

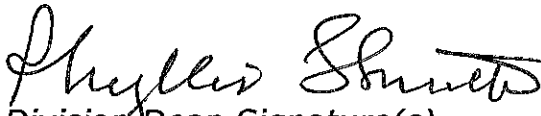



**Mars Hill University  
Committee on Curriculum  
New Course Proposal Form  
(revised 10/2017)**

**Approvals**

Program(s) Religion and Philosophy Matthew Baldwin	 Coordinator(s) Signature(s)
Department(s) History, Religion, and Philosophy Matthew Baldwin	 Department Chair(s) Signature(s)
Division(s) Humanities and Social Sciences Phyllis Smith	 Division/Dean Signature(s)

**Proposing Faculty**

Name	Elizabeth Whiting Pierce
Department & Program	<b>Department:</b> History, Religion, and Philosophy <b>Program:</b> Religion and Philosophy
Email	epierce@mhu.edu
Office phone extension	1160
Signature	

**New Course Rationale**

Please write a brief narrative statement of why this course is being proposed. Clarify the distinctiveness of this new course in the MHU curriculum and its importance to the program and the institution.

Every year, MHU sends a team to the NCICU Ethics Bowl in Raleigh, NC. Students do significant academic work in preparation for that event. They research cases, craft arguments, give semi-public presentations, etc. Making Ethics Bowl a course acknowledges the work students already put in. It also promotes the team's focus and discipline by providing more structure—a dedicated class meeting time—and another incentive—a grade.

### **Course Information**

Course Catalog Prefix, Number, and Title	PHI 105, Ethics Bowl
Credit Hours, Labs, Meeting Times	1 hour
Catalog Course Description <i>Please review the MHU catalog for examples of how course descriptions should be written.</i>	This course trains students to craft compelling, publicly accessible arguments on how to solve pressing contemporary challenges in ethical ways. It also introduces students to the basic practices of professional comportment.
Prerequisites of Course	Professor's permission
Frequency of Offering	Every fall
Counts towards which major(s)?	None
Counts towards which minor(s)?	None
Will this proposed course meet any of the General Education requirements? If yes, please indicate where.	No

### **Course Outcomes and Outcomes Rationale**

For the following two categories, the Committee on Curriculum requests that you align course outcomes with the program-specific

Student Learning Outcomes (SLOs) as well as the MHU SLOs. Moreover, if the proposed course will fulfill a General Education requirement for Foundations & Perspectives, please include the SLOs related to the MHU general education program. Finally, *briefly* explain how this proposed course relates to the MHU Mission Statement.

- Please consult with the Department Chair and/or Program Coordinator for a list of program-specific SLOs.
- The MHU SLOs are posted on the CC portal.
- A list of the SLOs for General Education are posted on the CC portal.
- MHU’s Mission Statement can be found on the main MHU web page under “About MHU.”

If this course will fulfill an Ideas & Innovation (I&I) requirement, please complete and attach the **I & I course proposal addendum**, complete with the Dean of General Education’s signature. This form is found on the CC portal.

### **Course Outcomes**

Again, if this proposed course will fulfill a Foundations and Perspectives (F&P) requirement for General Education, course outcomes must include the text of F&P SLOs in addition to course-specific outcomes.

Students will propose ethically sound solutions to contemporary social challenges (problem solving)
Students will explain the ethical and pragmatic strengths and weaknesses of various possible proposals for solutions to contemporary social challenges (problem solving and critical thinking)
Students will express their arguments verbally in compelling and publicly accessible fashion (oral communication)
Students will exhibit professionalism—promptness, effective communication, courtesy—with established and emerging leaders at the NCICU Ethics Bowl

### **Outcomes Rationale**

Please write a *brief* explanation of how course outcomes relate to the

relevant program-specific SLOs, F&P SLOs (if applicable), and the MHU Institutional SLOs. In addition, please discuss briefly how this course relates to the overall mission of MHU.

This course enables students to craft, evaluate, and deliver arguments for the ethical handling of public problems (Problem Solving, Critical Thinking, and Oral Communication). In so doing, it prepares them to act professionally in “the world of work” and to engage in public deliberation as a “responsible citizen.”

**Course Content**

Going beyond the catalog description of the course, please describe the course content, instructional methods, and assignments and/or assessment tools associated with the course. General topical headings for course content are sufficient, and there is no need to describe all details associated with instructional and assignments/assessment methods.

<p>Course Topics (A brief outline of the topics that will be covered in this course is sufficient.)</p>	<ol style="list-style-type: none"> <li>1. Rhetoric strategy</li> <li>2. Ethical theory</li> <li>3. Public speaking</li> </ol> <p>***Additional content will vary from one year to another depending on the theme of the cases for the NCICU Ethics Bowl that year.***</p>
<p>Instructional Methods (e.g. typical classroom lecture style, group activities, flipped classroom, Socratic method, or a mix of these and other pedagogies)</p>	<p>Case study analysis, Socratic method, verbal argumentation exercises, Ethics Bowl competition attendance</p>
<p>Overview of Assignments and Assessments (Please list the assignments and/or assessment tools that will be used in this course, ensuring that there is an assignment/assessment tool that connects to all stated course</p>	<ol style="list-style-type: none"> <li>1. Case analysis short papers</li> <li>2. Annotated bibliographies</li> <li>3. Mock Ethics Bowl rounds</li> </ol>

outcomes.)	
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### **Course Load and Resources Used**

<p>Who is the expected instructor for the proposed course?</p> <p>Will the addition of this course have an impact on the work load of that faculty member?</p> <p>If yes, how?</p>	<p>Elizabeth Whiting Pierce</p> <p>Yes, this course will constitute a 1-hour overload.</p>
<p>What is the projected enrollment per course offering?</p> <p>What is the basis for this projection?</p>	<p>6 students, as 6 students is the maximum number each college/university may bring to the NCICU Ethics Bowl. Students may reenroll in the course each year.</p>
<p>How many sections of this course will be needed in the semester it is offered?</p>	<p>1</p>
<p>Does this course require the use of additional facilities, equipment, resources, etc.? If yes, please describe. If no, please indicate.</p>	<p>No. All costs of the Ethics Bowl (hotels, conference space rental, travel, recruitment, food, etc.) are covered by the NCICU.</p>