Course Syllabus: PBA 535.500 – Leadership in Public Administration

This is the course syllabus and it contains important information. Be sure to read the entire syllabus and contact me if you have difficulty understanding what is required for the successful completion of this course. This syllabus, and the accompanying course calendar, contains specific due dates for assignments. These documents should be read in their entirety and maintained for reference.

Instructor
Dr. George R. Franks, Jr., Ph.D. Associate Professor of Government Office: Liberal Arts North, Room 109
Office Phone: 936.468.1188
AT&T Cellular: 936.554.8626 (See Virtual Hours) E-mail: franksgr@sfasu.edu

Classroom Meeting Schedule and Location
This course is completely online.

Campus Office Hours
Mondays: 9:30 a.m. – 11:30 a.m. & 1:00 p.m. – 4:00 p.m.
I am also available by appointment.

Virtual Office Hours
Available by SFA E-mail or ATT Cellular (Texting recommended before you call)
Wednesdays: 9:30 a.m. – 11:30 a.m.
Thursdays: 1:00 p.m. – 3:30 p.m.
I am also available by appointment.

Best Contact and Guidelines
The best way to contact me is by SFA regular email at the address above or by text. Please note, there are no emergencies in academia that require calling or texting at unreasonable hours. You should not text or call during weekends, University breaks, or any day before 8:00 a.m. or after 5:00 p.m. – nothing we do in academia requires urgency.

Course Protection and Intellectual Property
My personal work contained in this syllabus, the course calendar, and all handouts and assignments created by me are my intellectual property and are protected by law. You do not have the authorization to duplicate any part of the work without my written permission.

Course Description
A survey of leadership and organizational change theories, styles, and strategies in the public and nonprofit workplace. This will include an examination of leadership in the public sector, including the uniqueness of leading a public organization and the attributes of successful leaders of public organizations. An examination of the role leadership can play in a public organizational change, and the use of futuring as a tool for leadership will be explored.

Justification of Credit Hours and Course Work Expectations
You are expected to spend an equivalent amount of time actually working in D2L as would normally be spent in the classroom – three hours each week for this course. In addition, you are expected to spend time each week reading the required course materials, including the textbook and handouts provided in class or online in the courseroom. You should plan on spending a minimum of six hours preparatory time in addition to class and online participation each week. There are extensive reading and writing assignments in this course, and depending on your reading and writing speeds, you may expect to spend more than the minimum requirements to achieve the grade you desire – in other words, remember the meaning of “minimum requirement”.

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Course Related E-mail Guidelines
All e-mails to me concerning class issues should include your name and course number reference (CJS-405). All e-mails made to you concerning class issues will be directed to your SFASU e-mail address. You are individually responsible for checking your assigned SFASU e-mail in-box for messages.

Likewise, your e-mails should be made to me through the SFASU e-mail system – do not send me email through D2L. Any attachments to e-mails must be in a Word Document format, unless directions specifically state otherwise.

You are responsible for reading all announcements, course documents and e-mails relating to this course. You are also responsible for making sure emails.

Course Calendar – Student Engagement Expectations
A complete course calendar is a part of this syllabus, you are expected to participate actively in the online courseroom, read assigned course materials, participate actively in discussions, and complete assignments as detailed in the syllabus.

Classroom Meeting Schedule and Location
This is an online course and there are no scheduled meetings, only the previously addressed expectation of engagement. If you desire to have direct communication, you are welcomed to make arrangements to meet in my SFA office or request a telephone conference.

Text required for Course
You are required to have access to and read the current editions of three books for this course:
These books are available through a wide variety of sources, including web vendors.

Course Objectives
During this course you should develop your ability to:
- Explain leadership tools, techniques, and strategies for effectively and ethically administering public organizations.
- Demonstrate the ability to analyze complex public organization issues, identify potential responses, and defend courses of action.
- Distinguish between the different leadership theories in practice.
- Demonstrate the ability to research leadership issues and present information orally and in writing.

Desired Competency
You will be able to evaluate yourself and others concerning traits, skills, and behaviors of successful leadership in public sector situations to promote enhanced personal, professional, and organizational growth.

Program Learning Outcomes in This Course Mastery:
- Development of essential skills for knowledgeable leadership in the public sector. These skills include written, oral, nonverbal, face-to-face, small group, and public presentation communications.
- Demonstration of leadership knowledge, skills, and abilities. These skills are based on expertise on subject matter and interpersonal relations.
Intermediate:
- Demonstration knowledge of local, state, national, and international political systems. This knowledge should include the role of public administration and the institutional and political frameworks that support these systems.
- Demonstration of knowledge and skills in public sector resource management. The knowledge and skills acquired should include human, financial, and information resource management.
- Demonstration of knowledge of policy systems and program evaluation. A combination of theoretical and applied knowledge of these systems and evaluation is essential.

