Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College): Arts &amp; Letters</th>
<th>Academic Organization (Department): Philosophy</th>
<th>Date: April 26, 2010</th>
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<tbody>
<tr>
<td>Type of Course Proposal: New X Change <em>X</em> Deletion</td>
<td>Department Chair: Tom Pyne</td>
<td>Submitted by: Christina Bellon</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes No X</td>
<td>For Catalog Copy: Yes X No</td>
<td>Semester Effective: Fall Spring X 2011</td>
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<tr>
<td>CCE (Extension): Yes No</td>
<td>Fall Spring X 2011</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): PHIL 196P

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Yes X No

<table>
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<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.): PHIL 196P</th>
<th>Title: Ethics for Public Service</th>
<th>Units: 3u</th>
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<tbody>
<tr>
<td>Change from: PHIL 196P</td>
<td>Change to: PHIL 102</td>
<td>Title: Professional and Public Service Ethics</td>
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JUSTIFICATION:

This course is intended as an introduction to philosophical and practical ethics for students whose educational interests are motivated by current or future careers in the professions in both the private and public sectors. While the focus of the course is on ethics comprehension and competence for professionals and future public service employees, it does not focus on any one specific profession or area of public service. The starting point for the course is the assumption that all professionals, as professionals engaged in particular practices in public and private sector employment, have similar ethical needs. This assumption is reaffirmed in the near universal requirement that professional training, regardless of the field or discipline, include some ethics training. This course contributes to that training.

This course was first offered in F 09 to a diverse group of students (philosophy, engineering, kinesiology, criminal justice, government, fire service management, business, and journalism majors) with considerable success. This course, originally developed to fill a need for Criminal Justice’s Fire Service Management Special Major, has since been adopted by Criminal Justice as an approved elective. Civil Engineering is also interested in adopting it as either a required course (if designation as GE Area C3 can be arranged) or a recommended course. The Philosophy Department has also approved the course for inclusion in the Applied Ethics and Law concentration, and as an upper division elective course for all three concentrations.

Making this course a part of the regular curriculum, by changing its status from experimental to permanent, allowing it to be taught in regular rotation with the Philosophy Department’s other ethics courses, and allowing it to be considered for inclusion in the GE under Area C3, will be a benefit to students across the campus, in a diversity of programs.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Since approval of the experimental version of this course, the content has been modified slightly to give more attention to professional ethics as well as public service ethics. Hence, a revised course description is included here: Prepares students who are planning careers in either professional practice or public service to identify, understand, and resolve ethical problems. Includes examinations of (i) ethical theory, including rights and duties, virtue ethics, utilitarian ethics, social contract theory, and role morality; (ii) the philosophical underpinnings of professional codes of conduct, regulations, and norms of various professional and public service practices; (iii) moral reasoning and argumentation; (iv) the relation between ethical judgment and action; (v) the relation between professional practice, public service, and democratic principles.

Note:

Prerequisite: None
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<tr>
<th>Enforced at Registration: Yes  No   x</th>
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| Corequisite: None
| Enforced at Registration: Yes  No  x  |
| Graded: Letter x  Credit/No Credit  |
| Instructor Approval Required? Yes  No  x  |
| Course Classification (e.g., lecture, lab, seminar, discussion): |
| Title for CMS (not more than 30 characters) |
| Professional/Public Service Ethics |
| Cross Listed?  Yes   No  x   |
| If yes, do they meet together and fulfill the same requirement, and what is the other course. |
| How Many Times Can This Course be Taken for Credit?  _1_   |
| Can the course be taken for Credit more than once during the same term? Yes  No  x  |

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at http://www.csus.edu/acaf/example.htm

Learning outcomes have not been affected by the inclusion of a more focused treatment of professional ethics.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).]** This attachment should be forwarded only to your Dean’s office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Assessment has not been affected by the inclusion of a more focused treatment of professional ethics.

**For whom is this course being developed?**

Majors in the Dept _X_  Majors of other Depts _X_  Minors in the Dept _X_  General Education _X_  Other _X_  

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  _X_  No  _X_  

If yes, identify program(s): Criminal Justice Special Major in Fire Service Management

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes  _X_  No  _X_  

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Philosophy, Criminal Justice, Civil Engineering

*The Department Chair’s signature below indicates that affected programs have been sent a copy of this proposal form.*

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date: 4/26/10</th>
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<tbody>
<tr>
<td>College Dean or Associate Dean:</td>
<td>Date: 8/6/10</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

9/10/2008
Committee member checklist for reviewing a course/program proposal:

**Course proposal (Form A):**

☑ Is the course name correct?
☑ Are the units correct?
☑ Is there a justification?
☑ Does the course description conform to university policy?
☑ Are the prerequisites correct?
☑ Is the course classification number listed?

N/A If it is cross-listed, does it indicate which course it is cross-listed with?
☑ Are there clear learning outcomes and adequate assessment strategies?
☑ Is the portion under “for whom is this course being developed?” filled out?
☑ If the form indicates that the proposal causes an increase in resources, is there a description of resources attached and verification that said resources are available?

☑ Does the syllabus match the Form A with regard to units, course name, description, learning outcomes?

N/A If the proposal changes the course's number, name or units and impacts the major, is there a corresponding Form B?

**Program Proposal (Form B):**

Does the front of Form B contain the following?:

_____ programmatic/fiscal impact on other academic units or departments? If there is an impact, there must be proof of consultation with the affected units (ex: e-mail)

_____ fiscal analysis of changes

_____ Is there a side-by-side analysis of old versus new program requirements?

*If there are any problems with the paperwork, contact the person who submitted the forms to clear any of the issues up prior to presenting the course or program at the committee meeting.*
If a syllabus is being submitted, below is an outline of what it should include:

✓ I. Catalog course description

✓ II. Course content and objectives
   (Brief discursive overview of major topics and goals if different from I.)

✓ III. Required texts
   (e.g. textbooks, class handouts, journals, newspapers, web pages, videos, etc.)

✓ IV. Course format
   (e.g. lecture, lecture-discussion, seminar, composition, activity, studio, etc.)

✓ V. Course requirements
   A. Class participation
   B. Examinations
   C. Research paper, term project, or short papers, etc.
   D. Attendance
   E. Other policies

✓ VI. Student evaluation: how are the requirements in IV weighted in determining the course grade?
   (e.g. attendance 10%, midterm 23%, etc.)

✓ VII. Semester outline
   (Course topics ordered weekly)