

## APPROVAL PAGE

**Proposal Title:** Creation of a Bachelor of Arts in Public Administration

**College:** Liberal Arts      **Department:** Political Science and Public Administration

**DEPARTMENT CHAIR-** Jose Villalobos

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I have read the enclosed proposal and approve this proposal on behalf of the department.



**Signature**

10-6-2025

**Date**

**COLLEGE CURRICULUM COMMITTEE CHAIR –** Selfa Chew-Melendez

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I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

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**Signature**

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**Date**

**COLLEGE DEAN –** Anadeli Bencomo

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I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

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**Signature**

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**Date**

# CURRICULUM CHANGE MEMO

Date: August 17, 2025

From: Eric J. Boyer, MPA Program Director



Through: Jose Villalobos, Chair of Political Science and Public Administration



Through: Anadeli Bencomo, Dean of Liberal Arts

To: Selfa Chew-Melendez, Chair of LACC

Proposal Title: Creation of Bachelor of Arts in Public Administration

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Select the proposal content (select as many as apply) and provide the rationale.

## Content

☒ New program or ☐ Program Change

☒ Bachelor's

☐ Master's

☐ Doctoral/Professional

☐ Certificate

☐ Fast Track

☐ Minor

☐ Concentration/Track

☐ New Course

☐ Closure (program, certificate, minor, concentration)

☐ Change

☐ CIP Code

☐ Program/certificate SCH

☐ Course Title

☐ Course Description

☐ Graduate Program Admission Requirements

## Rationale

A bachelor's degree in public administration will prove critical for the Paso del Norte region—comprised of El Paso, Las Cruces, and Ciudad Juárez—because it equips graduates with skills in management, financial management and budgeting, innovation and decision-making, and public service motivation. The local workforce has substantial opportunities in both government and

nonprofit sectors. Public administration already accounts for more than 12,000 jobs in El Paso County (3.8% of total employment), while the nonprofit sector includes nearly 1,930 registered nonprofit organizations that collectively employ about 18,600 people, representing almost 6% of the county's workforce. Graduates of a public administration program would be well prepared for careers in city and county governments, nonprofit organizations, regional planning entities, and binational institutions, meeting the demand for professionals who can manage resources effectively and advance the region's capacity to serve diverse community needs.

## NEW BACHELOR'S OR MASTER'S LESS THAN 50% NEW CONTENT

Effective June 1, 2023, an online planning notification form must be submitted for academic associate, bachelor's, master's, doctoral and professional degrees prior to submission of the full degree program proposal ([TAC 2.41](#)).

- Planning notification for all **doctoral and professional** programs must be submitted **one year** prior to submission of the full proposal ([TAC 2.143](#)).
- Multidisciplinary, applied, and embedded associate degrees are exempt from the planning notification requirement.

**Institution:** The University of Texas at El Paso

**Proposed Degree Program Effective Date:** August, 2026

**Degree Level:** Bachelor's

**Proposed Degree Designation Abbreviation (e.g. MA):** BA

**Proposed Degree Designation Description (e.g. Master of Arts):**

**Proposed Degree Program Title:** Bachelor of Arts in Public Administration

**Proposed CIP Code:** [Texas CIP codes](#) (*THECB no longer accepts CIP codes that end in '99'*) 44.0401

**CIP Code Name:** Public Administration

--If the CIP code selected is outside the norm for the discipline, please provide a brief justification:

**Administrative Unit** (e.g. Department of Biology): Department of Political Science and Public Administration

**Proposed SCH Required:** 120

--If the proposed program exceeds the maximum SCH allowed for the specified degree level (e.g. 120 SCH for a bachelor's degree), please indicate the rationale:

--If the institution has an existing degree program with the same CIP code and degree designation, provide a brief description of how this degree program is distinct (use the institution's program inventory for reference, if needed).

How many *new* courses will be developed for the program? 5

Estimated *new* faculty or instructor FTE required to support the program in the first 5 years? 0

Note: The two questions above are meant to be initial indicators of how much new content is being developed for the new program. THECB staff understand that new courses may not necessarily indicate *new content* and will follow up with institutions if there are additional questions.

Does the program include any *new* degrees or certificates not yet submitted **that are fully embedded** within the degree program not yet approved for delivery? ☐ Yes ☒ No

*If yes,*

Degree or certificate: ☐ Degree ☐ Certificate

Degree/Certificate Title: Bachelor of Arts in Public Administration

Degree/Certificate Designation:

SCH Required:

CIP Code:

Proposed effective date:

### **Modality**

Please identify the modalities in which a student will be able to **fully complete** the program (select all that apply):

Note: Refer to the approved [distance education definitions](#)

☒ In-person

☒ Hybrid

☐ 100% Online

*If modality = in-person or hybrid delivery*

Will more than 50% of the program's instruction take place at an off-campus location? ☐ Yes ☒ No

*If yes,*

Name of off-campus location:

Address of off-campus location:

Planned funding model for the first 5 years of the program:

☒ Formula-funded

☐ Self-supported

☐ Other (please describe)

### **Texas Direct Fields of Study (Bachelor's degrees only)**

If the proposed CIP code for the bachelor's degree program aligns with one of the approved Texas Direct Fields of Study, please provide the Directed Electives courses accepted for the Texas Direct degree.

### **Required Attachments:**

- Full Curriculum
- Recommended Course Sequence (UG only)
- Catalog Copy (Provide detailed description of degree requirements such as total number of SCH, minimum GPA, major projects, practicums, etc. as applicable)
- Admission Requirements (Graduate only)
- Marketable Skills (UG only)
- Field of Study Directed Electives (If applicable)

### **Proposal Contact:**

**Name:** Eric J. Boyer  
**Email:** [ejboyer@utep.edu](mailto:ejboyer@utep.edu)  
**Phone:** 915-747-6145

# ATTACHMENTS

## Curriculum for New Programs

Degree Plan for Bachelor of Arts in Public Administration  
Required Credits 120

Use template below to create program degree plan

<b>Section Heading : Designated Core (from University Core)</b>		
Subheading: 'Required' or 'Select X (hours or courses) from the list below'		
Required		
Course prefix and number	Course name	Course SCH
MATH 1320	Math for Social Sciences I	3
ECON 2304	Principles of Microeconomics	3
<b>Section Heading: Bachelor of Arts in Public Administration Required Core</b>		
Subheading: 'Required' or 'Select X (hours or courses) from the list below'		
Required		
Course prefix and number	Course name	Course SCH
PAD xxxx	Writing for Public Administration	3
PAD xxxx	Intro to Public Service Motivation	3
PAD xxxx	Intro to Public and Nonprofit Management	3
PAD xxxx	Public Budgeting & Financial Management	3
PAD xxxx	Innovation and Decision-Making	3
POLS 3350	Intro to Public Administration	3
POLS 3300	Research in Political Science	3
COMM 3323	Comm & Org Leadership	3
<b>Section Heading: Bachelor of Arts in Public Administration Variable Core</b>		
Subheading: 'Required' or 'Select X (hours or courses) from the list below'		
Choose four (12 SCH Total)		
Course prefix and number	Course name	Course SCH
POLS 3351	The Public Policy Process	3
POLS 3353	State and Local Administration	3
POLS 3354	Internship	3
POLS 4356	Non-Profit Organizations	3
POLS 4357	Leadership/Civic Participation	3
POLS 4358	Special Topics in Public Admin	3
POLS 4359	Urban Planning	3
<b>Section Heading: Select a Minor</b>		
Subheading: 'Required' or 'Select X (hours or courses) from the list below'		
Course prefix and number	Course name	Course SCH


Open Electives  
Select additional hours to complete a total of one hundred twenty hours

# Course Sequencing Template

## Undergraduate Only

<b>Semester 1</b>		
Course Prefix & Number	Course Name	Course SCH
<b>Course Prefix &amp; Number</b>	<b>Course Name</b>	<b>Course SCH</b>
RWS 1301	Rhetoric & Composition I (Core)	3
HIST 1301	History of the U.S. to 1865 (Core)	3
MATH 1320	Math for Social Sciences I (Designated Core)	3
Core	Social & Behavioral Sciences (non-Econ)	3
UNICV 1301	Seminar/Critical Inquiry	3
<b>Semester 2</b>		
Course Prefix & Number	Course Name	Course SCH
RWS 1302	Rhetoric & Composition II (Core)	3
HIST 1302	History of the U.S. since 1865 (Core)	3
ECON 2304	Principles of Microeconomics (Designated Core)	3
Core	Creative Arts Core	3
Core	Language, Philosophy & Culture (core)	3
<b>Semester 3</b>		
Course Prefix & Number	Course Name	Course SCH
POLS 2310	Introduction to Politics (Core)	3
Core	Life and Physical Sciences	3
COMM 1321	Public Speaking or equivalent (Core Option)	3
	Minor or elective course	3
	Elective (free or minor)	3
<b>Semester 4</b>		
Course Prefix & Number	Course Name	Course SCH
POLS 2311	American Government & Politics	3
	Life & Physical Sciences	3
	Minor Course	3
	Minor Course	3
	Elective (free or minor)	3
<b>Semester 5</b>		
Course Prefix & Number	Course Name	Course SCH
PAD xxxx	Writing for Public Administration	3
PAD xxxx	Intro to Public Service Motivation	3
POLS 3350	Intro to Public Administration	3
	Course for Minor	3
	Elective (free or minor)	3
<b>Semester 6</b>		
Course Prefix & Number	Course Name	Course SCH
PAD xxxx	Intro to Public and Nonprofit Management	3
PAD xxxx	Public Budgeting & Financial Management	3
POLS 3600	Research in Political Science	3
	Minor course	3
	Elective	3



<b>Semester 7</b>		
Course Prefix & Number	Course Name	Course SCH
PAD xxxx	Innovation & Decision-Making	3
COMM 3323	Communication & Organizational Leadership	3
POLS 4356	Non-Profit Organizations (Elective Option)	3
POLS 3351	The Public Policy Process	3
	Minor course	3
<b>Semester 8</b>		
Course Prefix & Number	Course Name	Course SCH
POLS 4359	Urban Planning	3
	Minor Course	
	Elective (free)	
	Elective (free)	
	Elective (free)	
<b>TOTAL HOURS</b>		120

## Catalog Copy

### Program Name-

Bachelor of Arts in Public Administration

Program Description- Describe the program and the educational objectives

### ***Bachelor of Arts in Public Administration***

The Bachelor of Arts in Public Administration prepares students to become effective and ethical leaders in government, nonprofit, and community organizations. The program provides a strong foundation in management, financial management and budgeting, innovation and decision-making, and public service motivation, equipping graduates with the skills needed to navigate complex organizational environments and to serve the public interest.

