

# Independent Study

## PS 4308: Summer 2023

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**Professor:** Jessica Velasco, DPA  
**Office Hours:** By appointment  
**Office Location:** LH 210  
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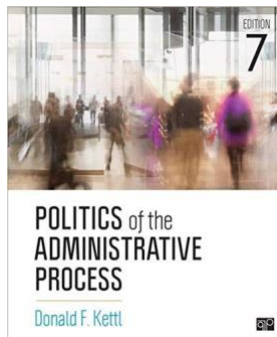
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### Course Description

This independent study course will cover the major and characteristic problems of public administration approached through analysis of actual incidents in various administrative settings.

### Required Text

*Politics of the Administrative Process* (7<sup>th</sup> edition) by Donald F. Kettl, ISBN-13: 978-1506357096; ISBN-10: 1506357091



### Course Learning Outcomes

By the end of this course, students will

- Have a general understanding of public administration in the United States
- Be able to explain many of the various challenges that public administrators face
- Be able to apply research and theory to case studies and challenges public administrators face

<p><b>Program Learning Outcomes (Political Science):</b></p> <p>The graduating student will:</p> <ul style="list-style-type: none"><li>• Demonstrate knowledge of significant theoretical approaches of political science through written work and oral communication.</li></ul>	<p><b>Marketable skills (Political Science):</b></p> <ul style="list-style-type: none"><li>• Students can effectively communicate ideas and information verbally, visually, and in writing</li><li>• Students can distinguish between credible/relevant information and information lacking credibility/relevance</li></ul>
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<ul style="list-style-type: none"> <li>• Demonstrate the ability to analyze domestic and international political processes in written work and oral communication.</li> <li>• Demonstrate the ability to develop arguments about global equity and equality issues in politics through written work and oral communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can identify critical and common institutions of political decision-making and policymaking across different nation-state settings</li> <li>• Students can engage with social and political problems and use critical thinking to develop logical solutions</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:

<b>Case Study Responses (12 x 75)</b>	900
<b>Final Reflection</b>	100
<b>Total</b>	1000

A	900-1000 points
B	800-899 POINTS
C	700-799 POINTS
D	600-699 POINTS
F	BELOW 600 POINTS

### CASE STUDY RESPONSES

Most of your grade for this course will come from answering the questions for 12 case studies in the book. You may choose any 12 case studies you would like, **as long as they come from 12 different chapters**. You should treat each case study like a mini research paper. Each case study response is expected to include the following elements:

1. A thorough response to each question
2. The incorporation of at least one outside source for each question (peer-reviewed, scholarly sources are preferred; do not use Wikipedia)
3. The incorporation of the text concepts in at least one of the responses
4. Proper referencing/citation of all sources used (APA format)
5. Appropriate grammar, spelling, and punctuation

All case studies need to be submitted in a Word document with Times New Roman, 12-point font, and regular margins. Please include the question before the response, as well as the case study number and title. Single-spacing is preferred for these assignments. There is not a specific page-length requirement. Some case studies will be longer/shorter than others. Focus on the guidelines above and not a specific word or page count.

You should review the student companion site (link on Blackboard and listed in your book) before/while completing the case studies. There are sources included for each case study on the student companion site.

**DUE DATES:** Case studies are due by Friday at 11:59 p.m. of the week that chapter is listed on the syllabus calendar.

### FINAL PAPER: COURSE REFLECTION

Rather than a final exam, you will have a course reflection paper. Please see the instructions on Blackboard.

Week & Dates	Readings	Assignments
Week 1: July 10-14	Syllabus, Chapters 1-2	2 case studies
Week 2: July 15-21	Chapters 3, 4, 5	2 case studies
Week 3: July 22-28	Chapters 6, 7, 8	2 case studies
Week 4: July 29-August 4	Chapters 9, 10	2 case studies
Week 5: August 5-August 11	Chapters 11, 12	2 case studies
Week 6: August 12-August 15	Chapter 13, 14	Course evaluation, 2 case studies, and final reflection

**WHAT YOU CAN EXPECT FROM ME:**

- 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 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 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 college-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)

### **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.

**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.

**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.