SYLLABUS

PUBLIC ADMINISTRATION (PADM) 5310.500  
PUBLIC PERSONNEL ADMINISTRATION  
Fall 2021  
Online

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468-2446 (Office)  
E-mail: Desire2Learn

Office Hours: MW 11:00-12:30 & 6:00-7:00 in person, via Zoom, (916 2982 2141 Aplus & 920 1512 2578 Aplus) or by appointment

COURSE DESCRIPTION

This course covers the following topics: Personnel structures, strategic human resource management, legal issues, recruiting, staffing, job analysis, job evaluation, classification, compensation, training, performance appraisals, discipline and dismissal, and issues, opportunities, and challenges in working with human resources.

PROGRAM LEARNING OBJECTIVE

Demonstration of knowledge, skills, and abilities, in public sector resource management. The acquired knowledge, skills, and abilities should display competencies in human, financial, and information resource management.

STUDENT LEARNING OBJECTIVES

This course will allow you:
1. To become familiar with the contexts, problems, paradoxes, processes, prospects, issues, strategies, and challenges in public personnel administration
2. To view public personnel administration from a variety of perspectives, including diversity
3. To better appreciate and understand human resource techniques and functions in public organizations
4. To comprehend the politics, legal aspects, and policies of public personnel administration
5. To gain practical research skills that are applicable to public personnel administration
6. To understand the application of various techniques of public personnel administration
7. To develop the ability to interact with human resource professionals
8. To reflect on personal personnel experiences that enrich our understanding of public personnel administration
9. To use the art of criticism to challenge the writings of others
10. To research and present a proposed personnel reform, a change of a policy, or an attempt to address a problem

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REQUIRED READINGS


RECOMMENDED POCKET STYLE GUIDE


SNAPSHOT OF THE COURSE

This course is designed with 13 learning modules, a mid-term exam, and a final exam. Each learning module covers a week and starts at 8:00 p.m. on a Monday and ends at 8:00 p.m. on the following Monday. To coincide with Modules 2 through 13, classmates will research, write, and submit memos to a drop box and will e-mail their memos, via Desire2Learn (D2L), as Word attachments to classmates by Monday at 8:00 p.m. Classmates will write initial postings that will, ask a question, integrate critiques of the memos and reflections of the readings and submit them to a discussion board before 8:00 p.m. on Fridays. Two response postings to the reflections of classmates are required prior to end of the learning module (8:00 p.m. on Mondays). Video presentations will be due on Monday, November 29. The Mid-Term Exam will be the week of October 11, and the Final Exam will be the week of December 6.

COURSE REQUIREMENTS/GRADING

Exams (28.6 percent of grade)

There will be a mid-term and a final exam. You can earn up to 100 points on each exam. The exams are essay based, and the general format will be announced in advance. Successful examination results will require you remain up-to-date with assigned readings and with the learning modules. Prior to taking the exam, you will have to devote considerable time studying the course material covered on the exam to enable you to address the essay directives. You will have to schedule a four (4) hour time block with Dr. Herzog to take the exam during the week.

Memos (28.6 percent of grade)

You will be required to write four (4) memos that correspond with the assigned readings. You can earn up to 50 points on each memo. Please review the handout Grading Criteria for Memos located in the Course Materials folder under Content. The memos should be 2 to 3 single-spaced pages or between 800 and 1200 words. Memos will be submitted to a drop box and e-mailed, via D2L, as Word file attachments to all classmates (including Dr. Herzog) before 8:00 p.m. on Mondays. Please sign-up for your first memo by going to Groups under Communication Tools located on the home page for the course. Initially, you will sign-up to write a memo for learning module 2, 3, or 4. Eventually, you will sign-up to write a memo for learning modules 5, 6, or 7 (Memo #2); 8, 9, 10 (Memo #3); and 11, 12, 13 (Memo #4). Please see the class schedule below before signing up for a memo.
Discussions: Reflections & Response Postings (33.4 percent of grade)

Each module includes assigned readings, a pdf of the Berman textbook PowerPoints, learning module content, and classmate authored memos. After you complete the readings you are to write/post a titled reflection that shows evidence that you have read and have critically thought about the assigned readings, learning module content, and memos. The title of your reflection should suggest the theme of your posting, prefaced by your last name (e.g., Herzog: If We did not have to Deal with People). This evidence must include boldfaced names of authors (Berman and classmates). Your reflections should not be summaries of the readings/cases, learning modules, and memos. Instead, your postings should highlight important information, ask a question for classmates to answer, admonish weaknesses, and provide inquisitive insights.

Your reflections are due on Fridays at 8:00 p.m. and should be between 400 and 600 words. (You do not have to include your own memos in your reflections.) The discussion boards for the reflections and response postings will be available from 8:00 p.m. on Mondays until 8:00 p.m. the following Monday. For example, you will have until Friday, August 27, 8:00 p.m. to post your initial reflection for Module 1, and two response postings between 100 and 200 words to two different threads need to be posted by 8:00 p.m. on Monday, August 30. You may earn up to twelve (12) points for each reflection (13 total) for up to 156 total points. You may earn up to three (3) points for each response posting (26 total) for up to 78 points.

Presentation and Feedback (9.4 percent of grade)

During this semester, you will make a video presentation that seeks to change a personnel practice, reform a policy, or address a personnel problem. Video presentations are due Monday, November 29. You can earn up to 50 points on your presentation and 16 points for feedback to classmates. The presentations should be about ten (10) to fifteen (15) minutes. A handout of the presentation requirements, guidelines, and technical requirements will be distributed.

Course Evaluation/Bonus Points

At the end of the semester, you will have the opportunity to complete an anonymous course evaluation accessed via MySFA. If you complete the multiple choice and comments sections of the course evaluation, you will be able to earn four (4) BONUS POINTS.

