corequisite: At least two graduate methodology or statistics courses

Philsosphy and objectives of social scientific research with focus on basic and applied research, need for hypothesis development and testing as a basis of scientific research, inductive and deductive reasoning. Emphasis on preparation of research design of dissertation, published articles, and technical presentations. Students will present a research prospectus that will serve as the basis for their dissertation.

PA 810 Special Topics in Public Administration ***UNITS:*** *1-6 - Offered in Fall Spring Summer*

Prerequisite: Advanced Undergraduate standing including 12 hours in PS program, Graduate standing or PBS status

Detailed investigation of contemporary topics in fields of public administration. Topic and mode of study determined by program faculty.

PA 835 Readings and Research ***UNITS:*** *1-3 - Offered in Fall Spring Summer*

Prerequisite: Graduate standing

To enable graduate students to pursue a subject of particular interest to them by doing extensive readings or research in that subject under direct, individual faculty supervision.

PA 885 Doctoral Supervised Teaching ***UNITS:*** *1-3 - Offered in Fall Spring Summer*

Prerequisite: Doctoral student

Teaching experience under the mentorship of faculty who assist the student in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluate the student upon completion of the assignment.

PA 890 **Doctoral Preliminary Examination** ***UNITS:*** *1-9 - Offered in Summer*

Prerequisite: Doctoral student

For students who are preparing for and taking written and/or oral preliminary exams.

PA 893 **Doctoral Supervised Research** ***UNITS:*** *1-9 - Offered in Fall Spring Summer*

Prerequisite: Doctoral student

Instruction in research and research under the mentorship of a member of the Graduate faculty.

PA 895 **Doctoral Dissertation Research** ***UNITS:*** *1-9 - Offered in Fall Spring Summer*

Prerequisite: Doctoral student

Dissertation research.

PA 896 **Summer Dissertation Research** ***UNITS:*** *1 - Offered in Summer*

Prerequisite: Doctoral student

For graduate students whose programs of work specify no formal course work during a summer session and who will be devoting full time to thesis research.

PA 899 **Doctoral Dissertation Preparation** ***UNITS:*** *1-9 - Offered in Fall Spring Summer*

Prerequisite: Doctoral student

For students who have completed all credit hour, full-time enrollment, preliminary examination, and residency requirements for the doctoral degree, and are writing and defending their dissertations.

NORTH CAROLINA STATE UNIVERSITY
DEPARTMENT OF PUBLIC ADMINISTRATION
PA-508 GOVERNMENT & PUBLIC ADMINISTRATION (1 Credit)

Fall 2013

Instructor:	James R. Brunet, Ph.D.	**Meeting Time:**	M 6:00-8:45
Campus Office:	Hunt Library 5145	**Classroom:**	Caldwell G106
Office Hours:	By appointment	**Telephone:**	(919) 513-4331 (Work)
Email:	jim_brunet@ncsu.edu		(919) 244-1202 (Cell)

COURSE DESCRIPTION. Public administration scholar Don Kettl notes that “good public administration is essential to good democracy because it brings policy ideas to life” (2012, xx). This course explores the critical role that public administration plays in the American constitutional system of government. The course begins by considering the current state of public administration through the eyes of key stakeholders including politicians and citizens. We then set out to define the concept of public administration and describe the political/constitutional setting which frames its work. The administrative architecture used to carry out policy decisions at the national, state and local levels is described in detail. We also study the methods available to legislatures and courts to check the power of the bureaucracy, thereby ensuring the democratic accountability of public administrators. The course concludes with an assessment of the latest attempts to reform public administration and improve its performance.

This course is designed for MPA students who have not had undergraduate coursework in American government, public policy, or public administration. It satisfies the MPA program’s prerequisite in American government and counts toward the 40 credit hours required for the MPA degree.

COURSE PREREQUISITES. Graduate standing or Post-Baccalaureate Studies (PBS).

LEARNING OUTCOMES. By the end of the course, students will be able to:
1. discuss how politicians, media, and citizens perceive public administration;
2. define public administration and distinguish it from business administration;
3. describe the constitutional and political context of American public administration;
4. identify the institutional and individual actors engaged in public administration;
5. evaluate the methods available for controlling the bureaucracy; and
6. assess current efforts to reform and improve public management.

COURSE MATERIALS. There is one required textbook for the course: Kettl, Donald F. 2012. *The Politics of the Administrative* Process, 5th edition. Washington, DC: CQ Press ($84). The text is available at the university bookstore and many on-line vendors (e.g., Amazon). Additional readings may be distributed in class, placed on electronic reserve in the university library, or made available through other means (e.g., links to websites).

COURSE REQUIREMENTS AND EVALUATION. Students are required to participate in classroom discussions, interview a practicing public administrator, and sit for the final examination. A brief description of each requirement along with its contribution to the final course grade is provided below.

1. *Class Participation* (10%). Your attendance and informed participation are essential to our collective success. In short, be prepared to discuss all assigned readings and cases for each class. Repeated and/or unexcused absences will reduce your class participation score.

2. *Interview a Public Administrator* (40%). Each student will interview a practicing public administrator to learn more about the work of government and the people it attracts. Interviews may be conducted in-person or through a technology mediated format (Skype, phone, email). Students will gain a unique understanding of the structure and environment of public administration from those who actually practice the profession. More specific information about the assignment will be distributed in class. Please limit your papers to four double-spaced pages. The assignment is due on September 23.

3. *Final Examination* (50%). The course concludes with a comprehensive, in-class final examination which will administered on September 30.

The following scale will be used for assigning final grades: A+=97-99, A=93-96, A-=90-92, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

Those interested in auditing the course (AU) should refer to the rules specified in the following regulation http://policies.ncsu.edu/regulation/reg-02-20-04.

ATTENDANCE. Seminar attendance is required. In case of emergency (serious illness, injury, death or illness in the family, court attendance, or religious observance), please notify me as soon as possible. You are responsible for all work missed and for any assignment announced on the day you were absent. This policy is based upon NCSU Attendance Policy available online at the following address: http://policies.ncsu.edu/regulation/reg-02-20-03.

LATE ASSIGNMENTS AND INCOMPLETE GRADES. All assignments are due at the beginning of class on the dates specified in this syllabus. Late work will not be accepted unless there are extenuating circumstances that truly prevent you from completing your assignments on time. In all such instances, you must provide written documentation and prior notification. In the case of an excused absence, students will need to set up with me a timetable for completing the outstanding assignment. Incomplete grades will be given only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the work for the course (types of work that can be made up would be a final exam or an assignment). The NC Graduate Handbook identifies additional requirements governing the award of an incomplete grade. For further information, please consult the online regulation at: http://www.ncsu.edu/grad/handbook/section3_18.php#incompletes.

ACADEMIC INTEGRITY. Students are responsible for familiarizing themselves with the University's policy on academic integrity found in the Code of Student Conduct. The code is available online at http://policies.ncsu.edu/policy/pol-11-35-01. The instructor maintains high expectations concerning honesty in the completion of all tests and assignments. Your signature on any test or assignment means that you have neither given nor received unauthorized aid. If you have any questions regarding this policy (e.g., when is it acceptable to work on an assignment with others), please feel free to discuss with me at any time.

STUDENTS WITH DISABILITIES. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services Office (http://dso.dasa.ncsu.edu/) located at Student Health Care Center Building, 2815 Cates Avenue, Suite 2221, (919) 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://policies.ncsu.edu/regulation/reg-02-20-01.

ANTI-DISCRIMINATION STATEMENT. NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://policies.ncsu.edu/regulation/reg-04-05-02 and http://policies.ncsu.edu/regulation/reg-04-25-02. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at (919) 515-3148.

COURSE EVALUATION. Online class evaluations will be available for students to complete during the final weeks of the semester. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential, that is, instructors will never know how any one student responded to any question. The evaluation website is located at: http://upa.ncsu.edu/eval/clev.

COURSE SCHEDULE.

August 26	**Course Overview and Introductions**
	Perceptions of American Public Administration – Brunet Lecture
September 2	**NO CLASS – LABOR DAY**
September 9	**The Job of Government**
	Kettl, Chapters 2 & 3 (Cases 2.2, 3.1, and 3.2) The Meaning of Public Administration Federalism Functions and Tools of Government
September 16	**Actors in American Government**
	Kettl, Chapters 5, 8 & 14 (Cases 5.2, 8.2, 8.3, and 14.3) Institutions of Government (Legislative, Executive, and Judicial) People in Government Organizations: The Civil Service Executive Power and Political Accountability
September 23	**Reforming and Improving Public Administration**
	Kettl, Chapter 7 & 12 (Cases 7.1, 7.2, 7.3, 12.2, and 12.3) Strategies and Tactics for Administrative Reform Making Programs Work
	Interview Assignment Due
September 30	**Final Examination**

NORTH CAROLINA STATE UNIVERSITY
DEPARTMENT OF PUBLIC ADMINISTRATION
PA-510 ETHICS AND PROFESSIONAL PRACTICE

Fall 2013

Instructor:	James R. Brunet, Ph.D.	**Meeting Time:**	W 6:00-8:45pm
Campus Office:	Hunt Library, Room 5145	**Classroom:**	Thompkins G117
Office Hours:	By appointment	**Telephone:**	(919) 513-4331 work
Email:	jim_brunet@ncsu.edu		(919) 244-1202 cell

Course Overview. In carrying out the directives of policymakers, public service administrators exercise a great deal of discretion. The grand challenge within the American system of government is how to keep an unelected, discretion-exercising bureaucracy accountable to democratic institutions and citizens. There are many "external" mechanisms to accomplish the task from legislative committee oversight to the annual appropriations process; however, these approaches offer little guidance to administrators as they navigate through the ethical dilemmas inherent in managing public programs.

This course focuses primarily on the "inner check" on administrative behavior, the values guiding the ethical conduct of public service administrators. To begin, we define the concept of administrative ethics and discuss the ethical duties which come with work that is done in the name of the public. From there, we debate the moral responsibility of administrators when executing the policy dictates of political superiors. After establishing the moral agency of administrators, we learn and apply a problem-solving tool useful for reasoning through ethical questions. Students will develop an awareness of the causes of unethical behavior among public administrators and ways to build an ethical culture within the organization. The course concludes with a consideration of ethics laws and other external measures to promote good governance.

Learning Outcomes. The course is designed to help students:

1. To understand the bases of administrative ethics and the nature of responsibilities of public administrators.
2. To be aware of the pressures and forces in public administration which can contribute to unethical behavior.
3. To understand the tenets of the codes of ethics for various professional organizations in the public sector and how they are applied.
4. To develop the knowledge and skills needed to deal with ethical problems that arise in public service, such as conflict of interest, use of office for private gain, following orders, and whistleblowing.
5. To understand their role in creating and maintaining ethical public service organizations.

Course Materials. The main text for the course is James H. Svara's "The Ethics Primer for Public Administrators in Government and Nonprofit Organizations" (Sudbury, MA: Jones and Bartlett, 2007, ISBN: 978-0-7637-3626-2, $89). It is available for purchase at the campus bookstore. Other materials may be distributed in class, retrieved electronically from the D.H. Hill Library, or made available through other electronic means.

Course Requirements and Evaluation. Students are required to participate in classroom discussions, profile an ethical administrator, practice using a technique for making ethical decisions, and draft a personal code of ethics. A brief description of each requirement along with its contribution to the final course grade is provided below.

