

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Public Administration College D.F.S. College of Arts and Letters		
Current Course Prefix and Number PAD 6807		Current Course Title Local Government Administration	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: At In State and Local Government Administration Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: 3 To: 3 Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add <input checked="" type="checkbox"/> Remove <input type="checkbox"/>		Change description to: This course will examine the challenges and opportunities of adopting artificial intelligence as a strategy for improving public service delivery and management for state and local governments. In this course, students will analyze key technological developments and discuss their impact on the Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Fall 2025		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Kaila Witkowski, kwitkowski@fau.edu, 561-297-1564			
Approved by Department Chair <u>Alka Sapat</u> College Curriculum Chair <u>Arthur J. Sementelli</u> College Dean <u>Eric Beal</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 2/14/25 3-11-25 03/11/2025 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

EMAILS FROM OTHER DEPARTMENTS

From: Hari Kalva <hkalva@fau.edu>

Sent: Tuesday, February 18, 2025 2:44 PM

To: Alka Sapat <asapat@fau.edu>; Tamara Dinev <tdinev@fau.edu>

Subject: RE: Requesting your feedback on a proposed course change by SPA

Hi Alka, EECS has no objection.

--

Hari Kalva, Ph.D.

eeecs.fau.edu

From: Tamara Dinev <tdinev@fau.edu>

Sent: Tuesday, February 18, 2025 1:52 PM

To: Alka Sapat <asapat@fau.edu>; Hari Kalva <hkalva@fau.edu>

Subject: RE: Requesting your feedback on a proposed course change by SPA

Hello Alka:

ITOM has no objections.

Best Regards:

Tamara

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Tamara Dinev, Ph.D.

Department Chair and Professor

Dean's Distinguished Research Fellow

Department of Information Technology and Operations Management, FL 219

College of Business, Florida Atlantic University

Boca Raton, Florida 33431

Google Scholar: <https://scholar.google.com/citations?user=YH8QZ-YAAAAJ&hl=en>

From: Alka Sapat <asapat@fau.edu>

Sent: Tuesday, February 18, 2025 1:18 PM

To: Tamara Dinev <tdinev@fau.edu>; Hari Kalva <hkalva@fau.edu>

Subject: Requesting your feedback on a proposed course change by SPA

Dear Tamara and Hari,

I am requesting your review with regard to a proposed course change for one of our courses PAD 6807, titled Local Government Administration. The new proposed title and emphasis, "AI in State and Local Government Administration" is to keep current with student needs. Please see the attached course syllabus and form.

Let me know if you have any objections or comments.

Thank you!

Best,
Alka

Alka Sapat,
Director and Professor,
School of Public Administration,
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University,
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Fall 2025 - 1 Full Term PAD 6807



FLORIDA ATLANTIC UNIVERSITY

PAD 6807

AI in State and Local Government Administration

3 Credit(s)

Fall 2025 - 1 Full Term

Course Description

AI in State and Local Government Administration

This course will examine the challenges and opportunities of adopting artificial intelligence as a strategy for improving public service delivery and management for state and local governments. In this course, students will analyze key technological developments and discuss their impact on the administration of local government services such as human resource management, utilities and transportation management, public safety management, and social services and education management. This is an MPA elective course.

Academic Service Learning

This course is an academic service-learning (AS-L) based course, which means some of the work you do is a service to the public sector and will allow you to apply knowledge from your MPA program to local, state and national issues. Throughout the semester, you will be working on AS-L activities that demonstrate civic engagement. You will also reflect on your AS-L experience and the impact your work has on public sector organizations as well as your own professional and personal development.

Although there is no physical risk for your contribution to the AS-L activities in this course due to the format of these activities, you must acknowledge and agree to the following:

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University, and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

At the end of the course, you all need to complete an Academic Service-Learning Student Survey. Please go to the Weppner Center for LEAD & Service-Learning website at <https://www.fau.edu/lead-and-serve/education/service-learning/>

Instructional Method

Hybrid

Required Texts/Materials

AI and the Future of the Public Sector: The Creation of Public Sector 4.0

ISBN: 978-1-119-86812-5

Publisher: Wiley

1001 Prompts for Unlocking Generative AI in Local Government

ISBN: 9798861843997

Publisher: Civic.AI

Ethics for Artificial Intelligence: Case Studies and Options for Addressing Ethical Challenges (Open-Access Book)

ISBN: 978-3-031-17040-9

Publisher: Springer

Course Objectives/Student Learning Outcomes

1. Describe the role of state and local governments in the governance of artificial intelligence (CO:1)
2. Identify key technological developments and highlight potential implementation issues in a local government context (CO:2)
3. Discuss the challenges and opportunities to using AI in the management of government services (CO: 3)
4. Identify an implementation issue associated with AI adoption and develop a solution using generative AI (CO: 4)

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

In-Person Class Participation and Discussions (5 points for each in-person class, a total of 20 points)

- Attendance and active participation in the in-person classes, as demonstrated by asking relevant questions, engaging in class discussions, and highlighting examples from experiences or the textbook.

Discussion Posts: (5 points each for a total of 20 points)

- One (1) original post and one (1) response post or reply post are required per assigned discussion. Reply posts can include responding to students that ask questions on your original post.
- The approximate length of an original post is around 300-350 words or between two and three paragraphs.
- The approximate length of the response post is around 50-100 words.
- Cite all sources (both class resources and outside sources, if necessary) using APA style.
- Posting a blank discussion post will result in a zero.

Midterm and Final (20 points each for a total of 40 points):

- There will be two exams that assess your understanding of the readings, lectures, and class assignments.
- The assessments will include various question formats, including multiple-choice, short answer, and fill-in-the-blank.
- You will be given 75 minutes to complete the quiz. If you have received an accommodation by the Student Accessibility Services, you will need to provide your accommodation request before the exam to receive the accommodation.

Generative AI Reflection Paper: (20 points each for a total of 80 points)

- The paper should use 12-point Times New Roman font (unless otherwise noted) and address all questions within the prompt.
- The paper should be a minimum of three double-spaced pages and a maximum of five double-spaced pages.
- Cite all sources (both class resources and outside sources) using APA style.
- Students will use Gaudet (2023) prompts to develop a solution to an implementation or use the challenge of using AI to manage local government services. Included in this reflection should be a step-by-step guide on how to the AI solution and a discussion on the costs, intended and potential unintended consequences, ethical and governance considerations and additional resources for city managers wishing to implement this solution.
- These reflective papers will be compiled to create a larger white paper.

White Paper: (40 points)

- The paper should use 12-point Times New Roman font (unless otherwise noted) and address all questions within the prompt.
- The paper should be a minimum of three double-spaced pages and a maximum of five double-spaced pages.
- Cite all sources (both class resources and outside sources) using APA style.
- Students will use their reflection papers to create a step-by-step guide for using AI to solve state and local government issues.
- This white paper serves as the basis of the AS-L activity for this course and can be used by local governments as a guide on how to start implementing AI solutions within their cities or municipalities.
- A draft of the White Paper is due in Week 8 and will be worth 10 points of the total 40 points.

A breakdown of the graded course components and their weight are included below:

Course Requirements	Items	Points for Each	Total Points Available
In-Person Class Participation	4	5 points each	20 points
Discussion Posts	4	5 points each	20 points
Midterm and Final	2	20 points each	40 points
Generative AI Reflection Papers	4	20 points each	80 points
White Paper (draft and final)	1	40 points each	40 points
Total points	19	-	200 points

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Minimum Points to Earn the Letter Grade	Points Needed	Letter Grade Range
A	188	94 - 100%
A-	180	90 - 93%
B+	174	87 - 89%
B	165	83 - 86%
B-	159	80 - 82%
C+	154	77 - 79%

Minimum Points to Earn the Letter Grade	Points Needed	Letter Grade Range
C	146	73 - 76%
C-	140	70 - 72%
D+	134	67 - 69%
D	126	63 - 66%
D-	120	60 - 62%
F	118	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. It is at the discretion of the professor to decide if the student can make up assignments and if there will be a grade deduction associated. Students may only make up late work for one week's worth of assignments and only with prior approval.

