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OFFICE OF THE PROVOST
101 BRADDOCK ROAD
FROSTBURG, MD 21532-2303
T 301.687.4211
F 301.687.7960

July 26, 2021

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder,

The Department of Philosophy proposes the substantial change to the degree of Philosophy of Bachelors of Science degree. The modification will aim to provide students a more distinctive and valuable degree that aligns to a more career oriented program. All three tracks promote cultural enrichment, civic responsibility, and sustainability and craft the skills of critical thinking, writing, problem solving, analysis, and communication to prepare students for the challenges that a complex and changing global society presents.

Proposal Title:	Substantial Change to a Degree Program
Program:	Philosophy
Award Level:	Bachelor's Degree
CIP:	380101

We would appreciate your support for this request by the review of the rationale for the substantial modification proposal. If you have any questions, please do not hesitate to contact me or our Assistant VP for Analytics, Dr. Sara-Beth Bittinger at sbittinger@frostburg.edu.

Yours truly,

Dr. Michael Mathias, Interim Provost and Vice President for Academic Affairs

pc: Dr. Emily Dow, Assistant Secretary. Academic Affairs, MHEC
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
Dr. Sara-Beth Bittinger, Interim Assistant VP for Analytics, FSU
Dr. Kim Hixson, Dean of the College of Liberal Arts and Sciences, FSU



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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Frostburg State University
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input type="radio"/> New Academic Program | <input checked="" type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount: 250.00	Submitted: 7/19/2021

Department Proposing Program	Philosophy
Degree Level and Degree Type	Bachelors Degree
Title of Proposed Program	Philosophy
Total Number of Credits	X 120 SB
Suggested Codes	HEGIS: 150901.00 CIP: 380101.0000
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online)
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2022
Provide Link to Most Recent Academic Catalog	URL: https://www.frostburg.edu/academics/catalog/ugcatalog-060121.pdf
Preferred Contact for this Proposal	Name: Dr. Sara Beth Bittinger
	Title: Interim Asst. VP Provost's Office
	Phone: (301) 687-3130
	Email: sbittinger@frostburg.edu
President/Chief Executive	Type Name: Dr. Ronald Nowaczyk
	Signature: <i>R Nowacz</i> 7/19/2021 Date: 07/19/2021
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

DEPARTMENT OF PHILOSOPHY
CURRICULUM MODIFICATION PROPOSAL

Submitted by

Dr. Skott Brill, Chair, Department of Philosophy, Frostburg State University

A. Centrality to Institutional Mission and Planning Priorities:

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

Our proposal is to create three tracks: Philosophical Studies, Law School Preparation, and Social Justice. The creation of these tracks is a reconfiguration of the major to make career paths more visible to students.

Philosophical Studies. This track will basically mirror our current curriculum. However, to display our curriculum's richness and to ensure that students take courses in at least three of the four major branches of philosophy (logic, epistemology, metaphysics, and ethics), we are proposing the creation of three groups of electives: Group 1 (Knowledge and Reasoning), Group 2 (Reality), and Group 3 (Value). We are also proposing two new courses for this track—PHIL 320 Free Will, Blame, and Punishment and PHIL 321 Mind and Self. These courses will replace and supplement the content of our current capstone course, PHIL 452, which we are proposing be deleted for efficiency. With lower numerical designations than PHIL 452 (320 and 321), along with having more inviting titles and being non-capstone, these courses, we believe, will attract Philosophy and non-Philosophy students alike. Courses on free will, mind, and personal identity have been, and continue to be, essential components of philosophy curricula both nationally and internationally.

Law School Preparation. FSU has in place a unique Law School Preparation program, which instead of offering its own major, suggests five possible preparatory majors, one of which is Philosophy. The purpose of the Law School Preparation track in Philosophy is to provide a long overdue visible pathway for students who may consider Philosophy as their preparatory major in this pre-professional program. It will both enable new students to envision a pre-law curriculum in Philosophy and guide those who choose it so that they can work confidently and efficiently toward graduation. Aside from one important new "grounding" course (PHIL 312: Legal Reasoning and Mock Trial, which will include a significant experiential component), this track will draw from both skills- and content-based courses in our existing curriculum that are especially effective in preparing students for law school.

Social Justice. The creation of this track will help students interested in social justice envision a social justice curriculum in Philosophy, as well as guide them so that they can work confidently and efficiently toward graduation. Aside from one important new "grounding" course (PHIL 200: Introduction to Social Justice), this track will draw from courses in the existing Philosophy curriculum that include a substantial social justice component. However, to ensure sufficient breadth, we are proposing that this track have an interdisciplinary character. Specifically, we are proposing that students take 9 credit hours outside the department from among three groups of

courses: Group 1 (Advocacy & Leadership), Group 2 (Race, Gender, & Culture) and Group 3 (Politics & History). FSU currently does not have a curriculum dedicated to social justice. We strongly believe both that there should be one and that Philosophy will make an excellent home.

Frostburg State University's Summary Mission Statement is the following:

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

The modification of our program through three new tracks will make it more visible and attractive to students and better enable them to see the program's distinctiveness and value, including its connection to careers. All three tracks promote cultural enrichment, civic responsibility, and sustainability. And the array of prized skills fostered in the three tracks—critical thinking, writing, problem solving, analysis, and communication—will serve to prepare students for the challenges that a complex and changing global society presents.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Frostburg State University's institutional goals are the following:

- I. Focus learning on both the acquisition and application of knowledge.
- II. Provide engaging experiences that challenge our students to excel.
- III. Expand regional outreach and engagement.
- IV. Align university resources - human, fiscal, and physical - with strategic priorities.

(I) Insofar as our three new tracks—especially the Law School Preparation track and Social Justice track—create visible pathways to identifiable careers, our proposal helps transition our program from one whose focus seems only the acquisition of knowledge to one focused on the application of knowledge as well. An example of a new course in the Law School Preparation track that nicely embodies this transition is PHIL 312 Legal Reasoning and Mock Trial, where students will put their knowledge of legal reasoning into practice by way of mock trial experiences. (This course may also be a catalyst for an FSU mock trial team with the American Mock Trial Association.) (II) One of the main reasons for creating PHIL 320 Free Will, Blame, and Punishment and PHIL 321 Mind and Self is to provide students with more attractive courses that will give them more engaging experiences. (III) The Law School Preparation and Social Justice tracks will bring more opportunities for regional outreach and engagement in the form of internships and community service. And (IV) all of these benefits will come at no cost to the university.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

The creation of the three tracks, which for the most part is a repackaging of existing courses, will not need any additional funding.

Our current 3-credit capstone course—PHIL 452 Seminar in Contemporary Metaphysics—will be deleted and its content replaced by two new courses—PHIL 320 Free Will, Blame, and Punishment and PHIL 321 Mind and Self. Department member Skott Brill who taught 452 will teach 320 and 321, and the frequency of offering these two new courses will together equal the frequency of 452. Therefore, no additional staffing will be required to teach 320 and 321, nor will teaching these courses affect the frequency of offering other courses in the program.

