



The Ethics Course

Informational Handbook

“The supreme quality for leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office.”

- Dwight D. Eisenhower

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Introduction

The Ethics Course is an Honor Board-designed remediative course for students who took responsibility for or were found responsible for an Honor System violation. It is meant to be a learning experience for the student to reflect on their past actions and initiate self-improvement. The course includes a Proposal, Opening Interview, Elective Tasks, and an Exiting Interview. Students will be guided through the progression of the Course by an Honor Board representative, known as the Ethics Course Mentor, who was typically the student's Procedural Advisor during the investigation of their case.

Goals

1. Students will design an action plan for completion of the Ethics Course, with the help of their Ethics Course Mentor.
2. Students will gain experience in ethical thinking and ethical situations, making strides in professional development, real-world scenarios, personal development, and reflection on past tasks. The course also aims to allow students to be expressive, creative, and unique in their task completion.
3. Students will learn more about the Honor System at Stevens.
4. Students will become more aware of time management and the importance of keeping to deadlines with integrity.

Role of the Ethics Course Mentor

The Ethics Course Mentor is a member of the Honor Board responsible for aiding a student towards completion of the Ethics Course. They may help the student in writing their Proposal and editing their Elective Tasks, and they will be the Honor Board member responsible for conducting an Opening and Exiting Interview with the student. The Ethics Course Mentor will reach out to the student after they receive their Case Outcome Notification to introduce themselves and to offer assistance to the student. Typically, the Ethics Course Mentor will be the student's Procedural Advisor from their Honor System investigation, however this is not always the case.

Structure and Timeline

The Honor Board understands that the Ethics Course can be considered a significant time commitment, in addition to classes, cooperative education, and extracurricular activities. Therefore, the Honor Board has constructed the following basic timetable for Ethics Course completion.

Table 1: Ethics Course Timeline

Component	Time to Complete
Proposal	Two (2) Weeks [14 days] (<i>from the date the student receives their Case Outcome Notification</i>) NOTE: This must be shown to the Ethics Course Mentor at least three (3) days before it is due in order to receive their feedback before being submitted to the Executive Board
Opening Interview	One (1) Week [7 days] (<i>from completion and approval of Proposal by Ethics Course Mentor and Executive Board</i>)
Elective Tasks	
Tier I	1 month
Tier II	2 months
Tier III	3 months
Tier IV	4 months
Exiting Interview	One (1) Week [7 days] (<i>from completion and approval of Elective Tasks by Ethics Course Mentor</i>)

Proposal

A student must submit their completed Ethics Course Proposal within two weeks (or 14 days) from receiving the Case Outcome Notification. Prior to officially submitting the Proposal, the student **must** reach out to their Ethics Course Mentor (at least 3 days before the Proposal deadline) and gain their approval, in addition to considering any edits as requested by the Mentor. The Mentor-approved Proposal can then be submitted to the Executive Board via the following online submission form: [Proposal Submission Form](#). Upon the Executive Board's approval of the Proposal (communicated to the Mentor, who will then communicate with the student), the student may then begin working on their Elective Tasks. The Proposal includes the following elements, which should be written in well thought-out responses:

1. *Intent and Goals*: Why the student is completing the Ethics Course, and what the student hopes to gain from the Course.

2. *Plan*: A comprehensive list of the tasks the student intends to complete, in addition to reasons for why they want to complete them. The student should also explain how the tasks will benefit them personally.
3. *Timeline*: The student should make a preliminary timeline for completion of each of their chosen tasks. This is to prevent the student from poor time management in completion of the Ethics Course, and can help to reduce the impact of the Course on other time commitments.

Opening Interview

The Opening Interview must occur within one week (7 days) of the approval of the Proposal by the Executive Board. This meeting will occur between the Ethics Course Mentor and the student, and will cover a discussion of the Proposal, in addition to any questions that the student may have. Following the completion of the Opening Interview, the student may begin work on their Elective Tasks.

