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FACULTY DATA SHEETS

1. Karen Coker
Visiting Assistant Professor
August, 2005
Adjunct Faculty, 2002
2. **Academic Degrees**
 - a. Ph.D., Doctor of Philosophy: Public Administration
Syracuse University , 1994
Public Administration
Dissertation: “Federal Laboratories as Industry Partners”
 - b. M.P.A., Masters of Public Administration
Syracuse University , 1991
Public Administration
 - c. Bachelors of Art
Hendrix College, 1986
Physics

3. **Primary Graduate Level Teaching Areas**

Research Methods
Public Policy Analysis
Public Program Evaluation

Graduate Level Teaching Experience

University of Arkansas at Little Rock, 2002-2006
University of Arkansas Clinton School of Public Service, Fall, 2005
University of North Dakota, 1995-97

4. **Publications**

None within the last four years

5. **Research Projects**

“Institutional Theory and Women’s Advancement in Public Organizations.” Submitted to *Administration and Society*, October 2005.

“Valuing Research and Development: Contexts of Effectiveness Definitions.”
Manuscript in Progress as of October 2005 with Planned Submission to *Issues in Science and Technology* in January of 2006 (with Mary Good).

“Experienced-Based Learning in Public Service.” Manuscript in Progress, October 2005 (with David Sink).

6. Practitioner Experience

Associate Director/Research Associate, University of Arkansas at Little Rock, Institute of Government, Survey Research Center, Little Rock, AR 72204 (February 2004 – August 2005). Perform data management and statistical analysis of survey research data and write statistical reports for university administration and state agency and not-for-profit clients. Assist in design of sampling and survey instruments.

Statistician, Biotechnical Services, Inc., North Little Rock, AR 72116 (June 1998 – February 2004). Performed statistical analysis on clinical trial data. Validated statistical results according to SOPs and Food and Drug Administration (FDA) regulations. Provided technical support for database management and analysis. Wrote technical reports including data analysis plans and statistical reports. Completed Good Clinical Practices (GCP) regulations training. Compiled tables and wrote word-processing macros for toxicological reports. Provided statistical advice to technical writers compiling toxicological reports for the National Institutes of Health, National Institute for Environmental Health.

Lead Programmer Analyst, Arkansas Department of Health, Center for Health Statistics, Little Rock, AR 72205 (June 1997 – June 1998). Performed data management, dataset linkages, and statistical analysis on large datasets for Maternal and Child Health Epidemiology project funded by the Centers for Disease Control (CDC). Produced professional reports.

7. Academic and Professional Involvement

None Recently

8. Public Service and Activities

Facilitator for Public Hearings for the Mayor’s Initiative on Clean Indoor Air, City of Little Rock, Three Hearings in September and October 2005

Advisory and facilitative involvement in task force meetings for the Mayor’s Initiative on Clean Indoor Air, City of Little Rock, September and October 2005

Volunteer for Southeastern Conference for Public Administration, Little Rock, AR, October 2005

Assistance with Racial Attitudes Conference, University of Arkansas at Little Rock, Office of the Chancellor and the Institute of Government Survey Research Center, March 2005

Assistance with Bridging the Divide, a racial reconciliation forum held during the Clinton Library opening, University of Arkansas at Little Rock, College of Professional Studies, November 2004

Assistance with Racial Attitudes Conference, University of Arkansas at Little Rock, Office of the Chancellor and the Institute of Government Survey Research Center, March 2004

Assistance with Hispanic Connection Forum, University of Arkansas at Little Rock, Institute of Government, sponsored by Winthrop Rockefeller Foundation, July 2004

9. Consulting Activities

None

FACULTY DATA SHEETS

1. Marsha Guffey
Assistant Professor
August, 2001

2. **Academic Degrees**

- a. Ph.D., Doctor of Philosophy: Political Science
Texas Tech University, 1996
Political Science
Public Administration, Political Theory, Public Law
Dissertation: "Reasons for Underutilization of Public Bureaucracy Services by the Homeless"
- b. M.P.A., Masters of Public Administration
University of Alabama, 1979
Public Administration
- c. Bachelors of Science
University of Central Arkansas, 1978
Public Administration

3. **Primary Graduate Level Teaching Areas**

Politics and Bureaucracy
Organizational Theory
The Profession of Public Administration
Public Policy
Policy Analysis
Organizational Partnerships and Collaboration
Intergovernmental Relations

Graduate Level Teaching Experience

University of Little Rock, 2001-2006
Arkansas State University, 1996-1998

4. **Publications**

(2005) Accepted for publication in the *International Journal of Public Administration*, Winter 2005, "Empowering Collaboration in the Hollow State."

(2004) "Arkansas Applies Belief Based Performance Management to Improve Outcomes for Children, Families." *PA Times* 27(11), November 2004, pp. 1-2.

(2003) Collaborative Networks: The Initial Design Strongly Influences the Outcome. *Public Manager* 32(2):42-44.

(2002) A Network for Homeland Security? *PA Times* 25:11, November.

5. **Research Projects**

(2004) "Images of ASPA." History of ASPA from 1989-2004, commissioned by Mary R. Hamilton, Executive Director of ASPA. Submitted for publication to *Public Administration Review*.

(2004) "Needs Assessment of Arkansas Faith-Based Community to Provide Social Services." Product of UALR Community-University Partnership Grant, presented to the grant partners, the Governor's Office of Faith-based and Community Initiatives, the Faith-based Network, the Interim Secretary of HUD, the State Transitional Employment Board, and others. Provide technical assistance as needed to those above. Related paper in revision for resubmission to *American Review of Public Administration*.

(2003) "A Call for Regional Leadership: Public Transit in Central Arkansas." A report by the Transportation Task Force, University of Arkansas at Little Rock. Co-author with Yupo Chan, Kim Jones, Jim Lynch, Robert Mock, Clay Robinson, Janet Roderick, Trent Shaskan, David Sink, Rolf Wigand.

6. **Practitioner Experience**

(2003-2005) First Chair of the Bauxite Planning and Zoning Commission, developed Comprehensive Land Use Plan, wrote bylaws, filed initial paperwork, made presentations to City Council to get initial ordinances passed. Developed first zoning text, ordinance, and map, got them adopted, as well as the Master Street Plan. Continue to perform all planning staff functions for this small incorporated town (population 493).

(2004) Bauxite Designated Representative on Metroplan, the metropolitan planning organization for Central Arkansas.

(2004) Bauxite Representative to Saline Watershed Alliance

7. **Academic and Professional Involvement**

Member of Arkansas American Society for Public Administration, Executive Council/membership chair since 2002.

(2003) "The Collaboration Continuum: Empowerment as a Measure of Collaboration. Presented at ASPA National Conference, March, 2003, Washington, D.C. Co-author James Stephen Guffey.

Southeastern Conference for Public Administration Board Member, 2005-2006. Provided extensive assistance in marketing, planning and implementing SECoPA 2005 conference in Little Rock, AR.

(2005) Convener of Practitioner Roundtable: Belief and Faith-based Community Initiatives. SECoPA 2005, Little Rock, AR.

(2005) Convener of Practitioner Roundtable: Independent Living in Historic Houses. SECoPA 2005, Little Rock, AR.

(2005) Participant in Roundtable on Using Collaboration in Public Administration. SECoPA 2005, Little Rock, AR.

(2004) Panel Chair at SECOPA 2004: "Faith-based Organizations and Human Service Delivery in Arkansas." Presented paper, "Needs Assessments of Arkansas Faith-Based Community Capacity to Provide Social Services." Charlotte, NC, October 2004.

(2001) Presented, "Are MPA Students Prepared for Collaborative Ventures?" at the Southeastern Conference for Public Administration annual meeting, October 11, 2001, Baton Rouge, LA.

Member of Arkansas Political Science Association. Public Administration Section Chair for 2005 & 2004 Annual Conferences.

(2005) "Understanding the Role of City Councils in Mayor-Council Governments." Arkansas Political Science Association Conference, Little Rock, AR, February 2005.

(2004) Discussant for panel: "New Governance Arrangements: Challenges for Policy Management and Leadership in the New Service Environment." Arkansas Political Science Association Conference, Fayetteville, AR, February 2004.

(2004) "Measuring the Number and Extent of Disability Networks." Presented at the Arkansas Political Science Association Conference, Fayetteville, AR, February 2004.

(2003) Moderator for Roundtable: "Taking it To the Streets: Community-University Partnerships." Arkansas Political Science Association Annual Meeting, February 2003, University of Central Arkansas.

(2003) Discussant for Panel, "Diversity and Disability Access." Arkansas Political Science Association Annual Meeting, February 2003, University of Central Arkansas.

(2002) Presented, "Coaching, Delegating, and Mentoring" at the Arkansas Political Science Association annual meeting, February 2001, Arkansas State University.

(2002) On Roundtable, "Reforming Welfare in Arkansas," at the Arkansas Political Science Association annual meeting, February 2001, Arkansas State University.

8. Public Service and Activities

(2003-2005) First Chair of the Bauxite Planning and Zoning Commission, developed Comprehensive Land Use Plan, wrote bylaws, filed initial paperwork, made presentations to City Council to get initial ordinances passed. Developed first zoning text, ordinance, and map, got them adopted, as well as the Master Street Plan. Continue to perform all planning staff functions for this small incorporated town (population 493).

(2004) Bauxite Designated Representative on Metroplan, the metropolitan planning organization for Central Arkansas.

(2004) Bauxite Representative to Saline Watershed Alliance.

9. Consulting Activities

2005) Facilitated planning workshop for Arkansas Division of Aging and Adult Services, Alzheimer's Demonstration Grant "Bridging the Gap." Little Rock, AR, May 2005.

(2005) Facilitated Strategic Planning Workshop for the Arkansas Can Do Committee, Little Rock, AR, March 2005.

(2005) Provided training on legislative advocacy for MidSouth Prevention Institute, Little Rock, AR.

(2003) Conducted an "Open Space" Strategic Planning Workshop for Hire, Inc. funded by the US Department of Labor, Office of Disability Employment Policy. Little Rock, AR, January 2003.

(2003-2005) Trainer for the Arkansas Public Administration Consortium:

- Provided Budgeting Component for Certified Public Manager Program
- Made presentations to the Arkansas County/Circuit Clerk's Association on stress reduction and time management, coaching and delegation, leadership versus management
- Made presentation to Arkansas County Judge Association on coaching and delegation

FACULTY DATA SHEETS

1. Meagan M. Jordan
Associate Professor, 2005
August 1999
2. **Academic Degrees**
 - a. Ph.D., Doctor of Philosophy: Public Administration
University of Kentucky, 1999
Public Administration
Dissertation: "Punctuated Equilibrium as a Comprehensive Theory of Local Government Budgeting: The Proof is in the Tails."
 - b. M.P.A., Masters of Public Administration
University of Arkansas at Little Rock, 1995
Public Administration
 - c. Bachelors of Art
Austin College, 1993
Economics
3. **Primary Graduate Level Teaching Areas**
 - Public Financial Management
 - Public Human Resource Management
 - Seminar in Public Administration (Capstone Course)
 - Ethics in Public Administration
 - Public Revenue Management
 - Seminar in Public Budgeting
 - Economic Development Policy
 - Urban Policy

Graduate Level Teaching Experience
University of Arkansas at Little Rock, 1999-Present
University of Kentucky, 1997-1998
4. **Publications**
 - 2006 Jordan, Meagan M. "Arkansas Revenue Stabilization Act: Stabilizing Programmatic Impact Through Prioritized Revenue Distribution". *State and Local Government Review*, 38(2).
 - 2005 Jordan, Meagan M. and Merl Hackbart "The Goals and Implementation Success of State Performance". *Journal of Public Budgeting, Accounting, and Financial Management*, 17(4).
 - 2003 Jordan, Meagan M. "Punctuations and Agendas: A New Look at Local Government Budget Expenditures". *Journal of Policy Analysis and Management*, 22(3).

- 2002 Jordan, Meagan M. "Punctuated Equilibrium Theory: An Agenda-Based Theory of Budgeting" Pp. 202-215 in Aman Khan and W. Bartley Hildreth (Eds.), *Budget Theory in the Public Sector*. Quorum Books.
- 1999 Jordan, Meagan M. and Merl M. Hackbart. "Performance Budgeting and Performance Funding in the States: A Status Assessment". *Public Budgeting and Finance*, 19(1).

CONFERENCE PAPERS AND PARTICIPATION

- Discussant. Advancements in Public Financial Management Panel. Association of Public Budgeting and Financial Management (October 2005).
- Presenter. "Arkansas Revenue Stabilization Act: Budget by Priorities" Association of Public Budgeting and Financial Management (October 2004) Chicago, IL.
- Chair and Discussant. Fiscal Policy Issues Panel. Association of Public Budgeting and Financial Management (October 2004).
- Presenter. "The Organizational and Budgetary Impact of Performance-Based Budgeting in County Governments" Association of Public Budgeting and Financial Management (September 2003) Washington, D.C.
- Presenter. "Performance Budgeting Obstacles and Success: A preliminary survey report" Association of Public Budgeting and Financial Management (January 2002) Washington, DC. With Merl Hackbart.

