Faculty Senate Monthly Packet June 1987

Portland State University Faculty Senate

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To: Senators and Ex-officio Members of the Senate
From: Ulrich H. Hardt, Secretary of the Faculty

May 14, 1987

The Faculty Senate will hold its regular meeting on June 1, 1987, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll

B. Approval of the Minutes of the May 4, 1987, Meeting

C. Announcements and Communications from the Floor

D. Question Period
   1. Questions for Administrators
      a. Question submitted for Michael Reardon by Nancy Tang:
         "What is the status of the Calendar Conversion Coordinating Committee?
         What is the specific calendar of events for the conversion?"
      b. Question submitted for Rod Diman, OSSHE Foreign Language Requirement Implementation Committee, by the Senate Steering Committee:
         "What is the status of the new foreign language requirement? Will all students with two years or equivalent competency in a foreign language receive a B.A. degree at PSU?"

2. Questions from the Floor for the Chair

ELECTION OF PRESIDING OFFICER OF THE SENATE, 1987-88

E. Reports from the Officers of Administration and Committees
   *1. Advisory Council, Annual Report -- Smeltzer
   *2. Committee on Committees, Annual Report -- Kosokoff
   *3. Educational Policies Committee, Annual Report -- Matschek
   *4. Research and Publications Committee, Annual Report -- Mueller

ELECTION OF PRESIDING OFFICER PRO TEM, 1987-88

F. Unfinished Business

G. New Business
   *1. Motion on Residence Credit Requirements -- Rosengrant

ELECTION OF SENATE STEERING COMMITTEE, 1987-88

*2. Special Report on Philosophy M.A. Program Proposal -- Savery

H. Adjournment

DIVISIONAL CAUCUSES TO ELECT COMMITTEE ON COMMITTEE MEMBERS, 1987-89

Divisions electing: EAS, LIB, HPE, SFPA, and CLAS (3)

*The following documents are included with this mailing:

B Minutes of the May 4, 1987, Senate Meeting*
E1 Advisory Council, Annual Report**
E2 Committee on Committees, Annual Report**
E3 Educational Policies Committee, Annual Report**
E4 Research and Publications Committee, Annual Report**
G1 Motion on Residence Credit Requirements**
G2 Special Report on Philosophy M.A. Program Proposal**

**Ex-officio Members only
Minutes: Faculty Senate Meeting, June 1, 1987
Presiding Officer: Rod Diman
Secretary: Ulrich H. Hardt


Newly Elected Senators Present: Balogh, Brenner, Chapman, Cheifetz, Cheshire, Constans, Etesami, