

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: Proposal to add 3 hours to the PHIL and PHPL majors

Originating Faculty: Joseph Berendzen

Department/College: Philosophy/Arts & Sciences Chairperson: Joseph Berendzen

Contact Phone/Email: x2828/jberendz@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

1. Resources and Fees:

If this is a proposed revision, are there existing fees? No Yes \$ _____

Will course or program fees be required for this course/program? No Yes \$ _____

Are new resources needed for implementing this proposal? No Yes

If yes, include complete description and dollar amount in proposal.

2. College Review and Approvals:

a. Department/School J.C. Berendzen (Chair) Date: 11/10/16
Approved Not Approved

b. College Curriculum Committee _____ (Chair) Date: _____
Approved Not Approved

c. College Dean _____ Date: _____
Supported Not Supported

3. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended

c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

4. University² Recommendations Required as applicable to proposal:

a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

¹New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

² Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: Philosophy/Arts and Sciences

Chairperson: Joseph Berendzen

Course Title: Addition of "Contemporary" period to the PHIL and PHPL Historical Sequence (this is not an individual course) (Limit 28 Characters or Less)

Course Number: _____

Term: Fall Spring Summer Credit Hours: 3 Major Required Elective

Effective Term 17F Course I.D. (SUBJ-LEVL) PHIL A4## _____ Contact Hours 3

Grade Type (Normal) Maximum Capacity 15 or 20

Activity Type (LEC or SEM)

Inter-disciplinary Classification (s) N/A

Common Curriculum Classification (s) N/A

Pre-requisites/Registration Controls:

Pre-requisite course PHIL-T122 or PHIL-R122 or PHIL H295

New Resources and Fees

c. If this is a revised course, was there a course fee? Yes _____ \$ _____

No

d. Will a course fee be required for this course? Yes _____ \$ _____

No

e. Are new resources needed for implementing this course? Yes _____ No
If yes, provide descriptions and dollar amounts in Section V.

Course Description: (maximum 350 spaces)

This is not an individual course. We are proposing to add 3 hours to our major (taking the major from 30 to 33 hours). The Historical Sequence within our major currently has three slots that must be filled (Ancient, Medieval, and Modern). We are proposing to add a fourth required slot for Contemporary philosophy. This slot can be filled by 5 courses that are currently in the bulletin (A416, A430, A435, A440, A465). We are also proposing to create one course that could also fill this slot (A494; see attached proposal).

Complete the following sections:

- I. Justification for the course: provide a clear and compelling rationale for any proposed curriculum modification, including additions and deletions to the course inventory, changes in degree/program requirement, new degree programs, and other major curriculum revisions. The justification should state explicitly and clearly how the changes relate to the college and department plans.

We are proposing to add 3 hours to our majors (PHIL and PHPL), taking them from 30 to 33 hours. The 3 hours will be added to the Historical Sequence within our major curriculum. Currently the historical sequence has three slots that must be filled: Ancient, Medieval, and Modern. Each slot has a corresponding course that is specific to it (A400 History of Ancient Philosophy, A405 History of Medieval Philosophy, and A410 History of Modern European Philosophy).

Our proposal is to add a new slot to the Historical sequence, for Contemporary philosophy (which we define as covering mid-to-late 19th and early-to-mid 20th Century philosophy). Rather than adding a single course that will typically fill this slot (like A400, A405, and A410), we will designate a selection of relevant courses. This would include the following courses that are currently in the University bulletin:

- PHIL-A416 History of 19th Century Philosophy
- PHIL-A430 American Philosophy
- PHIL-A435 Existentialism
- PHIL-A435 Phenomenology
- PHIL-A465 Introduction to Analytic Philosophy

Along with these five courses, we propose to add one course, PHIL-A494 Seminar: Contemporary Philosophy. This would be congruent with current practice, because we currently have Seminar courses in the bulletin for the three current historical areas. It is worth noting that this is in a way an addition in name only; we have currently been offering seminars using the existing A493 Seminar: Major Authors course which would fit the new number (but adding the new course number is necessary for tracking requirements).

The primary reason for making this change is that it is motivated by our self-assessment activities. Using our various assessment mechanisms (senior exit exams, senior seminar papers, and student self-assessments), we have concluded that our majors need to become more familiar with contemporary movements in philosophy. Our current three course history sequence terminates around 1800 with Kant. This introduces a potential gap in our curriculum between the history sequence and the material covered in our systematic sequence. If they do not study mid-to-late 19th or early 20th Century philosophy, students can lack the background necessary for integrating their knowledge of the history of philosophy with their knowledge of the systematic topics (which often pertain to recent, late 20th/21st Century debates). The requirement of a “Contemporary” course will address this gap and promote cohesion in the major.

To some extent, this change will return us to a past practice. We used to have slots for Ancient, Medieval, Modern, and Contemporary in our historical sequence. We only required 9 hours in the Historical sequence, however, and students picked any three of those four periods to satisfy the requirement. In 2010 we decided to drop the Contemporary slot, and require students to take a course for each of the other three historical periods. In part, the decision in 2010 was correct. The old practice allowed students to go through the major without a course in one of the historical periods, and this created gaps in their education. We strongly believed, and continued to believe, that a full education in Philosophy should include courses that cover the whole of the history of philosophy. But the current faculty believe that a mistake was made in 2010 when the Contemporary slot was dropped, because this leaves a gap (as noted above). We now believe that to have a strong background in philosophy, each major should take courses that cover the ancient period through the early 20th Century.

standards in the college of Arts and Sciences, because the majority of the major programs in the college are 33 hours or more. PHIL and PHPL majors will continue to have over 40 hours of general electives in their programs, which will keep them on the high end of A&S programs. And, of course, the overall hours to degree will continue to be 120.

II. Impact on the Curriculum:

- A. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?

The education outcomes we seek to accomplish will be enhanced insofar as we will enhance the emphasis we currently place on educating our students in the history of philosophy. We will also improve our program by adding emphasis within the curriculum on courses we currently teach (the five courses noted above that will fill the Contemporary slot), and which we deem important, but which currently have no specific slot in the curriculum.

- B. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?

It will add three hours to the major, which will be taken from the general electives. So as our major programs are increased from 30 to 33 hours, general electives will be reduced from 45 to 42.

III. Impact of a new course on frequency of course offerings:

- A. Specify whether or not the offering of the new course will increase the number of courses or sections offered by the department during the semester in which this course is offered or during the following year;

The number of courses offered should not be increased or decreased by this change. We have tended to offer at least one course per year that would fill the Contemporary slot, and some times more (in our current situation, these courses count only as a major elective).

- B. Specify, if there is no increase in the number of courses offered, which course(s) or section(s) will be dropped in a given semester to accommodate the frequency with which this course will be offered;

As noted above, our current standard offerings can accommodate this change, so no other courses need to be dropped.

- C. Specify what effect the new course will have on enrollments in other courses or sections within the department and whether or not offering this course will prevent an important or required course from being offered in a given semester.

Given that the requirement fits with our current standard offerings, it should have no such effects on the enrollments in other courses.

- D. Is there a service learning component? If yes, please attach a memo from the director of service learning describing this component.

There are currently no service learning requirements in any of the courses that will fill the Contemporary slot.

- E. Explain how this proposal does or does not impact other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

- F. Attach a complete functional syllabus for the course as outlined in the Syllabus Template & Policy Undergraduate and Non-Law Graduate Courses

N/A

- IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:
- A. Student learning outcomes for this course that are tied to course content and assignments.
Key Question: What do you want student to know or be able to do at the end of this course?

Given that the addition will be made to an existing sequence within our curriculum, and will be filled by existing courses (with the exception of A494; see attached proposal). The student learning outcomes, and all other assessment issues, should be covered by existing assessment documents. Note that our current assessment documents include reference to the Contemporary period (Goal 4 Objective 4). This is a hold-over from the pre-2010 curriculum.

The relevant documents have been attached.

- B. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What the indicators of learning and course effectiveness?

See answer to IV.A.

- C. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?

See answer to IV.A.

- D. Frequency and schedule of assessment of student learning in this course.

See answer to IV.A.

- E. Describe mechanisms that will be in place to ensure continuous improvement of course.

See answer to IV.A.

- F. Structure and process for administrative and academic oversight of course.

See answer to IV.A.

- G. Impact of course on accreditation or certification.

N/A

- V. Impact on the budget:

- A. Staffing. Is current staffing sufficient or will new faculty be needed (whether full-time or part-time)?

