

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	School of Public Administration Department College Dorothy F. Schmidt College of Arts and Letters		
Current Course Prefix and Number PAD 6436		Current Course Title Administrative Ethics	
Syllabus must be attached for ANY changes to current course details. See Guidelines . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Ethical and Legal Foundations in the Public Sector Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add ☐ Remove ☐		Change description to: 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: Spring 2022		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Robin Larson rlaron2@fau.edu 561-297-4569			
Approved by Department Chair <u>A. Sapat</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>Eric Berlatsky</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 9/16/2021 10/1/21 10/01/2021 _____ _____ _____ _____ _____	

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

PAD 6436-001: ETHICAL AND LEGAL FOUNDATIONS IN THE PUBLIC SECTOR

School of Public Administration
Dorothy F. Schmidt College of Arts and Letters
Fall Semester 202X, CRN XXXXX
3 credit hours

Instructor: TBA
Office Location: TBA
Office Hours: TBA
Phone Number: TBA (phone and text)
Email: [TBA](#)

COURSE DESCRIPTION

Ethical considerations for professional public administrators operating in the ethos of a republic; situational analysis of conflicts with elected legislative, executive, and judicial officials; professional policy and career goals; and issues of democracy, bureaucracy, and morality in public service. MPA core course.

COURSE PREREQUISITES

None.

COURSE OBJECTIVES

COURSE OBJECTIVES

After successful completion of this course, students will be able to:

- identify the major ethical challenges confronting administrators and managers in the public sector.
- identify and apply philosophies and theories of ethics to current dilemmas encountered by public administrators.

COVID-19 Statement

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>.

In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.

Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

- identify and discuss the impact of the codes of ethics on the behavior of public sector employees.
- identify and discuss the relationship between ethics and professionalism.
- identify and discuss strategies for resolving ethical dilemmas which confront values and ethics.
- describe the ethical theories and principles governing ethics and as it pertains to the public sector.
- describe, analyze, and reach the best solution with the least consequence in resolving ethical dilemmas, specifically as it relates to administrative ethics.

MAJOR & CURRICULUM OBJECTIVES TARGETED

- Students will learn to distinguish ethical principles and articulate their own positions and strategies on ethical challenges confronting administrators and managers in the public sector.
- Students will learn to defend the impact of philosophies of ethics on the behavior and values of employees in the public sector.
- Students will gain a heightened level of sensitivity to “ethical issues” and be challenged to take a personal position and critique government codes of ethics.
- Students will be able to adapt ethical models for creating an organizational culture with an awareness to ethical behavior in the public sector.
- Students will be able to assess and evaluate the impact of the media on the perception of ethical and professional behavior.

COURSE DELIVERY MODE

This is a fully online course accessible only through FAU’s learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

The course is organized into modules with due dates. Each module begins on Monday at 12:00am, EST, and ends on Sunday at 11:59pm, EST. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

TIME COMMITMENT PER CREDIT HOUR

This course has three credit hours. 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.

REQUIRED TEXTS & MATERIALS

Required Texts/Materials

In this course, you will need the following texts and/or materials.

The Ethics Primer for Public Administrators in Government and Nonprofit Organizations

James H. Svara

Jones & Bartlett Publishers; 3rd Edition (2022)

ISBN-13: 9781284211573

Ethics and Professionalism in the Public Service

Thomas D. Lynch and Cynthia E. Lynch

Melvin & Leigh, Publishers; 1st edition (2019)

ISBN-13: 978-0999235980

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

Other Technologies

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS High Sierra (10.3) or higher.
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware, or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate

action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

GRADING CRITERIA

Student Introduction and Syllabus & Course Agreement (10%)

You will post an introduction in the student introduction discussion board (and reply to at least two others' posts) and complete a syllabus and course agreement.

Discussion Boards (30%)

You will be asked to participate in class discussions that will require you to post your answer to the discussion questions and reply to your classmates' posts. Dates for the discussions due are indicated in the specific course module

The Discussion Questions will be based on material assigned from the texts listed on the course outline above. The goal of online discussions is to enhance learning in an interactive manner. Students are expected to post:

- **one post in response to the instructor's question by *End of Day Wednesday***
- **two posts in response to classmates by *EOD Sunday, end of module week***

Discussion Board Participation Rubric:

Discussion posts will be graded per the rubric provided below: First Post:

- 1.Appropriate attention to topic or problem and appropriate selection of outside resource, when required: Does the posting address the question consistent with the assignment and are outside resources selected appropriate, when called for?
- 2.Application of concepts: Does the posting attempt to take ideas from the text and other readings and module materials and put them into play?
- 3.Depth of insight, observation, or analysis: Does the posting offer something worthwhile to think about?
- 4.Use of evidence and support: Your opinion will not be judged but it must be clearly articulated and supported. Does the posting seek to make a rational argument instead of merely offering opinion (or does the posting examine opinion by way of making a rational argument)? When outside sources are cited as evidence, sufficient information should be included that a reader could find the item referred to. Use common sense here—our objectives are: 1) not to claim ideas as our own that are not our own; and 2) make it possible for others to find the source of the idea we are citing.

