

<b>FALL SEMESTER 2014</b>		<b>Thursday Evenings, 7:00 p.m. to 9:30 p.m.</b>			
<b>Location:</b>	SPA Classroom - 3rd Floor Social Sciences Building, #3008	<b>Office Hours:</b>	By Appointment - In Office or Off-Campus Location		
<b>Instructor:</b>	Steven G. Meilleur, Ph.D.	<b>Office:</b>	Social Sciences Building - 3rd floor, Adjunct Office		
<b>E-mail:</b>	<a href="mailto:smeilleu@unm.edu">smeilleu@unm.edu</a> (Primary contact)	<b>Skype:</b>	Bluesmeanie	<b>UNM Learn Chat:</b>	By Appointment

### 1. COURSE OVERVIEW:

This course is a graduate level introduction to the theoretical and practical approaches to the study of public administration, with the purpose of increasing your understanding and awareness of how public sector organizations function. Particular attention is given to discussion and critique of the historical and contemporary issues public sector administrators and managers must address over the next decade, to include organizational productivity, employee motivation and performance, organizational diversity, and service delivery. You will be encouraged to critically analyze these and other policy issues discussed during the course, and apply your learning to your personal experience in organizations. Finally, this is a survey course intended to provide an overview of multiple subjects in the field, to include financial management, personnel and labor relations, strategic management, and program evaluation.

### 2. COURSE OBJECTIVES AND LEARNING OUTCOMES:

This course will provide the opportunity to increase your understanding and awareness of enduring questions and themes in public administration with implications for practice. Students should be able to demonstrate the following, including the MPA core learning outcomes to be addressed in this course:

1. To introduce students to the theory and practice of public administration and public policy, and develop an appreciation of the challenges of public administration in a representative democracy.
2. To familiarize students with the basic analytical thinking skills required to critically analyze cases and public policy issue and develop these skills through discussion and practice.
3. To introduce students to the historical, normative, and institutional contexts of American public administration.
4. To provide an opportunity for students to:
  - a. Speak, write, and reflect on their personal and organizational experiences.
  - b. Demonstrate knowledge of political and legal institutions of governance
  - c. Demonstrate knowledge of intergovernmental relations
  - d. Demonstrate the ability to identify policy problems
  - e. Appropriately and effectively apply management theory and policy analysis
  - f. Analyze policies and programs by applying appropriate professional ethical standards
  - g. Demonstrate a nuanced understanding of public service values such as accountability, equity, responsibility, and diversity

### 3. CLASS METHODOLOGY AND LEARNING APPROACH:

The course will utilize a variety of learning opportunities during the times that we meet, including lecture, discussion, individual and group exercises, case study analysis, videos, student research and presentations, and guest speakers as available. The course is focused on exploring the current and future challenges of public management and policy, and on developing the critical thinking skills required of agency managers, administrators, and supervisors in today's fast-paced and rapidly changing work environment.

Productive participation and discussion requires that students come prepared for each class meeting to explore the assigned readings and case studies with their thoughtful critique and evaluation of the content, to be augmented by reflections on their own work experiences and additional reading as required. You are encouraged to share your own professional experience as employees, managers, and administrators, as it will enliven class discussions and lead to a better learning environment. Criteria for judging class participation include (1) cognitive dimensions, (2) expressive elements, (3) affective elements, and (4) contribution of comments to the process of group learning.

Students are encouraged to meet with the instructor individually to discuss their progress in the course, course assignments and expectations, and other matters related to having a successful MPA program experience.

#### **“Safe Space” Policy: Ground Rules for a Positive Classroom Environment and Experience**

For learning to occur when the class material is controversial, both tension and safety need to exist. There needs to be a safe classroom environment, so that students understand that they can speak their minds, and so that everyone feels comfortable and free to articulate ideas or viewpoints. Such a learning environment helps students to:

- Develop their abilities to understand the perspectives of others;
- Develop mutual respect;
- Make a commitment to understand positions that they do not understand from the context or point of view of their peers;
- Take risks in speaking honestly in the class in the service of their learning.

