



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: PHI L 106 2. Units: 3
See upper and lower division undergraduate course definitions.

3. College: Extended Campuses 4. Academic Unit: Personalized Learning

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

- Become acquainted with a history of ethical theory including one of its contemporary applied branches: environmental ethics.
- Acquire the ability to recognize good and bad arguments.
- Examine connections between knowledge, ethics, and power.
- Explore the following questions:
 - Why be moral? Ethical?
 - Why do societies create ethical systems?
 - What sorts of knowledge can help us to be ethical? Do we have an obligation to acquire that knowledge?
 - What counts as moral education?
 - Do we have special obligations to non-humans and things?

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

This course is being created to support the transcription of NAU credit through the Personalized Learning program for the Bachelor of Arts in Liberal Arts degree. The content is demonstrated in the competency map.

7. Effective **BEGINNING** of what term and year? Spring, 2013
See effective dates calendar.

8. Long course title: Ethical Obligation
(max 100 characters including spaces)

9. Short course title: Eth Ob
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

This course encourages students to explore the nature of ethical obligation. In this course, students will study different philosophers' views on the nature of ethical obligation, in order to understand their perspectives, as well as to distinguish them from other scholars.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes No

If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

This course does not duplicate content of existing course, but is aligned to the learning outcomes from PHI 105.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No

If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: n/a 14a. UGC approval date*: n/a

(For example: ESE 450 and ESE 550) See co-convening policy.

*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: n/a

(For example: ES 450 and DIS 450) See cross listing policy.

Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? N/A Yes No

16a. If yes, maximum units allowed? _____

16b. If yes, may course be repeated for additional units in the same term? Yes No

18. Prerequisites: N/A

If prerequisites, include the rationale for the prerequisites.

Pre-requisite content sequencing and verifications are completed through pre- and post- test and in conjunction with faculty mentors, and are integrated into the curriculum as demonstrated in the competency maps.

19. Co requisites: _____

If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No

If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Cori Gordon, Dora Donovan, and Jeannie Copley.

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No

If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes No

If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate _____ Date _____

Approvals:

Department Chair/ Unit Head (if appropriate) _____ Date _____

Chair of college curriculum committee _____ Date _____

 _____ Date 11/13/12

For Committee use only:

 _____ Date 11-7-12

Approved as submitted:

Yes No

Approved as modified:

Yes No



**NORTHERN
ARIZONA
UNIVERSITY**

Personalized Learning

SYLLABUS

Ethical Obligation (PHIL 106)

I. Course Description:

This course encourages students to explore the nature of ethical obligation. In this course, students will study different philosophers' views on the nature of ethical obligation, in order to understand their perspectives, as well as to distinguish them from other scholars.

II. Student Learning Outcomes:

At the successful completion of the lessons associated with this course, students will be able to:

- Become acquainted with a history of ethical theory including one of its contemporary applied branches: environmental ethics.
- Acquire the ability to recognize good and bad arguments.
- Examine connections between knowledge, ethics, and power.
- Explore the following questions:
 - Why be moral? Ethical?
 - Why do societies create ethical systems?
 - What sorts of knowledge can help us to be ethical? Do we have an obligation to acquire that knowledge?
 - What counts as moral education?
 - Do we have special obligations to non-humans and things?