

Request to Update Course Description and Outcomes for FESA 3103 Ethics for Public Service

Background Information

When the Fire and Emergency Services Administration (FESA) Bachelor's degree program was proposed to the USG, it consisted of courses that are part of the model curriculum provided by the Fire and Emergency Services Higher Education (FESHE) initiative. There were some exceptions, including FESA 3103 Ethics for Public Service. At that time, there was no Ethics course included in the model curriculum.

Once the BA-FESA program at EGSC was up and running, we received recognition from FESHE for our program. This allows each of the students in the program to receive National Fire Academy certificates for the classes they successfully complete that are a part of the FESHE model curriculum.

The May 2019 revision of the FESHE model curriculum for the bachelor's degree now includes a course and model curriculum for Ethics. While similar to the existing course at EGSC, the course description and outcomes are more specific than the ones adopted by EGSC. At the time that the curriculum for FESA 3103 was developed, Dr. Lee Cheek had previously instructed an ethics course with a focus on government ethics, and this was the basis for the existing course when it was created. While certainly appropriate, the outcomes for the FESHE model curriculum are more applicable to fire and emergency services organizations.

At this time, it is recommended that the FESA 3103 course descriptions and course outcomes be revised to reflect the FESHE model curriculum. This will not create any substantial changes in the content of the course itself, except for the addition of a new textbook that is available that specifically addresses these outcomes. It is not recommended to change the name of the course, or any other aspect of the design of the existing course.

This will allow for a more appropriate learning experience for fire and emergency services students. In addition, this will allow EGSC to seek FESHE recognition for this course in addition to the other courses that are already recognized.

The information that follows provides the existing description and outcomes, as well as the recommended description and outcomes. Note: Some of the proposed objectives have been reworded to better fit the EGSC program and should not affect FESHE approval.

Existing FESA 3103 Information

Course Description: This course increases student proficiency in making ethical decisions in the provision of emergency service. No other government services are granted the same degree of public trust, so ethics can be challenging and complex. Students will discover how to consider problems in terms of their ethical implications. Students will also learn a model for making ethical decisions.

Course Specific Outcomes

1. An understanding of the need for and value of high ethical standards in emergency services.
2. The ability to differentiate, compare, and contrast the widely accepted philosophical approaches to ethics.
3. An in-depth understanding of the ethical responsibilities of the emergency services personnel.
4. An understanding of the value of diversity and the ethical occasions associated with diversity initiatives.
5. Familiarity with the concepts of managing an ethical culture.
6. The ability to critique policy as it regards contemporary ethical issues.
7. An in-depth understanding of human behavior as it applies to departure from ethical principles, rationalization of unethical behavior, and motivation of unethical behavior.

Proposed FESA 3103 Information (based on the FESHE model curriculum)

Course Description: This course examines the basic principles of ethics as related to fire and emergency services organizations, their operations and management, with special attention given to current ethical issues in fire and emergency services.

Course Specific Outcomes:

- 1. Identify what the term ethics means, and why it is important to fire and emergency services.**
- 2. Distinguish between social norms, mortality, ethics, and the law.**
- 3. Compare and contrast the concepts of values, beliefs, and attitudes.**
- 4. Explore how the concepts of accountability, obligation, and responsibility define ethical behavior.**
- 5. Contrast modern and classical philosophy of ethical student as it relates to the fire and emergency services.**
- 6. Review the professional obligations and responsibilities of emergency services employees.**
- 7. Discuss the ethical responsibilities associated with leadership in fire and emergency services.**
- 8. Evaluate current issues in fire and emergency services.**
- 9. Identify the values of a diverse workplace.**
- 10. Identify benefits, hinderances, and tactics related to achieving diversity.**
- 11. Compare and contrast internal versus external ethical control systems.**
- 12. Evaluate various influences on ethical decision making.**
- 13. Evaluate best practices in building an ethical culture.**

ROUTING FORM FOR PROPOSED CHANGES TO ACADEMIC POLICY, CURRICULUM CHANGES, STATUTES

EAST GEORGIA STATE COLLEGE

NAME OF POLICY/ PROPOSAL: Request to Update FESA 3103 Description & Outcomes

Attach a complete copy of the proposed change as acted upon by the APCC or Faculty Senate. If changes made to proposal prior to adopting, please note the person and governance body making the change on the proposal, initial and date the change. Copies of appropriate documentation should be attached to the form with each submission and should be retained at each level. Please indicate the type of proposal being submitted:

- | | | |
|--|--|---|
| <input type="checkbox"/> New Course | <input type="checkbox"/> New Degree Program | <input type="checkbox"/> Changes to Degree Program Requirements |
| <input type="checkbox"/> Deactivate Course | <input type="checkbox"/> Discontinue Course | <input type="checkbox"/> Reactivate Course |
| <input type="checkbox"/> Discontinue Course | <input type="checkbox"/> Deactivate Degree Program | <input type="checkbox"/> Discontinue Degree Program |
| <input type="checkbox"/> Reactivate Degree Program | <input type="checkbox"/> Statutes Revision | <input type="checkbox"/> Other: <u>Revise Outcomes</u> |
| <input type="checkbox"/> Policy Proposal | <input type="checkbox"/> Policy Revision | |

ACADEMIC POLICIES AND CURRICULUM COMMITTEE (APCC)

Initiated and Submitted to APCC

Bruce E. ...
Signature

9/2/2020
Date

Dean Approval:

Carlos Cunha
Signature

9/3/2020
Date

APCC Action: Approved Denied Returned Tabled

Darrel ...
Signature of Vice President for Academic and Student Affairs, Chair

9-18-2020
Date

Comments: _____

APCC Chair submits to Faculty Senate

FACULTY SENATE

Faculty Senate Action: Approved Denied Returned Tabled

Ann Chamber
Signature of Faculty Senate President

10-8-20
Date

Comments: _____

Faculty Senate President sends to EGSC President and to the Vice President for Academic and Student Affairs

Note: Revisions to EGSC Statutes require approval of President's Cabinet and must be submitted to Chief of Staff/Legal Counsel for routing to President's Cabinet and routing to President. Please indicate "EGSC Statutes revision" on this form.

President's (or designee's) Action: Approved Denied Returned Tabled

Bob ...
Signature

10-09-2020
Date

Comments: _____

Distribution By:

...
Signature

10/12/20
Date

President retains original ACADEMIC POLICY/PROPOSAL ROUTING FORM

President's Office Distributes Copies To:

- Faculty Senate—President
- Academic Policies & Curriculum Committee—Chair/VPASA
- Chief of Staff/Legal Counsel

Date 10/12/20
Date 10/12/20
Date 10/12/20

9/19/18