Course Description

The Public Administration Ethics course focus is meta-ethics, normative ethics, and applied ethics theory in the context of the multidisciplinary applied field of public administration and policy research and practice. Students demonstrate knowledge and comprehension of ethical theories such as utilitarianism, deontology, and social constructivism, and through analysis engage in critical thinking and problem solving for comprehension of real problems facing public managers. Students write up their analysis and synthesis in support of an ethical decision and judgments from readings. Students will evaluate a public agency code of ethics for analysis and presentation to support comprehension. Ethical case studies are useful for application of ethical constructs, and written evaluations include recommendations for administrative, managerial, and leadership responsive action.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Define ethics in public administration.
2. Identify foundational theoretical constructs in public administration ethics.
3. Distinguish between and among public administration ethical theories.
4. Apply public administration ethics theory to solve real-world problems.
5. Compare and contrast theories of public administration ethics in terms of usefulness for solving real-world problems.
6. Deconstruct public administration ethical theories to examine ontological and epistemological theoretical foundations using analysis.
7. Reconstruct public administration ethical theories to explain constituent ontological and epistemological theoretical foundations using synthesis.
8. Evaluate the usefulness of historical and contemporary public administration ethical theories for solving real-world problems.
9. Evaluate an organization's code of ethics and applicability of ethics concepts and principles.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbooks or a linked PFD file. Supplemental Readings and Suggested Further Readings are provided in the unit study guides to aid students in their course of study.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study.

5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.

6. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.

7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in each unit. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each Unit Assignment. Specific information about accessing these rubrics is provided below.

8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU’s virtual librarians by e-mailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the e-mail address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, meeting room appointments, and other forms of instruction.

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**Unit Assignments**

**Unit I Article Review**

Select two scholarly journal articles that relate to the importance of ethics in a public administration setting. Conduct research and write a minimum 850 word essay that discusses a broad ethics topic relevant to public administrators. Take a position on the author’s assertion (agreement or disagreement) and state/defend your position. The CSU Online Library has several research databases that can be utilized for peer-reviewed resources.

Your assignment must:

- Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format. Check with your professor for any additional instructions.

- Include a cover page containing the title of the assignment (Article Review), the student’s name, and the university name. The cover page and the reference page are not included in the required assignment page length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Case Study**

From the case study textbook, *Managing in the Public Sector*, review Chapter 1, “Managing Employees,” Case Study 2, “Not Paying Taxes at the IRS,” pp. 16-18. Review the scenario and write a minimum of 850-words defending your responses to the following questions:

- In theory, is the new policy a good idea? Why, or why not? Should the policy be rewritten to provide more clarification? Is it too draconian as written? What ethical theory or theories would support the new policy?
• Does June’s situation qualify for a hardship exemption from the policy? What about her claim that she does not remember any of the communications regarding the policy? There were three communications sent out about the policy. Shouldn’t a diligent employee have read at least one of those communications?

• How would you evaluate Kevin’s actions in this case? Could he have taken a different approach? Was it necessary to get human resources involved before he knew all the facts? Was Kevin’s statement of the policy accurate? Was this statement ethical? Should he have provided a copy of the actual policy to June for her review? Why, or why not?

• If a decision is made to terminate an employee under this or any other policy of a government agency, how much due process should be afforded an employee to ensure that a wrongful termination does not occur, or that if one should occur, the employee is reinstated? What would you say is the essence of the concept of “due process?”

Complete your writing with a reflective summary that identifies the Case Study’s major theories, ideas, and concepts associated with policy formulation that provide sound ethical standards.

Your assignment must:

• Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format. Check with your professor for any additional instructions.

• Include a cover page containing the title of the assignment (Unit II Case Study), the student’s name, and the university name. The cover page and the reference page are not included in the required assignment page length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Essay

Conduct research and write a minimum 700-word essay that discusses the statement: “Young public leaders struggle with maintaining strict ethical standards because they have little experience.”

Defend your statement (agreement or disagreement) and state your viewpoint.

• Research and justify your position using three references (include complete citations). At least one of your sources must be a peer-reviewed academic reference.

• Present alternative viewpoints and analyze the contradictory positions to explain why some may have positions different from your own.