Grading

This course is graded on a cumulative point system where you can earn up to 700 points. Final grades are determined on the following point and percentage scales:

<table>
<thead>
<tr>
<th>Range</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 630</td>
<td>90 to 100</td>
<td>A</td>
</tr>
<tr>
<td>560-629</td>
<td>80 to 89.9</td>
<td>B</td>
</tr>
<tr>
<td>490-559</td>
<td>70 to 79.9</td>
<td>C</td>
</tr>
<tr>
<td>420-489</td>
<td>60 to 69.9</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 420</td>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

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Grades will be posted on D2L as earned, and students can monitor their cumulative points and current percentage-of points earned in the course. There will be 48 planned graded items in this course. There will also be multiple opportunities for bonus points located in the learning modules.

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Number of Grades (Total Points Possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memos</td>
<td>4 (200)</td>
</tr>
<tr>
<td>Reflections</td>
<td>13 (156)</td>
</tr>
<tr>
<td>Response Postings</td>
<td>26 (78)</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>1 (100)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 (100)</td>
</tr>
<tr>
<td>Presentation</td>
<td>1 (50)</td>
</tr>
<tr>
<td>Feedback on Presentations</td>
<td>1 (16)</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>1 (4 Bonus)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48 (700)</strong></td>
</tr>
</tbody>
</table>

**PROPER/MANDATORY E-MAIL ETIQUETTE**

If you are responding to the contents of an e-mail I have sent, you do not need to change the subject line. If your message does not relate to the contents of an e-mail that I have sent or if you are e-mailing on a new topic, you need to compose a new e-mail with a descriptive subject line that alludes to the content of the e-mail. (In addition, these subject lines become invaluable for archival retrieval.) Please note that e-mail is NOT a text message as it is more formal communication. You should start every e-mail to me with Dr. Herzog, and I will address you as Ms. or Mr. I will respond to your e-mail after I receive it.

**CALENDAR**

Getting Started & Introduction
8/23

Module 1
8/23 Living the Vida Loca with Public Personnel Management
   Reading: Berman, Preface pp. xv-xvii, Introduction, pp. 1-7, Chapter 1

Module 2
8/30 Strategic Human Resource Management (SHRM) and Mentoring

Module 3
9/6 Employee Rights: Avoiding Legal Liability
   Reading: Berman, Chapter 2

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| Module 4  | 9/13      | Recruitment: From Passive Positing to Head-Hunting  |
|          |          | Reading: Berman, Chapter 3  |
| Module 5 | 9/20     | Selection: Hire Slow and Fire Fast  |
|          |          | Reading: Berman, Chapter 4  |
| Module 6 | 9/27     | Position Management: Judicious Plan or Jigsaw Puzzle  |
|          |          | Reading: Berman, Chapter 5  |
| Module 7 | 10/4     | Motivation: Possible, Probable, or Impossible?  |
|          |          | Reading: Berman, Chapter 6  |
|          | 10/11    | Mid-Term Exam  |
| Module 8 | 10/18    | Compensation: Vital, Visible, and Vicious  |
|          |          | Reading: Berman, Chapter 7  |
| Module 9 | 10/25    | Benefits: Not Just at the Fringes Anymore  |
|          |          | Reading: Berman, Chapter 8  |
| Module 10| 11/1     | Training, Development, and the 3Ds: Creating Learning Organizations  |
|          |          | Reading: Berman, Chapter 9  |
|          |          | Reading: Berman, Chapter 10  |
| Module 12| 11/15    | Unions and Government: Protectors, Partners, and Punishers  |
|          |          | Reading: Berman, Chapters 11 and 12  |
| Module 13| 11/29    | Human Resources Management Technology and Conclusions  |
|          |          | Reading: Berman, Conclusions pp. 498-507  |
|          | 12/6     | Final Exam  |

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COURSE CREDIT JUSTIFICATION

Public Personnel Administration is a 3-credit hour, fully online graduate course over a 15-week duration. During the course students examine and review extensive written material that addresses the same information students receive in a face-to-face lecture style course. Students are expected to engage with the learning modules for a minimum of three hours per week. Learning modules contain additional information in a variety of formats addressing the module topic. Online discussions with class colleagues of learning module material is required. Students are required to read a textbook concerning human resource management, complete exams over the course material, as well as written assignments including memorandums and create a presentation over contemporary public personnel issues. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

ACADEMIC INTEGRITY (A-9.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

• using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
• falsification or invention of any information, including citations, on an assignment; and/or,
• helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:

• submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another;
• submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
• incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Procedure for Addressing Student Academic Dishonesty

A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student(s) involved, and initiate the following procedure:

• The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. The faculty member shall inform the student(s) of the procedure for addressing academic dishonesty, as well as the appeals process.
• After hearing the student(s)’ explanation or defense, the faculty member will determine whether or not academic dishonesty has occurred and will inform the student(s) what action will be taken. Penalties may include reprimand, no credit for the assignment or exam, re-submission of

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the work, make-up exam, or failure of the course. The faculty member may consult with the academic unit chair/director and dean in making these decisions.

- After a determination of academic dishonesty, the faculty member shall notify the office of the dean of the student's major by submitting a Report of Academic Dishonesty, along with supporting documentation as noted on the form. This report shall be made part of the student's record and shall remain on file with the dean's office for at least four years.

- Upon second or subsequent offenses, the dean of the student's major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University.

Students who are found to have demonstrated academic dishonesty and have withdrawn prior to the award of a grade will continue to have the determination of the infraction within their student records.

**WITHHELD GRADES SEMESTER GRADES POLICY (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**STUDENTS WITH DISABILITIES**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).