

## MASTER SYLLABUS

Course Prefix, Number, & Section:	<b>PUB 406 ML/JA/OR</b>
Title:	<b>Human Resources in the Public Sector</b>
Semester/Year:	Summer / 2020
Class Day/Time:	Wednesday / 5:30pm
First Day of Class:	May 13, 2020
Last Day of Class:	June 24, 2018
Classroom, Site:	WebEx / Online
Faculty:	Professor Stephen Fernez
Phone:	321-271-0362
E-mail:	SFernez@barry.edu
Office Hours:	Prior to Class
Office Location:	Classroom

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## Academic Information

**Course Description:** This course will be an overview of public personnel practices, including the history and changing role of civil service systems, merit retention systems, labor relations and collective bargaining. Supervisory practices for public administrators will be taught in the context of the several personnel systems.

**Required Text:** Berman, Evan M., & Bowman, James S., West, J.P. *Human Resource Management in Public Service: Paradoxes, Process, and Problems*, Latest Edition. Sage Publications.

**PACE Philosophy:** The School of Professional and Career Education supports the Barry Mission by addressing the unique needs of adult learners. PACE recognizes the rich experience adult learners bring to the classroom by incorporating that experience into the curriculum. PACE provides adult learners with research tools and analytical strategies with which to connect their experience to a broader body of knowledge and truth. Finally, PACE encourages adult learners to apply what they learn in the classroom to real-world solutions in their careers, their families, and their communities.

**Relationship of Course to Barry University Mission:** This course fulfills the Barry University Mission by comprehensively promoting the professional and personal growth of public sector human resource students through the development of critical analysis skills and the contribution to the expansion of the knowledge base in the field of personnel development. This course is intended to be a guide to the better understanding of public personnel practices. This course promotes individual transformation, the gleaning of knowledge and truth, and aspects of social justice by expanding our student's knowledge of human resources management skills that can be used in their working lives. Two important core aspects follow:

## Social Justice

Students will learn and understand that managing Human Resources is essential to proper agency administration, and that this area requires legal knowledge, the ability to develop employee skills and abilities, recognize the traits of successful Human Resource managers, and understanding the relationship of Human Resources to overall public sector organizational development.

## Collaborative Service

In developing the student's understanding and abilities to use analytical tools to research and develop solutions in the Human Resources environment, students will gain the ability to affect human, social, economic and environmental problems through proper administration of the human resources function.

For further information, you may read the entire Barry University mission statement at: <http://www.barry.edu/about/mission/>

**Learning Outcomes:** Upon completion of this course, students will be able to:

- Identify the roles and responsibilities of public sector personnel and human resource managers.
- Discuss the impact of state, local, and federal statutes and codes on public employers and employees.
- Express knowledge of employee evaluation models and how they apply to job descriptions and characteristics.
- Analyze public sector personnel systems models into the human resource functions of the public sector.

**Student Learning Outcomes Table:** Upon completion of this course, students will be able to:

Learning Outcome	Student Requirement	Assignment	Weight, Assessment
Identify the roles and responsibilities of public sector personnel and human resource managers.	Current peer reviewed journal articles. Students will locate appropriate journal articles and offer an analysis of the article.	Present current articles to class	20% of course grade. Due every week
Discuss the impact of state, local, and federal statutes and codes on public employers and employees.	<b>Case Study 1.</b> Students will research, analyze and present to the class a case a case study relevant to the course topic	Case Study presentation	25% of course grade. Due week 3

Express knowledge of employee evaluation models and how they apply to job descriptions and characteristics.	<b>Case study 2</b> Students will research, analyze and present to the class a case study relevant to the course topic.	Case Study Presentation	25% of grade. Due week 5
Apply public sector personnel systems models into the human resource functions of the public sector.	<b>Applied Research Projects.</b> Students will prepare and present an academic paper that focuses on the relationship between public sector personnel models as they apply to the science of human resource management.	Research Project	30% of course grade Due Week 7

**Learning Methods:** Students will draw upon experiential components and analyze theoretical concepts that together will lead to an integrated and applied project. A variety instructional strategies may be utilized as they apply to the context of each session including: lectures, class discussions, experiential exercises, PowerPoint audio-visual presentations, out of class readings, project development and applications, guest speakers (when available), case illustrations, etc.

**Note:** Any organized activities that take place away from a Barry University site require completion of a “General Release and Waiver for Student Trips” form. The forms must be completed prior to the activity. The completed forms will be collected by the professor and turned in to the site manager.

#### Course Requirements by Assignment/Weight:

Weekly Journal Articles	20%
Case Study 1	25%
Case Study 2	25%
Applied Research Project	30%
<b>Total Percentage:</b>	<b>100%</b>

#### Undergraduate Grading Criteria Table:

Achievement	Grade	Percent	Honor Points
<b>Superior</b>	A	94 – 100	4.00
	A-	90 – 93	3.70
	B+	87 – 89	3.40
<b>Above Average</b>	B	83 – 86	3.00
	B-	80 – 82	2.70
	C+	75 – 79	2.40
<b>Average</b>	C	70 – 74	2.00
<b>Below Average</b>	D	60 – 69	1.00

<b>Failure</b>	F	0 – 59	0.00
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**Note:** This syllabus is a guide to students. The professor reserves the right to change, alter, or amend items in this syllabus if circumstances indicate a change is warranted.