Students gain a comprehensive understanding of how public organizations function and how resources are managed responsibly. Training in financial management and public budgeting ensures that graduates can analyze revenues and expenditures, evaluate programs, and design strategies for fiscal accountability. Courses in management and organizational leadership develop competencies in supervising teams, managing change, and aligning operations with democratic values and institutional goals. The curriculum also emphasizes innovation and decision-making, teaching students to apply data-driven analysis, creative problem-solving, and strategic planning to address real-world challenges. Finally, a distinctive feature of the program is its focus on public service motivation, cultivating ethical awareness and a commitment to advancing equity, accountability, and community well-being.

Experiential learning is embedded throughout the program. Students complete internships or applied capstones with local governments, nonprofits, or agencies, allowing them to put classroom learning into practice. Elective pathways—such as nonprofit leadership, urban administration, or emergency management—offer opportunities for specialization.

Graduates are prepared for careers as program managers, budget and policy analysts, community engagement coordinators, nonprofit leaders, and administrative professionals across the public and nonprofit sectors. They also gain the foundation needed for advanced study in public administration, law, or related fields.

Graduates of the BA in PA will be able to:

- **Management & Leadership**
  - Apply organizational theory and public management practices.
  - Lead and motivate teams while managing change and fostering innovation.
- **Financial Management & Budgeting**
  - Interpret and analyze public budgets and financial reports.
  - Develop and manage budgets that ensure accountability and align with policy priorities.
- **Innovation & Decision-Making**
  - Use data and evidence to inform administrative and policy decisions.
  - Design and evaluate innovative solutions to public sector challenges.
- **Public Service Motivation & Ethics**
  - Demonstrate commitment to equity, transparency, and accountability.
  - Recognize and resolve ethical dilemmas in public service.

- **Communication & Professional Skills**

- Communicate clearly with diverse stakeholders in written, oral, and digital formats.
- Collaborate effectively across organizational and community contexts.

Admission Requirements (Graduate programs only)- Give a detailed description of admission requirements such as minimum GPA, letters of recommendation, writing samples, test scores, etc.

Marketable Skills (UG only)- List the skills, with some detail, students will gain from completing the program. When appropriate include EDGE strengths.

- **Management and Leadership** – Ability to supervise teams, coordinate projects, manage organizational change, and motivate employees in diverse workplace settings.
- **Financial Management and Budgeting** – Proficiency in preparing, analyzing, and managing budgets; ensuring fiscal accountability; and aligning resources with policy priorities and organizational goals.
- **Decision-Making and Problem-Solving** – Capacity to evaluate evidence, use data to guide policy and administrative choices, and develop innovative solutions to complex public sector challenges.
- **Policy and Program Analysis** – Skills in evaluating the effectiveness of public programs, assessing community needs, and applying evidence-based methods to improve outcomes.
- **Ethics and Public Service Motivation** – Commitment to equity, transparency, accountability, and professional integrity in serving the public interest.
- **Communication** – Strong written, oral, and digital communication skills for working with diverse stakeholders, presenting policy recommendations, and preparing reports.

Degree Requirements- Give a detailed description of degree requirements such as total number of SCH, minimum GPA, major projects, practicums, etc.  
SCH: 120, minimum GPA: 3.0

Sample four-year plan (UG only) – provide a semester-by-semester degree plan

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Political Science and Public Administration

Effective Term : Fall 2026

Rationale for adding the course:

Based on an existing course in UTEP's Master of Public Administration, this course will equip undergraduate students with skills in public sector innovation, which will attract students and improve their employability.

All fields below are required

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Subject Prefix and # PAD

Title (29 characters or fewer): Writing for Public Administration

Dept. Administrative Code : PAD xxxx

[CIP Code](#) 44.04

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☒ Online ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade N

- How many times may course be repeated to satisfy minimum grade requirement? 2

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course develops professional writing skills for public and nonprofit administration. Students practice writing memos, proposals, reports, and public documents with clarity and precision. Emphasis is placed on understanding purpose and audience, revising work through feedback, and building a portfolio that demonstrates growth and competency in administrative communication.

Professional writing, public administration, memo writing

Contact Hours (per week):    x Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> A    Lecture | <input type="checkbox"/> H    Thesis                              |
| <input type="checkbox"/> B    Laboratory         | <input type="checkbox"/> I    Dissertation                        |
| <input type="checkbox"/> C    Practicum          | <input type="checkbox"/> K    Lecture/Lab Combined                |
| <input type="checkbox"/> D    Seminar            | <input type="checkbox"/> O    Discussion or Review (Study Skills) |
| <input type="checkbox"/> E    Independent Study  | <input type="checkbox"/> P    Specialized Instruction             |
| <input type="checkbox"/> F    Private Lesson     | <input type="checkbox"/> Q    Student Teaching                    |

### Fields below if applicable

---

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):	Equivalent Course(s):

<b>Restrictions:</b>	
<b>Classification</b>	
<b>Major</b>	<b>UG Public Administration</b>

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

Course Number: PAD xxxx

Semester: TBA

CRN: TBA

Course Title: Writing for Public Administration

Instructor: Dr. Esther Han

Office Hours: TBA

### **Course Introduction:**

This course is designed to strengthen and advance your professional writing abilities, with a particular focus on the types of documents and communication you will encounter in public and nonprofit administration. Writing in these fields requires clarity, precision, and adaptability across multiple audiences, from internal memos that guide staff and inform organizational decision-making to public-facing documents that communicate with community partners, funders, and citizens. Throughout the semester, you will learn how effective writing supports transparency, accountability, and leadership in public and nonprofit organizations.

You will begin the course by assessing your current strengths and weaknesses as a writer, identifying specific areas for growth, and developing a toolkit of resources to support your continued improvement. Building on this foundation, you will study and practice a variety of genres central to administrative work, including memos, proposals, analytical reports, funding requests, press releases, social media communications, and academic style writing for conferences or journals. Special attention will be given to understanding the purpose, audience, and context of each type of writing, and how these documents function as tools for decision-making, organizational performance, and community engagement.

The culmination of the course is a comprehensive writing portfolio. This portfolio will include a reflective cover letter, several polished writing samples from different genres, and short explanations of the choices you made in each piece. The portfolio will serve both as a demonstration of your growth as a writer and as a professional resource that highlights your ability to communicate effectively in public and nonprofit administration.

### **Learning Objectives**

- Develop proficiency in multiple domains of professional writing, including memos, proposals, reports, and public-facing documents.
- Use feedback and self-reflection to revise and improve written work.
- Locate, evaluate, and use information from scholarly and credible sources in professional writing.
- Produce a polished writing portfolio that demonstrates growth and competency.

### **Course Format:**

Recognizing that students have different learning and working styles, this course will utilize a variety of learning and teaching formats. We will use lectures, discussions, case studies, examples from current events, examples from students' own personal professional experiences, and written assignments. The professor will utilize the UTEP *Blackboard* system to distribute class materials. If any student engages in behavior that is seen to be disruptive, condescending or inappropriate, the professor may remove significant credit for participation.

Students are responsible for maintaining access to the blackboard site for this course and their UTEP email accounts. Students are responsible for keeping up to date on email communication from the professor and fellow members of the class through their UTEP email accounts.

Students are expected to deliver their work on time. If, due to illness or personal emergency, you believe your work will be late, you are advised to discuss the matter in with the instructor before the assignment is due. Late work will normally be penalized by 1/3 of a letter grade (e.g., from a B+ to a B). Unless an agreement has been made with the professor before the assignment is due, a late assignment that has still not been handed in by the time the professor hands back the graded assignment to the rest of the class (normally about a week) will be deducted by 20 points.

**Course Requirements (Also please see grading criteria attached to this syllabus):**

1. Biweekly Assignments (50%): Each person will complete biweekly assignments to demonstrate their mastery of the course material.
2. In-class Writing and Participation (15%): Improvement in writing comes only through steady practice. During our meetings, students are expected to engage in written and spoken exchanges with both peers and the instructor. Examples of class activities include group writing projects, rubric development, reflective tasks, and open discussion. These in-class activities are designed to provide a safe space for students to try new approaches and express creativity in their writing.
3. Peer Review (15%): Feedback from peers is an essential part of becoming a more effective writer. From detailed suggestions by an expert to a coworker's quick review of an email, having another set of eyes on your writing almost always results in clearer, stronger communication. During the semester, students will explore what makes peer review constructive and practical. They will then apply those lessons in class, working with classmates to evaluate drafts and strengthen one another's writing.
4. Final Portfolio (25%): The portfolio serves as the final demonstration of your writing development over the semester and will act as a professional reference for future writing needs. It must include:
  - A cover letter (maximum 500 words) reflecting on your growth, lessons learned, and plans for ongoing professional writing. This reflection should be supported with evidence from your semester's work.
  - Five carefully revised and polished writing samples from the genres studied in class.



- A short introduction (no more than 300 words) for each sample, describing the genre, its rhetorical situation, and two relevant resources (APA citation required) that support writing in that genre.

### **Required Reading:**

Swain, J. W., & Swain, B. S. (2014). *Effective Writing in the Public Sector*. Routledge.

Williams, J. M. (2010). *Style: Lessons in Clarity and Grace* (10th ed.). Longman.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research* (3rd ed.). University of Chicago Press.

Journal articles, book chapters, case studies and other required and recommended material not in the assigned books will be available on *Blackboard* or handed out in class.