Current staffing is sufficient (we could benefit in general from increased staffing, but it is not required by this proposal).

- B. Library Support. Describe how library support will be affected by this proposal. Include name of library liaison and date this proposal was discussed with liaison.

The proposal was discussed with Michael Truran, our library liason, on Nov. 11 2016. Michael noted that because the change is based on using current course offerings, the library's support of the program will not be affected.

- C. Support services. Will the proposed change require additional support services (Media Services audio/visual: typing/secretarial, computer services, computer time)?

This proposal requires no additional support services.

- D. New equipment. Does the proposed change presuppose the purchase of new equipment or software, whether for support or instruction?

This proposal requires no new equipment.

- E. Is a student fee requested? If yes, provide justification and basis for amount.

No student fees are requested.

- F. Additional physical space. Does the proposed change require additional physical space (for classes or labs) or modifications of existing physical plant space?

No additional physical space is required. Nor is additional psychical space required (contemporary philosophy tends to be anti-dualist).

- G. Impact on other departments. How will the proposed change impact the staffing, equipment, and service budgets of other departments?

There will be no impact on other departments.

Assessment of Major Student Learning Outcomes

Student Learning Outcome	Assessment Method
Students will demonstrate an understanding of fundamental concepts in logic and mind/knowledge areas.	Exit exam
Students will demonstrate an understanding of the history of philosophy including ancient, medieval, modern, and contemporary perspectives.	Exit exam
Students will demonstrate an understanding of the subjects of reality/god and ethics/values.	Exit exam
Students will demonstrate critical thinking and writing skills necessary for defending philosophical propositions.	Seminar paper, evaluated by rubric (see rubric attached to A494 proposal)
Students will report attaining the knowledge and skills identified in Goals 1-4.	Exit survey

Department of Philosophy: Goals and Learning Objectives for Majors

Goal 1: Student Understanding of, and Participation in, Pervasive Philosophical Inquiry

Objective 1: Development of student capacity to formulate articulately, analyze lucidly, and evaluate cogently the problematic concerning philosophy itself, extant within the course content offered by our pluralistic department, including (but not limited to) arguments about its origin, central questions, key issues, major authors, history, practice, and ends.

Objective 2: Development of a student's capacity to formulate articulately, analyze lucidly, and evaluate cogently her or his fundamental beliefs (e.g., about reality, knowledge, and ethics) and to reflect on the relationship between these beliefs and how he or she lives.

Objective 3: Development of student capacity to formulate articulately, analyze lucidly, and evaluate cogently the presuppositions and values implicit in both other academic disciplines and Loyola as a Jesuit university.

Objective 4: Development of student capacity to formulate articulately, analyze lucidly, and evaluate cogently the philosophical (e.g., epistemological, metaphysical, or ethical) or the anti-philosophical aspects of salient issues in contemporary life and culture.

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Goal 2: Student Competence in Philosophical Inquiry

Objective 1: Development of student ability to identify rightly types of argument, argument forms, premises and conclusions, and cogently to distinguish strong from weak argumentation.

Objective 2: Development of student ability to analyze lucidly the arguments and interpretations present in both primary and secondary sources of philosophical writing and to offer reasoned reflection on, and nuanced evaluations of, their cogency.

Objective 3: Development of a student's ability to formulate articulately and defend cogently her or his own version of philosophical inquiry (e.g., cases of source interpretation or position argument).

Objective 4: Development of student ability to develop lucidly and defend cogently an extended philosophical interpretation and/or thesis in a research paper.

Goal 3: Student Understanding of, and Participation in, Philosophical Inquiry Concerning Fundamental Philosophical Issues

Objective 1: Development of student capacity to formulate articulately, analyze lucidly, and evaluate cogently what are arguably central questions, problems, or positions in epistemology.

Objective 2: Development of student capacity to formulate articulately, analyze lucidly, and evaluate cogently what are arguably central questions, problems, or positions in metaphysics.

Objective 3: Development of student capacity to formulate articulately, analyze lucidly, and evaluate cogently what are arguably central questions, problems, or positions in ethics.

Objective 4) [*Specific to the Pre-Law Track, tabled for further discussion*] To provide a theoretical and practical comprehension of the ethical questions, issues, and concepts that are implicit in the creation and application of law.