Advanced:
- Development of research skills to address current public administration practices and theoretical understanding. These applied skills provide knowledge for the critique and design of administrative practices. These literary skills allow the collection, critique, and synthesis of published knowledge.
- Development of ethical competencies that uphold the public trust.

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

Student Responsibility
You retain the responsibility to follow the guidelines of the course syllabus; comply with university regulations; read all assigned material and postings specific to this course; comply with due dates, submission guidelines, and my directions.

Do not abuse the privilege of having access to my cellphone number – please refer to Best Contact and Guidelines on page 1 of this syllabus.

You are an adult and retain the responsibility of regulating your behavior in a manner that will be conducive to learning and attaining a passing grade for the course. You are expected to comply with the following general rules of civility:

You are expected to participate in courseroom regularly and complete all activities in a timely manner, demonstrating clear evidence of your effort.

You are to actively participate in courseroom discussions, and while you are free to express your personal views, you must also respect the views of others. I maintain the right to censor any discussion that is becoming disruptive to the learning process.

You retain the responsibility to make notification of special needs and/or circumstances to the University, Department Chair, and to me.

Because you are an adult, it is inappropriate to have your parents calling on your behalf requesting special consideration, complaining about workload, or about course content.

The course syllabus is not a menu and you do not have the option of choosing what items to complete and tasks to perform. Failure to submit required material may result in your failure of the course.
You are participating in a course designed to prepare you for a career as a public servant. The U.S. Supreme Court has repeatedly upheld higher standards for those involved in public service, particularly those professions related to criminal justice. You are expected to read carefully and to fully comply with the academic honesty policy contained in this syllabus.

Be sure to read the policy contained in the missed examinations section, and please do not ask me to deviate from the policy. Again, you are an adult and should be responsible in your approach to this course – this should reflect how you will behave in your career workplace.

Violations of the rules of Student Responsibility may result in a student conduct complaint being filed with the SFA Office of Student Rights and Responsibilities.

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please note that my personal policy is that I will exercise my discretion and not allow grades of WH for this course.

**Assessment Methods**
There are a total of 100 quality points (QP) available in this class. The course breakdown of the final grade is made in the following manner:

- Rowe Case Studies Memorandums = 35 QP
- Kouzes & Posner Practices Journals = 20 QP
- Discussion Responses = 35 QP
- Final Examination = 10 QP

This course does not offer a menu selection – you are expected to perform all of the work assigned. Failure to submit work may result in a grade assignment of “F”.

The course grade will be based as follows:
- 90 QP and above = A
- 80 QP to 89 QP = B
- 70 QP to 79 QP = C
- 60 QP to 69 QP = D
- Below 60 QP = F

Final grades within .5 QP or more of the next higher letter grade will be awarded the higher letter, as an example: 89.5 QP will receive an “A”, while 89.4 QP will receive a “B”.

**Examinations**
There is a single comprehensive final formal examination for this course. The examination will cover assigned readings from all three textbooks. The discussions and journal preparation will help prepare you for the examination. The prompt will be given in plenty of time to allow for preparation – the examination period identified in the calendar applies to the period the submission portal will be available.

**Missed Examination**
The examination submission period covers a significant enough amount of time to allow everyone to participate. There are no makeup examinations allowed.

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Module Work Due Dates
All work required in the module must be completed by 11:30 p.m. of the assigned due date.

Rowe Case Studies Memorandum
Each module includes a case study assignment from Rowe, you are to read the chapter and review the particular assigned case. You are to prepare and submit a reflective memorandum of two to three pages reviewing the case. The memorandum is to be written in the style of a model provided in the courseroom, a standard address and introduction. The remaining bulk of the memorandum is required to include two distinct parts, properly captioned. The first part of the memorandum, captioned "Executive Summary" is to be an executive summary-style overview of the case as a briefing. The second part of the memorandum, captioned "Reflective Connectivity" will evidence your reflective thinking on the case from the perspective of your assigned readings, previous learning, and experience. You will need to reference material incorporated into your reflective thinking evidence, with the exception of personal experience; do so in proper APA style by including a reference page properly developed along APA guidelines

Serious deductions will result from poor construction, failure to reference additional materials, evidence of shallow reflective effort, evidence of failing to read the assigned texts, and failing to submit by the due date. The latter will result in a 20-point deduction per day of lateness.

Kouzes & Posner Practices Journal
The Kouzes and Posner work is segmented into four specific collectives referred to as practices. You are to read the assigned chapters, and for those included in a practice collective, you are to prepare a reflective journal article, not in the form of a memorandum, but as a formal report of three to four pages. This report is not required to have a cover page, abstract, or table of contents, but should have a page of references properly developed in APA style - this page does not count towards the page count of your work. A paper of three to four pages should have six to eight references, which may include the textbooks.

The chapter collectives for each practice are identified in the textbook table of contents and by using superscripts in the Course Calendar. The first page should have a header referencing the textbook and chapter – a model is provided! The report is to be developed in three sections. The first section of the report, labeled "Executive Summary", is to be an executive summary of the collective practices. The second part, labeled "Reflective Connectivity", is to be a reflective thinking piece about what you were thinking as you read the relevant chapters, how your thoughts flowed with the information, how you see the material fitting into your leadership goals, connective experiences, and how you feel about what you read. These are due as assigned in the included Course Calendar. Be honest with yourself and the journal in writing. The third part, labeled "Conclusion", should be a brief statement of the real-life application value of the collective being applied in a public sector workplace.

Serious deductions will result from poor construction, failure to reference additional materials, evidence of shallow reflective effort, evidence of failing to read the assigned texts, and failing to submit by the due date. The latter will result in a 20-point reduction per day of lateness.

Module Discussions
Note that the module discussion due dates are detailed in the included Course Module Schedule, the last page of this document. The schedule includes details of the prescribed reading assignments and includes a work due date. All things detailed for discussions must be completed by the work due date, including your primary response to the prompt, and the additional response posting to at least one other student’s primary discussion postings.
Understand, you are expected to reply to those secondary postings made to your primary one, but these are not counted towards your own requirement to post a secondary response to the primary posting of a peer. **Primary and secondary responses posted after the work due date will not be considered for credit.** When I post a question to you about your primary posting, you are expected to reply to me, and failure to do so may result in a loss of credit.

The idea here is to, in some limited form, require dialogue among students like what would occur in a regular classroom. **If you have questions about the requirements, ask me.**

**Primary Response:** Each module, with the exception of the last, includes two discussion prompts. **Each prompt requires a primary response, which should be submitted by Thursday evening at the latest.** Primary responses are expected to incorporate information from the assigned reading(s) but should also include information from any additional assigned readings provided in the module, as appropriate and from externally researched peer-reviewed materials, books, personal experiences, and current events, where relevant to the discussion. These are to be substantive, meaning the response is to be developed with a firm basis in reality and therefore important and meaningful. They are also to be fairly substantial postings with a word count of 300 to 400 words. **Failure to meet the guidelines will result in no credit being awarded.**

**Secondary Responses:** In addition to your primary response, each prompt requires two additional secondary ones. Secondary responses are posted those made to another student’s primary response. Again, you are required to respond to at least two other student’s primary discussion postings for each prompt. Secondary responses, like primary ones, must be substantive, in this case they should focus on agreement or disagreement with the primary post to which you are responding. In these responses, be politely challenging when you do not agree. Whether you agree or disagree, be very specific about what it is you are addressing and share your reasoning. These are expected to have a word count of 200 to 300 words.

**Replies to Secondary Responses:** You are also expected to reply to those secondary postings made to your primary when appropriate, as when someone poses a question. The only guideline for this form of response is that you are to be courteous in your reply. Do not confuse such responses as counting toward your secondary response requirement.

The concept of this discussion process is to, in some limited form, require dialogue among students like what would occur in a regular classroom. **If you have questions about the requirements, ask me.**

**Module Discussion Grading**

Discussions are required to be posted by the module due date listed in this document. Primary and secondary postings made after the due date receive no credit. As a general practice, I read the postings, but do not respond to them publicly. If I see a major issue with something being posted, I will respond privately in an email to the poster. The primary reason for this is I do not want to cause embarrassment for the poster. A secondary reason is that once I state a position, other postings will follow my lead, I am not attempting to teach students what to think, I want students to learn how to reason through ethical issues. Discussions will be graded after the due date, and the percentage earned will be multiplied by the assigned QP at the end of the course.

**Caution - Failure to keep current in discussion postings can fail you in this course!**

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Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp
**Course Calendar/Module Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Available</th>
<th>Module Due Date</th>
<th>Northouse</th>
<th>Rowe</th>
<th>Kouzes &amp; Posner</th>
<th>Activity</th>
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<tr>
<td>1</td>
<td>JAN 15</td>
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<td></td>
<td>Introduction</td>
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<td>Initial Discussions</td>
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<td>JAN 20</td>
<td>JAN 26</td>
<td>Chapter 1</td>
<td>Chapters 1 &amp; 2</td>
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<td>JAN 27</td>
<td>FEB 02</td>
<td>Chapter 2</td>
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<td>FEB 16</td>
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<td>MAR 01</td>
<td>Chapter 6</td>
<td>Chapter 7</td>
<td>Chapter 6 2</td>
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<td>Final Exam Preparation</td>
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*The Final Examination will be online from 8:00 a.m., Monday, May 4th – 5:00 p.m., Wednesday, May 6th.*