### **Course Schedule:**

**Week 1 – Course Introduction: goals, diagnostic writing exercise**

**Week 2 – Rhetorical situations and genre fundamentals**

**Week 3 – Style, mechanics, grammar: clarity and concision**

**Week 4 – Writing ethics, citation, and APA format**

**Week 5 – Polishing, proofreading, accessibility in writing**

**Week 6 – Memos, letters, and emails**

**Week 7 – Media releases, public statements, and social media writing**

**Week 8 – Op-eds, newsletters, blogs, and scriptwriting**

**Week 9 – Academic writing: literature reviews and source evaluation**

**Week 10 – Academic writing: abstracts, conference proposals, journal articles**

**Week 11 – Funding proposals, budgets, justifications, and reports**

**Week 12 – Career writing: resumes, CVs, and cover letters**

**Week 13 – Peer review workshop and student-selected genres**

**Week 14 – Final presentations and portfolio submission**

## Course Policies

1. Incompletes: A student must consult with the instructor to obtain a grade of “I” (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the contract for incompletes and submit a copy to the Program Director. Please consult the Student Handbook for the complete policy on incompletes.
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment, even those submitted online through SafeAssign.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.
4. Academic Honesty: Please consult the “policies” section of the student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”
5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
7. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services at UTEP.
8. Instructor’s Policy on Grade Contestation: Students wishing to contest a grade are required to draft a brief memo explaining the reasoning behind their dispute, and to then schedule a meeting with the instructor to discuss it.

## Grading Criteria

### **A**

Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

### **B**

Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

### **C**

Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

### **F**

Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

## COURSE ADD

All fields below are required

---

College : Liberal Arts

Department : Political Science and Public Administration

Effective Term : Fall 2026

Rationale for adding the course:

Based on an existing course in UTEP's Master of Public Administration, this course will equip undergraduate students with skills in public sector innovation, which will attract students and improve their employability.

All fields below are required

---

Subject Prefix and # PAD

Title (29 characters or fewer): Intro to Public Service Motivation

Dept. Administrative Code : PAD xxxx

[CIP Code](#) 44.04

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☒ Online ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade N

- How many times may course be repeated to satisfy minimum grade requirement? 2

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course examines the meaning and value of public service in advancing the common good. Students explore motivations for service, pathways such as volunteering, nonprofit governance, and public careers, and challenges of civic engagement. Mission-drive motivation in public and nonprofit organizations is emphasized.

Public service, public administration, mission-driven motivation

Contact Hours (per week):    x Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> A    Lecture | <input type="checkbox"/> H    Thesis                              |
| <input type="checkbox"/> B    Laboratory         | <input type="checkbox"/> I    Dissertation                        |
| <input type="checkbox"/> C    Practicum          | <input type="checkbox"/> K    Lecture/Lab Combined                |
| <input type="checkbox"/> D    Seminar            | <input type="checkbox"/> O    Discussion or Review (Study Skills) |
| <input type="checkbox"/> E    Independent Study  | <input type="checkbox"/> P    Specialized Instruction             |
| <input type="checkbox"/> F    Private Lesson     | <input type="checkbox"/> Q    Student Teaching                    |

Fields below if applicable

---

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):	Equivalent Course(s):

Restrictions:
---------------

<b>Classification</b>	
<b>Major</b>	<b>UG Public Administration</b>

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

Course Number: PAD xxxx

Semester: TBA

CRN: TBA

Course Title: Intro to Public Service Motivation

Instructor: Dr. Euipyo Lee

Office Hours: TBA

### **Course Introduction:**

This course offers a broad survey of public service and its role in advancing the common good. Students will examine the value of public service in American society, the reasons for declining civic and professional involvement, and strategies for strengthening engagement across communities. The course highlights multiple avenues for public impact, such as volunteering, nonprofit board membership, social entrepreneurship, corporate responsibility, and professional careers in public and nonprofit organizations. Students will also study the institutional landscape of public service, the motivations that inspire service, and the challenges of leadership, politics, and ethics in practice. By semester's end, participants will have developed a richer understanding of public service and the skills needed to embrace it as a lifelong commitment.

### **Learning Objectives**

By the end of this course, students will be able to:

1. Explain the role and significance of public service in American society and identify current challenges to civic and professional engagement.
2. Differentiate among the public, nonprofit, and private sectors and evaluate how each contributes to serving the public good.
3. Identify pathways to public service—such as volunteering, nonprofit governance, government careers, and social entrepreneurship—and assess their impact.
4. Demonstrate awareness of leadership, collaboration, and ethical challenges in public and nonprofit organizations.
5. Develop practical skills and personal commitments for pursuing and sustaining a career in public service.

### **Course Format:**

Recognizing that students have different learning and working styles, this course will utilize a variety of learning and teaching formats. We will use lectures, discussions, case studies, examples from current events, examples from students' own personal professional experiences, and written assignments. The professor will utilize the UTEP *Blackboard* system to distribute class materials. If any student engages in behavior that is seen to be disruptive, condescending or inappropriate, the professor may remove significant credit for participation.

Students are responsible for maintaining access to the blackboard site for this course and their UTEP email accounts. Students are responsible for keeping up to date on email communication from the professor and fellow members of the class through their UTEP email accounts.

Students are expected to deliver their work on time. If, due to illness or personal emergency, you believe your work will be late, you are advised to discuss the matter in with the instructor before the assignment is due. Late work will normally be penalized by 1/3 of a letter grade (e.g., from a B+ to a B). Unless an agreement has been made with the professor before the assignment is due, a late assignment that has still not been handed in by the time the professor hands back the graded assignment to the rest of the class (normally about a week) will be deducted by 20 points.

### **Course Requirements (Also please see grading criteria attached to this syllabus):**

1. Weekly Participation and Discussions (20%)
2. Public Service Video Assignment (10%): Each student will record a presentation outlining core values of public service, and illustrations of the reasons why persons pursue public service positions in the public and nonprofit sectors.
3. Attend a meeting, hearing, or nonprofit community event (20%): Through consultation with the instructor, each student will attend a public event to learn more about the role of public service in community consultation.
4. Sample resume and cover letter (20%): Each student will develop a sample resume and cover letter to advance their career development in public service.
5. Quizzes (30%): Quizzes will test student understanding of the course material.

### **Required Reading:**

Ashworth, K. (2001). Caught Between the Dog and the Fireplug, or How to Survive Public Service. ISBN-10: 0878408479 | ISBN-13: 978-0878408474

Krasna, H. (2010). Jobs that Matter: Find a Stable, Fulfilling Career in Public Service. JIST Works.

Journal articles, book chapters, case studies and other required and recommended material not in the assigned books will be available on *Blackboard* or handed out in class.

### **Course Schedule:**

- I. **Week 1:** Introductions, syllabus overview, and assignment sign-up.  
*Reading:* Krasna – Introduction
- II. **Week 2:** What is public service?  
*Readings:* Krasna Ch. 1–2; “Federal Service as Public Service” (article); TED Talk: Jennifer Pahlka



- III. **Week 3:** Public problems.  
*Readings:* Rainey Ch. 3; Krasna pp. 118–130; Fourth Sector reading; “The Case Against CSR”; GAO video; *Tackling Wicked Problems* report
- IV. **Week 4:** The nonprofit sector.  
*Readings:* Krasna Ch. 3 & 9; pp. 144–145  
*Assessment:* Quiz 1
- V. **Week 5:** Public sector actors and institutions.  
*Readings:* Ashworth pp. 1–33, 89–120
- VI. **Week 6:** Communicating with diverse citizens and groups.  
*Readings:* Rice & Mathews chapter; articles on diversity; policing article
- VII. **Week 7:** Citizens and public service.  
*Readings:* Krasna Ch. 4–6; Plano community engagement materials
- VIII. **Week 8:** Tools for successful leadership.  
*Reading:* Ashworth pp. 34–81
- IX. **Week 9:** Leadership continued.  
*Readings:* Ashworth pp. 134–151, 168–177; BCG article on first 100 days  
*Assignment Due:* Attend a public meeting
- X. **Week 10:** Ethics in public service.  
*Readings:* Ashworth pp. 82–87, 152–167  
*Assessment:* Quiz 2
- XI. **Week 11:** Global governance and public service.  
*Readings:* Krasna Ch. 7–8; Ashworth pp. 178–184
- XII. **Week 12:** Preparing for a public service career.  
*Readings:* Krasna Ch. 10–12
- XIII. **Week 13:** Career preparation continued.  
*Assessment:* Quiz 3  
*Assignment Due:* Resume and cover letter
- XIV. **Week 14:** Final Presentations.

## Course Policies

1. Incompletes: A student must consult with the instructor to obtain a grade of “I” (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the contract for incompletes and submit a copy to the Program Director. Please consult the Student Handbook for the complete policy on incompletes.
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment, even those submitted online through SafeAssign.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.
4. Academic Honesty: Please consult the “policies” section of the student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”
6. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
7. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
8. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services at UTEP.
9. Instructor’s Policy on Grade Contestation: Students wishing to contest a grade are required to draft a brief memo explaining the reasoning behind their dispute, and to then schedule a meeting with the instructor to discuss it.

## Grading Criteria

### **A**

Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

### **B**

Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

### **C**

Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

### **F**

Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Political Science and Public Administration

Effective Term : Fall 2026

Rationale for adding the course:

Based on an existing course in UTEP's Master of Public Administration, this course will equip undergraduate students with skills in public sector innovation, which will attract students and improve their employability.

All fields below are required

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Subject Prefix and # PAD

Title (29 characters or fewer): Intro to Public and Nonprofit Management

Dept. Administrative Code : PAD xxxx

[CIP Code](#) 44.04

Departmental Approval Required ☒Yes ☐No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☒ Online ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade N

- How many times may course be repeated to satisfy minimum grade requirement? 2

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course offers an introduction to managing public and nonprofit organizations. Students study organizational theory, organizational behavior, leadership, strategy, and performance, focusing on how managers mobilize resources to achieve public goals. Emphasis is placed on information literacy and critical thinking as tools for effective decision-making and professional practice.

Management, Organizational Behavior, Public Sector

Contact Hours (per week):    x Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> A    Lecture | <input type="checkbox"/> H    Thesis                              |
| <input type="checkbox"/> B    Laboratory         | <input type="checkbox"/> I    Dissertation                        |
| <input type="checkbox"/> C    Practicum          | <input type="checkbox"/> K    Lecture/Lab Combined                |
| <input type="checkbox"/> D    Seminar            | <input type="checkbox"/> O    Discussion or Review (Study Skills) |
| <input type="checkbox"/> E    Independent Study  | <input type="checkbox"/> P    Specialized Instruction             |
| <input type="checkbox"/> F    Private Lesson     | <input type="checkbox"/> Q    Student Teaching                    |

### Fields below if applicable

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):	Equivalent Course(s):

<b>Restrictions:</b>	
<b>Classification</b>	
<b>Major</b>	<b>UG Public Administration</b>

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

Course Number: PAD xxxx Semester:

CRN:

Course Title: Intro to Public and Nonprofit Management

Instructor: Dr. Eric Boyer  
[ejboyer@utep.edu](mailto:ejboyer@utep.edu)

Office Hours: TBA

### **Student Learning Objectives:**

This course will involve an innovative approach to melding information literacy and the study of public management. The course will involve multiple sessions with a UTEP librarian and provide opportunities for you to receive feedback on your own research strategy. This experience will enhance the potentials for you to establish, implement, and critique research strategies in the study of public management. The material covered on research and critical thinking will provide frameworks and guidance for your studies throughout the MPA and for your future careers in public and nonprofit management.

This course focuses on developing managers and leaders of public and nonprofit organizations and the methods they use to mobilize public resources to achieve important public purposes. The aim is develop strategic thinking, to anticipate and take initiative in organizations, as opposed to reacting to outside events. The challenge of management of public and nonprofit organizations in the 21<sup>st</sup> century is increasingly complex, as leaders face demands from a wide range of stakeholders, rely on increasing numbers of partners across government and across the nonprofit and private sectors, and respond to the demands of citizens and the 24/7 news cycle.

Leaders make decisions with consultation from others, and often on their own. The aim of this course is to improve your competency for identifying resources to aid in your own decision-making, and to develop a “toolbox” of methods, analytic frameworks and examples to guide your work with others. Your job, and my goal for this course, is to think about management and leadership issues from a more critical perspective, and to examine your own values and approaches to leading change, innovation, and ongoing learning in the organizations, programs, or divisions that you will manage.

Your role as the manager is the central theme of this class. You will examine theories, analytical concepts, and frameworks for framing an understanding of management problems and opportunities. The scholarly approaches to administration provide different lenses for interpreting, identifying, and leading in complex management situations. The tools developed in this class will help you in developing your own ability to critique the management situations that you work within and advise the work of others.

The outcomes of this course will not be immediate, but self-sustaining. The primary goal of our investigations is to lay the foundations of questions and curiosity that inspire your own learning throughout your career.

The objective of this course is to empower members of the class with the abilities to:

- Develop a research strategy to more effectively identify the types and quantity of source material needed to examine research questions or theses in organizational theory and behavior;
- More effectively take a position on a management or policy evaluation, while acknowledging alternate points of view and the limitations of your claims;
- Demonstrate the ability to integrate and validate current source material on emerging issues in public administration and public policy;
- Identify and integrate scholarly material into presentations and analytical writing;
- Identify the institutional and operational realities of managing and leading in the public sector;
- Analyze the respective roles of the public, nonprofit and for-profit sectors and how they collaborate and interact to provide public goods and services;
- Demonstrate an understanding of emerging issues and challenge in public management;
- Display an understanding of core concepts in organization theory and organizational behavior;
- Adapt core concepts from organization theory and organizational behavior to real-world problems in public and nonprofit management;
- Describe and analyze forms of collaboration and interaction among the public, nonprofit, and for-profit sectors, including advantages and hazards of various organizational schema;
- Identify and analyze the problems, issues and challenges of working and leading in a multi-sector environment;
- Draft professional memos with succinct, actionable recommendations for supervisors, clients, or other professional audiences;
- Develop and present analyses of organizational problems and solutions in professional presentations and analytic writing;

**Course Format:**



Recognizing that students have different learning and working styles, this course will utilize a variety of learning and teaching formats. We will use lectures, discussions, case studies, examples from current events, examples from students' own personal professional experiences, and written assignments. The professor will utilize the UTEP *Blackboard* system to distribute class materials. The classroom sessions will include a combination of classroom discussion, lecture, and group activities. Members of the class are expected to bring examples of administrative challenges in the news to each class session, questions and observations from the weekly course readings, and examples of potential applications of course materials to their own personal experiences. If any student engages in behavior that is seen to be disruptive, condescending or inappropriate in class, the professor may remove credit for participation.

Because students learn from each other, as well as from the instructors, students are expected to attend all of the required classes. If, due to illness or emergency, you are unable to attend class, you should call or email the instructor before the class you will miss. You can miss up to two classes, with prior approval from the instructor. To the extent that missing class affects your ability to participate in class discussions, excessive absences will substantially affect your grade. Students missing class are responsible for retrieving notes and assignments from classmates. Students are responsible for maintaining access to the blackboard site for this course and their UTEP email accounts. Students are responsible for keeping up to date on email communication from the professor and fellow members of the class through their UTEP email accounts.

Students are expected to deliver their work on time. If, due to illness or personal emergency, you believe your work will be late, you are advised to discuss the matter in advance with the instructor. Late work will normally be penalized at least one-third grade (e.g., from an A- to a B+). Unless an agreement has been made with the professor, a late assignment has still not been handed in by the time the professor hands back the graded assignment to the rest of the class (normally about a week) will be deducted by 15-20 points. If a student will hand in an assignment late, it is his or her responsibility to commit to a revised deadline for handing in the assignment, in writing, with the instructor. All research papers should adopt the Chicago style for citing references. It is the student's responsibility to learn this approach and to build it into the assignments.

**Course Requirements (Also please see grading criteria attached to this syllabus):**

1. Contribution to Information Literacy Education (10%): As part of an effort at integrating information literacy into this class, you will be required to complete three assignments related to this topic. The first is an open-ended narrative on your preferred approaches for seeking out scholarly material in research. This should be no more than one page long. The second is a one-paragraph report to the professor on lessons that you learn from seeking out feedback from a UTEP librarian on your research strategy for your final project. This second assignment requires you to interact with a UTEP librarian at least once in the semester once you have developed your research plan. The third is a description of the research

strategy that you used to identify scholarly and contemporary source material for your final project (one-page maximum). This assignment should be submitted with your final case study paper at the end of class.

2. Annotated Bibliography (10%): Each person will conduct an annotated bibliography, as part of a structured literature review on one or two topics from a week of class. The aim of this assignment is for you to adopt a research strategy of identifying scholarly sources for a literature review. The sources that you outline in this assignment can be contributed to your literature review paper. This assignment needs to be submitted through SafeAssign on Blackboard.
3. Literature Review (15%): Each person in class will complete an integrative literature review (5-7 pages) based on readings from one weekly session, to summarize the key points of the readings and to discuss their potential application to practice. While you should select one or more concepts that are emphasized in one week of the course, you should be aware that core concepts cut across the course and you may want to also cite readings from other weeks to accurately describe the topics and their implications. It is expected that students will demonstrate a mastery of readings from the syllabus, and at least some readings beyond the syllabus related to the topics researched. The structure of the paper should involve a) *Background* (outlining the fundamentals of the core concepts and why they are important); b) *Scenarios* where the concepts could play out in an organization or crisis (or perhaps how they have played out in other organizations or crises); and c) *Summary* of why the concepts are important for leading complex organizations and/or dealing with a management crisis. The presentation of material should assume the audience (an executive audience) does not have a background in these concepts, so writing should describe any term unique to the readings in language that would be clear to someone who has not read this material. The focus of this paper is on demonstrating your understanding of one or more of the major concepts from the course. This paper is intended to build out an understanding of the literature on your course topic(s), and examples should be provided only to support the literature review. This paper will provide you with source material that can contribute to your final applied research paper. This paper needs to be submitted through SafeAssign on Blackboard.
4. Case Study Assignment (Memo, Presentation, and Paper) (50%): The purpose of this assignment is to develop a more in-depth examination of a real-world management problem. This assignment will involve a) summarizing the paper idea to the instructor in 1-2 single-spaced page memo for approval (10%), b) presenting the paper's findings to the class in a 10-15 minute presentation (10%), and developing a written 10-12 page paper to hand-in at the end of the semester (30%). The case study should involve research into a real-world issue or management problem from the public or nonprofit sector, as well as background research on course topics to guide the analysis and recommendations. The aim is to demonstrate your mastery of course themes in respect to a real-world problem. The structure of the paper should include both a *thorough review of course*

material related to your case, and an application of that material to your case. Some of research on the case itself is expected, but the primary contribution of this paper is the application of one or more course themes to a real-world problem. This paper needs to be submitted through SafeAssign on Blackboard.

5. Class Participation (10%): Students are expected to keep up with the readings and actively participate in the class. Part of this participation will involve identifying 3-5 topics and/or themes from the readings that relate to your current professional position, or a potential position in your future to add to each week's discussions. You should also arrive to each class session with an idea to discuss from the news on a topic that relates to management. You may consider reading the *Washington Post*, *CNN* online, the *Wall Street Journal*, or another major news source. A good weekly source that is international is the *Economist*, a good source on issues in U.S. state and local government is *Governing* magazine, and a good source on U.S. federal government is *The Public Manager*. Another part of your participation will involve attending, and preparing required information, for the information-literacy oriented sessions conducted by Ms. Lucero during semester. Presentations with Ms. Lucero will be scheduled at the start of the semester.

### **Required Reading**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass.

Journal articles, book chapters, court cases and other required and recommended material not in the assigned books will be available on *Blackboard* or handed out in class.

