

The University of Texas at Tyler

POLS 4393: The Principles of Public Leadership

Spring ~ 2021

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Check **Canvas** for announcements!

Course Overview

The purpose of this course is to enable students to prepare themselves to become leaders and to embark on paths of personal leadership development. This journey into leadership requires personal curiosity and reflection from students as well as personal openness and sharing with the professor. Leadership development concepts used in the course will be immediately applicable to students and useful for the rest of their lives. (There are no prerequisites for this course. 3 credit hours.)

Course Goals

This course is designed for students who desire to become effective and authentic leaders, who are committed to developing themselves, and who want to understand their own motivations and the purpose of their leadership. Students must be open to sharing personal goals, insights, experiences, ambitions, and fears.

Course Requirements

This course has four major assessment of learning requirements:

1. Assignments and Quizzes in Modules 1-10 – 25%
2. Personal Mission Statement – 10%
3. Midterm (online in Canvas) – 20%
4. Leadership Paper – 25%
5. Final Exam (online in Canvas) – 20%

Students will complete ten modules - units (see the course under the Modules tab). Reading, online video/lecture viewing, exams, and writing are required for successful completion of the course. In a series of introspective exercises students will apply lessons learned to a) real-world leaders, b) to their own lives, and in the creation of their own personal leadership mission statement.

Required Reading:

Students who wish to supplement the lectures with reading should read the Covey book. Students should select either the Goodwin or the Sterken book for the [Leadership Paper assignment](#).

1. Covey, Stephen. *The 7 Habits of Highly Effective People*. New York: Free Press. ISBN 0-7432-6951-9 Covey, Stephen.

2. *Leadership in Turbulent Times* by Doris Kerns Goodwin.

3. *Bill Ratliff: A Profile of Courage and Leadership in American Politics* by Robert Sterken.
Course Objectives

Students who successfully complete this course will be able to:

1. Define their own personal leadership journey by reflecting upon and framing their life stories, experiences, desires, and goals.
2. Identify how and why many great leaders are effective.
3. Explain both the private and public habits that allow for great leadership.
4. Discuss leadership principles, values, and ethical boundaries.
5. Distinguish what is motivating them, both extrinsically and intrinsically.
6. Create a personal leadership mission statement to guide them in their lives.

Grading, Testing, and Assessment of Learning

This course is content and learning-centered. This means that real learning is expected. Your course grade will depend on your learning and the completion of four key components.

First, you must complete each module. In each module, you will find video lectures, additional videos, and assignments. Participation in and completion of those each module is critical to your success in this course.

Second, you must write a personal mission statement. This completed statement is due at the end of the course and must be posted in Canvas in the "Journal." The well-written mission statement will earn you 10% of your final course grade. You will find a guide for writing your mission statement in Canvas. Please do not hesitate to ask if you need help with this assignment.

Third, each student will write a paper in which they apply the lesson of leadership discussed in the video lectures to one of the five men in the readings from books two and three above.

Fourth, each student must complete both the midterm and final examinations online in Canvas. These are "open-book" exams and are composed of "essay" and "short-answer" questions. The midterm exam will earn the successful student 20% and the final exam will also earn the successful student 20% of the final course grade.

Roles and Responsibilities

Things happen, and sometimes our best plans and intentions do not go as we planned. If this happens, you only need to contact the professor (via email) and make arrangements to complete the work. Due to grading time and course timing concerns, late work will be accepted - however it will be docked one letter grade. If you have a university excused reason for the late work no points will be taken for the late work. I want you to be successful in and to complete this course. In fact, I am beginning with that as the "end" that I have in mind for you! Please contact me by email (I normally respond within twenty-four hours) if you have any concerns or questions. Again, my goal is for you to have a smooth and highly successful learning experience. I will post regular announcements in Canvas that will also go out as email. While those announcements will help us with course management it is important that you pay close attention to the course calendar and have each module, exam, and assignment complete on time.

This is an online course. Below and on each assignment, you will find that I have posted due dates. However, you may work ahead if time and your schedule permit. I will not grade that work until the due date but if you have the time it is fine if you work ahead and as your schedule allows.

Course Outline Topics

Modules/Assess Topics and Reading

Module 1 & 1.1 Introductory Week: Paradigms and Principles of Leadership

Module 2 Inside Out - Your Leadership Journey and Life Story

Module 3 Being Proactive

Module 4 Beginning with the End in Mind

Module 5 Putting First Things First

Exam Online in Canvas MidTerm-Exam over Private Victories

Module 6 Crucibles of Leadership - Public Victories Paradigms of Interdependence

Module 7 Thinking Win/Win

Module 8 Seeking First to Understand, Then to Be Understood

Module 9 The Integrated Leader - Synergizing for Effective Leadership

Module 10 Optimizing Your Leadership Effectiveness - Sharpening the Saw and Service

Exam Online in Canvas Final Exam over Public Victories and Saw

Mission Statement Completed Mission Statement is Due in Canvas

UT Tyler Students Rights & Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>.

