

CSU San Marcos Degree Program Proposal Template¹

1. Program Type (Please specify any from the list below that apply—delete the others)

✓ State-Support

✓ New Program

2. Program Identification

a. Campus:

California State University San Marcos

b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History):

Bachelor of Arts with a Major in Philosophy

c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.²

March 2007

d. Term and academic year of intended implementation (e.g. Fall 2007):

Fall 2017

e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

Department of Philosophy; College of Humanities, Arts, Behavioral and Social Sciences

f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program:

Associate Professor Michael McDuffie, Philosophy
Assistant Professor Jessica Mayock, Philosophy

g. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. (CPEC “Appropriateness to Institutional and Segmental Mission”)³

¹ When beginning to fill out this form, contact Academic Programs for general guidance and for samples of recent program proposals. It is recommended that program proposers start to fill out the template with the catalog description and the student learning outcomes in Section 3.b and 4.a.

² The “campus Academic Plan” is called the University Academic Master Plan (UAMP) at CSU San Marcos. Contact Academic Programs for this date.

³ Proposers do not need to supply this item. As the proposal goes through the approval process, memos from campus administrators are obtained. These will be collected and added to the proposal by the Curriculum and Scheduling Office as a response for this item.



- h. Any other campus approval documents that may apply (e.g. curriculum committee approvals).⁴
- i. Please specify whether this proposed program is subject to WASC Substantive Change review.⁵

This program is not subject to such a review.

- j. **Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code**⁶

Philosophy is listed as CIP Code 15091.

3. Program Overview and Rationale

- a. **Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (CPEC “Appropriateness to Institutional and Segmental Mission”)**

We are pleased to present our plans for the Bachelor of Arts in Philosophy. Philosophy has established itself securely as a service department at CSUSM, and we are now prepared to launch a Major. Our Department provides significant service to General Education and other Majors, and for over a decade we have delivered a Minor in Philosophy. Years ago, our campus expressed its intentions to establish this program, placing it on our University Academic Master Plan in 2006, for a starting date of 2008. Ensuing years of budget reductions delayed the growth of our department, so our plans have had to wait. Now, however, we are confident that the time has come to launch the major, to close a gap in the curricular foundation of our campus and better serve our students. We are also confident that it is feasible to do so, given the growth and broad expertise of our faculty, the increasing scale of our campus, and a student body large enough to gather sufficient demand for the major.

Since 1979, Philosophy has been designated in the CSU system as a “specific subject area” within the “Broad Foundation Program” envisioned for all CSU campuses. The Broad Foundation Program comprises the basic subject areas (and degree programs) seen as essential to any CSU campus curriculum, starting with the broadest fields of “the liberal arts and sciences, business administration, and teaching [education].” (CSU system *Program Planning Resource Guide Fall 2014*, p. 117: <http://www.calstate.edu/app/resources.shtml> - <http://www.calstate.edu/app/resources.shtml>) Philosophy’s identification as a foundational subject area, within the liberal arts and sciences, amounts to a system-level recognition of the importance of philosophy as an academic field, at the basis of a liberal arts education. This designation (in our view) also implies an expectation that campuses shall develop degree programs in such fields, at least over time if not at institutional startup. In fact, so important are these foundational subject areas, that “societal need and student demand are not ‘the preeminent criteria’ for offering baccalaureate programs in these areas.” (Ibid.)

⁴ Proposers do not need to supply this item. As the proposal goes through the approval process, memos from curriculum committees are obtained. These will be collected and added to the proposal by the Curriculum and Scheduling Office as a response for this item.

⁵ Generally this refers to a degree offered at a new level (e.g., a doctorate). To be certain that a WASC Substantive Change review is not necessary, contact the Associate Vice President for Planning and Accreditation.

⁶ Contact Academic Programs for assistance in proposing CIP and Program (formerly HEGIS) codes.

The implication is clear: There are certain academic programs, without which a CSU campus is incomplete, and among these is Philosophy. We are therefore excited to present this proposal, as a step toward the complete build-out of our campus. Any fully achieved University, and any College of Humanities, must offer a baccalaureate degree in Philosophy, merely as a matter of curricular completeness.

The BA in Philosophy at CSU San Marcos will provide a comprehensive study of philosophy, with specific emphases and degree options well suited to the character of our student body. The proposed Major will offer two degree Options (described more completely in the catalog copy, below): 1) the Option in Ethics, Law, and Society; and 2) the Option in Philosophy and Digital Humanities. Both Options are grounded in a pedagogy and curriculum that emphasizes the history of philosophy. The basic subject areas of philosophy are introduced in the context of philosophy's historical unfolding as an ongoing discourse, building upon itself. Students in either Option complete core courses in Ancient Greek and Roman Philosophy, Early Modern Philosophy, the History of Ethical Theory, and Symbolic Logic. In these courses, students encounter the fundamental issues central to basic philosophical subject areas of metaphysics, epistemology, ethics, and logic. Subsequent Upper Division coursework reinforces and deepens the student's engagement with these issues, across various, more specific subject-matter areas. Students in either degree Option complete programs of study geared to specific outcomes: acquisition of specific knowledge bases, skills development, career readiness, and/or graduate-study preparation.

We have developed this curriculum in view of a long record (by San Marcos standards) of teaching, service, and program development. As a Department, we are no start-up venture. Philosophy courses have been offered on our campus since 1997. Our senior Department colleague has taught here since 1996, and another since 2001. The Minor in Philosophy has been in place a dozen years or so. Philosophy is recognized as an academic department on our campus (even without a major) by dint of its broad service to General Education, service courses for other Majors, and delivery of its Minor. We have taught philosophy on this campus for nearly twenty years. We know our students well, and we have designed this curriculum with this experience in mind.

The Philosophy Major will "target" the sorts of students traditionally and typically drawn to the study of philosophy. These students sometimes pursue academic careers, and our graduates will be sufficiently prepared for graduate study in Philosophy. However, many Philosophy majors pursue legal careers and attend law school after their undergraduate years. Acknowledging this trend, the Option in Ethics, Law, and Society specifically prepares students for the study of law and the pursuit of legal careers, and is designed with those goals in mind; however, students in this Option will also be competitive candidates for careers in regulatory compliance, ethics compliance, human resources, civil service, and non-profit organizations.

The Option in Philosophy and Digital Humanities casts a wider net, appealing to students with an interest in philosophy, but who harbor less specific career inclinations. This Option provides students with the well-practiced intellectual, critical thinking, reading, and writing skills associated with the study of philosophy; furthermore, it will help them develop demonstrated skills in the use of digital multimedia and information technologies for research, presentation, and dissemination of ideas and information. (Information literacy, as a desired learning outcome, is a focus of both degree Options.) In recent years, we have increasingly incorporated a range of digital technologies into our pedagogy, and we have built more and more class assignments around them, in addition to the traditional essays and examinations traditionally used to assess learning in Philosophy. As we launch our Major, we will intensify these efforts, and offer students continual practice in these applications, platforms, and media. As students complete the Option in Philosophy and Digital Humanities, they will compile an electronic portfolio of works and projects executed in various multimedia applications, social media, presentation software packages, and digital publication platforms. Our hope is that, having learned how to use digital media to find, organize, and present the contents and subject matters of philosophy, our graduates can take these skills to the job market as transferrable and adaptable proficiencies. We hypothesize that, if our graduates can make philosophy come to life on the web, or in the presentation room, then they can do the same for a typical corporate presentation or company mission statement.

(And, as philosophy majors, they can think up, discuss, and write that statement, as well.) We envision our graduates as being broadly employable across a variety of fields, jobs, and occupations, known and unknown, perhaps as yet uninvented. Digital technology has created careers, occupations, and whole fields of enterprise that did not exist ten years ago. A central goal, in designing this curriculum, is to prepare our graduates as candidates for the continuing wave of new careers, even as they study ancient traditions of learning, knowledge, and wisdom. We are dedicated to demonstrating that the study of philosophy can open up a range of opportunities for our students, in academic, legal, public service, communication, and other professional careers.

Students who live within our service region deserve the opportunity to major in philosophy, should they desire to do so. That opportunity is extended to other students, in other regions of the state, on almost every other CSU campus. We should offer the same choices here. For our students, our campus is often their sole option for a university education. We bear a responsibility to provide them with equal opportunities for study, particularly in those fields considered foundational to academe. To serve our students more effectively, and to complete the academic foundations of our campus, we should no longer postpone the establishment of a Philosophy Major. At this point in the development of our campus, a Philosophy Major can sustain itself as a fiscally feasible enterprise. We now enroll over 12,000 students at CSUSM, by headcount. Our campus is at sufficient mass, with sufficient economies of scale, that a Philosophy Major can be offered as a viable “cost center.” From a student body of this size, Philosophy will attract enough majors to populate our classes sufficiently and operate well within College norms for SFR, cost per FTES, and similar metrics. We anticipate a steady population of majors on par with other CSU campuses of our size, all of which offer a Philosophy Major. Our Department is well established and secure as a service department, providing curriculum and courses for General Education, the Philosophy Minor, and other Majors. To ensure our success, we shall continue our record of robust enrollments in GE and service courses. We are eager to complete our mission as a Department, and offer a Major of our own: a key factor in recruiting and retaining the highest quality faculty.

The Philosophy Major will advance the University’s basic mission as an institution of public higher education, providing broad access to high quality programs, representing the best traditions of the liberal arts and sciences. Philosophy is one such tradition. Our program will fill a notable gap in the campus curriculum, provide additional options to our students, and help to establish our institution as a fully realized comprehensive University.

