



**FLORIDA INTERNATIONAL UNIVERSITY  
UNIVERSITY CURRICULUM COMMITTEE**  
*Proposal for a New Course*

**DO NOT TYPE IN THIS BOX**

Bulletin # : \_\_\_\_\_

Academic Year : \_\_\_\_\_

1. School/College \_\_\_\_\_

Div./Dept. in Which Taught \_\_\_\_\_

2. \_\_\_\_\_ CIP Code (Leave this blank): \_\_\_\_\_

Alpha Prefix    1st Digit    Last 3 Digits    "C"-lec-lab "L"-Lab    Cr. Hrs.

3. Grading Method (select one):  Graded  Pass/Fail

4a. Course Title \_\_\_\_\_

b. Abbreviated course Title (for computer class schedules, transcripts)

LIMITED TO 25 Characters (including spaces)

5. Statewide Course Numbering Subject Matter Area \_\_\_\_\_

6. Catalog Description/Major Topics (not to exceed 200 characters including spaces)

*College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.*

7. Attach detailed syllabus course outline and course justification on separate page(s).

8. Prerequisite(s): \_\_\_\_\_

9. Corequisite(s): \_\_\_\_\_

10. Objective(s) of Course:

11. Does this course duplicate/overlap other courses at FIU?  No  Yes

If yes, please explain: \_\_\_\_\_

12. What other closely related department(s) have been consulted about this course?

13. Is this course used for the assessment of a program or a certificate (if yes, then send a notification to [assessment@fiu.edu](mailto:assessment@fiu.edu))?      No      Yes

PROPOSAL REQUESTED BY:

Faculty Contact \_\_\_\_\_ / \_\_\_\_\_ / 20 \_\_\_\_\_  
(Type name) (Signature)

\_\_\_\_\_ (Email address) (Phone number)

Chairperson (Dept./Div.) \_\_\_\_\_ / \_\_\_\_\_ / 20 \_\_\_\_\_  
(Type name) (Signature)

Chairperson (Curr. Comm.) \_\_\_\_\_ / \_\_\_\_\_ / 20 \_\_\_\_\_  
(Type name) (Signature)

College/School Dean \_\_\_\_\_ / \_\_\_\_\_ / 20 \_\_\_\_\_  
(Type name) (Signature)

**Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.**

**PUP4XXX PUBLIC SERVICE LEADERSHIP AND MANAGEMENT (Section U01)**

(There are no pre-requisites or co-requisites for this course)

**CONTACT INFORMATION**

Professor Meredith Newman ([newmanm@fiu.edu](mailto:newmanm@fiu.edu))

Office Hours: By appointment

**CATALOG DESCRIPTION:** Provides students with tools for setting goals, organizing resources, motivating and supervising personnel, and managing projects in multiple institutional settings.

**COURSE DESCRIPTION:** Public service organizations – whether formal governmental departments, nonprofit institutions, non-governmental organizations (NGOs), or community-based and volunteer groups – exist to pursue public values. These include both technical values (such as efficiency and effectiveness) and social and emotional values (including responsiveness, compassion, equity, social justice, fairness, and freedom from the effects of bias). Leading and managing public service organizations begins with a clear sense of what a “public service orientation” means. Public service organizations are not in the business of maximizing profit, but rather implementing public policy from a public *service* perspective. This is an “activist” notion that requires “publicness” as a lever for change. According to Guy and McCandless, “Social equity is the normative touchstone for the field as a whole, and for the work of each and every public service professional.” As such, social equity is the lens through which we deliver public services. It is a mindset that enables public servants to perform some of the most challenging of jobs: domestic abuse hotlines, emergency services personnel, medical examiners, refugee repatriation, border/immigration services, public health crises, natural and man-made disaster response and recovery, public guardians, first responders, public hospital trauma medical staff, 911 call takers, children and family services. This is the context in which much of public service takes place: the public interacts with “the government” up close and personal often on the worst day of a person’s life. Public service is not only about the importance of cognition and thinking (with our brain). It is also about the role of the emotions and the heart. Denhardt and Denhardt put it this way: “we may need to be reminded of the essential role of the ‘heart’ of public service...As Aristotle said, ‘Educating the mind without educating the heart is no education at all.’ A public service orientation encourages us ‘to embrace both the mind and the heart in our education and scholarship for public service.’” In this course, students will learn a variety of leadership and management techniques to make them efficient and effective public servants who can guide their organizations to implement this vision of humane, equitable public service.

**COURSE LEARNING OBJECTIVES:** By the end of this course, you should be able to:

- Understand and articulate public service values.
- Analyze a variety of leadership and management issues confronting public service organizations.
- Compare and evaluate techniques for creating and maintaining efficient, effective, equitable, ethical public service organizations.

- Apply concepts from leadership and management theory to public service organizations.
- Demonstrate competent usage of leadership and management techniques for public service.
- Communicate effectively by presenting information and organizational proposals in written and oral formats.