### **I. THE CONTEXT OF PUBLIC MANAGEMENT AND EMERGING ISSUES**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 1: The Challenge of Effective Public Management.

### **Recommended**

Fukuyama, Francis. 2014. "America in Decay." *Foreign Affairs* 93 (5):3-26.

### **II. SECTOR ROLES – DIFFERENTIATING PUBLIC, PRIVATE, AND NONPROFIT MANAGEMENT**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 3: What Makes Public Organizations Distinctive.

Savas, E. S. 2000. Basic Characteristics of Goods and Services. In *Privatization and Public-Private Partnerships*. New York and London: Chatham House Publishers.

### **Recommended**

Forrer, John J., James Edwin Kee, and Eric Boyer. 2014. *Governing Cross-Sector Collaboration*, John Bryson Series on Public and Nonprofit Management. San Francisco: Jossey-Bass. Chapter 2: The Rationale for Cross-Sector Collaboration.

Salamon, Lester M. 2002. *The Tools of Government: A Guide to the New Governance*, New York: Oxford University Press. The Tools Approach and the New Governance: Conclusions and Implications.

### **III. ORGANIZATIONAL STRUCTURE & NETWORKS**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 8: Organizational Structure, Design, Technology, Information Technology and Social Media (p. 208-242).

Clark, T.B. 2012. "Master of Bureaucracy: Lessons from a Defense Chief Well-Versed in the Ways of Washington." *Government Executive*, May: 44-45.

#### **Recommended**

Stanton, T.H. (2002). *Moving Toward More Capable Government: A Guide to Organizational Design*. IBM Center for the Business of Government.

Milward, H. Brinton, and Keith G. Provan. 2006. "A Manager's Guide to Choosing and Using Collaborative Networks." *IBM Center for the Business of Government*.

### **IV. ORGANIZATIONAL CULTURE & THE INFORMAL ORGANIZATION**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 11: Leadership, Managerial Roles, and Organizational Culture (p. 354-360).

O'Leary, R. 2006. *The Ethics of Dissent: Managing Guerrilla Government*. CQ Press. Chapter 1 and Chapter 2.

Fiske, S.T., Harris, L.T., Cuddy, A.J.C. 2004. "Why Ordinary People Torture Enemy Prisoners." *Science*, 306 (November 26): 1482-1483.

#### **Recommended**

Schein, Edgar H. 1990. Organizational culture. *American Psychologist*, 45(2), 109-119.

Janis, Irving L. 1972. *Victims of Groupthink: A Psychological Study of Foreign-Policy Decisions and Fiascos*. Boston: Houghton Mifflin Company.

### **V. MANAGING TEAMS**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 12: Teamwork: Understanding Communication and Conflict in Groups.

Wolff, S. B., A. T. Pescosolido, and V. U. Druskat. 2002. "Emotional intelligence as the basis of leadership emergence in self-managing teams." *Leadership Quarterly* 13 (5):505-522.

### **Recommended**

Cummings, Thomas G., and Christopher G. Worley. 2009. *Organization Development & Change*. Stamford, CT: Cengage Learning. Chapter 10: Interpersonal and Group Processes Approaches.

Hawkins, B. 2013. "Gendering the Eye of the Norm: Exploring Gendered Concertive Control Processes in Two Self-Managing Teams." *Gender Work and Organization* 20 (1):113-126.

## **VI. LEADERSHIP & MOTIVATION**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 11: Leadership, Managerial Roles, and Organizational Culture (p. 335-354, 360-380).

Senge, Peter. 2006. *The Fifth Discipline*. New York: Currency/Doubleday. Chapter 10: Shared Vision.

Berinato, Scott. 2010. "You Have to Lead from Everywhere: An Interview with Admiral Thad Allen." *Harvard Business Review*.

### **Recommended**

Marcus, Leonard J., Isaac Ashkenazi, Barry Dorn, and Joseph Henderson. 2007. *The Five Dimensions of Meta-Leadership*. Boston: Kennedy School of Government at Harvard University.

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapters 9: Understanding People in Public Organizations: Motivation and Motivation Theory (p. 257-278).

## **VII. PERFORMANCE MEASUREMENT**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 6: Organizational Goals and Effectiveness.

Wholey, Joseph, Hatry, Harry, & Newcomer, Kathryn E. 2010. *The Handbook of Practical Program Evaluation* (3rd ed.). San Francisco: Jossey-Bass. Chapter 1: Planning & Designing Useful Evaluations and Chapter 5: Performance Measurement: Monitoring Program Outcomes.

### **Recommended**

Behn, R.D. 2003. "Why Measure Performance: Different Purposes Require Different Measures." *Public Administration Review*, 63(5): 586-606.

Kaplan, R.S., and Norton, D.P. 2005. "The Balanced Scorecard: Measures That Drive Performance." *Harvard Business Review*, July/August: 172-180.

## **NO CLASS, SPRING BREAK**

## **VIII. STRATEGIC MANAGEMENT**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 7: Formulating and Achieving Purpose: Power, Decision Making, and Strategy.

Bryson, J.M. 1995. *Strategic Planning for Public and Nonprofit Organizations*. Jossey-Bass Publishers, San Francisco: CA. Chapter Two: The Strategy Change Cycle: An Effective Strategic Planning Approach for Public and Nonprofit Organizations.

### **Recommended**

Kaplan, R.S., and Norton, D.P. 1996. "Using the Balanced Scorecard as a Strategic Management System." *Harvard Business Review*, (January/February): 75-85.

Mark Moore 2000. "Managing for value: Organization strategy in for-profit, nonprofit, and governmental organizations" in *Nonprofit & Voluntary Sector Quarterly* 29: 183-204.

## **IX. GOVERNMENT CONTRACTING**

Forrer, John J., James Edwin Kee, and Eric Boyer. 2014. *Governing Cross-Sector Collaboration*, John Bryson Series on Public and Nonprofit Management. San Francisco: Jossey-Bass. Chapter 3: Contracting and Collaborating.

Van Slyke, D.M. 2003. "The Mythology of Privatization in Contracting for Social Services." *Public Administration Review*, 63 (3): 296-315.

### **Recommended**

Kim, Yong Woon, and Trevor L. Brown. 2012. "The Importance of Contract Design." *Public Administration Review* 72 (5):687-696.

Light, Paul C. 2003. Fact Sheet on the New True Size of Government. Washington, DC: The Brookings Institution.

## **X. PUBLIC-PRIVATE PARTNERSHIPS**

Forrer, John J., James Edwin Kee, and Eric Boyer. 2014. Governing Cross-Sector Collaboration, John Bryson Series on Public and Nonprofit Management. San Francisco: Jossey-Bass. Chapter 4: Cross-Sector Partnerships and Public-Private Partnerships.

Garvin, Michael J., and Doran Bosso. 2008. "Assessing the Effectiveness of Infrastructure Public-Private Partnership Programs and Projects." *Public Works Management & Policy* 13 (162).

### **Recommended**

Mendel, S. C., and J. L. Brudney. 2012. "Putting The NP In PPP: The Role of Nonprofit Organizations in Public-Private Partnerships." *Public Performance & Management Review* 35 (4):617-642.

Boyer, Eric, Cooper, Rich, & Kavinoky, Janet. 2011. Public Private Partnerships and Infrastructure Resilience: How PPPs can Influence more Durable Approaches to U.S. Infrastructure. Washington, DC: The National Chamber Foundation, U.S. Chamber of Commerce.

## **XI. CITIZEN INVOLVEMENT & SOCIAL MEDIA**

Newell, Terry, Grant Reeher, and Peter Ronayne. 2008. The Trusted Leader: Building Relationships that Work. Washington, DC: CQ Press. Chapter 12: E-Government and EGovernance.

Brabham, Daren C. 2009. "Crowdsourcing the Public Participation Process for Planning Projects." *Planning Theory* 8 (3):242-262.

### **Recommended**

Heinzelman, Jessica, and Carol Waters. 2010. Crowdsourcing Crisis Information in Disaster - Affected Haiti. In *Special Report*. Washington, DC: United States Institute of Peace (USIP).

Boyer, Eric J., David M. Van Slyke, and Juan D. Rogers. 2015. "An Empirical Examination of Public Involvement in Public-Private Partnerships: Qualifying the Benefits of Public Involvement in PPPs." *Journal of Public Administration Research and Theory*. doi: 10.1093/jopart/muv008.

## **XII. KNOWLEDGE MANAGEMENT AND ORGANIZATIONAL LEARNING**

Kingsley, Gordon, Janelle Knox-Hayes, Juan Rogers, and Eric Boyer. 2013. "Knowledge Management through Informal Knowledge Exchanges and Communities of Practice in Public Organizations." In *Public Administration Reformation: Market Demand from Public Organizations*, edited by Yogesh K. Dwivedi, Mahmud A. Shareef, Sanjay Pandey and Vinod Kumar. London: Routledge.

Mahler, Julianne, and Maureen Hogan Casamayou. 2009. *Organizational Learning at NASA: The Challenger and Columbian Accidents*. Washington, DC: Georgetown University Press. Chapter 7: The Challenges of Learning in Public Organizations

### **Recommended**

Brown, John Seely, and Paul Duguid. 1991. "Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation." *Organization Science*. 2 (1):40-57.

March, James, Lee Sproull, and Michael Tamuz. 1991. Learning from Samples of One or Fewer. *Organization Science* 2:1-13.

## **XIII. MANAGING ORGANIZATIONAL CHANGE & INNOVATION**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 13: Managing Organizational Change and Development

Donahue, A.K., and R. O'Leary. 2012. "Do Shocks Change Organizations?: The Case of NASA." *Journal of Public Administration Research & Theory* 22 (3):395-425.

### **Recommended**

Kotter, J.P. 2007. "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, January: 96-103.

Garvin, D.A., and Roberto, M.A. 2005. "Change through Persuasion." *Harvard Business Review*, February, 104-112.

