

1/20/06

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY

DEPARTMENT/SCHOOL: History and Philosophy COLLEGE: Arts & Sciences

DEPARTMENT CONTACT: Kate Mehuron CONTACT PHONE: 7-3393

CONTACT EMAIL: knehuron@emich.edu

1. Subject Code, Number, and Title: PHIL 220 Ethics

2. Credit Hours 3

3. Course Description (New)

An introduction to the basic ethical theories and ethical problems in the Western philosophical tradition. Such problems may include: the nature of value, the justification of ethical decisions, the idea of obligation, and the concept of human rights. Applications of ethical theory to specific ethical issues may concern both personal relationships and important contemporary public issues.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
- Global Awareness
- U.S. Diversity
- Knowledge of the Disciplines**
- Arts Humanities

Science Social Science Learning Beyond the Classroom (*LBC designation*)

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

PHIL 220 Ethics is an introduction to philosophy through the study of ethics, the area of philosophy that examines morality—right and wrong, good and evil, and the good life. This course introduces basic ethical theories from the Western philosophical tradition, comparing and contrasting their positions on contemporary moral issues. *PHIL 220 Ethics* fulfills the *Humanities* requirement of the *Knowledge of the Disciplines* category of the General Education Program because it is an introduction to the discipline of philosophy that provides students the opportunity to learn what the discipline of philosophy provides to one's overall intellectual development. More generally, its method is critical reasoning—a habit of mind that everyone needs—and it addresses some of the most fundamental concepts in human thought—the right and the good. Both the skills and concepts addressed in this course help students in their educations, careers, and personal lives.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

Outcomes
<p>1. Recognize how the humanities cultivate aesthetic appreciation, imagination, and empathic understanding of others.</p>
<p>(a) Philosophy cultivates aesthetic appreciation primarily through the examination of the concept of aesthetics and of questions about the meaning of aesthetic appreciation and of aesthetic value. In this course, aesthetic considerations come into play in two ways: in distinguishing between aesthetic value and ethical value and in considering the role of aesthetics in conceptions of a good human life. This course encourages students to recognize how the humanities cultivate imagination in two ways: (i) students are taught how to distinguish what <i>is</i> from what <i>ought to be</i>, which requires imagination; and (ii) imagination is required in the methodology of the course; students are required to imagine objections to positions, and responses to these objections, when considering arguments for and against ethical positions; (iii) Empathic understanding is required in order to do justice to a position before evaluating it. In this course, students “take on” views with which they disagree in order to fully understand those positions and their implications. By the end of the course, students should be able to answer questions such as, “What would a Kantian say about x, and how would he or she justify his or her position?” Students will learn through reading articles both on ethical systems and on the applications of these systems to particular ethical issues, such as the death penalty, an issue on which different ethical theories would take quite different positions. These articles will be analyzed and evaluated in class discussions.</p>
<p>(b) Objective examinations, essays, and debates may all test for this outcome. Students will show their recognition of the difference between aesthetic values and ethical values in any of the three. They will show their recognition of how the humanities cultivate imagination in objective questions designed to test their understanding of the distinction between what is and what ought to be, and they will show their ability to imagine objections and responses to positions in essays and debates. Empathic</p>

understanding will be tested in objective tests and essays requiring students to think from the perspectives of various ethical systems.

Examples: (i) Objective exam question, short answer: Please define the difference between an aesthetic claim and an ethical claim. (ii) In-class debate: Please present the strongest reasons on behalf of the death penalty that you can imagine, and defend this point of view to your devil's advocate's objections. (iii) Essay: Please develop and support a thesis in response to the following question: Under what circumstances, and with what ethical principles, can you imagine one to make a rational choice to end one's life?

2. Demonstrate basic competency in reading and understanding literary, philosophical, or religious works both in their original historical context and as they inform debate and dialogue today.

(a) Many philosophical works from the Western philosophical tradition are assigned to be read, including the applications of these theories to specific contemporary moral issues. These include classical Western texts by such authors as Aristotle, Kant, Mill, and from current Western ethicists such as Peter Singer, Gerald Dworkin, and Mary Ann Warren. The historical context of these texts is provided in lectures introducing each topic. The relation of philosophical texts to contemporary public debates over moral issues is discussed, for example, in exploring the role of the U.S. Supreme Court in shaping public moral sentiment on the death penalty.