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the

original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three-course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services: In accordance with federal law, a student requesting an accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not reenter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Campus Carry: We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

UT Tyler a Tobacco-Free University: All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Important Covid-19 Information for Classrooms and Laboratories:

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by Procedures for Fall 2020 Return to Normal Operations. The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions:

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Online Education Task Force

Online Learning Student Privacy & Related Issues FAQ

This document is intended to provide general guidance regarding frequently asked questions related to online learning environments. This guidance does not supersede institutional policies. Questions regarding specific scenarios or technology should be directed to your institution's office of legal affairs and/or IT office or other appropriate institution offices, including the Provost or your department.

All privacy laws, particularly FERPA, carry potential penalties for non-compliance, including loss of federal funding or other sanctions. The Department of Education has generally indicated a flexible approach where necessary to address the increase in the use of online courses in response to the current COVID-19 pandemic. While it is unlikely that inadvertent FERPA errors will result in loss of federal funding or other sanctions, all UT System institutions and their employees are required to comply with federal and state laws and institution policies. Compliance with laws and policies is distinguishable from best practices, which provide suggested methods of compliance and implementation. It is important to confer with your institution's Provost, department heads or legal offices for any further issues or questions related to the use of online learning platforms.

Can a student refuse to participate in online class or provide their name or email address during an online class?

No, it is legal and reasonable to require a student to provide a name or email address for participation in an online class without resulting in a violation of law or policy. While students continue to maintain FERPA rights and protections while enrolled in online classes, students do not have the right to be "anonymous" whether classes are in person or online, or for online courses, live (synchronous) or recorded (asynchronous).

Even if a student has opted out of allowing release of their FERPA "directory information," this opt-out cannot be relied on to refuse providing a name, institutional email address, or other identifier in a course in which the student is enrolled. However, in instances involving specific concerns regarding personal safety, you are encouraged to confer with your institution's Title IX and/or Legal Affairs offices for guidance regarding possible solutions to address student concerns. Additionally, students with accommodations may have specific technological requests. In those instances, contact your institution's office for student disability services and accommodations and/or legal affairs to ensure access to online learning tools and to avoid creating barriers for students requiring accommodations.

Can I reuse a course recording from a prior course (including a live synchronous course) or save a course recording to use in a future course? Can I give access to class recordings to non-students or students not enrolled in the class? Can non-students or students not enrolled in a class observe a live online course?

Provided you follow FERPA and institution policies it is not unlawful to reuse a course recording in a future course, give access to course recording to individuals not enrolled in the course, or to allow individual not enrolled in the course to observe a live online class. To use

course recordings in future courses, you must determine whether course recordings contain student personally identifiable information. Course recordings that do not contain student personally identifiable information may be re-used in a future course offering without obtaining consent or editing the recording. To the extent recordings contain student personally identifying information, you must obtain consent or ensure recordings are de-identified prior to use. Additional requirements for the ongoing use of a previously recorded course or the outside use of a recorded course may be required by your institution. Please work with your Provost or legal affairs department.

Non-students or students not enrolled in a course can be given access to class recordings only if the recording does not contain student personally identifiable information or all students whose personally identifiable information or other education records are captured in a recording have provided appropriate consent. To the extent you would like to allow a non-student or student not enrolled in a class to observe a synchronous online course, please follow your institution guidelines regarding course observation, which may necessitate student consent if student personally identifiable information, including student interaction, may be observed during the class.

For courses in which student participation is not integral to the learning experience, instructors could plan courses such that only instructor lecture portions of the course are recorded. To the extent a recording is only from the perspective of the host (course instructor), provided student names or other identifiers are not visible in the chat or other functions, the recording is unlikely to contain information protected by FERPA. Depending on the course platform and technological capabilities, course recordings may also be edited to omit or de-identify students participating during the synchronous course. Please note recordings of student voices are considered personally identifiable information under FERPA, so image blurring and voice alteration may be required to de-identify a recording without completely removing student participation portions of the recording. Students could also be given notice that the recording may be used in future courses or otherwise posted publicly to allow them to edit their screennames after attendance is taken but prior to the start of recording so that they are not identifiable in the video recording and/or to load an unidentifiable image/background so they are not identifiable in the video recording. Many of the options may be dependent on the technology being used. To the extent you wish to ensure use outside the current course, you may consider recording the reusable portion of course material outside of the class session to eliminate the risk of students being identified and avoid the necessity for consent and/or editing.

Institutions may have specific FERPA consent forms for course recordings, which might be built into an online platform. FERPA requires specific consent language, so a non-FERPA specific release in software (such as one TEAMS may utilize) is unlikely to satisfy the legal requirements for release. If your institution or department does not have a specific FERPA recording consent form or built-in platform for collecting the consent forms, your department or institution legal affairs office can assist in providing you with a consent form that students can download and submit electronically.

What requirements should be considered for recording and posting recordings of online classes?

If the recording of a class does not disclose student personally identifiable information, FERPA does not prohibit recording the live course for use by other students regardless of if they are enrolled in the course. If the recording does contain personally identifiable information from student education records, such as identifiable students asking or answering questions or giving presentations, FERPA does not prohibit making the recording available to other students enrolled in the same course, but best practice would be to provide notice to the students, such as a statement on the course syllabus. Your legal affairs office may have preferred boilerplate language. Otherwise, a simple statement such as the one below may serve to put students on notice of possible recordings of the class. It is important to note that a statement such as the one below is a notice to students and should not be considered consent from the students.

Class sessions may be recorded by the instructor for use by students enrolled in this class. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the class and only for educational purposes. Course recordings should not be shared outside of the class in any form without express permission.

Generally, if the course recording simply includes the captured image of students as part of the background and does not make any particular student the focus of the recording, such a recording would not be considered directly related to a particular student and would therefore not be the student's education record. However, because FERPA is highly contextual and varies case by case, the best practice is to either exclude students identifying information from course recordings or obtain consent from all students enrolled in the course. Obtaining consent may seem daunting for larger courses; therefore, consider providing an affirmative consent statement at the time of providing the course syllabus or at the time of enrollment for the course.

Controlling the transmission and distribution of video recorded classes may also provide compliance with FERPA and prevent unauthorized access to courses. It is recommended that faculty and staff communicate with the institution's IT or information security department for additional resources and trainings on the functionality of online course technology. Some online course platforms allow posting of course recordings for streaming access only without the capability of downloading, which can help provide technological control of the online course. Such tools and functionality may include the ability to add closed captioning or allow students to produce human-based captioning of course lecture recordings. Your institution's office for student disability services and accommodations can assist with these tools and situations.

Some students have expressed concern about the invasiveness of live proctoring. What should I tell them?

Live proctoring is not unlawful. Institutions may have various technological options for live proctoring of tests and exams, including Proctorio (no live observation), Respondus Monitor, or ProctorU. Some students have expressed specific concerns regarding religious beliefs about photographs and recordings or may require additional testing accommodations for disabilities; such questions should be directed to your institution's office for student disability services and accommodations. Your institution or department most likely has required or suggested language

to include on your syllabus depending on the live proctoring services utilized. To the extent your institution or department does not have suggested language, a general notice may look something like:

NOTICE: Your enrollment in this course requires the use of [program name] for online assessment proctoring. [description of the tool – electronic test proctoring via webcam and other tools without live review by a person, live video and other monitoring, and/or lockdown browser]. **YOUR ACTIVITIES ARE RECORDED WHILE YOU ARE LOGGED INTO OR TAKING YOUR ASSESSMENT(S). THE RECORDINGS SERVE AS A PROCTOR AND WILL BE REVIEWED AND USED IN AN EFFORT TO MAINTAIN ACADEMIC INTEGRITY.** You can find more detailed information on [program name] at [institution or department website regarding the tools].

Some students don't have webcams, and for that reason, institutions have developed alternative methods for live proctoring, including using students' cell phone camera to record/stream their test taking. Is this allowed? Are there any best practices for handling these one-off approaches?

It is not unlawful to allow alternatives to your institution's usual methods of live proctoring, including use of a student's cell phone camera. Where students do not have a webcam or have poor internet connectivity, use of a cell phone camera to record and/or stream test taking is a viable work-around. Consult with your department and available institution resources to ensure compliance with institution policies and to address specific student requests for alternatives to live proctoring. Encourage students to log onto the online testing platform at least 30 minutes prior to an exam to ensure there are no technology issues. Teaching Assistants or department administrative staff can assist instructors with checking access to online tests at least 24 hours in advance to allow time to address any issues with instructor or institution technology. Instruct students to contact you in advance of tests if they anticipate needing an alternative to live proctoring. Additionally, because technology issues are often unplanned, communicate any alternatives with students before-hand and consider being available or having a Teaching Assistant or other employee available for contact during the scheduled test window. Having a plan for acceptable alternatives or an alternative time for students who encounter technological issues and communicating these resources to students can help provide clarity on how to address problems. Your department and institution may have existing guidance and procedures for these situations.