Expected class norms to enhance a safe learning environment include:

- Students should respect confidentiality-personal information or student comments should not get shared outside the classroom;
- Students should listen respectfully to different perspectives-let people finish sentences before responding;
- Students should respond to what has been said, not the person saying it-responses should not be personalized;
- Students should speak for themselves and not for others (including groups to which they belong);
- Students have the right to be silent in large group discussions.

All classroom discourse will exhibit respect for all other persons, not only within the confines of the classroom but also in general. There will no denigration of anyone in any context (including in relation to case materials or readings, videos, or any other point of reference), on account of race, color religion, national origin, ethnicity, gender, disability status, genetic information, veteran status, sexual orientation, gender identity, religion, political perspective, any other trait that is protected under local, state or federal law.

Class discussion allows for disagreement; however, comments must be sustained by evidence, in particular evidence from class materials and readings. Class comments are not to be unsupported assertions of opinion, and never ad hominem (personal) attacks. Incivility or rudeness of any kind is unacceptable. This includes carrying on conversations during class, checking cell phones or other electronic devices for messages, texting, and other distractions. The bottom line is this – my expectation is that you behave professionally at all times in class.

#### 4. COURSE MANAGEMENT AND EXPECTATIONS OF STUDENTS:

As a survey course, we will address new topics each session, endeavoring to understand their relationships as we discuss, analyze, and critique public administration theory and practice. I will utilize UNM Learn to post the course syllabus, course assignments, lecture notes, and discussions, as well as some email messaging. Primarily, students should use my regular UNM e-mail account to communicate and send assignments electronically. **DO NOT submit your papers to me via UNM Learn Mail.** Finally, students will be able to access Supplemental Readings online at the class UNM Learn site. Please do not hesitate to contact me with your course questions or problems.

In order to be successful in this course, the following guidelines and expectations are set for students;

- **Attendance in Class** - Students regularly attend class, are punctual, and prepared to discuss assigned course readings and exercises. Students are responsible for any missed readings, exercises, and assignments made or due during his/her absence. Should life emergencies or unavoidable scheduling conflicts prevent you from attending a session, please contact me before class so we can discuss how the material will be made up.
- **Reading and Class Preparation** - Students are expected to read for understanding the textbook chapters, supplemental readings, and exercises before class. Class sessions will supplement, not duplicate, the text readings. Therefore, it is important you read all materials distributed before class and come to class prepared to discuss the assigned readings for the day.
- **Class Participation** - Students are expected to actively participate in class discussions; consider the conceptual relationships among topics in the course content and the practical application of course material to public sector management. Even though this is a large class, you are expected to engage in dialogue, ask questions about things discussed in class that don't make sense and rebut assertions that seem wrong both in and between classes.
- **Regularly Check UNM Learn** - Students should regularly check the UNM Learn course homepage for updates, announcements, and new assignments.
- **Assignments** - Students prepare all written assignments per instructions in the syllabus and submit them per the course schedule. All assignments not handed in by the due date shown on the syllabus or otherwise communicated by the instructor will result in an automatic grade of "0" unless you have made prior arrangements with me.
- **ITV and VOD** - If this class is being taught on ITV, the class sessions are available through Video on Demand (VOD). The link with instructions for using VOD is on the course homepage on UNM Learn. VOD is not a substitute for attending class sessions.
- **Attention to the Public Sector** - This is a seminar that is centrally concerned with issues revolving around the public sector, including broad, theoretical issues such as the proper scope of government as well as technical issues such as budgeting, finance and personnel. To succeed in the class, you'll need to be attentive to public sector issues in the media and more traditional academic sources. This means, among other things, some combination of watching the news, reading newspapers or electronic news sites and in general being attentive to both governance and government in the United States, New Mexico, and local government today.

#### 5. COURSE SCHEDULE AND ASSIGNMENTS:

**NOTE: All reading assignments should be completed prior to class. It is solely the responsibility of the student to obtain notes, handouts, and summary of lesson/class activities, and to learn material from any missed class. Every written assignment must have compelling evidence of being proofread. See Graduate Writing Guidelines Rubric on UNM Learn Course Homepage.**

**THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO REVISION AT THE DISCRETION OF THE INSTRUCTOR, AND SHOULD ALWAYS BE CONSIDERED TO BE IN DRAFT FORM. CONFIRM DEADLINES IN CLASS.**

## NEWS SHARING

**For each class, you should be prepared to share current political/public administration news. We will analyze the news by relating them to the materials we cover in class. Your news will be used for class discussions and will count as participation.**

DATE	TOPICS, and ASSIGNMENTS	READINGS
8/21/14	<ul style="list-style-type: none"> <li>Course Introductions</li> <li>Syllabus Review &amp; Assignments Explained</li> <li>The Nature of Public Administration</li> </ul>	<i>Additional Supplemental Readings and Pre-Class assignments will be posted on the PADM 500 Homepage hosted by UNM Learn. Students should regularly check the PADM 500 Course Homepage before each class.</i>
8/28/14	<ul style="list-style-type: none"> <li>Evolving Definitions of Public Administration &amp; Policy</li> <li>Political and Cultural Environment of Public Policy and its Administration</li> </ul>	Shafritz Text – Chapters 1 and 2 U. S. Constitution – UNM Learn - Class Session Folder Supplemental Materials – UNM Learn - Class Session Folder
9/4/14	<ul style="list-style-type: none"> <li>The Continuous Reinventing of Government</li> </ul>	Shafritz Text – Chapter 3 Supplemental Materials – UNM Learn - Class Session Folder
9/11/14	<ul style="list-style-type: none"> <li>Changing America – Impact of Demographic and Cultural Shifts on Public Management &amp; Policy</li> </ul>	Supplemental Materials – UNM Learn - Class Session Folder
9/18/14	<ul style="list-style-type: none"> <li>Intergovernmental Relations</li> <li><i>Paper Due - Impact of Changing Demographics on Public Service in the US</i></li> </ul>	Shafritz Text – Chapter 4 Supplemental Materials – UNM Learn - Class Session Folder
9/25/14	<ul style="list-style-type: none"> <li>Ethics, Values and Public Policy: The Rise of Accountability in Government and its Role in Enforcing “Equal Treatment Under Law”</li> </ul>	Shafritz Text – Chapter 5, Chapter 12 Supplemental Materials – UNM Learn - Class Session Folder
10/2/14	<ul style="list-style-type: none"> <li>The Evolution of Management and Organization Theory</li> </ul>	Shafritz Text – Chapter 6 Supplemental Materials – UNM Learn - Class Session Folder
10/9/14	<ul style="list-style-type: none"> <li><i>Have a nice Fall Break</i></li> </ul>	
10/16/14	<ul style="list-style-type: none"> <li>Organization Behavior</li> <li><i>Mid-Term Paper – Public Policy Analysis Due</i></li> </ul>	Shafritz Text – Chapter 7 Supplemental Materials – UNM Learn - Class Session Folder
10/23/14	<ul style="list-style-type: none"> <li>Managerialism and Information Technology</li> </ul>	Shafritz Text – Chapter 8 Supplemental Materials – UNM Learn - Class Session Folder
10/30/14	<ul style="list-style-type: none"> <li>Strategic Management and Government Regulation</li> </ul>	Shafritz Text – Chapter 9 Supplemental Materials – UNM Learn - Class Session Folder
11/6/14	<ul style="list-style-type: none"> <li>Leadership</li> </ul>	Shafritz Text – Chapter 10 Supplemental Materials – UNM Learn - Class Session Folder
11/13/14	<ul style="list-style-type: none"> <li>Personnel Management and Labor Relations</li> <li><i>Group Case Analysis Due – In Class Discussion of Case</i></li> </ul>	Shafritz Text – Chapter 11 Supplemental Materials – UNM Learn - Class Session Folder
11/20/14	<ul style="list-style-type: none"> <li>Public Financial Management</li> </ul>	Shafritz Text – Chapter 13 Supplemental Materials – UNM Learn - Class Session Folder
11/27/14	<ul style="list-style-type: none"> <li><i>Have a nice Thanksgiving Break</i></li> </ul>	
12/4/14	<ul style="list-style-type: none"> <li>Program Audit and Evaluation</li> </ul>	Shafritz Text – Chapter 14 Supplemental Materials – UNM Learn - Class Session Folder
12/11/14	<ul style="list-style-type: none"> <li>Special Topics and Discussion</li> <li><i>Public Management and Policy Journal Project Paper Due</i></li> </ul>	
	<ul style="list-style-type: none"> <li><i>Final Exam Period - No In-Class Final Exam</i></li> </ul>	