(b) Objective exams and essays will test for reading comprehension. The degree of understanding will become clear in class discussion, as well. Understanding of the historical context of texts and their influence on contemporary debates will also be tested by means of objective exams and essays.

Examples: (i) Objective essay, short answer: Please identify the Millian claims that are part of Dworkin's case on behalf of paternalism. (ii) Essay: To what degree does Singers's defense of animal rights draw on utilitarian justifications? (iii) Class debate: Is Warren's argument on behalf of abortion also a feminist argument? Should it be? Defend your point of view to your devil's advocate.

3. Analyze and write about literary, philosophical, or religious works.

(a) The bulk of the course involves reading and discussion of texts about ethical systems and ethical issues. Students are guided in the analysis of these texts in class lecture and discussion. They are shown how to pick out arguments and how to evaluate them. They are then required to analyze and evaluate arguments in their own work, both oral and written. For example, students are introduced to classical just war theory and in class, the elements of just war theory are dissected to gain understanding by lectures and discussion. Then, students are asked to use just war theory as critical framework for evaluating contemporary defenses of the war in Iraq.

(b) Both objective exams and essays will evaluate students' ability to analyze philosophical works. Essays will provide students the opportunity to write about them. **Examples:** (i) Objective exam, short answer: Please list the 4 major claims of just war theory. (ii) Essay: Please use the principles of just war theory to evaluate Fullinwinder's objections to the U.S. war against terrorism. Critically evaluate both just war principles and Fullinwinder's argument.

4. Demonstrate basic knowledge of the history of literary works, or religious or philosophical ideas.

(a) Students study the history of Western ethics through examination of the major ethical systems of the West. Lectures and videos help them to understand the historical contexts of these theories.

(b) Knowledge of the development of the major ethical theories will be tested with both objective exams and essays. **Examples:** (i) Objective exam, true or false: Hume defends a version of natural law argument to justify the moral permissibility of suicide. (ii) Essay: Develop your critical thesis with respect to Kant's retributive justification for capital punishment. Support your thesis with reasons and please consider significant objections to your thesis.

5. Become familiar with the discursive practices particular to the study of the humanities.

(a) The humanities deal in ideas, and this course helps students develop the intellectual skills

necessary for defining such ideas clearly and for articulating the relations between them. Students are required to construct arguments for and against positions, and to explain the ambiguity and vagueness that can make fully understanding a position difficult. In our joint analysis of texts, precision of language is emphasized and the basic concepts of logic are made explicit.

(b) Students' familiarity with discursive practices of philosophy will be assessed in objective exams, essays, and debates. Success in all of these requires careful conceptual analysis as well as an understanding of arguments and their evaluation. **Examples:** (i) Objective exam, short answer: Please define "moral relativism." (ii) Essay: Please develop a *reductio* argument against either moral relativism or moral objectivism. Be sure to define your terms, and to consider significant objections to your argument. (iii) Debate: Defend one of Thomson's analogies as it is used to support the moral permissibility of abortion, against your devil's advocates' rebuttals.

6. Begin to recognize how society influences humanistic thought and how the humanities transform society.

(a) While all of the topics examined in the class involve societal influence and the influence of the humanities on society, the study of Western ethical theories, especially the applications of these theories, illustrate this reciprocal dynamic. Applications to contemporary social problems are drawn from the attempts of policy makers and others to find common ground for resolving ethical conflicts, and for establishing criteria for further legislation. For example, classical Western philosophers such as John Stuart Mill have had a direct impact on public policy debates regarding individual freedoms in the context of the regulation of drugs and smoking. Students will read classical Western texts and current philosophical applications to such social issues. They are required to show that they understand the arguments for and against the positions taken by philosophers and public policy makers in the context of public social debate.

(b) Student recognition of the ways in which society influences ethical thinking and how such thinking transforms society will be evaluated in objective exams and guided essays, especially in those questions that address the application of ethical theory to social issues. **Examples:** (i) Objective exam, short answer: Identify the libertarian philosophical claims that are implicit in Boaz's defense of drug legalization. (ii) Essay: Please develop and defend a thesis in response to the following question: In what ways is Goodin's defense of public regulations on smoking compatible with recent changes in social attitudes toward smoking? Please evaluate whether this state of affairs is based on rational criteria.

