Dr. Daniel J. Jorgensen  
Office: BH 301  
Office Phone: 825-3269  
E-mail: dan.jorgensen@tamucc.edu  
Office Hours: Office Hours: T, W, Th 11:00am – 2:00pm

COURSE DESCRIPTION:

This course is an examination of the unique ethical challenges faced by Public Administrators with an emphasis on building ethical competency through self-assessment, challenge, and feedback. Topics include virtue ethics, evil, forgiveness, moral theories, transformational leadership, ethical group problem solving, organizational integrity, and managing ethical diversity.

The above section is a WEB-BASED class which will be taught TOTALLY ONLINE. You will need access to a COMPUTER and the INTERNET and EXPERIENCE using them. For more information about minimum requirements, please visit the Island Online website at https://iol.tamucc.edu/.

STUDENT LEARNING OUTCOMES:

The successful student in this course demonstrates a range of knowledge and skill competencies which comprise the student learning objectives:

1. To recognize key concepts within the subject of ethics  
2. To be able to compare and contrast the different philosophies and principles of ethics  
3. To provide a critical analysis of the ethical issues in the effort to prevent, identify, or resolve ethical problems in public sector organizations.  
4. To achieve CITI certification in research ethics and qualify as a research associate on University and federally sponsored research projects.

REQUIRED TEXTS:

Meeting the Ethical Challenges of Leadership: Casting Light or Shadow, 4nd. Johnson, Craig E, Sage, 2012

PADM 5312
STUDENTS WITH DISABILITIES:

The Americans with Disabilities Act (ADA) requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office at 116 Corpus Christi Hall.

ACADEMIC ADVISING OFFICE

If you are majoring, or planning to major, in a field taught in the College of Liberal Arts, and if you have not yet obtained a signed degree plan, you should see your Academic Advisor immediately. Degree plans are important and useful to successful progress toward graduation.

LEARNING ASSESSMENT/COURSE REQUIREMENTS:

In general, your grade for each assignment will follow these guidelines:

Grade Standard:
A (90-100%): Meets all requirements of the assignment in a sound, clear, thorough, and professionally presented manner. Analytic tools are applied appropriately, performed correctly, and interpretations are accurate.
B (80-89%): Meets almost all of the requirements in a sound, clear, thorough, and professionally presented manner; or meets all of the requirements but lacks soundness, clarity, thoroughness, or professional presentation. Analytic tools are mostly applied appropriately, performed correctly, and interpretations are mostly accurate.
C (70-79%): Meets some of the requirements in a sound, clear, thorough, and professionally presented manner; or meets all of the requirements but lacks a combination of soundness, clarity, thoroughness, or professional presentation. Analytic tools are not applied appropriately, or not performed correctly, or interpretations are not accurate.
D or F (<70%): Less than the standard for “C”. Both of these grades are failing. All course requirements must be completed to receive a grade from this course.

This course relies heavily on student interaction. Attendance and punctuality are expected in all classes. Your absence from this class will be detrimental to your grade. Class work cannot be learned in absencia, and on-time attendance is expected. Each class will be devoted to discussion and analysis of the specific topics indicated for that class on the syllabus. It is important that each student come to each class well prepared to participate in discussions.
The distribution of points is as stated below. All final grades are curved, and are whole letter (no plusses or minuses).

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-Weekly Exams</td>
<td>30</td>
</tr>
<tr>
<td>CITI Ethics Certificate</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>20</td>
</tr>
<tr>
<td>Ethics Journal</td>
<td>30</td>
</tr>
<tr>
<td>Movie Review</td>
<td>10</td>
</tr>
</tbody>
</table>

**Assignment Explanations:**

**Bi-Weekly Exams:** The summer session lasts 7 1/2 weeks. Each student will be required to take three bi weekly exams that test the student's knowledge and reading of the material for the two week period. The exam will be limited in its dates of availability (5-6 days as posted) and duration (usually 90 minutes). Students may attempt the exam twice during the posted period; however, the student must wait at least two days between attempts. If a student attempts the exam twice the average of the two grades will be recorded as the student's final grade for the exam. Results will be posted in the “my grades” section. Each weekly exam will account for 10 points toward the total of 30 points for this course requirement.

**CITI Ethics Certificate:** ([http://research.tamucc.edu/compliance/irb/irb_citi.html](http://research.tamucc.edu/compliance/irb/irb_citi.html))
Since much of your Master’s degree will be involved with research and data gathering it is important to be aware of the ethics surrounding these procedures. The Collaborative Institutional Training Initiative (CITI Program) is the training program utilized by TAMU-CC to ensure training is received by all faculty members, staff, and students engaged in human subject research. Completing CITI training will be a requirement of this class. CITI is an online responsible conduct of research training and is accessible free of charge to all university faculty, students and staff through the IRB website. Upon your completion of the training please print the completion certificate and send it to my attention. The CITI training certification is active for three years so it may be a benefit in retaining a position if it involves any type of Federally funded research. You must complete this training before July 20. **Be forewarned, this is not a short training process, allow at least one week to go through the various training modules.**

**Discussions:** Students are expected to participate in weekly discussions reading the topics at hand. Participation means that students should post responses to discussion questions, read postings of others, reply to postings of other students using thought and the literature, and post questions of their own. Ten points of the participation grade will be given at the mid-point of the term and the final ten points will be given at end of the term. Remember this is a three credit hour course; your work should display the equivalent of at least 6 hours in the classroom each week and preparation time.
Ethics Journal: For the duration of the class students are to record entries in an ethics journal (see Johnson, p.31 assignment 1.) In the journal students should record their responses to ethical dilemmas they encounter as leaders and followers and to make observations about the moral behavior of public figures. This is designed to increase moral sensitivity while encouraging the personal reflection essential to ethical growth. Journals will be e-mailed on a biweekly basis (opposite the exam weeks) to the instructor and will be evaluated on such elements as the depth of analysis, identification and transfer of course concepts to personal experience, and mechanics (writing, spelling, grammar).

Movie Review: Students will apply text concepts to a feature-length film (one not from the Johnson book). Students should a) identify the important ethical principles portrayed in the film, b) analyze and evaluate how the characters respond to moral dilemmas, and c) draw ethical implications and applications from the movie. This assignment will be e-mailed to the instructor no later than July 15, 2011 and posted on the Blackboard discussion section labeled movie reviews.

ACADEMIC HONESTY:

All responses and worked turned in to the instructor are to be your own personal work product. You are expected to understand and uphold the Academic Honor Code published in the Student Handbook. In addition to information listed in these sources, you are advised that:

1. If, on a rare occasion, you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide a footnote, endnote, or parenthetical reference to the source of the material. I specifically expect you to use the styleguide of the American Psychological Association.

2. Any material which quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule #1 above.

3. Material not taken verbatim from a text but paraphrased must also be attributed as in rule #1.

4. Violations of these rules in any assignment may be subject to a minimum penalty of a grade of zero (0) for the assignment and may result in a grade of "F" for the course.

5. Violations of these rules can also result in administrative removal from the MPA program and the University depending on the instance.

IMPORTANT NOTES

1. Syllabus Disclaimer and Changes. The instructor reserves the right to make changes in the PADM 5312
syllabus. Such changes will be announced in class.

2. Attendance Policy. One point is deducted for each absence. Attendance is taken at the beginning of class. Two late appearances are allowed; one point is deducted for each additional late appearance. Students who come late should see me at the breaks to ensure that their attendance is duly noted. No points are deducted for documented medical absences and other allowable absences according to university policies, but, as with all absences, the lack of class attendance will affect student learning and, hence, performance.

3. Late Hand-in. Acceptance of late hand-ins or postings is at the discretion of the instructor. Points will be deducted for late hand-ins or postings. Some postings may require replies. Replies must be substantive, providing more than merely a statement of liking or not liking something. They should include suggestions for improvement. Replies that are too brief may not receive all points. Points for replies are part of points associated with postings, above.

4. Contacting the Instructor. The preferred way of contacting the instructor is through e-mail or during office hours. I check my e-mail almost daily (except when on travel), and will respond. If you send an e-mail, I may ask you for a phone number to contact you for follow-up, if necessary.

5. Student Conduct. Students should conduct themselves in ways that are consistent with promoting an efficient learning environment for themselves and everyone else. Students should be conscientious, helpful, properly motivated to learn, honest, and respectful of others and their opinions at all times. Such conduct is consistent with generally regarded norms of professionalism, including those found in graduate, professional degree programs. Points may be deducted for inappropriate conduct, and students referred to the University for further investigation of the matter.

Students should also familiarize themselves with the university Code of Student Conduct. Academic misconduct includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. Other acts of misconduct are stated in the Code of Student Conduct. Please note that plagiarism is a serious academic offense that may result in a student being expelled from an academic program or institution.

6. Grade Appeal Process. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in
the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html.

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

COURSE OUTLINE

Note: The following readings include more information than we will emphasize or address in class. Before each week, I will let you know what we will cover so that you can focus on the appropriate material.

June 3 – June 9  Ethics, Its Public Context and Casting Light and Shadow
Readings: Johnson, Preface, Chapters 1&2, Frederickson, Chapters 1, 2, & 5.

June 10 – June 16 Looking Inward: Responsibility, Conflicts and Character
Readings: Johnson, Chapter 3; Frederickson, Chapters 9 &10.
(Bi Weekly Exam opens June 12-June 16)

June 17 - June 23 The Topic of Evil in Organizations
Readings: Johnson, Chapter 4; Frederickson, Chapters 6 & 7.
(1st Ethics Journal due June 23)

June 24 – June 30 General Perspectives of Ethics and Leadership
Readings: Johnson Chapters 5&6; Frederickson, Chapters 4 & 13.
(Bi Weekly Exam opens June 26-June 30)

July 1 – July 7 Ethical Decision Making
Readings: Johnson Chapter 7; Frederickson, Chapter 8.
(2nd Ethics Journal due July 7)

July 8 – July 14 Carrying Ethics to the Organizational Culture
Readings: Johnson Chapters 8 & 9; Frederickson Chapters 11 & 12
(Bi Weekly Exam opens July 10 - July 14)

July 15 – 23 Dealing with Diversity and Crisis
Readings: Johnson, Chapters 10 & 11; Frederickson Chapter 15 and Conclusion.
(Movie Review due July 20)
(3rd Ethics Journal due July 23)
(CITI training certificate due July 23)

PADM 5312