

University of North Texas at Dallas
Spring Semester 2021
(Remote Learning)
SYLLABUS

PLDR 5320: Public Service and Society 3
Credit Hours
01/19/2021-05/03/2021

Department of	Management	School of	Liberal Arts and Sciences
Instructor Name:	Dr. James Korku Agbodzakey		
Office Location:	Founders Hall (FH) 262		
Office Phone:	(972) 338-1590		
Email Address:	James.Agbodzakey@untdallas.edu		
Virtual Office Hours:	Monday- 3:00-5:00 p.m. Thursday-2:00-4:00 p.m. and by appointment		
Virtual Office Hours:	Thursday-4:00-5:00 p.m.		
Classroom Location:	Dal 1 270		
Class Meeting Days & Times:	Mondays from 6: 00 p.m.-8:50 p.m. Remote Learning		
Course Catalog Description:	Examination of the political, institutional, organizational, ethical, social, legal and economic environments in which public servants and community leaders operate.		
Prerequisites:	Admission to the MS in Public Leadership program.		
Co-requisites:	n/a		
Required Text:	<ol style="list-style-type: none"> 1. Moore, M.H. (1995). <i>Creating Public Value: Strategic Management in Government</i>. Cambridge, MA: Harvard University Press. ISBN-13: 978-0674175587 2. Guy, M. E., & Ely, T. L. (2018). <i>Essentials of Public Service: An Introduction to Contemporary Public Administration</i>. Melvin & Leigh, Publishers. ISBN-13: 978-0999235904 		
Recommended Text and References:	Additional readings will be assigned via Blackboard.		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com		

<p>Supported Browsers: Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Internet Explorer 11 Edge 41, 42 Respondus Lockdown Browser Safari 10, 11</p> <p>Supported Devices: iPhone Android Chromebook <i>(Tablet users can use the Canvas app)</i></p> <p>Screen Readers: VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i></p>	<p>Getting Help with Canvas:</p> <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources: Web: Canvas Student Guide</p> <p>For additional assistance, contact Student Assistance (Distance Learning): Founders Hall, Rm 124 phone: (972)338-5580 email: distancelearning@untDallas.edu</p> <p><i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i></p> <p><i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i></p>
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Course Goals or Overview:	
	The goal of this course is to provide students with an understanding of the nature of public service from an individual, organizational, community, and democratic perspective. Students will be expected to understand both theoretical and conceptual foundations of the profession, while also exhibiting a mastery of applying them in a practical manner.

Learning Objectives/Outcomes: At the end of this course, the student will	
1	Be able to identify public service concepts, supporting evidence, and apply them in a practical setting (CEA framework).
2	Describe the role the U.S. Constitution, democratic values, and the social environment play in public service.
3	Understand the distinctive nature of public organizations and explain the role of the “citizenship” in public service.
4	Distinguish between various theories and concepts related to ethical behavior in public service.
5	Understand the political nature of public budgeting and how it impacts an organization’s goals and effectiveness.
6	Explain the role civil society and the nonprofit sector play in the delivery of public services and community leadership.
7	Differentiate between various forms of public service performance management.
8	Identify peer reviewed journal articles and compose a literature review.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class and via Canvas.

TOPICS	DATE
<p>Course Introduction: Governance and Leadership</p> <ul style="list-style-type: none"> Article: Moynihan, D. & Van Wart, M. (2013). Lessons from leadership theory and the contemporary challenge of leaders. <i>Public Administration Review</i>, 73(4), 553-565. The U.S. Constitution (download from the internet) <p>Celebrity Civil Servant Presentation-per student 2-3 minutes Discussions Synchronous session</p>	<p>January 25, 2021 Week 1</p>
<p>Context of Public Organizations & Management</p> <ul style="list-style-type: none"> Guy, & Ely Chapter 1: Running a Constitution Guy, & Ely Chapter 2 : Citizen Engagement Guy, & Ely Chapter 3 : Managing for Performance: Capitalism on the Power of People, Money, Information <p>Synopsis/Thinkpiece 1 due Discussions Synchronous session</p>	<p>February 1, 2021 Week 2</p>
<p>Organizational Management and Democracy</p> <ul style="list-style-type: none"> Guy, & Ely Chapter 4: Organizing Principles Guy, & Ely Chapter 5: Human Resource Functions and Processes Guy, & Ely Chapter 6: Budgeting Guy, & Ely Chapter 7: Digital Democracy <p>Synopsis/Thinkpiece 2 due Discussions Synchronous session</p>	<p>February 8, 2021 Week 3</p>
<p>Economics of the Public Sector</p> <ul style="list-style-type: none"> Guy, & Ely Chapter 8: Public Economics and Policy Guy, & Ely Chapter 9: Public Financial Management Guy, & Ely Chapter 10: Transparency <p>Synopsis/Thinkpiece 3 due Public Service Case Analysis Outline due Discussions Synchronous session</p>	<p>February 15, 2021 Week 4</p>

<p>Law, Contracting & Public Integrity</p> <ul style="list-style-type: none"> • Guy, & Ely Chapter 11: Contracting • Guy, & Ely Chapter 12: Legal Dimensions of Public Administration • Guy, & Ely Chapter 13: Public Integrity <p>Synopsis/Thinkpiece 4 due Discussions Synchronous session</p>	<p>February 22, 2021 Week 5</p>
<p>Governance, Public Service & Performance Measurement</p> <ul style="list-style-type: none"> • Guy, & Ely Chapter 14: Measuring and Managing for Performance • Guy, & Ely Chapter 15: Public Services, Well Delivered • Article: Bryson, et al., Public Value Governance: Moving beyond traditional public administration and the New Public Management, <i>Public Administration Review</i>, vol. 47 (4), 2014; pp. 445-456 <p>Synopsis/Thinkpiece 5 due Public Service Organizational Analysis Outline due Synchronous session</p>	<p>March 1, 2021 Week 6</p>
<p>Managerial Imagination, Organizational Strategy & Public Value</p> <ul style="list-style-type: none"> • Moore Chapter 1: Managerial Imagination • Moore Chapter 2: Defining public value • Moore Chapter 3: Organizational Strategy in the Public Sector <p>Synopsis/Thinkpiece 6 due Synchronous session</p>	<p>March 8, 2021 Week 7</p>
<p>Delivering Public Value</p> <ul style="list-style-type: none"> • Moore Chapter 4: Mobilizing Support, Legitimacy, and Coproduction: The Functions of Political Management • Moore Chapter 5: Advocacy, Negotiation, and Leadership: The Techniques of Political Management <p>Synopsis/Thinkpiece 7 due Synchronous session</p>	<p>March 15, 2021 Week 8</p>
<p>Delivering Public Value</p> <ul style="list-style-type: none"> • Moore Chapter 6: Reengineering and public sector production • Agbodzakey, J.K & McCue, C. (2015). Key Enablers for the Adoption of Lean Thinking by Public Purchasing Departments. <i>Int. Journal of Procurement Management</i>, 8 (6), 666-687 <p>Synopsis/Thinkpiece 8 due Synchronous session</p>	<p>March 22, 2021 Week 9</p>
<p>Delivering Public Value</p> <ul style="list-style-type: none"> • Moore Chapter 7: Implementing Strategy: The Techniques of Operational Management • Moore Conclusion: Acting for a Divided, Uncertain Society <p>Synopsis/Thinkpiece 9 due Synchronous session</p>	<p>March 29, 2021 Week 10</p>

Cases & Public Leadership in Action. Synchronous session	April 5, 2021 Week 11
Public Service Case Analysis Project due (Individual) Group Project Update-Public Organizational Analysis Synchronous session	April 12, 2021 Week 12
Cases and Public Leadership in Action Synchronous session	April 19, 2021 Week 13
Public Service Organizational Analysis Project and Presentation (Group) due Synchronous session	April 26, 2021 Week 14
Cases & Public Leadership in Action	May 3, 2021 Week 15

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

SYNOPSIS/THINKPIECE (27%)

This assignment requires each student to **read and review** the various assigned readings (articles, book chapters, etc.) per class session and write a synopsis of the readings. The rationale for this type of assignment is to promote conceptual understanding, critical thinking, and practical application. A good synopsis encompasses an overview and synthesis of the key concepts, themes and/or issues in the readings and explication of those key concepts and/or issues. Logical presentation of the concepts and/or issues is expected. Each synopsis should end with some implications/applications for policy and practice at a local, state or national context. Basically, the structure should consist of an overview paragraph that embraces all the themes and concepts in the readings. The subsequent paragraphs will expatiate on the identified themes and concepts (synthesis is key). There should be a concluding paragraph which summarizes your take on the readings and it should be followed by another paragraph-which is implications/applications to a local, state, national and/or international context(s). At least, a page and half (single-space).

CELEBRITY PUBLIC SERVANT PRESENTATION (5%)

Each student is expected to make a presentation on an exemplary Public Servant in any locale in America (possibly Dallas and/or State of Texas). This individual could be a Bureaucrat, Career Politician, City Manager/Mayor, Military Personnel, and President of a College/University, Nonprofit Official, Supreme Court Justice, Non-Elected Community Leader, and Policy Entrepreneur etc. The presentation should focus on the person's career, achievements, value created for society, contribution to policy and administration, love of country, and any other palpable legacy etc. The presentation should be succinct and cover relevant segments of the person's career and life in general. You are expected to be creative in constructing a narrative on the person (**due, first day of class**)

PUBLIC SERVICE CASE ANALYSIS (Individual) 25%

The essence of this assignment is to provide students the opportunity to go beyond problem identification to recommending a practical course of action. Students are expected to identify a policy or societal problem, provide reasons for how the problem occurred, and to offer suggestions for resolving the problem as effectively and efficiently as possible. Students are expected to focus on aspects of decision making that are internal and specific to the targets of the case and may include external factors that influence the target's decision. It is equally essential to include some ethical deliberations in the analysis. Overall, the analysis should be sound and cogent, thus help the reader to know what the problem is, what possibly caused it and what can be done to resolve the problem. Students are expected to make some workable recommendations with the necessary justification for policy and administration. The best analysis assumes some conceptual perspective with attendant practical application. **The analysis should be at least 15 pages (double-space). The author/title page and references do not count as number of pages.**

PUBLIC SERVICE ORGANIZATIONAL ANALYSIS PROJECT (Group) (22%)

This assignment is geared toward conducting an extensive analysis of an existing organization (nonprofit, local government, urban organization etc.). The analysis should contain the following components: a description of mission, vision, goals, strategy, impacts, evaluation; a description of governance, leadership, nonprofit-government/private sector relations; description of historic and social forces that shape the organization (context, stakeholders, operational and geographic areas); an analysis of the organization based on selected management models/frameworks, approaches and techniques (sustainability of finances, HRM, infrastructure, volunteer management; use of technology/social media); and optional/optimal courses of action for the nonprofit organizational challenges (governance, strategy, relationship-building, networking, inspiring key stakeholders and resolving conflicts). Furthermore, the analysis should include an executive summary and a conclusion segment that relates details of the project and key findings (see assignment rubric for details). **The paper should be, at least, 15 pages (double-space) and at most 25 pages.**

PUBLIC SERVICE ORGANIZATIONAL ANALYSIS PRESENTATION (3%)

Each group is expected to present their Public Service Organizational Analysis Project. The presentation should consist of all relevant information in the paper. The presentation will be graded based on delivery of information, interpersonal interaction, design, finesse and content. Thus, each group has to be creative with their presentation.

DISCUSSION BOARD POSTS (10%)

Given the online format of this course, students will still be expected to engage with their classmates in the online setting. As such, three (3) discussion board posts will be required. Each student is expected to respond to queries based on different formats as posted on Canvas and comment on, at least, a post by one of your colleagues (in response to the instructor's query) for a full participation grade. Responses must be analytical in nature and draw upon your interpretation of the material and concepts you learned about in the course module; they are also intended for you to interact productively with your colleagues. Each discussion should be constructive and professionally done.

CLASS PARTICIPATION AND EVALUATION (8%)

A healthy class experience (ground and/or online) is dependent upon not only the instructor, but also instructor- student and student-student interactions. This class not only incorporates a manageable amount of readings, but also injects "real-world" exercises that allow students to put theory in to practice. As such, it is imperative that students not only attend class (promptly, of course), but arrive prepared to engage in MEANINGFUL discussions that add to every individual's knowledge – including the instructor's. As you will see, class participation representative of roughly 6% of the final grade and 2% would be awarded for completing the end-of-term course evaluations. The class participation grade will be determined in two ways: first, students will be expected to arrive to class ready to discuss the week's readings, in both small groups, and within the larger classroom or online setting. Valuable class contributions will be based on the readings and/or other RELEVANT information. Please feel free to introduce alternative examples that are reflective of current events. Second, because this class is exercise-intensive, each student will be expected to come prepared for the week's activity. This class is geared toward allowing you to analyze case studies and engage in realistic role plays based on our leadership topic for the week. Poorly prepared students not only affect their own grades, but diminish the overall learning experience of his or her classmates.

Grading Matrix:

Instrument	Value (points or percentages)	Total %
Synopsis/Thinkpiece	9	27
Celebrity Public Servant Presentation	1	5
Public Service Case Analysis	1	25
Public Service Organizational Analysis	1	22
Public Service Org Analysis Presentation	1	3
Discussions	5	10
Class Participation and Evaluation	1	8
		100

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information

see [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untdallas.edu or at Building 2, room 204.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. [Canvas Instructure Accessibility Statement is also provided.](#)

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy:

Assignments in this class must reflect the following format:

- Font: Times New Roman, Size 12
- Cover Page with Assignment Title, Class Title, Date, and Student Name
- Margins should be 1.25 inches (Top, Bottom, Left, and Right). Most MS Word programs have 1.25 inches as a default.

Late Policy:

Students are expected to turn in all assignments at the *beginning* of the class on the date the assignment is due. Late work will receive a grade penalty of 15% deduction regardless of cause or will receive no credit at all. Late submission is strongly discouraged and it is in everyone's interest to meet the stipulated deadlines for the various assignments.

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to [UNT Dallas' Student Code of Academic Integrity](#) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class (ground and/or online). The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes as necessary, if they are absent

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [UNT Dallas' Registrar](#) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to [UNT Dallas Student Code of Conduct](#). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)

Use of Cell Phones & Other Electronic Gadgets in the Classroom

Students who prefer to use laptops to take notes in class are more than welcome to do so. However, please refrain from engaging in other activities (Facebook, shopping, etc.) that will serve as a distraction for both you and me.

Also, while we have all become increasingly reliant upon our technological devices to keep us in the loop both professionally and personally, this class has a "No Cell Phone" policy. This policy is particularly focusing on the growing trend of in-class texting, but it is certainly not limited to this behavior. If you need to use your cell phone, please feel free to leave the class as you see fit. Our time in class is limited, and despite our busy lives, I would like to spend the class period focused on the material.

Incompletes:

A semester grade of incomplete will be given only under extreme and unusual situations. More importantly, an incomplete will only be granted for students who are in good standing within the class (A/B grade) and have completed all work (except for the final) at semester's end. An incomplete is not a substitute for a poor grade. *In order to receive an incomplete in this course, the [Grade of Incomplete Form](#) posted on the Registrar forms site must be completed, signed and returned to the Office of the Registrar by the deadline posted in the Academic Calendar. For other questions related to grade of incomplete, contact Dr. Dawn Remmers, Assistant Provost, at dawn.remmers@untdallas.edu.*

APPENDIX

- I. Public Service Case Analysis Project
- II. Public Service Organizational Analysis Project
- III. Public Service Organizational Analysis Presentation
- IV. Synopsis/Thinkpiece

TITLE OF RUBRIC: Public Service Case Analysis (Page 1 of 2)	Course: PLDR 5320
LEARNING OUTCOME/S: Be able to identify public service concepts, supporting evidence, and apply them in a practical setting. Describe the role the U.S. Constitution, democratic values, and the social environment play in public service. Understand the distinctive nature of public organizations and explain the role of the “citizenship” in public service. Distinguish between various theories and concepts related to ethical behavior in public service. Understand the political nature of public budgeting and how it impacts an organization’s goals and effectiveness. Explain the role civil society and the nonprofit sector play in the delivery of public services and community leadership. Differentiate between various forms of public service performance management.	Date:
PURPOSE: Develop decision making and problem solving strategies	Name of Student:
VALIDITY: Public administration analysis best practices	Name of Faculty: J. Agbodzakey, PhD
COMPANION DOCUMENTS: Case, Assignment Instructions, Sample Cases, APA Style Manual	

**Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.
Earning MAXIMUM points in a column equals an overall rating of that column
<<<<<<<<< less quality more quality >>>>>>>>**

Performance Criteria	Basic (0 points)	Developing (1 point)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
Identify context and key issues/problems	Does not identify context and the issues / problems	Attempts to identify context and the issues / problems	Generally identifies context and the issues / problems	Substantially identifies context and the issues / problems	Effectively identifies the context and the issues / problems	
Analyze key issues/problems using PA theories / frameworks	Does not analyze issues / problems using PA theories / frameworks	Attempts to analyze some key issues / problems using PA theories / frameworks	Generally analyzes some key issues / problems using PA theories / frameworks	Analyzes key issues/problems using PA theories / frameworks	Insightfully analyzes all relevant issues/problems using PA theories / frameworks	
Determine recommendations / courses of action	Does not determine recommendations / courses of action	Attempts to determine recommendations / courses of action	Determines recommendations / courses of action; provides acceptable rationale	Substantially determines recommendations / courses of action, and provides sound and pragmatic rationale.	Effectively determines recommendations / courses of action, and provides sound, cogent, pragmatic rationale.	
Select optimal recommendation / courses of action	Does not recommend optimal solution	Attempts to recommend optimal solution	Recommends optimal solution, and provides acceptable rationale	Substantially recommends optimal solution, and provides sound and pragmatic rationale.	Effectively recommends optimal solution, and provides sound, cogent, pragmatic rationale.	
Identify ethical issues	Does not identify ethical issues	Attempts to identify ethical issues	Identifies some key ethical issues	Identifies most key ethical issues	Effectively identifies all ethical issues	
© Rubric created by J. Agbodzakey			Subtotal Page One (20 total points possible):			

TITLE OF RUBRIC: Case Analysis (Page 2 of 2)	Course: PLDR 5320
.	Date:
PURPOSE: Develop decision making and problem solving strategies	Name of Student:
VALIDITY: Public administration analysis best practices	Name of Faculty: J. Agbodzakey, PhD
COMPANION DOCUMENTS: Case, Assignment Instructions, Sample Cases, APA Style Manual	

**Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.
Earning MAXIMUM points in a column equals an overall rating of that column**

<<<<<<<<<< less quality more quality >>>>>>>>>>

Apply ethical principles to issues/problems	Does not apply ethical principles to issues / problems	Attempts to apply ethical principles to issues / problems	Applies ethical principles to issues / problems	Applies key ethical principles to issues / problems	Effectively applies all relevant ethical principles to issues / problems	Score
Articulates concepts	Does not articulate concepts.	Attempts to articulate concepts.	Generally articulates concepts; writes somewhat logically.	Substantially articulates most concepts; communicates logically throughout the majority of the document; provides useful insights.	Effectively articulates relevant concepts; communicates logically and in an organized way throughout the entire document; Provides interesting and useful insights.	
Write effectively at the graduate level	Does not write using appropriate grammar, spelling, punctuation, and sentence structure (numerous major errors). Does not use APA Style.	Does not write clearly; attempts to write using appropriate grammar, spelling, punctuation, sentence structure (several major errors). Attempts to use APA Style (frequent errors).	Writes using appropriate grammar, spelling, punctuation, and sentence structure (a few major and minor errors) Uses APA Style (few errors).	Writes clearly using appropriate grammar, spelling, punctuation, and sentence structure (some minor errors). Uses APA Style (slight errors).	Effectively and clearly writes using appropriate grammar, spelling, punctuation, and sentence structure throughout the document (no errors). Uses APA Style effectively.	
Subtotal Page One (20 total points possible):						
Subtotal Page Two (12 total points possible):						
OVERALL GRADE (32 total points possible):						

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Comments:

TITLE OF RUBRIC: Public Service Organizational Analysis (1 of 3)	Course: PLDR 5320	
LEARNING OUTCOME/S: Be able to identify public service concepts, supporting evidence, and apply them in a practical setting. Describe the role the U.S. Constitution, democratic values, and the social environment play in public service. Understand the distinctive nature of public organizations and explain the role of the “citizenship” in public service. Distinguish between various theories and concepts related to ethical behavior in public service. Understand the political nature of public budgeting and how it impacts an organization’s goals and effectiveness. Explain the role civil society and the nonprofit sector play in the delivery of public services and community leadership. Differentiate between various forms of public service performance management.	Date:	Course Section:
	Student Name:	
	Circle specialization:	
	Faculty Name: J. Agbodzakey, Ph.D.	
PURPOSE: Develop effective public management strategies.	COMPANION DOCUMENTS: Assignment instructions, APA Style Manual	
VALIDITY: Public management best practices.		

	Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.					
	<<<<<<<<<<< less quality more quality >>>>>>>>>>>>					
Performance Criteria	Basic (0 points)	Developing (1 point)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
Describe nonprofit organization (mission, vision, goals, strategy, impacts, evaluation)	Does not describe the organization	Attempts to describe the organization	Generally describes the organization	Substantially describes the organization in detail	Effectively describes the organization in concise, meaningful detail	
Describe governance, leadership, nonprofit/gov’t/ private sector relations	Does not describe governance, leadership, nonprofit/gov’t/ private sector relations	Attempts to describe governance, leadership, nonprofit/gov’t/ private sector relations	Generally describes governance, leadership, nonprofit/gov’t/ private sector relations	Substantially describes governance, leadership, nonprofit/gov’t / private sector relations in detail	Effectively describes governance, leadership, nonprofit/gov’t/ private sector relations in concise, meaningful detail	
Describe historic and social forces that shape the organization (context, stakeholders, operational and geographic areas)	Does not describe historic and social forces that shape the organization	Attempts to describe historic and social forces that shape the organization	Generally describes historic and social forces that shape the organization	Substantially describes historic and social forces that shape the organization in detail	Effectively describes historic and social forces that shape the organization in concise, meaningful detail	
Analyze the organization by applying selected management models/frameworks, approaches and techniques (sustainability of finances, HRM, infrastructure, volunteer management; use of technology/social media)	Does not analyze the organization by applying management models/frame works, approaches and techniques	Attempts to analyze the organization by applying management models/frame works, approaches and techniques	Generally analyzes the organization by applying management models/frame works, approaches and techniques	Substantially analyzes the organization by applying management models/frame works, approaches and techniques with, sound narrative	Effectively analyzes the organization by applying management models/frameworks, approaches and techniques with accurate, sound, persuasive narrative	
Subtotal Page One (16 total points possible)						

TITLE OF RUBRIC: Public Service Organizational Analysis (2 of 3)	Course: PLDR 5320	
LEARNING OUTCOME/S: Be able to identify public service concepts, supporting evidence, and apply them in a practical setting. Describe the role the U.S. Constitution, democratic values, and the social environment play in public service. Understand the distinctive nature of public organizations and explain the role of the “citizenship” in public service. Distinguish between various theories and concepts related to ethical behavior in public service. Understand the political nature of public budgeting and how it impacts an organization’s goals and effectiveness. Explain the role civil society and the nonprofit sector play in the delivery of public services and community leadership. Differentiate between various forms of public service performance management.	Date:	Course Section:
	Student Name:	
	Circle specialization:	
	Faculty Name: J. Agbodzakey, Ph.D.	
PURPOSE: Public management best practices.	COMPANION DOCUMENTS: Assignment instructions, APA Style Manual	
VALIDITY: Public management best practices.		

Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.						
<<<<<<<<< less quality more quality >>>>>>>>						
Performance Criteria	Basic (0 points)	Developing (1 point)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
Identify (a) legal, (b) ethical and (c) diversity issues	Does not identify ethical issues	Attempts to identify ethical issues	Identifies some key ethical issues	Identifies most key ethical issues	Effectively identifies all ethical issues	
Apply (a) legal, (b) ethical and (c) diversity decision-making principles to nonprofit management challenges	Does not apply principles to issues / problems	Attempts to apply principles to issues / problems	Applies principles to issues / problems	Applies key principles to issues / problems	Effectively applies all relevant principles to issues / problems	
Determine optional/optimal courses of action for nonprofit organizational challenges (governance, strategy, relationship-building, networking, inspiring key stakeholders and resolving conflict)	Does not determine optional / optimal courses of action	Attempts to determine optional / optimal courses of action	Generally recommends courses of action based on findings; provides rationale.	Substantially recommends courses of action based on findings; provides sound and pragmatic rationale.	Effectively recommends courses of action for policy and practice based on findings; provides sound, cogent, pragmatic rationale	
Summarize findings (executive summary)	Does not summarize case	Attempts to summarize case	Generally summarizes case	Substantially summarizes case	Effectively summarizes case	
Subtotal Page One (16 total points possible)						

TITLE OF RUBRIC: Public Service Organizational Analysis (3 of 3)	Course: PLDR 5320	
LEARNING OUTCOME/S: Be able to identify public service concepts, supporting evidence, and apply them in a practical setting. Describe the role the U.S. Constitution, democratic values, and the social environment play in public service. Understand the distinctive nature of public organizations and explain the role of the “citizenship” in public service. Distinguish between various theories and concepts related to ethical behavior in public service. Understand the political nature of public budgeting and how it impacts an organization’s goals and effectiveness. Explain the role civil society and the nonprofit sector play in the delivery of public services and community leadership. Differentiate between various forms of public service performance management.	Date: _____	Course Section: _____
	Student Name: _____	
	Circle specialization: _____	
	Faculty Name: J. Agbodzakey, Ph.D.	
PURPOSE: Public management best practices.	COMPANION DOCUMENTS: Assignment instructions, APA Style Manual	
VALIDITY: Public management best practices.		

Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.

<<<<<<<< less quality more quality >>>>>>>>

Performance Criteria	Basic (0 points)	Developing (1 point)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
Articulates concepts	Does not articulate concepts.	Attempts to articulate concepts.	Generally articulates concepts; writes somewhat logically.	Substantially articulates most concepts; communicates logically throughout the majority of the document; provides useful insights.	Effectively articulates relevant concepts; communicates logically and in an organized way throughout the entire document; Provides interesting and useful insights.	
Writes at the Graduate Level	Does not write using appropriate grammar, spelling, punctuation, and sentence structure (numerous major errors). Does not use APA Style.	Does not write clearly; attempts to write using appropriate grammar, spelling, punctuation, sentence structure (several major errors). Attempts to use APA Style (frequent errors).	Writes using appropriate grammar, spelling, punctuation, and sentence structure (a few major and minor errors) Uses APA Style (few errors).	Writes clearly using appropriate grammar, spelling, punctuation, and sentence structure (some minor errors). Uses APA Style (slight errors).	Effectively and clearly writes using appropriate grammar, spelling, punctuation, and sentence structure throughout the document (no errors). Uses APA Style effectively.	

	Subtotal Page One (16 total points possible)	
	Subtotal Page Two (16 total points possible)	
	Subtotal Page Three (8 total points possible)	
	OVERALL GRADE (40 total points possible):	

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Comments:

TITLE OF RUBRIC: Public Service Organizational Analysis Presentation		Course: PLDR 5320	
LEARNING OUTCOME/S: Communicates effectively at the graduate level (a) interpersonally, (b) in writing and (c) verbally.	Date:		Course Section:
	Student Name:		
	Circle specialization:		
PURPOSE: Develop effective presentation strategies in the nonprofit management context.		Faculty Name: J. Agbodzakey, Ph.D.	
VALIDITY: Presentation best practices.		COMPANION DOCUMENTS: Assignment instructions, APA Style Manual	

Earning maximum points in each box in 'PROFICIENT' column and / or points in columns to the right of 'PROFICIENT' meets standard.						
<<<<<<<<<<< less quality more quality >>>>>>>>>>>						
Performance Criteria	Basic (0 points)	Developing (1 points)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
Deliver information professionally (e.g., appearance, volume, tonality, posture, gestures, enunciation, rate, length of presentation, gears to target audience)	Does not deliver designated information.	Attempts to deliver designated information.	Delivers designated information.	Substantially delivers designated information.	Effectively delivers designated information.	
Interacts interpersonally with target audience	Does not interact with the target audience.	Attempts to interact with target audience.	Interacts with target audience	Substantially engages and interacts with most members of the target audience	Effectively engages and interacts with all members of the target audience in a way that enhances the presentation / contribution	
Design (e.g., images and formats) and organize (e.g., overview, transitions) visual presentation	Does not design and/or organize presentation.	Attempts to design and organize presentation	Designs and organizes presentation	Substantially designs and organizes presentation	Effectively and clearly designs and organizes presentation in a way that enhances the oral presentation	
Writes at the graduate level (e.g., PPT Slides) NOTE: Student will be awarded zero points for intellectual dishonesty and risks failing course and other sanctions.	Does not write using appropriate grammar, spelling, sentence structure, referencing and format (numerous major errors).	Attempts to write using appropriate grammar, spelling, sentence structure, referencing and format (several major errors).	Writes clearly; using appropriate grammar, spelling, sentence structure, referencing and format (a few major and minor errors).	Generally writes using appropriate grammar, spelling, sentence structure, referencing and format (some minor errors).	Effectively, clearly, and creatively writes using appropriate grammar, spelling, sentence structure, referencing and format (very few minor or no errors).	
©Rubric developed by J. Agbodzakey						OVERALL GRADE (16 total possible points)
Comments:						

Synopsis/Thinkpiece

TITLE OF RUBRIC: Synopsis/Thinkpiece	Course: PLDR 5320
LEARNING OUTCOME/S: Applies to all course outcomes	Date:
PURPOSE: Develops conceptualization and application strategies	Name of Student:
VALIDITY: Represents best practices in higher education.	Name of Faculty:
COMPANION DOCUMENTS: Refer to class discussion and syllabus for explanation of 'Think Piece'	

'PROFICIENT' column meets minimal standard.

<<<<<<<<<<<< less quality more quality >>>>>>>>>>>>

Performance Criteria	Basic (0 points)	Developing (1 points)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
Demonstrate learning and contribute to learning (Address: Purpose; Problem/issue; Assumptions; Point of view; Evidence; Concepts; Conclusions; Implications; Applications).	Does not demonstrate or contribute much. Does not communicate clearly and/or demonstrate or apply key concepts.	Minimally demonstrates a few key concepts. Can communicate in a clear and logical manner.	Generally demonstrates in timely and relevant manner. Demonstrates and applies key concepts. Communicates clearly and logically.	Contributes substantially. Demonstrates and applies most key concepts in a strategic manner. Almost always communicates clearly and logically.	Demonstrates learning with effective quality and quantity of information. Demonstrates and applies all key concepts by strategically integrating them with core concepts. Communicates very effectively.	

OVERALL GRADE: (4 total possible points)

Comments:
