Cal State Fullerton

CRJU/POSC 320: Introduction to Public Administration

Summer 2025
Asynchronous Online
June 30 - August 1, 2025

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  – Tuesdays 9:30 – 10:30 a.m. and 7:00 – 8:00 p.m. on Discord Office Hours Channel
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1. 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.)

2. Course Description

Public administration plays an important role in our everyday lives. What do public administrators do? What makes this important field of government work? How are decisions made and how does the political environment impact those decisions? Our public administrators have to respond to various demands from United States residents and deal with situations and demands from abroad. The values we share interact and compete for the way our administrators

create and implement policy. The core values of public administration include accountability, efficiency, and equity. We'll explore these topics and more as we engage in our class together.

This course is an introduction to the study and practice—the science and art—of public administration. Students will be acquainted with the theoretical and practical aspects of public administration in the American political setting. Topics include organizational theory and practice, decision making, systems analysis, performance evaluation, and administrative and managerial improvement, among others. The emphasis is placed on understanding the roles and responsibilities of public administrators in a democratic political system.

3. Student Learning Objectives

1. Display a broad understanding of public administration and its role in a democratic society.

2. Demonstrate knowledge of the concepts and theories in public administration.

3. Identify complex problems that face public organizations.

4. Exhibit critical thinking by interpreting information, comparing ideas, and developing opinions.

5. Contrast public and private administration with their corresponding benefits and shortfalls.

6. Demonstrate effective written communication skills.

4. Required Text

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

- Additional readings posted to Canvas

5. Prequisites

POSC 100 and completion of G.E. Category D.1. If you have not already taken and passed this course or its equivalent, you should not be enrolled in POSC/CRJU 320.

6. General Education Information

Requirements Satisfied

This course satisfies General Education Explorations in Social Sciences subarea D.4 for those using Catalog Years 2018 and later. The writing assignments in this course, including the policy memo papers and current event summaries described below, meet the requirement of UPS 411.201:

Writing assignments in General Education courses shall involve the organization and expression of complex data or ideas and careful and timely evaluations of writing so that deficiencies are identified, and suggestions for improvement and/or for means of remediation are offered. Evaluations of the student's writing competence shall determine the final course grade. . . .

General Education Student Learning Goals

Students completing courses in this subarea shall encounter the following learning goals:

1. Examine problems, issues, and themes in the social sciences in greater depth; in a variety of cultural, historical, and geographical contexts; and from different disciplinary and interdisciplinary perspectives.

2. Analyze and critically evaluate the application of social science concepts and theories to particular historical, contemporary, and future problems or themes, such as economic and environmental sustainability, globalization, poverty, and social justice.

3. Analyze and critically evaluate constructs of cultural differentiation, including ethnicity, gender, race, class, and sexual orientation, and their effects on the individual and society.

4. Apply theories and concepts from the social sciences to address historical, contemporary, and future problems confronting communities at different geographical scales, from local to global.

7. Technical Competencies

Students are expected to have the following technical competencies to succeed in this course:

- Basic computer skills, including the ability to navigate the internet, use email, and create and save documents.

- Proficiency in using *Canvas*, including submitting assignments, participating in discussions, and accessing course materials.

- Ability to use word processing software, such as Microsoft Word or Google Docs, to create and format documents.

- Access to a reliable computer and internet connection.

- Ability to use Zoom for virtual meetings and discussions.

- Basic knowledge of online communication tools, such as email and discussion boards.

- Ability to use online research tools and databases to find academic sources.

8. Technical Problems

University IT Help Desk

Contact the instructor immediately to document the problem if you encounter any technical difficulties. Then contact the Student IT Help Desk for assistance. You can also call the Student IT Help Desk at (657) 278-8888, email, visit them at the Pollak Library North Student Genius Center, or log on to the my.fullerton.edu portal and click "Online IT Help" followed by "Live Chat".

Canvas Support

If you encounter any technical difficulties with Canvas, call the Canvas Support Hotline at 855-302-7528, visit the Canvas Community, or click the "Help" button in the lower left corner of Canvas and select "Report a Problem". The Student Support Live Chat is available 24 hours a day, 7 days a week.

Response Time

I will strive to respond to all student emails, Discord posts, and *Canvas* messages within 24 hours, except on weekends and holidays. If you are still awaiting a response within 24 hours, please send a follow-up message. If you are still waiting to receive a response within 48 hours, please send another follow-up message and contact me via phone or text at (657) 278-4770.

