

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> School of Public Administration  <b>College</b> Dorothy F. Schmidt College of Arts and Letters		
<b>Current Course Prefix and Number</b> PAD 6417		<b>Current Course Title</b> Seminar in Public Personnel Administration	
Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Guidelines</a> . Please consult and list departments that may be affected by the changes; attach documentation.			
<b>Change title to:</b> Human Resource Management in the Public Sector <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> Spring 2022		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Robin Larson rlaron2@fau.edu 561-297-4569			
<b>Approved by</b> Department Chair <u>A. Sapat</u> College Curriculum Chair <u>Eric Berlatsky</u> College Dean _____ UGPC Chair <u>Christopher Beebe</u> UGC Chair <u>Paul K. ...</u> Graduate College Dean <u>Robert W. ...</u> UFS President _____ Provost _____		<b>Date</b> 9/16/2021 9/27/21 09/27/2021 Oct 22, 2021 Oct 22, 2021 Oct 22, 2021 _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



Florida Atlantic University  
College of Arts and Letters  
Public Administration

PAD 6417-001 Human Resource Management in the Public Sector

3 Credits

Spring 202X

Day, Time

Mixed Online and Classroom

**Instructor Contact Information**

TBA

Phone: TBA

Email: TBA

**Office Hours**

TBA

**Human Resource Management in the Public Sector (PAD 6417)**

Review of development of public personnel policies and programs with emphasis on changes resulting from new approaches and employee organization. Studies personnel responsibilities of all public managers and employees. MPA core course.

**Course Objectives/learning outcomes**

At the end of this course, you should be able to: employ personnel management skills in a strategic public sector context. Students should also develop a clear understanding of the methods and functions of human resources management. Contemporary issues including managing diversity, volunteers, and equal opportunity remain a centerpiece of human resource management concepts and practices.

**Pre- or Co-requisite and/or how it fits into program**

This course is part of the MPA program core and is subject to all university regulations.

**Modality change policy**

After two full weeks of face to face instruction with consecutive 'no show' of any students in person in the classroom, the modality of this course section may be changed to remote instruction only at the discretion of the university.

*COVID-19 Statement*

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>.

In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.

Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

## Required Materials

Pynes, J. (2013) *Human Resources Management For Public And Nonprofit Organizations: A Strategic Approach* Jossey-Bass publishing fourth edition ISBN:978-1-118-39862-3

## Breakdown of Assignments/Exams

**Papers:** There are two (2) short (2 page) papers written as a *management brief*. Each is worth 50 points each for a total of **100 points**. Each topic will be posted on Canvas. Any good paper must include outside research and documentation. Since this is a university outside research must come from peer reviewed journal articles exclusively. At a minimum, you will **use at least three (3)** topically relevant journal articles from peer reviewed (scholarly) journals **relevant to the topic** to make your case. Reference pages do not count toward page totals. Please visit the helpful links available on the course page if you have any specific questions or contact me.

## Paper Grading Rubric

Points -50	Criteria
0	Paper not completed or submitted by deadline, evidence of cheating or plagiarism
1-29	Paper not conforming, does not respond to question, no proper sources, not formatted correctly, sub-graduate school level work
30-34	Paper not conforming, only partially responds to question, less than minimum number of proper sources, not formatted correctly, sub-graduate school level work
35-39	Paper not conforming, addresses topical question, less than minimum number of proper sources, partially formatted correctly, borderline work for graduate school
40-44	Paper conforming, responds to question, at least minimum number of proper sources
45-50	Paper conforming, responds to question, properly formatted etc., beyond minimum number of proper sources, creative or insightful treatment of the question or project. Exceptional work.

Note: the **red** parts of the scale identify criteria associated with failing the course, while areas marked in **green** identify criteria associated with passing the course.

**Exams:** You will be required answer questions, in essay format on each of the exams. They cover a specific segment of the course. Each tentative date is listed below. The delivery format of the exam is via Canvas. Any conflicts with testing dates must be brought to the instructor's attention at least two (2) workdays **before** a scheduled exam.

## Exam Grading Rubric

Points – 50	Criteria
0	Exam not completed, evidence of cheating or plagiarism
1-29	Does not meet expectations
30-34	Does not meet expectations
35-39	Meets expectations
40-44	Exceeds expectations
45-50	Exceptional work

Note: the **red** parts of the scale identify criteria associated with being at risk for failing the course, while areas marked in **green** identify criteria associated with passing the course.

### Discussion boards:

Each student will contribute to the class discussion board, posting an approximately 500-word response to the week's readings. Consider the readings in relation to some theoretical, practical context. You can relate the reading to other coursework in the MPA program. You can write about what you do not understand, write a question and then answer it or respond to another student's post by building on it, critiquing it, or redesigning it. Ensure that whatever case you make includes at least 2 topically relevant, scholarly (peer reviewed references), and is both thoughtful and clear. To ensure everyone has a chance to read the blog before class, post it before 10:00 PM the evening before class.