Goal 4: Student Understanding of, and Participation in, Philosophical Inquiry Concerning Significant Authors and/or Central Issues in the History of Philosophy

Objective 1: Development of student capacity to formulate articulately, analyze lucidly, and evaluate cogently what are arguably the works of significant authors and/or central philosophical issues present within the *ancient* period of philosophy.

Objective 2: Development of student capacity to formulate articulately, analyze lucidly, and evaluate cogently what are arguably the works of significant authors and/or central philosophical issues present within the *medieval* period of philosophy.

Objective 3: Development of student capacity to formulate articulately, analyze lucidly, and evaluate cogently what are arguably the works of significant authors and/or central philosophical issues present within the *modern* period of philosophy.

Objective 4: Development of student capacity to formulate articulately, analyze lucidly, and evaluate cogently what are arguably the works of significant authors and/or central philosophical issues present within the *contemporary* period of philosophy.

Objective 5: [*Specific to the Pre-Law Track*] To familiarize the student with significant philosophical writings that have had the greatest impact on the development of our legal system.

Goal 5: Development and Extension of Student Interest in Philosophical Inquiry

Objective 1: Development of the diversity of electives offered to (and taken by) philosophy majors, including special author and topic seminars, both to support a range of student interests in philosophical inquiry and to provide opportunities for greater in-depth learning and research.

Objective 2: Development of student participation in the Philosophy Club and the Philosophy Honor Society (*Phi Sigma Tau*) activities (including submission for publication in the *Loyola Undergraduate Journal of Philosophy*), to support the extension of student philosophical inquiry beyond the classroom.

Degree Program Course List (DPCL) of major requirements for students entering Loyola in 2016-17

B.A. PHILOSOPHY - PHIL

DATE:

NAME:
English Composition Placement is: _____
ACT ENGL score 21 or above _____
SAT Verbal score 501 or above _____
Register for ENGL-T122 _____
ACT ENGL score 20 or below _____
SAT Verbal score 500 or below _____
Register for ENGL-A100 _____

MAJOR PHIL Electives: (No Loyola Core courses allowed without Chair's permission).
_____ 3
_____ 3
_____ 3
_____ 3
GENERAL ELECTIVE.....42 Crs

NOTES:
All majors must complete at least one (1) Major Seminar course (A490, A491, A492, or A493) prior to graduation.

GPA: Must achieve 2.0 in Major, Minor (if declared), and Loyola cumulative.

Courses used in the major cannot also be used to satisfy requirements for a minor: Non-major courses WILL be applied to minors as appropriate.

Language- Choose from Spoken A100, A101, A200, A201, or Classical A100, A101, A250, A251-A499. Students are not required to take languages above the A201 level.

Loyola Core requirements are governed by the catalog year that a student is admitted.

MAJOR.....33 Crs
Systematic (Choose 1 course from 3 of the following 4 areas):
Area I: Logic & Language
A201 Practical Logic or A206 Symbolic Logic
Area II: Mind & Knowledge
A220 Epistemology, A300 Phil of Science, or A307 Phil of Mind
Area III: Reality & God
A210 Metaphysics, A309 Naturalism and Its Critics, or A340 Being and God
Area IV: Ethics & Values
A215 Ethics
W245 Environmental Ethics; W247 Global Ethics

Historical (Choose 1 course from each of the 4 historical periods):
Ancient
A400 Hist of Ancient Phil; A490 Maj. Seminar: Ancient
Medieval
A405 Hist of Medieval Phil; A408 Phil of Thomas Aquinas; A491 Maj. Seminar: Modern
Modern
A410 Hist of Modern Phil; A492 Maj. Seminar: Modern
Contemporary
A416 Hist of 19th Cent Phil, A430 American Phil, A435 Existentialism, A440 Phenomenology, or A465 Intr to Analytic Phil

ALEKS MATH COURSE PLACEMENT
76-100, Exemption from MathT122/A115 _____
46-75, MathT122 or A115 _____
0-45, MathA092, Fund. of Algebra _____ (not counted in final degree credits)

LOYOLA CORE - 39 Credits

FOUNDATION COURSES
First-Year Seminar T121 _____ 3
Engl T122: Critical Reading and Writing _____ 3
Math A115: Finite Math or Math T122 : Math Models _____ 3
Sci I: T129: Investigating Nature _____ 3
12