9. University Student Policies

In accordance with UPS 300.00, students must be familiar with certain policies applicable to all courses. Please review these policies as needed and visit this Cal State Fullerton website https://fdc.fullerton.edu/teaching/student-info-syllabi.html for links to the following information:

1. University learning goals and program learning outcomes.

2. Learning objectives for each General Education (GE) category.

3. Guidelines for appropriate online behavior (netiquette).

4. Students' rights to accommodations for documented special needs.

5. Campus student support measures, including Counseling & Psychological Services, Title IV and Gender Equity, Diversity Initiatives and Resource Centers, and Basic Needs Services.

6. Disability Support Services (DSS) information.

7. Academic integrity (refer to UPS 300.021).

8. Actions to take during an emergency.

9. Library services information.

10. Student Information Technology Services, including details on technical competencies and resources required for all students.

11. Software privacy and accessibility statements.

10. Course Student Policies

Course Communication

All course announcements and communications will be sent via *Canvas* and university email. Students are responsible for regularly checking their *Canvas* notifications and email. Students are also responsible for ensuring that their *Canvas* notifications are set to receive messages from the course. Students are expected to check *Canvas* and their email at least once daily.

Due Dates

All assignments are due by 11:59 p.m. on the specified due date. Save for extenuating circumstances, late assignments will not be accepted unless prior arrangements have been made with the professor. Students are responsible for submitting assignments on time. Failure to submit an assignment on time may result in a failing grade for the assignment.

Students are expected to plan ahead and manage their time effectively to ensure that assignments are submitted on time. If you are having trouble meeting a deadline, please contact the professor as soon as possible to discuss the situation.

Alternative Procedures for Submitting Work

Students are expected to submit all assignments via *Canvas*. If you cannot submit an assignment via *Canvas*, please get in touch with the professor to discuss alternative submission procedures.

Retention of Student Work

Students are responsible for retaining copies of all assignments submitted for this course. Students are also responsible for retaining copies of all graded assignments returned by the professor.

Extra Credit

There is no extra credit available in this course. Students are expected to complete all assigned work to the best of their ability. Failure to complete assigned work may result in a failing grade for the course.

Academic Integrity

Students are expected to adhere to the highest standards of academic integrity. Any student found to have engaged in academic dishonesty will be subject to the sanctions described in the

[Academic Dishonesty Policy](#) (UPS 300.021). Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, and submitting previously graded work without prior authorization. Students are expected to be familiar with the university's policy on academic dishonesty and to adhere to this policy in all aspects of this course. Any student who has questions about the policy should ask the professor for clarification.

Written Work

All written work must be submitted in a professional format, including proper grammar, spelling, and punctuation. Written work must also be properly cited using the appropriate citation style. Students are expected to follow the guidelines for written work provided by the professor and to seek clarification if they have questions about the requirements. Assignments that do not meet these standards may be subject to point deductions or resubmission requirements.

Plagiarism

Plagiarism is a serious violation of academic integrity and will not be tolerated in this course. Plagiarism includes, but is not limited to, copying and pasting text from sources without proper citation, paraphrasing text from sources without proper citation, and submitting work that is not your own. Students are expected to properly cite all sources used in their work and to submit original work. Failure to do so may result in a failing grade for the assignment and further disciplinary action. Written work will be checked for plagiarism using plagiarism detection software. If you are unsure whether your work constitutes plagiarism, consult the professor before submitting.

AI-Generated Text and Tool Usage Policy

Permissible Use of AI Tools

Definition of AI Tools: In this course, AI tools refer to any software or platform that generates or assists in generating text, ideas, research references, or content creation. This includes, but is not limited to, large language models like OpenAI's ChatGPT-4, Anthropic's Claude, AI-based research tools like RefWorks or EndNote, and writing assistants like Grammarly.

Permissible Use Cases: Students are allowed to use AI tools for brainstorming, generating ideas, checking grammar, and summarizing content. However, AI tools should not be used to produce final drafts of assignments or significant portions of text that are submitted as original work. If AI tools are used, their contributions must be appropriately cited and disclosed.

Ethical Considerations

Required Disclosures: Students must disclose their use of AI tools in any assignments. This disclosure should include a brief explanation of how the tool was used and how the student ensured the integrity of their work. For example, a note might state, "I used ChatGPT

to generate initial ideas for this essay, but all writing and analysis are my own." This transparency is crucial for maintaining academic integrity and ensuring that the work submitted is genuinely reflective of the student's understanding and effort.

Academic Integrity: The use of AI tools must adhere to the highest standards of academic integrity. This means that while these tools can support your work, they cannot replace your own analysis, critical thinking, and original writing. Misuse of AI-generated content is a form of academic dishonesty and will be treated as such under the university's policies.

