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 LEARNING OUTCOMES (PLO):

The Public Administration Program is keyed to:
1. produce graduates well grounded in the theory and practice of public administration as a field of 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.

STUDENT LEARNING OUTCOMES (SLO):
After taking this class, the student will be able to:

1. appreciate the role the bureaucracy plays in the governmental system (PLO 1)
2. determine the appropriate level of cooperation between the bureaucracy and the three branches of government (PLO 3)
3. understand the difference between statute and administrative law (PLO 1)
4. determine acceptable regulator-business interactions

COURSE DESCRIPTION:

In exercising their “delegated” and “discretionary” powers to realize “legislative intent” administrative agencies must devise rules and orders that make enforceable the public policies they implement. At the level of legislation most public policies remain “fluid”, waiting to be given “real body” in the course of implementation. A public policy on meat safety remains a mere theoretical concept until experts in the Department of Agriculture determine what is “safe” and “unsafe” about how, for example, cows slaughtered for meat are fed; how the meat is processed and preserved; what the sanitation environment of the slaughter should be, etc. In this example, the Agricultural Agency operationalizes “safety”; determines a measure for it and demands from the regulated meat producers compliance with the standards set by the agency, or penalizes them for non-compliance. There is no gainsaying the enormous power of agencies in effectuating public policies.

Often such powers assume quasi- legislative and quasi- judicial proportions. Public concern for how administrative agencies have used and should use these powers led to the enactment in 1946 of the Federal Administrative
Procedure Act (APA). That act and its subsequent amendments govern administrative practices in federal agencies and in those of states that copied it. The Act is a statutory enactment of the constitutional “due process” mandates of the 4th, 5th and 14th amendments. It is a reminder to the bureaucracy that the congress is the source of its power and that this power should not be exercised without regard for accountability. As an additional instrument of democracy, the Act opens the administrative process to public view and scrutiny, and makes it possible for regulated entities to have a recourse to law wherever they perceive unfairness.

All of the above and the role of the courts in reviewing decisions of administrative agencies constitute the stuff of administrative law.

As science and technology continue to shift power from generalist lawmakers to specialist implementors, the influence of the bureaucracy in American public life will remain a constant presence, and this society will remain virtually an administrative state. The debate as to the democratic desirability of this reality will certainly continue. Administrative Law can intelligently inform that debate.

ETHICS COMPONENT:

Because they essentially regulate, administrative agencies wield enormous power. The use of that power creates ethics concerns in the relationship between administrative agencies and the regulated entities, like businesses. There are even allegations that in some cases, the regulated entities entice the regulators to do their bidding., what has been fancifully called the “Capture Theory of Regulation.” Daily media news and other sources are replete with examples for class discussion.

REQUIRED TEXT


LIBRARY COMPONENT:
The following materials (in the REFERENCE and RESERVE sections of the library) make excellent extra readings in the course. Research and term-paper topics will be framed in ways that compel students to incorporate ideas from these sources:

. “Administrative Law Journal” (published quarterly)
. Administrative Law Review”
“Yale Journal on Regulation” (in volumes)

ASSIGNED READINGS (Rosenbloom)

WEEK TOPIC

1. What is Administrative Law? Why we have administrative law statutes; Delegation and discretion. (Chp. 1.)

2. Administrative Decision-making; Procedural and substantive Review of Administrative Decisions; Development of U.S Administrative Law. (Chp. 1 cont’d.)

3. Constitutional Context of U.S Public Administration: The separation of Powers: Congress, the president, the judiciary. Federalism: the commerce clause; the 10th amendment; the spending clause; the 11th amendment. Individuals’ constitutional rights in administrative encounters. (chp. 2)

4. Wk. 3 topic cont’d: Public Personnel management; relationship with contractors; public mental health patients; prisoners’ constitutional rights; street-level regulatory encounters; public administrators’ liability for constitutional torts. (chp. 2)
5. Administrative Rulemaking. Definitions and concerns about rulemaking; rulemaking processes; Hybrid and negotiated rulemaking processes. (Chp. 3)

6. Wk. 5 cont’d: Additional rulemaking features. (chp. 3)

7&8 Student class presentations based on Chapters 4 and 5 topics: “Evidentiary Adjudication and Enforcement” and “Transparency.” Schedule and format will be announced the 3rd week of class.

9. Judicial and Legislative Review of Administrative Action (chp. 6)

10. Wk. 9 topic cont’d.

11. Review of wks. 1-5 topics

12. Review of wks. 6-10 topics

13, 14, 15. Staying current on administrative law issues (chp. 7); Revision and Final Exams.

COURSE REQUIREMENTS: ASSIGNMENTS AND EXAMS:

2 take-home assignments  10 points each (total 20 points)  
class presentation 10 points  
mid-term exam 30 points (in-class)  
Final exam/term paper 40 points

NB: I would like to gauge the progress of the class before making definitive announcements on exams/term paper and presentations.

STUDENT PARTICIPATION AND WRITING

RUBRIC

CRITERIA Exemplary Outstanding Satisfactory Adequate
<table>
<thead>
<tr>
<th>Interaction/participation in classroom learning activities</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Demonstrates critical thinking skills; interacts with classmates and reads assigned material; asks appropriate and focused questions; responds to questions when prompted; contributions not clearly focused.</td>
<td>5</td>
</tr>
<tr>
<td>Reasonable evidence that student read; acts in class and discussion.</td>
<td>4</td>
</tr>
<tr>
<td>Occasionally demonstrates critical thinking skills; interacts with classmates and reads assigned material; asks appropriate and focused questions; responds to questions when prompted; contributions not clearly focused.</td>
<td>3</td>
</tr>
<tr>
<td>Rarely demonstrates critical thinking skills; interacts with classmates and reads assigned material; asks appropriate and focused questions; responds to questions when prompted; contributions not clearly focused.</td>
<td>2</td>
</tr>
<tr>
<td>Evidence is lacking of critical thinking skills; does not interact with classmates and reads assigned material; asks appropriate and focused questions; responds to questions when prompted; contributions not clearly focused.</td>
<td>1</td>
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<tr>
<th>Logical Writing demonstrates understanding</th>
<th>Unsatisfactory</th>
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<tr>
<td>Writes a clearly 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 theme and order of arguments in the introduction; obviously covers the main points in the body of the essay; writes a conclusion</td>
<td>5</td>
</tr>
<tr>
<td>Makes a commensurable effort at presenting a paper's theme and order of arguments in the introduction; obviously covers the main points in the body of the essay; writes a conclusion</td>
<td>4</td>
</tr>
<tr>
<td>Occasionally makes a commensurable effort at presenting a paper's theme and order of arguments in the introduction; obviously covers the main points in the body of the essay; writes a conclusion</td>
<td>3</td>
</tr>
<tr>
<td>Rarely makes a commensurable effort at presenting a paper's theme and order of arguments in the introduction; obviously covers the main points in the body of the essay; writes a conclusion</td>
<td>2</td>
</tr>
<tr>
<td>Hardly makes a commensurable effort at presenting a paper's theme and order of arguments in the introduction; obviously covers the main points in the body of the essay; writes a conclusion</td>
<td>1</td>
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main points; and a conclusion that sums up all the points argued

That reasonably sums up the main points.

<table>
<thead>
<tr>
<th>Professional attitude and demeanor</th>
<th>Conducive classroom behavior; no cell phone or electronic devices in class; respectful to both teacher and classmates; always alert in class.</th>
<th>Reasonably conducive behavior in class; enthusiastic to learn; alert; no cell phone or electronic devices.</th>
<th>Minimally disruptive and disrespectful; sometimes lethargic in the classroom.</th>
<th>Disruptive and disrespectful; rarely enthusiastic.</th>
<th>Constantly disruptive and disrespectful; lacks enthusiasm.</th>
</tr>
</thead>
</table>

Punctuality  | 0-2 times tardy | 3-4 times tardy | 5-6 times tardy | 7-8 times tardy | 9-10 times tardy |

**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.