Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. _X__New Course or _____Revision of Existing Course

2. **Course prefix and number:** ____PLS 5200_____

3. **Short title:** __Pub Admin Ethics

    _____

4. **Long title:** __Public Administration Ethics_____

5. **Hours per week:** __3_ Class   __0_ Lab   _3__ Credit

6. **Terms:** ___ Fall   ___ Spring   ___ Summer   __x_ On demand

7. **Initial term**: __x_ Fall   ___ Spring   ___ Summer   Year: _2020_____

8. **Catalog course description:** This course examines and applies methods and theories regarding the ethical behavior that are necessary to be a public administrator in the United States.

9. **Course attributes:**

    General education component: ___N/A_____

    ___ Cultural diversity ___ Honors ___ Writing centered ___ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    _x__ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    ___ Face to Face   __x_ Online   ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. Course(s) to be deleted from the catalog once this course is approved. N/A

12. **Equivalent course(s):** ____NA_____

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes ___ No

13. **Prerequisite(s): ____none_____**

    a. Can prerequisite be taken concurrently? ___ Yes ___ No

    b. Minimum grade required for the prerequisite course(s)? ___

    c. Use Banner coding to enforce prerequisite course(s)? ___ Yes ___ No

d. Who may waive prerequisite(s)?

___ No one   ___ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

14. Co-requisite(s): ___none_____

15. Enrollment restrictions

    a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: Graduate students enrolled in the MA in Political Science or the MA in Political Science with the Option in Public Administration and Public Policy may enroll. Other students may enroll with the instructor's approval.

    b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: _____

16. Repeat status: _x__ May not be repeated   ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _3__

18. Grading methods: x___ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. Special grading provisions: NA

___ Grade for course will <u>not</u> count in a student's grade point average.

___ Grade for course will <u>not</u> count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:
Supplemental Materials or Software_____None_____

Course Fee _x__No ___Yes, Explain if yes_____

21. Community college transfer:

___ A community college course may be judged equivalent.

__x_ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ___Course is required for the major(s) of _____

    ___Course is required for the minor(s) of _____

    ___Course is required for the certificate program(s) of _____

    __x_ Course is used as an elective: The course will be an elective in the MA in Political Science with the option in Public Administration and Public Policy, a Public Administration/Public Policy elective for students in the MA in Political Science, and an elective in the online Certificate of Public Planning.

2. **Rationale for proposal**: Ethics is a key component to managing in the public or non-profit sectors. Often misunderstood, ethics is not merely choosing between right and wrong; oftentimes an administrator is faced with multiple choices and then must choose the best alternative. Learning how to choose that alternative is the goal of this course. Studies show the best way to learn how to make ethical decisions is through practice. For this reason, this course will focus heavily on a case study approach where students will be presented with cases and then must select an ethical alternative.

3. **Justifications for (answer N/A if not applicable)**

    Similarity to other courses: While the PHI department offers a course on ethics, it is at the undergraduate level and does not focus on ethical conduct in the context of being a public administrator. Graduate level courses involving ethics exist in other programs (e.g. Communication Studies, School Psychology) but are specific to those disciplines and fields.

    Prerequisites: NA

    Co-requisites: NA

    Enrollment restrictions: NA

    Writing active, intensive, centered: NA

4. **General education assurances (answer N/A if not applicable)**

    General education component: NA

    Curriculum: NA

    Instruction: NA

    Assessment: NA

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

6. Online or hybrid delivery justification: Our MA in Political Science with the option in Public Administration and Public Policy is all online. This course must be online for students to complete the program.

7. <u>Instruction</u>: The course will be delivered primarily via the LMS at EIU (currently D2L), although email and other online technologies may be used occasionally. The primary difference between the online course and the face-to-face course will be the conduit for discussion, with a discussion board instead of a classroom. The faculty and students can facilitate a rich discussion in either learning environment. The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them. All online instructors must complete OCDi training or the equivalent before teaching the course.

8. <u>Integrity</u>: The integrity of student work will be assured through repeated writing assignments. Given that students often have signature writing styles or voices, having someone else submit a single assignment will be evident to the instructor. In addition, all assignments are checked through on-line mechanisms for plagiarism.

9. <u>Interaction</u>: Instructor-student and student-student interaction will be promoted through a variety of means, including (but not limited to) the LMS discussion board, email, feedback on individual assignments, peer review, and online chats. Faculty are also available to meet students via phone conversation or on campus for a face-to-face meeting.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: PLS 5200/Public Administration Ethics
2. Catalog description: This course examines and applies methods and theories regarding the ethical behavior that are necessary to be a public administrator in the United States.
3. Learning objectives.
   a. Identify, interpret, critique and apply relevant scholarly sources, information, and data about ethics in public administration. (G1/content knowledge, G2/critical thinking)
   b. Understand, analyze, synthesize, and apply methods and models used to study public administration ethics. (G1/content knowledge, G2/critical thinking, G4/advanced research)
   c. Identify and evaluate the roles that ethics plays in decision making for public administrators(G1/content knowledge, G2/critical thinking, G4/advanced research)
   d. Present ideas, research, and analysis using effective critical thinking and communication skills. (G1/content knowledge, G2/critical thinking, G4/advanced research)
   e. Effectively present research findings. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)

4. Course materials.
   a. Books: Sharp, Brett, Grant Aguirre, and Kenneth Kickham. 2017. *Managing in the Public Sector: A Casebook in Ethics and Leadership*. 2nd ed. Routledge.
   b. *Public Administration Review* - Journal
   c. *Administration and Society* – Journal
   d. *Journal of Public Administration Research and Theory*- Journal
   e. *Ethics Resource Center* – Website

5. Weekly outline of content.
    Week 1: Introduction to the Course, Introducing Students to Each Other
    Week 2: Administrative Ethics and Leadership Theories
    Week 3: Ethical Decision-Making and Dialogic Leadership
    Week 4: Charismatic Leadership and Virtue Ethics/Ethical Competence
    Week 5: Behavioral Ethics and Transformational leadership
    Week 6: Ethics Management and Paternalistic leadership
    Week 7: Tools for Ethics Management and Pragmatic leadership
    Week 8: Ethics Code of Conduct and Caring leadership
    Week 9: New Public Governance and Sandpaper Leadership
    Week 10: New Public Governance cont. and Organizational Climate
    Week 11: Perceptions and Managerial Ethics
    Week 12: Perceptions cont. and Organizational Integrity and Prudence
    Week 13: Federal, State, Local, GONGO (Government Organized Nongovernmental Organizations) and Accountability
    Week 14: Federal, State, Local, GONGO continued and Open Government and Transparency and Competition and Regulatory Ethics
    Week 15: Code of Ethics Paper Presentations and Peer Discussions
    Week 16: Code of Ethics Final Paper Due

6. Assignments and evaluation, including weights for final course grade.
    a. Case study writing assignments, 20%: Students will have 4 short assignments to complete, based on readings and class materials.
    b. Class participation, 30%: Students will engage in and occasionally lead online discussions.
    c. Final Paper, 25%: review a Code of Ethics from a government agency of your choosing.
    d. Ethics Journal, 25%: Students will collect and discuss current events that relate to public administration ethics.

7. Grading scale.
    A 90-100%   B 80-89%   C 70-79%   D 60-69%   F less than 60%

8. Correlation of learning objectives to assignments and evaluation.

	Writing Assignments (20%)	Class Participation (30%)	Ethics Journal (25%)	Final Paper (25%)
3a/ Identify, interpret, critique and apply relevant scholarly	x	x	x	x

sources, information, and data about ethics in public administration. (G1 and G2)				
3b/ Understand, analyze, synthesize, and apply Political Science methods and models used to study public administration ethics. (G1, G2, and G4)	x	x	x	x
3c Identify and evaluate the roles that ethics plays in decision making for public administrators(G1, G2, and G4)	x	x	x	x
3d/ Present ideas, research, and analysis using effective critical thinking and communication skills. (G1, G2, and G4)	x	x	x	x
3e/ Effectively present research findings. (G1, G2, G3, and G4)	x	x		x

Date approved by the department or school: 1/8/2020
Date approved by the college curriculum committee: 1/22/2020
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: