

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AP-013-167

BA IN PHILOSOPHY – GENERAL OPTION

Academic Programs Committee

Date: 11/02/2016

Executive Committee  
Received and Forwarded

Date: 11/16/2016

Academic Senate

Date: 11/30/2016  
First Reading

BACKGROUND: The Department of Philosophy has put forward a referral for BA in Philosophy – General Option for semesters. This is a revisioned program.

The department proposed the revisioned program to reflect the goals and the objectives of the program.

RESOURCES CONSULTED:

Deans

Associate Deans

Department Chairs

All Faculty

DISCUSSION:

Before reaching the Academic Programs Committee, this program was reviewed by the College Curriculum Committee in the College of Letters Arts and Social Sciences as well as the Dean of CLASS and the Office of Academic Programs. All concerns raised at those levels were addressed. The Academic Programs Committee then conducted campus-wide consultation, as well as its own review of the program. No concerns were raised.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the semester program BA in Philosophy – General Option.

## Philosophy, B.A. - General Option: 120 units

### I. Program - Q2S Existing Program/Option/Minor

#### General Catalog Information

<b>Department</b>	<b>Philosophy</b>
<b>Conversion Category:*</b>	<input checked="" type="radio"/> Revised <input type="radio"/> Directly Converted
<b>Proposal Type:*</b>	<input type="radio"/> Program <input checked="" type="radio"/> Option <input type="radio"/> Minor
<b>Describe or list changes*</b>	<p>Retaining existing major programs: General Option and Law &amp; Society option</p> <p>Retaining PHL minor</p> <p>Eliminating Religious Studies minor</p>
<b>Semester Program Name</b> (e.g. Biology, B.S., Art History, B.A.)	Philosophy, B.A. - General Option: 120 units
<b>Program Description</b>	<b><i>Mission Statement</i></b>
	The Department seeks to train students in the critical thinking skills necessary for the understanding of complex foundational problems and

## Mission Statement

The Department seeks to train students in the critical thinking skills necessary for the understanding of complex foundational problems and the assessment of positions on such problems, and the verbal skills necessary for the articulation of this understanding and assessment. Training in these skills is called for by the University and College mission statements. Philosophy equips students with lifelong learning skills. These skills include creative and critical thinking processes enabling both qualitative and quantitative reasoning; the application of theory to practice, and written and oral communication skills.

The Cal Poly Pomona Philosophy Department is distinctive in combining the role of developing critical thinking and verbal skills with philosophy's role of synthesis to include a strikingly outward-looking perspective with respect to the University as a whole as well as the community. The Department embraces the objectives of a traditional philosophical education while also seeking to enhance core student skills (critical thinking, written argumentation).

### Program Objectives

The objective of the Philosophy Major General Option is to foster those critical thinking skills involved in careful analysis and reasoning, as well as the synthetic skills involved in attempting to achieve the best broad view possible within a distinct area of inquiry (for example, in the natural sciences or in cognitive science). Such skills in reasoning and synthesis are crucial in a wide range of professions. The General Option aims to provide students with such high level cognitive skills—skills that are often precisely what employers value most.

### Learning Outcomes

#### 1. Skills in reasoning (in reading, discussion, and written and oral presentation):

- demonstrates ability to identify thesis in another's work and clearly articulate in own work
- demonstrates ability to identify and evaluate reasons for thesis
- demonstrates ability to identify and evaluate background concepts, distinctions, assumptions
- demonstrates ability to identify and evaluate objections demonstrates ability to be charitable in interpreting others' positions

#### 2. Skills in written and oral presentation:

- demonstrates ability to be clear in overall organization of presentation
- demonstrates ability to be clear in sentence/paragraph level expression

#### 3. Research skills:

- demonstrates ability to distinguish between reliable and unreliable sources
- demonstrates ability to work with major resources in philosophy (SEP, PhilPapers, etc.)
- demonstrates ability to work with library resources (access to databases with full text, document delivery, etc.)

#### 4. Breadth of Content: Familiarity with philosophical tradition:

- demonstrates familiarity with historical development of philosophical tradition (Ancient, Modern, Contemporary, etc.)
- demonstrates familiarity with various branches of philosophical investigation (Value Theory, Metaphysics,

Epistemology, Logic, etc.)

demonstrates familiarity with critical analyses of traditional/Western philosophical views (Feminist Philosophy, Critical Race Theory, etc.)

demonstrates familiarity with cultural traditions and varieties of philosophical approaches

5. Depth of Content: Focus on topic:

demonstrates ability to make interconnections between various areas of philosophy (listed above)

demonstrates proficiency with some primary sources (including with a seminal book)

demonstrates ability to produce creative philosophical work

(for example, through presentation of an original thesis or argumentative strategy or creative counterexample)

All persons who receive undergraduate degrees from Cal Poly Pomona must pass the Graduation Writing Test (GWT). The test must be taken by the semester following completion of 80 (?) units for undergraduates.