The new capstone—PHIL 480 Advanced Research Project—is a 1-credit course that a major will take in conjunction with a regular upper-division course. When this occurs, the instructor teaching the regular upper-division course will take on 480 as a 1-credit overload, much like assuming responsibility for a 1-credit independent study. All department members who teach upper-division courses have agreed to do this. (The main reason for replacing our stand-alone 3-credit capstone with this piggyback 1-credit capstone is to make our program more efficient.)

The new grounding course for the Law School Preparation track—PHIL 312 Legal Reasoning and Mock Trial—was created and will be taught by department member David Atenasio. He will teach one section of the course once per year or once every three semesters, depending on demand. In either case, the effect will be the department offering one fewer section of our GEP course PHIL 102 when 312 is taught or, if demand for 102 is high, asking one of our adjunct instructors to teach a section of 102.

Lastly, the new grounding course for the Social Justice track, which will also be a new GEP course—PHIL 200 Introduction to Social Justice—was created and will be taught by department member Jean-Marie Makang. Once per year, he will teach two sections of this course instead of two sections of PHIL 101 Introduction to Philosophy. Since both courses are in the GEP, there will be no reduction of Philosophy GEP offerings as the result of adding PHIL 200 to our curriculum. Other courses Dr. Makang teaches will not be affected.

Provide a description of the institution's commitment to:

- a) ongoing administrative, financial, and technical support of the proposed program**
- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The Dean, Provost, and President at FSU have all expressed their commitment to the continuation of our major program. Since the creation of the three tracks is basically a reconfiguration of existing courses and will require no additional funding or new technology, our administrators are committed to supporting the modification of our program financially and technically. The Dean, the Provost, and the President have reviewed our proposal and support it

enthusiastically. The President is especially enthusiastic about the Social Justice track, and our Dean and other administrators have expressed strong support for the addition of PHIL 200 Introduction to Social Justice to the General Education Program (GEP).

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

On April 9, 2021, a job search on Indeed.com for “social justice,” “lawyer or attorney,” and “philosophy” in the State of Maryland yielded 369 openings, 227 openings, and 11 openings respectively.

The annual surveys of business executives and hiring managers in the U.S., which the Association of American Colleges & Universities (AAC&U) conducts in partnership with Hanover Research, compellingly show a demand and need for a set of skills and dispositions in new hires that a philosophy curriculum uniquely develops in students: critical thinking, problem-solving, analysis and interpretation, ethical awareness, and writing. Here are some findings from the latest survey ([“How College Contributes to Workforce Success: Employer Views on What Matters Most,” October 2020](#)).

- “While the top-ranked [essential learning] outcomes vary from year to year, critical thinking and analysis, problem-solving, teamwork, and communication through writing and speaking have consistently been ranked highest over time” (5).
- 93% of executives and hiring managers regard “encouraging students to think for themselves” as either ‘very important’ or ‘somewhat important’ (12).
- 89% regard “an emphasis on ‘non-technical skills’ (i.e., critical thinking)” to be either ‘very important’ or ‘somewhat important’ (12).
- 85% regard “fostering a sense of social justice” as being either ‘very important’ or ‘somewhat important’ (12).
- While 60% of employers take “critical thinking skills” to be ‘very important’, only 39% believe that recent graduates are ‘very well prepared’ as critical thinkers. This discrepancy, 21%, is the highest among the essential learning outcomes. Close behind is the discrepancy regarding “analyze and interpret data” (16%), “demonstrate complex problem-solving skills” (15%), and “ethical judgement and reasoning” (13%). (16)
- 83% of executives and hiring managers state that they would be ‘much more likely’ or ‘somewhat more likely’ to hire an applicant who took “multiple courses requiring significant writing assignments” (10).

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

2. **Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).**

Goal 1 Access: The FSU website states that our institution is “one of the most affordable universities in the state” and that “FSU is a great value for a great education.”

Goal 2 Success: One strategy for success listed is “improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.” The creation of our three tracks aligns perfectly with this strategy for success. Repackaging our curriculum by way of these track is intended to make career paths more visible to students. Doing so will both enable new students to envision a specific curriculum in Philosophy and, once chosen, guide them so that they can work confidently and efficiently toward graduation.

Goal 3 Innovation: One strategy for innovation listed is “encourage a culture of risk-taking and experimentation.” Up to this point, the Philosophy curriculum at FSU has been single and general, with little structure, which seems at odds with a student population today that wants to see a connection between college and their future professional lives. Creating three separate tracks whose connection to careers is easier to see is an attempt to make our discipline appear more relevant to students. In addition, our interdisciplinary Social Justice track is an effort to be responsive to our state, region, and country’s many social justice challenges, which have become painfully visible as of late.

C. **Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

1. **Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.**

Law School Preparation Track. (From Indeed.com job postings April 9, 2021.) Enforcement Counsel, Appearance Attorney, General Counsel, Legal Counsel Government Contracts, Brand Counsel, Business Attorney, Associate Counsel, Associate Claim Counsel (Bond & SI), Lateral Attorney, Civil and Domestic Associate Attorney, Trial Attorney, Paralegal, Business Transactions Lawyer, Medical Malpractice Defense Attorney, Hospital Counsel, Corporate Counsel, Staff Counsel, FDA Assistant Regulatory Counsel, Patent Prosecution Attorney or Agent, Construction Attorney, FOIA Analyst, Patent Attorney, Deputy Division Counsel (Operations) Small Business, Market Regulation Counsel, Contracts Attorney, Products and Solutions Legal Counsel, Content Distribution Attorney, Estate Planning Associate Attorney, Equity Compliance Investigator, Guardianship Attorney, Creditor’s Rights Attorney, Judge Advocate General, Real Estate Attorney, Employment Attorney, Junior Assistant State’s Attorney. (From Indeed.com job listings, Maryland.) Most positions require a J.D. degree in addition to B.S. or B.A. degree. Otherwise, new undergraduates often start as entry-level.

Social Justice Track. (From Indeed.com job postings April 9, 2021.) Investigative Analyst, Diversity Equity and Inclusion Manager, Social Worker, HR Representative, Management Assistant\Re-Entry Program Manager, Manager II (Behavior Health and Crisis Services, Trauma and Crisis Services, Director of Equity Initiatives for School Leadership, Immigration Legal Assistant, Cannabis Consultant, DJJ Assistant Superintendent Residential Facility II, Corporate

and Foundation Relations Manager, Senior Associate of Human Services Group, Court Clerk, Youth Leadership Coordinator, Case Manager, DJS Case Management Program Supervisor, College Campus and Young Adult Minister, PSCS Social Worker II, Recruitment Contractor, Digital Communications Specialist – Mayor’s Office of Children and Family Success, Investigator-Network Services, Violence Response Team Manager, Union Organizer, Impact Systems Manager, Associate Director of Gun Violence Prevention. New undergraduates would start as either entry-level or mid-level.