### 6. REQUIRED TEXT AND MATERIALS

- Shafritz, Jay M. et.al. (2013) *Introducing Public Administration*, 8<sup>th</sup> Edition, Pearson Education Limited.
- Articles, research reports, and supplemental handout materials provided on-line through UNM Learn

#### **Note:**

**The required text is available through Amazon in both hardback and paperback versions (ISBN-13: 978-0205855896 ISBN-10: 020585589X), as well as for Kindle download.**



## GRADING AND COURSE REQUIREMENTS / DELIVERABLES:

Course Requirements – See Assignment Guidelines Below	% of Grade	Grading Scale	
1. Essay - Impact of Changing Demographics on Public Service in the US	10%	A+	98% to 100%
2. Public Management and Policy Journal Project	30%	A	94% to 97.9%
3. Mid-Term Paper – Public Policy Analysis	25%	-A	90% to 93.9%
4. Group/Team Case Analysis Paper	25%	B+	87% to 89.9%
5. Discretionary Grade (includes attendance)	10%	B	84% to 86.9%
		-B	80% to 83.9%
		C	75% to 79.9%
		F	Below 75%

### INCOMPLETE POLICY

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, a grade of “Incomplete” will only be given when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. Requests for a grade of “I” must be submitted in writing to the instructor no later than the date of the last class session of the term. Such requests must include a proposed timeline for submitting the work required for completing the course, and you will be required to adhere to that timeline once it is agreed to by the instructor. Failure to do so may result in a grade of “F” for the course.

### WRITING QUALITY

This is a writing intensive course. Although I am far more concerned about substance than form, please keep in mind that this is, after all, a professional, graduate level course. All of your written assignments should be prepared with the attention due to a professional presentation, and expected from a Master’s degree candidate. Yes, this means grammar and punctuation, too. Written assignments require proofreading and editing prior to submission, with attention to correct grammar, spelling, punctuation, paragraphs, and sentence structure. (See the Purdue University OWL site {[link on UNM Learn course homepage](#)} for further assistance).

**NOTE** that writing competency is extremely important in graduate school, as well as in your professional career. The grade penalty is significant for lack of simple proofing of grammar and spelling on all assignments, and for a lack of attention to professional writing and presentation of your paper. As a graduate student and a current and/or aspiring leader in public administration, you have a responsibility to the profession and those you will be representing to write professionally.

It is wise to have a friend serve as an editor to proofread your written assignments. If you struggle with writing, I strongly encourage you to use the services of The University of New Mexico Center for Academic Program Support (CAPS). CAPS provides a variety of writing resources for graduate students (see <http://caps.unm.edu/writing>). The OGS Graduate Resource Center (GRC) also provides dedicated services available for any graduate or professional student engaged in most writing and research projects. The URL for that website is <http://caps.unm.edu/writing/grad>. Take this task seriously and consult the University of New Mexico OGS Graduate Resource Center (GRC) for assistance – the investment of time will pay off for you in the future.

### FORM OF WRITTEN PAPERS AND APA STYLE

All papers are **required** to follow current APA Style Format. Please submit all written papers via my UNM e-mail account to me, in MS Word format. **DO NOT submit your papers to me via UNM Learn Mail.** I will provide feedback to you on your written work using the MS-Word “Comments” function. Please let me know in advance if you use a word processor other than MS Word – in that case, you will probably need to submit your papers in RTF format.

**I have included an annotated sample APA Style paper for reference on the UNM Learn course homepage. My favorite website for APA Style is the Purdue University OWL site;** I have included the url for this excellent website on the UNM Learn Course Homepage. The Purdue OWL site also has excellent resources to improve your writing, as well as and reference material on conducting basic primary and secondary research. For further guidelines, refer to Publication Manual of the American Psychological Association, Current Edition. The APA Manual provides answers to all level of detail regarding citations of references, grammar, and other related issues. The APA is a widely held standard for manuscripts in the social sciences, including Public Administration, and is a frequent standard for graduate-level writing.

