Course Description

Focuses on 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 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.

Course Textbook


Course Learning Outcomes

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

1. Define ethics in public administration, to include foundational theoretical constructs.
2. Recognize the public service values: efficiency, effectiveness, and ethical responsiveness.
3. Distinguish public administration ethical theories.
4. Apply public administration ethics theory to solve real-world problems.
5. Analyze public administration ethics based on ontological and epistemological theory.
6. Apply knowledge of ethical theories for appropriate use resolving real-world problems facing public managers.
7. Evaluate the applicability of an organization's code of ethics.
8. Interpret a public code of ethics.

Credits

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

Course Structure

1. Study Guide: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. Unit Lesson: Each unit contains a Unit Lesson, which discusses lesson material.
4. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook.
5. Suggested Reading: Suggested Readings are listed in the study guides for Units I-V and Units VII-VIII. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. Learning Activities (Non-Graded): These non-graded Learning Activities are provided to aid students in their course of study.
7. Unit Assignments: Students are required to submit for grading Unit Assignments in Units I-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each 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.

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Unit Assignments**

**Unit I Article Review**

Using the CSU Online Library, select two scholarly journal articles that relate to the importance of ethics in a public administration setting. Conduct research and write at least a minimum 850 word essay, excluding references pages) 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.

Your response should be at least 850 words in length (not including the reference page) in APA style. You must use at least two scholarly sources other than your textbook to complete this assignment. All sources used must be referenced; paraphrased and quoted material must have accompanying citations. Check with your professor for any additional instructions.

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

**Unit II Essay**

**Video Review and Summary**

As critical leaders in local government, city managers play an important role in driving and supporting ethical behavior and maintaining the public trust. The video below showcases several city managers from around the state of California discussing their ethical obligations to the people they serve.

Click [here](http://www.cacitymanagers.org/ethics-in-public-service/) to access the video for this assignment.

Develop a 500- to 600-word essay comparing similar trends and unique perspectives on ethical expectations vocalized by the various city managers of California. In addition, identify the video's major theories, ideas, and concepts associated with sound ethical practices required by public leaders.

Your response should be at least 500 words in length in APA style. All sources used must be referenced; paraphrased and quoted material must have accompanying citations.

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

Unit III Essay

Conduct research and write an 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 source.
- Present alternative viewpoints (analyze contradictory positions) for why some people may have other positions than your own.
- Include an example that you have witnessed in your professional experience.
- Referencing public service, has the perspective of leadership ethics changed over the past 20 years? Using examples, explain why.

Your response should be at least 500 words in length (not including the references page) in APA style. All sources used must be referenced; paraphrased and quoted material must have accompanying citations. Check with your professor for any additional instructions.

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

Unit IV Assignment

Unit IV focuses on code of ethics. For the 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 expectations:

1. Identify the organization, and include a “copy” of the code of ethics in your report. The code of ethics content does not count for the 500-word evaluation.
2. The outline of the assessment will be in a (paragraph) narrative format.
3. Review and identify all general themes that involve conduct and behavior application to all employees.
4. Provide reflection and examples if the document is clearly or vaguely written.
5. Provide evidence of infractions or sanctions if certain behaviors are not followed.
6. Provide a comprehensive summary.

Your response should be at least 500 words in length in APA style. All sources used must be referenced; paraphrased and quoted material must have accompanying citations.

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

Unit V Article Review

Select a relatively current event that deals with one or more ethical dilemma. Compose and essay that addresses the ethical factors from an organizational perspective. National examples may include Department of Defense contracting events, Hurricane Katrina (or similar catastrophic events), election campaign funding, BP oil spill, or lobbyist operations. Local or state events may include nonprofit or public organizations. You may also use international events. Be sure to address the following requirements in your essay:

- 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 week’s lesson) as a point of reference, identify the selected ethical decisions and obligations. 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 response should be at least 500 words in length (not including the references page) in APA style. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

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

**Unit VI Essay**

**Ethical Analysis**

Select a work-related ethical scenario that you (or someone close to you) have experienced. Organizations and names should be changed when identifying references in the assignment. Compose an essay that addresses the following requirements:

- 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 behaviors evolved as the incidents occurred.
- Compare and contrast the behaviors in the scenario with the philosophical theories of ethical decision-making that are referenced in Unit II. 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 response should be at least 500 words in length (not including the references page) in APA style. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

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

**Unit VII Research Paper**

This research paper will be submitted in this unit and will be the basis for the final assignment in Unit VIII.

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 that you research/study. When we think critically, we are thinking actively. This means that we do not passively accept everything we read and hear, so that we can question, evaluate, make judgments, find connections, and categorize information. It means we remain open to other points of view and are not blinded by our own biases.

1. Begin by selecting a topic to research. The research paper requires a public administration topic selection that focuses on an ethical scenario that confronts you in public administration.
2. What is the problem that you want to investigate? State the problem as a question.
3. Why does this problem interest you?
4. What does the literature say? Find three to five research-based articles about the topic as a literature review.
5. What did you learn about this topic in relation to addressing the problem that you researched? What new knowledge, recommendations, or proposed solutions have you uncovered?
6. Develop your conclusions. As you have completed the work in this course, you have noticed themes in the unit lessons, the assigned readings, and the assignments. Now, you will combine that knowledge with your personal examples and previous experiences to construct your research paper.