5. Research Projects

None

6. Practitioner Experience

None

7. Academic and Professional Involvement

- Finance Committee, American Society for Public Administration, 2006- present.
- Editorial Board and Reviewer, *Journal of Public Management and Social Policy*, 2005- present.
- Membership Committee, Association for Budgeting and Financial Management, 2005- present.
- Reviewer, *Public Finance and Management*, 2004.
- Local Host Conference Committee, Chair of Hospitality Sub-Committee, Conference of Minority Public Administrators (COMPA) for 2000 Conference American Society for Public Administration.
- Association for Budgeting and Financial Management.
- Section on Intergovernmental Administration and Management.
- National Forum for Black Public Administrators, Greater Little Rock Chapter

8. Public Service and Activities

- Trainer, Ethics in Government, Arkansas Public Administration Consortium, April 2006.

Trainer, Budget Training, Arkansas Public Administration Consortium, September 2004.

Trainer, Budget Training, Arkansas Public Administration Consortium, September 2003.

Trainer, Budget Training, Arkansas Public Administration Consortium, October 2002.

Facilitator and Trainer, Neighborhood Leadership Team Training, COPC Grant, Fall 2000 - Fall 2001.

Trainer, Performance Budgeting Training, Arkansas Department of Finance and Administration, April 10, 2000.

9. Consulting Activities

Consultant. Process Review of Provost Instructional Reserve. University of Arkansas at Little Rock. Summer 2005.

FACULTY DATA SHEETS

1. Roby D. Robertson
Professor of Public Administration/ Director
(Initial appt to UALR, 1983, to Director, 1991)
2. **Academic Degrees**
 - a. Ph.D., Doctor of Philosophy: Public Administration/Political Science
University of Oklahoma, 1977
Public Administration/Political Science
Dissertation: "Political Decision-Making in Small Groups: An
Experimental Study of Search Behavior and Choice Shifts"
 - b. M.A., Masters of Arts
Lamar University, 1973
Government
 - c. Bachelors of Arts
Lamar University, 1971
Government
3. **Primary Graduate Level Teaching Areas**
Politics and Bureaucracy
Public HR Administration
State Administration and Reform
Nonprofit Management,
Seminar in Public Administration (Capstone Course)
Organizational Development,
Methods in PA,
Administrative Law

Graduate Level Teaching Experience
University of Little Rock, 1983-2006
Texas A&M University, 1977-1983
4. **Publications**
"Graduate Certificates as a Link Between Universities, Professionals and
Communities," in Metropolitan Universities. December 2003.
Water for Saline County: A Tale of Two Futures, University Task Force
Report, November, 2002
Water for our Future: Overcoming Regional Paralysis, University Task
Force Report, September 2000
"Changing Missions for Nonprofits," in Golembiewski and Stevenson
(eds), Cases and Application in Nonprofit Management, (Peacock,
1998)

“Nonprofit Board Governance,” in Golembiewski and Stevenson (eds), Cases and Application in Nonprofit Management (Peacock, 1998).
“Budget Cuts, and Agency Capture” in Golembiewski and Stevenson (eds), Cases in Public Management, (Peacock, 1997).

5. Research Projects

(2005-2006) Chairing University Task Force on Saline County Educational reform, Report to be issued in Spring 2006
(2006) Coordinating on-going research on Nonprofit Management for the newly established Center for Nonprofit Organizations
(OCDA, Fall 2006) Role of Emergent Theory on collaborative decision-making in public and nonprofit organizations

6. Practitioner Experience

7. Academic and Professional Involvement

2005- Present President of SCUPSO (Southern Consortium of University Public Service Organizations)
2006-Present State Board, AARP-current
2002-Present Variety of University professional service, most recently, Faculty Senate
1995-Present Member, Southern Consortium of Public Service Organizations (SCUPSO), Director’s Group
1994-1997 Member, Arkansas ABLE (local Nonprofit organization), vice chair in 1997
1992-1995 Member, Governor’s Commission on National Community Service
1996-Present Member, and Core Team, VISION 2010 (multiple partners project led by UA Cooperative Extension
1991-1995 Member, NASPAA’s Committee on Faculty Recognition
1989-Present Member, NASPAA’s Section on Nonprofit Management
1994- 1995 Chair, NASPAA’s Section on Nonprofit Management

8. Public Service and Activities

2005 & 1993 Winner of the College and University Faculty Excellence Award in Public Service
2003 Special Recognition from Metroplan for Saline County Water Study solution
2001 Special Recognition from Metroplan for Pulaski County Water Study solution
1993. Award for Meritorious Service, Office of Research and Sponsored Programs,
1992. Special Recognition for Distinguished Service to Arkansas Division of Volunteerism,
Conducts training in the following areas:
Political Process in Effective Management (for APAC and for organizations as well as individual nonprofit organizations)

Improving Management of Volunteer Organizations
(generally through our CVM program in APAC or through the
Arkansas Division of Volunteerism)

Gives three to five speeches a year to business, nonprofit
and governmental organizations on topics as diverse as
Management in the 21st Century, and Building More Effective
Leadership Teams in Organizations. Provides presentations
on a variety of topics on Arkansas State Politics and
Elections. Have presented guest lectures in departments on
and off campus about effective management in a political
environment. Finally, I have been a panelist or a presenter
on some 30 different professional public administration and
policy panels over the last 17 years.

9. Consulting Activities

None

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FACULTY DATA SHEETS

1. David W. Sink
Professor (1997)
Senior Research Specialist (1997)
August, 1991

2. **Academic Degrees**
 - a. D.P.A., Doctor of Public Administration
University of Georgia, 1980
Public Administration
Dissertation: "The Political Role of the city Manager in Inter-organizational Decision-making"

 - b. M.A., Master of Arts
Miami University, 1971
Geography

 - c. A.B.
Miami University, 1966
Political Science

3. **Primary Graduate Level Teaching Areas**
Urban Management and Politics
Public Organization Theory
Human Resource Management in the Public Sector
Seminar in Public Administration (Capstone course)
Grant Writing and Fund Raising
Non Profit and Volunteers Management
Administrative Leadership and Public Management

Graduate Level Teaching Experience
University of Arkansas 1991-Present
University of Alabama at Birmingham, 1980-1991
University of California, Riverside, 1979-1980
Universidade Federal de Pernambuco, Brazil, 1988

4. **Publications**
Facilitating Integration of Faith-Based Organizations Into Community
Development Partnerships, in *Understanding Collaboration*. Derrick
Purdue and Murray Stewart, eds., Bristol, UK: University of the West of
England, 2002, pp. 141-150

"The Challenges of Multi-sector Collaboration in Community
Development," in *Effective Collaboration*, Frank McDonald and Jens
Genefke, eds., London: Palgrave Press, 2001, pp. 77-97

“Breaking Down Barriers between U.S. Cities and their Community Partners,” in *Collaborative Strategies and Multi-Organizational Partnerships*, Tharsi Taillieu, ed., Leuven, Belgium: Garant Press, 2001, pp. 115-122

“Interorganizational Collaboration,” and “Matrix Organization,” in *International Encyclopedia of Public Policy and Public Administration*, J. Shafritz, ed., Boulder, CO: Westview Press, 1997

“Five Obstacles to Community-Based Collaboration and Some Thoughts on Overcoming Them,” in *Creating Collaborative Advantage*, C. Huxham, ed., London: Sage Publications, 1996, pp. 101-109

"Transorganizational Development in Urban Policy Coalitions," *Human Relations* 44 (1991): 1179-1195 (TD Intervention Checklist, pp. 1186, 1187, published by Health and Psychosocial Instruments online data record, 1992)

"Coalitions and their Effect on the Urban Policy Agenda," *Administration in Social Work* 13 (1989): 83-98

RECENT PROFESSIONAL PAPERS

"Organized and Unorganized Civic Engagement: Opportunities for Collaborative Advantage," Annual conference, Multi-Organizational Partnerships and Networks (MOPAN), 2005

“The Inherent Nature of U.S. Local Governments and their Employees that Discourages Collaboration with the Outside World,” MOPAN, 2004

“Strategies for Overcoming Institutional Obstacles in University/Community Partnerships,” MOPAN, 2003

5. Research Projects

Co-principal investigator, “New Directions, HUD, 2002, \$150,000

Co-principal investigator, “Community Outreach Partnership Center”, HUD, 1998, \$396,000

Co-principal investigator, “Technology Partnership” Southwestern Bell, 1995, \$200,000

Principal investigator, “Central Little Rock Revitalization Project,” HUD Special Purpose grant, 1995-97, \$1,050,000

Principal investigator, "Community Mapping for Integrated Services,"
Arkansas Department of Human Services, 1994-95, \$10,000

RECENT CONTRACTS

Lead writer, Assessment of Americorps Literacy Project, Southeast
Arkansas Americorps project, 2004, \$5,000

Lead writer, Assessment of Learn and Serve programs, Arkansas Department of
Education, 2003-2006, \$16,000

Lead writer, Citizen Generated Performance Measurement, City of Little Rock,
2002, \$15,000

Lead writer, United Way Needs Assessment, United Way of Pulaski Co, 2002,
\$21,000

6. Practitioner Experience

None

7. Academic and Professional Involvement

Interim Director, UALR Institute of Government
Faculty Liaison, Office of Community Engagement
Inaugural Faculty, William Clinton School of Public Service
Co-Director, University District Project Team
Member, Campus Master Plan Steering Committee
Member, UALR Pedestrian Safety Committee
Member, UALR Environmental Impact Committee

Conference Chair, 2005 Southeast Conference on Public Administration
Governor's appointee, Council on the Southern Community, Southern Growth
Policies Board

Editorial Board member, International Journal of Public and Private Partnerships
Section leader, Community partnerships and engagement, Multi-Organizational
Partnerships and Networks, annual conference, 2005, Glamorgan
University, Wales

8. Public Service and Activities

Lead facilitator, Ten Year Plan to End Chronic Homelessness, City of Little Rock
Member, Steering Committee, Hinton Neighborhood Resource Center, Little
Rock

Member, CDBG Emergency Shelter Proposal Review Team, City of Little Rock
Member, HUD HOME Funds Proposal Review Team, City of Little Rock
Member, Board of Directors, LifeQuest of Central Arkansas (seniors educational
program)

Technical assistance, Arkansas Department of Education, Learn and Serve
programs

9. Consulting Activities

Trainer, "Performance Evaluation, County Judges Association of Arkansas, 2003

Facilitator, Little Rock Sister Cities Commission strategic planning retreat, 2003

Trainer, "Citizenship" Americorps entry level training, Corporation for National and Community Service, 2002

Workshop presenter, "Outcomes Evaluation in Case Management," City of Little Rock, Department of Community Programs, 2002

Facilitator, HIRE, Inc. board and staff strategic planning retreat, 2002

Workshop presenter, Grantwriting and Fund Raising, City of Little Rock, Local Government Human Resources seminar, 2001

Consultant, Step Up Center, Management audit, Board training, and Strategic planning, 2001

FACULTY DATA SHEETS

1. Dianne Lux Wigand
MPA Coordinator/Assistant Professor
January, 2005
Research Associate Professor
August, 2003-2004

2. **Academic Degrees**
 - a. Ph.D., Doctor of Philosophy: Public Administration
Arizona State University, 1995
Public Administration
Dissertation: “*Information Technology in Organizations: Impact on Structure, People, and Tasks.*”

 - b. M.A., Master of Arts
Texas Tech University, 1972
English Literature and Philosophy

 - c. Bachelors of Art
Texas Tech University, 1969
English Literature and Philosophy

3. **Primary Graduate Level Teaching Areas**
Public Organizational Theory
Seminar in Public Administration (Capstone Course)
Profession of Public Administration
Administrative Leadership and Public Management
Information Management in the Public Sector
Grant Writing and Fund Raising

- Graduate Level Teaching Experience**
University of Arkansas at Little Rock, 2003-Present
Arizona State University, 1979-1982

4. **Publications**
2005-2006: Guest Editor for a themed *Information Systems Management* journal issue on e-Government. This special issue was published in March 2006. For this special issue, I developed and prepared the call for papers; distributed the call for papers to prospective researchers in the field; received paper submissions and tracked them for the journal’s editors; identified reviewers, submitted papers to reviewers; selected final papers for the special issue; sent reviews to authors for corrections; notified authors that their papers were not selected; worked with the Editor-in-Chief on final editing of articles for the issue; and wrote the letter from the editors, an overview for the issue.

2006 (In progress) “Channel Preferences of Citiz4ens: A framework for Effective Local e-Government Services.” Invited to re-submit for review my article on e-government, for a future issue of the *Information Systems Management* journal.

2005-2006: NASPAA Self Study Report for the Master of Public Administration Program at University of Arkansas at Little Rock.

5. Research Projects

None during the study years

6. Practitioner Experience

Assistant Director, Northeast Parallel Architectures Center, Syracuse University, 1993-1995. Provided administrative support for 13 researchers, supervised 13 professional staff members, and 30 graduate assistants. Directed and managed extensive and diverse financial portfolio; provided current financial information and forecasted future personnel and financial requirements

Fiscal Administrator, Office of the Provost and Vice President for Academic Affairs, Arizona State University, 1987-1992. Managed \$300 million budget for the Provost and Vice President for Academic Affairs; prepared budget allocations to the 13 colleges and other academic units; managed annual salary savings, as well as permanent and temporary commitments; reviewed annual salary adjustments, balanced all state personnel and operations budgets annually; prepared budget reduction exercises demonstrating the impact of budget cuts on units; prepared, reviewed, analyzed, and defended local budgets to the Budget Office; reviewed all faculty and staff recruitment for Academic Affairs units; coordinated 13 college coordinators on budget and personnel issues; managed the interviewee expense account; provided monthly account reports and data for special legislative requests; designed, developed, and delivered staff development and training programs on budgeting and policy issues for deans and college business managers; served on numerous university-wide committees and task forces.

Business Manager, College of Public Programs, Arizona State University, 1983-1987. Managed \$4.5 million budget; prepared budget allocations to the departments; designed computerized accounting system and data management files; managed salary savings and made reallocations; prepared all state and local budgets; monitored sponsored programs and contract accounts; reviewed and approved all grant proposals; prepared reports; served as final authority on purchasing all computer equipment, and coordinated microcomputer funds; designed, developed, and delivered training programs on personnel issues, budgeting, research and grant proposals and policy issues for department chairs/directors, faculty, and staff; coordinated funds and personnel for off-campus programs; managed College’s space and equipment utilization; coordinated renovation projects; developed and prepared policy and procedures manual; and served on numerous college and university committees.

Coordinator of Administrative Services and Community Relations, School of Public Affairs, Arizona State University, 1979-1982. School of Public Affairs, Arizona State University, 1979-1982. Directed the internship and grant writing programs. Prepared successful grants and received funding for over \$200,000. Administered federal, state and local grants (i.e., managed budgets, supervised personnel and prepared annual and final reports for funding agencies. Designed executive and professional development training seminars and workshops. Managed state, local and sponsored program budgets, supervised office procedures and personnel; prepared monthly newsletter for students, faculty, and staff; prepared class schedules and coordinated registration procedures; coordinated off-campus programs; hired adjunct faculty; collected, analyzed, and presented data for national accreditation reviews; prepared numerous annual internal reports.

7. **Academic and Professional Involvement**

2004-2006 NASPAA representative

2004-2006 ASPA member

2006-Alverno Conference on Assessment – participated in a three day workshop on program and course assessment, Milwaukee, WI

2006 - Southern Consortium of University Public Service Organizations (SCUPSO) Conference – **presenter**

2005 - Southeast Conference on Public Administration, Chair and discussant for e-government panel

2005, 2006 – Bled E-Commerce Conference, Chair and discussant for e-government panel and

2005- present Member of the **Editorial Board** of the *Information Systems Management* journal.

2004-2006 **College of Professional Studies Leadership Academy**: Participated in this two-year leadership program and attended the annual conference of the Coalition of Urban and Metropolitan Universities in 2005.

2005 - International Program Committee for the European Conference on Mobile Government, manuscript reviewer.

2005- present Member of the Honorary and Scientific committee for the European Review of Political Technologies.

2005 - Reviewed 22 dissertations for the NASPAA annual dissertation award presented at the national 2005 conference.

2004 - Management and Information System Quarterly (MISQ) manuscript reviewer

2004 - European Conference on Information Systems (ECIS): Manuscript reviewer.

2004 - International Conference on Information Systems (ICIS): Manuscript reviewer.

2004 - Information Systems and Management Journal (ISM) manuscript reviewer,.

2004 - Bled E-Commerce conference manuscript reviewer, 2004.

8. Public Service and Activities

Saline County Project: A study of post secondary education in Saline County; conducted interviews with city and educational professionals; prepared draft sections of the report.

Arkansas Circuit Clerks: Special training session on Team Building conducted in West Memphis.

9. Consulting Activities

None

ADJUNCT PART-TIME FACULTY DATA SHEETS

1. Ruth Crow
Director, Center for Public Conflict Solutions
July, 2005

Research Associate
Institute of Government
January, 1989
2. **Academic Degrees**
Graduate Certificate in Conflict Mediation. December 2004.
University of Arkansas at Little Rock.

Master of Business Administration. June 1983.
University of Washington, Seattle, Washington.
Concentration: Accounting.

Bachelor of Arts. June 1968.
Texas Christian University, Fort Worth, Texas.
Major: History.
3. **Primary Graduate Level Teaching Areas**
Managing Public Disputes

Graduate Level Teaching Experience
University of Arkansas at Little Rock 2004 - Present
4. **Publications & Research Projects**

Craw, R., Boland-Perez, C., Evans, K., & Morgan, R. (2006) *Racial Attitudes in Pulaski County: the Third Annual Study*. University of Arkansas at Little Rock.
Brenton, A., Drale, C., & Craw, R. (2006). *Down by the Riverside: Where Vital Public Goals Converge*. University of Arkansas at Little Rock.
Craw, R. (2006). *Unitown Program Evaluation*. University of Arkansas at Little Rock.
Craw, R. (2005). *Evaluation of Youth Technology Program of Phoenix Youth and Family Services*. University of Arkansas at Little Rock.
Craw, R., Boland-Perez, C., LeBaron, P., & Coker, K. (2005) *Racial Attitudes in Pulaski County*. University of Arkansas at Little Rock.
Craw, R. (2004). *Evaluation of the 21st Century Learning Center*. University of Arkansas at Little Rock.
Craw, R., Boland-Perez, C., LeBaron, P., & Makogonova, A. (2004). *Racial Attitudes in Pulaski County*. University of Arkansas at Little Rock.

Robertson, R., Brenton, A., Craw, R., & Spencer, S. (2003). Graduate Certificates as a Link Between Universities, Professionals, and Communities. *Metropolitan Universities, 14*, 6-19.

Brenton, A., Craw, R., & Joiner, T. (2002). *Mediator Credentialing by the Federal Mediation and Conciliation Service*. University of Arkansas at Little Rock.

Brenton, A., Byrne, J., Craw, R., Mackey, B., Moore, P., Parker, M., Robertson, R. & Thompson, C. (2002). *Water for Saline County: A Tale of Two Futures*. University of Arkansas at Little Rock.

Craw, R., Earnest, H., Boland, C., & Joiner, T. (2001). *Growth in Arkansas*. University of Arkansas at Little Rock.

6. Practitioner Experience

Institute of Government, University of Arkansas at Little Rock.

Research Associate. January 1989 to present.

Conduct applied research projects such as program evaluations, surveys, performance measurement studies, consensus-building initiatives, and management studies for local and state government and not-for-profit agencies. Determine needs of clients, design and carry out studies to meet these needs, communicate results in a variety of formats appropriate for use in policy development, planning, and operations.

Director, Center for Public Conflict Solutions. July 2005 to present.

Start up and direct center to provide training, information, and technical assistance in collaborative problem-solving for public and allied organizations.

Instructor. January 2004 to present. Graduate seminar Managing Public Disputes.

7. Academic and Professional Involvement

Board Member, Arkansas Conflict Resolutions Association, 2001 to 2006.

Board Member, Arkansas Continuum of Care Network, 2004 to 2006.

Board Member, Arkansas Community Dispute Resolution Centers, 2005 to 2006.

Member, UALR College of Professional Studies College Council, 7/97 to 6/99.

Member, UALR College of Professional Studies Program Assessment Panel, 7/97 to 6/02.

Member, ASPA 2000 National Conference Program Committee, 11/98 to 4/00.

President, Arkansas Chapter of the American Society for Public Administration, 11/98 to 6/99.

Presenter, "Performance Measurement and Benchmarking," Summer Meeting of the Arkansas Governmental Finance Officers Association, August 5, 1999, Hot Springs, Arkansas.

8. Public Service and Activities

Conducted two focus groups of health care recipients and providers for the Shared Decisions Program of the National Conference for Community and Justice. (2005-2006)

Developed instruments for program evaluation for Youth Tobacco Control Board, Arkansans for Drug-Free Youth. (2005)

Summary Performance Report forms for Central Arkansas Substance Abuse Programs. Developed a Process Assessment Form and an Outcome Assessment Form to enable the organization to document its performance clearly and concisely. (1998)

9. Consulting Activities

None

ADJUNCT PART-TIME FACULTY DATA SHEETS

1. James R. Daugherty
Assistant District Counsel
U.S. Army Corps of Engineers – Little Rock District
1974

2. **Academic Degrees**
Juris Doctorate
University of Arkansas, Fayetteville, 1974
Law

Bachelor of Science
University of Arkansas, Fayetteville, 1971
Business Administration

3. **Primary Graduate Level Teaching Areas**
Administrative Law

Graduate Level Teaching Experience
University of Arkansas 2002 -Present

4. **Publications**
None reported

5. **Research Projects**
None reported

6. **Practitioner Experience**
Assistant District Counsel U.S. Army Corps of Engineers – Little Rock District
1974 – present. Primary area of practice has been in federal contracts, beginning
with contract formation through litigation of claims. Certified as a Level III
Government Trial Attorney. Responsibilities: Litigation of EEO complaints
through the administrative process and legal counsel for management on labor
union matters; handles tort actions for the District of Little Rock.

7. **Academic and Professional Involvement**
Member of the Arkansas State Bar (#74032)
Licensed to Practice in the U.S. District Court, Eastern & Western Districts
Licensed to practice before the Armed Services Board of Contract Appeals

8. **Public Service and Activities**
None reported

9. **Consulting Activities**

ADJUNCT PART-TIME FACULTY DATA SHEETS

1. Frederick R. Hueston
Director of Development, Boy Scouts of America, 1996-present

2. **Academic Degrees**
Ph.D., Doctor of Philosophy:
New Mexico State University, 1989
Educational Management & Development
Dissertation: "Predicting Factors for Charitable Giving from Alumni of a Land Grant Institution"

M.A., Masters of Arts
New Mexico State University, 1984
Speech Pathology and Communication Disorders

B.A., Bachelor of Arts
Grove City College (Pennsylvania), 1979
Communication Arts

3. **Primary Graduate Level Teaching Areas**
Grant Writing and Fund Raising

Graduate Level Teaching Experience
University of Arkansas at Little Rock 2003-Present

4. **Publications**
None

5. **Research Projects**
None reported

6. **Practitioner Experience**
Director of Development, Boy Scouts of America, 1996-present
Dr. Hueston has fourteen years experience as a professional development officer in the field of institutional advancement. As Director development for the Boy Scouts of America, Quapaw Area Council, he currently administers the development efforts of the entire 18,000 member council and its volunteers in two areas of organizational enhancement: endowment growth and capital campaign management. He responsible for conceptualizing and providing campaign leadership for the \$5,000,000 Campaign for Character launched in fall, 1996.

7. **Academic and Professional Involvement**
Certified Fund Raising Executive (CFRE)
National Society of Fund Raising Executives (NSFRE)

- 8. Public Service and Activities**
Arkansas Chapter, NCPG, Committee Chair, 2002
Conway Cancer Foundation, Committee Chair, Fundraising, 2002
Arkansas Chapter, AFP, Committee Chair, Nominating, 2002
Arkansas Chapter, NCPG, Board of Directors, 2002

- 9. Consulting Activities**
None reported

ADJUNCT PART-TIME FACULTY DATA SHEETS

1. Timothy L. Joiner

Pulaski County Election Commission
2005 - Present

2. Academic Degrees

- a. M.P.A., Masters of Public Administration
University of Arkansas at Little Rock, 2001
Public Administration
- b. B.A., Bachelors of Arts
University of Arkansas at Little Rock, 1994
International Studies and Geography

3. Primary Graduate Level Teaching Areas

Introduction to Public Administration

Graduate Level Teaching Experience

University of Arkansas at Little Rock, 2002-Present

4 & 5. Publications & Research Projects

- Countywide "needs assessment" for United Way. Conducted a compensation policy study for a city government. Conducted a state-wide city employee salary survey for cities with a population of 10,000 or greater. Survey research projects for various governmental agencies including the Arkansas Game and Fish Commission, Arkansas Dept. of Health, UALR Alumni Association, and the Little Rock School Board Association.

6. Practitioner Experience

Assistant Director, Pulaski County Election Commission: Assists the Director of Elections in the following activities: Organize all elections in Pulaski County, Arkansas; Manage four full-time staff; hire and train over 650 part-time poll workers on election laws and procedures; development of annual budget, 2005 – Present.