- **THIS IS IMPORTANT!** All written assignments submitted electronically need to follow this naming convention for your document file that you submit electronically: **LAST NAME, FIRST INITIAL, ASSIGNMENT TITLE, PA500**. For example: **Smith\_J\_Current HR Issues\_PA500**. **DO NOT MAKE THE TITLE TOO LONG !!!**
- **Proper reference sources** MUST be cited for your outside reference materials. Proper academic reference sources include primary and secondary research, journal articles (refereed, juried, or peer reviewed), professional and trade journals, abstracts, research reports and dissertations. **Wikipedia is NOT a legitimate academic reference.**
- **NOTE:** Paper length guidelines **do NOT include** your title page, abstract page, bibliography of references, or appendices. The guidelines refer to the length of the body of the paper.

### **1. Impact of Changing Demographics on Public Service in the United States**

In session number five, we’ll review several significant shifts in the demographic characteristics of the country. The next week, you will submit a 4 to 5-page essay discussing what you think are some implications of these changes on selected aspects of public

management and policy. Use APA Style. A minimum of two (2) outside reference sources must be used and properly cited in APA style.

## **2. Public Management and Policy Journal Project**

You will be expected to write about a 2-4 page entry for each of the weekly class sessions. This assignment is designed to provide structure and discipline to your interactions with the text, class discussions, readings assigned during the course, as well as opportunities to learn from and interact with your colleagues. In addition, this class is centrally concerned with issues revolving around the public sector, including broad, theoretical issues such as the proper scope of government and policy. For this journal project, you will need to also be attentive to public sector issues and current events in the media. This means, among other things, you are expected to engage in some combination of watching the news, reading newspapers or electronic news sites and in general being attentive to public policy, governance and government at the federal, state, and local levels.

Compare and support your analysis with material from the texts and other outside reference sources. For each of the entries you should have 2 sections:

- a) Significant insights from class. What new concepts, skills, models, approaches or ideas stand out for you as particularly interesting and provocative? Why are they so significant to you? What happens when you utilize the new ideas or apply some of the skills? How might you use the material to become a more effective public manager?
- b) Significant insights from the readings – including current events, the Shafritz text, readings provided by the instructor, and other readings you seek out on your own. What new ideas or tools strike you as particularly interesting and stimulating? Why are these ideas or tools so significant to you? How does it change what you think or do? How might you apply it in your work? In this section, be sure to note the author and page number in parenthesis. In both sections, you should try to make connections between the material presented in class and the readings and relate it to your personal experience. While there is no minimum number of required APA cited academic reference sources for each journal entry, you are expected to have appropriate outside references for each entry.

**Finally, at the end of the Journal**, you must also include a section that is a self-reflective essay regarding your personal, civic and professional identity as it relates to public service and the themes discussed in class, current events, and from the readings. You should write this section of the Journal in the first person. Drawing upon your own past experiences and/or future ambitions explore the nature of your identity as a current and/or future public administrator, civic/community leader, or other role supporting the public interest. Support your discussion with at least 6 outside academic reference sources. Some possible avenues to explore might include:

1. Your identity as a professional, be it a sense of external affinity with public management and policy, or as a professional public administrator.
2. Your identity as a leader and the role that your ethical and philosophical dispositions play in shaping your sense of yourself as a community leader.
3. Your identity as a citizen administrator, as one who is responsive and accountable to the public at large.

This journal assignment is not an opportunity to exercise your partisan chops. I do not want polemics from either the left or the right sides of the political spectrum. That is not to say that I don't want to hear your opinion or perspective ... I want your best effort at objective, intellectual analysis and discourse so that you can support and substantiate a position you might take.

While the Journal need not be in "pure" APA format, follow APA guidelines as closely as is appropriate for formatting, in-text citations, list of references, etc.

