

CRJU/POSC 320: Introduction to Public Administration

Summer Session 2025 – Asynchronous Online
June 30 – August 1, 2025

Professor David P. Adams, Ph.D.
Division of Politics, Administration, and Justice
California State University, Fullerton



Contact Information and Office Hours

Professor: David P. Adams, Ph.D.
Office: Gordon Hall 516
Phone/Text: (657) 278-4770
Email: dpadams@fullerton.edu
Website: dadams.io
Zoom Office: [Join Zoom Office Hours](#)

Office Hours Schedule

- **Regular Hours:** Tuesdays 9:30–10:30 AM and 7:00–8:00 PM
- **Platform:** [Discord Office Hours Channel](#)
- **Appointments:** Schedule flexible meetings at dadams.io/appointments

Response Time Expectations

I will respond to emails, Discord posts, and Canvas messages within 24 hours during weekdays. If you don't receive a response within 24 hours, please send a follow-up message. After 48 hours without response, contact me by phone or text.

Course Overview

Catalog Description

Introduces public administration through current trends and problems of public sector agencies in such areas as organization behavior, public budgeting, personnel, planning and policy making. Examples and cases from the Criminal Justice field. (POSC 320 and CRJU 320 are the same course.)

Course Description

Public administration impacts our daily lives in countless ways. This course explores what public administrators do, how decisions are made, and how political environments shape administrative actions. We examine how public administrators respond to citizen demands and international pressures while balancing core values of accountability, efficiency, and equity.

This course introduces both the science and art of public administration. Students will explore theoretical and practical aspects of public administration in the American political system, including organizational theory, decision making, systems analysis, performance evaluation, and administrative improvement. Emphasis is placed on understanding the roles and responsibilities of public administrators in a democratic society.

Student Learning Objectives

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

1. Display broad understanding of public administration and its role in democratic society
2. Demonstrate knowledge of core concepts and theories in public administration
3. Identify complex problems facing public organizations
4. Exhibit critical thinking by interpreting information, comparing ideas, and developing informed opinions
5. Contrast public and private administration, including their benefits and limitations
6. Demonstrate effective written communication skills

Required Materials

Textbook

Kettl, Daniel F. 2023. *Politics of the Administrative Process* (9th ed.). Washington, D.C.: CQ Press.

Additional Resources

Supplemental readings and multimedia content will be posted to Canvas throughout the course.

Prerequisites and General Education

Prerequisites

- POSC 100 (American Government)
- Completion of G.E. Category D.1

Important: If you have not completed these prerequisites, you should not be enrolled in this course.

General Education Requirements Satisfied

This course satisfies General Education Explorations in Social Sciences subarea D.4 for students using Catalog Years 2018 and later. Writing assignments meet UPS 411.201 requirements for complex data organization, careful evaluation, and remediation feedback.

General Education Student Learning Goals

Students will:

1. Examine social science problems in greater depth across cultural, historical, and geographical contexts
2. Analyze and evaluate social science concepts applied to historical, contemporary, and future problems
3. Critically evaluate constructs of cultural differentiation and their societal effects
4. Apply social science theories to address community problems from local to global scales

Technical Requirements and Support

Required Technical Competencies

- Basic computer skills and internet navigation
- Proficiency with Canvas (assignments, discussions, materials access)
- Word processing software (Microsoft Word or Google Docs)
- Reliable computer and internet connection
- Zoom for virtual meetings
- Email and online discussion board usage
- Online research tools and academic databases

Technical Support Resources

University IT Help Desk

Contact me immediately to document technical problems, then contact:

- **Phone:** [\(657\) 278-8888](tel:6572788888)
- **Email:** StudentITHelpDesk@fullerton.edu
- **Location:** Pollak Library North Student Genius Center
- **Online:** my.fullerton.edu, then click "Online IT Help" and then "Live Chat"

Canvas Support

- **Hotline:** [\(855\) 302-7528](#) (24/7)
- **Community:** [Canvas Community](#)
- **In Canvas:** Click “Help” then “Report a Problem”
- **Live Chat:** [Student Support Live Chat](#) (24/7)

Course Policies

Communication Expectations

- All course announcements sent via Canvas and university email
- Students must check Canvas and email daily
- Ensure Canvas notifications are enabled
- Use professional communication standards

Assignment Submission and Due Dates

- All assignments due by 11:59 PM on specified dates
- Submit all work via Canvas unless alternative arrangements made
- Late assignments not accepted without prior arrangement
- Contact professor immediately if deadline challenges arise
- Students responsible for retaining copies of all submitted work

Participation Standards

Students must:

- Complete all assigned readings and videos
- Participate professionally in all discussions
- Follow university netiquette policies
- Maintain respectful, academic discourse

Academic Integrity Policy

This course maintains the highest academic integrity standards. Academic dishonesty includes but is not limited to:

- Cheating and plagiarism
- Fabrication of information
- Facilitating others’ academic dishonesty
- Unauthorized resubmission of previous work

Violations will be subject to sanctions under [UPS 300.021 Academic Dishonesty Policy](#).

