IN PERSON
COURSE and TITLE: LHR 503/PSC 503 PROBLEMS IN PUBLIC PERSONNEL ADMINISTRATION

INSTRUCTOR: Jacqueline G. Kelley, Esq.

Phone number- call/text (and expected response time): 401-578-5214 (within an hour)

Email(s) (and expected response time): jgracekelley@uri.edu (within 24 hours)

Virtual Office Hours (availability and how to schedule): available at request so please email me with your availability

BULLETIN COURSE DESCRIPTION: This course covers the development of personnel administration, including recruitment, civil service examinations, salary and benefits, promotions, and other staff issues within the constraints of public employment regulations and laws. There is an emphasis on employee performance evaluations, attracting and retaining diverse talent, and collective bargaining in public service.

PREREQUISITES: Graduate standing or permission of the instructor.

ESSENTIAL EQUIPMENT:
To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform. Typical technical requirements for users are:

<table>
<thead>
<tr>
<th>Windows 10 or higher</th>
<th>Mac OS 10.12 or higher</th>
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<tbody>
<tr>
<td>2 GB Ram</td>
<td>2 GB Ram</td>
</tr>
<tr>
<td>28.8 kbps modem (56k or higher recommended)</td>
<td>28.8 kbps modem (56k or higher recommended)</td>
</tr>
<tr>
<td>SoundCard &amp; Speakers</td>
<td>SoundCard &amp; Speakers</td>
</tr>
<tr>
<td>External headphones with built-in microphone</td>
<td>External headphones with built-in microphone</td>
</tr>
<tr>
<td>Mozilla Firefox 9.0 or higher</td>
<td>Mozilla Firefox 9.0 or higher; Safari 5.0 or higher</td>
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</table>
Also requires Word 2007 (PC) 2011 (MAC) or newer, PowerPoint, Excel, Adobe Flash, and Adobe Acrobat Reader.

TECHNOLOGY REQUIREMENTS & RESOURCES
Computer access to the internet is required in order to successfully navigate this course. The course is delivered through the Brightspace Learning Management System (LMS), TechSmith Knowmia, Zoom and Google Drive platform, which are a set of web applications designed to work with modern web browsers. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

To successfully complete this course, you will also need a working knowledge of Brightspace, TechSmith Knowmia, Zoom and Google Drive. For help attaining these skills please refer to the tutorial links below.

- **Brightspace**
  - Account Access [https://brightspace.uri.edu](https://brightspace.uri.edu)
  - Resource page [https://web.uri.edu/brightspace/](https://web.uri.edu/brightspace/)
  - Tutorials [https://www.youtube.com/playlist?list=PLZz77ffBC33ltZ_XzS-gohYHpzlo6T2xiE](https://www.youtube.com/playlist?list=PLZz77ffBC33ltZ_XzS-gohYHpzlo6T2xiE)
  - Accessibility Information [https://www.d2l.com/accessibility/standards](https://www.d2l.com/accessibility/standards)

- **TechSmith Knowmia**
  - Tutorials [https://youtube.com/playlist?list=PLZz77ffBC33kvP-Tku-AAfRGvfjHLxIf4](https://youtube.com/playlist?list=PLZz77ffBC33kvP-Tku-AAfRGvfjHLxIf4)

- **Zoom**
  - Account Access [https://uri-edu.zoom.us/](https://uri-edu.zoom.us/)
  - Tutorials [https://youtube.com/playlist?list=PLZz77ffBC33kRvShf_m2hdmoelShm-Ewf](https://youtube.com/playlist?list=PLZz77ffBC33kRvShf_m2hdmoelShm-Ewf)
  - Accessibility Information [https://zoom.us/accessibility](https://zoom.us/accessibility)

- **Google Drive**
  - Account Access [https://drive.google.com/](https://drive.google.com/)
  - Tutorials [https://support.google.com/](https://support.google.com/)
  - Accessibility Information [https://support.google.com/drive/topic/2650510?hl=en&ref_topic=14940](https://support.google.com/drive/topic/2650510?hl=en&ref_topic=14940)

COURSE LEARNING OBJECTIVES
By the end of this course, participants will be able to,

- (1) Have an understanding of what Human Resources Management is, as well as some recognition of the changing face-off the workforce.
- (2) Understand the basics of Human Resources in government and nonprofits, including the distinctions from HR in private settings.
- (3) Comprehend the civil service recruitment process, including civil service examinations, job classification development, and compensation setting process.
- (4) Recognize the role and importance of workforce diversity and the investments into the workforce, such as training, leadership opportunities, retention, and maintaining a safe and healthy working environment.
- (5) Be familiar with the processes for promotion, evaluation, discipline, and dismissal.
- (6) Develop a working knowledge of the rights and responsibilities of employees and employers.
- (7) Identify the legal parameters of collective bargaining and collective bargaining organizations and agreements.
- (8) Know the roles of volunteers and nonprofit boards in organizations.

