RUTGERS
School of Public Affairs
and Administration | Newark

COURSE DESCRIPTION:

The primary goals of this course are to: (a) introduce students to the role that ethics should play in the lives of public administrators in various capacities, and (b) provide tools and strategies for addressing ethical issues in professional life. Knowledge about the ethics of management, as well as about the management of ethics is important to public service professionals. It is not enough to have technical and leadership competences; ethical skills are also required in order to manage public affairs effectively.

The study of administrative ethics covers a wide range of topics, including individual and institutional approaches to ethics management, such as ethical decision-making, dilemmas and conflicts, understanding ethical behavior, and the role and use of ethics codes to promote ethical behavior in public organizations. Other managerial strategies to be covered relate to identifying conflicts of responsibility, including conflicts of interest, authority and role conflicts; working through ethical dilemmas; and applying a "design approach" to public administration ethics. Theories that help to understand what influences ethical behavior are studied, for example, moral development theory and virtue theory.

Wherever possible, course content is linked to recent and current events to allow students to benefit from learning experiences involving the application of course materials to situations in contemporary contexts. The overall purpose of the course is to help students understand the managerial challenges, as well as prospects, for fostering ethical administrative behavior in government and nonprofit organizations. It is expected that students will build confidence toward confronting ethical issues in their work environments.

The course content is delivered through a range of teaching methods and multimedia including lectures, seminars, teamwork and case studies in text and on film. These all contribute to enhancing learning processes and enriching students' classroom experiences.

COURSE PRERQUISTES: Open to MPA students

LEARNING OBJECTIVES:

With successful completion of the course, students will have acquired the ability to understand and apply ethical principles to managerial decision-making as well as promote and foster ethical behavior in public sector organizations. This will include ability to:

1. Recognize and describe situations of ethical misconduct in the public sector and their administrative, economic, social and political impact
2. Explain legal, philosophical and pragmatic underpinnings of traditional principles and values embraced in the field of public administration
3. Examine contemporary external and internal tools for managing ethics in public organizations
4. Compare the effectiveness of tools for managing ethics in public organizations
5. Audit and evaluate strategies in use in public organizations for their effectiveness
6. Propose a set of recommendations for ethics management maintenance and improvement in public organizations audited

COURSE WEBSITE ON BLACKBOARD:

In order to access Blackboard and all of the course material, you must be officially registered with Rutgers for this course. Once you have registered, it takes between 24 and 48 hours for you to have access to Blackboard. https://blackboard.newark.rutgers.edu

To sign in, you need your Rutgers Net ID. All assignments are administered through Blackboard and submissions are to be posted through Blackboard. Grades are also made available through Blackboard for each assignment.

Additionally, all assignments are also to be submitted through SafeAssign in Blackboard. SafeAssign produces an Originality Report, which identifies matching text from material in the SafeAssign database to the text submitted by the student. (Students should aim at less than 20% in the SafeAssign report.)

REQUIRED COURSE READINGS:

- Bowman, James S. and Jonathon P. West (2015). Public Service Ethics; Individual and Institutional Responsibilities, CQ Press, Thousand Oaks, CX, 368p.
- Cooper, Terry L. (2012). *The Responsible Administrator: An Approach to Ethics for the Administrative Role*, 6th edition, Jossey-Bass, San Francisco, CA, 320p.
- Additional readings case studies and other course content are available on Blackboard

Full descriptions of required readings, class activities and assignments will be available in Blackboard from May 30

COURSE SCHEDULE   MAY 30 – JULY 7

MODULES	DATES	WEEKLY TOPICS & ASSIGNMENTS	%
COURSE INTRODUCTION	May 30 & 31	Course introduction will be available online in Blackboard. The first day of class face to face - June 5	-
MODULE - 1	June 1-7	*Ethical misconduct as a public sector problem*	5
		Homework – Inquiry guided research to identify incidences of ethical misconduct in the public sector	
MODULE - 2	June 8-14	*Foundations of administrative ethics management*	10
		Homework - Inquiry guided reflection & writing about a personal ethical dilemma	
MODULE - 3	June 15-21	*Identifying contemporary administrative ethics management tools & their application*	15
		Homework - Choose a public organization for ethics audit and write a background on its ethics history	
MODULE - 4	June 22-29	*Assessing contemporary administrative ethics management tools, strategies & their application*	20
		Homework - Create a diagram of the selected public organization's ethics infrastructure	
MODULE - 5	June 28-July 4	*Assessing contemporary administrative ethics management tools, strategies & their application, continued*	25
		Homework - Audit & evaluate organization's ethics infrastructure for its effectiveness	
MODULE - 6	July 5-7	*Designing/modifying appropriate administrative ethics management tools and strategies*	25
		Homework - Propose recommendations for maintaining / improving ethical behavior in the selected public organization. Paper 10% Presentation 15%	
		TOTAL	**100**

GRADING

Final grades in this course will be assessed using the following breakdown:

Letter Grade	Definition	Numerical Equivalent
A	Outstanding	89.5 – 100
B+	Very Good	84.5 – 89.49
B	Good	79.5 – 84.49
C+	Intermediate	74.5-79.49
C	Satisfactory	69.5 - 74.49
F	Failing	< 69.5

COURSE REQUIREMENTS

It is important for students to note that this course is usually taught over a period of 14 weeks. Several adjustments have been made to the course to assist students in maximizing learning in the short duration of the Summer Session. These include the use of narrated PowerPoint lectures that summarize and explain the required readings, the use of videos and illustrative movies for case studies, and guided discussions to allow students to share and compare their experiences and varying perspectives, and to build knowledge and understanding together. There are, however, standards that must be met in keeping with SPAA's MPA Curricula. Students are, therefore, advised that successful completion of this course will require the commitment of adequate amounts of time and attention. Late assignments cannot be accommodated.

Class Participation (attendance, in-class participation and preparation, and the online discussion forum) - I expect you to attend class regularly, to complete the assigned readings and to come prepared to discuss related topics at each class meeting. This will include discussion of assigned case studies from the required readings and other identified sources. In this course, emphasis is placed on class preparation and in-class participation; therefore, it is very important for you to keep up with the assigned readings and other specified weekly homework and class preparation. Those who frequently miss class, arrive late or depart early, and who contribute little to class discussions, will lose points in the final grading. Throughout the semester I will take attendance, periodically, during the class period.

Formative Quizzes - These facilitate ongoing self-assessment and help to identify areas where further attention is need to strengthen understanding. The quizzes will be focused on central topics in the course. They are administered electronically, through Blackboard, and become accessible weekly, remaining open until the end of the semester. The quizzes comprise a combination of multiple-choice and True/False questions, presented randomly. Students will have unlimited attempts at the quiz. Preparation for the quizzes will be explained in class.

Examples on Unethical behavior by Public Officials - Each student will write up a one to two-page summary of at least one event reported in the media about the unethical behavior of a public official. The structure of each paper must include a description of the situation, a statement of the ethical issue and a discussion of how the event was resolved. These papers will be shared with the class.

Ethical Dilemmas and Decision-making Models - Students will reflect on personal ethical dilemmas and reconsider them, while learning about different ethical decision-making tools and their application. They will write a short paper to share with other students for discussion.

 Organizational Ethics Audit - As the main project for this class, you will need to produce a paper - an organizational ethics audit. For this assignment, you will need to pick a non-profit or governmental organization to study. When preparing this paper, you should keep in mind that the purpose is to prove to the professor that you have understood the material discussed in class. You need to take the concepts discussed in the readings and in class and apply them to

your organization. Because each organization is different, the format of each organizational ethics audit will be different. Topics that are likely to be included in the audit are: background information and context of the organization <u>as it applies to ethics</u>, relevant organizational structure and external controls, the role of leadership, potential conflicts of interest, and examples of prior ethical dilemmas. This list is not meant to be exhaustive but illustrative of how the concepts can be applied. Ethics audits are prepared in four sections and compiled for submission during the final exam period. Audits should be no less than 15 double spaced-pages (preferably 15-25). Students must bring a one-page handout of their ethics audit to class for the final class discussion period (July 5). The final audit is submitted for grading during the exam period at the end of the semester.

OTHER IMPORTANT INFORMATION

Support for Students with Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

https://ods.rutgers.edu/students/documentation-guidelines .

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

https://ods.rutgers.edu/students/registration-form .

For more information, please contact Kate Torres at (973)353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, on the 2nd Floor or by emailing odsnewark@rutgers.edu.

Academic Integrity:

The University's Honor Code is in effect at all times. For more information, please visit: http://academicintegrity.rutgers.edu

Cell Phone Rule - The use of personal mobile communication devices and other electronic devices has expanded rapidly. The University does not wish to constrain their use unreasonably; however, it has a broader responsibility to: ensure that they are used appropriately; ensure the integrity of proprietary information; preserve the privacy of students and employees, and ensure that unauthorized surveillance does not breach the reasonable expectation of privacy in learning environments.

-     Students are required to exercise discretion and restrict the use of personal mobile communication devices in educational settings. Excessive calls via personal mobile communication devices and/or the use of their multi-media functions (games, internet, videos, music) can be distracting to other students.
-     As a general rule, recording devices and camera-equipped devices (including mobile communication devices) and their uses are restricted in accordance with state and federal regulatory guidelines concerning unauthorized surveillance.
-     It is expected that students will respect the privacy of other individuals in all educational settings, and that secret recording of individuals without their knowledge is not compatible with the mission of universities to foster an open exchange of ideas. While realizing that recordings may serve many legitimate academic purposes, the University does not condone recordings of individuals who are unaware of or have not approved such recordings.

In order to be ready to begin this course, I encourage you to begin by exploring the technology, raising questions for clarification, and seeking assistance from the helpdesk where necessary- To contact the Newark Computing Services Help Desk, located in Hill Hall Rm. 109, Rutgers Newark- Phone: 973-353-5083; Email: help@newark.rutgers.edu. Website: http://ncs.newark.rutgers.edu/hd

This course will open in Blackboard on or before May 30