## **XIV. RESEARCH PRESENTATIONS**



## Course Policies

1. Incompletes: A student must consult with the instructor to obtain a grade of “I” (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the contract for incompletes and submit a copy to the School Director. Please consult the Student Handbook for the complete policy on incompletes.
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment, even those submitted online through SafeAssign.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor. Any request for an exception in the delivery of a written assignment after the due date needs to be submitted in writing to the professor, for approval.
4. Academic Honesty: Please consult the “policies” section of the student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”
5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
7. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services at UTEP.
8. Instructor’s Policy on Grade Contestation: Students wishing to contest a grade are required to draft a brief memo explaining the reasoning behind their dispute, and to then schedule a meeting with the instructor to discuss it.

## Grading Criteria

### **A**

Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

### **B**

Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

### **C**

Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

### **F**

Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Political Science and Public Administration

Effective Term : Fall 2026

Rationale for adding the course:

Based on an existing course in UTEP's Master of Public Administration, this course will equip undergraduate students with skills in public sector innovation, which will attract students and improve their employability.

All fields below are required

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Subject Prefix and # PAD

Title (29 characters or fewer): Public Budgeting & Financial Management

Dept. Administrative Code : PAD xxxx

[CIP Code](#) 44.04

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☒ Online ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade N

- How many times may course be repeated to satisfy minimum grade requirement? 2

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course introduces the theories and practices of public budgeting and finance. Students learn how budgets shape policy and implementation, and practice analyzing financial documents such as balance sheets, income statements, and cash flow reports. Topics include revenue and expenditure structures, fiscal health, and financial strategies in government and nonprofits.

Budgeting, financial management, fiscal health

Contact Hours (per week):    x Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> A    Lecture | <input type="checkbox"/> H    Thesis                              |
| <input type="checkbox"/> B    Laboratory         | <input type="checkbox"/> I    Dissertation                        |
| <input type="checkbox"/> C    Practicum          | <input type="checkbox"/> K    Lecture/Lab Combined                |
| <input type="checkbox"/> D    Seminar            | <input type="checkbox"/> O    Discussion or Review (Study Skills) |
| <input type="checkbox"/> E    Independent Study  | <input type="checkbox"/> P    Specialized Instruction             |
| <input type="checkbox"/> F    Private Lesson     | <input type="checkbox"/> Q    Student Teaching                    |

### Fields below if applicable

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):	Equivalent Course(s):

<b>Restrictions:</b>	
<b>Classification</b>	
<b>Major</b>	<b>UG Public Administration</b>

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

**PAD xxxx - Public Budgeting and Financial Management**  
**University of Texas at El Paso**

**Instructor:** Dr. Ljubinka Andonoska

**Disclaimer:** This syllabus is tentative, and any changes will be announced in class for which students are responsible.

**Course Description**

This class will introduce the students to the language of public budgeting and finance, the theories and practices of budgeting, financial management, and the role budgets play in public policy making and implementation. Furthermore, we will focus on analyzing various budget documents, including Balance Sheet, Income Statement, and Cash Flow Statements. Focusing on mainly local government and non-profit organizations, this course will equip students to:

- a) Identify, compare, and contrast the expenditure and revenue structure,
- b) Learn about the process and politics of budgeting,
- c) Evaluate a government or non-profit organization's financial health, by identifying the factors affecting fiscal health and strategies to improve it,
- d) Understand how accounting principles and practices shape a public and non-profit organization's financial statements,
- e) Understand major fiscal institutions and how fiscal decisions are made in public organizations, and
- f) Apply various techniques to analyze fiscal institutions.

**Learning Objectives**

Managers and policymakers of public and not-for-profit organizations must understand public budgets and finance. That does not mean that they will become financial or account managers. This class will educate students on how to read and understand budget documents, financial reports, and other financial information. By the end of this semester, students will:

- Master basic terminology in public budgeting and finance.
- Gain an understanding of budget documents and financial reports.
- Develop critical thinking about issues of public budgeting and financial administration.
- Learn about balance sheets and other basic financial reports.
- Learn how to evaluate an organization's finances using financial reports.
- Master the art of writing an issue brief.

**Required textbooks:**

Sharon Kioko and Justin Marlowe. 2017. *Financial Strategy for Public Managers*. Open access (it's free of charge): <https://press.rebus.community/financialstrategy/>

2. Selected chapters from (see course structure for details):

Maher, S. C., Park, S., McDonald, D. B., Deller, C., S. (2023). Understanding Municipal Fiscal Health: A Model for Local Governments in the USA. Routledge, Taylor & Francis Group: New York, London. (This book is freely available via UTEP library. You can access (free of charge) the electronic version using your UTEP credential. It also allows downloading.

3. Selected chapters from

NASBO' Budget Process in the States (2021). Available to download free of charge from:

<https://www.nasbo.org/reports-data/budget-processes-in-the-states>

We will also periodically use additional book chapters, journal articles, or reports from trusted sources. These will be available through BB.

### **Evaluation and Grading**

Final grades for the class will be based on the following elements:

- Active participation in online assignments: (3 assignments, 10% each for a total of 30%)
- Community profile: 10%
- Revenue Analysis: 15%
- Cost Analysis 15%
- Fiscal Health Analysis: 30%

### **Grading scale and criteria:**

"A" = 90-100%;

Demonstrates insightful mastery of the subject matter and exceptional written and oral communication quality.

"B" = 80-89%

Exhibits professional competence in the subject matter and in all written and oral communication.

"C" = 70-79%

Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication." (Below professional standards.)

"I" – incomplete: Incompletes are authorized only when it is impossible for the student to complete the course due to illness or other justifiable causes and only with a formal written petition from the student to the professor. The petition must be filed prior to the last day of the term."

### **Course Requirements**

#### **Technology requirements for the class**

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working, and you have access to the Web and a

stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop or a tablet that supports Microsoft Excel. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk. They are trained specifically to assist with students' technological needs. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

## **BB Attendance**

This is an online synchronous class. We will have Zoom meetings every Wednesday as specified in the Course structure (please note October 22, we will not meet). These lectures will be recorded and posted on BB. Attending Zoom meetings is not mandatory, but it is highly recommended. Many students find it easier to learn after they attend the Zoom class. On Wednesdays when we will not meet (due to the professor's travel for a conference), the lecture will be pre-recorded. Students are not allowed to download and distribute any lecture (it is illegal). If you are unfamiliar with BB, you must contact the help desk by phone (915-747-4357 (HELP)) or online by following this link: <https://www.utep.edu/technologysupport/>.

## **BB Lectures and recordings:**

Students are required to visit BB on time and do the assignments on time. If a student fails to log in and be active in our BB class for 7 consecutive days, I will have to ask that student to drop the class. If you need extra time to finish an assignment, you must contact me before the deadline (only in extraordinary situations will it be accepted after the deadline).

All restrictions regarding the use of recorded class material need to be followed. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, including your fellow students, teaching assistants, graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings or class links outside of this course.** Doing so may result in disciplinary action.



Finally, while this class will provide you with the tools to learn concepts and practices of research methods and research design, the learning CANNOT occur if you do not contribute to this process. You need to read, participate in class and group discussions posted on BB, and submit assignments on time. You can learn only if you participate in the process of learning.

### **Assignments submission**

Assignments are due on BB Safe Assign and on the group page on their due dates as specified in this syllabus under “Course Structure” (pp.9-10 in this syllabus). Late assignments will not be accepted unless you provide an excusable reason. After you receive my permission, you will be able to submit it after the deadline. **Please note that legitimate/excusable reasons will apply to all students, and these include sickness, excessive anxiety, professional, home, or work obligations beyond your normal duties (for example, if you are working in a hospital or a caregiver at home), family emergency, and others.**

### **Academic Writing**

Students are required to write all class assignments using academic (not conversational) language, to express their thoughts clearly, and to provide content based on their knowledge gained from class, assigned readings, and any additional sources as needed. Academic writing also assumes using grammar correctly. If you need help, please refer to UTEP’s Tutoring and Learning Center, by following this link: <https://www.utep.edu/tutoring/>.

### **Microsoft Excel**

You are required to have basic knowledge of Microsoft Excel (create tables, incorporate formulas, and create charts in Excel). Most of the class-graded assignments and the class group work will be done on the computer using Excel tables. In addition, many of the class assignments will also require you to prepare them to use Excel tables. If you are unfamiliar with Excel, please visit UTEP’s Tutoring and Learning Center on the third floor of the Library Building. Some helpful links for Excel beginners:

*Microsoft Excel Tutorial for Beginners - Full Course:*

<https://www.youtube.com/watch?v=Vl0H-qTclOg>

Microsoft Excel Tutorial - Beginners Level 1:

<https://www.youtube.com/watch?v=k1VUZEVuDj8>

Microsoft Excel Tutorial - Beginners Level 2:

<https://www.youtube.com/watch?v=bhZckWTLkJM>

### **Class participation (30%)**

As part of the class, there will be small class assignments. Active participation in these class exercises will also be subject to grade under participation (30% of the grade total). Details will

be available weekly on the BB. Please keep in mind that if you are unable to actually attend the zoom, this assignment will be available on BB.

### **Community Profile: 10% from the grade**

Guidelines will be posted on BB at least one week before the assignment is due.

### **Cost Analysis 15% from the grade (on BB Safe Assign).**

Please find guidelines for the assignment on BB, under Assignments.

### **Revenue Analysis (15%)**

Guidelines will be posted on BB at least one week before the assignment is due.

### **Fiscal Health Analysis: 30% (on BB Safe Assign)**

Please find guidelines for the assignment on BB, under Assignments.

### **Course Communication and Rules: How we will stay in contact with each other**

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** Given that the class is asynchronous, we will not be obliged to meet on campus during class time. However, I will still have regular office hours for your questions and comments about the course. My face-to-face office hours will be held every Monday from 8:30 to 11:30 a.m. Online meetings will be scheduled by appointment. If you cannot make it for an in-person meeting, please email me to schedule a Zoom meeting.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt during the workweek. If you email me Friday after 5 pm or during the weekend, I will respond to the email on Monday by the end of the day. When emailing me, be sure to email from your UTEP student account, and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.
- **Discussion Board:** If you have a question that other students may have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

## **Netiquete**

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquete (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

## **Academic Integrity**

It is assumed graduate students know how to avoid committing plagiarism.