Plagiarism and Originality

Plagiarism Definition: Plagiarism is defined as the use of someone else's work, ideas, or intellectual property without proper attribution. This includes using AI-generated text without appropriate citation or passing off AI-generated content as one's own original work.

Originality Requirement: All assignments must be the student's original work. While AI tools can assist in generating ideas or checking grammar, the final submission must reflect the student's own understanding and analysis. Students are expected to synthesize information from various sources, including AI-generated content, into their own unique expression of ideas.

Citation of AI-Generated Content: If AI tools are used to generate text or ideas, students must cite these contributions appropriately. For example, if a student uses ChatGPT to generate a summary of a topic, they should include a citation such as: "Summary generated by ChatGPT, OpenAI, [date of use]." This ensures that the use of AI tools is transparent and does not mislead about the originality of the work.

AI Detection Tools: Assignments will be checked for originality using advanced AI detection software. Any submission found to contain unoriginal content generated by AI without proper citation will be subject to the university's academic dishonesty policy. Submitting AI-generated text as your own work, without attribution, is considered plagiarism.

Guidance and Resources

Ethical AI Usage Resources: Students are encouraged to take advantage of available resources on responsible AI usage. This includes online tutorials, ethical guidelines, and citation practices. Workshops or additional materials on how to use AI tools responsibly may be provided throughout the course.

Support for AI Tool Use: If you are unsure how to use AI tools ethically or effectively, please reach out to the professor for guidance. The goal is to enhance your learning experience while maintaining the integrity of your academic work.

Continuous Policy Review: This AI policy will be reviewed and updated regularly to keep pace with technological advancements. Students are encouraged to provide feedback on this policy to ensure it aligns with their educational goals and the course's academic standards.

Unacceptable Use: A student uses ChatGPT to generate an entire essay and submits it as their own work without attribution. This would be considered a violation of the academic integrity policy and could result in a failing grade or further disciplinary action.

Example Scenarios

Acceptable Use: A student uses Grammarly to check the grammar and clarity of their essay. The student does not need to disclose this use unless Grammarly significantly altered the content. Another student uses ChatGPT to brainstorm ideas but writes the essay independently, only citing the AI where directly quoted or paraphrased.

Acceptable Use: A student uses an AI tool to summarize a complex journal article to help understand the main points, then writes their own summary in their own words for an assignment, noting in a footnote: "I used Perplexity AI to generate a summary of Smith (2022) to aid my understanding."

Unacceptable Use: A student uses ChatGPT to generate an entire essay and submits it as their own work without attribution. This would be considered a violation of the academic integrity policy and could result in a failing grade or further disciplinary action.

Unacceptable Use: A student copies several paragraphs from an AI-generated answer found online and pastes them into their assignment without citation or modification. This constitutes plagiarism and academic dishonesty.

Participation

Students are expected to participate in all course activities. This includes completing all assigned readings, watching all assigned videos, and participating in all discussions. Students are expected to participate in discussions in a professional and respectful manner. Students are expected to be familiar with the university policy on netiquette and to adhere to this policy in all aspects of this course. Any student who has questions about the policy should ask the professor for clarification.

Netiquette

Students are expected to adhere to the university's policy on netiquette. The university's policy on netiquette is as follows:

> Netiquette refers to a set of behaviors that are appropriate for online activity (e.g., social media, email, discussions, presentations). All personnel at Cal State Fullerton are expected to demonstrate appropriate online behavior at all times. A good summary of netiquette can be found in the CSUF Canvas self-help guides, which adapts ten rules to the online course situation from the website for the book Netiquette by Virginia Shea and other sources referenced at the bottom of the guide.

11.   Course Delivery

This course will be delivered asynchronously online via *Canvas*. Students are expected to log on to *Canvas* at least once daily to check for announcements and updates. Students are also expected to check their university email at least once daily.

12.   Course Structure

This course is divided into 10 modules. Each module will include a video lecture, assigned readings, a discussion, and a writing assignment.

13.   Course Requirements

Video Lectures and Quizzes

Each module will include a video lecture. Students are expected to watch each video lecture and complete the corresponding quiz. Video lectures will be available on *Canvas* and on YouTube. Quizzes will be administered via *Canvas*.

Readings

Each module will include assigned readings. Students are expected to complete all assigned readings. Readings consist of the textbook material covered in each module and additional readings posted to *Canvas*.

Discussions

Each week will include a discussion. Students are expected to participate in all discussions. Discussions will be administered via *Canvas*. Instructions for each discussion will be posted to *Canvas*.

Policy Brief Project

Over the course of this term, you will complete a Policy Brief Project, a scaffolded assignment that builds on the topics and concepts covered each week. This project challenges you to analyze a real-world issue in public administration and propose actionable solutions. The project is broken into five components: problem identification and research foundation (Week 1), stakeholder analysis and context (Week 2), organizational theory application (Week 3), management challenges and solutions (Week 4), and final recommendations with executive summary (Week 5).

Each step provides structured guidance to help you apply course material effectively and create a professional, evidence-based document. Students will work in Google Docs with tracked changes enabled, allowing for continuous development and instructor monitoring of the writing

process. By the end of the course, you will have a polished, 7-10 page policy brief that demonstrates your ability to synthesize research, critically analyze complex administrative issues, and communicate recommendations clearly to policy makers.

The project requires integration of specific concepts from the Kettl textbook each week, use of current sources (2020 or later), and incremental development that can be verified through revision history. Detailed instructions and rubrics for each stage will be provided in *Canvas*.

Research Logs

Each week of the Policy Brief Project, you will complete a brief Research Log (2-3 sentences) documenting your learning process and research discoveries. These logs serve as metacognitive tools to help you reflect on how you approach complex problems, what you learn from your research process, and how your understanding evolves over time.

Research logs encourage you to think about your thinking—examining not just what you found, but how you found it, what surprised you, what challenged your assumptions, and how new information connects to course concepts. This reflective practice develops critical thinking skills essential for effective public administration and helps you become more aware of your own learning strategies. The logs also provide evidence of your genuine engagement with course materials and research sources throughout the project development.

Quizzes

Each module will include a quiz. Quizzes will be administered via *Canvas*. Quizzes will cover the material presented in the video lectures and assigned readings for each module.

14. Grades

Grading Scale and Grade Weights

The grading scale is shown in Table 1. Grades will be given based on Table 2 weights.

Table 1: Grading Scale

Grade	Percentage	Grade	Percentage
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

Table 2: Grade Weights

Assignment	Percentage
Video Lectures and Quizzes	30%
Discussions	15%
Policy Brief Project	45%
Research Logs	10%

Grade Disputes

If you have a question about a grade, please contact the professor via email or *Canvas* message. Please include a detailed explanation of your question and a copy of the assignment in question. Please allow up to 48 hours for a response.

15. Course Schedule

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

- **Module 1:** Course Introduction and Overview

    – Introduction video
    – What is Public Administration?

- **Module 2:** The Foundations of Public Administration

    – Video 1: Basic Concepts
    – Video 2: Historical Context

- **Discussion:** Importance of Public Administration

- **Policy Brief Project:** Problem Statement & Research Foundation

- **Research Log:** Week 1 reflection on research process

Week 2: Government Functions and Organizational Theory (July 7 - July 13)

- **Module 3:** Government Functions

    – Video 1: What Government Does
    – Video 2: How Government Functions

- **Module 4:** Organizational Theory

    – Video 1: Basics of Organizational Theory
    – Video 2: Application in Public Administration

- **Discussion:** Real-world examples of government functions

- **Policy Brief Project:** Stakeholder Analysis & Context

- **Research Log:** Week 2 reflection on stakeholder research

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

- **Module 5:** The Executive Branch and Organization Problems

  – Video 1: Structure of the Executive Branch
  – Video 2: Common Organizational Problems

- **Module 6:** Human Capital in Government

  – Video 1: The Civil Service
  – Video 2: Human Capital Management

- **Discussion:** Challenges in managing human capital in public sector

- **Policy Brief Project:** Organizational Theory Application

- **Research Log:** Week 3 reflection on organizational analysis

Week 4: Decision Making, Budgeting, and Implementation (July 21 - July 27)

- **Module 7:** Decision Making and Budgeting

  – Video 1: Decision Making in Public Administration
  – Video 2: Budgeting Process

- **Module 8:** Implementation and Performance

  – Video 1: Strategies for Effective Implementation
  – Video 2: Measuring Performance in Public Sector

- **Discussion:** Budgeting challenges in public sector

- **Policy Brief Project:** Management Challenges & Solutions

- **Research Log:** Week 4 reflection on solution development

Week 5: Regulation, Accountability, and Course Wrap-Up (July 28 - August 1)

- **Module 9:** Regulation and the Courts

  – Video 1: Role of Regulation
  – Video 2: Public Administration and the Judiciary

- **Module 10:** Accountability and Oversight

  – Video 1: Concepts of Accountability

- – Video 2: Mechanisms for Oversight

- **Discussion:** Balancing regulation and innovation

- **Policy Brief Project:** Final Recommendations & Polish (Due Friday, August 1)

- **Research Log:** Final reflection on learning through the project

- **Course Wrap-Up:** Summary video, feedback, and next steps