1. *Class Participation* (10%). There will be both small group and general class discussions in most class sessions, so your attendance and informed participation are essential for creating a stimulating intellectual climate in class. Students are strongly encouraged to raise relevant issues for class consideration and to share their experiences with workplace ethical questions. Please make every attempt to attend all formal class meetings. If you have to miss a class, please provide the instructor with advance notice. Repeated and/or unexcused absences will reduce your class participation score.
2. *Profile of an Ethical Administrator* (20%). If we agree that administrators are morally responsible for their actions, is it possible to identify individuals who are exemplars of ethical leadership and management? In this exercise, you are asked to profile an administrator who possesses the attributes and qualities of moral leadership (see lecture notes, Spitzer case, and Thoms article for examples). The individual can be someone you have witnessed in your professional life or someone whose actions have been detailed in a news story or case study. Consider the following questions in your analysis: a) why is this person an ethical/moral administrator (e.g., specific actions, behaviors, commitment to duties), b) what qualities does the person possess to distinguish him/her as a moral leader, and c) what impact does this person have on the ethical climate within the organization or on the results produced by the team. Be sure to use the ethical concepts developed in the course to construct your profile. Please limit your profile to four pages (1" margins, 11/12 font, 1.5/2.0 spacing). This assignment is due at the beginning of class on November 6.
3. *Ethical Decision Making Vignettes* (30%). You will analyze two case studies using the Ethics Problem Solving Model described in the Svara text (p. 108). Cases are available on the Markkula Center for Applied Ethics website: www.scu.edu/ethics/practicing/focusareas/cases.cfm. You should select two cases from the following list: Balancing Nonprofit Interests; Setting the Stage for Problems; Home Run or Foul Ball; and Alice Hayes and Affordable Housing. Please limit your total response to five pages. This assignment is due on November 20.
4. *Personal Code of Administrative Ethics* (40%). After reviewing several professional codes of ethics in class, you will develop a personal code to guide your ethical behavior. Your code will include: a) an explanation and justification of each tenet drawn from course readings and b) a discussion of challenges that would arise in complying with the code, i.e., circumstances that would make it hard to follow each tenet of the code. This assignment is due by 5:00 pm on December 11.

The following scale will be used for assigning final grades: A+=97-99, A=93-96, A-=90-92, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

Those interested in auditing the course (AU) should refer to the rules specified in the following regulation http://policies.ncsu.edu/regulation/reg-02-20-04.

ATTENDANCE. Seminar attendance is required. In case of emergency (serious illness, injury, death or illness in the family, court attendance, or religious observance), please notify me as soon as possible. You are responsible for all work missed and for any assignment announced on the day you were absent. This policy is based upon NCSU Attendance Policy available online at the following address: http://policies.ncsu.edu/regulation/reg-02-20-03.

LATE ASSIGNMENTS AND INCOMPLETE GRADES. All assignments are due at the beginning of class on the dates specified in this syllabus. Late work will not be accepted unless there are extenuating circumstances that truly prevent you from completing your assignments on time. In all such instances, you must provide written documentation and prior notification. In the case of an excused absence, students will need to set up with me a timetable for completing the outstanding assignment. Incomplete grades will be given only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the work for the course (types of work that can be made up would be a final exam or an assignment). The NC Graduate Handbook identifies additional requirements governing the award of an incomplete grade. For further information, please consult the online regulation at: http://www.ncsu.edu/grad/handbook/section3_18.php#incompletes.

ACADEMIC INTEGRITY. Students are responsible for familiarizing themselves with the University's policy on academic integrity found in the Code of Student Conduct. The code is available online at http://policies.ncsu.edu/policy/pol-11-35-01. The instructor maintains high expectations concerning honesty in the completion of all tests and assignments. Your signature on any test or assignment means that you have neither given nor received unauthorized aid. If you have any questions regarding this policy (e.g., when is it acceptable to work on an assignment with others), please feel free to discuss with me at any time.

STUDENTS WITH DISABILITIES. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services Office (http://dso.dasa.ncsu.edu/) located at Student Health Care Center Building, 2815 Cates Avenue, Suite 2221, (919) 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://policies.ncsu.edu/regulation/reg-02-20-01.

ANTI-DISCRIMINATION STATEMENT. NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://policies.ncsu.edu/regulation/reg-04-05-02 and http://policies.ncsu.edu/regulation/reg-04-25-02. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at (919) 515-3148.

COURSE EVALUATION. Online class evaluations will be available for students to complete during the final weeks of the semester. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential, that is, instructors will never know how any one student responded to any question. The evaluation website is located at: http://upa.ncsu.edu/eval/clev.

COURSE SCHEDULE.

Oct. 16 Course Overview and Personal Introductions

Do you have a personal code of ethics?

Oct. 23 Defining Administrative Ethics & Identifying Ethical Obligations

James H. Svara, *The Ethics Primer for Public Administrators in Government and Nonprofit Organizations*, pp. 1-35.
Rosemary O'Leary, "Guerrilla Employees: Should Managers Nurture, Tolerate, or Terminate Them?" *Public Administration Review* 70:1 (January/February 2010), pp. 8-11.*

Be prepared to discuss the following questions:

- *What are my expectations for this class? Can an ethics class make one ethical?*
- *How does my personal code of ethics compare to my peers? Do I use all modes of ethical reasoning?*
- *Does Kohlberg's model of moral development accurately describe personal morality? Any criticisms?*
- *What are the ethical obligations and responsibilities which come with one's role as a public administrator?*

Oct. 30 Administrators as Moral Agents and Leaders

James H. Svara, *The Ethics Primer for Public Administrators*, pp. 35-45.
Debra Stewart, "Ethics and the Profession of Public Administration: The Moral Responsibility of Individuals in Public Sector Organizations," *Public Administration Quarterly* 8:4 (Winter 1985), pp. 487-495.*
William B. Eimicke, "Eliot Spitzer: The People's Lawyer," *Public Integrity* 7:4 (Fall 2005), pp. 353-372.*
Gerald Kaufman, "A Transforming Model for Nonprofit Board Leadership," in Gary M. Grobman, Ed., *The Nonprofit Handbook*, Third Edition (Harrisburg, PA: White Hat Communications, 2002), pp. 67-74. (Library Electronic Course Reserve)
John C. Thoms, "Ethical Integrity in Leadership and Organizational Moral Culture," *Leadership* 4:4 (November 2010), pp. 419-442.*

Be prepared to discuss the question: Is the administrator a moral agent, i.e., can they make ethical judgments about decisions they will make and do they have the capacity to act on their judgment? Stewart and Thompson consider both sides of this question, and Svara's "complementarity" discussion offers another useful perspective.

Nov. 6 **Bases for Ethical Decision Making**

James H. Svara, *The Ethics Primer for Public Administrators*, Chapters 4 & 7.
Independent Sector, *Obedience to the Unenforceable: Ethics and the Nation's Voluntary and Philanthropic Community*, (2002), pp. 11-18, Available at: www.independentsector.org/uploads/Accountability_Documents/obedience_to_unenforceable.pdf
Josephson Institute of Ethics, "The Six Pillars of Character," Available at: josephsoninstitute.org/MED/MED-2sixpillars.html.
Josephson Institute of Ethics, "Golden Kantian Consequentialism (GKC)," Available at: http://josephsoninstitute.org/business/blog/2010/12/golden-kantian-consequentialism-gkc-the-josephson-institute-model/
United Nations, Universal Declaration of Human Rights, (1948). Available at: http://www.un.org/en/documents/udhr/index.shtml
James R. Brunet, "Ethicists," in *Drug Testing in Law Enforcement Agencies: Social Control in the Public Sector*, (New York, LFB Scholarly, 2005), pp. 38-43. (Handout)

Drawing on readings, be prepared to discuss the nature of principles in ethical behavior. What are the most important principles that should guide the work of public administrators? What happens when principles conflict?

Profile of Ethical Administrator Due

Nov. 13 **Codes of Ethics: Commentary and Major Public Service Codes**

James H. Svara, *The Ethics Primer for Public Administrators*, Chapter 5 & Appendices 1-6.
Montgomery Van Wart, "Codes of Ethics as Living Documents," *Public Integrity* 5:4 (Fall 2003), pp. 331-346.*(Search under the journal title to find this article)

Be prepared to discuss the strengths and weaknesses of the ASPA, ICMA, AICP, and Association of Non-Profit Executives codes of ethics.

Nov. 20 **Challenges to Ethical Behavior of Public Administrators**

James H. Svara, *The Ethics Primer for Public Administrators*, Chapters 6 & 8.
Josephson Institute of Ethics, "The Dirty Dozen: Twelve Common Rationalizations and Excuses to Avoid," Available at: http://josephsoninstitute.org/business/blog/2010/12/the-dirty-dozen-twelve-common-rationalizations-and-excuses-to-avoid/
Independent Sector, *Obedience to the Unenforceable: Ethics and the Nation's Voluntary and Philanthropic Community*, (2002), pp. 21-24.
William B. Eimicke and Daniel Shacknai, "Eliot Spiter: The People's Lawyer – Disgraced," *Public Integrity* 10:4 (Fall 2008), pp. 365-379.*
Rosemary O'Leary, "Guerrilla Employees: Should Managers Nurture, Tolerate, or Terminate Them?" *Public Administration Review* 70:1 (January/February 2010), pp. 12-15.*
Rosemary O'Leary, "When a Career Public Servant Sues the Agency He Loves,"

Public Administration Review 69:6 (November/December 2009), pp. 1068-1076.*

Specific preparation for class:

- *Make a list of the most important causes of unethical behavior among public administrators.*
- *Describe how a whistleblower (from your personal experience or from news reports) has been treated after bringing fraud, waste or abuse to the public's attention?*

Ethical Vignettes Paper Due

Dec. 4 **Reinforcing Ethical Behavior in Organizations**

James H. Svara, *The Ethics Primer for Public Administrators*, Chapters 9, 10 & 11.
Rosemary O'Leary, "Guerrilla Employees: Should Managers Nurture, Tolerate, or Terminate Them?" *Public Administration Review* 70:1 (January/February 2010), pp. 15-17.*
Review responsibilities of the North Carolina State Ethics Commission, Available at: http://www.ethicscommission.nc.gov/default.aspx

Guest Speaker: Teresa Pell, Assistant Director, NC State Ethics Commission (Invited)

Question for class discussion: Are external controls as effective as internal checks on behavior?

Dec. 11 **Personal Code of Ethics Paper Due**

*These journal articles are available through an electronic subscription held by the D.H. Hill Library. To gain access to these readings, simply type in the title of the article at the following website and follow the prompts: http://www.lib.ncsu.edu/.

North Carolina State University
School of Public and International Affairs
Master of Public Administration Program
PA 511: Public Policy Analysis
(Fall 2013)
Updated: 8-28-2013

Instructor: Jeffrey C. Diebold, Ph.D.	Email: jcdiebol@ncsu.edu
Class Location: 00003 Winston Hall	Office Location: Caldwell 219
Class Time: Mon. 3pm-5:45pm	Office Hours: MW 1:15-3pm

Course Description

This course introduces students to principles of public policy analysis with an emphasis on applications in cost-benefit analysis. Students will learn the following concepts, tools, and skills:

1. To perform a cost benefit or cost effectiveness analysis on a government or nonprofit program using such tools as outcome estimation for policy analysis and program evaluation, marginal analysis, monetizing, discounting, and sensitivity analysis.
2. To explain and apply the basic principles and assumptions underlying cost-benefit and cost-effectiveness tools.
3. To analyze the policy process by discussing how political factors can help and (more often) hinder policy analysis, and how policy analysts can meet these challenges.
4. To analyze whether government or the market is better able to deliver a specific service, applying both liberal and conservative models of market failure and privatization.
5. To discuss the management and policy implications of outsourcing the delivery of programs.
6. To outline more efficient government regulatory policies for particular policy areas, by analyzing command and control regulations versus regulations based on quasi-markets.
7. To analyze government policies that affect income and wealth distribution, applying conservative and liberal models of the equality - efficiency tradeoff to specific policy issues.

