NEW COURSE PROPOSAL
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department School of Public Administration

College Dorothy F. Schmidt College of Arts and Letters

*(To obtain a course number, contact **coursenumbers@fau.edu**)*

UUPC Approval 10-12-2026
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Prefix PAD **Number** 3113	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course** Lecture	**Course Title** Leadership and Ethics in Public Service and Safety
Credits *(See Definition of a Credit Hour)* 3	**Grading** *(Select One Option)* **Regular** ●	**Course Description** *(Syllabus must be attached; see Template and Guidelines)* The purpose of this course is to integrate leadership theories, ethical frameworks, and professional standards to evaluate and address complex challenges facing contemporary public safety organizations to promote accountability, public trust, and effective organizational performance.	
Effective Date *(TERM & YEAR)* SP 27	**Sat/UnSat** ☐		

Prerequisites, with minimum grade*	**Corequisites**	**Registration Controls** *(Major, College, Level)*
None	None	None

Default minimum passing grade is D-.** **Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course

Writing Across Curriculum (WAC) Course

☐ **Yes** ☑ **No**

WAC criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.

General Education Requirement *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See General Education Guidelines.

Minimum qualifications to teach course

PhD or similar terminal degree in public administration or related fields

Faculty Contact/Email/Phone	**List/Attach comments from departments affected by new course**
Robin Larson rlarson2@fau.edu 561-297-4569	N/A Amended: Philosophy

Approved by	***Date***
Department Chair Alka Sapat Alka Sapat	9/20/26
College Curriculum Chair	9/29/2026
College Dean	10/01/2026
UUPC Chair Korey Sorge	10-12-2026
Undergraduate Studies Dean Dan Macroff	10-12-2026
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

New Course Proposal – Leadership and Ethics in Public Service and Safety PAD 3113

The faculty of the School of Public Administration are proposing this new course as an elective in the Bachelor of Public Safety Administration degree program. Building on the foundation of the core courses that focus on disaster planning, administrative ethics, multiagency incident command, and public safety systems, this course will give students the opportunity to apply what they learned through course activities such as simulations. One planned simulation will be based on a disaster scenario in which students will role play various leadership positions, demonstrating their decision making skills while facing ethical dilemmas and operational challenges.

There is no fiscal impact; the course will be offered as an elective.

FLORIDA ATLANTIC UNIVERSITY

PAD 3113

Leadership and Ethics in Public Service and Safety

3 Credit(s)

Instructor Information

Professor TBD
Email: TBD

Office: SO XXX
Office Hours: Wednesdays 2:00 to 4:00 p.m.
(generally) **Phone**: 561-297-4XXX

Please use the Canvas messaging feature to contact me at any time. This is the easiest and most efficient way to contact me. Please always confirm a meeting day, time and modality via the Canvas messaging feature.

- I will usually respond quickly to your messages. If you don't hear back from me within 2 days, please send your message again.
- Please know that while I list office hours, I can set-up a quick Zoom call with you at almost any time that you and I have availability.

Course Description

The purpose of this course is to integrate leadership theories, ethical frameworks, and professional standards to evaluate and address complex challenges facing contemporary public safety organizations to promote accountability, public trust, and effective organizational performance.

Pre-requisites/Co-requisites: None

Instructional Method

Fully Online Class

100% of the course is delivered online.

Required Texts/Materials

Ewell, P.L. (2020). *True leadership: Twelve principles public safety leaders must adopt to be successful in the 21st century.* AuthorHouse. ISBN: 9781665508315

Dutelle, A.W. & Taylor (2018). *Ethics for the public service professional* (2nd edition).

Course Objectives/Student Learning Outcomes

At the completion of this course, students should be able to:

- Identify legal, political, ethical, and professional responsibilities of public safety leaders, including strategies that foster meaningful community partnerships, collaboration, and public trust.
- Define ethical theories and apply ethical decision-making to public safety challenges, dilemmas, and organizational processes.
- Differentiate legal and moral issues in public safety organizations and compare codes of ethics of various public safety professions (e.g., emergency management and disaster planning).
- Contrast leadership theories and compare leadership styles, including institutional and systemic conflicts unique to public safety organizations.
- Distinguish ethical decision-making criteria in leadership roles within public safety administration to include crisis communication, public participation (e.g., social media), and conflict resolution.
- Assess the opportunities and challenges of using artificial intelligence to support public safety operations by fostering community trust and engagement.

Course Evaluation Method

Assignment/Activity	Points per assignment/ activity	Total possible points
FEMA courses (4)	20	80
Disaster Simulation/Role Play (1) – group	100	100
Case studies/Reflection papers (6)	20	120
Discussions - postings/responses (10)	20	200
TOTAL		500

Course Grading Scale

Letter Grade	Points
A	465-500
A-	450-464
B+	435-449
B	415-434
B-	400-414
C+	385-399
C	365-384
C-	350-364
D+	335-349
D	315-334
D-	300-314
F	Below 300

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.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Disability Policy

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.

If you encounter any barriers to learning or participation, please let me know. I welcome conversations at any time to ensure you have the appropriate access.

For more information, please visit the SAS website at www.fau.edu/sas/.

Policy on Make-up Tests, Late work, and Incompletes

- **Late work/assignments**
  - **Emergencies and life circumstances sometimes interfere with our plans, so there may be an occasion when you need an extension on a due date. Please reach out to me via Canvas messaging as soon as possible so that we can figure out a workable solution for that assignment.**
  - **Your success in this course is very important to me. We can work together to figure-out how you can complete assignments beyond due dates in ways that do not push you further behind in the course. We will need to set make-up parameters, which will give you reasonable time to complete the assignment.**
  - **After we speak/communicate/meet about your submission of a late assignment, we will discuss point reductions (if any) for that assignment. In cases where there is a bona fide reason for tardiness, no penalties will be imposed.**
- **Grades of Incomplete ("I")**
  - **When you experience exceptional circumstances that may impact your ability to complete the course, please reach out to me as soon as possible. There are options we can discuss that may include an "Incomplete" grade for the course, withdrawing before certain university deadlines, and even an exceptional withdrawal request through the Dean of Students.**
  - **The important thing is for us to figure-out a solution sooner rather than later.**

Special Course Requirements

- **Discussions are an opportunity for us to learn from one another, so your contributions are really important. Please consider Discussions as important as writing papers.**
  - **Your own response to the prompt should be done early in the week (i.e., have it posted by Wednesday).**
  - **Then on a different day later in the week, come back and read through what your colleagues have posted and comment on at least two posts.**
  - **Your comments on your colleagues' posts should be respectful and further the conversation.**
  - **Your comments on your colleagues' posts should not be an evaluation of their effort (don't point out grammar or spelling errors, please), but mention where you agree (or disagree) and provide an explanation.**
  - **You should also offer the sources you used to support your points (just like you would include References in a paper).**

Be mindful that without face-to-face interaction, subtleties and sarcasm can be misunderstood and/or offensive in the Discussions or any other form of communication. Express your thoughts and opinions with sensitivity and respect for your colleagues, since at times controversial issues may be discussed.

Course Topical Outline

This online course gives you flexibility in completing required assignments based on your own personal schedule. However, you must exercise self-discipline by completing the required assignments by the listed due dates and times without regular reminders. Each week, the required assignments will "open" at midnight on Mondays and will "close" on Sundays at 11:59 pm. During the week you should manage your time in order to complete the required assignments. Weekly assignments usually include three to four different activities such as reading an article, uploading a written assignment, contributing to a Discussion and commenting on two colleagues' Discussion posts.

Assignments are due by 11:59 pm on Sundays. Please note my course policy on submitting late work (i.e., you must communicate with me as soon as possible).