### **General Information**

**Learning Environment Policy:** All students are expected to support the university’s commitment to provide an effective learning environment. Any behaviors and/or events determined to be detrimental to success in any Barry University related academic pursuit, at a location where the Barry University learning process takes place, are prohibited. This includes, but is not limited to, bringing unauthorized visitors, e.g., children, friends, or other family members to classrooms; and usage of cell phones, pagers, radios or radio headsets, especially in campus libraries, classroom, laboratories, computer labs or any location where the Barry University learning process takes place.

Please refrain from text-messaging or Internet browsing during class. Portable devices should be turned off or set on silent mode before you enter class. No recording devices are permitted without explicit permission. Any violations of the Learning Environment Policy or accepted student conduct may result in being asked to leave the classroom. Final discretion for any and all portions of this policy rests with the professor.

**Attendance Policy:** Students are expected to attend classes. There are only seven meetings, so an absence may negatively impact learning. Many students are likely to be full time practitioners and part time students, and “life” has a way of interfering in other planned pursuits. Work and family issues do occur from time to time. The professor will make every reasonable accommodation for the student, but this arrangement is reciprocal. Contact the professor if an absence is anticipated. Absence does not relieve the student from fulfilling the course requirements.

**Withdrawals:** To withdraw from a course after the first week of classes, students must complete a withdrawal form or notify, in writing, their academic advisor before the dates that follow. Not doing so will result in a final grade of "F". There is no refund after withdrawing from a course.

**Incomplete Grades:** An incomplete grade may only be given to a student who has been attending classes on a regular basis and promptly submitting assignments and tests. The request must be agreed to by the faculty member. An incomplete grade must be made up within the session following its receipt. It is the student's responsibility to arrange with the instructor for satisfactory completion of course requirements.

#### **PACE Writing Tutoring Statement**

As part of *PACE*’s commitment to **ensuring student success**, we offer individualized Writing Tutoring at assigned sites. Our Writing Tutors assist students with writing assignments and writing skills related to both *PACE* coursework and the written portions of the *Experiential Learning Portfolio*. Tutors meet with both undergraduate and graduate students and make

recommendations toward improving the overall quality of both the current and future assignments. We highly encourage students to take full advantage of the benefits of personalized attention by scheduling an appointment. **Attendance at tutoring sessions is chronicled and vouchers are issued.**

**Make-ups and Late Work:** Make-up and late work will only be accepted if the student contacts me prior to the due date of the assignment or has contacted me prior to the class when the work is to be done to advise they will be absent that day.

**Class Cancellation Policy:** Please check your email at 4pm on the day of class to ensure class has not been canceled.

**Academic Dishonesty Policy:**

Cheating is defined as the attempt, successful or not, to give or obtain aid or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker, including information found through the Internet. Typical penalties include: resubmitting the assignment or taking a new examination; a failing grade on the assignment or examination; or a failing grade for the course. Please review this policy in the Barry University Student Handbook at <http://www.barry.edu/student-handbook/>

**An Incident of Cheating or Plagiarism**

Faculty members have a variety of resources which may be used to detect or to confirm suspected incidents of cheating or plagiarism (e.g., computer software which is provided by the University and which can scan student papers for plagiarized components). If the student can explain the incident to the satisfaction of the faculty member, no further action is warranted. If not, then the faculty member, at his sole and exclusive discretion, shall decide how the student will be graded for the course in which cheating or plagiarism occurred.

Barry University's School of Professional and Career Education has a license agreement with Turnitin.com, a service that helps prevent plagiarism in student assignments. Instructors may use Turnitin to help review some or all assignments in this course. By taking this course you are agreeing that your assignment submissions can be submitted to and screened by Turnitin for originality rating and notation of possible text or contextual matches with other source documents. Turnitin does not make any determination of plagiarism. Rather, it identifies parts of an assignment that may have significant matches with other source documents found on the Internet, in the Turnitin database, or from other sources. If matches are identified and indicate the possibility of inclusion of material that is not properly cited, I will discuss this information with you before reaching any judgment or decision.

Documents submitted to Turnitin.com will become part of a database used for comparison with other papers submitted for analysis. Thus, having your paper in the database will protect you from having others inappropriately use your scholarly work

### **Responsibilities of Students**

Students are responsible for knowing the policies regarding cheating and plagiarism and the penalties for such behavior. For a complete, detailed statement of policies and procedures, see Barry University, Undergraduate Catalog and PACE Student Bulletin. Failure of an individual faculty member to remind the student as to what constitutes cheating and plagiarism does not relieve the student of this responsibility.

**Inclusive Community:** Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

### **Accessibility Statement:**

The Office of Accessibility Services provides information, advocacy, and academic accommodations to students with documented disabilities. To register, call 305-899-3488.