Grade basis

Midterm exam	(Monday, October 7)	25%
Project	(due Monday, November 4)	30%
Participation		5%
Final exam	(Monday, December 16)	40%
Total		100%

Participation

The study of public policy benefits from consideration of multiple viewpoints, perspectives, and experiences. Learning to be part of such discussions is an important aspect of professional development in public policy. Students are expected to be actively engaged during class by contributing to discussions, listening respectfully to the contributions made by other students, and encouraging everyone's perspective to be heard. Students will provide self-assessments and receive feedback on their participation at midterm and the end of the semester.

Late work
Grades will be reduced 10% per day after the due date.

Policies on make-up exams and grades of incomplete
Make-up exams will be offered in the case of validated emergencies. (A make-up exam may be an exam drawn from an earlier semester.)
Work should be completed by the end of the semester. Course grades of incomplete will require a dean's letter.

Academic integrity
Conduct your activities in this course to the highest standards of academic integrity and in compliance with the Code of Student Conduct http://policies.ncsu.edu/policy/pol-11-35-01

Ethics certification and Institutional Review Board approval
If you will be gathering data from or about individuals for your cost-benefit analysis, your project may require Institutional Review Board (IRB) review or application for exemption. Please visit NC State's IRB website to familiarize yourself with the requirements http://research.ncsu.edu/sparcs/compliance/irb/

Course Text
Bellinger, W. (2007). *The Economic Analysis of Public Policy*. New York: Routledge.

Readings
All readings are available through e-reserves and/or on Moodle. The instructor may assign additional readings and will provide at least 2 weeks' notice of any additional readings.

University disability policy:
"Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG 02.20.01)."

Departmental mission statement:
"Our mission is to develop principled and skilled public service professionals who fulfill leadership roles within governmental and nonprofit organizations. Our focus is on

practical and problem-solving skills and emphasizes public service values including efficiency, effectiveness, equity, and accountability."

Required University statement of policy sources:
"Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include:
http://policies.ncsu.edu/policy/pol-04-25-05 (Equal Opportunity and Non-Discrimination Policy Statement),
http://oied.ncsu.edu/oied/policies.php (Office for Institutional Equity and Diversity),
http://policies.ncsu.edu/policy/pol-11-35-01 (Code of Student Conduct),
http://policies.ncsu.edu/regulation/reg-02-50-03 (Grades and Grade Point Average)."

COURSE OUTLINE

Part I: The Basic Tools of Policy Analysis

1. **Introduction to Basic Concepts of Policy Analysis & Basic Microeconomic Foundations of Cost-Benefit Analysis** (August 26)
   - Bellinger, W. Chapter 3
   - Bellinger, W. Chapter 14

September 2 Labor Day Holiday

2. **Measuring Outcomes in Policy Analysis and Program Evaluation** (September 9)
   - Treasury Board of Canada, *Guide to Cost Benefit Analysis* (edited and supplemented by James Swiss) pp. 1-23
   - Gruber, J. Ch.3 Empirical Tools of Public Finance
   - Crane, J. and Marg, B. (2003). Do early childhood intervention programs really work? Coalition for Evidence-Based Policy.
   - Jacob, B. and Rockoff, J. (2011). Organizing schools to improve student achievement start times, grade configurations, and teacher assignments. Brookings Institution.
     - Optional:
       - Levy, H. and Meltzer, D. (2008). The impact of health insurance on health. *Annual Review of Public Health*, 29, p.399-409.

3. **Economic Tools for Valuing Outcomes: Monetizing** (September 16)
   - Treasury Board of Canada, *Guide to Cost Benefit Analysis*, pp. 24-43
   - Boardman, A., et al. Ch. 14 Valuing Impacts through Surveys: Contingent Valuation.
   - Carson, R. et al. (2003). Contingent valuation and lost passive use: Damages from the Exxon Valdez oil spill. Environmental and Resource Economics 25: pp. 257-286.
   - Kling, C. Phaneuf, D., and Zhao, J. (2012). From Exxon to BP: Has some number become better than no number?
   - Hausman, J. (2012). Contingent valuation: From dubious to hopeless. *Journal of Economic Perspectives*, 26(4), p. 43-56.

4. **Understanding Inflation and Discounting** (September 23)

- Treasury Board of Canada, *Guide to Cost Benefit Analysis,* pp. 44-65; 71-73
- Bellinger Ch. 8
- Sunstein, C. and D. Weisbach. (2008). Climate Change and Discounting the Future: A Guide for the Perplexed. Working Paper.
    - Optional:
        - Burgess, D. and Zerbe, R. (2011). Appropriate Discounting for Benefit-Cost Analysis. *Journal of Benefit-Cost Analysis*, 2(2).
        - Warner, J. and S. Pleeter. (2001). The personal discount rate: Evidence from military downsizing programs. *The American Economic Review* 91(1).

5. **Sensitivity Analysis; Marginal Analysis; paper proposals due** (September 30)
    - Bellinger Ch. 9
    - McKenzie, R. and G. Tullock. (2012). Anything worth doing is not necessarily worth doing well.
    - Merrifield, J. (1997). Sensitivity analysis in benefit-cost analysis: A key to increased use and acceptance. *Contemporary Economic Policy*, 15, p.82-92.

6. **MIDTERM (**October 7**)**

Part II: Implementing Policy: Government or the Market?

7. **The Market and Public Policy: Market Failure** (October 14)
    - Bellinger, W. Ch. 4 Efficiency and Imperfect Markets
    - Bellinger, W. Ch. 5 Efficiency and the Role of Government

8. **The Market and Public Policy: Health Care and the Environment** (October 21)
    - Bellinger, W. Ch. 13 Pollution Control Policy
    - Rosen, H. Ch. 5, Externalities (Pollution)
    - Hyman, D. Ch. 9, Health Insurance
        - Optional:
            - Arrow, K. (1963). Uncertainty and the welfare economics of medical care. *The American Economic Review*, 53(5), p. 141-149.

9. **The Market and Public Policy: Public Goods and Issues in Privatization** (October 28)
    - Stiglitz, J., Ch. 6, Public Goods and Publically Provided Private Goods.
    - Blank, M. (2000). When can public policy makers rely on private markets? The effective provision of social services. *The Economic Journal*, 110(462), C34-C49.
    - Russell Nichols, “The Pros and Cons of Privatizing Government Functions,” *Governing* (December, 2010), pages 1-4.
        - Optional:
            - Kettl, Donald. 2010. Governance, Contract Management, and Public Management. In The New Public Governance: Emerging Perspectives on the Theory and Practice of Public Governance, edited by S. Osborne. New York: Routledge.

Part III: Politics and Policy Analysis

10. Politics and Policy Analysis (November 4)

- Peters, Guy. 2010. Explaining policy choices. In *American public policy: Promise & performance*. pp. 45-62.
- Sabatier, P. (1991). Toward better theories of the policy process. *PS: Political Science and Politics*, 24(2), p.147-156.
- Weaver, K. The politics of blame avoidance. Journal of Public Policy, 6(4), p. 371-398.
- Obamacare and Part D: Party Politics.

11. Politics and Policy Analysis (November 11)

- Behn, R. (1981). Policy analysis and policy politics. *Policy Analysis* 7:199-226.
- Bogenschneider, K. and Corbett, T. (2010). Exploring the disconnect between research and policy. Evidence Based Policy. (SCAN)
- Grob, G. (2003). A Truly Useful Bat is One Found in the Hands of a Slugger. *American Journal of Evaluation* 24 (4):499-505.
    - Optional:
        - Tortenn, R. (2010). What do citizens want from public administrators? The tension among efficiency, responsiveness and politics.

PAPER DUE (Monday, November 11, 3 p.m.)

Part IV: Policy Analysis and Distribution

12. Analyzing Distributional Impacts: Technical and Ethical Issues (November 18)

- Treasury Board of Canada, *Guide to Cost Benefit Analysis*, pp. 66—70
- Tradeoff framework: Charles Wheelan, *Introduction to Public Policy*, pp. 161-167
- Swift, Adam. 2006. *Political Philosophy: A Beginners' Guide for Students and Politicians*. 2 ed. Cambridge, UK: Polity, pages 10-11; 21-33
- Friedman, Milton, and Rose Friedman. 1981. *Free to choose*: Avon, chapter 5

13. PAPER PRESENTATIONS I (November 25)

14. PAPER PRESENTATIONS II (December 2)

FINAL EXAM (December 16; 1-4 PM)

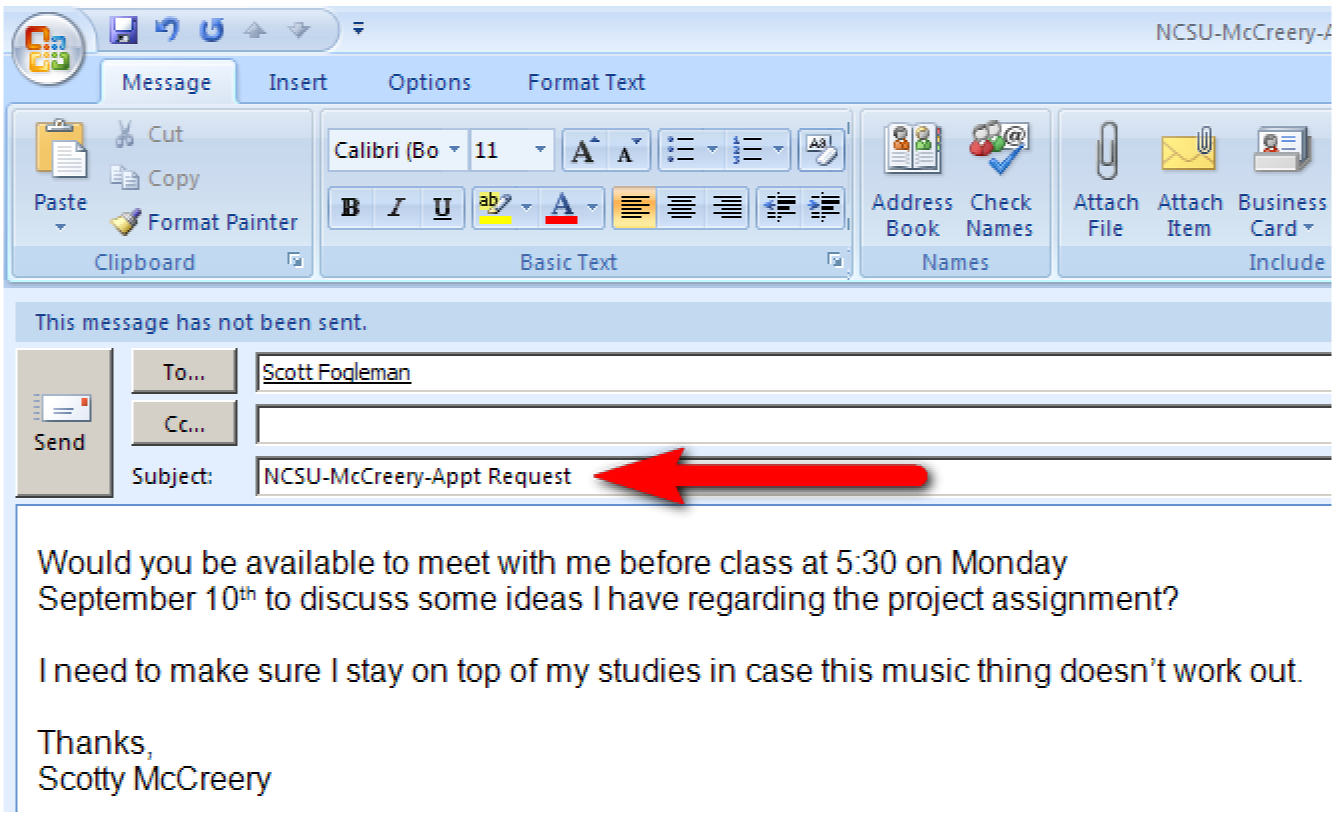
Scott Fogleman
(919) 462-3911
scott.fogleman@townofcary.org