Tiered Elective Tasks

A student may begin working on their Elective Tasks following the completion of the Opening Interview. Based on the Tier of Ethics Course that was assigned, specific types of Elective Tasks must be completed, within a certain timeline. The following table explains the Tasks that must be completed with each Tier, and Table 1 (see page 4) indicates the timeline.

Table 2: Requirements of Ethics Course Tiers

Tier	Requirements
Tier I	1. One “Reflection” task
Tier II	1. One “Reflection” task 2. One “Personal Development” task 3. One “Real-World” task
Tier III	1. Two “Personal Development” tasks 2. Two “Real-World” tasks 3. Three “Reflection” tasks 4. One “Creative” task
Tier IV	1. Two “Personal Development” tasks 2. Two “Real-World” tasks 3. Three “Reflection” tasks 4. One “Creative” task 5. Completion of 50 hours of community service 6. Attendance at 1 Seminar hosted by the Academic Support Center

Any questions regarding Tier requirements should be directed to the student’s assigned Ethics Course Mentor.

The following table shows all tasks offered by the Ethics Course. If you have any questions about the tasks below and how you should go about completing them, please reach out to your assigned Ethics Course Mentor.

Table 3: Elective Tasks

Category	Tasks
Personal Development	1. Check out this list of time management tips from NYU: Pick the three tips that you find most useful, and make an easy-to-use diagram showing how you could use these strategies in the future to become a more effective student. Your diagram must show significant effort and should be well-organized and easy to understand.
	2. Research articles about self-improvement. Critique the works: do you think the strategies they lay out are effective? How could they be improved? Use at least two articles, and respond to each article in at least two well thought-out pages.
	3. Make a list each day for two weeks of academic goals you want to complete in that day. At the end of the day, review your list of goals, and highlight those you achieved. For any goals you didn't complete, write a one-paragraph summary of why you weren't able to complete it, and how you should re-organize your time to complete all of your goals in a day.
Reflection	1. Consider an event in your life that involved an ethical or moral dilemma. Reflect on the decision you made, whether you think it was the right choice, and come up with a "plan" for handling ethical issues that arise in the future.
	2. When you first came to Stevens, what was your impression of the Honor System? What do you think about it now? Write at least two (2) pages explaining your thoughts. Come up with a list of five (5) improvements you would suggest to the current System.
	3. Consider how your undergraduate experience might have been different at a university without a student-run Honor System. Weigh the benefits and disadvantages of this kind of system and how they relate to your personal experience.
Creative	1. Design your own task for an Ethics Course. Come up with a well-defined set of criteria for the task, and explain how this task helps to teach ethical thinking.
	2. Are you interested in writing? Consider writing a letter to the editor of <i>The Stute</i> or an article that pertains to the Stevens Honor System. The submission must be approved before it is submitted to the Editor (you can submit anonymously). The decision to publish an article is left to the discretion of the editorial team.
	3. Create a video about the Honor System! This video should be formatted as a trailer or commercial to promote the System to other students. A screenplay must be submitted to your Mentor for approval before the video is created.

	<p>4. Develop a case study and illustrate it as a comic strip with drawings, computer graphics, or photographs. The comic strip must be accompanied by a written summary of the story as well as a written exploration of the ethical dilemma presented. The case study should be complex enough that the student's exploration of the dilemma and response are at least 2 pages in length. You may choose to illustrate the ethical dilemma within your own Honor System violation or create a different one.</p>
	<p>5. Come up with an advertising campaign about the Honor System. Include poster designs, events, and promotional item designs. Explain why your campaign would be beneficial to the Stevens community in a well-written and well-formatted essay.</p>
Real-World	<p>1. Research an instance of ethical misconduct in a field of your choice (biology, computer science, business, etc.). Write a short summary of the issue. Make a 5-10 slide presentation on the story, why it happened, and ways it could have been corrected. Present this to your Ethics Course Mentor during your Exiting Interview. Be sure to cite your sources.</p>
	<p>2. Find and watch three (3) TED (or TED-style) talks that relate to ethics and morals. For each video, provide a written summary of the topic discussed as well as the real-world significance of that topic (be sure to include a link to your source). Additionally, provide your own thoughts and critique of each video.</p>
	<p>3. From this list select and read three (3) case studies. For each case study outline the positives and negatives for each choice presented in the specified ethical dilemma. Then detail what choice you would make and why.</p>
	<p>4. Many companies and research labs have divisions dedicated specifically to Ethics and Compliance. Research the codes of ethical conduct for two different companies or laboratories. Discuss how the tenets of the Stevens Honor System relate to the ethical practices of your chosen company or lab. Are there any differences or similarities between ethical practices in academia versus the workforce? Respond in at least five (5) pages.</p>

**If you come up with the idea for a new Ethics Course Elective Task, contact your Mentor or honor@stevens.edu and it may be approved for your use, in addition to its potential inclusion in the Ethics Course Handbook at the discretion of the Executive Board.*

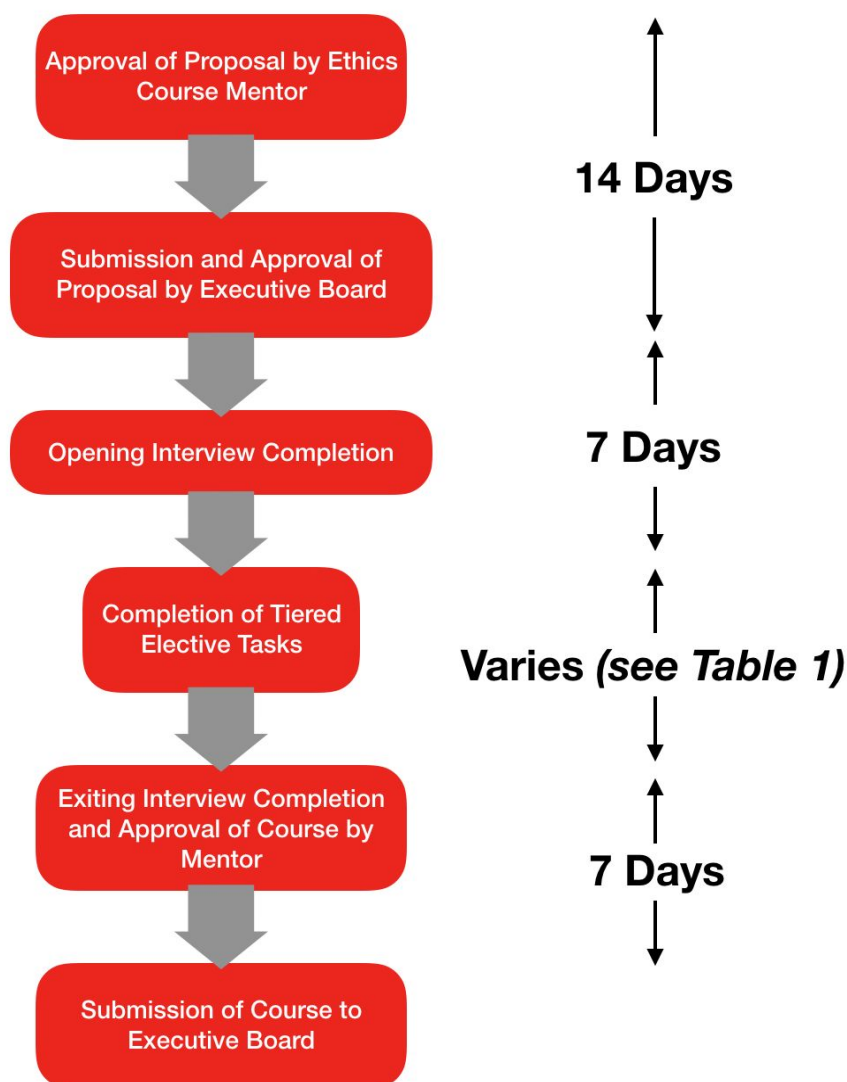
Exiting Interview

After all Elective Tasks are completed **and approved** by the student's Ethics Course Mentor, the Exiting Interview may be scheduled. This must occur within one week (7 days) of the Mentor's Elective Task approval, and any Elective Task presentations are to be completed at this Interview. At the conclusion of the Exiting Interview, the Final Evaluation Form will be signed by both the student and the Ethics

Course Mentor, and all course materials will be submitted to the Executive Board for final course evaluation.

Completion of the Ethics Course and Grounds for Failure

The following flow chart was developed to ensure simplicity in understanding the deadlines and requirements of a completed Ethics Course:



Once the Ethics Course is submitted to the Executive Board, it will be reviewed for adequate completion of all of the components required for the student's assigned Tier. An Executive Board member will determine if the completed Course meets all of the requirements and should be passed. If the course is passed, a request will be made to remove the Academic Sanction from the student's transcript if this was included in the penalty. If the course is failed, and the penalty included an Academic Sanction, that Sanction will remain on the course to which it pertains. Grounds for failure include, but

are not limited to: failure to complete any Ethics Course components in the appropriate time frame, inadequate completion of any Ethics Course component, and failure to adhere to the guidelines of the Honor System while completing the Ethics Course.

Extension Requesting Procedures

If a student needs an extension on **any Ethics Course component** during their progression through the Course, they may submit the request to honor@stevens.edu, **copying their Ethics Course Mentor**, including the reasons for the request. Please note that requests made within 7 days of the Elective Task due date will be automatically denied. The Executive Board will vote on the extension request and will inform the student as to whether it has been accepted or denied, in addition to the new Course deadlines.

Resources

Section A: Opening Interview Completion Form

Stevens Honor Board
Ethics Course
Opening Interview Completion Form

Student:

I, _____, am beginning my Ethics Course, and have completed a Proposal, which has been approved by the Executive Board. I attest that I will complete this (Tier I / Tier II / Tier III / Tier IV) Course to the best of my abilities as a way to reflect on my past academic misconduct. I will complete this Course in the appropriate timeline, barring any approved Extensions.

Signature _____ Date _____

Ethics Course Mentor:

I, _____, will be aiding this student in the completion of their Ethics Course materials and verify that they have successfully completed the Opening Interview and Proposal, indicating their preparedness for completing Elective Tasks.

Signature _____ Date _____

Notes and Comments from Mentor:

Section B: Community Service Log (for Tier IV Ethics Course)

Stevens Honor Board
Ethics Course
Community Service Log

Student's Name _____ **Mentor** _____

Service Organization _____ **Phone** _____

What made you choose this organization?

How will working for this organization improve your integrity and help you develop?

Date	No. of Hours	Supervisor's Name	Supervisor's Signature

Student's Signature _____ **Date** _____

Mentor's Signature _____ **Date** _____

Section C: ASC Seminar Log (for Tier IV Ethics Course)

Stevens Honor Board
Ethics Course
ASC Seminar Response Form

Student's Name _____ **Mentor** _____

Title of Presentation _____ **Date** _____

Why did you choose to attend this Seminar in particular?

What were the main points in this presentation? Take notes in this space.

What did you learn, and how will it be useful to you in the future? How will you incorporate this information into your daily life?

Student's Signature _____ **Date** _____

Presenter's Signature _____ **Date** _____

Mentor's Signature _____ **Date** _____

Section D: Final Evaluation Form

Stevens Honor Board
Ethics Course
Final Evaluation Form

Student:

I, _____, am submitting my Ethics Course materials to the Honor Board Executive Board for review. I attest that I completed this (Tier I / Tier II / Tier III / Tier IV) Course to the best of my abilities as a way to reflect on my past academic misconduct.

Signature _____ Date _____

Ethics Course Mentor:

I, _____, have been aiding the above student in the completion of their Ethics Course and confirm that they have worked attentively and diligently to complete the Course. I fully endorse their request for course completion.

Signature _____ Date _____

Notes and Comments from Mentor:

Executive Board Member:

I, _____, have reviewed all of the material submitted by the above student and agree that they have satisfied their Course completion requirements.

Signature _____ Date _____