PLDR 5353-0081: Leadership in a Complex World
3 Credit Hours

Department of	Public Leadership		School of	Liberal Arts and Sciences

Instructor Name:	Dr. Linwyse Joseph-Stanislaus
Office Location:	Dallas (RM) 245
Email Address:	**Linwyse.JosephStanislaus@untdallas.edu**
Office Hours:	Wednesdays 2:00pm – 5:00 pm or by appt.
Virtual Office Hours:	By appt.

Turnaround: I will endeavor to respond to e-mails within 24 to 72 hours and/or as contingencies allow.

Classroom Location:	Founders Hall (FH 213).

Class Meeting Days & Times: Saturdays, 9:00 a.m. – 2:50 p.m.		**See Schedule**

Course Catalog Description:	Survey and fundamentals of leadership theories, models, frameworks, dynamics and best practices relative to addressing complex public problems in an uncertain yet interconnected world. Focus on contemporary policy and organizational settings, decision making and innovation will facilitate navigating complexities and taking advantage of emerging opportunities.

Prerequisites:	**Admission to the MS in Public Leadership program.**
Co-requisites:	**n/a**

Required Text:	1. Northouse, P.G. (2018). Leadership: Theory and Practice, 8 eds. Thousand Oaks, CA: SAGE Publications. ISBN-13: 978-1506362311

Recommended Text and References:	**Additional readings will be assigned via Canvas as needed.** **Morgan, D.F., Ingle, M.D. & Shinn, C.W. (2018). New Public Leadership: Making a Difference from Where We Sit. New York, NY: Routledge. ISBN-13: 978-0765634634** The **APA Manual 7th Edition** is required for all courses. You should not be in graduate school without one! Ample APA tutorial materials at www.apastyle.org can assist you. Ansell, C., & Gash, A. (2012). Stewards, mediators, and catalysts: Toward a model of collaborative leadership1. *The Innovation Journal*, 17(1), 2. Ospina, S. M. (2017). Collective leadership and context in public administration: Bridging public leadership research and leadership studies. *Public Administration Review*, 77(2), 275-287. Imperial, M. T., Ospina, S., Johnston, E., O'Leary, R., Thomsen, J., Williams, P., & Johnson, S. (2016). Understanding leadership in a world of shared problems: advancing network governance in large landscape conservation. *Frontiers in Ecology and the Environment*, 14(3), 126-134. Hambleton, Robin (2019) The New Civic Leadership: Place and the co-creation of public innovation. *Public Money & Management*, Vol. 39 Issue 4, p271-279. Terry, L. D. (2003). *Leadership of Public Bureaucracies: The Administrator as Conservator* – 2nd Edition – 2003; M.E. Sharpe Montgomery, V.W. (2011). *Dynamics of Leadership in Public Service: Theory and Practice* – 2nd.Edition – 2011; M.E. Sharpe; ISBN: 9780765623652 Bass, B. (1985). *Leadership and performance beyond expectations*. NY: The Free Press. Bennis, W. (1989). *On becoming a leader*. Reading, MA: Addison-Wesley. Bennis, W. and Nanus, B. (1997). *Leaders: The strategies for taking charge* (2nd ed.). NY: Harper Business. Covey, S. (1989). *The 7 habits of highly effective people*. NY: Simon & Shuster. Covey, S. (1990). *Principle-centered leadership*. NY: Simon & Shuster. Covey, S. (2004). *The 8th habit: From effectiveness to greatness*. NY: The Free Press.

	DePree, M. (1990). *Leadership is an art*. NY: Doubleday.
	Houston, D. and Cartwright, K. (2007). Spirituality and public service. *Public Administration Review,* 67(1), 88-102.
	Thomson, A. and Perry, J. (2006). Collaboration processes: Inside the black box. *Public Administration Review,* 66(6), 20-32.