### Discussion Grading Rubric

Points - 10	Criteria
0	Post <b>missing</b> , evidence of cheating or plagiarism
1-11	Post <b>disjointed</b> did not follow criteria, short
12-13	Post is <b>limited</b> : the post is unfocused, rehashes previous comments and displays no evidence of engagement with the topic
14-15	Post is <b>underdeveloped</b> descriptive, no consideration of alternative perspectives, few connections made between ideas. Minimal engagement.
16-17	Post is <b>satisfactory</b> , reasonably focused, sound explanations based on examples and/or evidence. Few connections made among ideas, new insights offered, but not well developed. Moderate engagement with the topic
18-20	Post is <b>exceptional</b> focused and coherently integrates examples with explanations and analysis. The post demonstrates an awareness of its own limitations and implications, considers multiple perspectives when needed and illustrates an in depth engagement with the topic.

Note: the **red** parts of the scale identify criteria associated with failing the course, while areas marked in **green** identify criteria associated with passing the course.

### Grading Scale

Evaluation Area	Total Point Value
Discussion boards (5 total)	100
Exams (3 total)	150
Papers (3 total)	150
<b>TOTAL</b>	<b>400</b>

<i>Scale</i>
372-400 =A
360-371 =A-
352-359 =B+
332-351 =B
316-331 =B-
308-315 =C+
292-307 =C
280-291 =C-
272-279 =D+
252-271 =D
240-251 =D-
0-239 = F

### **Policy on Make Ups/Late/Incompletes**

There is no legitimate reason to fail to complete an assignment on time. You know every due date as of January 9, 2021. Consequently, failure to complete one or more assignments will result in the complete loss of academic credit for that item.

### **Classroom Etiquette Rules**

The tone of the classroom interaction has a significant impact on the educational environment. These days, the pervasive use of devices such as cell phones and the fact that some students may be unaware of University behavioral standards or the impact of their actions on others can lead to repeated distractions and interruptions. At a minimum you should:

1. Take responsibility for your education
2. Attend every class
3. Get to class on time
4. Do not have private conversations
- 5. Cellular devices must remain off**
6. Do not dominate conversations
7. Respect your instructor
8. Respect your classmates
9. Be prepared
10. Turn in work on time
11. Seek assistance when you are experiencing difficulty in a timely fashion

### **Policy on the Recording of Lectures:**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **Communication Etiquette and Rules**

**Netiquette:** Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. You must remember that you are in a MPA core course, and such communication is not appropriate here. Maintain your professionalism at all times. Also, please note that in the online environment you do not typically have the advantage of voice inflection or gestures. As a result, using sarcasm, only capital letters, or other styles that might work in conversation can come across negatively online. Therefore, you should avoid doing this.

**Basic Communication:** Professional conduct must always be observed. There is no reason to use text message vernacular for official emails, postings, or other written work. Any use of text message vernacular (Using 'wit' instead of

with, 'dat' instead of that, btw, ur, etc.) for communication will not be accepted or acknowledged. Any inclusion of such language in assignments, exams, or other graded work will suffer severe penalties.

**Attendance Policy:**

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.*

*Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

**Counseling and Psychological Services (CAPS) Center:**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

**Disability Statement:**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie, and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/)*

**Code of Academic Integrity Policy**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

## Course Topical Outline

To maximize the safety of students, consistent with instructional method definitions, 79% of the course will be delivered online via live lectures using Webex. The days when these live lectures will occur are indicated with a light **blue highlight**. Live meetings in XXXXX are indicated with a **yellow highlight**. During all meetings on campus in XXXXX, all participants are required to wear masks, observe social distancing, and follow all CDC guidelines.

Any modality changes will be announced through canvas and e-mail.

Date	Topic	Pynes	Assignments
Classes Begin	X/X/XX		
<b>Week 1</b>	<b>Scope</b>	<b>1</b>	
<b>Week 2</b>	<b>SHRM</b>	<b>2</b>	<b>Db 1 due</b>
<b>Week 3</b>	<b>EEOC/AA</b>	<b>3</b>	
<b>Week 4</b>	<b>Diversity management</b>	<b>4</b>	<b>Paper 1 due</b>
<b>Week 5</b>	<b>Exam 1 due</b>		
<b>Week 6</b>	<b>Job analysis</b>	<b>5</b>	<b>Db 2 due</b>
<b>Week 7</b>	<b>Recruitment and selection</b>	<b>6</b>	
<b>Week 8</b>	<b>Compensation, direct</b>	<b>7</b>	<b>Db 3 due</b>
<b>Week 9</b>	<b>Compensation, indirect</b>	<b>8</b>	<b>Paper 2 due</b>
<b>Week 10</b>	<b>Exam 2 due</b>		
<b>Week 11</b>	<b>Training</b>	<b>9</b>	<b>Db 4 due</b>
<b>Week 12</b>	<b>Performance</b>	<b>10</b>	
<b>Week 13</b>	<b>Labor management relations</b>	<b>11</b>	<b>Db 5 due</b>
<b>Week 14</b>	<b>Volunteers</b>	<b>12</b>	<b>Paper 3 due</b>
<b>Week 15</b>	<b>Final Exam Due</b>		
Week 16	<b>Final Grades Due 9:00 AM</b>		
/	<b>SEMESTER ENDS</b>		