• Referencing public service, has the perspective of leadership ethics changed over the past 20 years? Explain why, using examples.

Your assignment must:

• Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format. Check with your professor for any additional instructions.

• Include a cover page containing the title of the assignment (Unit III Essay), the student’s name, and the university name. The cover page and the reference page are not included in the required assignment page length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Assignment

Code of Ethics

Unit IV focuses on code of ethics. For this assignment, you are asked to access and analyze a code of ethics from a public or non-profit organization. Most are listed online or on the organization’s website.
Evaluate and perform an “ethics audit” using the following directions:

1. Write a minimum 850-word evaluation (excluding the title and references pages).

2. Identify the organization and include a copy of the Code of Ethics in your report, The Code of Ethics content does not count in the 850-word evaluation.

3. The outline of the assessment will be in a narrative, or paragraph format.

4. Review and identify all general themes that involve conduct and behavior application to all employees.

5. What evidence or impressions exist (or do not exist) that high moral standards are included in the Code of Ethics.

6. Provide reflection and examples to show if the document is clearly or vaguely written.

7. Cite four examples if the tone of the document is generic in nature or if it is more customized, according to the organization’s mission.

8. Provide evidence of infractions or sanctions if certain behaviors are not followed.

9. Present examples (of codes) that outside stakeholders will be provided the same consistent moral standards as employee expectations in the organization.

10. Provide a comprehensive summary that includes the focus and scope of the codes:
    - Are they narrowly written, or extremely focused?
    - The coverage of topics—too detailed, too broad, or balanced?
    - Depth and breadth—do the codes include social responsibility or focus only on organization mission? Clarity—language used, is it easy to follow and understand by all levels of employees?

Your assignment must:

1. Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format.

2. Include a cover page containing the title of the assignment (Ethics Case Study—Public Leadership), the student’s name, and the university name. The cover page and the reference page are not included in the required assignment page length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V Article Review**

Select a relatively current event that dealt with one or more ethical dilemmas. Address the ethical factors from an organizational perspective. Nationally, examples may include Department of Defense contracting events, Hurricane Katrina (or similar catastrophic events), election campaign funding, the BP oil spill, or lobbyist operations. Local or state events pertaining to nonprofit or public organizations and international events may also be used.

Write a minimum 850-word evaluation (excluding the title and references pages).

- Identify the key stakeholders, and introduce the organization.

- Summarize the context of the ethical dilemma with specific facts (who, what, where, when, why).

- Using Svara’s (2007) problem-solving model (as depicted in this unit’s lesson) as a point of reference, identify the ethical decisions and obligations that were chosen. Be specific if the actions resulted in best consequences, or a full, open, and honest process projected to the public.

- Identify implications that resulted in successful or unsuccessful future operations.

- Summarize what you have learned from an analysis of this event.
Your assignment must:

- Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format.
- Include a cover page containing the title of the assignment (Article Review), the student’s name, and the university name. The cover page and the reference page are not included in the required assignment page length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Assignment**

**Ethical Experience Analysis**

Select a work-related ethical scenario that you or someone close to you has experienced. Organizations and names should be changed when identifying references in the assignment.

Write a minimum 850-word evaluation (excluding the title and references pages).

- Identify the key positions, titles, and assigned responsibilities in the organization.
- Discuss and illustrate the individual pressures faced and how the issues were handled or delegated to another position.
- Describe how changing attitudes and behavior evolved as incidents occurred.
- Compare and contrast the behaviors in the scenario with Unit II’s referencing of the philosophical theories of ethical decision-making. Examples may include Utilitarianism or Deontology application.
- Illustrate any mishandling of the decision-making process that resulted in lessons learned.
- Summarize what you have learned from an analysis of this event.

Your assignment must:

- Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format.
- Include a cover page containing the title of the assignment (Article Current Event Review), the student’s name, and the university name. The cover page and the reference page are not included in the required assignment page length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII PowerPoint Presentation**

Develop and arrange a minimum of ten (10) slides, portraying the importance of implementing an ethics-training program for a public organization.

Components of the presentation include the following:

- Between five and six abbreviated bullets for each slide - approximately 24-point font.
- Title slide: content includes title of assignment, student name, course title, and date.
- In the “Notes View”, incorporate the talking points you would use when presenting the slides.

Content for the presentation should include the following:

- Summarize the importance of establishing the public organization as a moral agent.
• Address four (4) goals of an ethics-training program.
• Support and defend ethical training by citing two (2) examples of public administration corruption.
• Describe two (2) ethical areas public institutions should focus on over the next five years.
• Your research must include at least two (2) peer-reviewed academic sources – ensure APA citations and reference slide are included in the presentation.
• Summary Slide: Note the key major points emphasized throughout the presentation.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Research Paper

Critical Analysis Paper

Critical analysis is a central process in all academic work. It involves thinking critically, which is applying rational and logical thinking while deconstructing the information you are researching/studying. When we think critically, we are being active; we are not passively accepting everything we read and hear, but questioning, evaluating, making judgments, finding connections, and categorizing. It means being open to other points of view and not being blinded by our own biases.

The Critical Analysis Paper requires a public administration topic selection focusing on an ethical scenario that demonstrates understanding of the readings, class discussions, current events, and literature reviews. Themes may also include explanation and examples from previous experiences or current events to include implications for future ethical applications.

The 10- to15-page paper should include the introduction of new knowledge, recommendations, or proposed solutions. These elements must be prevalent in the analysis and clearly labeled.

The Critical Analysis Paper should include:

• Title page
• Executive summary of the issue, findings, and bulleted recommendations
• Introduction issue context: clarify your study purpose as a current event or personal experience, and reference peer reviewed articles
• Narrative, in depth, with review and description of issues
• Ethical Context: a history of relevant ethical dilemma, to include main players in the scenario
• Course Themes: relate the experience to several ethical themes
• Evaluation criteria for a program review. Develop a short list of evaluation criteria.
• Analysis, evaluation, and critique of administrative and governance actions and decisions
• Recommendations for different approaches and improved practices
• Summary and closing of your research
• Reference list

Your paper must:

• Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format.
• Include a cover page containing the title of the assignment (Critical Analysis Paper), the student’s name, and the university name. The cover page and the reference page are not included in the required assignment page length.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “Citation Guide” is available for you to download from the Citation Resources link found in the Learning Resources area of the myCSU Student Portal. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Blackboard Grading Rubrics

Assignment Rubrics

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in “My Grades” through the “Tools” button in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

CSU Grading Rubrics for Papers/Projects, Discussion Boards, and Assessments

The Learning Resource area of the myCSU Student Portal provides the rubrics, and information on how to use them, for Discussion Boards, written response questions in Unit Assessments, and Research Papers/Projects.

The course writing assignments will be graded based on the CSU Grading Rubric for all types of writing assignments, unless otherwise specified within assignment instructions. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions.

To view the rubrics, click the Academic Policies link on the Course Menu, or access it through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.
Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tr>
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<td>Unit Assignments (2 @ 8%)</td>
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<td>Article Reviews (2 @ 8%)</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

## Unit I: Approaches to Ethics in Public Administration

| Review |  
|--------|---|
|  Unit Study Guide |  |
|  Learning Activities: See Study Guide |  |

| Read |  
|------|---|
|  Public Administration Ethics for the 21st Century: |  |
|  Chapter 1: Five Major Approaches to Administrative Ethics |  |
|  Managing in the Public Sector: |  |
|  Chapter 11: Challenges in Nonprofit Management, Case 60: Firefighters Get Money for Charity |  |
|  Chapter 8: To Protect and Serve, Case 46: Highway Patrol Officer Sells Benefit Tickets |  |
|  Supplemental Reading: See Study Guide |  |
|  Suggested Further Reading: See Study Guide |  |

| Discuss |  
|--------|---|
|  Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) |  |
|  Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |  |

| Submit |  
|--------|---|
|  Article Review by Tuesday, Midnight (Central Time) |  |