- b. **Proposed catalog description, including program description, degree requirements, and admission requirements.** For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).⁷

[Complete catalog copy:]

PHILOSOPHY

Office:

SBSB 3131

Telephone:

(760) 750-8048

Department Chair:

Michael McDuffie, Ph.D.

⁷ Use the format found in the most recent General Catalog.

Faculty

Manuel Arriaga, Ph.D.

Jessica Mayock, Ph.D.

Michael McDuffie, Ph.D.

Programs Offered:

- Bachelor of Arts in Philosophy
- Minor in Philosophy

Philosophy investigates basic questions of knowledge, reality, self, and society. Philosophy provides concepts and methods that help us organize our thinking, ask clearer questions, and broaden our understanding, as we study the basic features of our lives, the world, and our experience of things. Philosophy is one of the humanities, most concerned with how we define ourselves as human beings, find meaning and value in life, and work out the beliefs we hold true.

Philosophy is at once old and new, combining the study of ancient and modern intellectual traditions, in order to grapple with contemporary problems. When we study ancient theories of justice, we discover their relevance to current problems of social policy, law, and regulation. Age-old discussions of the mind-body problem, or the nature of society, can clarify the meaning of technological advancements in medicine, or communication, as the world changes around us. Over time, across the globe, philosophical traditions have emerged in various cultural settings, as systematic efforts to address basic questions of what there is, how we know it, and how we ought to live. Philosophy embraces multiple intellectual traditions, as each generation confronts the questions of the day, old and new, in different cultural worlds.

Philosophy combines various fields: Metaphysics takes up basic questions of being and existence: What is there, and what is its basic nature? Epistemology is the study of knowledge, investigating the origins of knowledge, problems of certainty, and different forms of knowledge. Aesthetics inquires into the bases of our likes, dislikes, and judgments of taste and beauty. Ethics is the broader study of values—the good, the right, and the just---in the context of human action and interaction. In applied or practical ethics, we confront concrete problems in fields like environmental ethics, bioethics, and professional ethics. Logic articulates the nature of reasoning, evidence and inference, guiding us as we exercise various forms of judgment. Across such concerns, philosophy investigates the concepts, methods, and basic orientations of other human enterprises, academic disciplines, and creative pursuits. Philosophy provides “philosophies of...” various fields and activities: philosophy of science, philosophy of language, philosophy of art, philosophy of religion, and so on.

At CSUSM, students pursuing the BA in Philosophy select one of two options:

- The Option in Ethics, Law, and Society (ELS) is focused upon the intersection of ethics, law, and social issues of government, justice, and the dissemination of power. ELS combines the study of philosophy (especially ethics, social, and political philosophy) with complementary coursework in History, Political Science, and Sociology. Students who complete the ELS Option gain strong foundations in philosophical thought and methods of reasoning, as well as a supplementary background in the history of American law and government, the U.S. Constitution and legal system, and the social issues that collide with ideals of ethics and law in contemporary American society. Across the ELS curriculum, students investigate and evaluate the emergence of ethics and law as normative systems of social organization, interaction, and control: What are the proper roles, functions, and purposes of these systems in human life? How can ethics, law, and government advance social justice and enhance human well being?

- The Option in Philosophy and Digital Humanities (PDH) provides a comprehensive study of philosophy, tied to training and practice in the emerging field of digital humanities. Humanistic disciplines (like philosophy, literature, history, and art history) investigate the ways in which we come to terms with our existence as human beings, what the world means for us, and how we ought to live. The field of digital humanities emphasizes the study, presentation, and communication of humanistic topics and concerns, by means of various digital technologies. As PDH students pursue their coursework in philosophy, they complete a range of assignments using graphic and social media, presentation software, and multimedia applications, often in place of traditional assignments centered around essay-writing, examinations, and so forth. Over time, students build up an electronic portfolio of works presenting philosophical content (ideas, perspectives, and histories) through a variety of digital mediums and applications. The PDH Option emphasizes core competencies in information literacy: Students gain stronger capacities to conduct research in digital environments, locate relevant information resources, and compile information in digital formats and presentation media. PDH graduates achieve solid grounding in the study of philosophy, gaining the intellectual reach and critical thinking abilities reinforced by philosophy. They also develop a demonstrated set of skills in the use of digital technologies and applications, relevant to multiple professions and career paths, old and new.

Program Student Learning Outcomes

Students who complete the Philosophy Major will be able to demonstrate:

1. Understanding of the major historical traditions within philosophy, and recognition of the historical development of major philosophical ideas (such as ideas of the body and mind, free will, knowledge, and ethics).
2. Knowledge of the basic subject areas of philosophy, including ethics, metaphysics, epistemology, logic, existential philosophy, etc.
3. Capacity to organize, conduct, and present research in digital environments, with well-developed information literacy (the ability to locate and present information within the discipline of philosophy and other humanistic disciplines).
4. Ability to express philosophical positions, concepts, and arguments through the practice of clear and effective writing and oral presentation.
5. Heightened critical thinking abilities (such as: distinguishing rational arguments from appeals to emotion; recognizing logical flaws in argumentation; identifying rhetorical devices and fallacious reasoning; using evidence to support a position or argument; and carefully evaluating and analyzing texts and media).
6. Ability to apply a range of philosophical methods to various sorts of problems, particularly in relating philosophical theory to practice; for example, applying ethical theories to concrete issues such as the environmental crisis or bioethical problems.
7. Commitment to values of intellectual curiosity, ethical toleration, and receptiveness to multiple perspectives, positions, and contexts, made evident in the exercise of methodological skepticism and clear reasoning.

Student Learning Outcomes, Degree Options

Option in Ethics, Law, and Society: In addition to the program-wide outcomes (above) graduates of this option will be able to demonstrate:

1. Understanding of the complex relationships between ethics, legal systems, and social structures.
2. Information literacy in relevant areas beyond the discipline of philosophy, including legal, historical, and social science data resources.

Option in Philosophy and Digital Humanities: In addition to the program-wide outcomes (above) graduates of this option will be able to demonstrate:

1. Acquaintance with various digital mediums, information resources, and digital presentation formats.
2. Ability to apply digital mediums in study, research, and presentation of humanistic topics, questions, and narratives.

Career Paths

The study of philosophy provides knowledge and skills that apply to diverse fields, including education, higher education, law, publishing, civil service, nonprofit organizations, human services, human resources, ethics compliance, regulatory compliance, basic management, etc. With additional undergraduate preparation and/or postbaccalaureate study, philosophy majors often pursue careers in medicine, nursing, allied health fields, business administration, public administration, and more. The Option in Ethics, Law, and Society is specifically geared to prepare students for legal careers, the study of law, and careers in fields like ethics/regulatory compliance, civil service, risk management, and organizational administration in various settings, public, private and non-profit. The Option in Philosophy and Digital Humanities incorporates the use of digital technologies and media in the study and presentation of philosophical ideas, building research and digital publication skills that transfer to multiple career paths, occupations, and working environments. Students graduate with an electronic portfolio of projects and presentations allowing them to showcase marketable abilities across a range of platforms, applications, and media. Either Option prepares students for graduate study of philosophy, in pursuit of careers in higher education, publishing, consulting, and research.

BACHELOR OF ARTS IN PHILOSOPHY

	Units
General Education	51
Preparation for the Major (by option)*	6-15
Major Requirements	36-39

Students must take a sufficient number of elective units to bring the total number of units to 120.

Ethics, Law and Society Option (51-54 units)

Ethics, Law and Society Preparation for the Major (15 units)

PHIL 101* [Introduction to Philosophy]	3
PHIL 210* [Symbolic Logic]	3
HIST 130* [U.S. History: 1500-1877]	3
HIST 131* [U.S. History: 1877-Present]	3
PSCI 100* [U.S. Government and Politics]	3

*Also satisfies a lower-division General Education requirement.

Upper-Division Ethics, Law and Society
(36-39 units)

<i>ELS Core:</i>	<i>12</i>
PHIL 310 [Western Philosophy: Ancient Greece and Rome]	3
PHIL 312 [Western Philosophy: Early Modern Period]	3
PHIL 315 [History of Ethical Theory]	3
PHIL 335 [Social and Political Philosophy]	3

Capstone Course

<i>Any one of the following:</i>	<i>3</i>
PHIL 410 [Phenomenology and Existential Philosophy]	3
PHIL 470 [Topics in 19 th Century PHIL]	3
PHIL 480 [Topics in 20 th Century PHIL]	3

Philosophy Electives

<i>Any three of the following:</i>	<i>9</i>
PHIL 311 [Western PHIL: Middle Ages/Renaissance]	3
PHIL 318 [Non-Western Philosophy]	3
PHIL 330 [Philosophy in Literature]	3
PHIL 332 [Philosophy in Film]	3
PHIL 340 [Ethics and the Environment]	3
PHIL 342 [Philosophy of Technology]	3
PHIL 345 [Bioethics and Medical Ethics]	3
PHIL 346 [Business Ethics]	3
PHIL 350 [Modernist Aesthetics]	3
PHIL 352 [Aesthetics and the Arts]	3
PHIL 355 [Philosophy of Religion]	3
PHIL 360 [Philosophies of Mind and Self]	3
PHIL 365 [Feminist Philosophy]	3
PHIL 370 [Philosophy of Language]	3
PHIL 390 [Topics in Philosophy]	3
PHIL 410* [Phenomenology and Existential Philosophy]	3
PHIL 430 [Philosophy of Law]	3
PHIL 470* [Topics in 19 th Century PHIL]	3
PHIL 480* [Topics in 20 th Century PHIL]	3
PHIL 499 [Supervised Independent Study]	3

*If not taken as Capstone course.

