Public Administration Survey
PS 5303: Spring 2024

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Office Hours:	MW (10 a.m.-12 p.m.), Thur (4-5 p.m.) & by appointment
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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, students will explore the works and teachings of many of the prominent public administration scholars and theorists, apply those to case studies, 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, management, and challenges of nonprofit organizations in delivery of public services
- Conduct a program evaluation of a program, agency, organization, or approach in public administration
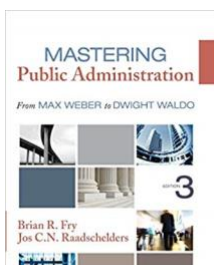
Required Text: *Mastering Public Administration: From Max Weber to Dwight Waldo* (3rd edition) by Brian R. Fry & Jos C. N. Raadschelders

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

ISBN-13: 978-1452240046
ISBN-10: 1452240043

Program Learning Outcomes

Public Administration	Political Science
The graduating student will:	The graduating student will:
• 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 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.	• Demonstrate the ability to apply appropriate statistical tools for quantitative analysis

Marketable Skills

Public Administration	Political Science
• 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	• 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 within local, state, national, and international communities. • Students understand and can execute a policy analysis

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		A	895-1000 points
Case Study Assessments (5 x 70)	350		B	795-894 POINTS
Theory Reflection Paper	150		C	695-794 POINTS
Program Evaluation	200		D	595-694 POINTS
Total	1000		F	BELOW 595 POINTS
Webinar/Optional Events (bonus)	Up to 50			

ASSIGNMENTS:

Discussion Boards: During several weeks, we will have discussion boards, 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.

Each discussion board module lasts one week. **Your first post with discussion questions is due by 11:59 p.m. on Wednesday**. You will lose points if your questions are not posted in time. Response posts must be posted by 11:59 p.m. on the following Sunday. 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.

Case Study Assessments: You will have five case study assessments during the weeks that we do not have discussion boards. These will be timed assessments on Blackboard, where you are provided a case study scenario and asked to apply approaches from the readings. These are each worth 70 points. You may take them at any time during the week, but they will be due by Sunday of 11:59 p.m. You will have two hours to complete the response once you enter the assessment.

Theory Reflection Paper: During Week 13, you will submit a 3–4-page theory reflection paper, discussing how you feel about the theoretical approaches covered in the text, 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.

Program Evaluation: Your final paper in the course will require you to conduct a basic program evaluation of a program, agency, organization, or approach in public administration through the lens of one of the theories from the class. More instructions and a rubric are provided on Blackboard. These are due by 11:59 p.m. on May 5. You are expected to work on the paper throughout the semester, and you are welcome (and encouraged) to set up a meeting with me if you want to talk more about your paper.

Class Meetings: This class is an online, asynchronous class. Therefore, there are not any required meeting times. However, I will be providing various opportunities to interact with me and others in the class so we can discuss the course materials and assignments throughout the semester. I will also promote opportunities to attend webinars and set up "after the show" discussions. In addition, I will be active in all of the discussion boards.

Calendar (subject to change)

W	Week of	Topic	Reading	Assignments and Important Dates*
1	Jan. 15	Introduction to the course	Syllabus & Book Introduction (MPA)	Introduction post due by Sunday at 11:59 p.m.
2	Jan. 22	Weber	Chapter 1	DB
3	Jan. 29	Taylor	Chapter 2	Case Study Assessment
4	Feb. 5	Gulick	Chapter 3	DB
5	Feb. 12	Follett	Chapter 4	Case Study Assessment

6	Feb. 19	Mayo	Chapter 5	DB
7	Feb. 26	Barnard	Chapter 6	Case Study Assessment
8	March 4	Simon	Chapter 7	DB
9	March 11-15	<mark>Spring Break-No Classes!</mark>		**Enjoy your break!**
10	March 18	Lindblom	Chapter 8	Case Study Assessment
11	March 25	Waldo	Chapter 9 & Chapter 10	DB
12	April 1			Theory Reflection Paper due by Sunday at 11:59 p.m.
13	April 8	Non-profit organizations	Reading list in Blackboard	Reading Week
14	April 15	Non-profit organizations	Reading list in Blackboard	DB
15	April 22	Non-profit organizations	Reading list in Blackboard	Case Study Assessment
16 & 17	April 29 & Finals week		Readings to support your proposal	**Program Evaluation due by 11:59 p.m. on May 5, 2024**

Other important dates:

- Jan. 22-- Last day for registration and schedule changes
- Feb. 1-- Last day to drop a 16 week course without creating an academic record
- Feb. 5—Last day to register to vote in primary
- Feb. 20—First day of early voting
- March 5—Primary Elections
- April 3-- SRSU's Birthday
- April 12—Last day to withdraw from 16 week courses with a grade of "W". Drops must be processed in the Registrar's office by 4 p.m.
- April 12—Deadline to apply for Spring 2024 graduation (late) & Last day to apply for Summer 2024 and Fall 2024 graduation without a late fee
- May 3, 6-8—Final Exams
- May 4—Local elections in Texas
- May 10—Spring Commencement in Alpine, 5:30 p.m.

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 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?)

OTHER COURSE POLICIES & RESOURCES

ACADEMIC INTEGRITY: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid engaging in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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. Respondus Lockdown Browser will be used for the case study assessments as well.

If you have any questions about this, please ask!

CLASSROOM COMMUNITY
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.

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. Communication is key.

INCOMPLETE POLICY: We do have the ability to assign students an incomplete at the end of a course. However, two conditions 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 during COVID. 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 reserve the right to assess a grade letter penalty for incomplete classes. In addition, 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.

ALPINE LIBRARY INFORMATION

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 LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

ADA STATEMENT

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832. **Please note that instructors are not permitted to provide accommodations to a student until the appropriate verification has been received.**

COUNSELING SERVICES

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

SRSU 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 a 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

IMPORTANT NOTES ON GRADUATE COURSEWORK

Grades: In graduate school, a "C" is required to pass the class. In addition, you must maintain at least a 3.0 GPA to remain in good standing. The program faculty evaluate the progress of students in the program at the end of each semester. Just maintaining a "B" average in the program is not enough to be deemed eligible to continue in the program or to complete the comprehensive exam.

Comprehensive Exam: A comprehensive exam is required in the final semester of coursework for MA-PS and MPA students. More information can be found on our program's website. Please make sure to save copies of all of your papers, assignments, and books. These will assist you in the comprehensive exam.