7. Become practiced in the interpretation and generation of ideas.

(a) Students are required to read and interpret many texts and to formulate and articulate their own ideas about them. They must critique arguments, as well as formulate their own arguments. They must defend their ideas against others, but they must do so without distorting the positions of others. A clear perspective that allows students to perceive the strengths and weaknesses of an argument without bias due to their own views is the goal of this course.

(b) Students' ability to interpret ideas will be evaluated using objective exams, essays, and debates. All of the reading requires interpretation, and this can be tested by objective test questions and essays. Students' ability to generate ideas will be tested through essays and debates. Success in the course requires students to go beyond what is in the readings or provided by the instructor to generate questions and objections of their own. **Examples:** (i) Objective exam, true or false: Kant's categorical imperative implies the moral permissibility of lying. (ii) Essay: Analyze Thomson's main concepts and moral claims regarding the moral permissibility of abortion. Critically evaluate one of her analogies that is used to support her claims. (iii) Debate: Please develop and defend a Millian justification of drug legalization, against your devil's advocates' objections.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head _____ Date _____

2. College

College Dean _____ Date _____

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee _____ Date _____

Approval

Associate Vice-President for Undergraduate Studies and Curriculum _____ Date _____

PHIL 220 Ethics

Catalogue Description (new): An introduction to the basic ethical theories and ethical problems in the Western philosophical tradition. Such problems may include: the nature of value, the justification of ethical decisions, the idea of obligation, and the concept of human rights. Applications of ethical theory to specific ethical issues may concern both personal relationships and important contemporary public issues.

General Education Rationale for Humanities:

PHIL 220 Ethics is an introduction to philosophy through the study of ethics, the area of philosophy that examines morality—right and wrong, good and evil, and the good life. This course introduces basic ethical theories from the Western philosophical tradition, comparing and contrasting their positions on contemporary moral issues. *PHIL 220 Ethics* fulfills the *Humanities* requirement of the *Knowledge of the Disciplines* category of the General Education Program because it is an introduction to the discipline of philosophy that provides students the opportunity to learn what the discipline of philosophy provides to one's overall intellectual development. More generally, its method is critical reasoning—a habit of mind that everyone needs—and it addresses some of the most fundamental concepts in human thought—the right and the good. Both the skills and concepts addressed in this course help students in their educations, careers, and personal lives.

Course Objectives: In this course, students will,

- Understand the major Western ethical systems.
- Apply these systems to particular moral issues.
- Construct arguments for and against particular moral positions from within the frameworks of different ethical systems.
- Articulate the strengths and weaknesses of the major moral concepts in the Western philosophical tradition.
- Develop sensitivity to the ethical views underlying particular positions on personal and social issues.
- Participate in philosophical debate about ethical issues featured in this course.

TEXTS:

REQUIRED ANTHOLOGY: A TEXT WILL BE CHOSEN FROM ANTHOLOGIES SIMILAR TO THOSE BELOW:

-*Social and Personal Ethics*. Fifth Edition. Ed. W.H. Shaw. Wadsworth (2005)

-*Life and Death: A Reader in Moral Problems*. Second Edition. Ed. L. Pojman. Wadsworth (2000)

-*Morality and Moral Controversies: Readings in Moral, Social, and Political Philosophy*. Seventh Edition. Ed. J. Arthur. Prentice Hall/Pearson. (2005)

Outline of Content

* Different offerings of the course may focus on different practical applications selected by the instructor.

Weeks 1-2: What is Morality? Normative Views of Ethics and Critical Thinking.

In this unit, students study moral versus nonmoral standards, moral disagreement and argumentation. The difference between ethical value and aesthetic value is clarified. The ethical concepts of relativism and objectivism are introduced. Students evaluate the strengths and weaknesses of the case for ethical relativism versus the case for ethical objectivism.

Readings: Westermarck, "The Sources of Moral Ideas: Society, Custom, and Sympathy"

Hume, "Morality is Based on Sentiment"

Nagel, "Ethics"

Benedict, "A Defense of Ethical Relativism"

Pojman, "A Defense of Ethical Objectivism"

Weeks 3-4: Sanctity of Life and Quality of Life. Application: Abortion

This unit explores theories of the sanctity of life and quality of life arguments. Students critically examine the application of these theories to the moral problem of abortion. The nature of moral justification is introduced.