Adjunct Faculty Member/Part-time Researcher & Consultant, Institute of Government: Taught Introduction to Public Administration; Conducted research and consulting projects for state, local, and nonprofit clients: Examples: Countywide "needs assessment" for United Way. Conducted a compensation policy study for a city government. Conducted a state-wide city employee salary survey for cities with a population of 10,000 or greater. Survey research projects for various governmental agencies including the Arkansas Game and Fish Commission, Arkansas Dept. of Health, UALR Alumni Association, and the Little Rock School Board Association; provided hardware and software technical

support for department. This includes desktop support (hardware/software) for over 40 work stations as well as network and printing related issues.

7. Academic and Professional Involvement

None reported

8. Public Service and Activities

Professional Public Service:

- Frequently sit on grant review committees for the City of Little Rock.
- Provided technical assistance for a city government in developing a citizen needs assessment tool.
- Currently providing technical assisting for a Little Rock neighborhood association in writing an application for membership in the Arkansas Main Street Program, a state run program that provides qualifying members to receive state sponsored training and further assistance in developing downtown areas of cities.

9. Consulting Activities

None reported

ADJUNCT PART-TIME FACULTY DATA SHEETS

1. Sarah Moore
Vice President of Housing
Arkansas Development Finance Authority
1999 - Present
2. **Academic Degrees**
 - a. M.P.A., Masters of Public Administration
University of Arkansas at Little Rock
Public Administration
 - b. B.S.E., Bachelors of Science Education
University of Central Arkansas
Communication and English
3. **Primary Graduate Level Teaching Areas**
Urban Management and Community Change

Graduate Level Teaching Experience
University of Arkansas at Little Rock, 2003-Present
- 4 & 5. **Publications & Research Projects**
None reported
6. **Practitioner Experience**
Vice President of Housing, Arkansas Development Finance Authority:
Responsible for all statewide housing programs administered by ADFA, 1999-present.
Manager CDBG and Housing Programs: Administered CDBG, Home, ESB, Section 108 Loan and Affordable Home programs, City of Little Rock; reviewed and interpreted federal regulations for program implementation, 1995-1999.
7. **Academic and Professional Involvement**
Member of Governor's Task Force on Supported Housing
Member of FNMA Arkansas Advisor Council
Member of Arkansas Policy Academy on Homelessness
Arkansas Chapter of American Society for Public Administration: past president of the Executive Council.
8. **Public Service and Activities**
None reported
9. **Consulting Activities**
None reported

ADJUNCT PART-TIME FACULTY DATA SHEETS

1. Glenda A Schmidt
Vice President/Chief Financial Officer/Treasurer for Winrock International Institute for Agricultural Development
1999 - Present
2. **Academic Degrees**
 - a. **M.A., Masters of Arts**
University of Illinois at Chicago, 1977
Economics
 - b. **B.S., Bachelors of Science**
University of Illinois at Chicago, 1975
Economics
3. **Primary Graduate Level Teaching Areas**
Financial Management for Non-profits
Graduate Level Teaching Experience
University of Arkansas at Little Rock, 2003-Present
4. **Publications**
The Woman's Newspaper of Princeton: *Mutual Funds: Why and Which Ones?; Planned or Deferred Giving Using Life Insurance; Structured Settlements; IRAs: An Update and Clarification; Home Equity Loans; How to Choose a Financial Planner; Suddenly in Debt?*
5. **Research:** None reported
6. **Practitioner Experience**
Vice President/Chief Financial Officer/Treasurer for Winrock International Institute for Agricultural Development: Responsible directly to the president and Board of Directors for reporting on internal review and audit results for domestic and international projects; presents the annual budget to the Budget Committee; develops the financial and administrative component of the institutional five year strategic plan, 1995-present.
7. **Professional and Community Activities**
Arkansas Woman's Leadership Forum
Association of PVO Financial Managers
American Management Association
American society of Association Executives
Chamber of Commerce for the Greater Princeton Area
Consumer Credit Counseling Service
Volunteer Financial Advisor for the elderly and for women in crisis
9. **Consulting Activities:** None reported

Course Abstracts

Required Core Courses

1. **PADM 7301, The Profession of Public Administration**, three semester credit hours.
2. Guffey, Wigand
3. No Prerequisites
4. **Course Objectives:**
 1. It will provide **knowledge** about public and nonprofit organizations, public policy, the political process, public service values, and professional ethics through readings, class lectures and guest speakers;
 2. It will provide a working knowledge of best practices (**skills**) in performing managerial and technical tasks through readings, class lectures, guest speakers, demonstrations, hands-on activities, and assessment center activities
 3. It will develop analytical and diagnostic capabilities (**abilities**) through case studies, writing assignments, and individual/group exercises.

5. **Course Description:**

This course is an introduction to the discipline of public administration. It covers the historical development of public administration, the relationship between politics and administration, conflicting public values, defining the public interest and the appropriate level of administrative discretion, as well as professionalism, the ASPA Code of Ethics, career planning for public service, and major sources of information for professional research. The course also provides an overview of the main substantive areas in public administration such as budgeting, finance, human resource management, information technology, etc. In the course the Capstone process is introduced, and information on the Presidential Management Intern selection process and other professional development opportunities is introduced.

Additionally, the course features Assessment Center activities. These activities are used for two purposes: 1. to help individual students diagnose areas of strength and weakness; 2. to assist in identification of necessary curriculum/course changes to help each class of students build on strengths and reduce areas of weakness.

6. **Major Topics Covered**

- I. Introduction to the Profession of Public Administration
 - History of public administration
 - Core values of public administration

- II. Professionalism in Public Administration
 - Ethics of Public Administration
 - Building a Career in Public Administration
 - The PMI Process and other Professional Development Opportunities

- III. How to Do Research in Public Administration
 - Library Resources
 - APA Style manual
 - Parts to a Research Paper
 - Qualitative versus quantitative research
 - The Capstone paper

- IV. How to Communicate in Public Administration
 - Business Communication
 - Oral Communication and Making Presentations

- V. Overview of Public Administration fields (budgeting, IGR, human resource management, information technology, etc).

7. Texts:

Shafritz and Russell, Introducing Public Administration, third edition. Addison Wesley Longman, 2003.

White and Newcomer, Getting Results: A Guide for Federal Leaders and Managers.

Looking Back/Moving Forward: A Half Century Celebration of Public Administration. Pugh (ASPA).

5th Edition APA Style Manual

Readings from the *Public Administration Review*, available with ASPA membership

Other materials as assigned, including Websites.

Course Abstracts

Required Core Courses

1. **PADM 7303, Public Organization Theory**, 3 credit hours
2. **Guffey, Sink, Wigand**
3. **Prerequisites:** None
4. **Course Objectives:** The specific objectives below address the four primary objectives of the MPA program of knowledge, research, professional, and communication skills.
By the end of the course students will be able to:
 - Explain distinctive challenges confronting leaders and managers in public organizations.
 - Distinguish among historical organization theories and their application to organizations and the impact on management.
 - Examine the distinctive characteristics of public organizations.
 - Demonstrate the impact of how knowledge of values, attitudes, perceptions and learning can help a public administrator to manage individuals effectively.
 - Apply motivational concepts to individual decisional making.
 - Explain the use of teams in organizations and describe how to build effective teams through work design, communication, motivation, and effective leadership.
 - Propose a solution to an organizational conflict.
 - Identify the components of organization systems; evaluate the structure of an organization; propose a redesign to achieve a more efficient organization.
 - Discuss the role of ethics in public organizations.
 - Illustrate how to implement an organizational change.
 - Analyze an organization behavior problem; identify appropriate organization theory(s) to apply to the problem; evaluate appropriate research/literature; and propose a solution.
5. **Course Description:** The purpose of this course is to examine the field of organization theory/ behavior and the application of theories and practices to modern public organizations. The challenges of effective public organizations and management today are examined as well as a historical perspective of the theories of organization behavior. This is followed by an examination of what makes public organizations distinctive. Organizations are analyzed first at the individual level, then the group level and finally at the organization systems level.
6. **Major Topics Covered:** The challenge of effective public organizations and management; historical perspective of theories of public organizations; distinctive attributes of public organizations; foundation of individual behavior in organizations focuses on personality, emotions, motivational concepts, individual

decision making and individual ethics; foundation of group behavior in organizations focuses on teams, communication, leadership, creating trust, power and politics, conflict and negotiation; the organization system focuses on the foundation of organizational structure and culture, human resources policies and practices, ethics in public administration, organizational change and development.

7. Texts:

Robbins, Stephen P. (2005). Essentials of Organizational Behavior (8th Ed.). New Jersey: Prentice Hall.

Bolman, Lee G. and Deal, Terrence E. (1997) Reframing Organizations: Artistry, Choice and Leadership. San Francisco: Jossey-Bass, 2nd ed.

Judith R. Gordon (2002). Organizational Behavior: A Diagnostic Approach, 7th ed. Upper Saddle River, NJ: Prentice Hall.

Readings:

Darling, M., Parry, C., & Moore, J. (2005). Learning in the thick of it. *Harvard Business Review*, July-August from <http://harvardbusinessonline.hbsp.harvard.edu/hbrsa/en/issue/0507/article/Ro507GPrint.jht>.

Management Challenges: Government vs. Private Sector. (n.d.). Retrieved August 24, 2005 from <http://www.govleaders.org/matrix.htm>.

Rainey, Hal G. (2003). The Challenge of Effective Public Organization and Management. In Hal Rainey *Understanding and Managing Public Organizations* (pp.3-21). San Francisco: Jossey Bass.

Rainey, Hal G. (2003). What Makes Public Organizations Distinctive. In Hal Rainey *Understanding and Managing Public Organizations* (pp.55-78). San Francisco: Jossey Bass.

Rainey, Hal G. (2003). Understanding the Study of Organizations. In Hal Rainey *Understanding and Managing Public Organizations* (pp.22-54). San Francisco: Jossey Bass.

Useem, M. (2001). The Leadership Lessons of Mount Everest. *Harvard Business Review*, October, 2001, 51-58.

Course Abstracts

Required Core Courses

1. **PADM 7313**, Public Human Resource Management, 3 semester credit hours
2. **Sink, Jordan, Robertson**
3. **No prerequisites**
4. **Course objectives:** Upon successful completion of this course, the student should be able to:
 - describe the historical development of public sector human resource management
 - summarize the strengths and weaknesses of the civil service system
 - analyze and explain the effects of such reform programs as Affirmative Action, comparable worth, and pay for performance
 - understand the Constitutional context of public sector employment
 - debate the merits and liabilities of collective bargaining and union representation
 - apply the concepts of human resource planning, training, and personnel policy formation
 - discuss the pros and cons of performance management, pay for performance, and other latter day reforms

MPA program mission and goals: This core course in the UALR/MPA program is designed as an integral part of the effort to prepare graduates for professional management and leadership careers in state and local government and nonprofit agencies in Arkansas. To accomplish this mission, the MPA program strives to provide knowledge about public and nonprofit administration; develop management skills and technical expertise; and, develop conceptual skills and provide analytical tools for problem solving and decision-making.

5. **Course description:** Human resource management is an essential element of the administration of government and non-profit agencies. Public administrators should place a high priority on staffing their agencies and developing employees to carry out the many tasks of policy implementation and program operation.
6. **Major Topics:** In this course, we will focus on core functions such as recruitment, testing, hiring, promotion, classification, and performance appraisal, as well as special emphases such as affirmative action, collective bargaining, and the legal rights of employees. These personnel functions operate in a political environment that requires a special awareness of the public administrator.
7. **Text:** Patton, Witt, Lovrich, and Fredericksen. (2002). *Human Resource Management: The Public Service Perspective*. Boston: Houghton Mifflin.

Course Abstracts

Required Core Courses

1. **PADM 7315, Methods in Public Administration, 3 semester credit hours**
2. Coker, Wrobel
3. **Prerequisite:** None
4. **Course objectives in relation to total curriculum**
 - To develop skills in research methods and quantitative analysis.
 - To learn research methods that underlie policy analysis and program evaluation.
 - To apply statistical methods to problems of public administration and public policy.
 - To develop professional written communication skills for analysis-based recommendations on public administration and policy problems.

5. **Course description**

This introductory research methods course guides students in developing skills in research methods and quantitative analysis – in particular, introductory levels of statistical analysis. Students learn how research methods underlie program evaluation, policy analysis, survey research, and performance evaluation. They learn to apply introductory level statistical methods to problems of public and non-profit administration and policy. Also, this course helps strengthen professional communication skills for analysis-based recommendations on public and non-profit administration and policy problems through issue papers and memos with attached research reports.