ELS Electives

<i>Any four of the following, across at least two fields:</i>	<i>12-15</i>
HIST 330 [The Constitution and American Society]	3
HIST 331 [Law, Sexuality, and American History]	3
HIST 335 [The African American Struggle for Equality]	3
HIST 336 A-F (any) [U.S. History sequence]	3
HIST 341 [Ideas in America]	3
PSCI 365 [International Organization and Law]	3
PSCI 370 [Foundations of Political Thought]	3
PSCI 371 [Ancient and Medieval Political Theory]	3
PSCI 410 [Congress and the Legislative Process]	3
PSCI 412 [Constitutional Law: Powers of Government]	3
PSCI 413A [Constitutional Law: Civil Liberties]	3

PSCI 413B [Constitutional Law: Equal Protection/Civil Rights]	3
PSCI 414 [U.S. Judicial Process]	3
PSCI 415 [State Politics]	3
PSCI 417 [Presidency in the U.S.]	3
SOC 308 [Morality and the Law]	4
SOC 311 [Inequality]	4
SOC 313 [Race/Ethnic Relations]	4
SOC 325 [Criminology]	4
SOC 327 [Law Enforcement]	4
SOC 339 [Social Inequality and Civil Rights]	4
SOC 437 [Feminism and Justice]	4
SOC 442 [Analysis of the Justice System and Criminal Law]	4
SOC 443 [Sociology of Law]	4
SOC 465 [Critical race theory]	2

Philosophy and Digital Humanities Option

(43 units)

Philosophy and Digital Humanities Preparation for the Major

(6 units)

PHIL 101* [Introduction to Philosophy]	3
PHIL 210* [Symbolic Logic]	3

*Also satisfies a lower-division General Education requirement.

Upper-Division Philosophy and Digital Humanities

(37 units)

<i>PDH Core:</i>	18	
PHIL 310 [Western Philosophy: Ancient Greece and Rome]	3	
PHIL 312 [Western Philosophy: Early Modern Period]	3	
PHIL 315 [History of Ethical Theory]	3	
PHIL 318 [Non-Western Philosophy]	3	
PHIL 450 (completed twice) [Digital Philosophy: Topics]		6

<i>Capstone Courses</i>	4
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PHIL 498 [PDH Electronic Portfolio]	1
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Plus one of the following:

PHIL 410 [Phenomenology and Existential Philosophy]	3
PHIL 470 [Topics in 19 th Century PHIL]	3
PHIL 480 [Topics in 20 th Century PHIL]	3

Philosophy Electives

Any five of the following: 15

PHIL 311 [Western PHIL: Middle Ages/Renaissance]	3
PHIL 330 [Philosophy in Literature]	3
PHIL 332 [Philosophy in Film]	3

PHIL 335 [Social and Political Philosophy]	3
PHIL 340 [Ethics and the Environment]	3
PHIL 342 [Philosophy of Technology]	3
PHIL 345 [Bioethics and Medical Ethics]	3
PHIL 346 [Business Ethics]	3
PHIL 350 [Modernist Aesthetics]	3
PHIL 352 [Aesthetics and the Arts]	3
PHIL 355 [Philosophy of Religion]	3
PHIL 360 [Philosophies of Mind and Self]	3
PHIL 365 [Feminist Philosophy]	3
PHIL 370 [Philosophy of Language]	3
PHIL 410* [Phenomenology and Existential Philosophy]	3
PHIL 430 [Philosophy of Law]	3
PHIL 470* [Topics in 19 th Century PHIL]	3
PHIL 480* [Topics in 20 th Century PHIL]	3
PHIL 499 [Supervised Independent Study]	3

*If not taken as Capstone course.

Admission to the Major

The Philosophy Major is open to any University student in good standing. Students must declare which degree Option they are pursuing, when declaring the Major. Community college transfer students may transfer a maximum of fifteen (15) lower-division units toward Preparation for the Major requirements. Students must have earned a grade of C+ (2.5) or higher in the coursework to be counted for credit toward the major.

Special Conditions for the Bachelor of Arts in Philosophy

All courses counted toward the Major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better.

4. Curriculum

- a. **Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.⁸**

Goals

The Bachelor of Arts in Philosophy provides a comprehensive study of philosophy and training in skills that apply to diverse fields of study and career paths, in a climate of intellectual curiosity, excitement, and personal growth. Its overall goal is to develop graduates who read and write well, think clearly, ask good questions, and thrive as life-long lovers of wisdom. Graduates will be

⁸ Complete the Student Learning Outcomes Table. The template for this table may be downloaded from (http://www.csusm.edu/academic_programs/Curriculum_Forms/New_Forms/Table_II_for_New_Programs.xls). Provide an initial assessment plan for the program. This plan will be the basis for the annual assessment reports that will begin upon implementation of the program. The data collected via these assessments will be the basis of the first program review (generally scheduled five years after program implementation). Contact Academic Programs for sample tables from other program proposals.

effectively prepared for graduate study of philosophy, and to pursue careers in education, law, and fields related to communication, research, and presentation of knowledge.

Program Student Learning Outcomes

Students who complete the Philosophy Major will be able to demonstrate:

1. Understanding of the major historical traditions within philosophy, and recognition of the historical development of major philosophical ideas (such as ideas of the body and mind, free will, knowledge, and ethics).
2. Knowledge of the basic subject areas of philosophy, including ethics, metaphysics, epistemology, logic, existential philosophy, etc.
3. Capacity to organize, conduct, and present research in digital environments, with well-developed information literacy (the ability to locate and present information within the discipline of philosophy and other humanistic disciplines).
4. Ability to express philosophical positions, concepts, and arguments through the practice of clear and effective writing and oral presentation.
5. Heightened critical thinking abilities (such as: distinguishing rational arguments from appeals to emotion; recognizing logical flaws in argumentation; identifying rhetorical devices and fallacious reasoning; using evidence to support a position or argument; and carefully evaluating and analyzing texts and media).
6. Ability to apply a range of philosophical methods to various sorts of problems, particularly in relating philosophical theory to practice; for example, applying ethical theories to concrete issues such as the environmental crisis or bioethical problems.
7. Commitment to values of intellectual curiosity, ethical toleration, and receptiveness to multiple perspectives, positions, and contexts, made evident in the exercise of methodological skepticism and clear reasoning.

Student Learning Outcomes, Degree Options

Option in Ethics, Law, and Society: In addition to the program-wide outcomes (above) graduates of this option will be able to demonstrate:

1. Understanding of the complex relationships between ethics, legal systems, and social structures.
2. Information literacy in relevant areas beyond the discipline of philosophy, including legal, historical, and social science data resources.

Option in Philosophy and Digital Humanities: In addition to the program-wide outcomes (above) graduates of this option will be able to demonstrate:

1. Acquaintance with various digital mediums, information resources, and digital presentation formats.
2. Ability to apply digital mediums in study, research, and presentation of humanistic topics, questions, and narratives.

<p><i>"Table II for New Programs" is attached at the end of this document (one table for each of two degree Options).</i></p>

- b. **Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. (CPEC “Maintenance and Improvement of Quality”)**

CSUSM has adopted an approach to program assessment in which departments conduct annual assessment projects, in relation to selected student learning outcomes (SLO's) or more focused learning objectives. Then, on a five-year cycle, a summary self-study is conducted on the basis of the previous years' assessment projects. In launching a new program, we propose to study the most fundamental learning outcomes first, and examine the effectiveness of our core, required courses, in serving the most basic knowledge- and skills-based SLOs. (Please see "Table II for New Programs," attached at the end of this document. Here is a prospectus of our plans:

- Year One: Assess the student's understanding of basic historical traditions (SLO 1) in PHIL 310 and/or PHIL 312. (Assess the student's ability to trace and articulate the development of a given philosophical idea across several centuries' discourse.)
 - Year Two: Assess our upper division students' ability to write an effective medium-length critical essay (SLO 4) in selected 400 and 300 level courses. (Compare writing samples taken from selected courses, against program-wide writing rubrics.)
 - Year Three: Assess the student's grasp of basic areas of philosophy (SLO 2) in PHIL 318, PHIL 315, PHIL 410. (Embed tailored examination questions in selected classes' midterms and finals, to gather evidence of student mastery of key concepts of ethics, metaphysics, epistemology, etc.)
 - Year Four: Assess the student's understanding and application of logic and critical reasoning skills (SLO 5) in selected classes, including applications of formal and informal logic (PHIL 210, upper division ethics courses). (Embed assignments in selected class that assess the student's ability to assess and evaluate arguments, couched in both formal [symbolic] meta-languages as well as ordinary language ["informal logic"].)
 - Year Five: Summary self-study.
- c. **Total number of units required for the major: 120**
- d. **Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. N/A**
- e. **If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully.** Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls , you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the proposed curriculum.

The BA in Philosophy will be offered through two options:

- The Option in Ethics, Law, and Society (ELS) is focused upon the intersection of ethics, law, and social issues of government, justice, and the dissemination of power. ELS combines the study of philosophy (especially ethics, social, and political philosophy) with complementary coursework in History, Political Science, and Sociology. Students who complete the ELS Option gain strong foundations in philosophical thought and methods of reasoning, as well as a supplementary background in the history of American law and government, the U.S. Constitution and legal system, and the social issues that collide with ideals of ethics and law in contemporary American society. Across the ELS curriculum, students investigate and evaluate the emergence of ethics

and law as normative systems of social organization, interaction, and control: What are the proper roles, functions, and purposes of these systems in human life? How can ethics, law, and government advance social justice and enhance human well being?