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

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 **Supported Devices:** iPhone Android Chromebook *(Tablet users can use the Canvas app)* **Screen Readers:** VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) *Note: There is no screen reader support for Canvas in Chrome*	**Getting Help with Canvas:** **Canvas 24/7 Phone Support for Students: 1-833-668-8634** **Canvas Help Resources:** Web: Canvas Student Guide **For additional assistance, contact Student Assistance (Distance Learning):** Founders Hall, Rm 124 phone: (972)338-5580 email: distancelearning@untdallas.edu *If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.* *If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.*

Course Goals or Overview:	
	The goal of this course is to explore the foundations of public sector leadership relative to understanding and addressing complex problems in an uncertain yet interconnected world. Students will be exposed to theories, models, and frameworks of leadership and attendant praxis in contemporary policy and organizational settings. The course will foster effective decision making and implementation, innovation, collaboration, leadership qualities, strategy, ethics, and values catalytic to administration of public affairs.

Learning Objectives/Outcomes: At the end of this course, the student will be able to:

1	Determine optional/optimal courses of action to public sector leadership complexities by examining various theories, frameworks and models.
2	Apply leadership principles and values to public sector situations relative to community and organizational realities
3	Evaluate roles of leaders and managers based on ethical and diversity frameworks in relation to public sector challenges
4	Apply strategic decision-making and continuous improvement best practices in public sector policy arenas by synthesizing evidence-based cases and models
5	Describe the connection between leadership models and implementation outcomes
6	Relate benefits and challenges of collaborative leadership in cross-sector collective problem solving
7	Critically analyze the impact of leadership representation and participation in addressing complex public problems
8	Communicate effectively at the graduate level interpersonally, in writing, and verbally in consonance with public sector norms

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.

Week 1	August 25- 30	Class: **Saturday, Aug. 30th, 9 a.m. – 2:50pm**
Week 1	August 25- 30	Class: **Saturday, Aug. 30th**, 9 a.m. – 2:50pm
Week 2	August 31- September 6	Class: **Saturday, Sept. 6th**, 9 a.m. – 2:50 p.m.
Week 3	September 7- September 13	Class: **Saturday, Sept. 13th**, 9 a.m. – 2:50 p.m.
Week 4	September 14 - September 20	Online
Week 5	September 21 – September 27	Class: **Saturday, Sept. 27**, 9 a.m. – 2:50 p.m.
Week 6	September 28- October 4	Online
Week 7	October 5 – October 11	Class: **Saturday, Oct. 11th**, 9 a.m. – 12:00 p.m.
Week 8	October 12 – October 18	Online

TOPICS	DATE	Assignments Due All Assignments due at 11:59 p.m.
FOUNDATIONS OF PUBLIC SERVICE LEADERSHIP • Northouse 1: Introduction • Northouse 2: Trait Approach • Northouse 3: Skills Approach	**Aug. 24 - 30** Week 1 **Class meets Saturday, Aug. 30 9:00 – 2:50 p.m.**	Quiz 1 – Sept. 4 (Thurs.) Quiz 2 - Sept. 5 (Fri.) Discussion Post CH 2 (Only initial post required – **do not respond to classmates – this week only) Sept 5, Friday.** Quiz 3 & Discussion Post CH 3- Sept. 7 (Sun.) (only initial post required - **do not respond to classmates – this week only)**
FOUNDATIONS OF PUBLIC SERVICE LEADERSHIP • Northouse 4: Behavioral Approach • Northouse 5: Situational Approach • Northouse 6: Path-Goal Theory	**Aug. 31 - Sept. 6** Week 2 **Class meets Saturday, Sept. 6 9:00 – 2:50 p.m.**	Synopsis/Thinkpiece 1 – Sept. 11 (Thurs.) Quiz 4 & Discussion Post CH 4- Sept. 8 (Monday) Quiz 5 & Discussion Post CH 5 – Sept. 10 (Wednesday) Quiz 6 & Discussion Post CH 6 – Sept.12 (Friday)
FOUNDATIONS OF PUBLIC SERVICE LEADERSHIP • Northouse 7: Leader-Member Exchange Theory • Northouse 8: Transformational Leadership • Northouse 9: Authentic Leadership	**Sept. 7 - 13** Week 3 **Class meets Saturday, Sept. 13 9:00 – 2:50 p.m.** **Time will be provided in class for the Case Study assignment**	Synopsis/Thinkpiece 2 – Sept. 15 (Monday) Quiz 7 & Discussion Post CH 7 – Sept 17 (Wednesday) Quiz 8 & Discussion Post CH 8 – Sept 17 (Wednesday) Quiz 9 & Discussion Post CH 9 – Sept 19 (Friday) Case Study 3.1 Assigned to ==Group 1== Case Study 4.1 Assigned to ==Group 2== Case Study 6.1 Assigned to ==Group 3== **Case Studies Due Sept. Tuesday. 23rd**
PUBLIC SERVICE LEADERSHIP IN ACTION • Northouse 10: Servant Leadership • Northouse 11: Adaptive Leadership • Northouse 12: Fellowship	**Sept 14 – Sept. 20** Week 4 **Online** **Sept. 20 – Time will be provided in class for the Case Study assignment**	Synopsis/Thinkpiece 3 – Sept. 23rd (Tuesday) Future Challenges Initial Proposal Due Sept. 24th (Wednesday) Quiz 10 & Discussion Post CH 10 – Sept.25th (Thursday) Quiz 11 & Discussion Post CH 11 – Sept. 26th (Friday.) Quiz 12 & Discussion Post CH 12 – Sept 26th (Friday) Case Study 8.3 Assigned to ==Group 1== **Due Sept. 28 (Sun.)** Case Study 9.1 Assigned to ==Group 2== **Due Sept. 28 (Sun.)** Case Study 10.1 Assigned to ==Group 3== **Due Sept.28 (Sun.)**
PUBLIC SERVICE LEADERSHIP IN ACTION • Northouse 13: Leadership Ethics • Northouse 14: Team Leadership	**Sept. 21 - 27** Week 5	Synopsis/Thinkpiece 4 – Oct. 1 (Wed.) Quiz 13 & Discussion Post CH 13 – Oct. 2 (Thurs) Quiz 14 & Discussion Post CH 14 – Oct. 3 (Fri)

• Northouse 15: Gender and Leadership	**Class meets Saturday Sept 27, 9:00 – 12:00 noon**	Quiz 15 & Discussion Post CH 15 – Oct. 3 (Friday)
PUBLIC SERVICE LEADERSHIP IN ACTION • Northouse 16: Culture and Leadership	**Sept. 28 - Oct. 4** Week 6 **Online**	Synopsis/Thinkpiece 5 – Oct 8 (Wed.) Quiz 16 & Discussion Post CH 16– Oct. 9 (Thurs.)
PUBLIC SERVICE LEADERSHIP IN ACTION	**Oct 5 – Oct. 11** Week 7 **Class meets Saturday Oct. 11, 9:00 – 2:50 pm**	Synopsis/Thinkpiece 6 – Oct.13 <mark>(Mon.)</mark> <mark>Maximum 1 page only for # 6</mark> Follow that Leader Paper – Oct. 15 (Wed.) Complete Research Report for Future Challenges Project Draft. Oct.16 (Thursday)
PUBLIC SERVICE LEADERSHIP IN ACTION	**Oct 12 - 18** Week 8 **Online**	Future Challenges Final Paper due – Oct 17 (Friday)

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
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, two pages (doubled space) maximum. Any submission greater than two pages, I will not read. (All of the synopses will cover 3 chapters, except #6 which will only cover one (1) chapter. Your synopsis should not exceed 1 page (doubled space) for # 6.***

Online engagement essentially implies participation in asynchronous sessions, discussions posts and presentations by students. The asynchronous session via Canvas will provide an opportunity for the instructor and students to interact relative to each week's assignments, concepts and cases. Students will be able to present their case highlights during the asynchronous sessions and/or submit a review of their case highlights to everyone in the course. The Discussions' posts will be interactive as well and aimed to promote scholarly and professional engagement within the context of the course's established rationale.

DISCUSSION BOARD POSTS
Given the online format of this course, students will still be expected to engage with their classmates and professor in the online setting. As such, six (6) discussion board posts will be required. Each student is expected complete the leadership questionnaires 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 in the course module; The discussions are also intended for you to interact constructively with your colleagues since we are not in a face-to-face setting. Each response should be sound, cogent and professionally done.

