

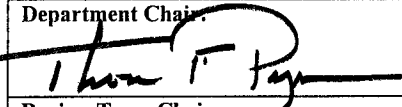


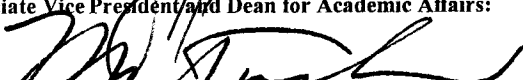
## Program Review Process Experiment, 2007-2009 Self-Study Proposal

Academic Organization ( <i>Department</i> ):  Philosophy	Academic Group ( <i>College</i> ):  Arts and Letters	Date:  June 23, 2008
Department Chair:  Thomas F. Pyne	College Dean:  Jeffrey D. Mason	Review Team Chair:  Thomas S. Krabacher

### Self-Study Option

<p>Option A <input type="checkbox"/></p> <p>Option B <input type="checkbox"/></p> <p>Option C <input checked="" type="checkbox"/></p> <p>Hybrid of Options <input type="checkbox"/> (please provide brief description):</p>   
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### Approval signatures:

Department Chair: 	Date:  6/23/08
Review Team Chair: 	Date:  7/14/08
College Dean: 	Date:  7/16/08
Associate Vice President and Dean for Academic Affairs: 	Date:  7/21/2008

Distributions: Academic Affairs (original), Department Chair, College Dean, Review Team Chair. Dean's office to send original after approval to Academic Affairs, at mail zip 6016.

# Department of Philosophy Self-Study Proposal

## Option C: Focused Inquiry

### I. Rationale for Option C

#### **A. Background**

The Philosophy Department has either made or undergone significant changes since its last program review in 2002. Some of these changes were our own initiatives; others were deliberate responses to external forces like student demand and continual budget problems on the University and state levels.

In particular the Philosophy Department will try to make the case in the Self-Study that the changes are consistent with the Department's goals under 'Destination 2010,' as well as with the University's Strategic Plan.

Therefore we wish to receive institutional guidance and advice regarding those changes. We also wish to establish a stronger basis for institutional support, including concrete support, not only for changes we have made but certain changes we propose to make.

#### **B. Changes made since the last Program Review**

##### 1. Major revision in the Department's mission.

The Department wishes to serve as the center of philosophy for the Sacramento Region, in particular for applied and professional ethics. Thus the rationale for departmental policies and decisions will be whether the policies and decisions support its mission as an applied ethics program. This will drive our curriculum planning, faculty appointments, support for scholarship and research, as well as student recruitment and outreach.

Changes already made include:

Establishment of the Center for Practical and Professional Ethics. The Center is already operating at a level which is gratifying, given its newness and size. The Center's mission is directed toward the University, the region and (we hope) state agencies. (For instance, could it serve as the institution which provides ethics and professional responsibilities training for state agencies?)

Establishment of a philosophy lecture series under the Center with the support and cooperation of the Department. The series is now operating well, but with the capacity for growth.

Proposed changes include:

A Regional Philosophy Consortium incorporating all the local 2-year and 4-year institutions of higher education, as well as some faculty in public and private high schools. The Consortium would serve as a resource for all the institutions involved.

It would also function as an outreach and recruitment tool.

A significantly increased Internship Program for philosophy students. This would be a component in our identity as an "applied ethics" program.

*Sample Questions:*

*Does our curriculum match our mission?*

*Are there opportunities for the Center we haven't seen?*

*What can we do to increase the local or regional prominence of the Center?*

*What role should it play in our program and in the University's mission?*

2. Changes in the Department's Program

Changes already made include:

An Honors Program within the Department. We wish to serve two purposes with the Honors Program: (i) attract more "UC eligible" students interested in philosophy, (ii) widen the range of graduate and professional programs to which our majors can reasonably aspire. The Honors Program requires significantly more upper-division units.

Restructuring of the Philosophy Minor. It is now possible to satisfy all the requirements for a Minor in Philosophy while taking only courses that satisfy GE requirements. However, there is less than perfect overlap between the lower-division requirements for the minor and those for the major. Thus students wishing to switch from a minor to a change discover that not all courses already taken count, and that they need to take more lower-division requirements.

*Sample Questions:*

*How does structure for the minor affect our major? Should we make it easier for students to 'transition' from the minor to the major by making the requirements for both the same?*

Proposed changes in program include:

Revisions in 'curriculum delivery'. Current and future budget limits will likely require changes in how certain elements of our curriculum get delivered. Such changes will generally involve teaching more students while employing fewer faculty. For some courses this will involve 'supersections,' distance learning, WebCT-assistance, and even converting some sections entirely to such formats. That is, certain courses may be taught entirely online. The principle the Department has proposed for deciding on these changes will be the requirement of keeping

the teaching of certain identified courses much as is it now – even in the face of budget difficulties.

A Master of Arts in Philosophy, with a specialization in applied ethics. There is no public institution in the region which admits students for the M.A. in Philosophy. We believe that we can fill a need in this area.

*Sample Questions:*

*Which courses can, as a permanent change, be taught in modes like 'supersections,' distance learning, WebCT? Given the apparent necessity for argument and personal exchange in the practice of philosophizing, which philosophy courses must necessarily be taught person-to-person in groups of a manageable size?*

*Since philosophy majors come from our introductory courses, that is, those courses most likely to be candidates for curriculum revision, how do we ensure that students who are attracted to philosophy courses precisely by their present character do not become discouraged?*

*Is it possible to have a graduate program in general philosophy, or would it be wiser to for any such program to specialize in applied ethics?*

## **II. Self-Study Format**

Option C: Focused Inquiry. This format constitutes a way of gaining information, guidance, and possible 'course correction' on the Department's decision to offer a particular *kind* of program.

We propose the following format:

1. General information from OIR data analyzed with comments.  
This general information will show (we hope) that no serious issues face the Department besides the ones we have already identified.
2. The Department's Assessment Policy and Procedures, including assessment results, and documentation of the resulting revisions in our procedures for teaching and evaluating student writing within the major.  
Documentation of our reviews of course syllabi and requirements.
3. The Department's own conclusions and specific recommendations regarding the changes made and proposed under B.1 and B.2 above.