Philosophical Studies Track: Teacher, Professor, Clinical Ethicist, Minister, Business Professional, Public Policy Professional, Marketing Professional, Financial Services Professional, Health Care Professional, Journalist, Banker, Accountant, Non-Profit Professional, Consultant, Foreign Service Officer, Counselor, Publisher, Editor, Retail Management, Librarian, Labor-Relations Professional, Government Professional, Stockbroker, Venture Capitalist, Information Technology Professional, Human Resource Specialist, Software Developer. Some positions require an advanced degree. Otherwise, new undergraduates often start as entry-level or mid-level.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

On April 9, 2021, a job search on Indeed.com for “social justice,” lawyer or attorney,” and “philosophy” in the State of Maryland yielded 369 openings, 227 openings, and 11 openings respectively.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Regarding our Law School Preparation track, the U.S. Bureau of Labor Statistics states the following in the category of [Legal Occupations](#): “Employment in legal occupations is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations, and will result in about 67,600 new jobs. As law firms try to increase the efficiency of legal services and reduce their costs, there is expected to be strong demand to hire more paralegals and legal assistants. Additionally, the demand for lawyers is expected to continue as individuals, businesses, and governments require legal services in many areas.” [Maryland’s Department of Labor projects over 7 percent growth for lawyers from 2018 to 2028.](#)

Our Social Justice track students will be candidates for an array of occupations in government, non-profit organizations, social advocacy, human and civil rights, leadership, and community development. Below are some main categories from the [Bureau](#), along with 2019-2029 employment growth projection percentages and median annual wage in 2020, within which these occupations fall (for comparison, the average of all major occupational groups is 3.7%):

Management: 4.7% (\$109,760)
Life, physical, and social science: 4.7 (69,760)
Community and social service: 12.5 (47,520)
Healthcare practitioners and technical: 9.1 (69,870)
Healthcare support: 22.6 (29,960)
Protective service: 2.6 (43,710)
Educational instruction and library: 4.5 (52,380)

Here are corresponding 2018-2028 growth projections from [Maryland's Department of Labor](#):

Healthcare practitioners and technical workers: 14.08%

Healthcare social workers: 26.86

Protective service workers: 13.48

Social scientists and related workers: 12.38

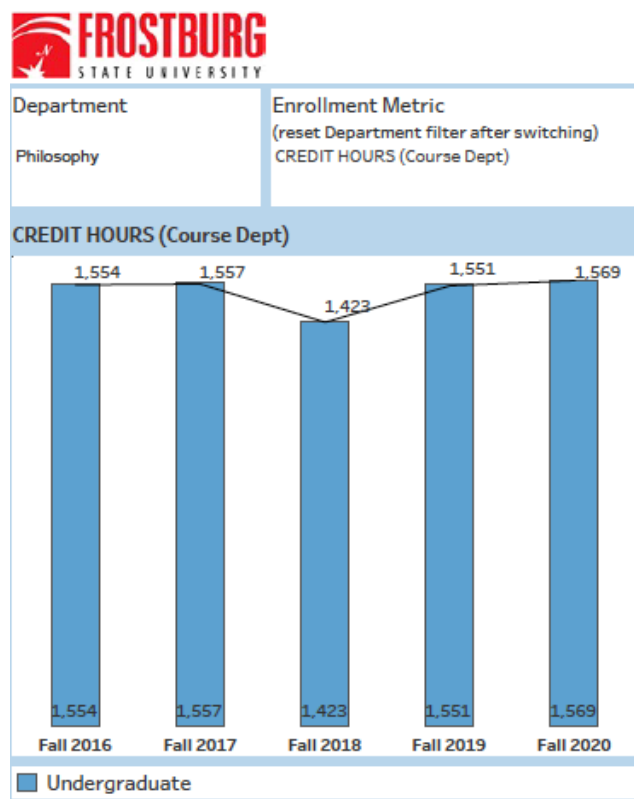
Social workers: 10.78

Social and community service managers: 17.61

Social and human service assistants: 20.15

4. Provide data showing the current and projected supply of prospective graduates.

The number of credit hours the Philosophy program produces has consistently remained high:



However, like most other Philosophy programs in Maryland (see table below), the number of students that have graduated from our program has declined in recent years. In the seven-year period 2006-2012, an annual average of 3.57 Philosophy students graduated at FSU. During the following seven-year period (2013-2019), an average of 3.00 students per year graduated, a 16 percent decline. The primary motivation for the modification of our program is to reverse this downward trend and consistently meet MHEC's standard for graduating majors. We believe our innovative new curriculum in conjunction with a vigorous promotional initiative will eventually yield a total average of eight new majors/graduates each year.

INSTITUTION	06	07	08	09	10	11	12	AVG	13	14	15	16	17	18	19	AVG	TREND
Frostburg	1	6	5	0	4	7	2	3.57	5	2	1	2	5	4	2	3.00	Down 16%
Salisbury	16	12	19	13	13	12	8	13.28	9	11	8	2	5	4	7	6.57	Down 50%
Towson	9	12	15	12	7	13	14	11.71	17	10	7	9	4	8	14	9.85	Down 16%
U MD Balt Co	13	13	16	17	8	9	15	13	14	16	6	8	17	9	14	12	Down 8%
College Park	43	47	41	39	46	51	51	45.42	39	31	36	22	20	33	30	30.14	Down 35%
Morgan	5	3	10	11	8	3	5	6.42	4	4	6	7	4	8	5	5.42	Down 16%
St. Mary's	17	13	9	4	5	3	7	8.28	9	8	12	6	5	3	10	7.57	Down 9%
Goucher	5	3	2	4	7	12	7	5.71	8	5	9	5	3	4	6	5.71	Neutral
Hood	2	5	2	1	1	9	2	3.14	1	3	1	1	0	0	0	0.85	Down 73%
Johns Hopkins	4	9	6	8	4	13	11	7.85	9	8	4	8	7	4	0	5.71	Down 27%
Loyola	8	4	8	8	5	13	2	6.85	8	6	5	6	3	2	5	5.00	Down 27%
McDaniel	3	3	3	8	2	7	10	5.14	5	3	5	8	7	3	10	5.85	Up 12%
Mt St Mary's	3	3	9	6	5	8	11	6.42	10	6	6	3	7	7	5	6.28	Down 2%
Notre Dame	1	1	1	0	1	3	0	1.00	1	2	3	0	5	2	4	2.42	Up 59%
Washington	7	3	6	5	3	1	4	4.14	2	3	3	3	1	3	1	2.28	Down 45%

Source: https://data.mhec.state.md.us/Trend_Aux/DTRENDSD19.zip

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

No other Philosophy major program exists in our geographical area (western Maryland). All such programs in the State, which the table above identifies, exist outside our region. Moreover, no Philosophy program outside our geographical area is configured with the three tracks we are proposing—Philosophical Studies, Law School Preparation, and Social Justice. Morgan State University's program does have three tracks, but one is Religious Studies, which we are not proposing, and one of our tracks is Social Justice, which is not a part of MSU's curriculum. Morgan State University has a Pre-Law track, but in 2019 its program graduated a total of 5 students, an average of 1.66 per track. As noted above, Maryland's Department of Labor projects strong growth for lawyers from 2018 to 2028 (7%), making this similarity between our two programs reasonable, especially since FSU and MSU are situated in distinct geographical areas.

While no other Philosophy major program exists in our geographical area, it may be appropriate to address the relationship between our proposed Law School Preparation track and (1) FSU's Law School Preparation program and (2) the Legal Studies concentration in FSU's Law & Society program.

Frostburg State University has in place a unique Law School Preparation program, which instead of offering its own major, suggests five possible preparatory majors, one of which is Philosophy. As stated in A.1 above, the purpose of the Law School Preparation track in Philosophy is to provide a long overdue visible pathway for students who may consider Philosophy as their preparatory major in this pre-professional program. Aside from one important new "grounding" course (PHIL 312: Legal Reasoning and Mock Trial), this track will draw from both skills- and content-based courses in our existing curriculum that are especially effective in preparing students for law school.

The Law & Society program (LASO) at FSU has a concentration, Legal Studies, that effectively serves as a constituent of the Law School Preparation program as well. However, its orientation is markedly different than the Law School Preparation track we are proposing. The orientation of the Legal Studies concentration in LASO is dominantly social science. **In contrast, the orientation of our Law School Preparation track will be dominantly philosophy—in particular, the construction, logical analysis, and assessment of argument.** Moreover, the Legal Studies concentration in LASO is broader in scope than our track will be. Legal Studies aspires to prepare students for all different kinds of work related to law, such as work in public policy and such non-lawyering work in the court system as arbitration, mediation, conciliation, court reporting, and paralegal work. In contrast, **our track—with its emphasis on the construction, logical analysis, and assessment of argument—will be specially tailored for law-school students.** The Steering Committee of LASO fully supports Philosophy's curriculum reform proposal, including our Law School Preparation track, and looks forward to working with us by encouraging its Legal Studies and Criminal Justice students to double-major in Philosophy (Law School Preparation track and Social Justice track respectively). And of course, we will be happy to reciprocate. (Please see letter of support from LASO Steering Committee at the end of this document.)

2. Provide justification for the proposed program.

As stated in 1.A. above, the creation of our tracks is for the most part a reconfiguration of our current curriculum to make career paths more visible to students and hence to attract more students to the major.

Our new Philosophical Studies track will basically mirror our current curriculum. However, to better display our curriculum's richness and to ensure that students take courses in at least three of the four major branches of philosophy (logic, epistemology, metaphysics, and ethics), we are proposing the creation of three groups of electives for students on this track: Group 1 (Knowledge and Reasoning), Group 2 (Reality), and Group 3 (Value).

The purpose of our Law School Preparation track is to provide a long overdue visible pathway for students who choose Philosophy as their preparatory major for law school. It will both enable new students to envision a pre-law curriculum in Philosophy and guide those who choose it so that they can work confidently and efficiently toward graduation. This track will draw from both skills- and content-based courses in our existing curriculum that are especially effective in preparing students for law school.

The creation of our Social Justice track will help students interested in social justice envision a social justice curriculum in Philosophy, as well as guide them so that they can work confidently and efficiently toward graduation. This track will primarily draw from courses in the existing Philosophy curriculum that include a substantial social justice component. However, to ensure sufficient breadth, we are proposing that this track have an interdisciplinary character. Specifically, we are proposing that students take 9 credit hours outside the department from among three groups of courses: Group 1 (Advocacy & Leadership), Group 2 (Race, Gender, & Culture) and Group 3 (Politics & History). FSU currently does not have a curriculum dedicated to social justice. We strongly believe both that there should be one and that Philosophy will make an excellent home.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

We are proposing a modification of our program in the form of tracks largely constructed from our current curriculum. Students following these tracks will graduate with a B.S. in Philosophy, with no other designation. We are confident that this relatively modest modification of our existing program will not affect HBIs.

F. Relevance to the identity of Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

We are confident that the relatively modest modification of our existing program will have no impact on the identity or uniqueness of Maryland HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

- 1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

The modification of our program was developed to try to reverse a trend of decreasing numbers of Philosophy majors, which threatens our program. We attribute this trend mainly to two causes: (1) decline in enrollment at FSU and (2) students today understandably concerned about future employment and hence wanting to connect their major areas of study with occupations. We believe the creation of our Law School Preparation and Social Justice tracks, in conjunction with a strong publicity initiative, will reverse this trend.

The full-time faculty members of the Philosophy Department will oversee the modification of our current program. We will be able to staff the relatively few new courses proposed with minor changes to the frequency of courses we currently offer.

- 2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

Upon completion of the major in philosophy, a student will be able to:

- Articulate alternative views on leading philosophical issues and identify the reasons and arguments that may be advanced in support of these competing views.
- Advance and defend a position on various philosophical issues, taking account (where relevant) of perspectives emerging out of differences in gender, race, class, and culture.

- Employ philosophical techniques (such as the analysis of concepts, the making of distinctions, the uncovering of assumptions, the identification of arguments, and the analysis of arguments) in an effort to resolve philosophical problems.
- Write and speak about philosophical issues in a clear, logically sound, and coherent manner.
- Identify and evaluate various reference sources relevant to a philosophical research project.

3. Explain how the institution will

- a) provide for assessment of student achievement of learning outcomes in the program.**

Rubrics have been created for each of the learning outcomes, which faculty will administer to majors as they progress through the program. Assessment of student achievement of these outcomes will thus be longitudinal and effective in assessing the program.

- b) document student achievement of learning outcomes in the program.**

The College of Liberal Arts and Sciences Assessment Council, using Campus Labs' Compliance Assist platform, will annually evaluate learning outcome reports generated by the department based on our assessment rubrics. The Assessment Council will produce program reports and recommendations that will be reviewed on an annual basis by the university's Student Learning Assessment Advisory Group.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Note: courses are 3 hours each unless otherwise specified. There are five new courses that will be taught with existing resources:

PHIL 200 Introduction to Social Justice (*GEP Group B*)
 PHIL 312 Legal Reasoning and Mock Trial
 PHIL 320 Free Will, Blame, and Punishment
 PHIL 321 Mind and Self
 PHIL 480 Advanced Research Project (*Capstone*) (1 hour)

REQUIREMENTS FOR MAJOR IN PHILOSOPHY

I. Required Core Courses (10 hours)

PHIL 100 Critical Thinking
 PHIL 101 Introduction to Philosophy (*or* PHIL 111 Honors: Introduction to Philosophy) (*GEP Group B*)
 or PHIL 102 Contemporary Ethical Problems (*or* PHIL 112 Honors: Contemporary Ethical Problems) (*GEP Group B*)
 PHIL 301 Ethics
 PHIL 480 Advanced Research Project (*Capstone*) (1 hour)

II. Tracks (21 hours)

Complete 1 of the following tracks:

PHILOSOPHICAL STUDIES (21 hours)

A. Required Course (3 hours)

PHIL 310 Classics of Western Philosophy

B. Elective Courses (18 hours)

Select 6 courses at the 200, 300, or 400 level, at least 1 course from each group.

Group 1 (Knowledge & Reasoning)

PHIL 300 Logic

PHIL 306 Science on Trial

PHIL 312 Legal Reasoning and Mock Trial

PHIL 318 Skepticism and Knowledge

Group 2 (Reality)

PHIL 302 Philosophy of Religion

PHIL 311 Asian and African Philosophy (*GEP Group F*)

PHIL 316 The Meaning of Life

PHIL 319 Philosophy of Existentialism

PHIL 320 Free Will, Blame, and Punishment

PHIL 321 Mind and Self

Group 3 (Value)

PHIL 200 Introduction to Social Justice (*GEP Group B*)

PHIL 303 Philosophy of Art

PHIL 304 Social Philosophy

PHIL 305 Criminal Justice Ethics

PHIL 308 Political Philosophy (*GEP Group F*)

PHIL 313 Biomedical Ethics

PHIL 314 Business Ethics

PHIL 315 Philosophy and the Environment

PHIL 409 Philosophy and Women (*GEP Group F*)

PHIL 410 Philosophy of Law

* * * * *

PHIL 490 Special Topics in Philosophy

PHIL 492 Internship Project in Philosophy

PHIL 498 Practicum in Philosophy (1-6 hours)

PHIL 499 Individual Research in Philosophy (1-6 hours)

LAW SCHOOL PREPARATION (21 hours)

A. Required Courses (12 hours)

PHIL 300 Logic
PHIL 305 Criminal Justice Ethics
PHIL 312 Legal Reasoning and Mock Trial
PHIL 410 Philosophy of Law

B. Elective Courses (9 hours)

Select 3 courses:

PHIL 200 Introduction to Social Justice (GEP Group B)
PHIL 302 Philosophy of Religion
PHIL 303 Philosophy of Art
PHIL 304 Social Philosophy
PHIL 306 Science on Trial
PHIL 308 Political Philosophy (GEP Group F)
PHIL 310 Classics of Western Philosophy
PHIL 311 Asian and African Philosophy (GEP Group F)
PHIL 313 Biomedical Ethics
PHIL 314 Business Ethics
PHIL 315 Philosophy and the Environment
PHIL 316 The Meaning of Life
PHIL 318 Skepticism and Knowledge
PHIL 319 Philosophy of Existentialism
PHIL 320 Free Will, Blame, and Punishment
PHIL 321 Mind and Self
PHIL 409 Philosophy and Women (GEP Group F)
PHIL 490 Special Topics in Philosophy
PHIL 492 Internship Project in Philosophy
PHIL 498 Practicum in Philosophy (1-6 hours)
PHIL 499 Individual Research in Philosophy (1-6 hours)

SOCIAL JUSTICE (21 hours)

A. Required Course (3 hours)

PHIL 200 Introduction to Social Justice (GEP Group B)

B. Elective Philosophy Courses (9 hours)

Select 3 courses from:

PHIL 304 Social Philosophy
PHIL 305 Criminal Justice Ethics
PHIL 308 Political Philosophy (GEP Group F)
PHIL 311 Asian and African Philosophy (GEP Group F)
PHIL 315 Philosophy and the Environment

PHIL 320 Free Will, Blame, and Punishment

PHIL 409 Philosophy and Women (*GEP Group F*)

C. Elective Courses outside Department (9 hours)

Select 3 courses, at least 1 from Group II or Group III:

Group 1 Advocacy & Leadership

CMST 102 Intro to Strategic Communication Leadership

CMST 302 Argumentation and Advocacy

CMST 350 Intercultural Communication (*GEP Group F*)

CMST 485 Rights and Responsibilities of Communication

LEAD 401 Citizenship Leadership

MGMT 356 Leadership and Human Behavior

Group 2 Race, Gender, & Culture

AAST 200 Introduction to African American Studies (*GEP Group F*)

ENGL 450 Women and Literature

PSYC 220 Psychology of Women (*GEP Group F*)

PSYC 325 African American Psychology (*GEP Group F*)

SOCI/SOWK 305 Racial and Cultural Minorities (*GEP Group F*)

SOCI 366 Social Inequality (*GEP Group F*)

WMST 201 Introduction to Women's Studies (*GEP Group F*)

Group 3 Politics & History

HIST 434 Women in the United States

HIST 461 Colonial America, 1607-1763

HIST 464 The Civil War and Reconstruction, 1849-1877

HIST 467 The U.S. in the 20th Century, 1945-Present

HIST 470 America in the Vietnam War

HIST 475 Genocide and Mass Violence

POSC 336 The Politics of Food

PHIL 100 Critical Thinking 3 cr. How to assess claims and arguments in accordance with rational standards using distinct methods and procedures; discussion of the importance of developing a critical thinking disposition, along with the philosophical and psychological barriers to doing so.

PHIL 101/111* Introduction to Philosophy 3 cr. Philosophical approaches to three major content areas: personal relationships (e.g., friendship), social-political structures (e.g., democracy), worldviews (e.g., the problem of God).

PHIL 102/112* Contemporary Ethical Problems 3 cr. Ethical issues such as abortion, euthanasia and physician-assisted suicide, the death penalty, censorship of pornography and hate speech, sex and marriage, social and economic justice, world hunger and global poverty, the environment and the treatment of animals.

PHIL 200 Introduction to Social Justice 3 cr. Philosophical and interdisciplinary study of concepts, theories, movements, and strategies of social justice, including policy, advocacy, and collective

action. Study of justice as the guiding principle of a good society. Critical examination of social and political institutions, as well as social forces in the larger historical and global context. Special attention to intersecting systems of oppression, methods of resistance, structural change, and coalition politics. Yearly. (GEP Group B).

PHIL 300 Logic 3 cr. The study of formal reasoning, including classical logic, modern symbolic logic, the system of natural deduction and quantification theory.

PHIL 301 Ethics 3 cr. Theoretical issues concerning the nature, status and content of morality and its role in personal and social life.

PHIL 302 Philosophy of Religion 3 cr. A study of religious experience, religious language, and the question of a rational basis for religious belief.

PHIL 303 Philosophy of Art 3 cr. Analysis of the nature of art and its creation, appreciation, and criticism; the major theories of art.

PHIL 304 Social Philosophy 3 cr. Issues arising out of the relationship between individuals and society. Themes such as social values, law, and the ideal of justice.

PHIL 305 Criminal Justice Ethics 3cr. Ethical issues confronting the criminal justice system and its occupational players – criminalization, policing, courts and corrections.

PHIL 306 Science on Trial 3 cr. A study of the logical structure of the natural sciences. Topics such as the nature of scientific evidence, scientific explanation and the objectivity of scientific knowledge.

PHIL 308 Political Philosophy 3 cr. Issues arising out of the relationship between individuals and the state. Issues associated with the ongoing transformation of national states and the relationship between the states, international finance and the global community. Themes such as power, authority, democracy, law, rights, political ideologies, globalization and terrorism.

PHIL 310 Classics of Western Philosophy 3 cr. Select examination of classic works of Western philosophy, including representatives from the Ancient Period, the Medieval Period, the Modern Period and/or the Contemporary Period.

PHIL 311 Asian and African Philosophy 3 cr. A study of the major concepts of Indian philosophy with an emphasis on Hinduism and Buddhism, Chinese philosophy with an emphasis on Confucianism and Taoism, and African philosophy with an emphasis on the community orientation of ethics and philosophical anthropology.

PHIL 312 Legal Reasoning and Mock Trial 3 cr. Theoretical and practical dimensions of legal reasoning, such as different ways lawyers and judges reason and decide hard cases and challenges that occur when different modes of argumentation or interpretation conflict. Application of legal reasoning to civil and criminal cases in a mock trial format.

Variable. Recommended: 3 cr. in philosophy.

PHIL 313 Biomedical Ethics 3 cr. Ethical issues in medicine and biomedical research. Such problem areas as the physician/patient relationship, patients' rights and professionals' obligations, human experimentation, genetics and reproductive technologies, and social justice and health care.

