



PAPP 5368-500 - Fall 2018 - Online
Practical Employment for Public and Nonprofit Managers

Department of Public Affairs
College of Architecture, Planning, and Public Affairs (CAPPA)
University of Texas at Arlington

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Course Duration: August 13 – October 5, 2018	

A. Course Description

This course examines the manager's perspective of public and nonprofit sector employment. Overviews of human resources functions provide knowledge of the components necessary for managers to ensure an engaged workforce. Organizational culture, leadership, and management practices provide students with insight to create a productive and positive working environment. Students will learn to recognize and analyze difficult organizational situations, to help prevent further escalation of employment issues.

B. Student Learning Outcomes

Understand the importance and develop the ability to discuss and interact productively with a diverse and changing workforce and citizenry through accurate, clear, and concise communications, while valuing diversity and competing perspectives.

Identify internal organizational factors, including culture, that affects public organizational performance.

Understand the legal context of public affairs, administration, and policy, and demonstrate the ability to research complex issues, and apply that knowledge to decision making in practical settings.

Lead by negotiating and managing conflict, while understanding and accepting differences, and by building consensus around public service values.

Use information technology to securely communicate and to collaborate in accomplishing project tasks.

C. Required Text

Berman, Evan M. and Bowman, James S., (2016) *Human Resource Management in Public Service: Paradoxes, Processes, and Problems* (5th Ed.) Sage. ISBN-13: 978-1483340036, ISBN-10: 1483340031.

D. NASPAA Competencies

The five universal competencies (domains) required by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA www.naspaa.org) for students graduating from all accredited MPA programs are addressed in this course.

Domain 1: The ability to lead and manage in public governance

Identify and manage the political, social, and institutional factors that affect public organizational performance

Identify the internal organizational factors including culture that affects public organizational performance

Domain 2: The ability to participate in and contribute to the policy process

Understand and apply the legal context of public affairs, administration, and policy

Domain 3: The ability to analyze, synthesize, think critically, solve problems, and make decisions

Demonstrate the ability to research complex issues and apply that knowledge to decision-making in practical settings

Domain 4: The ability to communicate and interact productively with a diverse and changing workforce and citizenry

Value diversity and the contribution of multiple viewpoints to the effective identification of the most appropriate policy option

Domain 5: The ability to articulate and apply a public service perspective

Lead by understanding and accepting differences and by building consensus around public service values

E. Graded Activities

All class activities take place through BlackBoard. Course Materials will display required weekly tasks. There, you will find Discussion Board exercises from text chapters and other sources. These tasks provide not only required activities, but also comprehension of issues, focus, and understanding of course content. Each student is required to participate in the Discussion Board postings. That is the place where class participation takes place. Your required contributions become part of your grade for this course. The Discussion Board allows you to display and contribute your knowledge and comprehension of course materials. There, you will also share ideas and resources. There are no team activities in this course. There is no

requirement to respond to other students' postings; however, you may do so if you wish. Replies are not part of grading criteria.

1. Discussion Board Assignments. Your posts to these assignments should be 10 to 30 sentences with at least one source cited per APA 6th Edition standards, **including page numbers** where applicable (text, PowerPoint, article, book, Internet, others). The timeline for discussion board assignments (unless otherwise noted in Course Materials) is: Monday opens the week's required activities and task assignments. Your response is due by that *Sunday, at 11:00 p.m.* Postings time-stamped after deadlines are not graded. The rubric for discussion board assignments can be found on the Blackboard sidebar under "Discussion Board Grading Criteria." There is no requirement to respond to other students' posts.
2. Case Study Report. Each student is required to submit a Case Study Report regarding a real workplace issue. Detailed instructions (including the rubric) regarding this assignment are in the Course Materials for Week One, as well as on the Blackboard sidebar at "Case Study Report." You have five weeks to do your report, which is due by 11:00 p.m. Sunday, of Week Five; however, you should start Week One!
3. Documents or weblinks. If documents, links, and other information are to be submitted, instructions for these will be on that week's Task list under Course Materials in Blackboard.

F. Exams

(1) Pre-Test Exam

The purpose of the pre-test exam is to assess your base knowledge regarding topics in the course *before* you take the course. Complete the test without researching or referring to any textbook. You will get full credit for COMPLETING the test regardless of how well you answered the questions. Partial credit will NOT be given for incomplete tests. The pre-test consists of 10 multiple-choice and/or true-false questions. You will have 30 minutes to complete the pre-test.

After the pre-test deadline, those students who have completed the pre-test will receive the correct answers, and your score will be adjusted to 100 points. An important benefit of the pre-test is that it will help you prepare for the mid-term and final exams. You will see 5 of the questions on the mid-term exam and 5 of the questions on the final exam. Therefore, you can use the provided answers to help you prepare for these exams.

(2) Mid-Term Exam

The mid-term exam covers materials provided in weeks 1-4, which includes the textbook Introduction and Chapters 1-6 (that's 7 sections of the book), plus supplemental information on

harassment, conflict, and bullying in the workplace. The exam will be multiple-choice and true-false questions, including 5 of the pre-test questions.

(3) Final Exam

The final exam covers Chapters 7-12 and the textbook Conclusion Section of the book (that's 7 sections of the book). It consists of multiple-choice and true/false questions, including 5 of the pre-test questions.

G. Course Grading Policy

Grades are calculated according to the following criteria:

Assignments	Possible Percent (%)	Cumulative Percent (%)	Earned Cumulative Percent (%)	Final Grade
Pre-Test	5	5	90 or more 80 to 89 70 to 79 60 to 69 Below 60	A B C D F
Weekly Tasks (Discussion Board Assignments and Skills Plan)	20	25		
Case Study Report	25	50		
Midterm Exam	25	75		
Final Exam	25	100		

H. Amendments to the Syllabus

This syllabus may be amended. If so, amendments will be posted on Blackboard under the Syllabus tab, and course announcements will be made alerting students to those amendments.

I. Blackboard Collaborate

There are no assignments or activity prescheduled for Blackboard Collaborate, however, if the need arises during the course, it may be utilized. If it is used for a class activity, there will be a recording available for students to view at their convenience. If I meet with one or more students for a specific reason or discussion in this setting, there may or may not be a recording, depending on the topic of the meeting.

150 **J. Course Calendar**

Week – Fall 2018		TOPICS / ASSIGNMENTS / EXAMS	DUE DATES/@11PM
ONE Aug 13-19		Course & Textbook Introduction Pre-test - Blackboard (Task 1.2) Decision Guide.ppt Chapter 1. Public Service Heritage Week 1 Tasks Task 1.6 Discussion Board Assignment ...	Wed Aug 15 Sun Aug 19
TWO Aug 20-26		Chapter 2 Legal Rights & Responsibilities Bully in the Workplace.ppt The Workplace Environment.ppt Week 2 Tasks Task 2.5 Discussion Board Assignment ...	 Sun Aug 26
THREE Aug 27- Sept 2		Chapters 3 Recruitment and 4 Selection Week 3 Tasks Task 3.3 Discussion Board Assignment ...	 Sun Sept 2
FOUR Sept 3-9		Chapters 5 Position Management and 6 Employee Engagement Week 4 Tasks Task 4.3 Discussion Board Assignment.... Mid-Term Exam – Task 4.5	 Sun Sept 9 Sun Sept 9
FIVE Sept 10- 16		Chapters 7 Compensation and 8 Employee-Friendly Policies Week 5 Tasks Task 5.3 Discussion Board Assignment ... Case Study Report – Task 5.4	 Sun Sept 16 Sunday Sept 16
SIX Sept 17- 23		Chapters 9 Training, Learning & Development and 10 Appraisal Week 6 Tasks Tasks 6.3 Discussion Board Assignment and 6.4 Skills Plan Assignment	 Sun Sept 23
SEVEN Sept 24- 30		Chapters 11 Unions & Government and 12 Collective Bargaining Week 7 Tasks Task 7.3 Discussion Board Assignment....	 Sun Sept 30
EIGHT Oct 1-5		Textbook Conclusion & Week 8 Tasks Task 8.2 Discussion Board Assignment ... Final Exam – Task 8.3	 Thursday Oct 4 Friday Oct 5

K. Grading Rubric for the Case Study Report

Criteria	Stimulating	Significant	Superficial	Substandard
Content quality, organization, and appropriateness of discussion	40 Points	35 Points	30 Points	25 Points
	Discussion is appropriate, thoughtful, and stimulating	Discussion is appropriate and thoughtful, but could use further analysis of topic	Discussion is appropriate, but lacks depth of knowledge of topic	Discussion is not appropriate; inconsequential or erratic
Formatting, grammar, spelling, citing, with written clarity and mechanics	30 Points	28 Points	15 Points	12 Points
	Writing is well organized and contributes to topic in clear, concise sentences, easy to read style, free of grammatical, spelling, citing errors.	Writing is organized and contributes valuable information to topic with minor clarity and mechanic errors	Writing is somewhat organized and contains some mechanical errors	Writing is disorganized and contains multiple errors
Relevance of discussion and application to the profession	30 Points	25 Points	20 Points	15 Points
	Discussion shows strong evidence of critical analysis with strong connections drawn to professional practice	Discussion shows some evidence of critical analysis with some connections drawn to professional practice	Discussion shows weak evidence of critical analysis and weak connections drawn to professional practice	Discussion shows little evidence of critical analysis and with no connections drawn to professional practice

Diversity, Inclusiveness, and Climate Statement.

Public administration at its core requires diversity of thought and perspectives towards effective and representative government. To quote our mission:

The mission of the Master of Public Administration program is to strengthen public decision making and the delivery of public services in a globalized and diverse society by educating students to lead and manage organizations at all levels of government and nonprofit institutions ethically, democratically, and effectively.

The MPA program embraces diversity among its students, staff, faculty, and administration. Diversity is essential in the achievement of our academic mission. Diversity means sustaining an intellectual, ethical, cultural and sociological environment that embraces and fosters academic freedom without prejudice, intimidation, intolerance, or discrimination. We promote an environment that accepts and appreciates every individual's uniqueness and characteristics regardless of race, gender, gender identity, language, age, ethnicity, physical abilities, sexual orientation, spirituality, socioeconomic status, or national origin.

Students are encouraged to review our principles of community and diversity plan at mpa.uta.edu/diversity.php. We welcome feedback and suggestions.

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## UT ARLINGTON POLICIES AND STUDENT RESOURCES

### **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://www.uta.edu/aao/fao/>).

### **Attendance**

At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a grade of F to a student, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

### **Disability Accommodations**

UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate based on disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:



**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. 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).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems, and make positive changes in their lives.

### **Non-Discrimination Policy**

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

### **Title IX Policy**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

### **Academic Integrity**

Students enrolled all UT Arlington courses 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.*

UT Arlington faculty members may employ the Honor Code in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

### **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>.

### **Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

### **Student Feedback Survey**

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

### **Final Review Week**

For semester-long courses, 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 exit, which is located to the left as you leave the classroom. 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 individuals with disabilities.

### **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 817-272-610, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.