Document N: Course and Program Development:

IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: LAW
CONTACT NAME: Mariglynn Edlins
PHONE: 410-837-5341
DEPARTMENT/DIVISION: Human Services Administration
DATE PREPARED: 2/15/15
PROPOSED SEMESTER OF IMPLEMENTATION: fall
YEAR: 2015

TYPE OF ACTION: add (new)
LEVEL OF ACTION: noncredit

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

- COURSE ACTIONS
- PROGRAM ACTIONS

Original Subject Code/Course Number: HSER 410
Original Program Title:

Ethics and Empathy for Public Servants

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

- Experimental Course
- Course Title
- Course Credits
- Course Number
- Course Level
- Pre- and Co-Requisite
- Course Description
- New Course
- Deactivate Course
- Other

ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; review the list of necessary documents):

- summary proposal (O)
- course definition document (P)
- full five-page MHEC proposal (Q)
- financial tables (MHEC) (R)
- other documents as may be required by MHEC/USM (S)
- other (T)

Summer 2010
## IMPACT REVIEW (review the list of necessary signatures):

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## APPROVAL SEQUENCE (review the list of necessary signatures):

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<td>C. Final Faculty Review Body Within Each School (Chair)</td>
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1 University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University’s mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
Proposed course: Ethics & Empathy for Public Servants

This course will provide students with the specific knowledge and training to apply ethics and empathy in real world, public service situations. Through the course, students will not only be able to recognize relevant concepts of ethics and empathy in situations, but also be able to make decisions about how to act ethically and empathetically when working on the frontlines of public service. The course will rely on novels, short stories, films and television shows to provide students scenarios where ethics and empathy come into play.

This course should be an upper level, undergraduate course in the Human Services Administration program, but be cross-listed with other programs (HSAD, GVPP, PA, CRIM, etc) and open for graduate level students. Many undergraduate courses touch on issues of ethics and empathy briefly; this course should be a 400 level course because it will allow students to draw on their own experiences and knowledge, as well as course material, to apply ethics and empathy in applied situations. The course would provide additional learning opportunities for graduate level students.

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

The idea for this course grew out of conversations a number of faculty members in various programs participated in during the Research Initiative meetings, hosted by Dr. Spencer. These conversations revealed that ethics and empathy are both an area of interest for faculty members but are also an identified need for our students and more generally within the school. There is a current gap in the College of Public Affairs offerings for ethics courses and our students often go outside of the College to take relevant courses.

Ethics has long been considered an necessary element of public service, such that many fields have defined their own code of ethics. Empathy is a skill that many fields are starting to talk about more, and something that employers want to see. This is especially the case since research now suggests that college graduates have lower levels of empathy than they did 40 years ago. Additionally, there has been a recent focus on empathy in popular culture as President Obama has talked about empathy with the Pope, as well as referencing it as a necessary trait for a Supreme Court judge.

Our CPA programs prepare students to be public servants; this course would provide them with the specific knowledge and training to apply ethics and empathy in real world, public service situations.
1. DATE PREPARED

2/15/15

2. PREPARED BY

Mariglynn Edlins, PhD

3. DEPARTMENT/DIVISION

Human Services Administration

4. COURSE NUMBER(S) with SUBJECT CODE(S)

HSER 410, to be cross-listed with other programs (such as PAUD, HMSG, CRJU, GVPP, CSCE) and available to graduate students

5. COURSE TITLE

Ethics and Empathy for Public Servants

6. CREDIT HOURS

3

7. CATALOG DESCRIPTION

Explores the role of ethics and empathy in the work of public servants, with a goal of preparing students for careers in public service. Relying on novels, short stories, films, television and other stories, this course provides students case examples of scenarios where ethics and empathy are relevant and/or missing. Through the course, students have the opportunity to explore the challenges, benefits, and opportunities associated with ethical and empathetic service delivery.

8. PREREQUISITES

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)

Meet requirement for ethics course; Elective

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)

Applicable to any students interested in ethics, empathy, and/or public service; of specific interest for students interested in the human service field

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11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean's office if you are unsure of the correct entry)

- Seminar

12. FACULTY QUALIFIED TO TEACH COURSE

Mariglynn Edlins

13. CONTENT OUTLINE

The course will start out by establishing what ethics and empathy are, as well as where they come into play in public service. We will explore current and past thinking about these concepts and their role in service delivery (there is a wealth of literature in public administration, medicine, human services, and criminal justice literature). During the majority of the semester, students will engage with fictional and non-fiction narratives that provide cases where ethics and empathy come into play. Using a case study approach, students will be able to explore the challenges, limitations, opportunities, and costs associated with ethical and empathetic service delivery.

14. LEARNING GOALS

- Students will learn the core elements of ethics and empathy, develop the skill to recognize these concepts in real-life scenarios and gain experience debating the treatment of ethics and empathy in difficult situations.
- Students will develop concrete skills in using applying ethics and empathy as a tool to improve the administrative skills that are necessary for work in public service;
- Students will reflect on their personal feelings toward and experience with public servants, in order to explore the ways ethics and empathy can foster genuine and empathic relationships.

15. ASSESSMENT STRATEGIES

On-going journals that connect the source materials to the weekly topics; midterm test with a choice of discussion questions, a final project that creatively allows them to either demonstrate their grasp of ethics and empathy in public service or that allows them to take our course discussion further (in the form of a presentation or research project)

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

There will be no assigned textbook. The course will draw from novels, short stories, film, television, and newspaper articles.

17. SPECIAL GRADING OPTIONS (if applicable)

18. SUGGESTED CLASS SIZE

20-30 students

19. LAB FEES (if applicable)

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