In this course, it is considered a violation of academic integrity to use within any out-of-class, for-credit assignment the exact words, phrases, or a similar writing structure (where you use the sentence structure and/or paragraph structure but change a few words or phrases) of a source or sources, even if you cite the source(s).

In order to maintain program standards, cases of [suspicion] plagiarism are treated according to UTEP's Handbook of Operating Procedures. Ignorance is not an excuse.

I thoroughly encourage verbal discussion among students in your study of the course material. However, unless I give you written consent, all assignments you submit for credit must be your original work. In this course, you may not assist or seek assistance from another individual during an in-class examination. Also, you may not possess materials that are not allowed during an in-class exam. Finally, while you may verbally discuss your problem sets and research projects, you may not provide direct assistance to or seek direct assistance from any other individual. Direct aid includes but is not limited to, downloading data, analyzing data, presenting data and/or findings, or writing any portion of the research report. Any violation of this policy constitutes academic dishonesty.

For more information, please refer to the Office of Student Conduct and Conflict Resolution (more info on <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>). A more detailed guide to academic integrity is available in the Student Conduct and Discipline Section of the Handbook of Operating Procedures.

### **Incomplete Grade Policy**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract to complete the work with deadlines.

### **UTEP's Tutoring and Learning Center (TLC)**

Students are encouraged to visit the Tutoring and Learning Center (TLC) on the library's third floor (<https://www.utep.edu/tutoring/>). The TLC offers free peer tutoring, especially in math and writing. These tutoring services benefit students returning to school after a long delay and students with limited mathematics or written English composition backgrounds. I make referrals when needed because graduate students need to communicate their ideas in writing effectively. If I refer you to the TLC using the Center's referral form, you must obtain assistance from a TLC tutor. Then, when resubmitting your revised assignment, you must provide me with the original referral form completed by your TLC tutor. I will consider your assignment incomplete without the completed referral form.

### **Disability Accommodations**

If you are a person with a disability and anticipate needing accommodation to participate in this class, please provide me with official documentation from the Center for Accommodations and Support Services (CASS) as soon as possible. The CASS may be contacted at (915)747-5148. More information regarding the Office is available in the 2011-2012 Graduate Catalog or the CASS's website: <http://sa.utep.edu/cass/>.

### **Additional Resources on Public Financial Management**

Association for Budgeting and Financial Management (<https://abfm.org/>)  
International City/County Management Association (<https://icma.org/>)  
Government Finance Officers Organization (<https://www.gfoa.org/>)  
Government Accounting Standards Board (<https://gasb.org/>)  
National Association of State Budget Officers (<https://gasb.org/>)  
Wallace Foundation—Resources for Nonprofit Financial Management  
(<http://www.wallacefoundation.org/knowledge-center/Resources-for-FinancialManagement/Pages/default.aspx> )  
OECD—Budgeting and Public Expenditures (<http://www.oecd.org/gov/budgeting/> )  
World Bank—Financial Management  
(<http://www.worldbank.org/en/programs/financialmanagement> )

### **Supplementary Reading**

- Blank R.M. (2000), When Can Public Policy Makers Rely on Private Markets? Economic Journal, Vol. 110, No. 462, p. 34-49.  
-Poterba J.M. (1994), Government Intervention in the Markets for Education and Health Care: How and Why? NBER Working Papers, No. 4916.  
- Rodrick D. (1996), Why Do More Open Economies Have Bigger Governments? NBER Working Papers, No. 5537.

- Tanzi V., Schuknecht L. (2000), Public Spending in 20-th Century: A Global Perspective. N.Y.: Cambridge University Press.
- Hulten Ch., Schwab R. (1999), Infrastructure Spending: Where Do We Go from Here? National Tax Journal, Vol. XLVI No.3, p.261-273.
- Diamond J. (2001). Performance budgeting: managing the reform process. IMF.
- Rubin, S. Irene. *The Politics of Public Budgeting. Getting and Spending, Borrowing and balancing.* Sage Publishing.
- Chen, G. Greg, Weikart, A. Lynne, and Williams, W. Daniel. *Budget Tools: Financial Methods for the Public Sector.* Sage Publishing.
- Farhat's Accounting Lectures on Governmental and Not-for-Profit Organizations. Detailed and useful lectures for students in accounting. Lectures are available on youtube.

### **Course Structure**

<b>MODULE</b>	<b>OBJECTIVES</b>	<b>READINGS</b>	<b>ASSIGNMENTS &amp; DEADLINES</b>	<b>OUTCOMES</b>
<b>Week 1</b> <b>Jan.16-18</b>	Intro to class and getting familiar with the class expectations as stipulated in the syllabus	THE SYLLABUS	<b>READ THE SYLLABUS</b>  <b>Ask questions</b> regarding the class and the syllabus  <b>Buy the books</b>	Make sure we get to know each other Make sure every student has read and understood the assignments in the syllabus
<b>Week 2</b> <b>Jan 19-21</b>	Introduction to the subject of Public Budgeting and Financial Management	Read the following: Finkler at al., Ch. 1: Introduction to Fin. Mngt. Gruber, Ch. 1: Why study Public Finance Mussell, Ch. 1 I Syllabus	<b>Read assigned readings</b>  <b>BB Discussion</b> (Submit a link for news article with 2 questions by Friday, answer 2 questions from 2 students by Sunday)	Make students comfortable with the subject and budget terminology.

<b>Week 2 (cont.)</b>			<b>Group BB Discussion</b> (Individual input by Friday, group answer by Sunday)	
<b>Week 3 Jan 22-28</b>	The Basics of Government Budgets	Finkler at al., Ch. 2: Planning for Success: Budgeting  Mussell, Ch. 2 The Basics of Government Budgets; Ch. 3 The Basics of Budget Structure, and Ch. 4 Public Employment Totals in Budgets	<b>Read assigned readings;</b>  <b>Budget simulation</b>  <b>BB Discussion</b> (write about your experience with the budget simulation “game”)  <b>Group BB Discussion</b>	Describe the political nature of the financial management process Experience budget preparation process
<b>Week 4 Jan 29-Feb 4</b>	Budgeting Concepts and Techniques	Finkler at al., Ch. 3 Additional Budgeting Concepts	<b>Read assigned readings</b>  <b>BB Discussion</b> (Submit a link for news article with 2 questions by Friday, answer 2 questions from 2 students by Sunday)  <b>Group BB Discussion</b>	Work on problems in real environment and learn the possible budget concepts applied in government and non-profit organizations
<b>Week 5 Feb 5-11</b>  <b>Week 5 (cont.)</b>	Budgeting concepts	Mussell, Ch. 5 Performance Measures in Budgets  Additional readings posted on BB	<b>Read assigned readings</b>  <b>Budget Memo</b>  <b>BB Discussion</b>  <b>Group BB Discussion</b>	Work on problems in real environment and learn the possible budget concepts applied in government and non-profit organizations

<b>Week 6</b> <b>Feb 12-18</b>	The Spending Side	Finkler at al., Ch. 4. Understanding Costs  Mussell, Ch 7 Tax Expenditures and Tax Expenditure Budgets  Other readings as assigned on BB	<b>Read assigned readings</b>  <b>BB Discussion</b>  <b>Group BB Discussion</b>	Learning about various types of expenditures that governments and non-profit organizations have
<b>Week 7</b> <b>Feb 19-25</b>	Capital Budgets	Finkler at al. Ch. 5 Capital Budgeting Mussell, Ch. 6 Capital Spending in Budgets	<b>Read assigned readings</b>  <b>Budget Memo</b>  <b>BB Discussion</b>  <b>Group BB Discussion</b>	Learning what capital budget is and how and why it is different from operational budget
<b>Week 8</b> <b>Feb 26- March 4</b>	The Revenue Side	Finkler at al., Ch. 6 Long-Term Financing	<b>Read assigned readings</b>  <b>BB Discussion</b>  <b>Group BB Discussion</b>	Learn about various taxes and capital financial resources
<b>Week 9</b> <b>March 5-11</b>	The Revenue Side (cont.)	Gruber, Ch 18 Taxation in the US and Around the World  Other readings on BB	<b>Read assigned readings</b>  <b>MIDTERM</b> (Due Friday, March 9 before midnight on BB Safe Assign)	Learn about financial management of short-term and long-term resources
<b>Week 10</b> <b>March 12-18</b>	<b>SPRING BREAK</b>			



<b>Week 11</b> <b>March</b> <b>19-25</b>	Implementation and Controlling	Finkler at al. Ch. 7 Managing Short-Term Resources and Obligations	<b>Read assigned readings</b>  <b>BB Discussion</b>  <b>Group BB Discussion</b>	Define working capital and describe the various elements of working capital management
<b>Week 12</b> <b>March 26</b> <b>Apr 1</b>	Implementation and Controlling	Finkler at al., Ch. 8 Accountability and Control	<b>Read assigned readings</b>  <b>BB Discussion</b>  <b>Group BB Discussion</b>	Define management control, systems and discuss various tools to financial control
<b>Week 13</b> <b>April 2-8</b>	Financial Reporting	Finkler at al., Ch. 10 Taking Stock of Where You Are: The Balance Sheet	<b>Read assigned readings</b>  <b>BB Discussion</b>  <b>Group BB Discussion</b>	Introduce and define financial accounting and the statement of financial position (balance sheet). Discuss various liabilities categories.
<b>Week 14</b> <b>April 9-15</b>	Financial Reporting	Finkler at al. Ch. 11 Reporting the Results of Operations: The Activity and Cash Flow Statements	<b>Read assigned readings</b>  <b>BB Discussion</b>  <b>Group BB Discussion</b>	Explain the purpose of the activity statement and statement of cash flow.
<b>Week 15</b> <b>April</b> <b>16-22</b>		Preparation for the final exam	<b>FINAL EXAM</b> Due Friday, April 13 before midnight on BB Safe Assign	
<b>Week 16</b> <b>April 23</b> <b>May 3</b>		Class Presentations	<b>Final Paper</b> Due May 3 <sup>rd</sup> before midnight on BB Safe Assign	



## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Political Science and Public Administration

Effective Term : Fall 2026

Rationale for adding the course:

Based on an existing course in UTEP's Master of Public Administration, this course will equip undergraduate students with skills in public sector innovation, which will attract students and improve their employability.

All fields below are required

---

Subject Prefix and # PAD

Title (29 characters or fewer): Innovation and Decision-Making

Dept. Administrative Code : PAD xxxx

[CIP Code](#) 44.04

Departmental Approval Required ☒Yes ☐No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☒ Online ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade N

- How many times may course be repeated to satisfy minimum grade requirement? 2

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course introduces students to public sector innovation and decision-making. It explores how governments and nonprofits use new ideas, tools, and partnerships to improve outcomes for citizens. Students analyze case studies and apply digital communication, data analytics, and design thinking to address complex public challenges in policy, execution, communication, and collaboration

Innovation, digital tools, public-private partnerships

Contact Hours (per week):    x Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> A    Lecture | <input type="checkbox"/> H    Thesis                              |
| <input type="checkbox"/> B    Laboratory         | <input type="checkbox"/> I    Dissertation                        |
| <input type="checkbox"/> C    Practicum          | <input type="checkbox"/> K    Lecture/Lab Combined                |
| <input type="checkbox"/> D    Seminar            | <input type="checkbox"/> O    Discussion or Review (Study Skills) |
| <input type="checkbox"/> E    Independent Study  | <input type="checkbox"/> P    Specialized Instruction             |
| <input type="checkbox"/> F    Private Lesson     | <input type="checkbox"/> Q    Student Teaching                    |

Fields below if applicable

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):	Equivalent Course(s):

Restrictions:

<b>Classification</b>	
<b>Major</b>	<b>UG Public Administration</b>

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

Course Number: PAD xxxx Semester:

CRN:

Course Title: Innovation and Decision-Making

Instructor: Dr. Scott McDonald

Office Hours: TBA

### **Student Learning Objectives:**

Innovation - derived from the Latin *innovare*, meaning “to renew or change” - is a driving force for progress in public governance and for advancing the public interest. Within the public sector, innovation is not merely about adopting new technologies or practices; it is about introducing meaningful changes that improve the quality of life for citizens, strengthen trust in institutions, and deliver more effective and equitable outcomes for society as a whole.

This course takes a broad and applied approach to the study of public sector innovation, examining how imaginative thinking and practical tools can reshape the way governments design policies, deliver services, and engage with the communities they serve. We will explore four interrelated dimensions of innovation:

- **Policy** – rethinking the design of programs and services to improve outcomes for diverse populations.
- **Execution** – reimagining how resources, people, budgets, and processes are managed for greater efficiency and accountability.
- **Communication** – using strategies and digital tools to engage citizens, employees, and stakeholders in ways that build trust and transparency.
- **Collaboration** – forging cross-sector partnerships to pool resources, align interests, and accelerate positive change.

Through the study of real-world case studies drawn from the U.S. and international contexts, students will analyze how public leaders and institutions have responded to complex challenges with innovative approaches. The course emphasizes active learning, with opportunities to apply frameworks and tools such as digital communications, data analytics, and design thinking to contemporary issues in governance.

By the end of the semester, students will not only understand the theoretical foundations of public sector innovation but also develop the skills to craft practical, creative, and evidence-based solutions to pressing public problems. This blend of theory, practice, and application is designed to prepare students to become forward-thinking leaders who can drive meaningful change in government and nonprofit organizations.

### **Learning Objectives**

By the end of this course, students will be able to:

- Examine leadership frameworks and tools that enable innovation in the public interest.
- Analyze and critique real-world case studies of innovative practices in government.
- Apply digital tools, collaborative approaches, and communication strategies to policy and management challenges.
- Write succinct, professional policy memos and deliver effective oral presentations.
- Develop a personal innovation toolkit for future public service leadership roles.

### **Course Format:**

Recognizing that students have different learning and working styles, this course will utilize a variety of learning and teaching formats. We will use lectures, discussions, case studies, examples from current events, examples from students' own personal professional experiences, and written assignments. The professor will utilize the UTEP *Blackboard* system to distribute class materials. The classroom sessions will include a combination of classroom discussion, lecture, and group activities. Members of the class are expected to bring examples of administrative challenges in the news to each class session, questions and observations from the weekly course readings, and examples of potential applications of course materials to their own personal experiences. If any student engages in behavior that is seen to be disruptive, condescending or inappropriate in class, the professor may remove credit for participation.

Because students learn from each other, as well as from the instructors, students are expected to attend all of the required classes. If, due to illness or emergency, you are unable to attend class, you should call or email the instructor before the class you will miss. You can miss up to two classes, with prior approval from the instructor. To the extent that missing class affects your ability to participate in class discussions, excessive absences will substantially affect your grade. Students missing class are responsible for retrieving notes and assignments from classmates. Students are responsible for maintaining access to the blackboard site for this course and their UTEP email accounts. Students are responsible for keeping up to date on email communication from the professor and fellow members of the class through their UTEP email accounts.

Students are expected to deliver their work on time. If, due to illness or personal emergency, you believe your work will be late, you are advised to discuss the matter in advance with the instructor. Late work will normally be penalized at least one-third grade (e.g., from an A- to a B+). Unless an agreement has been made with the professor, a late assignment has still not been handed in by the time the professor hands back the graded assignment to the rest of the class (normally about a week) will be deducted by 15-20 points. If a student will hand in an assignment late, it is his or her responsibility to commit to a revised deadline for handing in the assignment, in writing, with the

instructor. All research papers should adopt the Chicago style for citing references. It is the student's responsibility to learn this approach and to build it into the assignments.

### **Course Requirements (Also please see grading criteria attached to this syllabus):**

#### **Short Memos (20%)**

- Several 2–4 page memos applying course concepts to real challenges.
- Submitted as Word documents by 6:00 pm on the day prior to class.

#### **Team Memoranda & Presentations (20%)**

- Teams lead discussions of assigned cases.
- Deliver a 6–8 page team memo to a public sector leader plus an oral presentation.

#### **Final Memorandum & Presentation (40%)**

- A 10–15 page memo addressed to a government or nonprofit leader, offering recommendations on a major challenge.
- Includes a short write-up of the topic (due mid-semester) and a final oral presentation.

#### **Class Participation (20%)**

- Active engagement in discussions, preparation of readings, and contribution to peer learning.

### **Required Reading**

Jim Collins & Morten Hansen. *Great by Choice: Uncertainty, Chaos and Luck—Why Some Thrive* (HarperCollins, 2011).

William Eggers. *Delivering on Digital: The Innovators and Technologies that are Transforming Government* (Deloitte University Press).

Harvard Case Studies (coursepack available at: [Harvard link provided]).

Journal articles, book chapters, court cases and other required and recommended material not in the assigned books will be available on *Blackboard* or handed out in class.

### **Course Schedule**

#### **Session 1: Introductions and Course Overview**

Readings: Gardner, “On Leadership” (pp. 1–23); Kotter, “What Leaders Really Do.”

Assignment: Email résumé and questionnaire response prior to class.

#### **Session 2: Innovation and Innovators**

Readings: Eggers, *Delivering on Digital* (pp. 1–70); “Four Types of Innovation” article.

Assignment: Prepare examples from personal experience for discussion.

**Session 3: Governments Going Digital**

Reading: Eggers (pp. 1–70).

Assignment: Team-led and class discussions of digital models and practices.

**Session 4: Innovation in Delivery, Procurement, and Silos**

Reading: Eggers (pp. 71–179).

Assignment: Short memo (2–4 pages) due prior to class.

**Session 5: Cybersecurity & Reimagining Government**

Reading: Eggers (pp. 179–269).

Assignment: Be prepared to discuss insights from the reading.

**Session 6: Innovation in Challenging Times**

Reading: Collins, *Great by Choice* (pp. 1–149).

Assignment: Short memo (2–4 pages) due prior to class.

**Session 7: Case Studies – International Development (Team 1)**

Readings: Ashoka, Inter-American Development Bank, Digital Opportunity Trust cases.

Assignment: Team 1 memo and presentation.

**Session 8: Case Studies – Health Care Reform (Team 2)**

Readings: Massachusetts, Washington State, Alameda County case studies.

Assignment: Team 2 memo and presentation.

**No Class (Spring Break)**

Final memo topic write-up due the following week.

**Session 9: Innovation Strategies and Tools**

Readings: Strategic planning, benchmarking, backward mapping, performance management, disruptive innovation (posted on Blackboard).

Assignment: Short memo (2–4 pages) due prior to class.

**Session 10: Case Studies – Policing (Team 3)**

Readings: NYPD, Boston, and Coventry policing cases.

Assignment: Team 3 memo and presentation.

**Session 11: Communications, Media, and Public Perception**

Readings: Selected articles (posted on Blackboard).

Assignment: Be prepared to discuss communication tools and examples.

**Session 12: Innovation Toolkits**

Discussion of concepts, case examples, and insights.

Assignment: Preparation of individual innovation toolkits.

### **Sessions 13–14: Final Presentations**

Student presentations of final memoranda.

Final memoranda due after the last class meeting.

### **Course Policies**

1. Incompletes: A student must consult with the instructor to obtain a grade of “I” (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the contract for incompletes and submit a copy to the School Director. Please consult the Student Handbook for the complete policy on incompletes.
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment, even those submitted online through SafeAssign.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor. Any request for an exception in the delivery of a written assignment after the due date needs to be submitted in writing to the professor, for approval.
4. Academic Honesty: Please consult the “policies” section of the student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”
5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
7. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services at UTEP.
8. Instructor’s Policy on Grade Contestation: Students wishing to contest a grade are required to draft a brief memo explaining the reasoning behind their dispute, and to then schedule a meeting with the instructor to discuss it.



## Grading Criteria

### **A**

Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

### **B**

Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

### **C**

Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

### **F**

Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.