Fall 2012 PA512 – The Budgetary Process

North Carolina State University
School of Public and International Affairs
Department of Political Science and Public Administration
College of Humanities and Social Sciences
Masters of Public Administration Program
PA 512 – The Budgetary Process

Instructor: Scott Fogleman
Office and Appointment Hours: No office. Willing to meet upon request at an agreed upon time and location.
Phone: 919-462-3911
E-mail: scott.fogleman@townofcary.org My goal is to respond to all emails within 24 hours.
When emailing, please always include in the subject: NCSU-LastName-Topic (Question, Appt, etc.)

For example:



Course Objectives
I hope to help our class members better understand how the building blocks of the budget process can work together to help students make a difference in their communities by improving public administration.

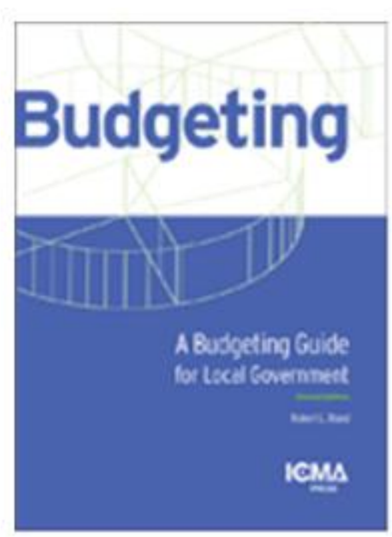
Budgeting is both a skill and an art. Successful budgeters need strong analytical skills and the ability to write and speak clearly and persuasively. Upon completion of the course, students should be able to:

- Have a complete understanding of the budget process and why each step is necessary
- Understand fund accounting and how it affects budgeting
- Compute and assess the relative size of the unreserved, undesignated fund balance
- Recommend options to increase the amount of fund balance
- Evaluate types of revenues
- Understand different ways to forecast revenues
- Compute a revenue neutral tax rate
- Understand factors associated with measuring the efficiency and effectiveness of program services
- Understand performance measurement and why it is important
- Be familiar with factors that make strong operating budget requests
- Be familiar with factors that make strong capital budget requests
- Evaluate the amount of indebtedness of local governments
- Recommend funding options to finance capital improvements
- Have a basic understanding of how to leverage Microsoft tools: excel, powerpoint, access

Students with Disabilities
Reasonable accommodations will be made for students with verifiable disabilities. Student must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653.
http://www.ncsu.edu/provost/offices/affirm_action/dss/

Academic Integrity
Students should familiarize themselves with the university policies regarding academic policy found in the Code of Student Conduct (www.fis.ncsu.edu/ncsulegal/41.03-codeof.htm) that apply to this class. If you have any questions regarding this policy, please feel free to discuss them with me.

Required Text Book: "A Budgeting Guide for Local Government" 2nd Edition, by Robert L. Bland, ICMA



Scott Fogleman
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Chapters and their major topics as outlined in the table of contents include:

1 The context of local government budgeting
The budget cycle in brief
The role of budgeting in local government
The economic nature of government services
Factors influencing local budgets
The evolution of budget innovations
Discovering budget linkages
Public sector budgeting vs. private sector budgeting
How people view local government
Do tax limitations work?

2 Preparing and approving the budget
Organizing the budget office
The budget cycle
Preparation phase
Legislative approval
Defining budget balance
Revenue forecasting
Restructuring the budget process in Fort Collins, Colorado
Budget manual for a large city: Plano, Texas
Budget information for departments in Dayton, Ohio
Electronic budget support systems

3 Managing budget deliberations
Conflict in budget deliberations
Managing conflict through a budget policy
Elements of a budget policy statement
Public involvement in budget deliberations in Dayton, Ohio
Web sites of local governments with well-developed budget policy statements
Elements of a budget policy statement

4 Implementing the budget
Financial controls in local government
Communicating budget information
Maintaining budget compliance
Altering budget authority
Budgeting in times of fiscal crisis
Budgeting and disasters
GFOA Special Budget Awards
Technological support for budgeting
Budget reserve accounts in Dallas, Texas
Disaster management and budget policy

5 Accounting and financial reporting
The accounting system
Fund structure
Accounts: The building blocks of funds
Financial reporting
Auditing
Summary of the thirteen generally accepted accounting principles (GAAP)
Internal controls

6 Budgeting for improved performance
Context of performance measures
Measuring performance
Limitations to performance measurement
Rethinking how performance is measured and reported
Goals, objectives, and strategies
A cost-accounting approach to budgeting: Sunnyvale, California
Urban livability indices

7 Planning and budgeting for capital improvements
Managing conflict in capital budgeting
Planning for capital improvements
Budgeting for capital improvements
Financing capital improvements
Project implementation
The merits of a separate capital budget cycle
Possible elements of a capital planning and budgeting policy statement
Criteria for selecting capital projects for inclusion in the CIP
Strategies for financing capital improvements
Revenue and general obligation bonds

Other Required readings beyond the primary textbook may be designated at the appropriate time during the coursework.

Grading Weight
Final exam 30%
Mid-term exam 20%
Project presentation 15%
 Topic outline to be suggested by student, confirmed by instructor
 Length 7 minute presentation plus 3 minutes for Q&A
 Must include powerpoint slides as visual aid
Written project report 15%
Quizzes on assigned readings 10%
 Short quiz will held at the beginning of each class period for which reading is assigned
Memo assignments 10%

Grade Ranges

A+	98-100
A	93-97
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62

Make-Up Exams and Grades of Incomplete
Make-up exams will be offered in the case(s) of a validated emergency. All make-up exams should be completed by the end of the semester. Course grades of incomplete will require a dean's letter.

Assignments
Each student is to do her or his work independently with no assistance from or consultation with other students unless specified as such by the course instructor. Assignments will ***not*** be credited if submitted after the specified collection time on the day assignments are due (6:00 p.m. unless informed otherwise). For missed classes, assignments must be submitted by 6:00 p.m. on the day assignments are due via email to scott.fogleman@townofcary.org

Class Schedule
Monday Evenings 6:00 p.m. – 8:45 p.m.
General class schedule each evening:
Part 1 6:00 p.m. - 7:15 p.m.
Break 7:15 p.m. - 7:30 p.m.
Part 2 7:30 p.m. - 8:45 p.m.

Class Attendance
A roster will be passed around for each student's full signature at the beginning and end of each class.
Students who have to miss a class are encouraged to have a classmate take notes in their absence.

Students who are able to attend all 16 classes will have 10 bonus points added to their final exam score.
Students who attend 15 or more classes will have 5 bonus points added to their final exam score.
Students who attend 14 classes will not have any adjustment made to their final exam score.
Should any student have to miss three or more classes, make-up assignments should be discussed with the instructor.

Classes be held weekly on Monday evenings beginning August 20 and run through the final exam on December 7. One exception: no class will be held on Monday September 3rd due to the Labor Day Holiday.

The general outline of materials to be covered in each class is currently as follows. This is subject to change as necessary throughout the semester.

Class # - Date	Topics
#1-August 20	Introductions Syllabus Review Project Outline Overview Discussion: What is a Budget? Welcome to Cary
#2-August 27	Assignment Due at 6:00 (cover letter **promoting** you as student in NC State MPA Budget Process course and resume) Quiz on Chapter 1 Discussion of Chapter 1
September 3	No Class-University closed Labor Day Holiday
#3-September 10	Quiz on Chapter 2 Discussion of Chapter 2 Return of cover letter assignment
#4-September 17	Assignment Due at 6:00 - memo to your Council explaining how the sales tax system in NC works or how the ad valorem tax system in NC works) Quiz on Chapter 3 Discussion of Chapter 3

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#5-September 24	Project Outlines due at 6:00 Return of sales tax / ad valorem memo assignment Selected Topical Materials Review for Mid-Term Exam
#6-October 1	Return of Project Outlines Mid-Term Exam
#7-October 8	Guest Lecturer-Susan Moran, Town of Cary Public Information Director The role of public information and media relations
#8-October 15	Assignment Due at 6:00 - memo to your Council **explaining** the importance of a public information and media relations Return of Mid-Term Exam Quiz on Chapter 4 Discussion of Chapter 4
#9-October 22	Quiz on Chapter 5 Discussion of Chapter 5
#10-October 29	Quiz on Chapter 6 Discussion of Chapter 6
#11-November 5	Quiz on Chapter 7 Discussion of Chapter 7
#12-November 12	Project Presentations
#13-November 19	Project Presentations
#14-November 26	Written Projects Due at 6:00 Review for Final
December 3rd	Reading Day or Early Final Exam?
December 10th	Designated Date for Final Exam

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PROJECT OPTIONS
The purpose of the project is to evaluate the budget process and financial condition of a local governmental unit, nonprofit agency, or state government. The student is to prepare a 5 to 7 page paper, single spaced, arial font size 10, left margin one inch, right margin one inch, and bottom margins no greater than 1 inch. In addition, the paper will have a one page executive summary. The final written report will include proper citing of all sources, including interviews (person, title, and date), newspaper articles (author, paper, date, pages), and governmental documents. The citing of sources and executive summary are not included in the 5 to 7 page count.

LOCAL UNIT
The Political Setting
- What pressing policy and political issues face the organization?
- What is the **existing** water and sewer capacity?
- What is the capacity after subtracting commitments to projects permitted for construction but not completed?
- What are the educational and experiential backgrounds of the CEO?

Possible Sources
- Access the local newspaper at Directory of NC Papers www.newsdirectory.com/news/press/
- The CEO's letter in the budget and the capital improvement program (CIP)
- Interviews

Fiscal Condition
- Using the organization's financial report, analyze the fiscal condition. Present and discuss at least ***five*** indicators, including fund balance and the tax collection rate.
- Compare the measures over a five-year period. Use the website: http://ncdst-web2.treasurer.state.nc.us/lgc/units/unitlistjs.htm.
- Compare the measures to ***like-sized*** cities or counties.
- Discuss the indicators ***in person*** with a knowledgeable local appointed official (e.g., the town manager, budget director, finance director).
- Evaluate the indicators and explain any significant changes in the indicators. What is the organization doing well and what should be improved?