## **3. Mid-Term Paper – Public Policy Analysis**

Each student will be expected to write a thoughtful paper on the following topic:

**Background:** The George W. Bush No Child Left Behind policy has been largely bypassed by the Obama Administration, but the main issue, citizen perceptions that public schools are failing to do their job, is still with us. Education professionals are solidly against the use of standardized test scores as the main measure of school performance, and of teacher competence, but alternative measures of performance have yet to gain political traction. The US lags behind in overall education achievement, especially in math and science, and nothing we are doing right now seems to be working as intended to correct this lag. Some people blame teachers' unions, some people blame lack of funding, some people blame poor parenting, some people blame education departments in universities for failing to properly train teachers, some people blame the lack of prayer in the schools, some people blame our larger social culture, some people blame social inequality, and some blame a combination of these factors, and may include others I have not listed.

You are to conduct a literature review of the scholarly literature on evaluations of K-12 school and teacher performance. Write the beginnings of a scholarly journal article, i.e., the literature review and the design of a study that will provide insight into the issue of how best to measure teacher and school performance.

As for the journal assignment above, this paper is not an opportunity to exercise your partisan chops. I do not want polemics from either the left or the right sides of the political spectrum. That is not to say that I don't want to hear your opinion or perspective ... I want your best effort at objective, intellectual analysis and discourse so that you can support and substantiate a position you might take.

Use APA Style. In no more than ten (10) pages, support your analysis with material from the text and other outside reference sources. A minimum of six (6) outside reference sources must be used and properly cited in APA style.

#### **4. Group/Team Case Analysis Paper**

The purpose of the Case Analysis Paper is to apply the theory and concepts from the seminar to a practical, applied case assigned by the instructor. This case analysis should be done in teams of between 2 to 4 students. To analyze a case, you critically examine the organizational, public policy, and other issues confronted in the case. Most often you will need to read the case several times - once to grasp the overall picture of the situation and then to discover and understand the specific problems, dynamics, and work environment from the case. The case analysis requirements are as follows:

- Develop a brief overview of the case that summarizes the situation, public management and policy issues, and dynamics between all parties of the case.
- Analyze the case based on public management and policy theory and practice as presented in the textbook, lectures, supplemental readings, and other outside reference sources with a focus on how the case helps us better understand public management and policy functions and processes in public sector organizations.
- Apply the concepts, tools and methods to the case that are covered by Shafritz and authors from the supplemental readings based on class lectures and discussions, and personal experience.
- Recommend a course of action to address the problems and/or issues presented in the case.

Use APA Style. In no more than fifteen (15) pages, *support your analysis* with material from the text and other outside reference sources. A minimum of six (6) outside reference sources must be used and properly cited in APA style.

#### **5. Discretionary Grade**

This portion of your grade includes, but is not limited to class participation, demonstration that you have read the text and other materials, participation in team/group assignments, and timeliness of assignments. Ongoing student participation is encouraged and will be assessed as apart of the total course grade. Participation is reflected by course attendance, presentations, and contributions to discussions, particularly in analyzing and critiquing assigned readings and cases. The student's contribution to course discussions will be assessed in terms of the quantity and quality of the contribution, demonstrating critical thinking and analysis skills as opposed to the number of times a student speaks up in class. Therefore, it is important for students to be prepared for course discussions and presentations.

## **7. POLICY STATEMENTS: UNIVERSITY AND COURSE POLICIES**

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:

#### **Academic Honesty**

The University is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

In preparing written assignments, students need to be aware of the UNM Student Code of Conduct governing academic dishonesty, particularly plagiarism (see below). It is a violation University policy to claim credit for work not done or done by others, or misrepresenting the work as your own. There are numerous sources available through the UNM website to help you better understand the rules. (See the Pathfinder, Student Code of Conduct, 2.4.)

#### **Plagiarism**

It is often an unintentional mistake, but plagiarism continues to be a problem given our easy access to the internet and the availability of tools to copy and paste to your computer. It is even more problematic to paraphrase the work of another author and not acknowledge the source. If you are unsure, cite the source and avoid any suggestion of plagiarism. Recognize that any wording presented in a paper without quotation marks or other citation is considered to be your own work. Students who are discovered cheating or committing plagiarism will be awarded a failing grade for the course and may be subject to dismissal from the SPA program or other further discipline. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. Students who are discovered cheating or committing plagiarism may be awarded a failing grade for the course and may be subject to dismissal or further discipline by the university. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. All citations must conform to current APA Style Guidelines (See

#### **Drops and Withdrawals**

In the event that you choose to drop or withdraw from the course, it is YOUR responsibility, not the instructor's. Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify UNM of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

#### **Disturbances**

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a

diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the classroom and/or course.