PHIL 314 Business Ethics 3 cr. Ethical issues in business. Such problem areas as the morality of capitalism, the social responsibility of business, the concept of corporate responsibility, business and the environment, the rights and responsibilities of employees, whistleblowing, the ethics of advertising, multinational corporations, feminist and minority concerns about business.

PHIL 315 Philosophy and the Environment 3 cr. A philosophical investigation of environmental issues. Anthropocentric, ecocentric, individualist and ecofeminist approaches to the environment as well as perspectives from many cultures and religions. Connections between environmental science, ethics and aesthetics in a historical context will be made.

PHIL 316 The Meaning of Life 3 cr. Issues concerning the meaning of life. Such issues as the various meanings of the phrase “the meaning of life,” the dependence of a meaningful life on the existence of God and/or an afterlife, the absurdity of life and how life ought to be lived.

PHIL 318 Skepticism & Knowledge 3 cr. Investigation of fundamental issues concerning our ability to come to know the true nature of the world and the relation between our cognitive faculties and this world. Consideration not only of traditional answers from historical and contemporary authors, but also recent work challenging the traditional approach itself, including work in feminist epistemology and non-objectivist conceptions of knowledge.

PHIL 319: Philosophy of Existentialism 3 cr. Origins of existential thought in Kierkegaard and its subsequent development in Heidegger, Jaspers, Marcel, Sartre, Merleau-Ponty and Ricoeur. Such concepts as existence, historicity, freedom and consciousness.

PHIL 320 Free Will, Blame, and Punishment 3 cr. Examination of the circumstances in which blame and punishment are justified in view of an in-depth exploration of the concept of free will and of the reasons and evidence for its existence. *Variable. Recommended: 3 cr. in philosophy.*

PHIL 321 Mind and Self 3 cr. Inquiry into such issues as whether our minds are physical or nonphysical; how or whether, if nonphysical, they causally interact with our brains and bodies; whether computers have, or could ever have, minds; by virtue of what do we persist through time; what kind of thing we essentially are; and whether it is possible to survive the death of our bodies. *Variable. Recommended: 3 cr. in philosophy.*

PHIL 409 Philosophy and Women 3 cr. Topics will include philosophical views of and by women, an examination of the extent to which gender related values underlie and permeate philosophical method and theory, and an examination of ways in which gender interrelates with other social categories such as race, ethnicity and class.

PHIL 410 Philosophy of Law 3 cr. Leading issues in the philosophy of law. Such topics as the nature of law and its relation to morality, the concept of responsibility and the justification of punishment. Highly recommended for those interested in the theory of legal concepts and legal reasoning.

PHIL 452 Seminar in Contemporary Metaphysics 3 cr. Contemporary approaches to problems in both special and general metaphysics. Problems in special metaphysics such as free will, personal identity, mind-body and immortality. Problems in general metaphysics such as universals, substance, change and time.

PHIL 455 Seminar in Philosophy 3 cr. An in-depth exploration in a seminar format of some area or philosophy of some philosophical problem or topic selected by the instructor. Repeatable for maximum of 6 credits if topics are substantially different.

PHIL 480 Advanced Research Project 3 cr. Signature work on a topic associated with an upper-division philosophy course typically taken concurrently. Production and presentation of a research paper or project. Every semester. *Prerequisite: 15 cr. in philosophy and permission of department chair. Capstone.*

PHIL 490 Special Topics in Philosophy 3 cr. In-depth analysis of a topic, selected by instructor, for development thematically or historically. Repeatable for maximum of 6 credits if topics are substantially different.

PHIL 492 Internship Project in Philosophy 3 cr. Academic component of internship experience; co-registration in PHIL 495 required. Mainly planning of the field experience, focusing on the philosophical/ethical issues associated with the work situation, and completion of a written report on the field experience.

PHIL 495 Internship in Philosophy 6-12 cr. Guided work experience; co-registration in PHIL 492 required. Directly related to academic program and intended to enhance the student’s ability to

navigate her/his way into the global workplace. Graded P/F. Internship is optional, and credit is not applicable toward the major or minor.

PHIL 498 Practicum in Philosophy 1-6 cr. Supervised experiential learning project involving practical application of philosophy. Repeatable for maximum of 6 credits if projects are substantially different.

PHIL 499 Individual Research in Philosophy 1-6 cr. Independent study of a philosopher, period, movement, or problem, initiated by student in consultation with instructor.

CMST 102 Intro to Strategic Communication Leadership 3 cr. Fundamental theory and practice of human communication in dyadic, small-group and public situations. Every semester.

CMST 302 Argumentation and Advocacy 3 cr. Analysis, construction and communication of logical arguments in a variety of decision-making contexts. Spring. Prerequisite: CMST 102/112 or CMST 122 or permission of instructor.

CMST 350 Intercultural Communication 3 cr. Explores concepts, theories and communication skills relevant to understanding and managing cross-cultural conflicts in interpersonal, organizational, regional and global contexts. Analyzes and develops skills needed to open channels of communication between and among people of diverse backgrounds as students gain an experiential understanding of the interconnections between communication and culture. Fall. Prerequisite: CMST 102/112 or permission of instructor.

CMST 485 Rights and Responsibilities of Communication 3 cr. Study of how free speech functions in relation to communication in the United States and the ethical responsibilities of communicators in interpersonal, public, artistic and professional situations. Fall. Prerequisite: CMST 102/112 or permission of instructor.

LEAD 401 Citizenship Leadership 3 cr. Rhetorical and experiential exploration of leadership related to civic engagement and social change that addresses justice and democracy challenges. Focus is on development of practical understandings of interpersonal, team, and global leadership, particularly in community contexts. Variable. Prerequisite: CMST 102 or 122.

MGMT 356 Leadership and Human Behavior 3 cr. Introduction to leadership theories and concepts; emphasis on applications of leadership qualities and human skills required for managerial success and organizational effectiveness. Every semester. Prerequisite: 42 credits.

AAST 200 Introduction to African American Studies 3 cr. Overview of critical aspects of the history and culture of African Americans. Employs various interdisciplinary perspectives to explore the experience of Africans uprooted from their land, ways in which these African Americans have adjusted to their new society, and contributed to its growth and development. Spring. GEP Group F.

ENGL 450 Women and Literature 3 cr. A cross-cultural study of womanhood as portrayed by male and female writers over the centuries. Variable. Prerequisite: C or better in ENGL 101 or 111.

PSYC 220 Psychology of Women 3 cr. Explores women's psychological development and experience. Covers sex roles and how society's attitudes about girls and women affect female self-concept, personality, relationships and work experience. Topics also include women of color, sexual harassment, violence against women and spirituality. Spring. Prerequisite: PSYC 150/151 with a C or better. GEP Group F.

PSYC 325 African American Psychology 3 cr. Surveys African American psychology. Relevant psychological theory and research presented on a variety of topics including: family and individual relationships, the role of the Black Church, the impact of discrimination and oppression, and racial identity. Variable. Prerequisite: PSYC 150/151 with a "C" or better. GEP Group F.

