

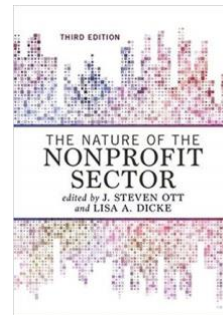
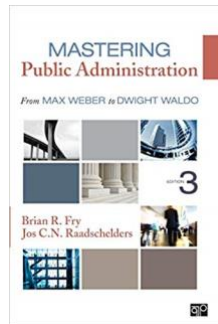
“The ablest administrators do not merely draw logical conclusions from the array of facts of the past which their expert assistants bring to them, they have a vision of the future.” — Mary Parker Follett

# Public Administration Survey

## PS 5303: Spring 2023

**Professor:** Jessica Velasco, D.P.A.  
**Office Hours:** M 12-2 p.m., T/R 1-3 p.m., & by appointment  
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ISBN-13: 978-0813349602  
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**Required Texts:** *The Nature of the Nonprofit Sector* (3<sup>rd</sup> edition) by J. Steven Ott & Lisa A. Dicke; *Mastering Public Administration: From Max Weber to Dwight Waldo* (3<sup>rd</sup> edition) by Brian R. Fry & Jos C. N. Raadschelders

**Optional Online & Free Resource:** <https://www.managementstudyguide.com/what-is-public-administration.htm>

**Course description:** This course focuses on the conduct of public business by public agencies and nonprofit organizations at national, state, and local levels. In this course, we will explore the works and teachings of many of the prominent public administration scholars and theorists, as well as review articles about the role and challenges associated with nonprofit organizations.

### Course Learning Outcomes:

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

- Explain many theoretical approaches to the study of public administration and how each applies to their area of public service
- Describe the various challenges that public administrators face and how scholars and administrators of the past and present have and are addressing those challenges
- Identify the major foundational works in public administration and the contributions each made
- Describe the role and management of nonprofit organizations in delivery of public services
- Apply research and theory to case studies and current issues facing public administrators

**Program Learning Outcomes**

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

<p style="text-align: center;"><b>Public Administration</b></p> <ul style="list-style-type: none"> <li>• Students can organize and execute presentations relevant to public administration</li> <li>• Students understand and can execute a program evaluation</li> <li>• Students can conduct statistical analyses that are useful to the work of public administrators.</li> <li>• Students can read and interpret an organization budget</li> </ul>	<p style="text-align: center;"><b>Political Science</b></p> <ul style="list-style-type: none"> <li>• Students can organize and execute verbal and written presentations of complex social issues</li> <li>• Students can tackle social and political problems by acquiring relevant data and using insight and technical skills to analyze data and develop logical solutions</li> <li>• Students understand the roles and responsibilities of institutional authority within local, state, national, and international communities.</li> <li>• Students understand and can execute a policy analysis</li> </ul>
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**GRADING**

Grades in this class will be determined by the number of points you earn by the end of the course. The point distribution is listed below:

Module Discussion Posts & Questions (50 x 6)	300
Summaries of Contributions (75 x 4)	300
Theory Reflection Paper	150
Case Study Analysis	250
Total	1000

A	895-1000 points
B	795-894 POINTS
C	695-794 POINTS
D	595-694 POINTS
F	BELOW 595 POINTS

**ASSIGNMENTS:**

**Discussion Boards:**

Most of the modules in this class will have discussion board components, each worth 50 points. Please make sure to read over the rubric and examples posted on Blackboard. Graduate-level discussion posts should be viewed much like mini research papers. Unless the question specifically calls for it, the use of first person and opinions should be minimal. Statements should be substantiated by scholarly references, and grammar and spelling errors should be non-existent. In other words, these are not social media posts that you can write from your phone. It is recommended that you type all posts in word

processing software before posting them to check for grammar & spelling mistakes. Make sure you also include both in-text and full citations for references used (APA format). NOTE: All discussion board posts are “post first” discussion boards, meaning you will not be able to view the posts of others until you have made your first post.