CASES IN PUBLIC LEADERSHIP
The instructor will identify cases for students to analyze and propose workable interventions based on established best practices. Essentially, students are expected to formulate solutions to social policy issues/problems within local/state government federal government context with leadership implications. The proposed intervention should include optional courses of action/recommendations and an optimal course of action/recommendation. 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 with leadership as the critical variable. The best analysis assumes some conceptual perspective with attendant

practical application. **The analysis should be 2-3 pages (double-space). The author/title page and references do not count as number of pages.** Students will be assigned two case studies to complete. This will be a group exercise. See Canvas Assignments.

FOLLOW THE LEADER EVALUATION

 Identify an opinion leader whom you admire and follow that person on social media over 4 weeks (Twitter, Facebook, blog, etc.). Write a 5-page paper evaluating the effectiveness of the leader's use of social media to promote his/her ideas. What advice would you give the leader on how to better motivate followers or use the capabilities of the medium (e.g., Twitter-- brevity, Facebook and or Tik Tok-networking, visuals) to influence people toward a common goal? Apply whatever leadership approach best fits the situation to analyze the leader's use of social media.

FUTURE CHALLENGES PROJECT

This project should synthesize and apply your knowledge of leadership to a contemporary social issue. You will work in small teams (3 members or less) to select and analyze one significant policy challenge from the Seven Revolutions Project, undertaken by the Center for Strategic and International Studies (CSIS): http://csis.org/program/seven-revolutions (Links to an external site.). The seven key policy challenges for current and future leaders are population, resource management, technology, information and knowledge, economics, security, and governance.
Begin by scanning the student resources available at: http://csis.org/files/publication/7revs_student_guide_june2010.pdf (Links to an external site.). As a team, consider which of the seven topics you care most deeply about and use the suggested web resources and bibliographic material on the website to do further reading. As a group, your task is to develop a leadership plan for addressing a manageably sized piece of the larger issue you select.

For example, starting with resource management, you may be most concerned about food and hunger. You could then research food demand in your geographic area. Where is your food supply coming from? How much of it is grown locally? What is the environmental cost of importing food to your area? What are the statistics regarding hunger in your town or city? Are there neighborhoods without ready access to fresh or whole foods? What leadership is needed to address one or two of these questions and concerns?

You will submit your analysis and action plan in the form of (a) a 12–15-page paper submitted to the instructor.

The aims of this project are to help you:

- Learn about a significant human welfare issue that interests you
- Practice strategic thinking about long-term trends
- Learn (or practice) basic research skills for academic and popular sources
- Apply various leadership theories and approaches to solving a real-life problem
- Present your written findings in a coherent and compelling manner (PPT submission is required)

Project timeline:

- *The initial proposal* is due **Sept. 24**. Turn in a 2-page double-space typed paper that identifies the topic you are researching and the research questions that will guide your study. Explain what reading you will need to do and what key words will guide your search. Do you plan to do site visits or interview people for the project? What are the leadership challenges you foresee at this early stage? How will you divide the work among your team members? Propose a realistic timeline for collecting your data.
- *References are* due **Sept. 24** 1. Turn in a list of 5 references per group member of all the sources you are using for the paper, using correct APA formatting.
- *Final paper* is due October 18. The paper should be outlined as follows: **Explanation of the key policy challenge and its local manifestation; your research questions; your findings; an evaluation of the steps taken so far by officials and community members to address this issue; what leadership approach(es) you recommend using (e.g., path goal, transformational, etc.) and why; a practical implementation plan (e.g., how you would coalesce a group around this issue); and possible objections to your plan and how to address them.**

CLASS & ONLINE PARTICIPATION (EVALUATION)
A healthy class experience is dependent upon not only the instructor, but also instructor- student and student-student interactions. This class not only incorporates a manageable number of readings but also injects "real-world" exercises that allow students to put theory into practice. As such, it is imperative that students engage constructively with colleagues and instructor in class and online (promptly, of course) and participate in activities as expected. As you will see, participation is representative of roughly **12%** of your final grade.

