

## **PAD 496**

### **Senior Seminar in Public Administration (3 Credits)**

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#### **Course Description**

With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. Satisfactory completion of this project, including a written and oral presentation, will demonstrate a solid understanding of the major, as well as the confidence and skills to work with existing and emerging aspects of the professional field, to do independent research and effectively problem solve, and communicate.

**This course is a requirement of the Bachelor of Arts, Public Administration.**

#### **Text (Required)**

Wheatley, M. (2010). *Perseverance*. San Francisco: Berrett-Koehler.

**ISBN-13:** 978-1-60509-820-3

#### **Course Objectives**

Upon successful completion of the course, students will have demonstrated the knowledge and skills outlined by the objectives of the major:

- Use analytical and creative thinking skills to gather and analyze information, to identify and solve problems, to determine potential outcome alternatives, and to make appropriate decisions
- Know and understand the policy-making process, the users of policy analysis, the resources for such analysis, and the environment in which such processes and activities occur
- Know and understand legislation and regulations that define the responsibilities of public agencies, employees, and all citizens
- Develop the ability to establish procedures that apply ethics, efficiency and effectiveness in serving the public
- Understand the value of diversity
- Understand the responsibilities of professional administrators in a democratic society and have an awareness of the responsibilities for leadership and responsiveness to both the immediate public interest and to the long-term public good

#### **Learning Strategies**

- Students will work in teams or individually to develop an issue summary, relevant officials & positions document, and administrator profile related to a state or local government agency.

- Students will write a thorough autobiography, which emphasizes those people, and experiences (personal, professional, and educational) that have had a significant impact on their development as a human being.
- Students will independently complete 15 hours of community service and provide a one-page summary of the experience.
- Students will read the Wheatley text and write a journal to demonstrate critical thinking on administrative theory and change.
- Students will present their biographies, issue summaries, and administrator profile in an engaging one-hour presentation.

### **Methods for Assessment**

- The ability of students to interact, communicate, and effectively work with team members will be assessed through faculty observation and student evaluations. Three peer evaluations will be completed throughout the project (when teams are used).
- Issue summaries, position papers and profiles will be assessed based on consideration, documentation, and relevance to operations.
- Autobiographies will be assessed on grammar, punctuation, and a sincere effort to describe and analyze the people and experiences in correlation to human growth and development. The content of the autobiography will not be judged (no person has the right to judge the life of another).
- Wheatley journals will be assessed through faculty analysis of student reflections which must indicate a reading of the text and a sincere attempt to confer insights and critical thought. (Grammar, punctuation, style, etc. will not be assessed.)
- The final presentation will be assessed by the faculty member, the undergraduate coordinator, and one other faculty. These assessments will consider student demonstration of the major objectives, creativity, innovation, participation, and team cohesiveness.

### **Policies**

- **Attendance** - This class is experiential, participative, and collaborative. We are in this together. The absence of any one person will be felt by all so please plan to attend all class sessions. If you need to miss a class, contact me prior to the class.
- **Grading** - Students will earn a final grade of A+, A, B+, B, C+, C, D+, D, or F based on the average of assessments of all assignments. Assessments made by the undergraduate coordinator and assistant to the dean will apply toward the final assessment as a minority percentage analysis of the final presentation (the faculty member's assessment will be applied as the majority grade).
- **Late Assignments** - Assignments turned in after the due date will be accepted **IF** the student contacts the faculty member prior to the assignment due date.
- **Academic Integrity** - Respect others and always cite the source of any ideas or words which are not your own. This is a strict policy but, more importantly, it is the right thing to do.

**Please refer to the online catalog for all other policies.**