**URPA 5320 Public Organization Theory and Development**

**Instructor(s):** Dr.Colleen Casey

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**Faculty Profile: https://www.uta.edu/mentis/public/#profile/profile/view/id/2490/category/1**

**Office Hours:** Fridays, 3:30-5:00 pm or by appointment.

**Section Information: URPA 5320, Section 001**

**Time and Place of Class Meetings:** Mondays, 6:00-8:50 pm, PH 206

**Description of Course Content**

The course will cover the historical evolution of organization theory including classical, sociological and social-psychological dimensions; and introduce the basic elements of organizational theory such as environments, change, development, and learning, leadership, effectiveness, decision making and culture. Implications for managers or leaders of public organization will be considered. Course objectives will be accomplished through a service-learning project.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

* Apply organization concepts and theories to lead and manage in public governance;
* Analyze, synthesize and think critically to solve organizational problems and make decisions;
* Apply social research skills to gather data for data-driven decision making;
* Communicate and interact effectively with professionals, colleagues and citizens.

The learning outcomes will be achieved by completing the assignments in this course that require you to:

* Apply different theories of organizations to understand and manage organizational life;
* Demonstrate an understanding of the debates what constitutes a ‘public organization’;
* Apply course concepts to a service learning research project;
* Prepare professional quality presentations and reports for managers/administrators of public sector organizations;

Student achievement of the outcomes will be measured by the following:

* Describe and demonstrate an understanding of course concepts--

Assessment: Background reports, reflections.

* Analyze, synthesize and think critically--

Assignments: Background reports, Service learning research project

* + Communication with professionals, colleagues and citizens--

Assignments: Service learning research project report and presentation; peer evaluations

**Required Textbooks and Other Course Material Requirements**

Rainey, H. (2009). *Understanding and managing public organizations*, 4th edition. John Wiley and Sons, Inc. ISBN:  978-0-470-40292-4 (this is the ISBN for cloth, but if paper is available that is preferred if it is less expensive).

Fink, A. (2013). *How to conduct surveys: A Step-by-Step Guide,* 5th edition*.* Los Angeles, CA: Sage Publications.

Other Readings Provided on Blackboard

**Description of Major Assignments and Examinations**

**1. Organizational Essays: 6 @ 25 points each, 150 points total**

Each student will prepare six short briefs (**maximum 3 pages double-spaced** **including references or diagrams**) that respond to the questions for that particular assignment. Your team will be required to sign up as a lead for TWO of the sessions during which these are due. You will present your responses to the questions and start us in discussion. These briefs will serve as information that can be incorporated into the final project report and we will identify a common place on Blackboard for each individual to post these. These will not be graded in terms of “right” or “wrong” but rather, full points will be awarded for the following conditions:

1. Addressing all of the questions (-2 points for each question not addressed)
2. Drawing upon the course readings (and referencing) to define all of the terms you are asked to define or identify (-2 points for each term not defined; -2 points for lack of references)
3. Fewer than 5 grammar or punctuation errors (-5 points for more than 5 errors)
4. Being prepared to lead us on the nights you have signed up (-5 points)

**2. Individual Reflection Papers (maximum 2 pages, double spaced): 3 @ 25 points each, 75 points total**

Reflection #1:

Reflect on your idea of service learning as of today and the instruction you have received from your instructor. Why is this important? Do you feel you are ready to undertake community-based research? Thoughts? Anticipations? Identify three positive experiences with teamwork and three negative experiences with teamwork. Based on the teamwork readings, what strategies do you feel can be employed to overcome teamwork challenges?

Reflection #2:

Describe your experience in the community. How has your understanding of the community or organization changed as a result of your participation in this project? What concept/theory from class can you apply?

Reflection, #3:

What did you Iearn through this experience?   What have you learned about this organization and their engagement with the citizens in the community? Did this experience compliment or contrast with what you are learning in class? Has learning through experience taught you more, less, or the same as in class?

**3. Weekly Team Updates on Project Progress: 3 @ 20 points each**

During the weeks that we do not meet face-to-face, each team is responsible for sending the instructor a weekly team update on the data collection process. These simply can be a brief email to me summarizing progress to date and any issues or needs of the team.

**4. Community Service Learning Research Project—250 points total, Presentation, Project & Peer Reviews**

A required part of this course is to conduct an applied research project with an organization. In this case, our partner is Dallas Habitat for Humanity.

**Project Partner**: Dallas Habitat seeks to transform lives, giving individuals and families the opportunity to be stably housed, to build wealth, and to increase their stake in the financial mainstream. The family impact evaluation program tracks how Habitat homeownership affects the lives of our partner families.

**Project goal –** The student will gain in-depth knowledge of conducting and using applied social research to enhance organizational effectiveness. Specifically, in this project, students will collect and analyze data related to Dallas Area Habitat for Humanity’s homeownership program. In-depth interviews will be conducted with Habitat families at 6-months post- purchase. Class members will have the opportunity to:

* plan and coordinate post-purchase survey project;
* as member of 2-person survey team, collect data through in-depth interviews, usually  in partner families’ homes
* analyze data collected by entire class and develop reports
* Propose changes to survey instrument and post-purchase home visit system to the  organizational partner, Dallas Area Habitat for Humanity

**Part 1. Presentation to Habitat, 100 points**

The class is required to present the findings to key stakeholders at Habitat. The Presentation Team will lead this effort. However, even if not serving on the team, all students are required to be present. Each member of the Presentation Team will identify an individual role and responsibility on the team, and the satisfactory fulfillment of this responsibility will be evaluated through peer review.

**Part 2. Final Project Report, 100 points**

The class is required to submit a final project report to the organization. The Project Report Team will lead this effort. Each member of the Project Report Team will identify an individual role and responsibility on the team, and the satisfactory fulfillment of this responsibility will be evaluated through peer review.

**Peer Reviews: 50 points**

The class will receive an overall grade for the presentation and the final project report out of 200. Each individual’s grade will be adjusted based on the average points received through the peer reviews conducted by members of all teams on which they participated and the class as a whole.

**Attendance:** Attendance is required. Students will receive 1 free pass, but are still required to notify the professor of their absence. After 1 absence, 10 points will be deducted for each absence, unless the student can present an acceptable way to make up the missed session.

**Other Requirements:** In addition to the assignments listed above, students will be required to work in small groups to complete a service-learning project.

**Grading**: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Grading is awarded in the following manner:

Total Points Possible: 585

1. Organizational Briefs 150 points

2. Individual Reflections 75 points

3. Weekly Team Progress Updates 60 points

4. Project, Presentation, & Peer Reviews 250 points

**Scale:**

90-100==A

80-89==B

70-79==C

60-69==D

60 and Below==F

**Outside Expectations**: Students can expect to spend at least an additional 9 hours per week in course-related activities, including reading required materials, completing assignments, small group work, data collection and analysis, meeting with the project partner, and other project specific activities.

**Make-up Exams**: Make-up Exams will not be allowed, and this is not applicable in this course.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest staircase which is at either end of the hall. The staircase will take you to the doors that can be used to exit the building. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.