



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: PADM

Course Title: Leadership and Ethics for the Public Services

Year: 2025

Course and Section #: 6050 X01 & X02

Credits: 3

Course Description

Analyzes leadership approaches within the public services. Identifies the need for people-centric leadership that serves both the public servants and the community. Uses study analysis to differentiate between leadership approaches to people and the management of processes. Explores ethical issues in public service delivery.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. R. Jeffery Maxfield, Professor Email: jmaxfield@uvu.edu Office phone: 801-863-7736 Cell phone (preferred): 801-201-2591 Office location: LC 403M
Department of Emergency Services
Utah Valley University
Office hours: By appointment

Student Learning Outcomes

- Differentiate the role of leadership vs. management in public service.
- Evaluate extant public service leadership practices.
- Analyze public service leadership epistemologies and philosophies.
- Assess the impact certain leadership practices have on the public services.
- Synthesize leadership approaches and their applicability to public services.
- Analyze ethical behavior within the public service.

- Synthesize solutions to public sector ethical dilemmas through case study methodology.

Course Materials and Texts

There is no text to purchase for this course. All material will be provided by your instructor, or you will research for yourself. There is a book we will be using, and chapters are given to you as files in the lessons.

Instructor provided readings: Your instructor may provide additional articles, links, book, etc. You are responsible to ensure they are received and read as directed.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course Discussions:

There are fifteen (15) classroom discussions where students will participate in rich, in-depth dialogues with the class.

Reflective Journal:

There are 15 reflective journal entries where students will write about their experiences and learning respective to each week and the course in general.

Written Papers/Assignments:

There are seven (7) written assignments in this course, each assignment coincides with the lessons and readings for that week.

Group Project:

This course requires a collaborative group project that involves teamwork, followership and leadership dynamics. The project will be a team exercise that will require a collaborative exercise.

Final Course Research Project:

The final course project is a cumulative work that involves the student conducting a phenomenological research project and writing the report of findings.

All assignments must be completed in APA 7th edition. The expected rigor at the graduate level requires that formatting, academically acceptable source use, and writing abilities will be held to the highest standard.

Submission and Grading Procedures:

All assignments are to be completed and submitted online through the Canvas platform.

Warning!!

Work ahead! **Do not** wait until the last minute to submit your assignments. This syllabus is a tentative schedule. There may be changes that will take priority over the pre-scheduled assignments. You instructor will try to forewarn you and explain the changes.

Extensions (I-Grades)

Incompletes (I) grades are not given for this course. Under extreme circumstance such as a no-notice military deployment, a family tragedy or a major illness/injury that requires hospitalization a student can request to be withdrawn from the class.

Graduate Grading Standards

The following graduate grading standards will be used:

“A” is an exceptional grade indicating superior knowledge of subject matter

“B” is an average grade indicating commendable knowledge of subject matter

“C” or “D” are grades in graduate studies that indicate unsatisfactory knowledge or application of subject matter

“E” (failing) indicates inadequate mastery of pertinent skills or repeated absences from class

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent
A	94-100
A-	90-93
B+	86-89
B	83-85
B-	80-82

C+	76-79
C	73-75
C-	70-72
E	0-69

Assignment Categories

Activity	Percent
Course Discussions	25%
Reflective Journal	25%
Written Papers/Assignments	20%
Group Project	10%
Final Course Research Project	20%

Late Work Statement:

Do not wait until the last minute to submit your assignments. Late assignments will not be accepted unless prior arrangements are made with the instructor. Your instructor will determine if any or how much additional time will be allowed for handing in assignments. Points may be deducted for assignments that are late, if accepted. Keep a copy of all written work in the event that an assignment is lost.

UVU courses are not independent study; assignments must be completed by the due date and the course must be completed within the registered semester. The nature of technology is that the server will go down without notice and you will not be able to gain access to the course. Additional time will not be allowed for submitting assignments. Computer and Internet issues

are today's new "the dog ate my homework" and are not an excuse. It is up to the student to ensure they have access to the course and the tools to do the required work.

Required or Recommended Reading Assignments

The provided readings are from a book titled: *Take a Flying LEAP: The ascent to success*, or other readings provided in the course learning platform.

General Description of the Subject Matter of Each Lecture or Discussion

Each module moves in succession starting with understanding and defining personal values, purpose statements, mission statements and developing a consensus document in a group exercise. Further readings explain the LEAP leadership module with respect to the leadership characteristics of Legitimacy, Ethics/values, Affectiveness, and Persistence. The final paper is written after interviewing two fellow students as to their experience with the class and reporting how this impacted them with respect to leadership and ethics.

Required Course Syllabus Statements

Generative AI

Artificial Intelligence

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content).

Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each

course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.