PROGRAM MISSION STATEMENT

The mission of the Public Administration Program reflects the mission of the Business and Public Administration Department and the University. Students graduating in Public Administration are liberally trained to function effectively in the world of work as well as in graduate and professional schools. The sequence of courses leading to a major in Public Administration is designed not only to sharpen the professional skills of the students but also to enhance their ability to think clearly and critically, to analyze, synthesize and evaluate; acquire an understanding of self, and to develop a commitment to ethics and values.

PROGRAM GOALS

The goals of the Public Administration Program include:
1. providing students with a liberal arts education in Public Administration that will, upon graduation, (a) prepare them for employment in government and industries, (b) prepare them to continue graduate or professional studies.

2. helping students develop analytical, cognitive, oral and writing skills, as well as developing an awareness of and commitment to values.

3. increasing the enrollment in Public Administration

4. strengthening the Public Administration program with special emphasis on computer application.

5. encouraging the professional development and teaching effectiveness of the Public Administration faculty.

6. implementing and strengthening necessary administrative processes

PROGRAM OUTCOMES

The Administration Program is keyed to:
1. produce graduates well grounded in the theory and practice of public administration as a field academic study and as the implementation arm of government.
2. produce graduates conversant with the use of the various modern technologies that facilitate the implementation of public policies.
3. produce graduates who, beyond their technical expertise, appreciate and intelligently handle the politics that often drive the policies they implement.
4. produce graduates who, in an increasingly “global-village” type world, understand and are prepared to collaborate with other culturally different administrative systems in
finding solutions to problems that are becoming increasingly global.

COURSE DESCRIPTION:

The university catalog (2006-2011, p. 232) describes this course as follows: A study of human resource management in governmental organizations. The emphasis is on the historical development of public personnel administration, the concept of merit system, affirmative action, classification, testing, training, and organizational development.”

As a sub-discipline of Public Administration, Public Personnel Administration is concerned with staffing the public service, evaluating its performance and making personnel decisions. While Public Administration handles the general affairs of government, Public Personnel Administration is about the handling of the employees who do the work of government. That handling encompasses all that happens from the hiring to the firing, resignation, retirement or death of the public servant. A close look at the “contents” pages of the text gives the student a good idea of the issues involved in the course. Unlike private business, however, public personnel decisions are often subject to public scrutiny. Some of those decisions continually generate heated debate. The debate which ranges from hiring to retirement policies regarding public servants constitutes the core issues in this course.

A sound understanding of public personnel policies and practices is important for any citizen who cares about the values of efficiency, equity, representativeness and democracy. That very notion of democracy emboldens citizens to demand accountability from those who serve them and therefore places ethical responsibility as a watchword in public personnel administration.

STUDENT LEARNING OUTCOMES:

After taking this class, the student should be able to:

- distinguish between public and private personnel administration
- appreciate the reason for personnel administration being a distinct discipline in public administration
- understand the evolution of American personnel management
- understand the relationship between civil servants and the three branches of government
- evaluate some of the gender, racial and age issues still present in personnel Administration

REQUIRED TEXT:


READING ASSIGNMENTS
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNED READING</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Brief History: Evolution of the Personnel System</td>
<td>Text: CNJ Chp. 2</td>
</tr>
<tr>
<td>2</td>
<td>Wk 1 topic control</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Political and Social environment of Public Personnel Administration</td>
<td>Chp. 1</td>
</tr>
<tr>
<td>4</td>
<td>Techniques and Tools of Public Personnel Admin.</td>
<td>Chp. 4</td>
</tr>
<tr>
<td>5</td>
<td>Personnel System Design/Types of Personnel System</td>
<td>Chp. 3</td>
</tr>
<tr>
<td>6 &amp; 7</td>
<td>Review of wks. 1-5 topics</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Tools for staffing and maintaining the workforce</td>
<td>Chp. 5</td>
</tr>
<tr>
<td>9</td>
<td>Keeping Employees Motivated and Productive</td>
<td>Chp. 6</td>
</tr>
<tr>
<td>10</td>
<td>Public Employees: Rights and Duties</td>
<td>Chp. 7</td>
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<tr>
<td>11</td>
<td>Wks 9&amp;10 topics cont’d.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Labor Management Relations</td>
<td>Chp. 8</td>
</tr>
<tr>
<td>13</td>
<td>Social Equity and Diversity in the Workplace.</td>
<td>Chp. 9</td>
</tr>
<tr>
<td>14</td>
<td>Future of Public Personnel</td>
<td>Chp 10</td>
</tr>
<tr>
<td>15 &amp; 16</td>
<td>REVIEW and Final Exam</td>
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NB: Class presentation topics and schedule will be distributed the fourth week of class.