6. **Major topics covered**

- I. Research Methodology
 - A. From Research Question to Research Design
 - Introduction To Research Methodology And Design
 - Basic Concepts and Definitions of Research Design
 - Types of Research
 - Introduction to Research Design
 - Basic Concepts and Definitions of Research Design
 - Types of Research Design; and Validity of Design
 - Descriptive Analysis Versus Relationships
 - Associational Versus Causal Relationships
 - B. Measurement
 - Introduction to Measurement
 - Concepts, Relationships, Variables
 - Measurement Validity and Reliability
 - Types of Measures
 - Levels of Measurement

Levels of Measurement and Descriptive Statistics

- II. Descriptive Statistics
 - A. Introduction to Description; Frequency Distributions
 - Introduction to Descriptive Statistics
 - Frequency Distributions
 - Data Distributions in General: Comparison of Common Types
 - B. Measures of Central Tendency and Dispersion
 - Mean, Median, Mode (Central Tendency)
 - Range, Percentile, Standard Deviation (Dispersion)
- III. Probability
 - A. Probability and Distributions
 - Basic Concepts of Probability
 - General Rules and Definitions of Probability
 - The Binomial Distribution & Probabilities
 - The Normal Distribution & Probabilities
- IV. Estimation and Inferential Statistics
 - A. Introduction to Inference and Hypothesis Testing
 - Introduction to Inferential Statistics
 - Sample Versus Population
 - Estimate (Statistic) Versus Parameter
 - Hypothesis Testing and Inference
 - B. Testing the Difference Between Groups
 - Differences Between Independent Samples (Groups)
 - Differences Between Paired (Dependent) Samples (Groups)
 - Differences Between Proportions
 - Mann-Whitney U Test
 - Analysis of Variance (ANOVA)
- V. Associations and Relationships (Bivariate)
 - A. Bivariate Analysis of Nominal and Ordinal Data
 - Contingency Tables as Analytical Tool
 - Chi-Square
 - Statistics for Two Ordinal Measures
 - Brief Overview of Additional Statistics for Ordinal Data
 - B. Bivariate Analysis of Nominal and Ordinal Data
 - Continue with Topics Started Previous Week
 - Pearson's R
 - Slope as a Bivariate Measure
- VI. Linear Regression
 - A. Introduction to Linear Regression
 - Linear Regression Overview & Assumptions

- B. Simple Linear Regression
 - Simple Linear Regression: Estimates of Relationships
 - Simple Linear Regression & Hypothesis Testing
 - Goodness of Fit and Other Model Indicators
- C. Multiple Linear Regression
 - Introduction to Multiple Regression
 - Partial Slopes and Coefficients
 - Interpretation of Multiple Regression Findings

7. Typical textbooks and readings

Meier, Kenneth J.; Brudney, Jeffrey L.; and Bohte, John. (2006). *Applied Statistics for Public and Nonprofit Administration*, 6th ed. Belmont, CA: Thomson Wadsworth.

Dretzke, Beverly J. (2001). *Statistics with Microsoft Excel*, 2nd ed. Upper Saddle River, NJ: Prentice Hall.

Course Abstracts

Required Core Courses

1. **PADM 7323**, Public Financial Management, 3 semester credit hours.
2. Jordan, Cherubin
3. Prerequisites: none
4. **Course objectives:**
The objectives of the MPA program are for students to demonstrate knowledge about public organizations, public policy, professional ethics; a working knowledge of best practices in performing managerial and technical tasks; and quantitative, analytical, and diagnostic capabilities. At the end of this course students should have basic knowledge of the budget process and tax system; working knowledge of budget development; and develop managerial decision making skills regarding relevant financial data.
5. **Course description:**
Policies, concepts, practice, and analysis of public financial management issues and practices; introduction to the principles of public finance and the skills necessary for sound management of public sector financial resources.
6. **Major topics covered:**
Public budgeting, debt administration, forecasting, tax administration and intergovernmental fiscal transfers.
7. **Textbooks and readings:**
Mikesell, John. 2003. *Fiscal Administration: Analysis and Applications for the Public Sector, 6th Edition*.
Handout: Finkler, Steven. 2001. Chapter 4: "Understanding Costs" in Financial Management for Public, Health, and Not-for-Profit Organizations. pp. 95-133.
Articles**
Carroll, D. A., Eger, R. J., Marlowe, J. 2003. Managing Local Intergovernmental Revenues: The Imperative of Diversification. *International Journal of Public Administration*, 26(13), 1495-1518.
Edwards, B. and Wallace, S. 2004. State Income Tax Treatment of the Elderly. *Public Budgeting and Finance*, 24(2), 1-20.
Harper, R. K., Hawkins, R. R., Martin, G. S., and Sjolander, R. 2003. Price Effects around a Sales Tax Holiday: An Exploratory Study. *Public Budgeting and Finance*, 23(4), 108-113.
Kleinmuntz, C. E. and Kleinmuntz, D. N. 1999. Strategic Approach to Allocating Capital in Healthcare Organizations. *Healthcare Financial Management*, 53(4), 52-58.

Course Abstracts

Required Core Courses

1. **PADM 7332**, Politics and Bureaucracy, 3 semester credit hours
2. Guffey, Robertson, Cherubin
3. **Prerequisites:** None
4. **Course Objectives:**

To provide "knowledge about public and nonprofit organizations, public policy, the political process, public service values, and professional ethics" by studying what defines an organization's power base and what contributes to its growth or decline; the control mechanisms placed on bureaucracy by the other political institutions, their relevance, and how that can enhance or diminish the organization's power; and the nature of various reforms on bureaucracy both generally and specifically to individual organizations.

To provide a working knowledge of some of the "best practices in performing managerial and technical tasks" through course reading materials, and applied group projects.

5. **Course Description and Objectives:** An old and enduring myth in public administration is the politics/administration dichotomy, said to originate with Woodrow Wilson. That dichotomy emphasizes that political and policy choices are to be made solely by the traditional (usually elected) policymakers in the legislative, executive, and judicial arenas. The implementation of those decisions will be carried out by a technically proficient administration. The dichotomy emphasizes that neither set of actors should be involved in the other's formal role. Although widely rejected in the literature, the dichotomy endures both in politicians' speeches as well as a host of "reforms" that attempt to "purify" bureaucracy.

This course will examine the politics/administration dichotomy, while exploring the political environment in which public administrators actually function. Course readings will focus on the tools that are available to public administrators as they manage in that political environment.

6. **Topics Covered:**
 - a. What is the source of an agency's power? How can the agency manipulate its power and resources to its own advantage? Is it good for the agency to be able to control its own environment?

b. Is the politics/administration dichotomy workable today/was it ever workable? Do you think Wilson even advocates a separation between politics and administration in "The Study of Administration" piece?

c. What is the manager's source of power and does it conflict with the politics-administration dichotomy?

In a type of chicken versus egg dilemma, which comes first--do public managers influence governance structures or do governance structures influence public managers?

Do public managers have a right to lead?

d. Is the future decentralized? Why will networking be increasingly important to public administrators? Do iron triangles or even issue networks undermine the public interest? As public administrators, what do we do to represent the public interest? Which public's interest is most important to consider?

e. Does organization matter? If Weber is right and we work in a legal-rational world, what's the fuss about bureaucracy?

What elements really account for the differences in the functioning of various public organizations?

Why are some bureaucracies better than others? How does Wilson agree/disagree with Gormley?

f. What is the nature of expertise in bureaucracy? How does it relate to professionalism? What is the power of expertise? How do we hold experts accountable if we don't have their knowledge?

What does it mean to be a professional?

Is there a bureaucratic personality?

How important is culture in an organization? How do we use the culture to accomplish change?

g. Can government really be run like a business? Do we even want it to be run like a business? Can reforming personnel systems make meaningful change in public organizations? You are the boss--how do you really make things happen in a public organization?

h. How effective are the checks on the bureaucracy?

How can a public executive ever get things done?

What is the source of an agency's power?

Can a public organization ever really change?

Who are the organization's stakeholders and how do we manage them? Should we manage them?

i. How effective are the traditional tools for controlling the bureaucracy?

What are new tools for controlling the bureaucracy?

What can the legislature actually control and why?

If the executive is the head, why isn't he/she running the show?
How can we increase the executive's control? Do we want to?

j. How effective have judicial controls been on bureaucracy?
What direction are judicial controls taking us?
What problems do judicial controls create for administration?

k. How can administrative structure be reformed?
Is it possible to purge or enhance politics?
What is the purpose of reform and what are the usual results?

l. What do the changing realities of governance tell us about its future?
Evaluate this statement regarding organizational change: "Today it is far less likely that an organizational turnaround will begin with a change in the structure of the organization or its pattern of authority and control. Progressive public managers are much more likely to focus on values."

m. How do we put the public in public management? Do we really want the public involved?
Whom does the bureaucrat serve, the public, elected officials or clientele?
How can the bureaucrat deal with this problem?
If citizen involvement is the answer, how do you make it work?

7. Texts:

Bureaucracy. James Q. Wilson.

The Political Environment of Public Management, second edition. Peter Kobra, editor.

Bureaucracy and Democracy: Accountability and Performance. William Gormley and Steven Balla.

Selected readings from other sources:

- The Politics-Administration Dichotomy Model as Aberration, James H. Svara, PAR 58(1):51-58 (1998).
- John Stuart Mill's Theory of Bureaucracy within Representative Government: Balancing Competence and Participation, Beth E. Warner, PAR 61(4):403-411.
- David Rosenbloom (1993). Editorial: Have an Administrative Rx? Don't Forget the Politics!" PAR 53(6):503-507.
- Handout--The Study of Administration, Woodrow Wilson
- Martha Feldman and Anne Khademian (2002). "To Manage is to Govern." PAR 62(5):541-554.
- Posted on WebCT--Robert Moses case
- Bryson, Cunningham and Lokkesmoe (2002). "What to Do When Stakeholders Matter. . ." PAR 62(5):568-584.
- Handout from Governing Magazine piece on middle managers

- Ripley and Franklin handout
- Hedge and Johnson (2002). "The Plot that Failed: The Republican Revolution and Congressional Control of the Bureaucracy." *J-PART* 12(3):333-351.
- Rosenbloom handout
- March and Olson handout on reorganization
- "The Transformation of Governance: Globalization, Devolution and the Role of Govt," Donald Kettl, *PAR* 60(6):488-497 (2000).
- Critical Factors for Enhancing Municipal Public Hearings, Baker, Addams and Davis, *PAR* 65(4):490-499.
- Denhardt and Denhardt, "The New Public Service: Serving Rather Than Steering," *PAR* 60(6):549-559 (2000).

Course Abstracts

Required Core Courses

1. **PADM 7363, Public Policy Analysis**, 3.0 semester credits
2. Coker, Wrobel
3. **Prerequisite:** PADM 7315 (Methods in Public Administration)
4. **Course objectives:**

To learn to conduct public policy analysis. That is, to learn to do the following:
Define a public policy problem in analyzable terms.
Lay out feasible alternative policies or courses of action (e.g., analytically, politically, or financially feasible).
Develop projected outcomes for each alternative policy or course of action -- based on evidentiary grounds.
Develop and provide evaluative criteria to apply to the projected outcomes.
If possible, develop and indicate the nature and magnitude of the trade-offs involved in the alternative courses of action (policy choices).
To incorporate sound research methodology into policy analysis.
To develop professional written communication skills for analysis-based recommendations on public administration and policy problems.
5. **Course description**

This course covers the major principles and processes of public (and non-profit) policy analysis. Readings, class discussions, and experienced-based course projects lead students from defining a public or non-profit policy problem in analyzable terms to recommending the best alternative. In order to do so, students have learned to develop feasible policy (or course of action) alternatives that may provide the solution for the problem at hand and to project outcomes for the alternatives. They also learn to develop meaningful evaluative criteria – with specific definitions of the criteria’s measures -- for those alternatives’ projected outcomes. In order to project the outcomes, students apply appropriate methods and techniques – some reviewed from PADM7315, Methods in Public Administration, and others introduced in this course, such as case study research techniques, cost-benefit analysis, and decision-tree analysis. Students produce a professional report on their project.
6. **Major topics covered**
 - I. Introduction; Policy Analysis Models & Guidelines; Ethics
 - A. Course overview and objectives
 - B. Guidelines to public policy analysis (Steps to follow)
 - C. Models of public policy analysis
 - D. Introduction to Ethics in Research, CITI Training
 - E. Assignment to Group Projects

- II. Context, Policy Goals, Policy Analysis Problem Definition
 - A. Context of public policy and policy analysis
 - B. Goals of public policy; incorporating goals into policy analysis
 - C. Parameters of defining the problem to be addressed with the analysis
 - D. Keeping the data (evidence) in mind while defining the problem

- III. Nature of the Problem, Alternatives, Research Question, & Methodology
 - A. Nature of the problem or research objective
 - B. Developing feasible alternatives
 - C. Qualitative approaches
 - D. Quantitative approaches

- IV. Developing Feasible Alternatives; Selecting Criteria
 - A. Developing alternatives in context of problem and evidence
 - B. Factors driving criteria selection
 - C. Deciding on general criteria

- V. Gathering Data (Evidence)
 - A. Keeping the problem definition in mind while gathering data
 - B. Review research methods: empiricism, observation, measurement)
 - C. Observation, direct and indirect
 - D. Data for quantitative analysis: sampling & survey research; secondary data; other quantitative data

- VI. Gathering Data
 - A. Data for qualitative analysis; case study observation
 - B. Interviewing as data collection technique; interview protocols
 - C. Secondary data (qualitative)
 - D. Other sources of qualitative forms of data

- VII. Analyzing the Data
 - A. Quantitative analysis (mostly review)
 - B. Review Research Methods: uni-, bi-, multivariate statistics)
 - C. Additional statistics: bivariate or paired comparison statistics

- VIII. Additional Analytical Tools: Linear Regression
 - A. Review research methods: regression
 - B. Simple linear regression (complete discussion; review)
 - C. Multiple linear regression
 - D. Brief overview of logistic regression (purpose, interpretation)

- IX. Additional Analytical Tools: Projection Techniques
 - A. Projection techniques
 - B. Single-factor projection
 - C. Fiscal impact analysis

- D. Delphi; feasibility assessment techniques; other judgmental projection techniques
- E. Seasonal adjustment; trends; time series; forecasting (overview and interpretation of these techniques)

- X. Additional Analytical Tools & Weighing Trade-Offs
 - A. Qualitative analysis: case study research
 - B. Triangulation; content analysis
 - C. Pattern matching; explanation building; other techniques

- XI. Additional Analytical Tools & Weighing Trade-Offs
 - A. Review research methods: probabilities
 - B. Probability trees; game theory
 - C. Applying criteria to results of analysis
 - D. Weighing trade-offs

- XII. Weighing Trade-Offs & Deciding on Alternative
 - A. (Review research methods: strength of relationships & inferential statistics)
 - B. Weighing trade-offs
 - C. Decide on the alternative policy or course of action

- XIII. Reporting Recommendation(s)
 - A. Reporting recommendations

7. Typical textbooks and readings

Required Books

- Gupta, Dipak K. (2001). *Analyzing Public Policy: Concepts, Tools, and Techniques*. Washington, D.C.: CQ Press.
- Yin, Robert K. (2003). *Case Study Research: Design and Methods*. Thousand Oaks, Ca: Sage Publications, Inc.

Recommended Readings/Review

- Meier, Kenneth J.; Brudney, Jeffrey L.; and Bohte, John. (2006). *Applied Statistics for Public and Nonprofit Administration*, 6th ed. Belmont, CA:. Thomson Wadsworth.

Course Abstracts

Required Core Courses

1. PADM 7373, Seminar in Public Administration (Capstone), 3 semester credit hours.
2. Wigand, Sink, Jordan
3. Prerequisites: 30 hours of approved public administration hours.
4. Course Objectives:
 - Clearly define a problem or topic and demonstrate its relevance and importance to the field of public administration;
 - Frame the problem in an appropriate theoretical construct, based on a thorough literature review of the topic area;
 - Utilize appropriate methodology to demonstrate the relationship between previous research and data collected by the student.
 - Show significant insight in analyzing study findings, drawing appropriate conclusions, and making practical and relevant recommendations.
 - Present, orally and in writing, the results of the study in clear, concise, and appropriate language, using APA style, and utilizing correct and consistent citations, figures, illustrations, tables, and bibliography.
5. **Course Description:** The Capstone Project offers each student the opportunity to demonstrate mastery of the theory and practice of public administration through an application of the knowledge and skills gained in the MPA program to a project of the student's choice. This is accomplished by the successful completion of the project report and presentation.
6. **Major Topics:**
 - Define a research question and write a problem statement
 - Review the literature
 - Apply the appropriate theoretical construct
 - Integrate the literature and develop major themes
 - Write the literature review
 - Select the appropriate research methodology
 - Collect, organize and analyze data
 - Present data in tables and figures
 - Interpret the data and relate it to the literature review
 - Draw conclusions and make recommendations for further study
 - Executive Summary
 - Effective Oral Presentation – use appropriate visual aids

7. **Selected Resource Materials**

Becker, Howard S. (1986). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*. Chicago: The University of Chicago Press.

Hart, Chris. (1998). *Doing a Literature Review: Releasing the Social Science research Imagination*. Newberry Park, CA: Sage Publications.

Converse, Jean M. and Presser, Stanley. (1986). *Survey Questions*. Newberry Park, CA: Sage Publications.

Locke, Lawrence F., Spirduso, Waneen Wyrick, and Silverman, Stephen J. (1987). *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*. Newberry Park, CA: Sage Publications.

Yin, Robert K. (1994). *Case Study Research: Design and Methods*. Newberry Park, CA: Sage Publications.

Course Abstracts

Elective Courses:

1. **PADM 5341**, Seminar in comparative Public Administration, 3 semester credit hours.
2. Larson
3. No Prerequisites
4. **Course Objectives:** To increase awareness and knowledge of national cultures, problems of administrative transfer, and strategies of political and administrative development.
5. **Course Description:** Similarities, differences in bureaucratic structures, processes; analysis of organization, staffing, role of administrative systems in contrasting social, cultural contexts of the western, nonwestern worlds.
6. **Major Topics:** Planning, regional development, militarism, and corruption in developing countries and administrative systems and policies in Europe, Asia and America.
7. **Texts & Readings:**
Heady, Public Administration: A comparative Perspective, 4th ed.
Farazmand,. A Handbook of Comparative and Development Public Administration.

Course Abstracts

Elective Courses:

1. **PADM 5353**, Seminar in Budgeting, 3 semester credit hours
2. Jordan, Cherubin
3. **Prerequisites:** none
4. **Course objectives:** The objectives of the MPA program are for students to demonstrate knowledge about public organizations, public policy, professional ethics; a working knowledge of best practices in performing managerial and technical tasks; and quantitative, analytical, and diagnostic capabilities. At the end of this course, students should have basic knowledge of the political impact on budget process and budget reform and develop managerial decision making skills by analyzing and interpreting budget data. Exercises will involve review of actual government budgets and observing budget hearings.
5. **Course description:** Public budgeting is political, a statement of priorities, and involves the allocation of scarce resources. Therefore, conflict and negotiation are necessary. This course will focus on the political side of budgeting, budget theory, and practice.
6. **Major topics covered:** This course as an elective will cover such topics as citizen participation and interaction with the budget process, politicians, and other political players. Issues of ethics and equity will also be covered.
7. **Textbooks and readings:**
Bland, R. L. and Rubin, I. S. (1997). *Budgeting: A guide for local governments*. ICMA.

Organizational Structure and Change

Rubin, Irene S. 1992.

Budget Reform and Political Reform: Conclusions from Six Cities. *Public Administration Review*, 52(5): 454-466.

Hendrick, Rebecca. 2000. Comprehensive Management and Budgeting Reform in Local Government: The Case of Milwaukee. *Public Productivity and Management Review*, 23(3): 312-337.

The Citizen

Ebdon, Carol. 2000. The Relationship Between Citizen Involvement in the Budget Process and City Structure and Culture. *Public Productivity and Management Review*, 23(3), 383-393.

McManus, Susan. 1995. The constituents are mad: just ask Florida's local government budget chiefs. *Government Finance Review*, 11:11-15.

The Voter and More Politics

Figlio, David N. and Arthur O'Sullivan. 2001. The Local Response to Tax Limitation Measures: Do Local governments manipulate voters to increase revenues. *Journal of Law and Economics*, 44(1): 233- 257

Analyzing Budgets and Budget Theory

Reck, J. L. 2000. Ethics and Budget Allocation Decisions of Municipal Budget Officers. *Journal of Business Ethics*, 27, 335-350.

Lewis, C. 1994. Budgetary Balance: The Norm, Concept, and Practice in Large U.S. Cities. *PAR*, 54(6), 515-524.

Course Abstracts

Elective Courses:

1. **PADM 7331** Problems in Public Administration, Public and Nonprofit Strategic Planning, 3 semester credit hours
2. Jordan
3. **Prerequisites:** none
4. **Course objectives:**
The objective of this course is to provide concepts, procedures, and tools designed to assist public and nonprofit leaders in creating and implementing strategic planning. Student participation in exercises and assignments is geared to practicing the concepts and using the tools discussed. At the end of this course students should have a working knowledge of organizing and managing the strategic planning process.
5. **Course description:** Strategic planning is a disciplined and intentional effort to develop and state the identity and purpose of an organization or program and, subsequently, link decisions regarding goals, objectives, and activities to that identity. In other words, strategic planning creates mission-based decision-making. Therefore, strategic planning is a management and leadership issue.
6. **Major topics covered:** Procedures and tools designed to assist public and nonprofit leaders in creating and implementing strategic planning, such as development of mission statement, goals, and objectives and communication of the strategic plan.
7. **Textbooks and readings:**
John M. Bryson and Farnum K. Alston. 1996. Creating and Implementing Your Strategic Plan: A workbook for public and nonprofit organizations.

Course Abstracts

Elective Courses:

1. **PADM 7331, Problems in Public Administration:** Public Economic Development, 3 semester credit hours
2. Jordan
3. **Prerequisites:** none
4. **Course objectives:** Upon completion of this course, students will understand the factors that affect local economic development policy and the skills needed to plan and implement economic development strategies, as well as the roles of economic development institutions and participants. Students should develop skills in determining community resources and weaknesses. Application of these skills will focus on the City of Little Rock.
5. **Course description:** The purpose of this course is to expand the student's knowledge of economic development policymaking by providing technical and conceptual information.
6. **Major topics covered:** Economic development institutions, citizen and private sector participation, and government structure and policy.
7. **Textbooks and readings:**

Morrison, Don. 1995. *Economic Development: A Strategic Approach for Local Governments (Participant's Handbook)*.

Articles

Clark, Jill. 2001. Six urban regime types: The effect of state laws and citizen participation on the development of alternative regimes, *Public Administration Quarterly*, 25(1):3-48.

Feiock, Richard C. and Kim, Jae-Hoon. 2000. Form of government, administrative organization, and local economic development policy, *Journal of Public Administration Research and Theory*, 11(1):29-49.

Mullin, Stephen P. 2002. *Public-private partnerships and state and local economic development: Leveraging private investment*, U.S. Economic Development Administration: DC.

http://www.doc.gov/eda/html/reports_pubs.htm

Course Abstracts

Elective Courses:

1. PADM 7331, Problems in Public Administration: Information Management in the Public Sector, 3 semester credit hours
2. Wigand
3. Prerequisites: None
4. **Course Objectives:**
Explore the role and value of information in public organizations;
Examine how we collect, process, store and distribute information to support decision making, coordination and control in public organizations;
Address general policy and administrative issues in the arena of e-government;
Explore the ICT skills and tools used and needed by public managers;
Investigate the role of e-government and its impact (as well as constraints) on all levels and functions of government;
Examine the tension created between information privacy and information access;
Examine through active learning how information, technology, and organization components work together to create information systems;
Examine the impact of using ICT in organizations and managerial usage of information systems; and
Evaluate information systems and forms of e-government in public organizations.
5. **Course Description:** Today's public managers collect, process, store, analyze and retrieve information more effectively and efficiently than ever before. Information and communication technologies (ICT's) make major efficiency gains and returns on investments possible, build the underlying infrastructure and are essential structural framework of any form of e-government. This course focuses on how we manage information and ICT's in public organizations and how we deploy these in e-government applications. Public sector organizations are rapidly embracing e-government applications (1) due to ever-increasing costs, budget constraints, etc. and (2) citizens' expectations about interacting with government utilizing convenient, effective and time-saving communication and information channels.
6. **Major Topics:**
Information Management
e-Government
Digital Government Best Practices
Information and Communication Technologies
Information Access and Privacy
7. **Texts:** Pavlichev, Alexei and Garson, G. David (2004). Digital Government: Principles and Best Practices. Hershey, PA: Idea Group Publishing, Inc.

Course Abstracts

Elective Courses:

1. PADM 7331-N9, Human Resource and Volunteer Management in Non-Profit Organizations, 3 credits
2. David Sink
3. **Prerequisites:** none
4. **Course description:** As part of the graduate certificate program in nonprofit management, this course is intended to engage students in understanding the challenges of acquiring and managing human resources and designing strategies that maximize productivity while valuing human fulfillment and satisfaction.
5. **Course Objectives:** The objectives of the course are to facilitate student learning about 1) organizational culture and underlying values, 2) about motivation and humane treatment of employees and volunteers, 3) orientation and training, 4) management techniques, 5) volunteer and staff relations, 6) the legal framework of non-profit agencies, 7) about evaluating agency programs and impacts, and 8) recognizing and rewarding quality work.
6. **Major topics covered:** Characteristics of nonprofit organizations, planning for good human resource management, extracting talent for well-designed jobs, enhancing the human resource through preparation, aggressive recruitment, and positive socialization, managing staff and volunteers for maximum performance, evaluating individual and programmatic performance rewarding good performance, risk management and managing wisely.
7. **Texts:**

McCurley, S. and Lynch, R. *Volunteer Management: Mobilizing all the Resources of the Community*, Heritage Arts, 1996. (M)

Pynes, Joan E. *Human Resources Management for Public and Nonprofit Organizations*. Jossey-Bass, 2004. (P)

Course Abstracts

Elective Courses:

1. **PADM 7333**, Administrative Leadership and Public Management, 3 semester credit hours
2. Wigand
3. No prerequisites
4. **Course Objectives:** The specific objectives below address the four primary objectives of the MPA program of knowledge, research, professional, and communication skills.
 - Distinguish among historical perspectives, theories and practices of leadership and the application to organizations and the impact on public administrators.
 - Explain distinctive challenges that confront leaders and managers in public administration.
 - Identify the individual values, behaviors and characteristics of effective leaders.
 - Assess your leadership strengths and weaknesses
 - Explain the use of teams in organizations and describe how to build effective teams through work design, communication, motivation, and effective leadership.
 - Examine the role of leaders in relationship to the components of organization design.
 - Explain how a leader can facilitate organization change; distinguish between charismatic and transformational leadership.
 - Explain strategic leadership and its use in public administration.
 - Identify future leadership trends and their application to public organizations.
5. **Course Description:** The purpose of this course is to examine the role of leadership in public organizations as well as the application of theories and practices to modern public organizations.
6. **Major Topics Covered:** The distinction between leadership and management and the challenges confronted by public administrators; historical perspective of the theories of leadership in public administration; the individual characteristics of effective leaders, their roles in organizations; analyze the relationship between leadership and power, organizational system, culture and ethics; organizational change; strategic leadership; leadership and teams; future trends in leadership.
7. **Texts:**

Nahavandi, Afsaneh (2003). *The Art and Science of Leadership* (3rd ed.). New Jersey: Prentice Hall.