Readings: Callahan, "The Sanctity of Life Principle: the New Consensus"

Glover, "Against the sanctity of Life Doctrine"

Pojman, "The Sanctity of Life and the Quality of Life"

Thomson, "A Defense of Abortion"

Noonan, "Abortion is Morally Wrong"

Warren, "On the Moral and Legal Status of Abortion"

Marquis, "An Argument that Abortion is Wrong"

Weeks 5-6: Natural Law and Absurdity. Application: Suicide

This unit examines objectivist appeals to natural law and the opposing case for the absurdity of moral judgments. Students critically examine the application of these arguments to the moral problem of suicide. The use of these theories as moral justification is critiqued.

Readings: Hume, "On the Naturalness of Suicide"

Aquinas, "Suicide is Unnatural and Immoral"

Brandt, "On the Morality and Rationality of Suicide"

Camus, "Life is Absurd"

Battin, "Suicide: A Fundamental Right?"

Weeks 7-8: Deontological Ethics. Application: The Death Penalty

This unit examines deontological theory. Students critically examine the application of deontology to the moral problem of the death penalty. The strengths and weaknesses of views about the moral importance of the death penalty, such as retributivism, are studied. The use of this theory as moral justification is critiqued.

Readings: Kant, "Good Will, Duty, and the Categorical Imperative"

Kant, "Retributivism: The Right to Capital Punishment"

Thurgood Marshall, "The Death Penalty is a Denial of Human Dignity"

Leiser, "A Retributivist Justification of the Death Penalty"

Hugo Adam Bedau, "Against the Retributivist Justification of the Death Penalty"

Weeks 9-10: Utilitarian Ethics. Applications: Animal Rights

This unit examines utilitarian theory. Students critically examine the application of utilitarianism to the moral problem of animal rights. Problems concerning animal consciousness versus human consciousness are studied. The use of this theory as moral justification is critiqued.

Readings: Mill, "Utilitarianism"

Kant, "We Have Only Indirect Duties to Animals"

Singer, "All Animals are Equal"

Regan, "The Radical Egalitarian Case for Animal Rights"

Frey, "A Utilitarian Critique of Animal Rights

Carl Cohen, "The Case against Animal Rights"

Weeks 11-12: Human Rights, Pacifism, and Just War Theories. Application: Terrorism

This unit compares and contrasts liberal theories of human rights, pacifism, and natural law theory of just war. Students weigh the strengths and weaknesses of these theories by critically examining their applications to the problem of terrorism.

Readings: Phillips, "Just War Theory"

Narveson, "A Critique of Pacifism"

Ryan: "A Defense of Pacifism"

Nino, "The Liberal Principles Underlying Human Rights"

Ignatieff, "Human Rights, the Laws of War, and Terrorism"

Fullinwider, "Terrorism, Innocence, and War"

Weeks 13-14: Freedom and Paternalism. Application: Smoking Regulations and Drug Legalization.

This unit examines the classic defense of freedom by J.S. Mill and the contrast with paternalist qualifications of freedom. Students critically examine these concepts by applying them to the case of smoking regulations and drug legalization. Students weigh the strengths and weaknesses of the arguments made in these current debates.

Readings: Mill, "On Liberty"

Dworkin, "Paternalism"

Goodin, "Permissible Paternalism: Saving Smokers from Themselves"

Boaz, "A Drug-Free America--Or a Free America?"

Szasz, "The Ethics of Addiction: An Argument in Favor of Letting Americans Take Any Drug They Want"

Shapiro, "Addiction and Drug Policy"

Methods of Evaluation

Examinations: Two objective examinations will test for understanding of the primary Western approaches to ethics, the fundamental concepts of different ethical systems, the content of arguments associated with practical applications of these ethical theories. Each examination constitutes 20% of the course grade.

Essays: Four essays, of 3-4 pages each, are designed to lead students in the application of specific ethical systems and their ethical concepts, to their own selection of specific moral issues. In each essay, students are required to develop a critical evaluation of the ethical arguments associated with their topic. Each constitutes 10% of the course grade.