**READINGS:** There are two required textbooks for this course:

- Guy, Mary E. and Todd L. Ely. 2018. *Essentials of Public Service*.
- Ott, J. Steven, et al. 2016. *Understanding Nonprofit Organizations*.

**REQUIREMENTS:** Grades will be determined by a combination of quizzes, class discussions, a project management exercise, and a final exam:

<b>Graded Items</b>	<b>Points</b>
Module Quizzes (6)	120
Module Activities (6)	120
Project Management Exercise	60
Final Exam	100
<b>Total Points</b>	<b>400</b>

**MODULE QUIZZES:** At the end of each module, students will be tested on all materials in a comprehensive multiple-choice and short-answer quiz. Each quiz is worth 20 points.

**MODULE ACTIVITIES:** For each module, we will conduct an activity that will allow students to hone their leadership and management skills. Each activity is worth 20 points.

**PROJECT MANAGEMENT EXERCISE:** Students will be placed in groups to engage in a project management exercise that brings together the skills, concepts, and values covered in the course. This exercise is worth 60 points.

**FINAL EXAM:** The class will conclude with a comprehensive final exam worth 100 points.

**GRADE SCALE:** Grades will be determined according to the following scale.

<b>LETTER GRADE</b>	<b>POINTS REQUIRED</b>
A	376
A-	360
B+	348
B	336
B-	320
C+	308
C	296
D	280
F	260

## WEEKLY CLASS SCHEDULE

### MODULE 0

#### **Week 1 January 12: The Contexts for Public Service**

*Reading:* Newman, Meredith A., Mary E. Guy, and Sharon H. Mastracci. 2009. Beyond Cognition: Affective Leadership and Emotional Labor, *Public Administration Review*, 69(1): 6-20.

*Reading:* *Essentials of Public Service*, Chapters 1 and 2.

### MODULE 1

#### **Week 2 January 19: Managing for Performance – Principles of Administration and HR**

*Module Reading:* *Essentials of Public Service*, Chapters 3, 4, and 5.

*Module Activity #1:* Defining and operationalizing “publicness” in public service.

#### **Week 3 January 26: Managing for Performance – Budgeting and Digital Democracy**

*Reading:* *Essentials of Public Service*, Chapters 6 and 7.

*Module Quiz #1*

### MODULE 2

#### **Week 4 February 2: Control Mechanisms – Public Economics, Financial Management, and Transparency**

*Module Reading:* *Essentials of Public Service*, Chapters 8, 9, and 10.

*Module Activity #2:* Defining and operationalizing transparency in the public sector.

#### **Week 5 February 9: Control Mechanisms – Contracting, Administrative Law, and Public Integrity**

*Reading:* *Essentials of Public Service*, Chapters 11, 12, and 13.

*Module Quiz #2*

### MODULE 3

#### **Week 6 February 16: Public Productivity and Performance – Performance Measurement**

*Reading:* *Essentials of Public Service*, Chapter 14.

*Module Activity #3:* Performance measurement case studies.

#### **Week 7 February 23: Public Productivity and Performance – Quality and Accountability**

*Reading:* *Essentials of Public Service*, Chapter 15.

*Module Quiz #3*

#### **Week 8 March 2: Spring Break – No Class**

### MODULE 4

**Week 9 March 9: Understanding Nonprofit Organizations – Governance (Boards) and Legal Frameworks**

*Reading: Understanding Nonprofit Organizations, Chapters 1-5.*

*Module Activity #4: Working with the Board of Directors.*

**Week 10 March 16: Understanding Nonprofit Organizations – Strategic Leadership and Innovation**

*Reading: Understanding Nonprofit Organizations, Chapters 6-9.*

*Module Quiz #4*

**MODULE 5**

**Week 11 March 23: Understanding Nonprofit Organizations – Fund Raising and Strategic Partnerships**

*Reading: Understanding Nonprofit Organizations, Chapters 10-16.*

*Module Activity #5: Creating a fund-raising plan.*

**Week 12 March 30: Understanding Nonprofit Organizations – Budgeting and Financial Management**

*Reading: Understanding Nonprofit Organizations, Chapters 17-18.*

*Module Quiz #5*

**MODULE 6**

**Week 13 April 6: Understanding Nonprofit Organizations – Managing Volunteers**

*Reading: Understanding Nonprofit Organizations, Chapters 19-20.*

*Module Activity #6: Managing volunteers case studies.*

**Week 14 April 13: Understanding Nonprofit Organizations – Accountability and Evaluation**

*Reading: Understanding Nonprofit Organizations, Chapters 21-22.*

*Module Quiz #6*

**MODULE 7**

**Week 15 April 20: Project Management**

*Reading #7: Project Management Primer*

<http://www.ela.wi.gov/docview.asp?docid=15395&locid=99>

*Project Management Exercise*