If the absence is anticipated and is a university-approved activity (i.e., athletic event, etc.), it is the student's responsibility to reach out to the instructor before the assignment is due to establish an alternative due date. If the student fails to reach out to the professor before the assignment is due, late work will not be accepted. If the absence is unanticipated (i.e., family emergency, hospitalization), it is the student's responsibility to reach out to the instructor if they wish to receive accommodation for an assignment as soon as possible and no more than a week after an assignment is due. After this point, late work will not be accepted.

Students cannot be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance.

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances may, with the consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific To This Course

This course uses generative AI as a tool to complete generative AI reflection papers. It is expected that the student use the generative tool and then apply concepts from the course in a discussion on appropriate use of AI.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Statement on Class Topics/Discussion

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions

and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

Course Topical Outline

Date	Assignments	Readings
Week 1 IN-PERSON	<ul style="list-style-type: none"> • Introduction to the course and assignments • Lecture on the Role of the State • In-class activity (5 points) 	<ul style="list-style-type: none"> • Boobier (2022) Chapter 11
Week 2 IN-PERSON	<ul style="list-style-type: none"> • Lecture Key Developments and Implementation Issues • In-class activity (5 points) 	<ul style="list-style-type: none"> • Boobier (2022) Chapters 1, 13, 14
9/2	Labor Day - University Closed	
Week 3 ONLINE	<ul style="list-style-type: none"> • Challenges in human resource management discussion (5 points) 	<ul style="list-style-type: none"> • Stahl et al. (2023) Chapters 1, 2
Week 4 ONLINE	<ul style="list-style-type: none"> • Generative AI Reflection: Human Resource Management (20 points) 	<ul style="list-style-type: none"> • ICMA podcast: Immediate Impacts of AI in Local Government • Gaudet (2023) Human Resources Chapter (pg. 3-9)
Week 5 IN-PERSON	<ul style="list-style-type: none"> • Lecture Smart Cities, Utilities and Transportation • In-class activity (5 points) 	<ul style="list-style-type: none"> • Boobier (2022) Chapter 8
Week 6 ONLINE	<ul style="list-style-type: none"> • Challenges Implementing AI in Local Utilities and Transportation (5 points) 	<ul style="list-style-type: none"> • Stahl et al (2023) Chapter 6
Week 7 ONLINE	<ul style="list-style-type: none"> • Generative AI Reflection: Public Works, Operations and Maintenance (20 points) 	<ul style="list-style-type: none"> • Gaudet (2023) Public Works chapter (83-84); Operations and Maintenance chapter (pg. 19-25)
Week 8 ONLINE	<ul style="list-style-type: none"> • Midterm (20 points) • Draft of White Paper (10 points) 	<ul style="list-style-type: none"> • No Readings

Week 9 IN-PERSON	<ul style="list-style-type: none"> • Public Safety Lecture • In-class activity (5 points) 	<ul style="list-style-type: none"> • Boobier (2022) Chapter 3
Week 10 ONLINE	<ul style="list-style-type: none"> • Surveillance and Privacy in AI for Public Safety (5 points) 	<ul style="list-style-type: none"> • Stahl et al., (2023) Chapter 3, Chapter 4
Week 11 ONLINE	<ul style="list-style-type: none"> • Generative AI Reflection: Police and Public Safety Planning (20 points) 	<ul style="list-style-type: none"> • Gaudet (2023) Police and Public Safety Planning Chapter (pg. 87-89)
Week 12 IN-PERSON	<ul style="list-style-type: none"> • Social Services and Education Lecture • In-class activity (5 points) 	<ul style="list-style-type: none"> • Boobier (2022) Chapters 4, 6, 9
11/11	Veteran's Day - University Closed	
Week 13 ONLINE	<ul style="list-style-type: none"> • Challenges in AI for Social Services and Education (5 points) 	<ul style="list-style-type: none"> • Stahl et al., (2023) Chapters 7, 8
Week 14 ONLINE	<ul style="list-style-type: none"> • Generative AI Reflection: Social Services and Education (20 points) 	<ul style="list-style-type: none"> • Gaudet (2023) General Chapter (pg 28-32), Economic Development (pg. 28-31)
11/27 - 12/1	Thanksgiving Break - University Closed	
12/2 - 12/4	Reading Days	
Week 15 ONLINE	<ul style="list-style-type: none"> • Final Assessment (20 points) • White Paper (40 points) 	<ul style="list-style-type: none"> • No Readings