Your research paper should include the following structure:

- Title Page
- Executive Summary
  - List the issues, findings, and bulleted recommendations.
- Introduction of the issue in context
Is this research anchored in current events or personal experiences, peer reviewed articles, or other approaches?

- Narrative
  - Review what you did and describe the issues.

- Ethical Context
  - Provide history of relevant ethical dilemma and the main players in your scenario

- Course Themes
  - Tie in what you have learned and/or read about in this course.

- Analysis, Evaluation & Critique
  - In your scenario, how were issues handled by the administrator or governing individual/group?

- Recommendations
  - What would be a recommended approach or action?

- Summary and Closing
  - What conclusion can you come to as a result of your research?

- References

Your response should be at least five to seven pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

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

Unit VIII PowerPoint Presentation

Using the hard work that you put in the Research Paper for Unit VII, you will build a 10-slide PowerPoint presentation to present your findings, and portray the importance of implementing an ethics-training program for a public organization. This is the framework for an actual presentation that you may be asked to make in the future. Use this opportunity to get feedback and put together a "first-rate" presentation!

Components of the presentation will include:

- five to six abbreviate bullets for each slide, using approximately 24-point font,
- a simple but appropriate background for your slides, and
- the “Notes View” section below each slide to incorporate the talking points that you would use when presenting each slide.

The sequence of slides will be:

- Slide 1: Title slide – title of the assignment, student name, course title, and date;
- Slide 2: Basis for your research;
- Slide 3: Conclusions from your research;
- Slide 4: Four Goals for an ethics-training program;
- Slide 5 and 6: Cite two examples of public administration corruption;
- Slide 7 and 8: Describe two areas public institutions should focus on over the next five years;
- Slide 9: Summary (note the key points and why you believe this is important), and
- Slide 10: References (APA format).

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

All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated
grading rubric when available. Students can find CSU's Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

**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.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

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

Article Review (2 @ 11%) = 22%
Essay (3 @ 11%) = 33%
Unit IV Assignment = 11%
Unit VIII Research Paper = 23%
Unit VIII PowerPoint Presentation = 11%
Total = 100%

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.
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### Unit I  Introduction to Ethics in Public Administration

<table>
<thead>
<tr>
<th>Review</th>
<th>Unit Study Guide &lt;br&gt; Learning Activities (Non-Graded): See Study Guide</th>
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<tbody>
<tr>
<td>Read</td>
<td>Chapter 1: Introduction &lt;br&gt; Chapter 2: Understanding Ethical Decision Making &lt;br&gt; Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Submit</td>
<td>Article Review</td>
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Notes/Goals:

### Unit II  Established Philosophies Affecting Public Ethics

<table>
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<tr>
<th>Review</th>
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<tbody>
<tr>
<td>Read</td>
<td>Chapter 4: Administration Responsibility: The Key to Administrative Ethics &lt;br&gt; Suggested Reading: See Study Guide</td>
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<td>Submit</td>
<td>Essay</td>
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Notes/Goals:

### Unit III  The Ethical Public Leader

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<tr>
<th>Review</th>
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<tr>
<td>Read</td>
<td>Chapter 3: Public Administration in Modern and Postmodern Society: The Context of Administrative Ethics &lt;br&gt; Suggested Reading: See Study Guide</td>
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<tr>
<td>Submit</td>
<td>Essay</td>
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Notes/Goals:
### Unit IV: Code of Ethics
- **Review:** Unit Study Guide
- **Read:**
  - Chapter 6: Maintaining Responsible Conduct in Public Organizations: Two Approaches
  - Suggested Reading: See Study Guide
- **Submit:** Assignment

### Notes/Goals:

### Unit V: Ethical Obligations
- **Review:**
  - Unit Study Guide
  - Learning Activities (Non-Graded): See Study Guide
- **Read:**
  - Chapter 5: Conflicts of Responsibility: The Ethical Dilemma
  - Suggested Reading: See Study Guide
- **Submit:** Article Review

### Notes/Goals:

### Unit VI: Ethical Consequences
- **Review:**
  - Unit Study Guide
  - Learning Activities (Non-Graded): See Study Guide
- **Read:**
  - Chapter 7: Integrating Ethics with Organizational Norms and Structures
  - Chapter 8: Safeguarding Ethical Autonomy in Organizations: Dealing with Unethical Superiors and Organizations
- **Submit:** Essay

### Notes/Goals:

### Unit VII: Ethical Accountability
- **Review:** Unit Study Guide
- **Read:**
  - Chapter 9: Applying the Design Approach to Public Administration Ethics
  - Suggested Reading: See Study Guide
- **Submit:** Research Paper

### Notes/Goals:
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<tr>
<th>Unit VIII</th>
<th>Ethical Guidelines for Governing</th>
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<tr>
<td>Review:</td>
<td>- Unit Study Guide</td>
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<td>- Learning Activities (Non-Graded): See Study Guide</td>
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<tr>
<td>Read:</td>
<td>- Chapter 10: Conclusion: Responsible Administration</td>
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<td></td>
<td>- Suggested Reading: See Study Guide</td>
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<tr>
<td>Submit:</td>
<td>- PowerPoint Presentation</td>
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