Debates: Each student must participate in one structured debate. Students will be required to select an ethical system and argue for a position on an ethical issue from within that system. Debates will require written outlines of the argument to be used in the debate. There will be detailed instructions for these debates. Students must show that they can construct an argument and respond to objections to the argument, avoiding fallacies and emotion-laden language. A student's participation in the debate constitutes 10% of the course grade.

Class Participation: Much of your learning will take place in interaction with the rest of the class. Students are expected to participate actively in general class discussion, asking questions, making comments, etc., as well as participate in more structured class activities. Class participation will require preparation outside of class. This will consist of reading, thinking, and writing. You cannot participate unless you are present. Therefore, I will take daily attendance. 10% of your course grade is based on class participation.

SUMMARY OF COURSE REQUIREMENTS AND DUE DATES

Title	Due Date	Weight
FIRST EXAM		20%
ESSAY 1		10%
ESSAY 2		10%
ESSAY 3		10%
ESSAY 4		10%
DEBATES		10%
FINAL EXAM		20%
PARTICIPATION	Every Day	10%

Grading Scale

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
E	0-59

Policy on Late Examinations and Assignments

Late papers are a nuisance for everyone and can be unfair to other students. If you know that you will be unable to hand in a paper at the scheduled time, the best thing to do is to make arrangements to turn it in early. If an emergency prevents you from turning in the paper at the scheduled time, please contact me as soon as possible. I will require some kind of official verification of the emergency (funeral notice, doctor's note, etc.) before I can allow you to turn in the paper. I know this seems heartless when you have lost a loved one, but people are not always truthful, and I must strive to maintain fairness. I retain the right to refuse to accept a late paper if the student is unable to provide such verification.

Academic Integrity

Academic dishonesty will be penalized. Academic dishonesty includes cheating and plagiarism. This includes papers that are bought from *internet paper mills*—either already existing or specially written papers. Such papers meet the definition of plagiarism. It also includes cutting and pasting from internet web pages. See <http://www.dsa.emich.edu/sjs/acddishon.html> for definitions of cheating and plagiarism. See <http://www.emich.edu/halle/plagiarism.html> for examples of how to avoid plagiarism. If you are found guilty of cheating or plagiarizing, you will receive an E for the course in addition to whatever penalty you receive from Student Judicial Services.

Students with Disabilities

Reasonable accommodations will be provided for students with disabilities. Please speak with me at the beginning of the course.

Guidelines for Classroom Behavior

Classroom civility is required. In order to insure that everyone feels free to voice his or her opinion in class, we must take care not to intimidate anyone. Classroom civility also requires respecting the right of other students to learn. This requires being on time for class and staying until the class is over, listening while others are speaking, refraining from talking or making noise while others are speaking, and being careful not to monopolize the discussion or take it too far afield.

All telephones, pagers, and wireless internet connections must be turned off during class. You may not leave the room to answer the telephone unless it is an emergency. If you do have an emergency, let me know before class begins. If you must come in late or leave the room briefly during class, you should be as quiet as possible. For example, do not walk in late and come to the front of the room, interrupting the discussion or presentation in progress.

Syllabus is subject to change at my discretion, notification of changes will be made in class and posted on the website. **It is your responsibility to keep up with any changes.**

REQUEST FOR COURSE REVISIONS

TYPE OF REVISION: (CHECK ALL THAT APPLY.)

_____ Course Number/Subject Code

_____ Course Title

_____ Credit Hours

Course Description

_____ Prerequisite/Corequisite

_____ Restriction

DEPARTMENT: HISTORY AND PHILOSOPHY

COLLEGE: A&S

DEPARTMENT CONTACT: KMEHURON@EMICH.EDU

PHONE: 7-3393

CONTACT EMAIL: KMEHURON@EMICH.EDU

DIRECTIONS: COMPLETE SECTION A AND SECTIONS B1a, B2a, B3a B4a, B9, B10 AND B11. COMPLETE ONLY THE REMAINING PARTS OF SECTION B THAT CONCERN THE REVISIONS CHECKED ABOVE. FOR ASSISTANCE CONTACT THE COURSE AND PROGRAM DEVELOPMENT OFFICE.

