

Austin Peay State University

Fall 2021

COURSE: PM 4320 Administrative Law

TIME & LOCATION: Web Online Fall 1 2021 Aug 23-Oct 14

INSTRUCTOR: Dr. Chinyere Ogbonna-McGruder

OFFICE HOURS: 11am -3.30 pm weekdays via appointment via phone consult or Zoom for Fall 2021 My Cell Phone 615 806 1665 (text prior)

E-Mail: ogbonnac@apsu.edu

REQUIRED TEXT: Constitutional Law and Criminal Justice System Mindtap edition by J. Scott Harr, Kären M. Hess, Ph.D., Christine H. Orthmann, Jonathon Kingsbury

7th Edition

COURSE DESCRIPTION:

This undergraduate course introduces students to the fundamentals of laws governing governmental agencies. Due process and constitutional considerations inherent in carrying out Governmental objectives. Students are taught the basis of USA constitutional guarantees and basis for due process in Administrative law, and why they are needed in a constitutional democracy.

My Teaching Philosophy: My teaching style tries to incorporate as well as tie real world stories and events to what you research and learn in this class. To that effect, for my online classes I am more of a facilitator or guide that directs students and points them to research that will help bolster their deep and factual understanding of the concept. I do not feed students rote notes, but believe in a more integrative process similar to the Socrates methodology, where the students are actually involved in researching and finding out concepts and posting them for the discussion board. That I believe results in a more in-depth and comprehensive understanding for the researched concept by the student. As such this class, expects that students will read the assigned work as well as research the assigned work and then articulate in detail with examples in their own words, responses to the

discussion board questions. That is the thrust and format of this class!! Dr. COM

COURSE OBJECTIVES:

This course is designed to as provide students with avenues for critical analyses of Administrative legal cases, processes and procedures as well as legal proceedings. This course provides a fundamental basic concept of Administrative law and procedures with ensuing legal background for students that will ultimately seek gainful employment in diverse careers ranging from public management, law and law enforcement, to engineering, managerial positions and health care. The course material is designed to better prepare students for successful careers especially in our complex and legally influenced society. Role playing assignments sometimes are utilized within this class, with students as participants.

There will also be a focus on discussions pertaining to substantive issues relating to USA legal and Administrative systems. Students will be expected to critically analyze and develop broader understanding of specific Court cases pertaining to issues of Administrative law, and processes inherent in carrying out legal mandates.

GENERAL EDUCATION GOALS:

In addition to the objectives discussed above, the more general goals of this course are to provide the student with the tools with which to develop his or her own potential and abilities.

1. This course will help to develop the student's analytical thinking capabilities by applying theories and concepts to American state and federal legal systems. Questions that beg for well reasoned and analyzed answers will also be utilized.
2. The student's literacy skills will be enhanced through assigned readings, class assignments, and examinations.
3. This course utilizes historical perspective to help students understand the evolutionary development of Administrative Law within the United States.
4. This course should be useful in increasing the student's awareness of the laws as well as rights and liberties granted by the constitution and specific Supreme Court interpretations of these rights.
5. This course will prepare the student for more advanced studies in criminal justice, law, Administration, Management and political science.

Student responsibilities:

Students are expected to read the chapters assigned for discussion (which are posted on the discussion board) as well as research the concepts and make sure to post for all discussion board as well as take the quizzes and texts. It is the responsibility of the student to inform the professor if they don't understand the chapter or concept such that it can be elaborated on. There will be no rote notes for the class, students are expected to develop their deductive reasoning and critical thinking skills by reading, researching concepts and being able to articulate what they learnt from their reading and research via their work on the assignments and short exams. If need be , I will utilize scheduled Zoom, whereby I will go over some of the concepts, but I do not believe in rote note taking and as such notes or power points are not utilized. The class assignments, quizzes and tests, will be based on the assumption that the students read the assigned readings. Any student that might have a condition that could affect his/her academic performance in this class is advised to contact disability services at 931-221-6230.

Students may also meet with Ms. Nancy Gibson at the library if they need help with finding referred articles for their research panel or project. Ms. Gibson's contact info:

Phone: (931) 221-6166

Fax: (931) 221-7296

Email: gibsonn

Office: Library 217

There is no minimum technology requirements in this class, so long as a student has access to a laptop. In the case that a student does not have a laptop, they can use the APSU library for their outside research for their research including the research for the panel and project research

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty or visitors on campus are not permitted in the classroom.

Service Animals in the classroom:

Please consult Policy 3.007, Animals on Campus for appropriate situations allowing service animals in the classroom.

Students with Disabilities: Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate with me or Office of Disabilities Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, disabilityservices@apsu.edu, so that reasonable accommodations may be arranged.