Your first post for each discussion board should be a set of **three questions** related to the readings for the module. Instead of asking questions that will prompt regurgitation of course readings, ask questions that encourage fellow students to think critically and to research further for their responses. See “Discussion Questions” section of this syllabus for more guidance.

After your initial post, you will need to **respond to two questions** from your classmates (although you are allowed/encouraged to respond to more). Please select questions that allow you to add more depth to the discussion. Use the rubric to guide your responses.

Except for Module 5 (one week), each of the discussion modules lasts for two weeks. You will have the first week to read and digest the material. **By Monday at 8 a.m. of the second week, you need to have your questions posted to the discussion board to allow your classmates a full week to respond to them.** You will lose points if your questions are not posted in time. Response posts must be posted by 11:59 p.m. on the final day of the module. NOTE: The due date posted in Blackboard is the due date for the initial post (your 3 discussion questions) because Blackboard only allows one due date to be associated with each assignment.

**Summaries of Contributions:** After reading the materials for each module for Modules 1-4, you will need to submit a short summary highlighting what each individual contributed to the practice or study of public administration and which challenge (s) of administration his/her work addressed. These can be in bullet form with 3-4 sentences for each individual. You will submit summaries for individuals in each module in one document on Blackboard. Each summary is worth 75 points, and summaries are due at the same time your discussion board questions are due, by Monday at 8 a.m. of the second week of the module. NOTE: I will be combining all of the submissions into one document and sharing that with the class as a resource at the end of each module.

**Theory Reflection Paper:** During Module 5, you will submit a 3–4-page theory reflection paper, discussing how you feel about the theoretical approaches covered in Modules 1-4, highlighting any you feel are particularly relevant to the work you do or plan to do in public administration. This is also your opportunity to incorporate any other theories that you find useful/meaningful in the work you do or plan to do. This is a personal reflection paper, so it is appropriate to use first person. However, you should still have references that are cited appropriately. More information is provided on Blackboard.

**Case Study Analysis:** Your final assignment will be a case study analysis, where you will be applying the theories and concepts you have learned throughout the semester in an analysis of a movie. Please see the information provided on Blackboard for this assignment.

**Readings:** Aside from text readings, there will be other assigned readings and materials to review for each module. These will be posted in Blackboard directly or accessible through the SRSU library online database. You will also be doing additional reading for your discussion board responses and case study analysis (that you find on your own). You may, of course, organize your time however works best for you. However, I would suggest scheduling blocks of time each week to do your reading and other course assignments. I would also suggest staying ahead. You never know what will come up.

## Calendar (subject to change)

<b>Module &amp; Dates</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>First week</b> Jan. 16-21	Introductions & Course Overview	Syllabus & other items on BB	Order your books, post an introduction, and familiarize yourself with course materials and requirements
<b>Module 1:</b> January 23-Feb. 5	Weber, Taylor, Wilson, & Argyle	Chapters 1-2 (MPA) & readings on BB	Summaries & Discussion board posts
<b>Module 2:</b> Feb.6-Feb. 19	Gulick, Follett, Van Riper, & Hawthorne studies	Chapters 3-4 (MPA) & readings on BB	Summaries & Discussion board posts
<b>Module 3:</b> Feb. 20-March 5	Mayo, Barnard, & Etzioni	Chapters 5-6 (MPA) & readings on BB	Summaries & Discussion board posts
<b>Module 4:</b> March 6-March 26 March 13-17: SPRING BREAK	Simon, Lindblom, Waldo	Chapters 7-9 (MPA) & readings on BB	Summaries & Discussion board posts
<b>Module 5:</b> March 27-April 2	Theory Reflection Paper	None	Theory Reflection Paper due by 11:59 p.m. on April 2
<b>Module 6:</b> April 3-April 16	Non-profit sector and other PA topics	Chapters 1,2, 4, 6, & 8 (NNS) & readings on BB	Discussion board posts
<b>Module 7:</b> April 17-April 30	Non-profit sector and other PA topics	Chapters 14, 16, 17, 26, & 28 (NNS) & readings on BB	Discussion board posts
<b>Module 8:</b> May 1-May 12	Case Study Analysis	Readings to support case study	Case Study Analysis due on May 12 by 11:59 p.m.

Key:

**BB**=Blackboard

**MPA**= *Mastering Public Administration: From Max Weber to Dwight Waldo* (3<sup>rd</sup> edition) by Brian R. Fry & Jos C. N. Raadschelders

**NNS**= *The Nature of the Nonprofit Sector* (3<sup>rd</sup> edition) by J. Steven Ott & Lisa A. Dicke

### WHAT YOU CAN EXPECT FROM ME:

- I will provide weekly communication with the class through announcements (email and posted on Blackboard), email notifications, and virtual office hours.
- I will provide email responses within 24 hours of receipt during the hours of 9 a.m.-4 p.m., Monday-Friday.
- I will provide grades and feedback for assignments within one week of the submission due date.

- I will provide clear and concise instructions on how to complete the online course requirements.
- I will provide a range of opportunities to engage in the course content in a meaningful way.
- I will engage in the weekly discussion boards to provide direction or clarification to the discussion.
- I will do my best to stay abreast of the current research in the field to help you get the best possible experience in the course.

### **WHAT I EXPECT FROM YOU:**

- You will familiarize yourself with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- You will acquire the tools necessary to be successful in this class. This includes the book, reliable Internet access, and a device other than your phone for completing assignments.
- You will complete all assigned readings and coursework by assigned due dates.
- You will engage in the course, with your peers, and with me, using open and appropriate communication
- You will be diligent about using communication in a way that shows respect to me and your classmates
- You will submit graduate-level work that has been checked carefully for errors in spelling, grammar, and punctuation (using a free extension like Grammarly is recommended).
- You will respond to communication from me and your classmates in a timely manner (within 24 hours).
- You will not plagiarize the work of others or yourself, and you will also not collaborate with others on class assignments (unless clearly authorized to do so)
- You will reach out to me immediately if you are having trouble in the class or with access to course materials (although please call the Help Desk--888.837.6055 for general access issues)

### **GROUND RULES FOR DISCUSSION BOARDS**

SOURCE: Center for Teaching and Learning. (2020). Sample discussion board ground rules. Retrieved from <https://ctl.wiley.com/sample-discussion-board-ground-rules/>

- **Ask questions.**  
If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.
- **Participate.**  
Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.
- **Do not dominate a discussion.**  
Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
- **Be intellectually rigorous.**  
Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- **Be tactful.**  
Be critical of ideas but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
- **Forgive other students' mistakes.**

Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.

- **Read the whole thread before posting.**  
Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- **Be concise.**  
Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
- **Reread and check your posts.**  
Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
- **Cite your sources.**  
If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
- **Maintain confidentiality.**  
Respect your classmates' privacy. Do not repeat the personal information that others share.
- **Report technical problems.** If the platform is not working properly, please let me know as soon as possible

## **DISCUSSION QUESTIONS**

--A good discussion question meets the following criteria:

- Is clear and easy to understand
- Has appropriate grammar, spelling, and punctuation
- Allows your classmates the opportunity to apply or critically think about a concept from the readings or to discuss an issue that is relevant to the topics for the week
- Encourages deeper exploration of course topics
- Helps bring in new knowledge to the learning environment

--A good discussion question DOES NOT

- Ask for specific answers that can be easily found in the book or online (you're not testing your classmates)
- Promote a certain opinion (e.g. Why should we do away with the electoral college?)
- Duplicate questions from other sources
- Present inaccuracies (e.g. Why does the President get to serve six terms?)

### **Responding to Discussion Questions**

When you respond to discussion questions, you need to respond to questions that are good discussion questions if you want to reduce point loss. Please refer to the list above when selecting a question to respond to. **Also, PLEASE make sure to include the full question you are responding to in your response post.** When I grade the discussion board, I do not grade by thread, I grade by person. In addition, all students must adhere to the basic ground rules listed above.

## **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, using unauthorized sources, 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 successfully completed the final assignments.

**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](http://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](mailto: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](http://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](mailto: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, even when we seek to challenge each other's perspectives.