Van Wart, Montgomery. (2005). *Dynamics of Leadership in Public Service: Theory and Practice*. New York: M.E. Sharpe.

- Darling, M., Parry, C., & Moore, J. (2005). Learning in the thick of it. *Harvard Business Review*, July-August from <http://harvardbusinessonline.hbsp.harvard.edu/hbrsa/en/issue/0507/article/Ro507GPrint.jht>.
- Rainey, Hal G. (2003). The Challenge of Effective Public Organization and Management. In Hal Rainey *Understanding and Managing Public Organizations* (pp.3-21). San Francisco: Jossey Bass.
- Rainey, Hal G. (2003). What Makes Public Organizations Distinctive. In Hal Rainey *Understanding and Managing Public Organizations* (pp.55-78). San Francisco: Jossey Bass.
- Rainey, Hal G. (2003). Understanding the Study of Organizations. In Hal Rainey *Understanding and Managing Public Organizations* (pp.22-54). San Francisco: Jossey Bass.
- Useem, M. (2001). The Leadership Lessons of Mount Everest. *Harvard Business Review*, October, 2001, 51-58.

Course Abstracts

Elective Courses:

1. **PADM 7334**, Grant Writing and Fund Raising, 3 semester credit hours.
2. Hueston
3. Prerequisites: None
4. **Course Objectives:**
Develop a case statement and strategic plan for institutional fundraising
Plan and execute a special event or other fundraising technique
Understand the purpose, design, and underlying values of a grant proposal
Organize, research, and write a grant proposal
Develop a budget and evaluation plan as part of a grant proposal
5. **Course Description:** This course is designed as an integral part of the effort to prepare students to utilize the knowledge and skills in their careers in the nonprofit sector. Resource development is an increasingly important endeavor for administrators as they attempt to maintain and strengthen their agencies in the wake of severe budget cuts. The skills involved in grant writing and fundraising are essential for the public and non-profit administrator.
6. **Major Topics:**
Resource development; preparation and feasibility of project; three tiers of fund raising; strategic planning for fund raising, special events, annual and capital campaigns; communication in fund raising; grant proposal writing; researching funding sources; evaluation plan; grants management and special problems.
7. Karsh,E. and Fox, A.(2003). The Only Grant Writing Book You'll Ever Need. Carroll and Graf Publishers: New York.
Russo, Henry (1996). Rosso on Fundraising: Lessons from a Master's Lifetime Experience. San Francisco: Jossey-Bass.

Course Abstracts

Elective Courses:

1. **PADM 7335**, Urban Management, 3 semester credit hours
2. Sink
3. **Prerequisites:** None
4. **Course Objectives:**
 - Demonstrate knowledge of city and county governments, especially as it relates to organizational structure in a democratic, political environment
 - Understand and use various management skills that relate to employees
 - Demonstrate technical skills that relate to revenues and budgets
 - Utilize various analytical techniques that relate to policy analysis, formulation, implementation and evaluation.
5. **Course Description:**

Cities represent some of the greatest challenges and opportunities for public administrators. Given the myriad demands of a densely situated, heterogeneous, and creative population, urban administrators must balance the constraints of often-inadequate resources, the need for efficiency, and the necessity of managing effective and equitable programs and services. This course focuses on the administration of urban governments (both cities and counties) and to a lesser but important extent non-profit agencies within the context of intergovernmental relations, democratic institutions and practices, high public expectations, and inevitable change.
6. **Major Topics:**

Defining contexts of urban management, cities in the intergovernmental context, governmental structure, social and cultural frames, economic dependency and development, civic engagement and community power, urban policymaking, program analysis, decision-making, and evaluation, management and leadership in cities, finance and budget, human resource management, urban service delivery.
7. **Texts:**
 - Morgan, David R. and England, Robert E. *Managing Urban America*, 5th ed.
 - handouts and library readings

Course Abstracts

Elective Courses:

1. **PADM 7336- NP**, Managing the Not-for-Profit Sector, 3 semester credit hours
2. Robertson
3. **Prerequisites:** None
4. **Course Objectives:**
Introduce students to the management and leadership knowledge components of the nonprofit sector
Enhance students' skills in leading and managing nonprofit organizations of various sizes and types
Analyzing student's capacities to work effectively in the increasingly networked arena of the nonprofit sector
Prepare students for careers in nonprofit management and leadership
5. **Course Description:**
As the first course in the Graduate Certificate in Nonprofit Management, this course is designed to involve students in understanding the nature of the Nonprofit Sector, its particular challenges (especially against the other two sectors), and the management knowledge, skills and abilities to succeed in the field. Additional courses in the certificate will challenge students to more in-depth analysis of various sub-components of Nonprofit Management. This course will challenge the participant to explore the skills necessary across the sector, as well as to the application to particular specialized policy areas of the field.
6. **Major Topics:**
Non profits – background and conceptual issues; leadership roles and organizational mission; board management; managing volunteers; planning, evaluation and budgeting; entrepreneurial management and fundraising
7. **Texts:**
Salamon, Lester, *America's Nonprofit Sector, A Primer*, 2nd ed, 1999
Wolf, Thomas, *Managing a Nonprofit Organization in the 21st Century*, 1999
Smith and Associates, *The Complete Guide to Nonprofit Management*, 2nd ed. 2000

Course Abstracts

Elective Courses:

1. **PADM 7337**, Public Organizational Change & Development, 3 semester credit hours.
2. Stevenson
3. Prerequisites: None
4. **Course Objectives:**
MPA program goals are to develop graduate students as competent public and nonprofit administrators: one who is politically sophisticated, technically competent, well rounded in conceptual and theoretical knowledgeable in the field of public administration, and cognizant of public service values and professionals ethics.
5. **Course Description:**
Organization Change and Development (OD) is dedicated to improving organizations and the people in them through the application of behavioral science theories and techniques to practical administrative problems. At the completion of this course, students are expected to demonstrate a working knowledge of organizational change and development and what is needed to effectively implement and manage a change process. The purpose of OD interventions is to promote learning and change.
6. **Major Topics:** Theories, concepts, emphasis on application to practical administrative problems. What is organization development? Change when? Change what? Change how? Getting started. Using Stream Analysis.
7. **Texts:**
Porras (1987). Stream Analysis: A Powerful Way to Diagnose and Manage Organizational Change.
French & Bell, (1999), Organization Development: Behavioral Science Interventions for Organization Improvement, 6th ed.
Selected Readings:

Course Abstracts

Elective Courses:

1. PADM 7338 Public Personnel Problems and Issues, 3 semester credit hours
2. Jordan
3. **Prerequisites:** none
4. **Course Objectives:**
The objectives of the MPA program are for students to demonstrate knowledge about public organizations, public policy, professional ethics; a working knowledge of best practices in performing managerial and technical tasks; and quantitative, analytical, and diagnostic capabilities. At the end of this course students should have basic knowledge of the evaluation, disciplinary, recruitment, and development processes; working knowledge of workforce analysis and labor planning; and develop managerial decision making and problem solving skills regarding labor relations. Student participation in exercises and case studies will aid the development of professional skills.
5. **Course description:** Topical problems and issues from operational, theoretical perspectives; emphasis on political, legal, economic, social, environmental forces that shape the human resource function in public agencies. The objective of Public Personnel Issues addresses current and specific public human resource issues faced by departmental managers and human resource professionals. Public human resource management is the administration of and policymaking for people and positions in the public sector and is critical to the successful implementation of government programs.
6. **Major topics covered:** Major topics include ethical and effective interviewing, performance evaluation, and disciplinary procedures. Other topics include conducting job audits and volunteer management.
7. **Textbooks and readings:**
Freys, Siegrun Fox, (ed.) 1999. *Human Resource Management in Local Government: An Essential Guide*. ICMA
Articles
Students are required to find and have approved 1 article for each unit for class discussion.

Course Abstracts

Elective Courses:

1. **PADM 7339, State Administration and Reform, 3 semester credit hours**

2. **Robertson**

3. **Prerequisites: None**

4. **Course Objectives:**

Describe state government and its particular role in effective government

Compare state government with national and local governments

Examine how changes and reforms are altering the role of state government today.

Identify specialized needs of managing and reforming state government from a comparative framework; emphasis on Arkansas

Examine Arkansas' "fit" into current and changing roles of state government.

5. **Course Description:** In an age of increasing governmental complexity, more attention needs to be addressed to the arena of state government. Public Administration as a field still looks to state government as the "in between" arena with much of the research and analysis focusing on national and local governments. This course will concentrate on state government and its particular role in effective government as we move toward the 21st century.

6. **Major Topics:**

Critical Challenges to Public Service; Leadership; Institutional Controls; Workforce Issues; Personnel System Reform; Staffing; Compensation & Diversity; and Policy Challenges.

7. **Texts:**

Frank Thompson (ed), Revitalizing State and Local Public Service, 1993.

Blair, Arkansas Politics and Government: Do the People Rule?, Nebraska Press, 1988.

Various copied articles from Governing magazine

Course Abstracts

Elective Courses:

1. PADM 7340, Ethics in Public Administration, 3 semester credit hours
2. M. Jordan
3. **Prerequisites:** none
4. **Course objectives:** The objectives of the MPA program are for students to demonstrate knowledge about public organizations, public policy, professional ethics; a working knowledge of best practices in performing managerial and technical tasks; and quantitative, analytical, and diagnostic capabilities. By the end of the course, students should be able to demonstrate knowledge of ethical theories and approaches as well as the ASPA code of ethics; a working knowledge of ethical decision making process and ethical management; and the skill to conduct an ethical analysis of an organization.
5. **Course description:** Public managers today face increasingly complex ethical dilemmas, often having to weigh personal and professional values against current public opinion and the law. This course examines some of these inherent conflicts through the use of case studies to help provide a framework and process for resolving ethical issues in the public sector.
6. **Major topics covered:** Topics include individual responsibility, ethics and the constitution, and creating an ethical environment.
7. **Textbooks and readings:**
Rohr, John A. 1999. *Public Service, Ethics and Constitutional Practice*.
Lewis, Carol W. and Stuart C. Gilman. 2005. *The Ethics Challenge in Public Service: A Problem Solving Guide*.
Cooper, Terry L. 1998. *The Responsible Administrator: An Approach to Ethics for the Administrative Role*.

Course Abstracts

Elective Courses:

1. **PADM 7341**, Managing Public Disputes, 3 semester credit hours
2. Ruth Craw
3. **Prerequisites:** None
4. **Course Objectives:**

The student who completes the course should be competent to:

 - Understand and use basic communication/conflict resolution techniques
 - Understand the basic tools for conflict management and resolution, with particular emphasis on interest-based negotiation
 - Understand the characteristics of conflicts in political environments
 - Relate public conflict resolution processes to political and governmental processes
 - Be familiar with the ways in which collaborative problem solving and conflict resolution are used to address public conflicts
 - Assess disputes to determine whether a collaborative process is appropriate
 - Understand the steps of collaborative problem solving
 - Understand the elements of managing the dispute resolution process, including holding productive meetings of large and diverse groups, managing activities between meetings, involving constituents, informing the public, and working with the media
 - Link collaborative agreements with formal decision making processes
5. **Course Description:**

The graduate-level course teaches knowledge and skills necessary for effective management of multi-party public issue disputes.

The course examines principles for managing conflict in public sector; explores effective methods for analyzing and framing multi-party conflicts; and provides step-by-step procedures for collaborative problem solving. The course will appeal to public sector managers, managers of nonprofit or private organizations, dispute resolution professionals, and others who have an interest in resolving contentious issues where government is involved.