Schedule of Postings for the session

Note the below links are also in content and are provided for students as resources. And do remember to contact the Office of Disability Services (listed below) if you needed accommodations

[D2L Student Help](#)

[The IT Help Desk](#): 931-221-HELP (for OneStop, email, or general computer issues)

[D2L Help](#): 931-221-6625 (available from 8 to 4:30 whenever the university is open)

[Student Counseling Services](#): 931-221-6162

[Disability Services](#): 931-221-6230 or 931-221-6278 (TTY)

[APSU Tutoring Services](#): 931-221-6550

[TRiO SSS](#): Free academic assistance. Contact us for more information about our program: 931-221-6142 (call), 931-368-TRIO (text), or trioss@apsu.edu (e-mail)

[TurnItIn](#)

GRADING/EVALUATION SYSTEM

NOTE: I DO UTILIZE THE FA AND FN for grading purposes. FA when a student fails the class because they failed to post one or more of the required essay/exam for the class nor take any of the tests/exams/quizzes/assignment if applicable by the deadline. This is very important for the university records and for those in the military, note that the military will not pay for an FA or FN, so it would behoove you, to attend if you are in the class. Please do not ask me to change an FA or FN after the fact that is after the class is over. Thanks

Grades will be determined by the 7 Mindtap chapter modules. Each module comprises of short essay, critical thinking exercise and quiz. Students will earn a total of 100 points for the class. The professor expects that student submissions for the assignments will be the student's own. For general idea about the level of expectations for applicable exam or essay see the Rubric utilized for grading the discussion or essay assignments. Follow that level of expectations. The modules comprising of the assignments/quizzes \discussion essays, will be worth a total of 100% of the student's final. Assignments will not be accepted after due date. Grades will be assigned as follows: A=90%-100%; B=80%-89%; C=70%-79%; D=60%-69%; and F=59% or below.

There will be no make-up assignment/quizzes etc. There might be bonus points for zoom meeting attendance. Attendance is not mandatory, but nonattendance will not garner the bonus points, which is an extra point in addition to the 100% that can be earned by a student.

SCHEDULE OF LECTURES, READINGS, AND ASSIGNMENTS: The semester Schedule of assignments can be seen on mindtap within the content section of D2L as well as the deadlines.

Semester or classes end Oct 14 2021.

Please note this clearly: Submissions after the stipulated deadlines will not be accepted. Except with documented legal note. So please do not email me, asking me to make an exception for you, if you forgot to post or got too busy (that will be preferential treatment). All the assignments are open to you all from the first day of the session that is August 23. So that is more than enough time to complete the assignments with staggered deadlines, no excuses. Students are expected to do their assignments early, within the generous staggered deadlines provided. If a student is sick with Covid for the whole duration of a particular assignment, then the deadline for that student will be extended for a day (after they confirm they are capable of taking the module) with a legal note.

COVID-19 Syllabus Supplement – UPDATED AUGUST 10, 2021

In accordance with CDC guidelines for higher education, as of August 11, 2021, regardless vaccination status, masks are required in any of the university's indoor facilities except for private offices, individual study/practice rooms, and residence hall rooms. Social distancing is not required. Vaccination is strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student must submit the COVID-19 Self-Reporting Form. Any student exhibiting symptoms of COVID-19 should seek a test, must fill out the COVID-19 Self-Reporting Form, and should not attend in-person classes while symptomatic. Visit the APSU Coronavirus Dashboard webpage for more information.

GENERAL GRADING RUBRIC FOR DISCUSSION BOARDS & ESSAYS (when applicable)

Student Level Writing Assignment Rubric

Assignment Rubric Under Graduate Level	EXEMPLARY LEVEL (A) 4	ACCOMPLISHED LEVEL (B) 3	DEVELOPING LEVEL (C) 2	BEGINNING LEVEL (D) 1
SYNTHESIS OF KNOWLEDGE (FOCUS/THESES)	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.
FOUNDATION OF KNOWLEDGE	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented	The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concerning in the linkages provided between	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in

	practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.	provide an adequate presentation of student's current level of subject matter knowledge.	facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.	isolation, and does not perceive to have a logical sequencing of ideas.
APPLICATION OF KNOWLEDGE (CRITICAL THINKING SKILLS)	Student demonstrates a higher-level of critical thinking necessary for graduate level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.
ORGANIZATION OF IDEAS/FORMAT	Student thoroughly understands and excels in explaining all major points. An original, unique,	Student explains the majority of points and concepts in the assignment. Learner demonstrates	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles,	Assignment reveals formatting errors and a lack of organization. Student presents an

	and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence.	a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with few formatting errors.	with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing.	incomplete attempt to provide linkages or explanation of key terms.
WRITING SKILL	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare graduate-	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and presents an above-average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a good final product that covers the above-minimal requirements.	Assignment reflects basic writing and grammar, but with more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.

	level writing for possible publication in a peer-reviewed (refereed) journal.			
USE OF COMPUTER TECHNOLOGY/APPLICATIONS	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Student has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.
RESEARCH SKILL	Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by student contributes significantly to the development of the overall thesis. Student	Student achieves an above average synthesis of research, but interpretation is narrow in scope and description within assignment. Assignment contains less than 7 resources and presents an	Assignment provides a basic, but borderline perspective of student's research abilities. Student has incorporated less than 4 sources, which does not attempt to cover key elements of assignment.	Student fails to provide an adequate synthesis of research collected for assignment. The lack of appropriate references or source materials demonstrates the student's need for

	incorporates at least of 7-10 quality references in assignment. Student incorporates a variety of research resources and methodology in the preparation of assignment.	average overview of key concepts.		additional help or training in this area. Student needs to review and revise the assignment. The paper is not of acceptable quality for graduate-level work.
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