KNOWLEDGE/VALUES COURSES
Creative Arts and Cultures _____ 3
Hist I: T122/Emerging World or T124/Modern* _____ 3
**Choice determines Hist II course below*
Hist II: _____ 3
**If T122 taken above, take HIST Q###; if T124 taken above, take HIST P###*
Phil I: Reasoning _____ 3
Phil II: PHIL A200-A499 - Except A215 (fulfilled in major) _____ 0
Rels I: Christian Theology (any S# course) _____ 3
Rels II: World Religions (any V# course) _____ 3
Social Science _____ 3
Sci II: Natural Science in Context _____ 3
Writing About Literature _____ 3
27

LANGUAGE Placement _____
Placement Course _____ 3
Higher Course _____ 3
6

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Loyola Core.....39 crs
Language.....6 crs
Major.....33 crs
General Elective.....42 crs
Total.....120 crs

Degree Program Course List (DPCL) of major requirements for students entering Loyola in 2017-2018

B.A. PHILOSOPHY PRE-LAW - PHPL

DATE:

NAME:		MAJOR:		NOTES:	
English Composition Placement is:		MAJOR PHIL Electives: (No Loyola Core courses allowed without chair's permission).		All majors must complete at least one (1) Major Seminar course (A490, A491, A492, or A493) prior to graduation.	
ACT ENGL score 21 or above	ALEKS MATH COURSE PLACEMENT	33 Crs			
SAT Verbal score 501 or above	76-100, Exemption from MathT122/A115				
Register for ENGL-T122	46-75, MathT122 or A115				
ACT ENGL score 20 or below	0-45, MathA092, Fund. of Algebra				
SAT Verbal score 500 or below	(not counted in final degree credits)				
Register for ENGL-A100					
LOYOLA CORE - 39 Credits					
FOUNDATION COURSES					
First-Year Seminar T121	3	Philosophy & Social Topics (Choose 1)	3	Courses used in the major cannot also be used to satisfy requirements for a minor. Non-major courses WILL be applied to minors as appropriate.	
Engl T122: Critical Reading and Writing	3	U222 Phil and Feminism; U241 Phil Perspective on Woman; U234 Environ Phil; W234 Medical Ethics; W245 Environ Ethics; W247 Global Ethics; W244 Law & Morality; or W260 World Views and Ethics	3		
Math A115: Finite Math or Math T122 : Math Models	3	Theoretical Philosophy (Choose 1)	3		
Sci I: T129: Investigating Nature	3	A201 Practical Logic; A210 Metaphysics; A220 Epistemology; A300 Phil of Science; A307 Phil of Mind; A309 Naturalism and Its Critics; or A340 Being and God	3	Language- Choose from Spoken A100, A101, A200, A201, or Classical A100, A101, A250, A251-A499. Students are not required to take languages above the A201 level.	
KNOWLEDGE/VALUES COURSES					
Creative Arts and Cultures	3		3		
Hist I: T122/Emerging World or T124/Modern*	3		3	Loyola Core requirements are governed by the catalog year that a student is admitted.	
*Choice determines Hist II course below					
Hist II:	3		3		
*If T122 taken above, take HIST Q###; if T124 taken above, take HIST P###					
Phil I: Reasoning	3	A400 Hist of Ancient Phil; A490 Maj. Seminar: Ancient		DRAFT	
Phil II: PHIL A200-A499 - Except A215 (fulfilled in major)	0	Medieval			
Rels I: Christian Theology (any S# course)	3	A405 Hist of Medieval Phil; A408 Phil of Thomas Aquinas; A491 Maj. Seminar: Modern			
Rels II: World Religions (any V# course)	3	Modern			
Social Science	3	A410 Hist of Modern Phil; A492 Maj. Seminar: Modern			
Sci II: Natural Science in Context	3	Contemporary			
Writing About Literature	3	A416 Hist of 19th Cent Phil; A430 American Phil; A435 Existentialism; A440 Phenomenology, or A465 Intr to Analytic Phil			
LANGUAGE Placement	27			Loyola Core.....39 crs	
Placement Course	3			Language.....6 crs	
Higher Course	3			Major.....33 crs	
	6			General Elective...42 crs	
				Total.....120 crs	