Budget Process Evaluation
- Does the organization have a mission statement? A strategic plan? If not, why?
- Provide a summary of their budget calendar
- What type of budgeting system: line-item, line-item performance, target, performance, etc.
- What types of performance measures, if any, are used (e.g., output, efficiency, intermediate outcome, end outcome). Provide an example from one department.
- Does the manager have an annual retreat with the governing board? Is a facilitator used? If not a retreat, why not?
- Does the manager meet with department heads as a team before they complete their budget request?
- List the budgetary request forms that department use.
- Who forecasts which revenues and how?
- Is the budget recognized by GFOA? Is the audit a CAFR? If not in either case, why not?

Revenue Analysis
- What is the property tax mix (residential v. commercial/industrial)?
- In constant dollars, compute the percentage change in major revenues over at least a 4-year period. Explain significant changes (+ or – 10%) over the period.
- How high, relative to like localities, are the property tax and garbage collection, water, and sewer rates? If county-wide data are not available (e.g., Wake County), ask the interviewee what governments that they benchmark against?
- What type of utility rate (e.g., descending, uniform, ascending block and seasonal) is used?
- How often are user fees changed? Is there a user fee policy adopted by the governing board?

Expenditure Analysis
- Expenditure Analysis. In constant dollars, compute the percentage change in general fund departmental expenditures over at least four years. Explain the reasons for significant changes (+ or – 10% over the period).

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Capital Budgeting Analysis

- How much general obligation debt does the local unit have relative to like-sized units?
- How much of outstanding debt is in COPs and IPs?
- Does the unit have a CIP? If so, what is the dollar limit for a capital project?
- What are the major infrastructure needs of the organization?
- How successful has the agency been in getting bond issues approved?
- What is the agency's bond rating? If too small to have a bond rating, what is its rating from the NC Municipal Council?

NON-PROFIT AGENCY

The Political Setting

- What are the political persuasions/views/ideologies of the nonprofit board members? How many members are on the board? How are they selected? What is their term of office? Which board members have the most influence over the budget process? Why?
- Does the nonprofit have a mission statement? Strategic plan? If so, what are they?
- What are the educational and experiential backgrounds of the CEO? Characterize the relationship between the board and the CEO?
- What key policy issues face the organization?
- Evaluate the CEO's leadership skills with respect to the best practices found by Herman in "An Investigation of Leadership Skill Differences in Chief Executives of Nonprofit Organizations" on electronic reserve.
- Evaluate the effectiveness of the Board with respect to the best practices found by Herman in "Board Practices of -Especially Effective and Less Effective Local Nonprofit Organizations" on electronic reserve.
- In evaluating and discussing key policy issues and the effectiveness of the CEO and Board *cite your source or sources*.

Fiscal Condition

- What is the organization's fiscal condition? Using the organization's financial reports or 990, analyze the fiscal condition, computing ratios and trends. Compute at least ***five*** ratios over at least three years, including: the program ratio, the fundraising administrative ratio, the fundraising efficiency ratio, and unrestricted net assets
- Discuss the indicators, in person, with the executive director, finance director or other knowledgeable manager. Analyze the ratios: what is the organization doing well and what should be improved? Explain any significant changes in the indicators.
- Type of accounting system: cash, accrual, accrual at year-end?
- Did the organization receive an unqualified audit opinion? If not, why?

Budget Evaluation

Budget Process

- Does the organization have a mission statement? A strategic plan? If not, why?
- Provide the budget calendar, if used?
- What type of budgeting system is used (line-item, line-item performance, target, performance, etc.)
- What types of performance measures, if any, are used (e.g., output, efficiency, intermediate outcome, end outcome)? Provide an example from one program. Should better measures be used? Discuss
- List the budgetary request forms used?
- Who forecasts which revenues?

Revenue Analysis

- Explain ***each*** major revenue source, discussing its legal basis, amount, and reliability.
- Analyze major revenues in constant dollars over at least four years, explain significant (+ or – 10%) changes?
- How are user fees set?

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Expenditure Analysis

- Explain ***each*** major program. What is the purpose of the program? How successful has each been in achieving that purpose?
- Analyze ***each*** program in constant dollars over at four three years in constant dollars, discuss significant (+ or – 10%) changes.
- What major infrastructure issues face the organization?

Budget Execution

- Who administers the budget and how?

STATE AGENCY

The Political Setting

- According to management, what key policy and infrastructure issues face the agency?
- Who are the agency, state budget and fiscal research analysts? How long have they been in their positions? What do they perceive to be the key issues facing the agency?

Resources

- Fiscal Facts. NC General Assembly Fiscal Research Division. www.ncga.state.nc.us/FiscalResearch/
- Most recent *NC Comprehensive Annual Financial Report* www.osc.state.nc/financial

Budgeting Process (In a Particular State Agency)

- What budgeting system is used?
- What types of measures are predominately used and why? Give some examples? Could the measures be improved? Explain
- List the budgetary request forms used.
- What is the budget preparation process within the agency?
- What House and Senate committees review the budget? Who are the key players on these committees?

Expenditure Analysis

- Go to the Fiscal Research Division website and access the report, *Study Reports, Legislative Session Fiscal and Budgetary Actions*. What were the principal expansion requests and capital requests funded over the past four years?
- Compare the funded requests to the requests made in the Governor's last biennial budget. Interview the agency budget analyst and the SBO analyst or FRD analysts who oversee the agency's budget to assess how successful the agency was in getting its expansion requests funded.

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PROJECT PRESENTATION EVALUATIONS

Evaluating Student Presentations					
Based on Premise Developed by Information Technology Evaluation Services, NC Department of Public Instruction					
	Needs Improvement	Acceptable	Good	Excellent	**Total Possible**
Evaluation Criteria	**2.5**	**5**	**7.5**	**10**	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	**10**
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	**10**
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	**10**
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	**10**
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	**10**
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	**10**
Time Management	Needs Improvement **5**	Acceptable **10**	Good **15**	Excellent **20**	**20**
Content/Overall Impact	Needs Improvement **5**	Acceptable **10**	Good **15**	Excellent **20**	**20**
				Total Possible:	**100**

PA 531: Human Resource Management in Public and Nonprofit Organizations

Dennis Daley
Winston 018
email: daley@ncsu.edu
Office Hours: W 4:00-5:30 pm, and by appointment

Fall 2013
W 6:00-8:45
Winston 002

Texts: Reeves, Zane (2006) Cases in Human Resource Management. (2nd ed) Belmont, CA: Wadsworth.

Dennis M. Daley (2012) “Lecture Notes” on Moodle. (a revised version of my 2002 Strategic Human Resource Management)

Lecture outlines, case studies, exercises and visuals are on Moodle. These are accessed through the NCSU MyPack portal using your UNITY ID and password. Students should read the assigned material prior to each class session. You may also want to download or print them.

The textbook used in this class serve as: (1) a comprehensive statement of the human resources management field, a national consensus of what constitutes its essential core and standards, (2) an aid to learning, a coherent presentation of the curriculum created for students unfamiliar with the subject, (3) a common intellectual platform in the classroom, which we can draw on to make more sophisticated observations of our own, thereby sharing expertise more effectively with one another, and (4) an easy-to-use “second voice” in the course, available 24 hours a day, 365 days a year, that allows students to move at their own pace.

Office Hours: You are encouraged to stop in during office hours to talk about any problems or suggestions you may have concerning the course, about career, or just about things in general. If you want to talk to me and find the scheduled hours are not convenient, feel free to schedule an appointment.

Course Objective: The course is a professional survey of human resources management. It specifically focuses on the needs of public purpose organizations (governments and nonprofits). As such, a prior professional background in human resource/personnel management is not required. In surveying the field of human resource management, this course is oriented specifically towards the needs of the administrative practitioner. Primary emphasis is on human resource management by the operating or line official with only a secondary focus on the role of the central personnel office in assisting with human resources management. In this course, students will learn what human resource techniques are available for leading organizations as well as when it is appropriate to use each technique.

Educational Purpose: Public Administration is a professional discipline devoted to social change. Specifically, public administration focuses on improving public purpose (governmental and nonprofit) performance (effectiveness, responsiveness, and equity) through the application of professional management education and techniques. The course content is designed both to develop an individuals' ability to think effectively (i.e., observing, classifying, analyzing, and synthesizing) and to introduce them to state-of-the-art administrative knowledge and competencies. This knowledge and related competencies are transferable to other situations and should aid the student in developing intellectual autonomy. In addition, both the enhanced critical-thinking abilities and specific managerial knowledge and competencies should be of direct benefit to students on their jobs and in the development of their careers.

Course Format: Course material uses an action-learning format of simulations/case studies and complementary discussions-lectures. Class participation is encouraged. This fosters a peer-learning environment designed to integrate the substantive context of teach topic with the subjective context in which it is performed. Students are to have prepared prior to each class by reading the appropriate assignments and reviewing the scheduled exercises. While students should attend every class, they are not required to participate every time. Participation is judged on attendance, on the ability to express oneself clearly, and on the originality and insightfulness of the contributions. Each section focuses on a set of related topics analyzed in terms of why you would want to use them, how you would use them, and what are the problems you might encounter in using them. Each Human Resource function is compared across the continuum of public, nonprofit, and private organizations. While primarily focused on the management techniques used in human resources, the legal aspect inherent in each function is also examined.

Grading: Grades are based on the total scores derived from two exams (100 points), participation (20 points), case study/exercise memos (30 points), and a research paper (50 points).

A+	200-194
A	193-186
A-	185-180
B +	179-174
B	173-166
B-	165-160
C +	159-154
C	153-146
C-	145-140
D +	139-134
D	133-126
D-	125-120
F	119-0

Exams (50 points): There are a Midterm and a Final exam. Each exam is worth 50 points and consists of two questions that may be either essays and/or applied question. Tests are meant to accomplish two purposes. They permit the evaluation of a student's academic performance thus giving essential feedback to the student, as well as to those who have a need to judge the student's ability. In addition, they direct student energy into areas considered appropriate by the instructor.

Administration focuses on understanding and balancing the details necessary for the implementation of policy. Talent alone does not suffice; governing requires a mastery of detail upon which to apply one's critical thinking. The keys to outstanding essay answers are (1) well-written essays that directly address all of the questions posed, (2) a demonstrated student understanding/discussion of the course material, and (3) insight/analysis into the implications of that material.

Each exam question is assessed against a set of standards divided into component parts weighted to their perceived overall importance to the question. In essence, each component is evaluated as (0) Null [Nothing or Clueless], (1) Unaware [Poor or Vague], (2) Aware [Fine or Registers], (3) Proficient [Good or Knows], and (4) Advanced [Excellent or Understands]. The more general discuss and analysis questions focus primarily on assessing an awareness of concepts and their component parts. The more specific compare and contrast questions focus on a narrower topic and place greater emphasis upon demonstrating proficiency.

Case Study/Exercise Memos (30 points): using the case study/exercise guidelines, each student is responsible for a 2 page, single-spaced memo on six (6) of the case studies/exercises (5 points each). Each memo is due the week following the in-class discussion. A case study is a word problem while an exercise focuses on action learning. A case study poses an interactive problem that links facts and theories to a specific situation in which they are applied.

First, diagnose what the specific problem is. There may also be secondary problems (case study questions may point to these).