The class participation grade will be determined in two ways: first, students will be expected to be ready to discuss the week's readings, in both small groups, and within the larger classroom setting, and/or complete expected online assignments. Valuable 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 be prepared for the week's activity. This class is geared toward allowing you to analyze cases/organization/community situations and engage in realistic role plays based on our topic for the week. Poorly prepared students not only affect their own grades but diminish the overall learning experience of his or her classmates.

Online engagement essentially implies participation in asynchronous sessions, discussions posts and presentations by students. The asynchronous session via Canvas will provide an opportunity for the instructor and students to interact relative to each week's assignments, concepts and cases. Students will be able to present their case highlights during the asynchronous sessions and/or submit a review of their case highlights to everyone in the course. The Discussions' posts will be interactive as well and aimed to promote scholarly and professional engagement within the context of the course's established rationale.

Grading Matrix:

Assignment	Points	#	Total Pts		%
Quizzes	25	16	400	868	46%
Synopsis/Thinkpiece	48	6	288	868	33%
Discussion Posts	8	15	120	868	14%
Future Challenges:					
Proposal	20	1			
Complete Final Draft	48	1	168	868	19%
Complete edited Final Paper	100	1			
Follow the Leader	96	1	96	868	11%
Case Studies	48	2	96	868	11%
Online Participation	100		100	868	12%
Total Points			868		100%

Grade Determination:

A = 100-90 pts, i.e. 90% or better
B = 89-80 pts, i.e. 89 – 80 %
C = 79-70 pts, i.e. 79 – 70 %
F = 69 pts or below, i.e. less than 70%

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.

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. **No exams.**

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

Cell Phones & Other Electronic Gadgets

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.

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 affected 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 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 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: 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

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.

TITLE OF RUBRIC: Follow that Leader	PLDR 5353

LEARNING OUTCOME/S: Evaluate the effectiveness of a leader's use of social media to promote their ideas. Apply the leadership approach that best fits the situation to analyze the leader's use of social media; Evaluate the effectiveness of conveying leadership approaches to motivate followers. Communicate effectively at the graduate level interpersonally, in writing, and verbally in consonance with public sector norms.	Student Name:
	Faculty Name: L. Stanislaus, Ph.D.

PURPOSE: 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 (1-16.7 pts)	Proficient (16.8-19.1 pts)	Accomplished (19.2–21.5 pts)	Exemplary (21.6-24 pts)	Score
Identify leadership approach and describe how leader promotes their ideas using social media	Does not identify leadership approach	Identifies leadership; but does not connect approach to examples	Identifies some key leadership approach descriptions	Demonstrates key examples of leadership approach represented	Effectively describes examples of leadership approach	
Evaluate the effectiveness of the leader's use of social media to promote their ideas	Does not describe leader's use of social media	Description of leader's use of social media, but does not evaluate effectiveness	Attempts to evaluate effectiveness of leader's use of social media	Evaluates effectiveness of leader's use of social media	Effectively evaluates effectiveness of leader's use of social media problems	
Determine optional/optimal actions leader could use on social media to better motivate followers or use the capabilities of the medium	Does not determine optional / actions	Attempts to determine optional / optimal actions	Generally, recommends courses of action. provides rationale.	Substantially recommends courses of action; provides sound and pragmatic rationale.	Effectively recommends courses of action; provides sound, cogent, pragmatic rationale based upon readings	
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.	
Points possible 16						

OVERALL GRADE (16*6 = 96 points possible):

Comments:

TITLE OF RUBRIC: References/Future Challenges Project		Course: PLDR 5353	
LEARNING OUTCOME/S: Performs research effectively at the graduate level (a) critical analysis (b) writing (c)		Date:	Course Section:0081
		Student Name:	
		Faculty Name: L Stanislaus, PhD	
PURPOSE: Develop effective research strategies in the public service area		COMPANION DOCUMENTS: Assignment instructions, APA Style Manual	
VALIDITY: Research best practices.			