#### **Class Attendance Policy**

Students are expected to attend all class sessions, and full participation in the class is expected. In the case of unavoidable absences, the student must contact the instructor in advance. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work or for excessive or unexcused absences. It is the student's responsibility to secure all missed work and assignments. Students who are unable to complete course requirements because of illness or other justifiable circumstances may be allowed to take an incomplete grade in those cases where a major portion of the work (generally, more than 75%) has been successfully completed.

#### **Accommodations**

Anyone requiring special accommodation or assistive technology is asked to advise Dr. Meilleur within the first two weeks of class, so that reasonable accommodation may be provided through the University. The School of Public Administration is committed to providing all necessary and feasible accommodation to students with disabilities so that they may fully participate in and contribute to their classes. Confidentiality will be maintained as indicated by the student's circumstances.

### **8. OTHER INFORMATION:**

**Instructor Guidance:** I will be happy to review your written work in progress at any time. You'd be amazed at how few people take advantage of this opportunity. Generally I will have my comments back to you within a day or two, barring unforeseen circumstances.

You are bound to run into problems with your projects along the way. I am happy to consult with you about your projects if you have questions, concerns, roadblocks, or if you just need a sounding board. Please contact me to set up these consultations by appointment, or during office hours. Again, you'd be surprised at how few people take me up on this offer. Please feel free to contact me at any time if you have questions or concerns about the course.

**Syllabus Modification:** The instructor reserves the right to change the class schedule, course requirements, or grading criteria based on changing circumstances and events, University policies, material deemed helpful for your individual projects, and/or class input.

### **9. INSTRUCTOR BACKGROUND:**

Steven G. Meilleur, Ph.D., SPHR has more than 38 years of professional experience in human resources management in the public, private non-profit and private for-profit sectors. Currently, Dr. Meilleur is Senior Vice-President, and Risk Services Consultant for Human Resources and Employment with Poms & Associates, a national risk services and insurance brokerage firm that provides risk management training, consulting and information services, and insurance services for its clients and other businesses and organizations.

He previously worked as Vice President of Human Resources and Risk Management with Adelante Development Center in Albuquerque, a \$26.5 million non-profit organization with over 900 employees, where he was responsible for all human resources, human resource development & organizational development, and risk management functions for the agency. Dr. Meilleur has also served as Director of Human Resources for the City of Rio Rancho, NM, Human Resources Team Leader and Manager of Organizational Learning with Plains Electric G&T Cooperative, Director of the State Bar of New Mexico's Center for Legal Education.

He is faculty member at the UNM School of Public Administration, holding the positions of Adjunct Faculty, and Visiting Lecturer III where he teaches in the areas of human resource management, employment and labor relations, dispute resolution, organizational change, and human resource development. He has also been on the faculty at Webster University in the graduate studies programs since 1994. He has spoken at numerous conferences and workshops across the country, and is a published author in the areas of human resources, leadership and management development, organizational change and innovation, non-profit organization management, and board development.

Dr. Meilleur received a BA in English Literature and Education from Bucknell University, an Executive MBA from the University of New Mexico, and his Ph.D. in Leadership and Organizational Learning from UNM. He received his certification as a Senior Professional in Human Resources (SPHR) by the Society for Human Resource Management in 1995.

### **10. FINAL REMARKS FROM DR. MEILLEUR**

*The more you put into this class, the more you will take from it. Reviewing scholarly work, pondering concepts, and making sense of theory in practice can be painful and time-consuming. I understand this! There will be times when your brain hurts. That's a good thing. Take it as a sign that some good learning is going on. In fact, good learning is often confusing and uncomfortable before it becomes fun. If you keep up with readings, actively engage in class dialogues and activities, and constantly seeking feedback and advice from your colleagues and course instructor, you should have a rewarding experience in this course.*