- The Option in Philosophy and Digital Humanities (PDH) provides a comprehensive study of philosophy, tied to training and practice in the emerging field of digital humanities. Humanistic disciplines (like philosophy, literature, history, and art history) investigate the ways in which we come to terms with our existence as human beings, what the world means for us, and how we ought to live. The field of digital humanities emphasizes the study, presentation, and communication of humanistic topics and concerns, by means of various digital technologies. In order to infuse digital humanities methods, applications, and pedagogy into the PDH Option, here is how the Option will be structured and delivered:
 - As PDH students pursue their coursework in philosophy, they will complete a range of assignments using graphic and social media, presentation software, and multimedia applications. Often, students will complete such projects in place of traditional assignments centered around essay-writing, examinations, and so forth.
 - *PDH assignments* or *PDH assignment options* will be incorporated into all Upper Division core courses (PHIL 310, 312, 315, 318); PDH majors will use those opportunities to complete projects that may eventually be included in the student's culminating digital portfolio, submitted and assessed in the senior year via the course PHIL 498 *PDH Electronic Portfolio*.
 - A "PDH assignment" will require the student to employ research skills and resources, and/or digital presentation mediums, which support digital humanities learning outcomes; a "PDH assignment option" is just that---an option to submit a PDH assignment in place of a conventional essay, paper, exam, or homework assignment. In either case, instead of writing a critical essay on some topic, to present the subject matter and contents of a philosophic study of a thinker or problem, a student might address the same topic by: submitting a Prezi presentation; or blogging for several weeks on that topic, creating multiple entries, references, links, and resources; or creating a multimedia presentation on that topic, incorporating film, text, audio, voiceover narration, etc.
 - In addition to the core courses, PDH assignments and/or assignment options will also be built into a cross-section of upper-division PHIL elective courses, as our faculty members gain further experience with this pedagogy. (Many such assignments are already in use.)
 - Each PDH major will be required to complete PHIL 450 "Digital Philosophy: Topics" at least twice. This course emphasizes focused exploration and application of digital humanities mediums and methods, in the context of an advanced course with a changing topics syllabus. (Please see the PHIL 450 course proposal for details.)
 - Finally, over time, as PDH majors complete their core and elective classes, they will build up an electronic portfolio of works presenting philosophical content (ideas, perspectives, histories, and intersections with other fields) through a variety of digital mediums and applications. That portfolio is submitted in the senior year for one unit of pass/fail credit, in PHIL 498 "PDH Electronic Portfolio". The portfolio must include works that satisfy a number of specified criteria, covering different mediums, research resources, and presentation applications. (Please see the PHIL 498 course proposal for details.) Portfolios will showcase a variety of skills and capabilities, suitable for presentation to prospective employers and graduate programs.

The PDH Option emphasizes core competencies in information literacy: Students gain stronger capacities to conduct research in digital environments, locate relevant information resources, and compile information in digital formats and presentation media. PDH graduates achieve solid grounding in the study of philosophy, gaining the intellectual reach and critical thinking abilities

reinforced by philosophy. They also develop a demonstrated set of skills in the use of digital technologies and applications, relevant to multiple professions and career paths, old and new.

(For a complete statement of the curricular requirements of the two Options, please refer back to the complete University Catalog copy, section 3a.)

- f. A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

Option One: Ethics, Law and Society Option
Required Courses

	UNITS
<i>Preparation for the Major</i>	<i>15</i>
PHIL 101 Introduction to Philosophy	3
PHIL 210 Symbolic Logic	3
HIST 130 U.S. History: 1500-1877	3
HIST 131 U.S. History: 1877-Present	3
PSCI 100 U.S. Government and Politics	3
<i>Upper-Division Core</i>	<i>12</i>
PHIL 310 Western Philosophy: Ancient Greece and Rome	3
PHIL 312 Western Philosophy: Early Modern Period	3
PHIL 315 History of Ethical Theory	3
PHIL 335 Social and Political Philosophy	3
<i>Capstone Course (Any one of the following:)</i>	<i>3</i>
PHIL 410 Phenomenology and Existential Philosophy	3
PHIL 470 Topics in 19 th Century PHIL	3
PHIL 480 Topics in 20 th Century PHIL	3

Option Two: Philosophy and Digital Humanities
Required Courses

	UNITS
<i>Preparation for the Major</i>	<i>6</i>
PHIL 101 Introduction to Philosophy	3
PHIL 210 Symbolic Logic	3
<i>Upper-Division Core</i>	<i>18</i>
PHIL 310 Western Philosophy: Ancient Greece and Rome	3
PHIL 312 Western Philosophy: Early Modern Period	3
PHIL 315 History of Ethical Theory	3
PHIL 318 Non-Western Philosophy	3
PHIL 450 (completed twice) Digital Philosophy: Topics	6
<i>Capstone Courses</i>	<i>4</i>
PHIL 498 PDH Electronic Portfolio	1

Plus one of the following:

PHIL 410 Phenomenology and Existential Philosophy	3
PHIL 470 Topics in 19 th Century PHIL	3
PHIL 480 Topics in 20 th Century PHIL	3

- g. List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

Option One: Ethics, Law and Society Option
Elective Courses

<i>Philosophy Electives</i>	UNITS
<i>Any three of the following:</i>	9
PHIL 311 Western PHIL: Middle Ages/Renaissance	3
PHIL 318 Non-Western Philosophy	3
PHIL 330 Philosophy in Literature	3
PHIL 332 Philosophy in Film*	3
PHIL 340 Ethics and the Environment	3
PHIL 342 Philosophy of Technology	3
PHIL 345 Bioethics and Medical Ethics	3
PHIL 346 Business Ethics*	3
PHIL 350 Modernist Aesthetics	3
PHIL 352 Aesthetics and the Arts*	3
PHIL 355 Philosophy of Religion	3
PHIL 360 Philosophies of Mind and Self *	3
PHIL 365 Feminist Philosophy*	3
PHIL 370 Philosophy of Language*	3
PHIL 390 Topics in Philosophy	3
PHIL 410 Phenomenology and Existential Philosophy*	3
PHIL 430 Philosophy of Law*	3
PHIL 450 Digital Philosophy: Topics*	3
PHIL 470 Topics in 19 th Century PHIL*	3
PHIL 480 Topics in 20 th Century PHIL*	3
PHIL 499 Supervised Independent Study	3

(* Denotes new course; please see below for proposed catalog descriptions.)

ELS Electives

<i>Any four of the following, across at least two fields:</i>	12-15
HIST 330 The Constitution and American Society	3
HIST 331 Law, Sexuality, and American History	3
HIST 335 The African American Struggle for Equality	3
HIST 336 A-F (any) U.S. History sequence	3
HIST 341 Ideas in America	3

PSCI 365 International Organization and Law	3
PSCI 370 Foundations of Political Thought	3
PSCI 371 Ancient and Medieval Political Theory	3
PSCI 410 Congress and the Legislative Process	3
PSCI 412 Constitutional Law: Powers of Government	3
PSCI 413A Constitutional Law: Civil Liberties	3
PSCI 413B Constitutional Law: Equal Protection/Civil Rights	3
PSCI 414 U.S. Judicial Process	3
PSCI 415 State Politics	3
PSCI 417 Presidency in the U.S.	3
SOC 308 Morality and the Law	4
SOC 311 Inequality	4
SOC 313 Race/Ethnic Relations	4
SOC 325 Criminology	4
SOC 327 Law Enforcement	4
SOC 339 Social Inequality and Civil Rights	4
SOC 437 Feminism and Justice	4
SOC 442 Analysis of the Justice System and Criminal Law	4
SOC 443 Sociology of Law	4
SOC 465 Critical race theory	2

Option Two: Philosophy and Digital Humanities
Elective Courses

Philosophy Electives

<i>Any five of the following:</i>	<i>15</i>
PHIL 311 Western PHIL: Middle Ages/Renaissance	3
PHIL 330 Philosophy in Literature	3
PHIL 332 Philosophy in Film*	3
PHIL 335 Social and Political Philosophy	3
PHIL 340 Ethics and the Environment	3
PHIL 342 Philosophy of Technology	3
PHIL 345 Bioethics and Medical Ethics	3
PHIL 346 Business Ethics*	3
PHIL 350 Modernist Aesthetics	3
PHIL 352 Aesthetics and the Arts*	3
PHIL 355 Philosophy of Religion	3
PHIL 360 Philosophies of Mind and Self*	3
PHIL 365 Feminist Philosophy*	3
PHIL 370 Philosophy of Language*	3
PHIL 390 Topics in Philosophy	3
PHIL 410 Phenomenology and Existential Philosophy*	3
PHIL 430 Philosophy of Law*	3
PHIL 470 Topics in 19 th Century PHIL*	3
PHIL 480 Topics in 20 th Century PHIL*	3
PHIL 499 Supervised Independent Study	3

(* Denotes new course; please see below for proposed catalog descriptions.)

NEW COURSES: Proposed Catalog Descriptions

Required courses:

PHIL 101 Introduction to Philosophy Introduces philosophy through the study of different conceptions of human being. Concepts of the person are tied to specific views of reality, the meaning and value of life, and our capacity to know ourselves and the world. Examines how the philosophies of human being open up basic questions of knowledge, reality, perception, and value, and how the study of these questions leads to deeper self-understanding. Selected texts represent multiple philosophical movements and traditions.

PHIL 450 Digital Philosophy: Topics Employs tools and methods of the digital humanities for the study of philosophy. Emphasizes the usage of digital applications for research, content presentation, and self-publication. Provides instruction and practice in multimedia applications, presentation software, web design, social media, and information resources in philosophy. Connects the study of philosophic ideas to broader humanistic, aesthetic, and historical developments, providing rich content for digital presentation and publication.