SOCI/SOWK 305 Racial and Cultural Minorities 3 cr. Analysis of minority-majority group situations, their causes and consequences. Minorities in the United States. Every semester. Not open to students who have credit for former SOCI 220 or 320. Prerequisite: SOCI 100 or SOCI 111. Also offered as SOWK 305. GEP Group F.

SOCI 366 Social Inequality 3 cr. The theory of stratification or inequality in society; relevant social policy. Emphasis on American society and current social programs addressing inequality. Variable. Prerequisite: SOCI 100 or SOCI 111.

WMST 201 Introduction to Women's Studies 3 cr. A multicultural and multidisciplinary survey of the traditional assumptions about women. Students will gain an understanding of the intersection of gender with race, class, ethnicity, religion, and sexual orientation, and issues of ability/disability. Fall. GEP Group F.

HIST 434 Women in the United States 3 cr. The history of women in colonial North America and the United States from the precontact period to the present, emphasizing the varieties of women's experiences and the importance of race, ethnicity and class differences. Topics include the family and motherhood, women's education, women's labor, women's involvement in political and social movements, and expressions and regulations of female sexuality. Variable.

HIST 461 Colonial America, 1607-1763 3 cr. From the beginning of contact between Europeans and Native Americans in North America, examining Spanish, French, Dutch, English, and African influences in the establishment of American colonies. European backgrounds, religious developments, economic development, growth of slavery, regional differences, relations with indigenous peoples, and evolution of cultures. Variable.

HIST 464 The Civil War and Reconstruction, 1849-1877 3 cr. From the end of the Mexican-American War through the end of Reconstruction. Consequences of the Mexican War and Compromise of 1850, growing sectional conflict over the expansion of slavery in the West, the ascent of Lincoln and the Republican Party, the social, political, military, and economic impact of the Civil War, emancipation of slaves and efforts to reconstruct American laws and society within a new Constitutional framework of civil rights. Variable.

HIST 467 The U.S. in the 20th Century, 1945-Present 3 cr. The Truman, Eisenhower, and Kennedy Years; the Cold War and McCarthyism; the various 1960s civil rights struggles and countercultural movements; Johnson and Vietnam; Nixon and Watergate; the Reagan era; and more recent key events in international relations. Variable.

HIST 470 America in the Vietnam War 3 cr. An interdisciplinary study of the origins, development and consequences of the United States involvement in Vietnam from 1950-1975, with emphasis on political and social history. Variable.

HIST 475 Genocide and Mass Violence 3 cr. Genocides of the modern era from that of the Herero of German Southwest Africa (early 20th century) to that of Darfur in the Sudan (early 21st century). Variable.

POSC 336 The Politics of Food 3 cr. Comparative analysis of government policies concerning the production and regulation of food, the use of food as a weapon, a commodity, and statement of political values. The globalization of food and its impacts on state policies and the role of governmental and non-governmental actors on global food security. Spring. Prerequisite: POSC 113 /114 or POSC 131.

5. Discuss how general education requirements will be met, if applicable.

Students in our program will be required to meet the requirements of FSU's general education program (GEP). Two courses in our curriculum and their honors variants (PHIL 101/111 and PHIL

102/112) are established courses in the GEP. We are proposing that PHIL 200 be included as a new Humanities course in the Modes-of-Inquiry section of the GEP.

- 6. Identify any specialized accreditation or graduate certification requirements for this program and its students.**

N/A

- 7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

N/A

- 8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

The combination of FSU's Undergraduate Catalog, website, admissions and recruiting materials, and student information system provides students with all of this important information. In addition, FSU provides students with an 8-semester plan of study for their chosen program(s), as well as an academic advisor who assists them with course scheduling and curriculum planning. New students are required to take ORIE 100 Orientation to Higher Education, which also provides students with much of this information.

- 9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

The department's focus during fall 2021 will be producing advertising, recruiting, and admissions materials that clearly and accurately reflect the proposed modification of our program. We plan to work with campus partners to revamp with current marketing and recruiting strategies, including digital media (videos through PlatformQ) and social media strategies, production of a new brochure, materials for Open House events, a new large laminated wall display outside department offices, and attractive leaflets for new majors in such related programs as Law & Society, Political Science, and Sociology, encouraging them to consider a secondary major or a minor in our program.

H. Adequacy of Articulation

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

N/A

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

Frostburg State University is primarily a teaching institution, and so teaching excellence and a commitment to our students' academic success and personal well-being is of utmost importance. All of our program's upper-division courses (and many sections of lower-division ones) will be taught by faculty with terminal degrees who have a record of excellence in teaching and who are committed to service and professional development and achievement as well.

Jean-Marie Makang, tenured, Ph.D., Philosophy, Professor, full-time (PHIL 101/111, **PHIL 200**, PHIL 302, PHIL 304, PHIL 308, PHIL 311, PHIL 319, PHIL 490)

Skott Brill, tenured, Ph.D., Philosophy, Professor, full-time (PHIL 100, PHIL 102/112, PHIL 300, PHIL 313, PHIL 315, PHIL 316, **PHIL 320**, **PHIL 321**, PHIL 490)

Shoshana Brassfield, Ph.D., Philosophy, Associate Professor, full-time (PHIL 101/111, PHIL 301, PHIL 306, PHIL 310, PHIL 318, PHIL 409, PHIL 490)

David Atenasio, Ph.D., Philosophy, Lecturer, full-time (PHIL 102/112, PHIL 305, **PHIL 312**, PHIL 410, PHIL 490)

Martha MacGill, Rev., Lecturer, adjunct, part-time (PHIL 101, PHIL 102)

Daniel Filer, Ed.D., Lecturer, adjunct, part-time (PHIL 101, 102)

Jason Brady, M.A., Humanities, Lecturer, adjunct, part-time (PHIL 101, 102)

Note: New courses are in boldface. As explained in A.3. above, these courses will require no new funding.

- 2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**
 - a) Pedagogy that meets the needs of the students**
 - b) The learning management system**
 - c) Evidenced-based best practices for distance education, if distance education is offered.**

FSU's Center for Teaching Excellence provides regular training in evidence-based best practices and also hosts an annual regional conference on teaching and learning. In addition, FSU offers regular professional development courses and workshops in instruction and assessment, and the office of Instructional Design and Technology provides training and support for the university's learning management system Canvas.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

The resources at the Lewis J. Ort Library that over the years have adequately supported the various programs at FSU, including the Philosophy program, will adequately support the modification of our program.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

The existing classrooms, learning management system (Canvas), office spaces, meeting rooms, and equipment that have adequately supported the Philosophy program will adequately sustain its modification. No new physical resources will be needed to initiate and sustain the modification of our program.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) An institutional electronic mailing system, and**
 - b) A learning management system that provides the necessary technological support for distance education**

All FSU faculty and students are provided an email account and access to the learning management system Canvas.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

