

PS 5309: Internship in Public Administration

Spring 2022: 1st and 2nd 8-week sessions

Professor: Jessica Velasco, DPA

Office Hours: MW (10 a.m.-12 p.m., 1-3 p.m.), TR 2-3 p.m., and by appointment

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Catalog Course Description

Students who enroll in this course are involved in work experience in public or non-profit agencies. Permission of the department chairman required. Academic and work experience evaluations. Maximum of six semester credit hours allowed toward degree requirements. (Public Administration)

Course Learning Outcomes

The internship program in public administration is designed to give the student an opportunity to learn the craft of public management while practicing it in a supervised setting. In this particular internship, the student is expected to gain behind-the-scenes knowledge about how a campaign for public office is conducted, as well as get experience conducting various functions involved in public campaigns.

Program Learning Outcomes

Public Administration	Political Science
<p style="text-align: center;">The graduating student will:</p> <ul style="list-style-type: none"> • Demonstrate the ability to critique significant theoretical approaches of public administration. • Demonstrate the ability to evaluate domestic and international administrative processes. • Demonstrate the ability to apply appropriate statistical tools for quantitative analysis. 	<p style="text-align: center;">The graduating student will:</p> <ul style="list-style-type: none"> • Demonstrate the ability to analyze significant theoretical approaches of political science • Demonstrate the ability to evaluate domestic and international political processes • Demonstrate the ability to apply appropriate statistical tools for quantitative analysis

Marketable Skills

Public Administration	Political Science
<ul style="list-style-type: none"> • Students can organize and execute presentations relevant to public administration • Students understand and can execute a program evaluation • Students can conduct statistical analyses that are useful to the work of public administrators. • Students can read and interpret an organization budget 	<ul style="list-style-type: none"> • Students can organize and execute verbal and written presentations of complex social issues • Students can tackle social and political problems by acquiring relevant data and using insight and technical skills to analyze data and develop logical solutions • Students understand the roles and responsibilities of institutional authority

	<p>within local, state, national, and international communities.</p> <ul style="list-style-type: none"> • Students understand and can execute a policy analysis
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GRADING

The grade for the internship will be based on the completion of the items below and by the supervising faculty member in consultation with the internship coordinator.

ASSIGNMENTS

The following are requirements to receive course credit for the internship:

- The student must work in the internship ten hours per week or a total of 120 hours during the session to earn three hours of course credit. The schedule will be based on the availability of the internship supervisor and student.
- The intern must turn in weekly journal reflections and a final paper.

JOURNAL

The journal should include at least one entry per week that includes

- a summary of what you did during the week
- a summary of what you have learned
- observations you have made that tie to what you have learned in your courses so far
- how you are feeling overall in the work you are doing for the internship--in other words, do you feel valued/needed/inspired/frustrated, etc.? Would you want to work in this capacity long-term?

Please submit these at the end of each week in a basic word document to the appropriate spot on Blackboard. They should each be about a page of single-spaced typing. However, there is no limit on length.

There are no specific formatting guidelines for the journal. I would suggest using a spiral notebook that you carry with you each time you go to the internship location.

PAPER

The paper must include the following sections: NOTE: Although information in this paper will not be shared publicly, please refrain from using specific names in the paper.

- I. A setting analysis. The setting analysis will include a description of the work environment and agency/institution (if applicable). It should include demographics of the community including a statement on the economic environment of the community (average incomes, business statistics), a statement on the social environment of the community (major groups in the community such as religious, ethnic / racial, civic, educational), and a statement of the political culture of the community.

- II. An organizational analysis. The organizational analysis should include a statement on the governing structure of the organization/agency/office you are working in and a statement of the administrative structure of that organization/agency/office. In addition to your statement on the

- formal organizational structure, you should note your observations about the informal structure and governing norms of the organization.
- III. Overall assessment of what was learned: Please provide an in-depth analysis of what was learned as it relates to government, working in government, being in particular positions in government, and the power dynamics of the particular environment the internship was conducted in.
- IV. Suggestions for future students who want to do similar internships or the same one: Please provide tips for future students that will help them maximize the experience and/or get an internship. Include a description of anything you wish you would have done differently.

The intern will meet with the faculty advisor before final exam week to submit his journal and paper and discuss his/her experiences.

OTHER COURSE POLICIES & RESOURCES

ACADEMIC INTEGRITY: Intellectual development requires hard work. Academic dishonesty severely interferes with this development and reduces the value of college degrees. Presenting the ideas or work of others as your own, submitting the same paper for multiple classes, doing someone else's work, and/or failing to cite your sources when you utilize the ideas of others, are all examples of dishonest academic conduct. As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at:

<https://www.sulross.edu/about/administration/university-policies/>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

If you have any questions about this, please ask!

LATE WORK: I have been very intentional about how I have designed this course and distributed the content to optimize your learning and comprehension. Trying to cram weeks of work into a few days or waiting until the end of the semester to do everything isn't conducive to learning. For this reason, you must have an extenuating circumstance and approval from me to submit late work. If you submit late work without an approved extension from me, I reserve the right not to grade it. **IMPORTANT NOTE:** Since university-related travel (e.g., travel for athletics competition) is planned in advance (with a few exceptions), make sure to plan ahead and submit assignments before departure to avoid missing deadlines.

INCOMPLETE POLICY: We do have the ability to assign students an incomplete at the end of a course. However, two things are typically required for an incomplete to be granted: 1) an extenuating circumstance, and 2) most of the work for the course has been completed. In our program, we have been very flexible with this policy, especially in the last two years. However, we are not seeing the best results from students who are granted this option. In addition, we feel that it has created a level of unfairness for students who finish all their work by the stated deadlines. Therefore, not only will we be using this option more sparingly, but we will also be assessing a grade letter penalty for incomplete classes. This means that the highest grade possible when using this option will be a "B" in the course. In addition, as of SRSU policy changes in Fall 2021, the max extension for an incomplete is 6 months, and incompletes

are calculated as an “F” in your GPA until you have completed the course and a grade change form has been submitted.

COURSE BLACKBOARD RESOURCES: There are several resources on the course Blackboard page. You are expected to review and familiarize yourself with the items in Blackboard in the first week of class. NOTE: Please post general, course-related questions to the discussion board forum I have set up for this. Typically, if one student in the class has the question, others do as well. Please allow 24 hours for a response, and then feel free to email me or call me directly with your question.

SRSU LIBRARY SERVICES:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

SRSU DISABILITY SERVICES: Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours). The office is located on the first floor of Ferguson Hall (Suite 112), and their mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832. **Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received.**

DISTANCE EDUCATION STATEMENT: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

BLACKBOARD TECHNICAL SUPPORT: SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll Free: 888.837.6055. Email: blackboardsupport@sulross.edu

COMMITMENT TO DIVERSITY

I will strive to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and also one that honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). It is my expectation that we will be partners in this commitment so that, together, we can create a classroom community that feels welcoming to all.