Barry University is committed to ensuring that students with physical and learning disabilities receive protections and equal access to programs and services as outlined by the 1990 Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. This policy includes the design and delivery of online courses so that the access to a curriculum of learning for the disabled student is reasonably equivalent to that which is provided for the non-disabled student.

To be eligible for disability-related services, students must have a documented disability as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students must request assistance first from Barry University's Office of Disability Services. <http://www.barry.edu/disabilityservices/default.htm>

The Office of Accessibility Services at Barry University will arrange for any accommodations that are reasonable and do not compromise academic standards or places a prohibitive financial burden on the University. Accommodations might include:

- Adaptive technology
- Enlargers
- Textbook scanning
- E-book adaptation

### **Class Schedule:**

<b>Meeting</b>	<b>Date</b>	<b>Assignment</b>	<b>Activity</b>
Week I	05/13/20	Read Chapters 1 & 2	Class Discussion
Week II	05/20/20	Read Chapters 3 & 4	Class Discussion
Week III	05/27/20	Read Chapters 5 & 6	Case Study 1
Week IV	06/03/20	Read Chapters 6 & 7	Class Discussion

Week V	06/10/20	Read Chapters 8 & 9	Class Discussion
Week VI	10/17/20	Read Chapters 10&11	Case Study 2
Week VII	10/24/20	Class Round Table	Research Paper

Please note: The assignments and activities are flexible to the extent of the pace of learning.

## Project Grading Rubric

### Grading Embedded Rubric for Final Essay

Criteria	Excellent (5)	Very Good (4)	Good (3)	Needs work (2)	Inadequate (1)
Identify the roles and responsibilities of public sector personnel and human resource managers.	The final essay demonstrates outstanding identification of the roles & responsibilities of public sector personnel and human resource managers.	The final essay demonstrates a very good identification of the roles & responsibilities of public sector personnel and human resource managers.	The final essay demonstrates good identification of the roles & responsibilities of public sector personnel and human resource managers.	The final essay demonstrates limited identification of the roles & responsibilities of public sector personnel and human resource managers.	The final essay demonstrates little identification of the roles & responsibilities of public sector personnel and human resource managers.
Discuss the impact of state, local, and federal statutes and codes on public employers and employees.	The final essay identifies outstanding impacts of state, local, and federal statutes & codes on public employers & employees.	The final essay identifies very good impacts of state, local, and federal statutes & codes on public employers & employees.	The final essay identifies good impacts of state, local, and federal statutes & codes on public employers & employees.	The final essay identifies limited impacts of state, local, and federal statutes & codes on public employers & employees.	The final essay identifies little impacts of state, local, and federal statutes & codes on public employers & employees.
Express knowledge of employee evaluation models and how they apply to job descriptions and characteristics.	The final essay reveals outstanding ability to express knowledge of employee evaluation models & how they apply to job descriptions & characteristics.	The final essay reveals a very good ability to express knowledge of employee evaluation models & how they apply to job descriptions & characteristics.	The final essay reveals a good ability to express knowledge of employee evaluation models & how they apply to job descriptions & characteristics.	The final essay reveals limited ability to express knowledge of employee evaluation models & how they apply to job descriptions & characteristics.	The final essay reveals little ability to express knowledge of employee evaluation models & how they apply to job descriptions & characteristics.
Apply public sector personnel systems models into the human resource functions of the public sector.	The final essay indicates an outstanding ability to apply public sector personnel systems models into human resource functions of the public sector.	The final essay indicates a very good ability to apply public sector personnel systems models into human resource functions of the public sector.	The final essay indicates a good ability to apply public sector personnel systems models into human resource functions of the public sector.	The final essay indicates a limited ability to apply public sector personnel systems models into human resource functions of the public sector.	The final essay indicates little ability to apply public sector personnel systems models into human resource functions of the public sector.
Writing style including English grammar and usage and application of APA style	The final essay is exceptionally well written exhibiting flawless English grammar and usage and	The final essay is very well written exhibiting flawless English grammar and usage	The final essay is well written exhibiting acceptable English grammar and usage	The final essay demonstrates acceptable English grammar and usage	The final essay does not demonstrate acceptable English grammar and usage nor

	excellent application of APA style	and excellent application of APA style	and acceptable application of APA style	and limited application of APA style	acceptable application of APA style
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<b>Oral Presentation</b>					
<b>5 points each</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Use of course material Score: _____	All relevant course material is used. Specific information from readings is incorporated into analysis and critique.		Some of the relevant course material is used. General information from readings and lectures is incorporated into analysis and critique.		Minimal course material is used. Information from readings and lectures is not incorporated into analysis and critique.
Communication Skills Score: _____	Articulate, well prepared; subject clearly covered.		Moderately articulate & organized; some preparation; subject understood.		Inarticulate, unorganized; minimally prepared; content unclear.
Presentation Skills Score: _____	Used time effectively; spoke clearly & evenly; excellent use of tools; audience kept interested.		Moderately paced & speaking rate; conveys thoughts & material; audience attentive.		“Jumpy;” poor pacing, speaking rate; no use of tools; audience inattentive.
<b>Total: _____ points</b>					