## Notes/Goals:

## Unit II: Established Philosophies Affecting Public Ethics

| Review |  
|--------|---|
|  Unit Study Guide |  |
|  Learning Activities: See Study Guide |  |

| Read |  
|------|---|
|  Public Administration Ethics for the 21st Century: |  |
|  Chapter 2: Contemporary Literature Affecting Administrative Ethics |  |
|  Managing in the Public Sector: |  |
|  Chapter 11: Challenges in Nonprofit Management, Case 61: Ghost Worker at the Nonprofit |  |
|  Chapter 6: Planning and Economic Development, Case 34: Complimentary Soda Drinks for Bus Drivers |  |
|  Suggested Further Reading: See Study Guide |  |

| Discuss |  
|--------|---|
|  Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) |  |
|  Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |  |

| Submit |  
|--------|---|
|  Case Study by Tuesday, Midnight (Central Time) |  |

## Notes/Goals:
# PUA 5302, Public Administration Ethics

## Course Schedule

### Unit III

#### The Ethical Public Leader

**Review:**
- Unit Study Guide
- Learning Activities: See Study Guide

**Read:**
- *Public Administration Ethics for the 21st Century:*
  - Chapter 3: The Role of the Public Administrator in an Organization
- *Managing in the Public Sector:*
  - Chapter 1: Managing Employees, Case 5: A Competent but Slow Employee
  - Chapter 1: Managing Employees, Case 1: Floggings Will Continue
- Supplemental Reading: See Study Guide
- Suggested Further Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Essay by Tuesday, Midnight (Central Time)

**Notes/Goals:**

### Unit IV

#### Code of Ethics

**Review:**
- Unit Study Guide
- Learning Activities: See Study Guide

**Read:**
- Required Reading: See Study Guide for PDF articles
- *Managing in the Public Sector:*
  - Chapter 10: Diversity Management, Case 56: Weekend Racist
  - Chapter 4: Managing Human Resources, Case 23: A Speed Bump on Staff
- Supplemental Reading: See Study Guide
- Suggested Further Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Assignment by Tuesday, Midnight (Central Time)

**Notes/Goals:**
# Unit V

**Ethical Obligations**

| Review: | □ Unit Study Guide  
□ Learning Activities: See Study Guide |
|---------|--------------------------------|
| Read:   | □ Public Administration Ethics for the 21st Century:  
□ Chapter 4: The Role of the Public Administrator as a Moral Agent  
□ Managing in the Public Sector:  
□ Chapter 2: Leading Public Organizations, Case 11: The Governor’s Transition Team  
□ Chapter 8: To Protect and to Serve, Case 48: Records Check  
□ Supplemental Reading: See Study Guide  
□ Suggested Further Reading: See Study Guide |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ Article Review by Tuesday, Midnight (Central Time) |

## Notes/Goals:

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# Unit VI

**Ethical Consequences**

| Review: | □ Unit Study Guide  
□ Learning Activities: See Study Guide |
|---------|--------------------------------|
| Read:   | □ Public Administration Ethics for the 21st Century:  
□ Chapter 4: The Role of the Public Administrator as a Moral Agent  
□ Managing in the Public Sector:  
□ Chapter 7: Education Administration and Policy, Case 39: Gift Certificate for Recommendation Letter  
□ Chapter 4: Managing Human Resources, Case 22: Maintaining Pay during Reduction in Force  
□ Suggested Further Reading: See Study Guide |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ Assignment by Tuesday, Midnight (Central Time) |

## Notes/Goals:
# Unit VII: Ethical Accountability

**Review:**
- Unit Study Guide
- **Learning Activities:** See Study Guide

**Read:**
- *Public Administration Ethics for the 21st Century:*
  - Chapter 5: Toward a Process Theory of Administrative Ethics
- *Managing in the Public Sector:*
  - Chapter 8: To Protect and to Serve, Case 43: Rough Day in Tornado Alley
  - Chapter 2: Leading Public Organizations, Case 10: Squeezing Out the Garbage Collectors
- **Supplemental Reading:** See Study Guide
- **Suggested Further Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- **PowerPoint Presentation** by Tuesday, Midnight (Central Time)

**Notes/Goals:**

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# Unit VIII: Ethical Guidelines for Governing

**Review:**
- Unit Study Guide
- **Learning Activities:** See Study Guide

**Read:**
- *Public Administration Ethics for the 21st Century:*
  - Chapter 5: Toward a Process Theory of Administrative Ethics
- **Suggested Further Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- **Research Paper** by Tuesday, Midnight (Central Time)

**Notes/Goals:**