Note: the course requires participation in role-plays and in-class small group exercises as well as active participation in class discussion
6. **Major Topics:**

Conflicts and disputes in political environments; public dispute resolution processes; consensus building; tools for conflict management and resolution;

interest-based negotiation; collaborative problem solving; conducting productive meetings; link informal agreements with formal decision making processes.

7. **Texts:**

Carpenter, Susan L. and W.J.D. Kennedy. *Managing Public Disputes*. San Francisco: Jossey-Bass, 2001 (originally published in 1988.)

Arthur, Jim, Christine Carlson, and Lee Moore. *A Practical Guide to Consensus*. The Policy Consensus Initiative, 1999.

Fisher, Roger, William Ury, and Bruce Patton (editor). *Getting to Yes*. Penguin Books, 1991 (originally published in 1981.)

Course Abstracts

Elective Courses:

1. **PADM 7342**, Public Revenue Management, 3 semester credit hours
2. Jordan
3. **Prerequisites:** none
4. **Course objectives:** At the end of this course students should have knowledge of cash management, revenue collection, and internal controls systems; working knowledge of accounting fundamentals and financial analysis; and develop decision making skills regarding relevant financial data. Through practical exercises, students will increase their understanding of managing public funds and obtain the skills to analyze financial statements for decision making.
5. **Course description:** The purpose of this course is to expand the student's knowledge of managing public revenue. By focusing on the manager's perspective, this course will bridge the gap between accountants and public managers with no accounting experience.
6. **Major topics covered:** Topic areas covered include cash management, internal control, revenue collection, audit, ethics, accounting, financial statements, and financial analysis.
7. **Textbooks and readings:**
Steven A. Finkler, 2005. *Financial Management: for Public, Health, and Not-for-Profit Organizations, 2nd Edition.*
Articles:
Denison, Dwight V. Spring 2002. How Conservative are municipal investment practices in large U.S. cities? *Municipal Finance Journal*
various authors] *Public Budgeting and Finance*, 21(3) Fall 2001. Special issue on GASB Statement No. 34. pages 1-87. (6 articles)

Course Abstracts

Elective Courses:

1. **PADM 7343**, Organizational Partnerships and Collaboration, 3 semester credit hours.
2. Sink
3. **Prerequisites:** None
4. **Course objectives:**
 - describe the need for inter-organizational collaboration as a technique or strategy to promote problem-solving
 - identify and explain obstacles to multi-sector collaboration
 - differentiate between collaboration and collaborative advantage
 - design community partnerships using an appropriate, workable strategy checklist
 - discuss the roles that trust, leadership, and planning play in community-based collaboration.
5. **Course Description:** This course is designed for the advanced graduate student in public administration who has completed the organization theory course and who has an understanding of the dynamics of organizational environments, external stakeholders, and the need for and obstacles to inter-organizational collaboration. Upon successful completion of the course, the student will understand and be able to apply concepts related to collaborative advantage, coalition-building, community networks, urban policymaking and service delivery, multi-sector collaborations, trust and leadership in collaborations, and partnerships.
6. **Major Topics:** Inter-organizational collaboration; leadership; trust; community planning; community partnerships.
7. **Texts:**

Agranoff, Robert and McGuire, Michael. (A/M). *Collaborative Public Management: New Strategies for Local Governments*. Georgetown University Press, 2003.

Linden, Russell M. (L). *Working Across Boundaries*. Jossey-Bass, 2002

Course Abstracts

Elective Courses:

1. **PADM 7345**, Urban Management and Community Change, 3 credits
2. Sink, Moore
3. **Prerequisites:** none
4. **Course Objectives:** At the conclusion of this course, the student should be able to explain the administrative and policy makeup of topics related to community development, such as, federal policy, community power, community development corporations, public safety and security, education, housing. Further, the student should understand the role of the public administrator in affecting these issues.
5. **Course Description:** This advanced course in urban management gives students an opportunity to explore administrative, policy and political issues related to the management of local governments. Of particular interest this semester is the study of community development. The course takes a seminar format in which students are expected to participate actively in class discussions.
6. **Major topics covered:** The concept and substance of community development, community power: access to power and resources, community development corporations, a sense of community, disorder, and security concerns, economics of low and moderate income housing, the role of the school in neighborhoods, urban labor markets, business development, community and empowerment zones, public transit.
7. **Text:**
Ferguson, Ronald F. and Dickens, William T. Eds. *Urban Problems and Community Development*. Washington, D.C.: Brookings, 1999.

Course Abstracts

Elective Courses:

1. **PADM 7353 Seminar in Intergovernmental Management**, 3 credit hours

2. Guffey

3. **Prerequisites:** None

4. **Course Objectives:**

Students will know the basic concepts and terminology of intergovernmental relations. (Knowledge)

Students will be able to apply appropriate intergovernmental management techniques. (Skills and Abilities)

5. **Course Description:**

This course is an MPA elective, and is designed to introduce students to the topic of intergovernmental relations. Due to the nature of our federalist system, almost every public policy in the United States exhibits decision-making across multiple governments. Relationships can be formal or informal. They may be across like governments (horizontal) or involve the devolution of power from the federal government to state or local governments (vertical). Intergovernmental relationships may even encompass partnerships with the public and private sector (intergovernmental management). Ultimately, few public officials are free of the constraints created by our federalist system. Most are required to deal with the complex nature of our intergovernmental system in their everyday work environment. Thus, this course mixes both the theory and practice of intergovernmental management/relations.

6. **Major Topics**

- A. Introduction to the Course, Concepts, and Context
 - Case Study Method
- B. Federalism and Intergovernmental Relations
- C. Intergovernmental politics
- D. Fiscal Federalism
- E. National-State Relations/New Federalism/Devolution
- F. Devolution and Mandates
- G. Federal Mandates/Unfunded Mandates Reform Act
- H. Interstate relations/Intergovernmental Management
- I. State-Local Relations
- J. National-Local Relations
- K. Interlocal Relations/Reducing the Price of Federalism
- L. City-County Consolidation, Functional and Structural

7. Texts:

O'Toole, Laurence. 2002. *American Intergovernmental Relations: Foundations, Perspectives, and Issues*.

Peterson, Paul. 1995. *The Price of Federalism*.

Posner, Paul. 1998. *The Politics of Unfunded Mandates: Whither Federalism?*

Seven Kennedy Case Studies. Available online at:
<http://www.ksgcase.harvard.edu/search.asp>.

Course Abstracts

Elective Courses:

1. **PADM 7380**, Public Program Evaluation, 3.0 semester credit hours
2. Coker
3. **Prerequisite:** PADM 7315 (Methods in Public Administration)
4. **Course Objectives:**
 - To learn to conduct public program evaluation.
 - Define a program evaluation problem in analyzable terms
 - Design a program evaluation based on sound research methodology
 - Conduct a program evaluation using sound research methodology and appropriate analytical techniques
 - Report findings from the evaluation in terms meaningful to the client, director, or other audience
 - To incorporate sound research methodology into program evaluation.
 - To develop professional written communication skills for analysis-based recommendations on public administration, policy, and program problems.
5. **Course Description:**

This course covers the major principles and processes of public (and non-profit) program evaluation. Readings, class discussions, and experienced-based course projects lead students from defining a public or non-profit program evaluation need in analyzable terms to reporting meaningful and useful findings. In order to do so, students learn to design a program evaluation based on sound research methodology. They also learn to develop meaningful evaluative criteria – with specific definitions of the criteria’s measures – that reflect the programs goals and objectives. In order to design and carry out the evaluation, students apply appropriate methods and techniques – some reviewed from PADM7315, Methods in Public Administration, and others introduced in this course, such as additional statistics, cost-benefit analysis, or cost-effectiveness analysis. Students produce a professional report on their project.
6. **Major topics covered**
 - I. Introduction to Program Evaluation
 - Introduction and Purpose of Program Evaluation
 - Types of Program Evaluations
 - Types of Programs and Appropriate Evaluations
 - Purpose of Program Evaluation
 - Roles of Evaluators
 - Group Project Assignment
 - II. Planning an Evaluation; Setting Goals; Selecting Criteria
 - Different Evaluation Models

- Steps to Planning a Program Evaluation
 - Developing Goals and Objectives
 - Selecting Evaluation Criteria
 - Comparison of Outcomes to Goals

- III. Developing Measures
 - Determining Necessary Concepts -- and Their Measures -- to Include in the Evaluation
 - Definitions of Measures
 - Types and Sources of Data: Secondary, Surveys, Interviews
 - Use of Multiple Variables, Indices, Scales

- IV. Ethics in Research and Program Evaluation
 - Ethics in Treatment of “Human Subjects”, or People Providing Data
 - Ethics in Responsibility to Client, Director, or Other Audience or Stakeholders
 - Ethics in Accuracy, Validity, and Reliability of Research Performed and of Reporting

- V. The Assessment of Need
 - Defining Need
 - Sources of Information
 - Pitfalls

- VI. Monitoring the Operation of Programs
 - Monitoring as a Means of Evaluation
 - Sources of Information: Information Systems, Program Records
 - Pitfalls

- VII. Single-Group, Non-experimental Outcome Evaluations
 - Overview of Research Designs: Types, Validity
 - Experimental Research Design / Program Evaluation
 - Single-Group (Design Without Non-Equivalent Comparison Group)
 - Pre-Test, Post-Test; Post-Test Only

- VIII. Quasi-Experimental Approaches to Outcome Evaluation
 - Research Design Elements
 - Research Design Validity
 - Choice of Statistics and Other Techniques

- IX. Quantitative Program Evaluation
 - Statistics in Program Evaluation
 - Other Quantitative Techniques
 - Introduction to Cost-Benefit Analysis

- X. Cost-Benefit Analysis and Program Evaluation
 - Cost-Benefit Analysis

Cost-Effectiveness Analysis
Technical Issues in Cost-Benefit and Cost-Effectiveness Analyses

- XI. Qualitative Program Evaluation
Types of Qualitative Methods & Techniques
Case Study Research
- XII. Reporting Program Evaluation; Dealing with Obstacles
Contents of Program Evaluation Report
Presentation of a Program Evaluation

7. Texts:

Required Books

Posavac, Emil J. and Raymond G. Carey. (2003). *Program Evaluation: Methods and Case Studies*. Upper Saddle River, NJ: Prentice Hall.

Recommended Readings/Review

Meier, Kenneth J.; Brudney, Jeffrey L.; and Bohte, John. (2006). *Applied Statistics for Public and Nonprofit Administration*, 6th ed. Belmont, CA: Thomson Wadsworth.

Yin, Robert K. (2003). *Case Study Research: Design and Methods*. Thousand Oaks, Ca: Sage Publications, Inc.

Course Abstracts

Elective Courses:

1. PADM 7385 Seminar in Public Policy, 3 credit hours

2. Guffey

3. **Prerequisites:** None

4. **Course Objectives:**

Students who complete this course should be able to demonstrate substantive knowledge about public policy and the political process, as well as the ethical dilemmas associated with making public policy. Through the assignments, students should be able to demonstrate appropriate research skills, and written and oral communication skills.

5. **Course Description:**

This course is designed to provide a framework for understanding the fundamentals of the policymaking process. The focus of the course is on the structural and institutional context of the policy process in American governments, the stages of the policymaking process, ethical dilemmas of associated with making public policy, and selected policy issues facing American governments (national, state, and local).

6. **Major topics covered:**

The Party Line—Traditional thought on the policymaking process (Anderson)
The Alternative View—Policy-making by Elites
Ethics of Public Policy-making
Substantive Issues in Public Policy

7. **Texts:**

James E. Anderson, Public Policymaking, 6th edition.

Cochran, Mayer, Carr and Cayer, American Public Policy: An Introduction, 7th edition.

Thomas R. Dye, Top Down Policymaking.

Supplemental Material on ethics from Peters, American Public Policy and Stone, Policy Paradox and Political Reason

Course Abstracts

Elective Courses:

1. PADM 7393, Administrative Law, 3 semester credit hours
2. Daugherty
3. Prerequisites: None
4. **Course Objectives:**
 - Examine the legal aspects of the administrative process
 - Identify the effect of legal principles, process on administrative decision making
 - Examine the emphasis on limitation of administrative discretion and judicial review of administrative decisions
 - Explore critical issues that public managers face on a day-to-day basis I administrative law
 - Examine relevant case law
5. **Course Description:**

We live in an administrative state, subject constantly to the influence of governmental organizations. Public managers are continually faced with political pressures, restrictive administrative procedures and elaborate accountability requirements. The course examines the legal aspects of the administrative process, administrative rule making and administrative discretion. The course explores critical issues public managers face on a day-to-day basis in administrative law. Knowledge emphasizes not only relevant case law for public managers, but also knowledge of the linkage of that law to human resource management issues facing the manager.
6. **Major Topics:**

Rule making process; rule making procedures; rules as part of the agency policymaking process; control of agencies; freedom of information, judicial review; remedies and reviewability; standing.
7. **Texts:**

Asimow, Bonfield, and Levin (1998). State and Federal Administrative Law, 2nd edition.