CATEGORY			16 points	0 points	Pts Earned
Quantity of sources			References include the number of sources outlined in the assignment.	Document is one or more sources under the required number of sources.	
	14.4-16 points	12.8 – 14.3 points	11.2-12.7 points	1-11.1 points	Pts Earned
Quality /Reliability of Sources	All sources cited can be considered reliable and/or trustworthy.	Most sources cited can be considered reliable and/or trustworthy.	Few sources cited can be considered reliable and/or trustworthy	Little or no reliable and/or trustworthy sources cited.	
APA and Documentation	Citations are formatted correctly in the document.	There are a few formatting errors in the document's citations.	There are some formatting errors in the document's citations.	There are many and/or frequent formatting errors in the document's citations.	
Total possible points - 48 points					

TITLE OF RUBRIC: Future Challenges Project Paper		Course: PLDR 5353	
LEARNING OUTCOME/S: Research issues pertinent to public leaders, evaluates, and recommends courses of action to address national and global problems.		Date:	Course Section:0081
		Student Name:	
		Circle specialization:	
		Faculty Name: L. Stanislaus, PhD	
PURPOSE: Develop effective reports and recommendations based upon research and knowledge of public policy and leadership		COMPANION DOCUMENTS: Assignment instructions, APA Style Manual	
VALIDITY: Critical analysis, compelling written work, and evidence-based recommendations			

	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 (1-6 points)	Proficient (7 points)	Accomplished (8 points)	Exemplary (9-10 points)	Score
Deliver written information professionally (e.g., appearance, organization)	Does not deliver designated information.	Attempts to deliver designated information.	Delivers designated information.	Substantially delivers designated information.	Effectively delivers designated information.	
Performance Criteria	Basic (0 points)	Developing (1-20points)	Proficient (21-23 points)	Accomplished (24- 26 points)	Exemplary (27-30 points)	Score
Presents relevant research in a manner conveying scope and urgency of problem.	Does not present relevant research	Presents some relevant research but does not address scope or urgency.	Presents relevant research and scope but does not present urgency	Substantially presents relevant research, showcasing scope and urgency.	Effectively presents relevant research, compelling the reader as to the scope and urgency.	
Performance Criteria	Basic (0 points)	Developing (1-28 points)	Proficient (29-31 points)	Accomplished (32-35 points)	Exemplary (36-40 points)	Score
Recommends types of leadership approaches, including optimal solutions.	Does not recommend leadership approaches.	Attempts to recommend some leadership approaches with little reasoning to support recommendations.	Recommends leadership approaches but lacks strength in supportive reasoning.	Recommends appropriate leadership approaches, with supportive reasoning	Recommends leadership approaches, supported by reasoning/ discusses leadership approaches that would be detrimental.	
Performance Criteria	Basic (0 points)	Developing (1-6 points)	Proficient (7-10 points)	Accomplished (11--16 points)	Exemplary (17-20 points)	Score
Writes at the graduate level 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).	

OVERALL GRADE (16 total possible points)

Comments:

TITLE OF RUBRIC: Cases in Public Leadership		Course: PLDR 5353
LEARNING OUTCOME/S: Determine optional/optimal courses of action to public sector leadership complexities by examining various theories, frameworks and models; Apply leadership principles and values to public sector situations relative to community and organizational realities; Evaluate roles of leaders and managers based on ethical and diversity frameworks in relation to public sector challenges; Apply strategic decision-making and continuous improvement best practices in public sector policy arenas by synthesizing evidence based cases and models; Describe the connection between leadership models and implementation outcomes; Relate benefits and challenges of collaborative leadership in cross-sector collective problem solving; Critically analyze the impact of leadership representation and participation in addressing complex public problems; Communicate effectively at the graduate level interpersonally, in writing, and verbally in consonance with public sector norms.		**Date:**
PURPOSE: Develop decision making and problem-solving strategies		**Name of Student:**
VALIDITY: Public administration analysis best practices		**Name of Faculty:** L. Stanislaus, 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 (1-11.1 pts)	Proficient (11.2-12.7 pts)	Accomplished (12.8-14.3 pts)	Exemplary (14.4-16 pts)	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	
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.	
© Rubric created by J. Agbodzakey			**Subtotal Page One (48 total points possible):**			

TITLE OF RUBRIC: Synopsis/Thinkpiece	Course: PLDR 5353
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: L. Stanislaus, Ph.D.
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:

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