**COURSE REQUIREMENTS (Assignments/Tests and Grades):**

- 3 assignments: 10 points each
- Mid-term exam: 30 points
- Class presentation: 10 points
- Final exam or term paper: 30 points
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exemplary</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Adequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction/participation in classroom learning activities</td>
<td>Demonstrates critical thinking skills - evidence that student read assigned material; asks appropriate and focused questions; responds properly to questions; freely volunteers opinions without dominating discussion.</td>
<td>Reasonable signs of critical thinking skills; some evidence student read assigned material; often interacts in class and often responds to and volunteers questions; contributions less developed and focused.</td>
<td>Occasionally demonstrates critical thinking skills; interacts with classmates, and responds to questions when prompted; contributions not clearly focused.</td>
<td>Rarely demonstrates critical thinking skills; rarely participates in class discussion; provides minimal answers; little evidence that material was read.</td>
<td>Evidence is lacking of critical thinking skills; does not participate in class discussions, and does not volunteer answers; no evidence assigned material was read; at times disruptive in class.</td>
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</table>

**Logical Writing**

- **Exemplary:** Writes a superbly organized paper with an introduction that clearly presents the theme, and the order in which it will be argued; a body of the essay covering all the main points; and a conclusion that sums up all the points argued.
- **Outstanding:** Makes a commendable effort at presenting a paper’s theme and order of arguing it in the introduction; obviously covers the main points in the body of the essay; writes a conclusion that reasonably sums up the main points.
- **Satisfactory:** Occasionally writes a clear introduction, a clear body of a paper, and a relevant conclusion.
- **Adequate:** Rarely writes a clear introduction, body or conclusion.
- **Unsatisfactory:** Hardly demonstrates any understanding of the topic. Rambles in his/her arguments.

**Professional attitude and demeanor**

- **Conducive classroom behavior:**Conductive classroom behavior; no cell phone or electronic devices in class; enthusiastic to learn; alert;
- **Reasonably disruptive behavior:** Minimally disruptive and disrespectful; sometimes lethargic in the classroom.
- **Disruptive behavior:** Disruptive and disrespectful; rarely enthusiastic.
- **Constantly disruptive behavior:** Constantly disruptive and disrespectful; lacks Enthusiasm.
class; respectful to both teacher and classmates; always alert in class.

<table>
<thead>
<tr>
<th>Punctuality</th>
<th>0-2 times tardy</th>
<th>3-4 times tardy</th>
<th>5-6 times tardy</th>
<th>7-8 times tardy</th>
<th>9-10 times tardy</th>
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**ETHICS COMPONENT:**

Current ethics issues in public personnel administration stem from the traditional ones: patronage instead of strict merit in employment, racial and gender discrimination, evaluation biases, equity; and the way politics influences most personnel decisions. A study of public personnel administration must include an investigation of such issues. One way to appreciate the enormity of these issues is to review the many personnel cases that reach the courts.

**LIBRARY COMPONENT:**

The following materials in the Reference section of the Library contain articles on issues currently topical in the field of Public Personnel Administration. They help you expand your thinking/reflection on the entire course. They are handy for term papers and assignments that incorporate the problems they discuss.


Student Classroom Decorum Expectations  
(Included in all the Faculty Syllabi)

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.