PHIL 498 PDH Electronic Portfolio Capstone activity for philosophy majors completing the Option in Philosophy and Digital Humanities. Requires submission of an electronic portfolio of projects and presentations completed over the course of the student's progress through the Major. Credit/no credit activity.

Elective courses:

PHIL 332 Philosophy in Film Survey of selected philosophical issues and themes, through the study of films from various world cinema traditions. Topics and themes include: problems of self and identity; the struggle for happiness and fulfillment; problems of society and social recognition; time, biography, and mortality; ethics, conscience, and motivation. Texts include selected films and supporting philosophical writings.

PHIL 346 Business Ethics Provides critical analysis and examination of significant contemporary ethical issues and challenges throughout the professional business arena. Emphasizes the manager's social and environmental responsibilities to a wide variety of stakeholders, including employees, customers, and the public. Explores ethical dilemmas and decision-making frameworks and approaches. Examines personal, organizational, and societal impact of business practices. Engages real-world issues and applies ethical theories, concepts, and principles to concrete problems in business and organizational ethics.

PHIL 352 Aesthetics and the Arts Survey of the philosophy of art, conducted with reference to aesthetic works from various mediums and art forms. How does art allow us to represent and interpret nature? How does art enable us to explore and express our subjectivity? How do artworks function as formal and compositional creations? Explores theories of artistic representation, expression, and composition, in an effort to understand basic concepts of art, aesthetics, and creativity.

PHIL 360 Philosophies of Mind and Self Philosophical investigation of the nature and meaning of human consciousness, perception, and thought. Covers the nature of mind, self, and human identity; the relationships between mind and body, and mind and world; the origins of knowledge in sensation, perception, and reflection; the problem of certainty; notions of conscious and unconscious mind; and

problems of free will and determinism. Explores a range of perspectives through selected readings from ancient, early modern, and late modern philosophy.

PHIL 365 Feminist Philosophy Survey of feminist perspectives in philosophy. Examines the role of sexual difference in philosophical inquiry and social reality; investigates the causes of sexual injustice. Topics include: origins of gender difference (as natural vs. constructed); tensions between goals of sexual equality vs. affirmation of sexual difference; exclusion of feminist voices in mainstream philosophy. Discussions engage controversial issues of interest to feminist thinkers, such as pornography, prostitution, sexual violence, issues of body image and beauty, sexual orientation, and reproductive rights.

PHIL 370 Philosophy of Language Philosophical examination of language as the basic medium of thought, expression, and articulation of meaning. Explores leading issues in the philosophy of language, including the nature of signs, sign systems, and signification; the relationships between language, mind, and reality; language as a medium of social interaction and the construction of social realities; the logical and semantic limits of discourse and meaning.

PHIL 410 Phenomenology and Existential Philosophy Phenomenology is the philosophical study of subjective experience, exploring how our knowledge of the self and world emerges from our lived experience of daily life. Existential philosophy, or existentialism, uses phenomenological methods in order to articulate the basic state of human existence as being in the world. Examines leading thinkers like Kierkegaard, James, Husserl, Heidegger, Sartre, de Beauvoir, Merleau-Ponty, Buber, and Levinas. Philosophical themes explored in films and/or literary texts by authors such as Camus, Kafka, Dostoyevsky, Ellison, etc.

PHIL 430 Philosophy of Law Philosophical study of issues related to the law and legal institutions. Examines notions of the basic nature of law, its origins in society, and its validity as a system of social norms. Compares law to other normative social institutions like convention, morality, and religion. Topics include: liberty-limiting principles; origin of legal rights; individual and corporate obligations to obey the law; the justification of legal punishment; problems of paternalistic interference into the lives of citizens.

PHIL 470 Topics in 19th Century Philosophy Selected topics in western philosophy from the 19th century, as represented in texts by leading thinkers of the period.

PHIL 480 Topics in 20th Century Philosophy Selected topics in western philosophy from the 20th century, as represented in texts by leading thinkers of the period.

- h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.**

(1) New courses* needed to initiate the program:

PHIL 101 Introduction to Philosophy

[*Please refer back to section 4.g. for proposed catalog descriptions.]

(2) New courses* needed during the first two years after implementation:

PHIL 430 Philosophy of Law
 PHIL 450 Digital Philosophy: Topics
 PHIL 498 PDH Electronic Portfolio

Plus any one of the following:

PHIL 410 Phenomenology and Existential Philosophy

PHIL 470 Topics in 19th Century PHIL

PHIL 480 Topics in 20th Century PHIL

At least three of the following: PHIL 332, PHIL 346, PHIL 348, PHIL 352, PHIL 360, PHIL 370

[*Please refer back to section 4g. for proposed catalog descriptions.]

i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

Assumptions and parameters:

1. FTE faculty resources: Three current TT faculty plus one TT faculty (search already authorized for 14/15, fall 15 startup); incremental addition of part-time lecturer faculty and/or a fifth TT hire, from Fall 17 forward.
2. Required "core" courses are offered every semester, excepting PHIL 335, offered Fall only, and PHIL 318, offered Spring only.
3. Four sections of upper-division electives are needed each semester, at minimum, to facilitate students' timely completion of degree requirements.
4. Current service obligations to other majors (via PHIL 340 and PHIL 345) will be upheld and possibly expanded with the growth in other majors.
5. Advanced major requirements (capstone courses etc.) are phased in gradually as first cohorts progress through the major.
6. Scheduling approach will allow four-semester graduation sequence for Spring semester new-transfer students, if Spring semester transfer admissions resume.

Year One		
Faculty time-base	Fall Semester	Spring Semester
TT 1:	PHIL 101, PHIL 310, PHIL elective	PHIL 101, PHIL 310, PHIL elective
TT 2:	PHIL 312, PHIL 315, PHIL elective	PHIL 312, PHIL 315, PHIL 450
TT 3:	PHIL 340, PHIL 335, PHIL elective	PHIL 340, PHIL 318, PHIL elective
TT 4:	PHIL 210, PHIL 345, PHIL 345	PHIL 210, PHIL 345, PHIL 345
PT and/or TT 5:	PHIL elective (one section)	PHIL elective (two sections)

Year Two		
Faculty time-base	Fall Semester	Spring Semester
TT 1:	PHIL 101, PHIL 310, PHIL elective	PHIL 101, PHIL 310, PHIL 410/470/480
TT 2:	PHIL 312, PHIL 315, PHIL 450	PHIL 312, PHIL 315, PHIL 450
TT 3:	PHIL 340, PHIL 335, PHIL elective	PHIL 340, PHIL 318, PHIL elective, PHIL 498
TT 4:	PHIL 210, PHIL 345, PHIL 345	PHIL 210, PHIL 345, PHIL 345
PT and/or TT 5:	PHIL elective (three sections)	PHIL elective (three sections)

Year Three		
Faculty time-base	Fall Semester	Spring Semester
TT 1:	PHIL 101, PHIL 310, PHIL 410/470/480	PHIL 101, PHIL 310, PHIL 410/470/480
TT 2:	PHIL 312, PHIL 315, PHIL 450	PHIL 312, PHIL 315, PHIL 450
TT 3:	PHIL 340, PHIL 340, PHIL 335, PHIL 498	PHIL 340, PHIL 340, PHIL 318, PHIL 498
TT 4:	PHIL 345, PHIL 345, PHIL 345	PHIL 345, PHIL 345, PHIL 345
PT and/or TT 5:	PHIL 210, PHIL elective (four sections)	PHIL 210, PHIL elective (four sections)

- j. **For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.**⁹ N/A

k. **Admission criteria, including prerequisite coursework.**¹⁰ No additional admission criteria are specified.

- l. **Criteria for student continuation in the program.**¹¹ N/A

- m. **For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.**

We shall recognize any current and future articulation agreements reached for all courses incorporated into our curriculum from other departments, programs, and disciplines (viz., History, Political Science, and Sociology). Regarding Philosophy courses, we shall pursue community college articulation agreements for our lower-division courses, new and existing: PHIL 101 and PHIL 210.

- n. **If there is a Lower-Division Transfer Pattern (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml>**¹²

Our understanding is that, at this date, the LDTP project is no longer active, and no LDTP was developed for philosophy in past years of the project. In any case, there is nothing to be found of the sort, at the website listed above.

⁹ Contact Graduate Studies for assistance in making certain that the program conforms to CSU requirements for a master's program.

¹⁰ This item generally applies to graduate programs and self-support programs. For assistance, contact Graduate Studies for the first situation, and Extended Learning for the second. For an undergraduate, state-support program for which admission criteria are desired, contact Academic Programs to discuss this matter.

¹¹ This item generally only applies to programs with admission criteria (item 4k). For undergraduate programs, the criteria should be that the student remain on good academic standing (i.e., not be subject to Academic Disqualification). For assistance with this item, contact Graduate Studies, Extended Learning or Academic Programs as in item 4k.

¹² Contact Enrollment Management Services for assistance in completing this section.

o. Advising “roadmaps” that have been developed for the major.¹³

Degree Roadmap: Option in Ethics, Law, and Society

The following is a recommended sequence of required and elective courses.

Student Class Year	Fall Semester	Spring Semester
First Year	1. PHIL 110 Critical Thinking 2. HIST 130 US History 1500-1877	1. PHIL 110 Critical Thinking (if still needed) 2. HIST 131 US History 1877-Present
Second Year	1. PHIL 210 Symbolic Logic 2. PSCI 100 US Govt/Politics	1. PHIL 210 Symbolic Logic (if still needed)
Third Year	1. PHIL 310 Ancient Greek/Roman 2. PHIL 315 Ethical Theory 3. PHIL elective #1 4. ELS Elective #1	1. PHIL 312 Early Modern 2. PHIL 335 Social/Political Phil 3. PHIL elective #2 4. ELS elective #2
Fourth Year	1. PHIL elective #3 2. ELS elective #3	1. PHIL 410 Existentialism <i>or</i> PHIL 470 19th cent. or PHIL 480 20th cent. 2. ELS elective #4

Degree Roadmap: Option in Philosophy and Digital Humanities

The following is a recommended sequence of required and elective courses.