Can I require a student to show his or her webcam during a live online course?

It is not unlawful to require a student to show his or her webcam during a live online course. Generally, we do not suggest requiring students to use their webcam during synchronous online courses. A better approach is to give students the option to use their webcam or to upload an avatar where the lecturer and/or other students can view participants. However, some specific departments or courses may require use of a webcam during live online courses. If a course requires the use of a webcam, prior to the start of the course and within the syllabus you should

provide notice of the requirement and links to resources such as institution IT departments and student emergency fund webpages to enable students without such tools to prepare for the course requirements.

If I do not require students to show their webcam, how will I take attendance for class participation?

Some institutions have recommended for courses in which flexibility is possible, instructors reconsider “attendance” as including asynchronous learning involving the viewing of course recordings and materials outside of regularly scheduled course times as necessary. Answering quizzes or submitting comments regarding recorded lectures and posted materials could be used to constitute “attendance.”

For courses requiring “attendance” during synchronous classes, instructors can utilize a platform’s chat function to require students to “check in” and/or answer questions during the class. Additionally, some online learning platforms create log-on rosters and other data instructors can utilize to confirm attendance. For evaluation of participation in class, similar tools to those used during in-person classes can be adapted to the online format, including quizzes, discussion groups, student presentations, and questions and answers. Your institution likely provides resources to assist with the transition to online teaching. Your department or the Office of the Provost may assist you identifying resources.

What if a student discloses sensitive or protected information during a synchronous course that is being recorded and posted for later viewing? Do I need to edit this information out before posting it?

Students sometimes share sensitive or otherwise confidential information during class discussions. Where the recording will be available only to other students enrolled in the course, this information does not need to be edited before posting. Housing recorded lectures within a protected Learning Management System (“LMS”) environment will assist in protecting the sensitive information. To the extent you feel this information does not add to the course or you prefer to remove the disclosure as a courtesy or at the request of the student, editing the portion out of the lecture or de-identifying the student’s image and voice can help protect the student’s privacy.

Can I post a video of a class to my own or another non-institution website?

Some institutions may allow this with approval and compliance with Intellectual Property guidelines and other policies. However, please note that as with sharing recordings containing student personally identifiable information with anyone not enrolled in the current course at issue, any student whose personally identifiable information or other education records are contained in the recording must either provide appropriate consent or the recording must be edited to omit or de-identify the student, as discussed above.

OTHER FERPA ISSUES & BEST PRACTICES

Privacy issues that apply to in-person classes also apply to online learning, including:

Ensuring grades are not posted publicly or for all students to access if identified by name, ID number, or other linkable information.

Use of student personally identifiable information on personal devices, at home in hard copy, or on University equipment at home must comply with policies and procedures to protect personally identifiable information.

Sharing of student personally identifiable information or other Education Records must be for official University purposes or other exceptions to disclosure, unless a student provides valid consent in accordance with FERPA.

FERPA does not have specific security or technical requirements for use of apps or software, but institutions and UT System have policies regarding best security practices and requirements.

Check with institution information security offices and/or department IT contacts to ensure the product you want to use is approved or meets policy requirements.

If sharing your screen or recording a course lecture, consider logging out of your email and/or disabling email alerts to ensure no confidential or personal information is visible to students.

ADDITIONAL RESOURCES

Institution IT and FERPA resources

UT Arlington

<https://oit.uta.edu/support/>

<https://www.uta.edu/legalaffairs/>

UT Austin

<https://it.utexas.edu/>

<https://legal.utexas.edu/>

UT Dallas

<https://www.utdallas.edu/oit/>

<https://www.utdallas.edu/legal/>

UT El Paso

<https://www.utep.edu/technologysupport/>

<https://www.utep.edu/chief-ostaff/legal-affairs/>

UT Permian Basin

<https://www.utpb.edu/university-offices/information-technology/index>

<https://www.utpb.edu/university-offices/compliance-and-accommodations/index>

UT Rio Grande Valley

<https://www.utrgv.edu/it/>

<https://www.utrgv.edu/legalaffairs/index.htm>

UT San Antonio

<https://www.utsa.edu/oit/>

<https://www.utsa.edu/legalaffairs/>

UT Tyler

<https://www.uttyler.edu/it/>

<https://www.uttyler.edu/legal-affairs/>

UT System Office of General Counsel – Cynthia Tynan available via ctynan@utsystem.edu

Department of Education Student Privacy Policy Office and Privacy Technical Assistance Center resources for Online Learning and COVID-19 Privacy issues available at <https://studentprivacy.ed.gov/>.

Separate IP FAQs address questions regarding ownership and use of course materials.