AI Tool Usage Policy

Permitted Uses

AI tools (ChatGPT, Claude, Grammarly, etc.) may be used for:

- Brainstorming and idea generation
- Grammar and style checking
- Content summarization for understanding
- Research assistance

Required Practices

- **Disclosure Required:** Document all AI tool usage
- **Proper Citation:** Cite AI-generated content appropriately
- **Original Analysis:** Final work must reflect your understanding
- **Academic Integrity:** AI cannot replace your critical thinking

Unacceptable Uses

- Submitting AI-generated content as original work
- Using AI to complete entire assignments
- Failing to disclose AI assistance
- Copying AI output without attribution

Citation Examples

- **Acceptable:** "I used ChatGPT to brainstorm initial ideas, but all analysis and writing are my own."
- **Proper Citation:** "Summary generated by ChatGPT, OpenAI, [date of use]."
- **Unacceptable:** Submitting AI-generated essays without attribution

Written Work Standards

All submissions must demonstrate:

- Professional formatting and presentation
- Proper grammar, spelling, and punctuation
- Appropriate citation style
- Original analysis and critical thinking

Assignments will be checked using plagiarism and AI detection software.

Course Structure and Delivery

Delivery Method

Asynchronous online via Canvas. Students must log in daily for announcements and updates.

Course Organization

The course consists of 10 modules over 5 weeks, with each module including:

- Video lectures (available on Canvas and YouTube)
- Required readings from textbook and supplemental materials
- Interactive quizzes
- Discussion forums

Major Assignments

Policy Brief Project (45% of grade)

A scaffolded, professional writing project developing over five weeks:

Project Components

1. **Week 1:** Problem identification and research foundation
2. **Week 2:** Stakeholder analysis and contextual framework
3. **Week 3:** Organizational theory application
4. **Week 4:** Management challenges and solution development
5. **Week 5:** Final recommendations and executive summary

Project Requirements

- 7–10 pages, professional policy brief format
- Integration of Kettl textbook concepts
- Current sources (2020 or later)
- Google Docs with tracked changes for process monitoring
- Evidence-based recommendations for policy makers

Research Logs (10% of grade)

Weekly 2–3 sentence reflections documenting:

- Learning process discoveries
- Research methodology insights
- Connection between new information and course concepts
- Evolution of understanding over time

These metacognitive tools develop critical thinking and self-awareness essential for effective public administration.

Assessment and Grading

Grade Distribution

Table 1: Course Grade Weights

Assignment Category	Weight
Video Lectures and Quizzes	30%
Discussion Participation	15%
Policy Brief Project	45%
Research Logs	10%

Grading Scale

Table 2: Letter Grade Scale

Grade	Range	Grade	Range
A+	98.0–100	C+	78.0–79.9
A	92.0–97.9	C	72.0–77.9
A-	90.0–91.9	C-	70.0–71.9
B+	88.0–89.9	D+	68.0–69.9
B	82.0–87.9	D	62.0–67.9
B-	80.0–81.9	D-	60.0–61.9
		F	Below 59.9

Grade Disputes

Contact me via email or Canvas with detailed questions about grades. Include the assignment in question and allow up to 48 hours for response. No extra credit opportunities are available.

Course Schedule

Week 1: Introduction and Foundations (June 30–July 6)

Modules 1–2

- Course introduction and overview
- What is public administration?
- Historical foundations and basic concepts
- **Discussion:** Importance of public administration in daily life
- **Policy Brief:** Problem statement and research foundation
- **Research Log:** Week 1 learning reflection

Week 2: Government Functions and Organization (July 7–13)

Modules 3–4

- Government functions and operations
- Organizational theory foundations
- Applications in public administration
- **Discussion:** Real-world examples of government functions
- **Policy Brief:** Stakeholder analysis and context
- **Research Log:** Week 2 stakeholder research reflection

Week 3: Executive Branch and Human Capital (July 14–20)

Modules 5–6

- Executive branch structure and organization
- Common organizational problems
- Civil service and human capital management
- **Discussion:** Public sector human capital challenges
- **Policy Brief:** Organizational theory application
- **Research Log:** Week 3 organizational analysis reflection

Week 4: Decision Making and Implementation (July 21–27)

Modules 7–8

- Decision making in public administration
- Budgeting processes and challenges
- Implementation strategies
- Performance measurement
- **Discussion:** Public sector budgeting challenges
- **Policy Brief:** Management challenges and solutions
- **Research Log:** Week 4 solution development reflection

Week 5: Regulation and Accountability (July 28–August 1)

Modules 9–10

- Role of regulation in public administration
- Public administration and the judiciary
- Accountability concepts and mechanisms
- Oversight and democratic governance
- **Discussion:** Balancing regulation and innovation
- **Policy Brief:** Final recommendations and polish (Due Friday, August 1)
- **Research Log:** Final learning reflection
- **Course Wrap-Up:** Summary and next steps

University Resources and Policies

Required University Policy Review

Students must familiarize themselves with policies at:

<https://fdc.fullerton.edu/teaching/student-info-syllabi.html>

Key areas include:

- University learning goals and program outcomes
- General Education category objectives
- Online behavior guidelines (netiquette)
- Accommodation rights for documented special needs
- Campus support services (Counseling, Title IV, Basic Needs)
- Disability Support Services information
- Academic integrity policies (UPS 300.021)

- Emergency procedures
- Library and IT services
- Software privacy and accessibility statements

Support Services

- **Counseling & Psychological Services** – confidential mental health support
- **Title IX and Gender Equity Resources** – support for discrimination and harassment issues
- **Diversity Initiatives and Resource Centers** – multicultural support and programming
- **Basic Needs Services** – food, housing, and financial assistance
- **Disability Support Services (DSS)** – accommodations and accessibility services
- **Library Research Support** – research assistance and academic resources

Accessibility and Accommodations

This syllabus and all course materials have been designed with accessibility in mind. Students with documented disabilities should contact Disability Support Services to discuss accommodations. All course videos include captions, and alternative formats for course materials are available upon request.

Commitment to Excellence: This course represents my commitment to outstanding, accessible education. I welcome feedback on how we can continue improving the learning experience for all students.