- 1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

Philosophy

TABLE 1: RESOURCES

Resource Categories	FY2022 Year 1	FY2023 Year 2	FY2024 Year 3	FY2025 Year 4	FY2026 Year 5
1. Reallocated Funds	371,422	376,324	381,310	386,384	391,545
2. Tuition/Fee Revenue	62,456	74,212	86,614	99,693	102,680
(c + g below)	-	-	-	-	-
a. Number of F/T Students In-state	4	5	6	7	7
a. Number of F/T Students Out-of-state	1	1	1	1	1
b. Annual Tuition/Fee Rate In-state	9,594	9,882	10,178	10,483	10,797
b. Annual Tuition/Fee Rate Out-of-state	24,080	24,802	25,546	26,312	27,101
c. Total F/T Revenue (a x b)	62,456	74,212	86,614	99,693	102,680
d. Number of P/T Students In-State	-	-	-	-	-
d. Number of P/T Students Out-of-State	-	-	-	-	-
e. Credit Hour Rate In-State	281	289	298	307	316
e. Credit Hour Rate Out-of-State	598	616	634	653	673
f. Annual Credit Hours	32	32	32	32	32
g. Total P/T Revenue In & Out-of-State	-	-	-	-	-
(d x e x f)	-	-	-	-	-
3. Grants, Contracts & Other External Sources	-	-	-	-	-
4. Other Sources	5,120	5,120	5,120	5,120	5,120
TOTAL (Add 1 – 4)	438,998	455,656	473,044	491,197	499,345

FY2022 FY2023 FY2024 FY2025 FY2026

# f/t students	4	5	6	7	7	90% instate
# f/t students	1	1	1	1	1	10% out of state

-	-	-	-	-	total
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# p/t grad students	0	0	0	0	0	90% instate
# p/t grad students	0	0	0	0	0	10% out of state
	-	-	-	-	-	total

Narrative Rationale

These numbers are based on our current allocations. No additional resources will be needed for the modification of our program.

The department plans a major promotional campaign at the beginning of Spring 2022, which we expect will attract a total of five new students to the program Fall 2022 when the modified curriculum will be implemented. We anticipate the number of new students to increase for the next four years, with eight new students entering the program Fall 2026.

We do not anticipate external grants or contracts.

The number entered for "other sources" is our department budget, which we expect to be \$5,120.

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: EXPENDITURES

Expenditure Categories	FY2022 Year 1	FY2023 Year 2	FY2024 Year 3	FY2025 Year 4	FY2026 Year 5
1. Faculty (b + c below)	312,039	315,159	318,311	321,494	324,709
a. # FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	231,140	233,451	235,786	238,144	240,525
c. Total Benefits	80,899	81,708	82,525	83,350	84,184
2. Admin. Staff (b + c below)	52,260	53,827	55,442	57,106	58,819
a. # FTE	-	-	-	-	-
b. Total Salary	48,420	49,873	51,369	52,910	54,497
c. Total Benefits	3,840	3,955	4,074	4,196	4,322

3. Support Staff (b + c below)	7,123	7,337	7,557	7,784	8,017
a. # FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	6,600	6,798	7,002	7,212	7,428
c. Total Benefits	523	539	555	572	589
4. Equipment	-	-	-	-	-
5. Library	-	-	-	-	-
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses	-	-	-	-	-
TOTAL (Add 1 – 7)	371,422	376,324	381,310	386,384	391,545

Surplus 67,576 79,332 91,734 104,813 107,800

Narrative Rationale: The numbers above are based on the assumptions below, which are based on current salaries and benefits.

PIN Salaries

FY2022 Year 1	FY2023 Year 2	FY2024 Year 3	FY2025 Year 4	FY2026 Year 5	
85,084	85,935	86,794	87,662	88,539	MAKANG
80,335	81,138	81,950	82,769	83,597	BRILL
65,721	66,378	67,042	67,712	68,390	BRASSFIELD
231,140	233,451	235,786	238,144	240,525	

PIN Fringes

Year 1	Year 2	Year 3	Year 4	Year 5
29,779	30,077	30,378	30,682	30,989
28,117	28,398	28,682	28,969	29,259
23,002	23,232	23,465	23,699	23,936
80,899	81,708	82,525	83,350	84,184

FTNTTF

Year 1	Year 2	Year 3	Year 4	Year 5	
48,420	49,873	51,369	52,910	54,497	Atenasio
-	-	-	-	-	
-	-	-	-	-	
48,420	49,873	51,369	52,910	54,497	

FTNTTF Fringes

Year 1	Year 2	Year 3	Year 4	Year 5
3,840	3,955	4,074	4,196	4,322
-	-	-	-	-
-	-	-	-	-
3,840	3,955	4,074	4,196	4,322

Adjunct

Year 1	Year 2	Year 3	Year 4	Year 5	
2,200	2,266	2,334	2,404	2,476	MacGill Filer Brady
2,200	2,266	2,334	2,404	2,476	
2,200	2,266	2,334	2,404	2,476	
6,600	6,798	7,002	7,212	7,428	

Adjunct Fringes

Year 1	Year 2	Year 3	Year 4	Year 5
174	180	185	191	196
174	180	185	191	196
174	180	185	191	196
523	539	555	572	589

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Every semester each course of the program is evaluated by students enrolled. Student evaluations are then reviewed annually by the department chair who uses them to evaluate both courses and instruction. In addition, every year each course in which majors are enrolled is assessed in relation to the program's learning goals, and a report is generated for and reviewed by both the Dean's Office and a university committee.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

As of January 2021, the Philosophy program has been part of the Low Enrollment/Low-Degree Program Review Process at FSU. No later than January 2022, we will submit to the Institutional Priorities & Resources committee (IPR), the Dean's Office, and the Provost's Office a Program Analysis & Sustainability Plan that includes a five-year timeline for increasing enrollment and degree productivity. A major component of our sustainability plan will be this curriculum modification. One year after the approval of our Program Analysis & Sustainability Plan, we will submit a progress report to the IPR Chair. IPR will then generate a report, including recommendations, which it will submit to us, the Dean, and the Provost. Three years after approval of our Program Analysis & Sustainability Plan, IPR will again review our program and generate a report, which will again be submitted to us, the Dean, and the Provost. At this point, the Provost will determine whether to continue the Low-Enrollment/Low-Degree Program Review Process.

The program will also be going through the MHEC program review process and our report crafted by our internal process described above will be used to inform the program review process.

Separately, as stated in response to M.1 above, every year each course in which majors are enrolled will be assessed in relation to the program's learning goals, and a report will be generated for and reviewed by both the Dean's Office and a university committee.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR

13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

The Philosophy program, like the institution of which it is a part, strongly supports the values of diversity, equity, and inclusion. Our program welcomes all FSU students—regardless of race, ethnicity, gender, sexual orientation, or sexual identity—to select Philosophy as their major or minor program of study. Indeed, our commitment to diversity, equity, and inclusion is reflected in one of our program's six learning goals: "upon completion of the major in philosophy, a

student will be able to advance and defend a position on various philosophical issues, taking account (where relevant) of perspectives emerging out of differences in gender, race, class, and culture.” This commitment is also reflected in our diverse faculty—of our three tenured faculty, one is an African-American man and one is a woman—which we believe provides minority students with role models, thereby promoting their access and success.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

As noted above (M.2), the Philosophy program is an identified low productivity program. However, no fiscal resources will be redistributed to our program as the result of this proposed modification of our program, which largely reconfigures our current curriculum to make career paths more visible to students.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 2. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

Frostburg State University offers hundreds of distance education courses and offers several degree programs entirely online.

- 3. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Frostburg State University complies with the guidelines of the Council of Regional Accrediting Commissions for the evaluation of distance education.