5.Expression: Does the posting use correct grammar, word choice, logic, and style to appropriately convey ideas?

Reply Posts: Responses will be evaluated for:

1.Number and length of responses: Does the number of responses fulfill the minimal requirement for the discussion and are they within the allowed length?

2.Application of concepts: Does the posting attempt to take ideas from the text and other readings and module materials and put them into play?

3.Substance of the response: Does the response offer something new or an alternative point of view?

4.Use of evidence and support: Your opinion will not be judged but it must be clearly articulated and supported. Does the posting seek to make a rational argument instead of merely offering opinion (or does the posting examine opinion by way of making a rational argument)? When outside sources are cited as evidence, sufficient information should be included that a reader could find the item referred to. Failure to give appropriate credit to others is plagiarism and can result in a failing grade.

5.Expression: Does the posting use correct grammar, word choice, logic, and style to appropriately convey ideas?

Chapter Quizzes (30%)

There will be four quizzes during the semester, on the dates indicated in Canvas. The quizzes are non-cumulative and cover only the material presented in the course up to the date of the specific quiz.

Course Final Examination (30%)

Examinations will be based on readings, lectures, homework, and class discussions. The exams will include answer questions. Answers will be evaluated based on content in terms of accuracy of information and ability to analyze the issues. Good answers will demonstrate that you have read and understood the chapters, and actively participated in classroom discussions. Exams will be taken online in the Canvas Learning Management System. The exam will be timed. No make-up exams are given.

The instructor will calculate your grade based on the following weighted distribution

Assessment	Total Points	Percentage (%)
Course Orientation • Student Introduction – Worth up to 10 points. • Syllabus & Course Agreement Quiz – Worth up to 10 points. • Tallanasty Ethics Game-Worth up to 10 points	30	10%
10 Discussion Boards • Worth up to 10 points each.	100	30%
4 Quizzes • Worth up to 25 points each.	100	30%
Final Exam • Worth up to 100 points.	100	30%
TOTAL:	330	100%

GRADE SCALE

Grade	Percentage (%)
A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

MAKE-UP POLICY FOR LATE ASSIGNMENTS, QUIZZES AND EXAMS

GENERALLY, LATE SUBMISSIONS **ARE NOT ACCEPTED** AND CUT OFF TIMES WILL PROHIBIT LATE SUBMISSIONS ON CANVAS. VALID EXCUSES OR REQUESTS FOR LATE SUBMISSION ARE AT THE DISCRETION OF THE INSTRUCTOR. APPROVAL FOR A LATE SUBMISSION MUST BE OBTAINED PRIOR TO THE DUE DATE OTHERWISE THE STUDENT WILL EARN A ZERO "O" FOR THAT ASSIGNMENT.

INCOMPLETE GRADE POLICY

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with 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.

COURSE POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is 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 to 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](#).

PLAGIARISM

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT

Disruptive behavior is defined in the FAU Student Code of Conduct as “... activities which interfere with the educational mission within classroom.” Students who disrupt the educational experiences of other students and/or the instructor’s course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

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.

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all your course email and responding in a timely manner.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

SUPPORT SERVICES & ONLINE RESOURCES

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Service \(CAPS\)](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

CAPS STATEMENT

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/>

FACULTY RIGHTS & 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*.

SELECTED UNIVERSITY & COLLEGE POLICIES

Disability policy statement

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/.

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.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with 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. For further information, please see [Academic Policies and Regulations](#).

Attendance Policy Statement

Students are expected to attend all of 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 3 without any reduction in the student's final course grade as a direct result of such absence.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

* * *

The instructor reserves the right to adjust this syllabus, as necessary.

Course Schedule/Topical Outline

Module	Topic	Readings & Materials	Assignments Due
1	Ethical Leadership: Philosophies and Theories	Kant and Respect (.pptx)	Introduction, Syllabus, and Tallanasty Ethics Game Results
2	Values, Ethics and Public Service	"Pop Quiz" Do you have a Code of Ethics?	Discussion Question(s)
3	Duties, Sources and Responsibilities	Immanuel Kant – long (.pptx) Cooper (.docx)	Discussion Question(s) Quiz #1
4	Undermining Duty: Challenge to the Ethical Behavior of Public Administrators	The social context of ethics (docx)	Discussion Question(s)
5	Reinforcing and Enlarging Duty: The ethics Triangle	Virtue Ethics: A policy recommendation (.pdf) Virtue ethics and healthcare (.pdf) Module 5 (docx)	Discussion Question(s)
6	Equity and Ethics	Module 6 (docx) Social Equity, Justice, and the Equitable Administrator (.pdf) Social Equity in Professional Codes of Conduct (.pdf) Terry Cooper (.pdf)	Discussion Question(s)
7	Ethics and Markets		Quiz #2
8	Global Ethics	Global Ethics (.pdf)	Discussion Question(s)

		We-manifest-ENG (.pdf)	
9	Civic Ethics	Module 9 (.pdf) Ventriss (.pdf)	Discussion Question(s)
10	Meeting Ethical Obligations		Quiz #3
11	Acting on Duty in the Face of Uncertainty and Risk: Responsible Whistle blowing		Discussion Question(s)
12	Creating Public Organizational Ethics	Moral Productivity (.pdf)	Discussion Question(s)
13	Responsible Administration	A Substantive View of Ethical Citizenship in Public Affairs (.pdf) Curtis Ventriss (.pdf) Responsibility in Public Administration Ethics (.pdf)	Discussion Question(s)
14			Quiz #4
15			Final Exam



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MEMORANDUM

DATE: October 10, 2021

SUBJECT: PAD 6436 Ethical and Legal Foundations in the Public Sector

The School of Public Administration has submitted a comprehensive Program Change request that is proceeding through faculty governance. One particular change involves the title of PAD 6436. During the October 6, 2021 UGPC meeting, a concern was raised about the title and topic. Subsequent communication with the School of Criminology and Criminal Justice resolved those concerns (please see attached email screenshot from Dr. Lisa Dario).

Points of clarification

LD

Lisa Dario
Thu 10/7/2021 8:49 PM
To: Robin Larson; Arthur Sementelli

It's nice to meet you, Robin - and it was good to talk with you, Art! I look forward to working with you both on the GPC.

Thank you for your emails. Your descriptions and the syllabus clarify the course topics, and there doesn't appear to be overlap between the course content and CCI.

I know you were trying to explain this in the meeting, so I appreciate your gracious and thorough follow-up. Be well, and I will see you at the next GPC meeting!

Best,
Lisa

Lisa M. Dario, Ph.D.
Assistant Professor | Graduate Coordinator
School of Criminology and Criminal Justice
College of Social Work & Criminal Justice
Florida Atlantic University
E: ldario@fau.edu
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[Google Scholar](#) | [FAU Faculty Page](#) | [ResearchGate](#)

From: Robin Larson <rlarson2@fau.edu>
Date: Wednesday, October 6, 2021 at 7:30 PM
To: Arthur Sementelli <sementel@fau.edu>, Lisa Dario <ldario@fau.edu>
Subject: Re: Points of clarification

Thanks, Art. Nice to meet you, Lisa!

As Art mentioned, we are eliminating a core area ("Law and Regulation") because there is sufficient coverage of "legal" topics in the (hopefully renamed) administrative ethics course to cover what our graduates need to achieve the competencies that align with our accreditation. The legal topics in the administrative ethics course (hopefully renamed) focus on the duties and obligations of public officials: some of those duties and obligations are legislatively (legally) based/driven. Dr. Peter Cruise, who has designed and taught the administrative ethics course and the administrative law course for several years, brings his expertise from his position with the Ethics Commission (he is currently Chair in Palm Beach County), as well as his knowledge of how the role of Inspector General and related laws combat public corruption. There is no focus on criminal process in terms of police, prosecutions and how things proceed in the courts (other than a mention of the possible criminal prosecution and subsequent sanctions and consequences for extreme malfeasance). Peter is also currently the Executive Director for the LeRoy Collins Public Ethics Academy here at FAU, so our intentions are not to expand our academic reach (there is plenty for us in the prevention of public corruption), but rather narrow our focus to the legal and professionally- and morally-bound obligations of public administrators to fulfill their duties in an ethical manner.

I'd be happy to set up a meeting (Zoom or WebEx) in the coming weeks with all of us, including Peter and our CCJ colleagues, to discuss this in more detail. Please let me know what you'd like to do and what days/time work better for your folk. I've attached our (hopefully-soon-to-be-updated) program worksheet that reflects, in context, the courses we are discussing.



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www.fau.edu/dcjl

October 19, 2021

To Whom it May Concern,

Please accept this memo as indication that the School of Criminology and Criminal Justice supports the name change proposed by the School of Public Administration for PAD6436.

Respectfully,

A handwritten signature in black ink, appearing to read "Wendy Guastaferrero", written over a light blue horizontal line.

Wendy Guastaferrero, Ph.D.
Associate Professor | Director
E: wguastaferrero@fau.edu

A handwritten signature in black ink, appearing to read "Lisa M. Dario", written over a light blue horizontal line.

Lisa M. Dario, Ph.D.
Assistant Professor | Graduate Coordinator
E: ldario@fau.edu