Second, determine what are the options (recommended procedures, practices, and techniques) for dealing with or solving the problem (the main textbook should help in identifying these).

Third, identify what special considerations must be taken into account. Who are the stakeholders, and what roles do they play? What assumptions or attributions are you making about the problem and the circumstances under which it occurs?

Fourth, make a recommendation or decision (case study questions may act as prompts). These decisions need to be provided with supporting evidence that explains or justifies why the decision was made.

Fifth, the student should focus on assessment and analysis of the case study or simulation reflecting on the lessons and insights were derived from it.

Research Paper (50 points): A research paper is required; it is worth 50 points. It should be article length (15-20 typed double-spaced pages) and focus on some aspect of human resource management/personnel administration. Each student shall meet with the instructor at the beginning of the course to agree upon a research topic. A one-page prospectus outlining the research project, including a research design and preliminary list of sources, is due at the third class. Experiments/Lab Studies, Case/Field Studies, and Empirical/Statistical Studies are expected. The student is expected to take an aspect or topic in the “theoretic” material presented in the texts and literature and conduct an original “test” of it against our reality. In beginning research on a topic, students should look for articles labeled as literature reviews, bibliographic essays, or meta-analyses. A topical examination of these over the past five to ten years should prove sufficient

The literature review aspect of the paper analyzes recent developments that affect human resource management functions (e.g., job analysis, recruitment & selection, productivity, performance appraisal, training & development) or recent developments in ongoing controversies (e.g., pay-for-performance, health care, managing diversity, contracting-out, volunteers, and board of director relationships). Although discussion can be drawn from the business or general management literature, the paper must emphasize the public or nonprofit agency in whatever topic is covered. While practitioner sources can be included, the literature review must include sufficient academic sources. An analysis of the strengths and weaknesses pointed out by the literature should be included followed by a synthesis drawn from the literature review serves as the theoretic framework for the paper.

The next step is outlining a research design for testing this theory. This may be quantitative or qualitative, employing statistical, comparative, or case analysis. Quantitative or empirical analysis can be based on existing datasets or original data collection (NC State University/Public Administration has a number of datasets available for general use). Qualitative research focusing on a specific HR practice would use comparisons of 2--3 different organizations or an in-depth case study of one organization focusing on staff, supervisor, and employee perceptions (involving 6-9 individual interviews in each case).

The original research aspect of the paper begins with a description of the specific organization(s) and analyzes it in terms of the research topic. The organization is compared and contrasted with what the research literature describes or prescribes. In drawing conclusions or lessons from the research literature, it is important to provide some documentation as the foundation of this analysis.

Research papers are assessed:

Topic relevance to personnel/human resource management (5 points)
Style and grammar proficiency (5 points)
Methodology appropriate to answering theoretic question (5 points)
Sources adequate to establish understanding of problem area (5 points)
Description of theory/problem area (10 points) and case study/empirical test (5 points)
Analysis of theory/problems logic (10 points) and case study/empirical test (5 points)

Human Resource Management Course Outline

Aug 21: History/Context (Daley 1, 2; Heavy Lifting)

Position Classification:
Aug 28: Job Analysis Discussion (Daley 4, 5; Smoky Bear is an Underfill)

Sep 4: Job Evaluation Discussion (Daley 6; Job Evaluation Exercise)

Staffing:

Sep 11: Recruitment and Retention (Daley 7; Recruitment of a Water Plant Technician; Sunny Skies Hiring)

Sep 18: Selection (Daley 8; Hiring Exercise; Tom Collins)

Sep 25, Oct 2: Compensation (Daley 9, 10; SAS DVD; Paying Tucson Police, Salary Compression at State U)

Oct 9: Midterm

Performance Management:

Oct 16, 23: Performance Appraisal (Daley 11, 12; Performance Appraisal Exercise; Merit Pay)

Oct 30: Training and Development (Daley 13; Fearless Freddy)

Nov 6: Strategic Management (Daley 3; Cutback Exercise)

Employee Relations:

Nov 13, 20: Grievance and Discipline (Daley 14, 15; Culture Clash, Missing Portable Potty); Mediation (Daley 8. Mediation DVD, Mediation Rockin Roleplays)

Nov 20, Dec 4: Labor Relations & Negotiations (Daley 16, 17; Negotiation DVD)

Dec 4: Collective Bargaining Exercise

Dec 4: Final Paper due.

Dec 11: FINAL 6-9pm

Instructor: Dennis M. Daley received B.A.'s in History and Government from Montana State University, an M.A. in Political Science from the University of Montana, and his Ph.D. in Political Science from Washington State University. He has taught on the faculty of Minnesota State University (Mankato), Iowa State University, the University of Mississippi, and North Carolina State University. He is the author of Strategic Human Resource Management and Performance Appraisal in the Public Sector. He has authored over two score articles in refereed public administration journals, including the leading public sector personnel journals Public Personnel Management and the Review of Public Personnel Administration. He is a member of the Academy of Management Personnel/Human Resources Division, International Personnel Management Association, and the American Society for Public Administration Section on Personnel and Labor Relations.

Academic Integrity: In this, as in all classes at North Carolina State, students are expected to complete their assignments with due regard to academic integrity. In order to do so, they should familiarize themselves with the relevant section of the Students Code of Conduct (Section 7-13). By signing all work submitted on a paper, or by identifying themselves in work submitted electronically, students affirm that they neither gave nor received unauthorized aid. In particular, collaboration on assignments among students may only occur when explicitly authorized by an instructor.

Attendance: I expect every student to be here on time, fully prepared having read all assigned materials, every day that the student is scheduled for class. I expect every student to strive for perfect attendance.

Disabilities: Whenever possible, modifications to tests and other assignments and special arrangements for attending and recording lectures and seminars will be made in order to accommodate the needs of students with disabilities. Any student with such a need is encouraged to make an appointment with the instructor in order to obtain necessary assistance.

Course Evaluation: Schedule: Online class evaluations will be available for students to complete during the last week of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

Evaluation website: https://classeval.ncsu.edu
Student help desk: classeval@ncsu.edu
More information about ClassEval: http://www2.acs.ncsu.edu/UPA/classeval/

Work-Family: A concerted effort will be made to balance work and family considerations in as much as this can be done without sacrifice to the course's educational integrity.

Other recommended Human Resource courses include:
PA 532: Contract Negotiations, Drafting, and Mediation
PA 535: Problem Solving for Public Managers
EAC 582: Organization and Operation of Training and Development Programs
EAC 586: Methods and Techniques of Training and Development
PSY 751: Human Resource Planning
PSY 766: Personnel Selection Research
PSY 767: Training Research
PSY769: Work Motivation

CHASS CAREER SERVICES:

Explore career options related to your major, make decisions about your major or minor, build resumes and cover letters, prepare for interviews, develop internship/ job search strategies, maximize career fairs, and more. Use ePACK to make an appointment with your career counselor -- Jane Matthews or Woody Catoe -- through ePACK. Career Development Center, 2100 Pullen Hall. careers.ncsu.edu

PA 514: MANAGEMENT SYSTEMS

(Fall, 2013)

James Swiss
206 Caldwell
Phone//Voicemail: 515-5097
Fax: 515-7333
E-mail: swiss@ncsu.edu
Office hours: Tuesday, Wednesday, 4:30 – 5:45;
and by appointment

Readings:

J. Swiss, *Results-Based Management for Government and Nonprofit Agencies*

Edited, *Quantitative Tools for Public and Nonprofit Management*

All articles are available online.

Also needed: six blue books; a three ring binder

Course Objectives

This course's overall objective is to enable participants to design and use results-based management systems in governmental or nonprofit agencies. All participants should be able:

1. to execute a strategic planning process (including SWOT analysis).

2. to design and use performance management (PM) systems, including annual management objectives that advance strategic goals. Using the objectives would include the ability to:

- choose and monitor performance indicators, using such tools as logic models, trained observer ratings, customer surveys, focus groups, balanced scorecards and program evaluations.
- set targets for the indicators, using several approaches to target-setting.
- combat major system problems, including misreporting and goal displacement.
- determine the cost of achieving objectives by using cost centers and full costing.

3. to plan and manage projects by using Gantt charts and PERT/CPM, including project management software.

------- (midterm)

4. to analyze management options by using decision trees.

5. to improve organizational effectiveness through structural changes, including teams, matrix organizations and, especially, cross-functional result centers.

6. to improve organizational efficiency through reengineered processes using flow charts, Ishikawa diagrams, pareto charts, process control charts, and PDCA cycles.

7. to connect measured results to performance-based budgetary systems, and to base budget system decisions in part on program technology.

8. to connect measured results to contract design and monitoring.

9. to connect measured results to personnel systems and rewards by choosing appropriate appraisal instruments and appropriate (individual or group) types of rewards.

10. to design a strategy for implementing results-based management in a public or nonprofit agency.

1. INTRODUCTION TO RESULTS-BASED MANAGEMENT (August 27)

2. STRATEGIC PLANNING (September 3)

Results-Based Management, chapters 1, 2

HW: (a) Application 2-1

(b) Application 3-1

3. PERFORMANCE MANAGEMENT SYSTEMS

A. Intro to performance management systems ((September 10)

Results-Based Management, chapters 3, 4, 5

Shaila K. Dewan, "New York's Gospel of Policing by Data Spreads Across the U.S.," *New York Times* (November 28, 2004)

HW: (a) Application 4-1, choice B

(b) Application 5-1

B. Topics in metrics: outcome chains; customer measures (September 17)

Results-Based Management, chapters 6, 7

Tina Rosenberg, "Managing Through Data," *NY Times* (May 2, 2012)

HW: (a)) Application 5-3

(b) Application 6-1, questions 1, 7

(c) Not written, but be ready to discuss: Application 7-2

C. Metrics, including surveys and user fees. (September 24)

Results-Based Management, chapter 8

HW: (a) Application 6-4, questions 1, 3, 5

(b) Application 7-1 (do only sections 1, 3: pools and education)

(c) Application 8-1

D. Connecting accounting to results. Intro to PERT/CPM. Agency analysis presentations begun. (October 1)

Quantitative Management Tools, *chapter* 1

HW #1: *Results-Based Management*, Application 8-2

Quantitative Mgmt Tools, chapter 1 problems: 1 (end node= 17), 6, 7

HW #2: Application 7-4: Application of management system tools to an agency

E. PERT concluded. Presentations concluded. (October 8)

HW: *Quantitative Management Tools*, chapter 1 problems: 10, 11, 22, 23, 31

MIDTERM EXAM (October 15)

4. DECISION TREES (and Introduction to Project Management Software) (October 22)

Quantitative Management Tools, chapter 3

HW: *Tools* chapter 3, five problems: 1, 4 (answers= 3250, 3060, 1600);
16; 17 (answers = 380, 321, 438.75); 22

5. USING OTHER MANAGEMENT SYSTEMS TO ACHIEVE RESULTS

A. Structure as a management tool. (October 29)

Results-Based Management, chapter 9

HW: Application 9-1

B. Achieving outcomes through process improvements (i.e., reengineering) (November 5)

Results-Based Management, chapter 10

HW #1: (a) Application 9-3 (skip question 5)
(b) Application 10-1, questions 1, 2a, 3, 4, 5, 6

HW #2: ProjectLibre assignment due, including the summary sheet in *Tools* as the top cover sheet. (No need to make a copy of the printout.)