Schedule and Assignments Due

Week	Readings	Assignments Due
1	**Topics: The context of public safety** **Readings:** Racette, E. (2026). The responsibility of a more perfect union. *Public Management, 108*(4), 42-44. Novak, J.D. (2025). Leading Public Safety Forward. *Public Management, 107*(12), 2-3.	**Discussion**
2	**Topics: Fostering partnerships and collaboration** **Readings:** Martin, E., Nolte, I. & Vitolo, E. (2016). The four Cs of disaster partnering: communication, cooperation, coordination and collaboration. *Disasters, 40*(4), 621-643.	**FEMA Course 1 (IS0100.c or IS0700.b.)** **Discussion**
3	**Topics: Ethics** **Readings:** Cowles, J. (2026). Ethics across organizations focused on public safety and community well-being. *Public Management, 108*(7), 4-5.	**Discussion**

4	**Topics: Ethical challenges in public safety** **Readings:** Dutelle & Taylor *Ethics for the Public Service Professional* – Chapters 6, 8 & 11	**Reflection Paper/Case Study 1**
5	**Topics: The legal and moral landscape of public safety** **Readings:** Dutelle & Taylor *Ethics for the Public Service Professional* - Chapter	**Discussion**
6	**Topics: Codes of Ethics in public safety** **Readings:** Dutelle & Taylor *Ethics for the Public Service Professional* – Chapter 5	**Reflection Paper/Case Study 2**
7	**Topics: Leadership theories and styles** **Readings:** Ewell *True Leadership* – Chapters 1 to 3	**FEMA Course 2 (IS240.C Leadership and Influence)**
8	**Topics: The institutional environment for public safety leaders** **Readings:** Ewell *True Leadership* – Chapter 5	**Reflection Paper/Case Study 3**

9	**Topics: Ethical Decision Making** **Readings:** Ewell *True Leadership* – Chapters 6 to 7	**Discussion** **FEMA Course 3** **(IS241.C Decision Making and Problem Solving)**
10	**Topics: Crisis Communication & Conflict Resolution** **Readings:** Ewell *True Leadership* – Chapters 8 to 9	**Reflection Paper/Case Study 4**
11	**Topics: Public Participation & Community Engagement** **Readings:** Ferris, et al (2016) Studying the usage of social media and mobile technology during extreme events and their implications for evacuation decisions: A case study of Hurricane Sandy. I*nternational Journal of Mass Emergencies and Disasters, 34*(2), 204-240.	**FEMA Course 4** **(IS0042.a. Social Media in Emergency Management)**
12	**Topics: A.I applications in public safety** **Readings:** **Case Study 1: First Responder Robots** **Case Study 2: Law Enforcement Chatbots**	**Reflection Paper/Case Study 5** **(Choose one from the readings)**
13	**Topics::Leadership Strategies to build Public Trust** **Readings:** Ewell *True Leadership* – Chapters 11 to 12	**Discussion**
14	**Topics: Leadership Development** **Readings:** Ewell *True Leadership* – Chapter 10 Dutelle & Taylor *Ethics for the Public Service Professional* – Chapter 12	**Reflection Paper/Case Study 6**

15	**Finalize Simulation/Role Play Presentations**	**Simulation Role Play descriptions/assignments** **Simulation Scenario answers to questions**
16		**Simulation Presentations (videos must be uploaded by last day of Final Exams)**

Course Assignments (in brief)

Discussions:

- **Your response to the prompt should be a minimum of two to three paragraphs (300-400 words total) that clearly convey your intended meaning. You should have your post completed by Wednesday each week.**
- **Your comments or responses to at least two colleagues should be substantive (100 to 200 words total) that further enhance the discussion, not just agree or disagree. You should read through your colleagues' posts and make your comments later in the week, and at least on a different day than your own post.**
- **You should include sources that you use to support your points, and you should use APA formatting to cite those sources.**

Reflection Papers/Case Studies should be a minimum of ONE FULL page of text (typewritten), answering a question or expressing your opinion on a topic. Turn-It-In is required.

- **You should write these papers with 12-point font and double-line spacing, and you must use the proper format (APA style) when citing or referencing published materials.**

While these papers require APA formatting, you do not need to include an Abstract, but you must include a TITLE PAGE and a REFERENCES page at the end. Don't forget the A.I. attestation statement on the TITLE PAGE.

Simulation/Role Play Group Project: Directions for the simulation will be provided in Canvas

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered 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 of 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.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 10.16 Artificial Intelligence]

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit https://fau.edu/ai/citation

AI Language Specific To This Course

Artificial Intelligence software like ChatGPT or Bing Chat may be used IN VERY LIMITED WAYS in this course. If you use AI to improve your writing or generate the

content of a paper, you must disclose that use on the Title Page of your paper.

- **You may use generative AI only as described in specific assignments. You must acknowledge the use of AI in those assignments with a citation such as: "Bing Chat Enterprise. Accessed 2024-01-11. Prompt: 'Summarize the Geneva Convention in 50 words.' Generated using http://bing.com/chat."**
- **Before you submit anything generated by AI software, you must review the AI output for accuracy. AI software is famous for giving you incorrect information, including fake sources. Checking to make sure sources and information are correct becomes your responsibility if you use AI.**
- **If you represent AI output inappropriately as your own work, that will be treated as plagiarism.**

On the Title Page of every paper you submit, include one of the following statements:

- **A generative AI product/software product [name it] was used to create the content of this paper. I have properly cited its use on the References page, and I have checked its output for accuracy.**
- **I used an AI product/software to review my own written work and provide suggestions for improvements. The concepts and content are my own work, and the AI was a tool used after I completed the assigned writing task.**
- **I did not use AI to generate content or review my writing.**
- **Other (explain in detail):**

Attendance Policy Statement

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

Religious Accommodation Policy Statement

In accordance with the 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. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Course Technology and Digital Literacy

Course technology (required):

- A computer with a Mac OSX or Win XP (or higher) operating system; you may wish to utilize computers available at FAU: http://www.fau.edu/oit/labs/open_labs/
- An internet browser and necessary plug-ins that are compatible with Canvas.
- Word processing software such as Microsoft Word, available FREE: https://www.fau.edu/oit/services/desktop-software/software-licensing/
- Adobe Acrobat Reader: http://get.adobe.com/reader/
- Software that will allow for video playback
- MyFAU account (even if you forward your email, I will only communicate with you through your MyFAU email address)
- Turn It In will be required for Reflection papers.
- Respondus Lockdown will be required for quizzes and exams.
- For additional help, please visit http://www.fau.edu/oit/student/online_learning.php

Digital literacy:

- Students are expected to follow the American Psychological Association (APA) 7th Edition guidelines for citing published work within their own writing (papers, discussions, etc.).
- Students are expected to critically analyze information (e.g., from websites) for credibility/accuracy/bias.
- Students are expected to use FAU's library and databases to locate relevant information from bona fide sources.

Time Commitment Per Credit Hour

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.

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.

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/

Student Support Services and Online Resources

- **Center for Learning and Student Success (CLASS)**
- **Counseling and Psychological Services (CAPS)**
- **FAU Libraries**
- **Math Learning Center**
- **Office of Information Technology Helpdesk**
- **Center for Global Engagement**
- **Office of Undergraduate Research and Inquiry (OURI)**
- **Science Learning Center**
- **Speaking Center**
- **Student Accessibility Services**
- **Student Athlete Success Center (SASC)**
- **Testing and Certification**
- **Test Preparation**
- **University Academic Advising Services**
- **University Center for Excellence in Writing (UCEW)**

- Writing Across the Curriculum (WAC)

- FREE writing support is offered for this course through the University Center for Excellence in Writing (UCEW) at the CTL. Visit fau.edu/ucew to learn more.
- FREE speaking and presentation support is offered for this course through the Speaking Center. Visit fau.edu/speakingcenter to learn more.
- FREE eTutoring and eSuccess coaching is available for students taking online courses. Visit fau.edu/esuccess to learn more.

Faculty Rights and 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 University Regulation 4.007.

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at https://www.fau.edu/ocr9/title-ix/. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.