Student Class Year	Fall Semester	Spring Semester
First Year	1. PHIL 110 Critical Thinking	1. PHIL 110 Critical Thinking (if still needed)
Second Year	1. PHIL 210 Symbolic Logic	1. PHIL 210 Symbolic Logic (if still needed)
Third Year	1. PHIL 310 Ancient Greek/Roman 2. PHIL 315 Ethical Theory 3. PHIL elective #1	1. PHIL 312 Early Modern 2. PHIL 318 Non-Western Phil 3. PHIL elective #2 4. PHIL 450 Digital Phil
Fourth Year	1. PHIL elective #3 2. PHIL elective #4 3. PHIL elective #5 4. PHIL 450 Digital Phil	1. PHIL 410 Existentialism <i>or</i> PHIL 470 19th cent. or PHIL 480 20th cent. 2. PHIL 498 PDH Electronic portfolio

p. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Not applicable.

5. Need for the Proposed Degree Major Program

(CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the Field”)

¹³ Contact the Office of First Year Programs for assistance in developing detailed graduation road maps for the first two years of study.

- a. **List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.¹⁴**

Other CSU campuses currently offering the BA in Philosophy:

- 1) California State University Bakersfield
- 2) California State University Chico
- 3) California State University Dominguez Hills
- 4) California State University East Bay
- 5) California State University Fresno
- 6) California State University Fullerton
- 7) Humboldt State University
- 8) California State University Long Beach
- 9) California State University Los Angeles
- 10) California State University Northridge
- 11) California State Polytechnic University, Pomona
- 12) California State University Sacramento
- 13) California State University San Bernardino
- 14) San Diego State University
- 15) San Francisco State University
- 16) San Jose State University
- 17) California Polytechnic State University, San Luis Obispo
- 18) Sonoma State University
- 19) California State University Stanislaus

Neighboring institutions, public or private, currently offering the BA in Philosophy:

- 1) San Diego State University
- 2) Point Loma Nazarene University, San Diego CA
- 3) University of San Diego
- 4) University of California, San Diego
- 5) University of California, Riverside
- 6) University of Redlands, Redlands CA
- 7) University of California, Irvine
- 8) California State University, Fullerton
- 9) California State University, San Bernardino

- b. **Differences between the proposed program and programs listed in Section 5a above.**

Given the number of institutions listed above, we shall not attempt to provide an exhaustive comparison. Instead, we hope it will suffice to focus on the three CSU campuses closest to us, geographically, as well as three other non-CSU institutions located in our service region.

The Philosophy Major at **San Diego State University** is a 36-unit curriculum (30 units upper division) that emphasizes an historical approach to the teaching and study of philosophy. In this respect, it is similar to the curriculum we propose, with its core of history-of-philosophy courses. It also aspires (as we do) to a healthy philosophical pluralism, representing multiple traditions within philosophy (analytic, Continental, non-Western, etc.) However, the curriculum at SDSU is a fairly generic production, requiring coursework in problem areas of ethics, epistemology, and metaphysics,

¹⁴ Contact Academic Programs for a list of other CSU campuses offering related programs.

in addition to the history-of-philosophy courses. And there are no degree options, unlike our curriculum, and no mention of digital humanities as a related and integrated field.

The Philosophy Major at **California State University Fullerton** is a 39 unit program (3-12 units lower division included), offering a fairly standard mix of history-of-philosophy courses and courses representing basic subject areas of philosophy. The overall orientation of the department appears to be toward mainstream, Anglo-American, analytic philosophy, and the approach to the history of philosophy is less structured than our curriculum. (Students might complete the degree while not taking a class in the ancient Greek/Roman or early modern periods, where we require their study.) Students are required to take a senior seminar, and also like our curriculum, a concentration in Moral, Legal, and Social Philosophy is offered for students interested in legal careers---a fairly common option in philosophy majors. There is, however, no engagement with digital humanities in the curriculum (at least on the basis of appearances).

At **California State University San Bernardino**, the Philosophy Major consists of 57 *quarter-system* units of study, all in the upper division. (However, the Philosophy Department's lower-division critical thinking course is a prerequisite for the required 300-level course in symbolic logic, so most students will presumably take it to fulfill their LDGE A3 Critical Thinking requirement.) The overall structure of the major is comparable to that which we propose: a core of classes in ancient classical and early modern philosophy, with additional coursework in various subject areas and additional historical periods. A senior seminar and senior project are required. No formal degree options or concentrations are offered, but advising packages recommend particular classes for students with different career interests. No explicit mention is made of digital humanities as an aspect of the curriculum or its delivery.

University of California San Diego offers a robust program with degree options in Laws, Ethics, and Society; Science, Technology and Medicine; Mind, Brain and Cognitive Science; and Historical Perspectives on Philosophy, Science and Religion. These emphases are built atop a core curriculum that combines coursework in the history of philosophy (ancient, early modern, and late modern) with courses in basic subject areas (logic, moral and political philosophy, metaphysics and epistemology, and philosophy of science). No reference to digital humanities is made in program descriptions.

University of San Diego offers a strong program in philosophy (with 16 full time faculty members) that is typical of Catholic institutions, emphasizing a history-of-philosophy approach, inclusion of multiple traditions of study ("Analytic" and "Continental"), and intersections with theology and religious studies. USD places additional emphasis on the study of ethics and value theory, also, across a 36-unit program (12 units lower division and 24 upper division units). No particular degree options or emphases are offered.

Point Loma Nazarene University, in keeping with its mission as an evangelical institution, offers a 33-unit philosophy major that emphasizes theology and philosophy of religion. Anchored in a two-course history-of-philosophy sequence, the PLNU program emphasizes the application of Christian ethics and the student's relationship to God in two of its three stated program-level student learning outcomes. Within this general orientation, no specific program emphases, tracks, or options are offered, and the curriculum features a fairly straightforward menu of classes in various philosophical subject areas.

In sum, our proposed curriculum is typical compared to others, in building the major around a core of history-of-philosophy courses, as well as in offering an option explicitly geared to students interested in legal careers. However, our option in Ethics, Law, and Society is distinctive in its multi-disciplinary character, including courses from Political Science, History, and Sociology. Our other degree option, in Philosophy and Digital Humanities, seems to be unique among institutions in our

area (and, as far as we can tell) statewide. No other philosophy program that we know of shares the same commitment to the digital humanities as a way to teach, learn, and study philosophy, nor is any geared to developing the practical skills in digital technology that our graduates will demonstrate through their portfolios. Our curriculum and pedagogy will be distinctive, in this regard. Finally, there is one critical difference between our program and all these others: It will be available to our students, providing access to an opportunity now lacking for them.

c. List of other curricula currently offered by the campus that are closely related to the proposed program.

CSUSM lacks degree programs in religious studies and classics, two fields that are typically associated with philosophy. The degree option in Ethics, Law and Society incorporates curriculum from the fields of History, Political Science, and Sociology, and we are grateful for the cooperation and consent of colleagues in these departments, in designing this curriculum.

d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

We have consulted with faculty at Palomar College and are grateful for their advice and enthusiasm. We look forward to developing closer partnerships with our colleagues at Palomar and our other feeder institutions, as we launch and refine our program in years to come.

e. Applicable workforce demand projections and other relevant data.¹⁵

Philosophy majors pursue diverse career paths, particularly with additional postbaccalaureate education and training. The study of philosophy provides knowledge and skills, and requires certain aptitudes, that prove useful in multiple fields. That being said, many philosophy majors pursue legal careers, careers in education, and careers in public service and not-for-profit sectors. Regional demand for professionals in these fields is likely to rise, in tune with economic and population growth. For specific analysis, we single out several careers either most likely to be pursued by undergraduate philosophy majors (law and higher education), or suitable for such graduates, given their typical aptitudes and skills: regulatory compliance, general/operations management, and human resources management.

The CA Employment Development Department (www.labormarketinfo.edd.ca.gov) predicts that, between 2012-2022, demand for lawyers in CA will rise 11.3%, from 87,400 to 97,300, with an average of 2390 openings per year. For San Diego County, the predicted growth curve in demand is even more dramatic: demand will rise 19.6%, at a rate of 285 job openings per year. The same source projects that state-wide demand for postsecondary philosophy and religion teachers will rise, in the same period, some 20.8%, from 2400 jobs statewide to 2900, at a rate of 80 openings per year. State-wide demand for compliance officers will rise by 7.3% over the same period, from 28,700 to 30,800, with 740 openings per year (123 per year in San Diego County).

Thinking more expansively, we consider careers that require qualified college graduates for entry-level positions in the professional and managerial ranks. Demand for general managers and operations managers, across industries, is projected to rise 16.5% state-wide, from 2012-2022, with 8940 openings per year (587 per year in San Diego County). These positions typically require a bachelor's degree and some work experience, and we believe that our graduates will be competitive for some of these jobs, given the skills developed by our curriculum. Employers seeking management trainees emphasize the desirability of developed skills in problem solving, critical thinking, writing, computer literacy, and presentation/communication of ideas. A further area in

¹⁵ One source of data, in addition to those provided at the end of section 5, is the San Diego Association of Governments website: <http://www.sandag.cog.ca.us>

which philosophy majors might succeed is human resources management: State-wide, same period, demand for human resources managers is projected to rise 20%, from 14,000 to 16,800, with 650 openings per year.

- f. **If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need.**¹⁵

The BA in Philosophy is proposed as part of the "Broad Foundational Program" of the campus curriculum, as described above (3a.). The CSU Board of Trustees identifies philosophy as one of the specific subject areas to be developed on a typical CSU campus. In order to complete the basic curricular footprint of CSUSM, as a comprehensive university, programs like the Philosophy Major need to be developed.

Note: Data Sources for Demonstrating Evidence of Need

APP Resources Web <http://www.calstate.edu/app/resources.shtml>
[US Department of Labor, Bureau of Labor Statistics](#)
[California Labor Market Information](#)
[Labor Forecast](#)

6. Student Demand (CPEC "Student Demand")

- a. **Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.**¹⁶

Currently, in the CSUSM service region, there are no available degree programs in philosophy, so the proposed major will fill a gap in students' educational access. We recall that philosophy is designated by the CSU Board of Trustees as a "specific subject area" of the CSU "Broad Foundation" program. Campuses are expected to establish degree programs in these areas, notwithstanding any demonstration of student demand: "Societal need and student demand are not 'the preeminent criteria' for offering baccalaureate programs in these areas." (CSU system *Program Planning Resource Guide Fall 2014*, p. 117.) Still, we think it is reasonable to infer that there is unmet demand for a philosophy major at CSUSM, simply because at a typical university like ours one finds a philosophy major with students who choose to declare it. If students are interested in philosophy on other CSU campuses (virtually all of which offer a philosophy major), then they are likely to be interested in philosophy here, in similar measure. In fact, our best indicator of student interest, and our best measure of the potential size of our major, is the comparative analysis to other CSU campuses offered below (6e). We also point to our own Minor in Philosophy, which over the years has enrolled a small number of students. Roughly fifteen to twenty students are active in the Minor at any one time. That is not a big number, but very few CSUSM students declare minors. To do so typically adds extra units of study and often extra time (and expense) to degree. If *any* students declare our Minor, let alone five or six a year, we regard this as a not insignificant indicator of student interest in the discipline. In any case, we anticipate not hundreds of majors, but merely a few dozen, as time goes by, and we have designed the curriculum with this scale in mind. Elsewhere in this

¹⁶ Contact Enrollment Management Services to obtain numbers of students with declared majors, options/concentrations/emphases/tracks/etc., and minors. Contact Academic Programs to obtain enrollment histories in specific courses. Surveys of potential employers might show the need for the proposed program. Please explain if there are discrepancies between national/statewide/professional manpower surveys and local findings. Contact the Career Center for assistance in completing this section.

proposal (4i. and "BLP spreadsheets"), we present our plans to launch and sustain the program, based on the average number of philosophy majors on a campus of our size. We are confident that our campus has achieved a sufficient mass of enrollment, such that we can establish a successful, if relatively small degree program. We are also confident that we can continue to provide a good return on University resources, in terms of dollar costs per FTES. We propose this major not as a stand-alone venture, from scratch, but as an enterprise nestled within the larger economy of our department, which is well established as a service program. We well understand how to "pay for" a few small majors' courses, within our overall productivity as a high-SFR program. (Please see the attached "BLP spreadsheets" for an overview of resources and expenses associated with the program.)

Palomar College (our main feeder campus) now offers an A.A. degree in philosophy, but this program is in its infancy. We (respective campus faculty) expect our programs to grow and develop in tandem. Philosophy is also well represented at Miracosta College, another feeder campus, as an element of the A.A. degree in Liberal Arts: Arts and Humanities. We look forward to working further with these campuses and availing ourselves of the resources of the North County Higher Education Alliance (NCHEA), to foster effective partnerships and channel student interest in philosophy toward our program.

b. Issues of access considered when planning this program.

The primary goal of this proposal is to provide our students with access to a degree program that is currently beyond their reach. As demonstrated in preceding sections (5a. etc.), students attending typical universities have access to philosophy degree programs. There is no shortage of such programs; however, many of our students have no access to University-level higher education beyond our campus. They might be prevented from attending other area institutions by the greater expense of private higher education, the more restrictive admissions requirements of the UC system, or the service-area restrictions imposed by the CSU system. Thus, our campus, like every CSU campus, has a responsibility as an "access campus" to offer a complete and fully representative complement of programs. Our proposal will enhance students' access to additional educational opportunities, on par with those enjoyed on other CSU campuses.

c. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.¹⁷

Not applicable.

d. Professional uses of the proposed degree program.

The study of philosophy provides knowledge and skills that apply to diverse fields, including education, higher education, law, publishing, civil service, nonprofit organizations, human services, human resources, ethics compliance, regulatory compliance, basic management, etc. With additional undergraduate preparation and/or post-baccalaureate study, philosophy majors often pursue careers in medicine, nursing, allied health fields, business administration, public administration, and more. The Option in Ethics, Law, and Society is specifically geared to prepare students for legal careers, the study of law, and careers in fields like ethics/regulatory compliance, civil service, risk management, and organizational administration in various settings, public, private and non-profit. The Option in Philosophy and Digital Humanities incorporates the use of digital technologies and media in the study and presentation of philosophical ideas, building research and digital publication skills that transfer to multiple career paths, occupations, and working environments. Students graduate with an electronic portfolio of projects and presentations allowing them to showcase marketable abilities across a range

¹⁷ Contact Enrollment Management Services for these data.

of platforms, applications, and media. Either Option prepares students for graduate study of philosophy, in pursuit of careers in higher education, publishing, consulting, and research.

- e. **The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.**¹⁸

We anticipate 20-25 majors in the year of initiation, about 50 majors three years out, and 70-80 majors five years out. We expect zero graduates in the first year, 12-18 graduates three years out, and 20-30 graduates five years out. We base these estimates on the analysis prevented below, using enrollment and majors-headcount data from the CSU Office of Analytic Studies. Some CSU Philosophy Department web-sites (CSU Fullerton, for example), post larger numbers of declared majors, compared to these data, so our estimate might be low. We have chosen to use the CSU system data as a guide, nevertheless. As they indicate, philosophy is not a particularly populous major in the CSU, but we see this as reassuring evidence of our capacity to offer a major as a relatively small department.

CSU Campus	Fall 13 UG Headcount, by campus	Fall 13 Philosophy Majors, by headcount	Rate: PHIL Major headcount/campus headcount
Bakersfield	7110	34	0.0048
Chico	14,597	30	0.0021
Dominguez Hills	12,350	30	0.0024
East Bay	11,257	31	0.0028
Fresno	19,842	90	0.0045
Humboldt	7,598	55	0.0072
Pomona	20,358	102	0.0050
San Bernardino	15,316	40	0.0026
SLO	16,790	58	0.0035
Sonoma	8,285	34	0.0041
			0.0039 (average)
San Marcos	10,498	0	0
Thus:			
	Projected, year two of Major:	Projected, year two of Major	
San Marcos	12,000 UG headcount	46.8 Philosophy majors	0.0039 (avg. rate)

**Source of data: http://www.calstate.edu/as/stat_reports/2013-2014/f_maj13toc.shtml

7. Existing Support Resources for the Proposed Degree Major Program (CPEC “Total Costs of the Program”)

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement

¹⁸ Contact Academic Programs for assistance in estimating the number of majors and graduates.

from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master's degrees, include faculty publications or curriculum vitae.

Associate Professor Manuel Arriaga, tenured, Ph.D. in Philosophy, 2002, Duquesne University. Dr. Arriaga has taught at CSUSM since 2001, and has developed and delivered a broad variety of courses, including Social and Political Philosophy, Non-Western Philosophy, Philosophy of Religion, Critical Thinking, Ethical Theory, Applied Ethics, Biomedical Ethics, and more. Dr. Arriaga gained previous teaching experience as a graduate student in Pennsylvania, at various institutions, and also in the Philippines, where he taught for several years before coming to the U.S. for his Ph.D. program.

Assistant Professor Jessica Mayock, tenure-track, Ph.D. in Philosophy, 2008, State University of New York, Stony Brook. Dr. Mayock joined our faculty in 2011. Dr. Mayock has offered several courses in our department, including Ancient Philosophy, Ethics and the Environment, Feminist Ethics, Philosophy in Literature, and Critical Thinking. Prior to her service at CSUSM, she lectured at Woodrow Wilson College, Asheville, NC; CSU Stanislaus; and SUNY Stony Brook. At CSUSM, Dr. Mayock is affiliated with the Environmental Studies Program and the Women's Studies Program.

Associate Professor Michael McDuffie, tenured, Ph.D. in Philosophy, 1992, Yale University. Dr. McDuffie came to San Marcos in 1996. He is currently the Philosophy Department Chair, and served for six years as Associate Dean of the College of Arts and Sciences at CSUSM. Dr. McDuffie specializes in biomedical ethics, but has taught a wide range of courses over his career, including Symbolic Logic, Critical Thinking, Ancient Philosophy, Modern Philosophy, Ethical Theory, Professional Ethics, Environmental Ethics, Phenomenology, Existential Philosophy, Descartes, Heidegger, Philosophy in Literature, Aesthetics, Philosophy of Art, and 100-level Arts and Humanities surveys. Prior to his years at CSUSM, Dr. McDuffie taught at Muskingum University, New Concord, OH; the US Coast Guard Academy, New London, CT; Connecticut College, New London, CT; and Yale University, New Haven, CT. Dr. McDuffie is also affiliated with the Environmental Studies Program at CSUSM.

(A further tenure-track search is currently under way [anticipated hire Fall 2015], in the area of Applied Ethics and Philosophy of Law.)

b. Space and facilities that would be used in support of the proposed program.

The BA in Philosophy will utilize existing classroom and office space resources. Philosophy has a complement of office spaces in the Social and Behavioral Sciences Building, plus a department office suite, which will prove sufficient for the launch of the program and "housing" of Department faculty and staff for the foreseeable future. Philosophy will make use of mostly lecture classroom spaces, and existing classroom space should prove sufficient for the launch of the major. We anticipate a relatively small major, making use of many existing courses, so the impact of additional sections offered, as detailed above (4i.), should be manageable, and can be absorbed within current plans for campus growth, as an expression of that growth. For our Digital Philosophy class, we anticipate the need to utilize an existing active-learning classroom, for one or two sections per semester, in the first few years of the program.

- c. **A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).¹⁹**

Please see the report attached.

- d. **Existing academic technology, equipment, and other specialized materials currently available.²⁰**

The initiation and first few years' delivery of the program will have a predictable impact on existing academic technology resources, in two areas:

- First, we plan to emphasize information literacy as a leading student learning outcome, so we look forward to establishing partnerships with Library faculty and academic technology staff, as we develop (and deliver) this curricular motif. We look forward to their advice and assistance, in this regard.
- Second, our degree option in Philosophy and Digital Humanities should have a measurable but relatively minor effect on academic technology resources. As noted, we shall need to make use of already available active-learning classrooms and (*perhaps*) a computer lab, for a small handful of classes each semester (one or two, maybe three within two years?). We shall also require a small amount of server capacity and storage space for electronic student portfolios, websites, and so forth, as we develop the Digital Humanities option and our output piles up. (We anticipate that Portfolium will work well for our students' portfolio needs, and were happy to see its arrival this year.) Finally, compared to other philosophy majors, our Digital Humanities students will make greater-than-expected use of academic computing facilities, open-access labs and work-stations, digital audio/video equipment on checkout, etc., but we do not predict huge impact from a very large population of majors. We are confident that our campus can absorb the impact of our new program, and more, given its considerable and wise investment in academic technology resources, staff, and support. Here again, the growth associated with our Major should fit well within the overall growth of our campus. As basic resources expand with campus growth, the impact of our Major should be absorbed with little difficulty.

Please see the attached report from the Dean of Instructional and Information Technology Services.

8. Additional Support Resources Required (CPEC "Total Costs of the Program")

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. **Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.²¹**

¹⁹ Contact the Library for this report.

²⁰ Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.

We are currently (AY 14/15) searching for an additional, fourth tenure-track faculty member. Full authorization and funding have been provided for the hire. Pending a successful recruitment, we shall have the faculty required to launch the program and sustain it in its first two years, as demonstrated above (4i.). We are searching for a colleague to expand our curriculum in applied ethics and philosophy of law.

Philosophy currently shares a 1.0 ASC-I support staff member with one other department. No further staff support positions are needed to launch the program. We anticipate the eventual need to expand that staff time base from .5 to 1.0 FTE, but only after significant additional department growth.

- b. **The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.**²²

As previously stated, we anticipate a relatively small program that should not bear a great impact on lecture and laboratory space. We require only the lecture classroom space that is correlated with the very moderate FTES growth projections resulting from the launch of our Major. We anticipate the need to use an active learning classroom for our Digital Philosophy course (one or two sections per semester). No additional special facilities are required. No additional space is under construction. Planning for an eventual Humanities building on our campus, which will include Philosophy, awaits a further phase of campus growth. In the mean time, any growth associated with the establishment of our program should fit well within the growth already anticipated for our campus, and should bear no additional impact.

- c. **A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.**²³

Please see the report attached.

- d. **Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.**²⁴

The BA in Philosophy will require minimal investment in additional instructional equipment or specialized materials. It is not a laboratory program so its initiation and ongoing delivery of instruction requires no start-up investment or ongoing expense for instructional equipment or specialized materials. No startup or recurring laboratory budget request is needed or submitted. The program impact on academic technology resources has already been addressed, above. Besides the impact described there, the program should require no additional major investments in academic technology resources.

²¹ Include additional faculty lines needed to support the course offerings indicated in 4.i and 4.o. Indicate whether any external funds are expected to support faculty lines.

²² Contact Planning, Design and Construction for assistance in answering questions about space that is under construction or being planned. Indicate whether any external funds are expected to support construction of facilities.

²³ This should follow directly from the Library report in 7.c.

²⁴ Information technology and academic computing needs should follow directly from the IITS report in 7.d. Additional specialized equipment and materials that will be needed should be addressed here.

9. Additional CSUSM New Program Requirements

A. Summarize the responses in items 8a-8d by completing the spreadsheet in Table III. The template for this table may be downloaded from

http://www.csusm.edu/academic_programs/Curriculum_Forms/fill_in_rest_of_URL.

In lieu of this table, please see the attached "BLP Spreadsheet," so called because the model is under development by CSUSM's Budget and Long-Range Planning committee (BLP), a standing committee of the Academic Senate. The model was provided to us by Dr. Regina Eisenbach, AVP-Academic Programs, CSUSM.

We have expanded the model somewhat, by incorporating additional base-line data into the model, using a mix of actual historical data and the planning assumptions stipulated by the model. Our base-line figures employ Fall 2014 enrollment and FTEF data; however, resources and expenses are calculated using the planning assumptions specified in the spreadsheet model, so these are NOT actual figures, but rather an estimate based on those planning assumptions. We include baseline data because we believe it is important to see how the expenses associated with the new program are offset within the overall economy of the Philosophy Department budget. The small number of additional sections (or lower-enrollment sections) that are needed to launch the major do not represent a net loss to Academic Affairs; rather, they merely draw down the net revenue yielded by the Philosophy Department, when seen as a whole in terms of this model. Moreover, this drawdown occurs only for the first two years of the program's establishment. By the third year, the net revenue to AA returns to levels seen prior to the new major's initiation. We are confident that we shall sustain healthy enrollments, on average, even as we launch the major. Our 300-level courses will remain UDGE-CC courses (as they now are), so they will fill up with a mix of GE and Philosophy-major students. Once our major is at a sufficient economy of scale, we shall remove the CC designation to ensure access to our majors. Until such a time, our 400-level sections are likely to remain small, but the cost of a small number of major-specific advanced courses will be offset by robust enrollments across the Philosophy curriculum as a whole.

With the additional hire currently being recruited (TT #4), we shall have sufficient faculty to launch the major. Building in additional lecturer FTEF over the first four years, we show how the major, by three years out, can be sustained at revenue/expense ratios comparable to current figures. We even show how an additional TT hire (#5), a few years out, can be absorbed within revenues accrued through growth of the major.

B. List all pre-requisites and/or required preparatory courses for the major, and in what year of a four-year sequence they would be taken. Indicate which courses are outside of the department proposing the major.²⁵

Course Title	Units of Credit	Year Taken	Outside major dept?
PHIL 101 Introduction to Philosophy	3	1 or 2	no
PHIL 210 Symbolic Logic	3	1 or 2	no

C. Referring to the proposed course-offering plan you completed in section 4i, list required and elective²⁶ courses, and the semester and year in the sequence.²⁷ Identify any courses in the major department for which course-based fees might be appropriate (e.g., expendable supplies).

²⁵ See section 4f

²⁶ If the choice among electives is extensive, list a generic "Elective" under Course Title.

This table is not required, per Dr. Regina Eisenbach. The information requested is contained in the advising roadmaps (Section 4o.) and elsewhere.

Semester	Year	Course Title	# of Units	Elective or Required?	Course Based Fee? ²⁸

²⁷ In addition to section 4i, refer to sections 4f and 4g.

²⁸ Suggested entries in this column are: N/A (Not appropriate), A (Appropriate, but not yet requested), R (Requested fee is pending approval; also include the amount of the fee), or E (existing course fee; also include the amount of the fee)

Program Name:									
B. ANTICIPATED REVENUES									
	Yr. Zero: Baseline	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
	Fall 14 data								
FY		10	10	12	12	12	14		
SOPH		0	9	9	11	11	11		
JUNIOR		10	10	20	20	20	23		
SENIOR		0	10	10	20	20	20		
TOTAL		20	39	51	63	68	68		
FTES from growth of Major		17.33	33.80	44.20	54.60	58.93			
TOTAL FTES	278	295.33	311.80	322.20	332.60	336.93			
Revenue from base-line enrollment	\$1,112,000	\$1,112,000	\$1,112,000	\$1,112,000	\$1,112,000	\$1,112,000	\$1,112,000		
Revenue from enrollment growth		\$69,333	\$135,200	\$176,800	\$218,400	\$235,733			
*Revenue from external sources									
Total	\$1,112,000	\$1,181,333	\$1,247,200	\$1,288,800	\$1,330,400	\$1,347,733			
Program cost (line 22, Expenses sheet)	\$761,675	\$909,557	\$926,663	\$941,157	\$942,157	\$992,937			
Net	\$350,325	\$271,776	\$320,537	\$347,643	\$388,243	\$354,796			

Planning Assumptions

1. 10% attrition from FY to SOPH
2. 5% attrition from SOPH to JUNIOR
3. By Yr 5, program at steady state
4. FTES assumes average unit load of 13 units undergrad.
5. Under normal budgetary conditions, Academic Affairs receives approx. \$4,000 per FTES. Might require UBC request.

*Please explain in the P-form narrative

PHIL BA proposal notes:

1. Revenue from base-line enrollment based on Fall 14 FTES actual data, using \$4k per annum planning assumption
2. Carry-forward base-line enrollment revenue is flat, setting aside additional expected growth due to GE and other service commitments.