C. Results management and budgets; performance-based contracting (November 12)

Julie Weed, "Factory Efficiency Comes to the Hospital," *New York Times* (July 9, 2010)

Results-Based Management, chapters 11, 12

HW: Application 11-3
Application 12-2

D. Results management and rewards (November 19)

Results-Based Management, chapter 13

Shawn Zeller, "Performance Pay Perils" *Government Executive Magazine* (2004)

HW #1: Application 13-1, questions 1, 2, 3

HW #2: Exercise 14-2: Application of management system tools to an agency

E. Variations on results-based management, including TQM and Six Sigma; agency analysis presentations. (November 26)

Results-Based Management, chapter 14

HW: (a) Application 13-1, questions 4 through 7
(b) Application 14-1 (do the transportation department, and answer only questions 1 and 2)

6. INSTALLING RESULTS-BASED MANAGEMENT SYSTEMS (December 3)

Results-Based Management, chapter 15

HW: Application 15-1

FINAL EXAM (Tuesday, December 10)

COURSE GRADE BASIS

Midterm exam (October 15)	37%
Final exam (Tuesday, Dec. 10)	37%
Homework	16%
Participation/engagement	10%
	100%

Homework and Participation

Homework Grading:

- Homework is graded on a three point scale: satisfactory (S); half credit (HC); no credit.
- Quantitative answers will be graded on the basis of effort, rather than correct answers.
- The Microsoft Project assignment and the two agency analyses are double counted, registering as two homeworks each. They must be completed.
- Of the remaining homework assignments, the lowest homework grade will be dropped.
- It is fine to consult with other students about the homework, but the major work must be each individual's.

Homework Timing:

Homework will not be credited if handed in after class begins.
For missed classes caused by work, homework can be e-mailed as an attachment (swiss@ncsu.edu). It must be submitted by class time.

Homework Format:

To insure that students retain a copy of their homework for class discussion (and in the case of quantitative homework, for checking against posted answers), all submitted homeworks (except Microsoft Project) must be copies.

Grading of Participation/Engagement:

Students usually learn more in a course that includes participation because student comments often suggest new and helpful ways of looking at the course material. Students are less inclined to speak in a class when their potential audience is inattentive because of texting, web surfing, or other distractions. Therefore the PA 514 participation grade is actually an engagement grade which includes both speaking and attentive listening to classmates' comments. How it is calculated:

- Each week, each class member receives a participation grade. The grades have only three levels: ++ (exceptional); + (good) and 0 (none\very low).
- A few class sessions will be primarily lecture, and for those sessions all students will receive (+).
- In determining the weekly participation grade, engagement – active listening to the comments of classmates – will also be weighted heavily.
- In most circumstances, the overall course participation grade is determined simply by averaging the weekly scores, with an average participation grade of (+) = 100. However, an unusual number of absences will also lower the participation grade.

<u>**Exams**</u>

Midterm Exam:

Seven or eight questions based on a program description @ 8 to 16 points.
(Sometimes includes articles, for 3 or 4 points.) Total = 87 pts.
One PERT/CPM problem @ 13 points

Final Exam:

Four or five questions based on a program description @ 12 to 30 points, for a total of 84 to 88 points. (Sometimes includes articles, for 3 or 4 points.)
One decision tree, sometimes with a definitional essay. Total = 12 to 16 points.

Course grade ranges:

A+ = 97 up; A = 92 –96; A- = 90/91
B+ = 88/89; B = 82—87; B- = 80/81
C+ = 78/79; C = 72--77; etc.

***Academic integrity*:**

All class participants are expected to familiarize themselves with the principles of academic integrity, and to present only their own work on exams. (Consulting with other students on homework is fine, although the submitted homework must primarily be the product of each student.) Academic misconduct on exams will, at minimum, evoke a grade of zero on the exam.

Make-up exams and grades of incomplete:

Make-up exams will be offered in case of validated emergencies. (All make-up exams will be drawn from exams given in an earlier semester.)
Work should be completed by the end of the semester. Course grades of incomplete will require a dean's letter.

University disability policy:

"Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG 02.20.01)."

Departmental mission statement:

"Our mission is to develop principled and skilled public service professionals who fulfill leadership roles within governmental and nonprofit organizations. Our focus is on practical and problem-solving skills and emphasizes public service values including efficiency, effectiveness, equity, and accountability."

Required University statement of policy sources:

"Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include:http://policies.ncsu.edu/policy/pol-04-25-05 (Equal Opportunity and Non-Discrimination Policy Statement),http://oied.ncsu.edu/oied/policies.php (Office for Institutional Equity and Diversity), http://policies.ncsu.edu/policy/pol-11-35-01 (Code of Student Conduct), and http://policies.ncsu.edu/regulation/reg-02-50-03 (Grades and Grade Point Average)."

North Carolina State University
School of Public and International Affairs
Master of Public Administration Program
Research Methods and Analysis
Fall 2013– Wednesday - 6:00pm – 8:45pm
110 1911 Building

Instructor: RaJade M. Berry-James, Ph.D.
Phone: 330-519-7519 (mobile)
Office Hours: Tuesdays 3:00 pm – 5:00 pm
Email: rmberryj@ncsu.edu
Location: Caldwell Hall, Rm. 209
Additional office hours by appointment

Mission of MPA Program

"To develop principled and skilled public service professionals who fulfill leadership roles within governmental and nonprofit organizations. Our focus is on practical and problem-solving skills and emphasizes public service values including efficiency, effectiveness, equity, and accountability."

Program Prerequisite/Co-requisite

All students who are enrolled in *PA 515: Research Methods and Analysis* must complete prerequisites in Statistics or be currently enrolled in STAT 507. The prerequisite requirement is "3 semester hours of Statistics (advanced undergraduate or graduate)." If you have not fulfilled this prerequisite or are not currently enrolled in STAT 507, please inform the instructor immediately.

MPA Students who have not met their prerequisite requirement but successfully complete PA 515 will still have to meet the prerequisite in order to be approved for graduation.

Course Description

Research Methods and Analysis focuses on the behavioral approach to the study of political and administrative behavior. In this course, we will explore a variety of topics which include the philosophy of social science; experimental, quasi and non-experimental research designs; data collection techniques; and basic statistical analysis with computer applications. Data analysis using the computer software, SPSS, is integrated throughout the course.

Course Objectives

Each student will demonstrate a theoretical and practical understanding of research methods and statistical analysis used by practitioners and researchers, alike. Specifically, students will learn to analyze, synthesize, think critically, solve problems and make decisions by relying on research approaches commonly used by public administrators working within a political environment.

By the end of this course, students will be able to:

- Describe basic research concepts;
- Identify measures and measurement strategy;

- Apply appropriate research designs (nonexperimental, quasi-experimental and experimental)
- Collect data, using available data and observation, interviews and focus groups, and surveys;
- Explain sampling methods;
- Analyze data for describing observations, exploring relationships and predicting outcomes; and
- Communicating research results.

Required Texts
Johnson, G. (2010). *Research Methods for Public Administrators.* 2nd Edition. M. E. Sharpe, available online at http://www.sharpe-etext.com/product/research-methods-for-public-administrators.

Pallant, J. (2007). **SPSS Survival Guide.** (3rd Ed.) New York, NY: McGraw Hill.

Additional Resources
Johnson, G. (2010). *Research Demystified: Handy Dandy Guide to Research Basics.* Powerpoint slides available online at http://researchdemystified.org/research-powerpoints/.

Course Activities to Meet Learning Objectives
Student evaluation is based on class participation, examination and completion of a research project. When completing lab assignments, students must work with their lab partner. For examinations and the research project, students must work independently. Activities related to this course and other forms of important communication may be sent to students via email. Therefore, you must use your NC State email account (username@ncsu.edu).

Participation/Lab Activities: Students are expected to fully participate in class discussion and lab activities. This requires that all students attend every class, come to class prepared to discuss the main readings and be prepared to participate in lab activities. The class will meet on Wednesdays from 6:00pm – 8:45pm, each "day absence" will reduce your class participation grade by 2 points. Plan to attend all days – absenteeism cannot be excused without written documentation of illness or incident; i.e., doctor's excuse or police report. Participation is worth 20% of your grade.

While all students are expected to read all of the assigned readings, this course is set up like a learning community. The intent of this course is to enhance your learning experience by working together as research team. Each week, we will discuss the main points of the reading relevant to quantitative techniques and our activities will focus on the application of these techniques. You must attend class and contribute significantly to our discussions by, (a) discussing pertinent issues raised in the readings, (b) answering questions asked of you by the professor, (c) working in small groups during class to seek realistic solutions to important problems, and (d) participating in-class activities that involve lab work.

Research Project: You and (your research partner) must conduct a **quantitative research project** this semester. Your final report should include an executive summary and a formal report. In addition to the cover page, and executive summary, your final report should follow this format: (a) introduction; (b) background; (c) methodology; (d) major findings; (e) conclusions and recommendations; (f) sampling, when applicable; (g) data collection; (h) data analysis; and (i) significance of the study. Your ability to demonstrate what you've learned in this course should be reflected in your written formal report. You must collect quantitative data, use tables and charts to summarize data, and prepare an oral presentation based on your findings and written report. The research paper is worth 30% of your final grade and along with your presentation, it is due during the final exam period for this class. You must use the APA writing style for this type-written assignment (see www.apastyle.org/pubmanual.html or use my favorite online resource for research and citation, Purdue OWL available online at http://owl.english.purdue.edu/owl/resource/560/01/). All sources of information, concepts and data used in your written report, oral presentations must be fully identified and properly cited. The general format for papers includes a one-inch margin on all sides and a Times Roman font size equal to 12. Students are expected to use in-text citations, i.e., author-date method with a cover page, abstract page, reference list at the end of the paper. The body of the research critique must be at least **fifteen (15) pages** and should conform to the writing style suggested by APA (i.e., past tense or present perfect tense) or past-present tense). Late assignments will not be accepted unless there are extenuating circumstances which allow for late work. The research project is worth 30% of your grade.

Examinations: There will be two in-class, closed book, multiple-choice and short answer examinations in this class. The first exam will be focus on basic research concepts and a several short answer essay questions. You can use a personal calculator or the calculator on your computer for the exam. The second will focus on statistical applications and tests your ability to solve problems and make informed decisions using appropriate research methods. You may not use your text book, nor can you receive outside assistance or collaborate with others. Your examinations must reflect your own independent, unassisted work. Each exam is worth 25% of your grade.

Grading Criteria: Grades will be assigned according to the students' ability to accumulate the following evaluation points:

Grading Scale							
A+	97 – 100	B+	87 – 89	C+	77 – 79	D+	67 – 69
A	93 – 96	B	83 – 86	C	73 – 76	D	63– 66
A-	90 – 92	B-	80 - 82	C-	70 – 72	D-	60 – 62
						F	59 or lower

The final grade will be based on the following weighted criteria:

Class Participation & Lab Activities	20%
Research Project	30%
Examinations	50%
Total	100%

The professor reserves the right to make changes to the weekly discussion, reading schedule and course syllabus to meet the learning needs of the students and to accommodate other professional expectations which may include research activities, professional conferences and unplanned obligations. As such, we will use 'moodle' to enhance the learning environment, communicate assignments and to eliminate any time/space challenges (http://moodle.wolfware.ncsu.edu). Please review the class participation rubric in this syllabus for the criteria used to determine class participation.

Please review the following NCSU academic regulations which will govern how our class will be conducted. If you have additional suggestions on how to improve our delivery of the course and improve learning outcomes, please feel free to email me.

ATTENDANCE

Students are expected to attend all classes. Please review NC State's policies on attendance, (excused and unexcused) absences, and scheduling makeup work available at Attendance Regulation (REG02.20.3), available at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php. We will use this attendance policy to govern student behavior and will rely on it for university definitions of excused absences.

CODE OF STUDENT CONDUCT

All students are bound by the Code of Student Conduct which governs academic integrity at North Carolina State University. Therefore, students are required to review the definitions of academic dishonesty to avoid behaviors which are in violation of this code. In submitting an assignment, students consent that he/she neither gave nor received unauthorized aid. Students who violate the code of student conduct will receive zero points for that assignment only. Please see the website for a full explanation of the University Code of Student Conduct http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Late assignments **will not** be accepted (unless documentation of illness or incident is excused). Unexcused assignments submitted late may be graded on a reduced criteria, 5 points for each day late at the discretion of the instructor.

UNIVERSITY POLICY ON INCOMPLETES

The NCSU policy on incompletes can be found in the *Graduate Handbook.* Please review this policy – incompletes will be given only when a student makes a formal request and when appropriate documentation accompanies the written request for an incomplete. Please see the university's policy, available at http://www.ncsu.edu/grad/handbook/sections/3.18-grades.html#I.

UNIVERSITY NON-DISCRIMINATION POLICIES

It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Accordingly, the university does not practice nor condone unlawful discrimination in any form against students, employees or applicants on the grounds of race, color, religion, creed, sex, national origin, age, disability, or veteran status. North Carolina State University regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing a welcoming environment in which all its students, faculty, and staff may learn and work up to their full potential. The University values the benefits of cultural diversity and pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, (919) 515-7653. For additional information, see http://www.ncsu.edu/provost/offices/affirm_action/dss/. For more information on NC State's policy on working with students with disabilities, please see http://www.ncsu.edu/policieis/academic_affairs/courses_undergrad/REG02.20.1.php

END OF SEMESTER EVALUATIONS

Online class evaluations will be available for students to complete during the last 2 weeks of each semester. Students will receive an email message directing them to a website where they can login using their Unity ID to complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: https://classeval.ncsu.edu/
Student help desk: classeval@ncsu.edu
More information about ClassEval: http://www.ncsu.edu/UPA/classeval/

RESEARCH METHODS AND ANALYSIS OUTLINE			
DATE	**Topics**	**Readings**	**Assignments**
8/21/2013	Introduction	Course Overview & Competency Guide, Syllabus Review, APA Guidelines	Lab Partners & KWL Chart
8/28/2013	Basic Research Concepts	Johnson, Chapters 1 & 2 and Williams, B. & Greifinger, R. B. (2012). *Responding to the needs of an aging prison population*. Policy Research Associates, Delmar, NY : http://nicic.gov/Library/026453	Human Subjects Research (IRB), Citi Program Certification, Register online at https://www.citiprogram.org
9/4/2013	What is the Question	Johnson, Chapter 3	Assignment 1: Research Proposal Guideline I
9/11/2013	Identifying Measures and Measurement Strategy	Johnson, Chapter 4 and Welch, J. & J. Comer. (2001). Useful Data Sources for Policy Analysts, *Quantitative Methods for Public Administrators, pp. 56-61.*	
9/18/2013	Designs for Research	Johnson, Chapter 5 and Waldo, G. P. & Chiricos, T. G. (Feb 1977). Work Release and Recidivism . *Evaluation Quarterly*, pp. 87-107.	Assignment 2: Research Proposal Guidelines II - IIII
9/25/2013	Designs for Research (contd)	Johnson, Chapter 6	
10/2/2013	Data Collection (Secondary Data, Interviews and Focus Groups)	Johnson, Chapters 7, 8	Assignment 3: Research Proposal Guideline IV
10/9/2013	**First Examination**	**First Examination**	**First Examination**
10/16/2013	Data Collection (Surveys)	Johnson, Chapter 9 and Webb, K. & Hatry, H. P. (1973). Obtaining Citizen Feedback : The Application of Citizen Surveys to Local Governments. Washington, DC : Urban Institute, pp. 33-39.	
10/23/2013	Sampling Demystified	Johnson, Chapter 10 and Norris, D. & Kraemer, K. (Nov/Dec 1996). Mainframe and PC Computing in American Cities : Myths and Realities. *Public Administration Review, pp. 568-575.*	
10/30/2013	Qualitative Data Analysis	Johnson, Chapter 11	Assignment 4: Research Proposal Guidelines V- VIII
11/6/2013	Data Analysis for Description	Johnson, Chapter 12 and Gaber, S. L. & Cantarero, R. (1997). Hispanic Migrant Laborer Homelessness in Nebraska : Examining Agricultural Restructurin as One Path to Homeslessness. *MARS : Social Thought and Research*, pp. 55-72.	
11/13/2013	Data Analysis: Exploring Relationships	Johnson, Chapter 13 and Marshall, C. & Webb, V. (Mar 1994). A portrait of crime victimes who fight back. *Journal of Interpersonal Violence*, pp. 45-74.	
11/20/2013	Data Analysis: Analyzing the Relationshps between Variables, Regression	Johnson, Chapter 14 and Kopczynski, M. & Lombardo, M. (Mar/Apr 1999). Comparative Performance Measurement: Insights and Lessons Learned from a Consortium Effort. *Public Administration Review 59*, pp. 124-134.	
11/27/2013	**Thanksgiving Break**	**Thanksgiving Break**	**Thanksgiving Break**
12/4/2013	Data Analysis Using Inferential Statistics	Johnson, Chapter 15 and Prichard, A. & Parsons, S. K. (Winter 1999). The Effects of State Abortion Policies on States' Abortion Rates. *State and Local Government Review*, 31, *pp. 43-52.*	**Research Project Due**
12/11/2013	**Final Examination**	**Final Examination**	**Final Examination**

Note: The purpose of this course is to expose students to three aspects of social science research: 1) research designs; 2) data collection issues; and 3) statistical application. Please check our Moodle page regularly for powerpoint slides, additional reading assignments and course updates

Class Participation Rubric

The following rubric will be used to measure a student's class participation. Please familiarize yourself with the rubric, since some of our in-class discussions and lab activities will involve the use of this measure as well.

Rubric for Measuring Class Participation Criteria/Level

	4	3	2	1
Attendance / Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends classes.	Student is late to class more than once a week and/or has poor attendance of classes.
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.

Source: http://teachers.teach-nology.com/cgi-bin/classpar.cgi

PA 601 002

ORAL PRESENTATIONS FOR PUBLIC MANAGERS

Instructor: Don Reuter
Office: Appointment upon request
E-mail: dreuter@nc.rr.com
Phone: 621-8961 (cell); 848-2399 (nights & weekends)

Time: Wednesday, Aug. 27 – Oct. 9, 2013
6 p.m. - 8:45 p.m.
Location: 00125 1911 Building

Course Overview and Objectives

This course is designed specifically for individuals who are either working or planning to work in the public or non-profit sector. The focus is on professional presentations common to public managers. Students will learn how to prepare informative and persuasive presentations, including testimony; how to analyze the audience; how to present effectively and handle questions and answers. We will also explore working with the media, concentrating specifically on dealing with television, print media, talk radio and press conferences.

This course is also designed to provide learning opportunities through lectures, group discussions, presentations with feedback, team projects, guest presentations and a simulated press conference.

At the conclusion of this course, you will be able to do the following:
1) Prepare and present an effective, informative presentation within time constraints;
2) Prepare and present effective persuasive testimony within time constraints;
3) Use visual aids effectively;
4) Handle interactions and information exchanges with the media, and
5) Participate effectively in media events, such as talk radio, television, press conferences and interviews with reporters.

Course Requirements

Required textbook:
- A Speaker's Resource: Listener-Centered Public Speaking by Liz O'Brien

Student Responsibilities

1) This course is designed to teach practical skills. Each student is expected to participate actively in classroom and application exercises, such as making presentations while being videotaped.

2) Attendance at all sessions is required. Additional time will be required for individual critiques of videotaped presentations and homework assignments.

3) Each student is expected to complete his/her work according to the highest standards of academic integrity at NCSU.

4) Students are urged to attend a live press conference and to attend a public hearing when testimony is being presented.

5) Students are urged to watch television news programs, and study the presentation styles and techniques of guests.

Grades

S=Satisfactory
U=Unsatisfactory

Standards for Satisfactory (S) are the following:
- All presentations incorporate techniques contained in the texts and discussed in class.
- Visual aids appropriate to presentation are developed/arranged and used effectively.
- Constructive feedback is given to peers on their presentations.
- Feedback from peers is accepted and considered.
- Meeting plan demonstrates knowledge of text and class discussion.
- Participation in planning and presenting a team press conference is noticeable.

Aug. 27 **Introduction and Overview**

Sept. 4 **Presentation Skills: Informative Presentations**

Homework:

1) Read chapters 1, 2, 3, 4, 5, 6, 9, 12, 13, 14, 15, and 27 in textbook (read through the exercises)
2) Prepare 2-paragraph assessment of your impromptu speaking presentation from the first class.
3) Prepare and submit a presentation outline, including thesis, intro, body and conclusion, (Ch.13) of a proposed 3-minute informative presentation about a program or topic in which you are interested.

Sept. 11	**Presentation Skills: Pulling the Pieces Together; Analyzing Your Audience** Homework: 1) Prepare a 3-minute informative presentation based on the presentation outline you submitted on Jan. 15. 2) Read chapters 7, 8, 10, 11, 12, 16, 17, 18, and 19 in textbook (read through the exercises).
Sept. 18	**Crisis Planning and Communicating with the Media – Guest Speaker (TBA)** Homework: 1) Read "Rules and Tips for Dealing with the Media," the "DENR Crisis Communication Plan" and "Tips for Handling a Crisis or Hot Issue" provided by the instructor. 2) Bring in at least one idea for a press conference. In-class assignment will include selecting teams and selecting topics. 3) Prepare 2-paragraph assessment of your speaking presentation from the Jan 22 class.
Sept. 25	**Influencing Decision-makers and Mock Media Interviews – Guest Speaker (TBA)** Homework: 1) Read chapters 20, 21, 22, 25, 26, 28, 29, and 30 in the textbook. 2) Prepare for 3-minute mock media interview.
Oct. 2	**Persuasive Presentations/Testimony** Homework: 1) Prepare a 5- minute testimony/persuasive presentation, with accompanying testimony package, on a subject of your choosing with time allowed for Q&A from the panel. Submit written testimony. On a separate sheet of paper, submit your presentation outline and specify the persuasive strategies you are using. 2) Prepare to 1-2 paragraph assessment of interview of Feb 5.
Oct. 9	**News Conferences & Course Evaluation** 1) Prepare a 1-2 paragraph assessment of your testimony and support documents. Specify strategies to be more effective. 2) Teams prepare 10-minute news conference and related media package.

CHASS CAREER SERVICES:

Explore career options related to your major, make decisions about your major or minor, build resumes and cover letters, prepare for interviews, develop internship/ job search strategies, maximize career fairs, and more. Use ePACK to make an appointment with your career counselor -- Jane Matthews or Woody Catoe -- through ePACK. Career Development Center, 2100 Pullen Hall. careers.ncsu.edu