

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Joshua Kassner	<b>Phone:</b> X:5316
<b>DEPARTMENT / DIVISION:</b> Human Ecology and Environmental Sustainability Studies		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected): (8)		
New Course: Environmental Ethics PHIL 280 / Environmental Studies and General Education		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2010		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b>	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

<b>Box 3: ACTION ITEM</b> (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course <sup>1</sup>	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCDEF
X	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension <sup>9</sup>	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

<b>Box 4: DOCUMENTATION (check boxes of documents included)</b>			
X	N. This Cover Sheet		Q. Full 5-page MHEC Proposal
X	O. Summary Proposal		R. Financial Tables (MHEC)
X	P. Course Definition Document		S. Contract
			T. Other

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rational (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)**

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA X
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected): (8)
New Course: Environmental Ethics PHIL 280 / Environmental Studies and General Education

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
  - proposed date after which no new students will be admitted into the program;
  - accommodation of currently enrolled students in the realization of their degree objectives;
  - treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - reallocation of funds from the budget of the affected program; and
  - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a 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.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Thomas E. Czrney</i>	14 Oct 09
B. Final faculty review body within each School	Chair: <i>Margaret J. Pothorst</i>	10-23-09
C. College Dean	Dean: <i>[Signature]</i>	10/27/09
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>[Signature]</i>	11/02/09
E. Curriculum Review Committee (UFS subcommittee)	Chair:	
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

Course: Subject and Number PHIL 280  
Course Name: Environmental Ethics  
Department: Division of Legal, Ethical, and Historical Studies

THIS COURSE SATISFIES 3 CREDITS OF THE **Arts/humanities (Philosophy)** GENERAL EDUCATION REQUIREMENT, as approved by the members of the general education review workgroup: Marguerite Weber (Provost's Office), Ronald Castanzo (CLA), Ed Kemery (MSB). This course meets all of the learning outcomes and assessment strategies requirements for an arts/humanities (Philosophy) general education course at the University of Baltimore:

Arts and Humanities

1. Define and apply terms and concepts used in the study of a given arts/humanities discipline;
2. Write analytically, using, when appropriate, research and documentation;
3. Demonstrate critical thinking in their written or oral discussion of course-related content;
4. Explain the distinctive ways in which ideas are communicated within a given discipline;
5. Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge

Philosophy

1. Gain awareness of the structure of philosophical arguments found in the readings;
2. Gain awareness of the historical and cultural context in which the arguments in the reading were made;
3. Practice interpreting philosophical arguments from the readings through both class discussion and written assignments;
4. Demonstrate understanding of the readings through class discussion, tests and quizzes, and written assignments.

Marguerite Weber

October 7, 2009

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Signature (Marguerite Weber)

date

**DOCUMENT O: SUMMARY PROPOSAL**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Joshua Kassner	<b>Phone:</b> X 5316
<b>DEPARTMENT / DIVISION:</b> Liberal Studies		
<b>SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name &amp; number or program affected):</b> (8)New Course: Environmental Ethics, PHIL 280 in Environmental Sustainability and Human Ecology/General Education		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2010		

<b>O-1: Briefly describe what is being requested:</b>		
<p>The addition of a new philosophy course for the Environmental Sustainability and Human Ecology Program. The course will investigate the relationship between humans and the environment; paying particular attention to environmental ethics and the role social and legal institutions play in mediating our relationship to nature.</p>		
For new courses or changes in existing courses (needed by Registrar)		
<b>OLD Title:</b>	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>
<b>NEW Title:</b> Environmental Ethics	<b>Course # / HEGIS Code:</b> PHIL 280	<b>Credits:</b> 3

<b>O-2: Set forth the rationale for the proposal:</b>
<p>The University is developing a new program in Environmental Sustainability and Human Ecology. This course will help students in that program think more critically about the relationship between humans and the environment. Students will be introduced to some of the most pressing ethical, political, and legal issues related to the environment. This will prepare them for future work / study in areas of public policy and law. In addition, a course in environmental ethics would benefit many of our students across the CLA.</p>

University of Baltimore

**DOCUMENT P: Required Format for Course Definition Document**

See Course and Program Development Policy and Procedures for Instructions

Include items one through 17 or 18 in your course definition using as much space as needed.

1. Date Prepared: September 28, 2009
2. Prepared by: Joshua Kassner
3. Department/Division: Human Ecology and Environmental Sustainability Studies
4. Course Number(s): PHIL 280
5. Course Title: Environmental Ethics
6. Credit Hours: 3
7. Catalog Description (Paragraph should reflect general aims and nature of the course):

This course satisfies 3 credits of the humanities (History/Philosophy) general education requirements. This course explores the relationship between humans and the non-human environment; and guides students in thinking more clearly, insightfully and effectively about that relationship. Students will read a wide array of classic and contemporary texts from a variety of philosophic traditions, and students will be asked to consider some of the most pressing ethical, political, and legal issues concerning our treatment of the environment.

8. Prerequisites: None
9. Course Purpose (How the course is to be used in the curriculum, e.g, required for major):

Required for major; General Education

10. General Education area, if applicable (i.e., social sciences, humanities, science, etc.):

Arts & Humanities | PHIL *prop.*

11. Course Type / Component: Lecture
12. Faculty qualified to teach the course: Joshua J. Kassner, JD, PhD
13. Content Outline

Some of the most pressing ethical, legal, and political issues facing the world today have to do with the relationship between humans and the non-human world. As a general matter the course will be focused on guiding the students in the development of their ability to think critically and effectively about such issues. The course will be divided into three sections. In the first section the students will explore the various ways in which humans have viewed their relationship to the non-human world. In so doing they will be introduced to both classic and contemporary readings from a wide

array of philosophic and literary traditions. For example, the students might read Aristotle, Vandana Shiva, Aldo Leopold, and Henry David Thoreau. In the second section the students will focus on environmental ethics; paying special attention to the way in which a particular conception of our relationship to the environment affects what we believe we are morally obligated to do in relation to the environment. Here students will likely read work from Peter Singer, Paul Taylor, and Thomas Hill. In the last section of the course the students will focus on the way in which our legal, political, and social institutions deal with these pressing matters of global concern.

#### 14. Learning Goals

Students will be able to identify ethical arguments focused on the relationship between humans and the non-human environment found in classic and contemporary writing form;

Students will be able to critically evaluate the role our political, legal, and social institutions do and should play in relation to matters central to environmental ethics;

Students will be able to think critically about real world problems and ethical arguments; and

Students will be able to take a critical philosophic perspective on arguments made about our relationship to the environment.

#### 15. Assessment Strategies

Students will present an oral argument to the class and then the class will be asked to comment upon the argument. This will provide evidence of the student's oral argumentative capabilities and will also provide an opportunity for peer-review.

Students will be required to turn in a number of short essays (600-800 words) in which they identify, and then critically assess or defend arguments found in the popular press and/or philosophic texts.

#### 16. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc., that student must purchase

Lori Gruen and Dale Jamieson, eds., *Reflecting on Nature: Readings in Environmental Philosophy* (Oxford: Oxford University Press, 1994).

#### 17. Suggested class size: 30

#### 18. Lab Fees (when applicable): None