UMBC UGC Instructions for Change in Existing Course Form (Revised 2/2015)

Course number & title: Enter the current course number and title of the course at the top of the page.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester that the change will be effective, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures.) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course information: Provide all of the current information for this course. Check the "change" column for aspects of the course that will be changed by this proposal and provide the specific changes. Unchanged fields may be left blank under the "proposed" column. *Note: all 300- and 400-level courses must have prerequisites or recommended preparation.*

Course number: For cross-listed courses, provide all the numbers for the course.

Transcript title: Limited to 30 characters, including spaces. Leave the current transcript title blank if this is not known.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*
Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system.   Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Check all that apply.

Current catalog description: Provide the course description as it appears in the current undergraduate catalog or since the last UGC-approved change.

Proposed catalog description: If this proposal involves a change in the course description, provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course descriptions should be a) no longer than 75 words, b) stated in complete sentences, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Leave blank if this proposal does not change the course description. Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description).

Rationale: Provide a brief explanation for the need for the proposed changes.

Cross-listed courses: Requests to change cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued.   Please note that Special Topics cannot be cross-listed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC Change in Existing Course: PHIL 152: Introduction to Moral Theory

Date Submitted: 10/3/2018   Proposed Effective Date: immediately

	Name	Email	Phone	Dept
Dept Chair or UPD	Steve Yalowitz	yalowitz@umbc.edu	5-2108	Philosophy
Other Contact	Nafi Shahegh	shahegh@umbc.edu	5-2103	Philosophy

COURSE INFORMATION: (please provide all information in the "current" column, and only the information changing in the "proposed" column)

change		current	proposed
☐	Course Number(s)	152	
X☐	Formal Title	Introduction to Moral Theory	Introduction to Ethics
☐	Transcript Title (≤30c)		
☐	Recommended Course Preparation		
☐	Prerequisite **NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	.	
☐	Credits	3	
☐	Repeatable?	☐ Yes ☐ NoX	☐ Yes ☐ No
☐	Max. Total Credits		**Max. Total Credits:** This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
☐	Grading Method(s)	X☐ Reg (A-F) X ☐ Audit X ☐ Pass-Fail	☐ Reg (A-F) ☐ Audit ☐ Pass-Fail

CURRENT CATALOG DESCRIPTION:

An introduction to philosophical theories of morality, which address such questions as: What ought we do? How ought we to live? Is there any right answer to such questions. If there are any right answers, upon what are they based, and how do we come to know them? What makes it the case that we should or should not lie, kill other people or eat animals? Various theoretical positions are covered and may include moral skepticism or relativism, Aristotlelianism or virtue ethics, utilitarianism, Kantianism and other forms of non-consequentialism. Reading will include both historical and contemporary sources. Critical and charitable reading, argument analysis and writing are emphasized.

PROPOSED CATALOG DESCRIPTION (no longer than 75 words**):** leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

An introduction to fundamental issues in ethics, looking at classic and more recent responses to questions such as: Are there objectively right or wrong actions and better or worse ways of living? What makes them right/wrong or better/worse? How, more generally, can we justify ethical beliefs? Various responses to these questions, emphasizing personal motivations, personal character, consequences of actions, social contracts, or inviolable rules, will be explored. Criticisms and skeptical responses to traditional moral theory will also be considered.

RATIONALE FOR CHANGE:

1. Change in course title: "ethics" is a much broader and less technical term than "moral theory" – not everything discussed in the course is concerned strictly with moral theories. We suspect that "Introduction to Ethics" will be less off-putting to students, and together with the new course description (see below) help to increase enrollments. Currently we offer 5 sections (40 students each) of PHIL 152 a semester, compared with 10-12 sections of PHIL 100: Introduction to Philosophy. We believe that this imbalance doesn't accurately reflect student interest in ethical questions, especially in the ethically confusing contemporary world, and that we can fill more sections of PHIL 152 with better advertising such as course title and description.

2. Change in course description: beginning philosophy students will typically have no idea what all the "-isms" (Kantianism, utilitarianism etc.) in the current description are, and may thus be scared off by it. The new description strives for less clutter and a more transparent and accessible account of course content for students with no background in philosophy.