<b>Required Major Core Courses</b>			<b>Units</b>
<b>Course</b>			
Proseminar I: Traditions & Problems PHL 2030			3
Ethical Problems of Contemporary Life (C2)	PHL 2040		3
Logic and Computing (B4)	PHL 2180		3
Proseminar: II: Philosophical Methods	PHL 2900		3
Moral Philosophy	PHL 3090		3
Senior Seminar in Philosophy PHL4610			
United States History, 1877-Present (D1)	HST 2202	3	3
Introduction to American Government (D2)	PLS 2010	3	
<b>Total Units</b>			<b>24</b>

<b>Required Option Core Courses</b>			<b>Units</b>
<b>Course</b>			
Modern Philosophy PHL3140			3
Epistemology	PHL3590		3
Metaphysics	PHL3600		3
<b>Total Units</b>			<b>9</b>

**Elective Core Courses**  
**Course****Units**  
**6**

3

Select Two of the Following:

3

Ancient Philosophy

PHL3120

Medieval Philosophy

PHL3130

3

19<sup>th</sup> Century Philosophy  
3160

PHL

20<sup>th</sup> Century Philosophy  
3170

PHL

3

Great Works in Philosophy  
4050

PHL

3

Select One of the Following:

Phil. and Religion of Japan

PHL3040

3

Phil. and Religion of China

PHL3050

3

Phil. and Religion of India

PHL3060

Philosophy of Martial Arts

PHL3280

3

Comparative Philosophy

PHL4850

3

Select One of the Following:

3

Seminar in Metaphysics & Epistemology  
4890

PHL

3

Seminar in Law and Values

PHL4400

3

Select Two Add'l Upper-Division PHL

3

Courses

3

6

**Total Units****18**

**Unrestricted Electives  
Course****Units**

Select a sufficient number of courses so that the total from "Major Core", "GE" and "Unrestricted Electives" is at least 93 units.

21-33

**Total Units****21-33**

Philosophy Department  
 Philosophy Major  
 4-Year Road Map: General Option  
 Curriculum Year: 2018-2019

<b>YEAR 1</b>				
FALL SEMESTER	UNITS	SPRING SEMESTER	UNITS	COMMENT
PHL 2030	3	PHL 2900	3	
HST 2202	3	PHL 2040	3	
GE  <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	PLS 2010	3	<i>One course must be completed in each of the GE areas A1-3, B1-4, C1-3, D2-3, and E.  At least one lab course must be selected from B3.  All GE Area A courses and all lower division GE courses in a GE area must be completed before taking the GE Synthesis course in that area.</i>
GE  <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	GE  <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	
GE  <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	GE  <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	
<b>Total</b>	15	<b>Total</b>	15	

<b>YEAR 2</b>				
FALL SEMESTER	UNITS	SPRING SEMESTER	UNITS	COMMENT
PHL 2180	3	PHL 3040-4850	3	3 units need to be chosen from the following courses:  <i>PHL 3040, 3050, 3060, 3280, 4850.</i>
PHL 3120-4050	3	PHL 3090	3	6 units need to be chosen from the following courses:  <i>PHL 3120, 3130, 3140, 3160, 3107, 3200, 3220, 4050.</i>
GE <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	PHL 3140	3	<i>One course must be completed in each of the GE areas A1-3, B1-4, C1-3, D2-3, and E.</i>
GE <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	GE <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	
GE <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	GE <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	
<b>Total</b>	15	<b>Total</b>	15	

<b>YEAR 3</b>				
<b>FALL SEMESTER</b>	<b>UNITS</b>	<b>SPRING SEMESTER</b>	<b>UNITS</b>	<b>COMMENT</b>
PHL 3120-4050	3	PHL 3600	3	<i>6 units need to be chosen from the following courses:  PHL 3120, 3130, 3140, 3160, 3170, 3200, 3220, 4050.</i>
PHL 3590	3	GE <i>Any course approved in area A1-3, B1-4, C1-3, D2-3, or E</i>	3	<i>One course must be completed in each of the GE areas A1-3, B1-4, C1-3, D2-3, and E.</i>
Upper-Division PHL	3	Unrestricted Elective	3	<i>6 units of additional upper-division PHL courses must be selected.</i>
Unrestricted Elective	3	Unrestricted Elective	3	
GE Synthesis <i>Any course approved in area B5, C4, or D4</i>	3	GE Synthesis <i>Any course approved in area B5, C4, or D4</i>	3	
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>	

<b>YEAR 4</b>				
FALL SEMESTER	UNITS	SPRING SEMESTER	UNITS	COMMENT
PHL 4900	3	PHL 4890 or 4400	3	<i>3 units need to be chosen from: PHL 4890 or 4400</i>
GE Synthesis <i>Any course approved in area B5, C4, or D4</i>	3	Upper-Division PHL	3	<i>6 units of additional upper- division PHL courses must be selected.</i>
Unrestricted Elective	3	Unrestricted Elective	3	
Unrestricted Elective	3	Unrestricted Elective	3	
Unrestricted Elective	3	Unrestricted Elective	3	
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>	

2-Year Road Map: General Option

Curriculum Year: 2018-2019

F=Fall

W=Winter

S=Spring

U=Summer

r= scheduled upon request  
n= not offered this year

2018-2019

Catlg Nbr	Schedule	Catlg Nbr	Schedule	Catlg Nbr	Schedule
PHL 2010	F/ S	PHL 4820	F		
PHL 2020	F/S	PHL 4830	S		
PHL 2030	F				
PHL 2040	F/S	PHL 4850	n		
PHL 2050	F/S	PHL 4890	n		
PHL 2180	F,	PHL 4900	F		
PHL 2200	F/S				
PHL 2900	S	PHL 2000	r		
PHL 3010	n	PHL 2990	r		
PHL 3030	F	PHL 4000	r		
PHL 3040	n	PHL 4990	r		
PHL 3050	F				
PHL 3060	n				
PHL 3090	S				
PHL 3100	F				
PHL 3110	S				
PHL 3120	n				
PHL 3130	n				
PHL 3140	F				
PHL 3160	n				
PHL 3170	n				
PHL 3200	n				
PHL 3220	S				
PHL 3280	n				
PHL 3300	F				
PHL 3330	F				
PHL 3400	F/S				
PHL 3450	F/S				
PHL 3500	W				
PHL 3590	S				
PHL 3600	S				
PHL 3810	F/S				

PHL 4090 S  
 PHL 4050 F  
 PHL 4350 S  
 PHL 4400 S  
 PHL 4530 S  
 PHL 4750 n

## 2019-2020

Catlg Nbr	Schedule	Catlg Nbr	Schedule	Catlg Nbr	Schedule
PHL 2010	F/S	PHL 4820	F		
PHL 2020	F/S	PHL 4830	S		
PHL 2030	F				
PHL 2040	F/S	PHL 4850	S		
PHL 2050	F/S	PHL 4890	F		
PHL 2180	F/S	PHL 490	F		
PHL 2200	F/S				
PHL 2900	S	PHL 2000	r		
PHL 3010	F	PHL 2990	r		
PHL 3030	n	PHL 4000	r		
PHL 3040	F	PHL 4990	r		
PHL 3050	n				
PHL 3060	S				
PHL 3090	F				
PHL 3100	F				
PHL 3110	S				
PHL 3120	F				
PHL 3130	S				
PHL 3140	F				
PHL 3160	S				
PHL 3170	F				
PHL 3200	F				
PHL 3220	n				
PHL 3280	S				
PHL 3300	n				
PHL 3330	F				
PHL 3400	F/S				
PHL 3450	F/S				
PHL 3500	S				
PHL 3530	S				
PHL 3590	n				
PHL 3600	n				
PHL 3810	F/S				
PHL 4090	n				
PHL 4050	F				
PHL 4350	n				
PHL 4400	S				
PHL 4750	F				

**Assessment Plan***I. Meaning, Quality, and Integrity of the Degrees*

Traditional undergraduate philosophy education emphasizes the development of certain core aptitudes (construction and appraisal of arguments, etc.) alongside the systematic investigation of foundational questions regarding human nature, knowledge, and the good life. The philosophy degree programs at Cal Poly Pomona extend these traditional objectives, focusing on how these aptitudes and investigations can be applied to the societal, institutional, and personal challenges emerging in our dynamic and technologically driven global world. The Department of Philosophy thus hopes to fashion students prepared to lead their communities and their workplaces in the critical engagement of these challenges. A Cal Poly Pomona philosophy degree holder will model evidence-based thinking, ethical conscientiousness, and sensitivity to diverse perspectives on the challenges we face individually and collectively. Our graduates are polytechnically educated in a classical sense: they master multiple bodies of knowledge and the application of these bodies of knowledge to diverse problems. Unsurprisingly, this approach to undergraduate learning has generated a document record of alumni success in fields such as law, public policy, and education.

The department pursues these objectives through its curriculum, its co-curriculum, and its high impact practices. Its introductory courses familiarize students with key philosophical problems, while its Proseminar and Senior Thesis serve as curricular 'bookends' that instill the aptitudes and dispositions of intentional learners. All department majors are exposed to the discipline's history and main subfields, while students in the Law and Society option receive an in-depth education in moral, political, and legal philosophy. The department's students are heavily involved in co-curricular learning activities—including the Clinical Ethics Practicum, the Judicial Internship, Mock Trial, Model U.N., and Ethics Bowl—that connect them to practitioners and disciplinary experts. Through its conferences, 'brown bag' colloquium series, and student organizations, the department engenders a lively community of inquiry that maximizes student contact with faculty mentors.

Our assessment efforts seek to determine the degree to which students master core philosophical aptitudes and gain both breadth and depth of philosophical knowledge. We exploit our 'bookend' courses to administer direct assessment measures, including a critical thinking exam, an exam

measuring breadth of student knowledge, and a rubric-based evaluation of early and later student papers. The department is working actively to strengthen its relationships with its alumni and identify tools with which to assess our programs via evidence gathered from our graduates.

For further information,  
see:<http://www.cpp.edu/~class/philosophy/programs-and-advising/index.shtml>

## *II. Student Learning Outcomes*

In fashioning its learning outcomes, the department takes its cue from the essential learning outcomes articulated by the American Association of Colleges and Universities as part of its LEAP initiative (<https://www.aacu.org/leap/essential-learning-outcomes>) and the five learning categories found in the Lumina Foundation's Degree Qualification Profile (<http://www.luminafoundation.org/files/resources/dqp.pdf>).

Through its programs, the Department seeks to develop in students:

### **1. Skills in reasoning**, including the abilities to:

- identify thesis in others' work and clearly articulate theses in their own work
- identify and evaluate reasons for philosophical theses
- identify and evaluate background concepts, distinctions, and assumptions
- identify and evaluate objections to theses or to arguments offered for theses
- show charity in interpreting and evaluating others' positions

### **2. Skills in written and oral presentation**, including the abilities to:

- be clear in overall organization of presentation
- be clear in sentence/paragraph level expression

3. **Skills in research**, including the abilities to:

distinguish reliable from unreliable sources  
 make use of major research resources in philosophy to enrich their understanding of philosophical issues and improve their own written or oral presentations  
 make use of library resources (databases, document delivery, etc.) to identify and access relevant philosophical literature

4. **Breadth of philosophical content knowledge**, as indicated by students' familiarity with:

the historical development of the philosophical tradition (ancient, modern, contemporary, etc.)  
 various branches of philosophical investigation (value theory, epistemology, metaphysics, logic)  
 critical analyses of traditional/Western philosophical views (feminist philosophy, critical race theory, etc.)  
 a variety of cultural traditions and approaches (Western/non-Western, etc.)

5. **Depth of philosophical content knowledge**, as indicated by students'

ability to make interconnections among various branches of philosophical investigation (see outcome 4 above)  
 proficiency with multiple primary sources, including a seminal philosophical book  
 ability to produce creative philosophical work (e.g., through presentation of an original thesis, argumentative strategy, or counterexample)

*III. Assessment Measures and Mechanisms*

The department uses only direct measures to assess student learning and progress. By administering these measures in our Proseminar and in our capstone Senior Thesis, the department acquires actionable longitudinal data regarding progress in student learning.

The measures are outlined in the table below:

Measure	Pertains to outcomes
Rubric-based evaluation of Proseminar and Senior Thesis papers	1, 2, 3, 5
Critical Thinking exam	1
Breadth of content exam	4
Oral presentation evaluation	1, 2, 3, 5

#### *IV. Assessment Timeline*

Each of the department's measures are administered to students annually. Because the evaluation of student Proseminar and Senior Thesis papers is the most time-intensive of our assessment measures, the department devotes every other year to that task. In other years, the department administers its other assessment measures. The department thus operates with a biennial assessment calendar.

#### YEAR 1 (2018-19 and subsequent two-year intervals)

Evaluation of two year batch of student Proseminar and thesis papers

#### YEAR 2 (2019-20 and subsequent two- year intervals)

Evaluation of Critical Thinking exams (two prior years)  
 Evaluation of Breadth exams (two prior years)  
 Evaluation of oral presentation data (two prior years)

The Department intends to produce a biennial report summarizing its findings and offering recommendations for changes to its curriculum and other program activities.

The following fields are for integration purposes with the University Catalog (i.e. Acalog e-catalog). Please select Program and leave Curriculum blank.

**Select Program**  Program  
 Shared Core