MAJOR STUDY UNITS

- Introductions
- Public Personnel Administration
- Planning and Strategic Resource Management
- Job Analysis, Evaluation, Classification, Descriptions
- Compensation
- Total Compensation Package: Benefits
- Employee Recruitment and Selection
- Diversity Management
- Performance Evaluations, Discipline, and Dismissal
- Leadership, Employee Performance, Talent Development, Education and Training
- Safety and Health in the Workplace
- Rights and Responsibilities
- Collective Bargaining and Unionization
- Volunteers and NonProfit Boards

REQUIRED TEXTS

Numerous links to background information (federal government, state government, HR organizations, articles, studies, court case decisions, etc.)

INSTRUCTIONAL STRATEGIES – IN PERSON

STUDENT PERFORMANCE REQUIREMENTS

Students are expected to attend class and participate. Students are expected to review and complete each weekly module’s assignments. Each module contains required reading, various assignments, and forum discussions. Students should submit the assignments by uploading to the Brightspace platform in a timely fashion and contribute to the forum discussions with informed intelligent dialogue.

STUDENT DELIVERABLES

- Case Studies- there are exercise assignments from the readings to be completed and uploaded
- Forum and In Class Discussions- on some weeks there are discussions on different topics. Each student must post at least one original post and at least two responsive posts (to other students’ posts).
- Human Resources Interview- each student will contact a human resources professional in a public or nonprofit organization, other than the agency in which the student is employed, and conduct a personal interview. Students will need to develop interview questions relating to human resource topics discussed.
- Research Power Point Projects- all students are responsible for creating (1) an individual research power point; and (2) a small group research power point. Both should relate to one of the basic functional elements of human resources.
- Final Examination- there will be a final exam covering aspects of the material included in this course

METHODS OF EVALUATION

<table>
<thead>
<tr>
<th>Student Deliverables</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Case Studies</td>
<td>10%</td>
</tr>
</tbody>
</table>
### Assignment Discussions
10%

### HR interview
20%

### Individual Research Power Point
20%

### Group Research Power Point
20%

### Final Written Paper/Examination
20%

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## GRADE POINT SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
</tr>
<tr>
<td>B</td>
<td>83%-86%</td>
</tr>
<tr>
<td>C</td>
<td>73%-76%</td>
</tr>
<tr>
<td>D</td>
<td>63%-66%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72%</td>
</tr>
<tr>
<td>D-</td>
<td>60%-62%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
</tr>
<tr>
<td>C+</td>
<td>77%-79%</td>
</tr>
<tr>
<td>D+</td>
<td>67%-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
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## ATTENDANCE AND OTHER CLASS POLICIES
Requirements for students’ attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for in person, online, and blended instruction. This includes instruction for fully in person or fully online classes and online instruction supporting blended classes.
Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.

Students who will miss more than one class have the responsibility to discuss their attendance with the instructor in advance. Students should also consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.

If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student’s grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.

Regular in person and online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).

Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

NETIQUETTE FOR ONLINE COURSE

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “I agree” responses and don’t make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting.
Remember that e-mail is considered a permanent record that may be forwarded to others.

- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- 2 word postings (e.g.: I agree, Oh yeah, No way, Me too) do not “count” as postings.

**URI ACADEMIC WRITING STANDARDS**

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, URI has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of URI.

Students can assume that successful collegiate writing will generally:
• Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.

• Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.

• Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing

• Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.

• Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.

• Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

DOCUMENTATION
Any material not original to the student must be cited in APA documentation format. Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

ACADEMIC INTEGRITY
As a learning community of scholars, URI emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the university catalog.

1. Plagiarism: Plagiarism consists of using another author’s words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.
2. Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.

3. Multiple submission: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty. “Recycled work” must contain significant work as related to the current course topic, meeting the standards for the current assignment.

STUDENT SUPPORT SERVICES
The following student support services are provided by the university and available to all URI students:
- Student support services such as counseling center: https://web.uri.edu/counseling
- Food assistance: https://web.uri.edu/rhody-outpost
- Bias resource team: https://web.uri.edu/brt

ACADEMIC SUPPORT SERVICES

Office of Disability Services
Americans With Disabilities Act Statement
Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the university as soon as possible. This is the student's responsibility. Information about services, academic modifications and documentation requirements can be obtained from the The Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD). https://web.uri.edu/affirmative-action/

Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.
Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.
BRIGHTSPACE SUPPORT SERVICES
The ITS Service Desk, located in the URI Library, is prepared to help students should they encounter problems with Brightspace. Please read through the following information:

1. For login problems, call the Service Desk at 874-4357.
2. The Service Desk Website, https://web.uri.edu/itservicedesk/ opens in new window, posts the semester operating schedule as well as a link on the right index to the self-help technical wiki. That site contains Brightspace help and instructions for both students and faculty.
3. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

URI ONLINE LIBRARY RESOURCES
https://web.uri.edu/library/