A. Rationale for Revision:

The current course description fails to specify the scope of this course and thus does not adequately convey the content of the course. The proposed description corrects this problem and clarifies the course scope.

B. Course Information

a) Current Subject Code and Course Number: PHIL 220

b) (If new) Proposed Subject Code and Course Number: _____

a) Current Course Title: Ethics

b) (If new) Proposed Course Title: _____

a) Current Credit Hours: 3

b) (If new) Proposed Credit Hours: _____

c) (If new) Briefly describe how the increase/decrease in credit hours will be reflected in course content.

a) Current Catalog Description:

An introduction to the major problems of ethical theory such as the nature of value, the justification of ethical decisions, the idea of obligation, and the application of ethical theory to specific ethical problems, which may concern both personal relationships and important public issues—e.g., abortion, euthanasia, medical experimentation, privacy and surveillance.

b) (If new) Proposed Catalog Description (Limit to approximately 50 words):

An introduction to the basic ethical theories and ethical problems in the Western philosophical tradition. Such problems may include: the nature of value, the justification of ethical decisions, the idea of obligation, and the concept of human rights. Applications of ethical theory to specific ethical issues may concern both personal relationships and important contemporary public issues.

5. (Complete only if prerequisites are to be changed.) List Current and Proposed Prerequisite Courses by subject code, number and title. Students must complete prerequisites before they can take this course.

Current:

Proposed:

6. (Complete only if corequisites are to be changed) List Current and Proposed Corequisite Courses by subject code, number and title. Students must take corequisite courses at the same time as they are taking this course.

Current:

Proposed:

7. (Complete only if concurrent prerequisites are to be changed.) List Current and Proposed Concurrent Prerequisite Courses by subject code, number and title. Students must take concurrent prerequisites either before or at the same time as they are taking this course.

Current:

Proposed:

8. (Complete only if course restrictions are to be changed. Complete only those sections that pertain to the restrictions that are to be changed.) List Current and Proposed Course Restrictions. Course Restrictions limit the type of students who will be allowed to take the course.

a. Academic/Class Level: Check all those who **will be allowed** to take the course as part of their academic program.

Current

Proposed

Freshperson X
 Sophomore X
 Junior X
 Senior X
 Certificate _____
 Master's _____
 Specialist _____
 Doctoral _____

Freshperson X
 Sophomore X
 Junior X
 Senior X
 Certificate _____
 Master's _____
 Specialist _____
 Doctoral _____

Note: Only 400-level undergraduate courses can be taken by graduate students for credit toward their program of study. Only Certificate and Masters students may take these courses. If this is a 400-level course that will now be offered for graduate credit, attach Approval Form for 400-level Course for Graduate Credit. ATTACHED

Note: Only 500-level graduate courses can be taken by undergraduate students.

b. Majors/Programs: (Check if course is restricted to those in specific majors/programs)

Current

Yes _____

No X

Proposed

Yes _____

No _____

If yes, list the majors/programs

c. Departmental Permission: (Note: Department permission requires the department to enter authorization for every student registering.)

Current

Yes _____

No X

Proposed

Yes _____

No _____

d. Admission to Specific College: (Check if course is restricted to those admitted to specific college.)

Current

College of Business: _____

College of Education: _____

Proposed

College of Business: _____

College of Education: _____

List all departmental programs for which this course is Required or a Restricted Elective.

Program _____

Required _____ Restricted Elective _____

Program _____

Required _____ Restricted Elective _____

Is this course required by programs in other departments?

Yes _____

No X

If yes, do the affected departments support this change?

Yes _____

No _____

If no, attach letters of support. If no, attach letters from the affected department explaining the lack of support, if available.

Will the proposed revision increase/decrease credit hours in any program? Yes _____ No X

If yes, list the programs and provide an explanation for the increase/decrease, along with a copy of the revised program that includes the new credit hour total.

C. Action of the Department/College

1. Department

Vote of department faculty:

For _____ Against _____
(Enter the number of votes cast in each category.)

Abstentions _____

Department Head Signature _____

Date _____

2. College

College Dean Signature _____

Date _____

3. Graduate School

Associate Dean Signature

Date

D. Approval

Associate Vice-President for Undergraduate Studies Signature

Date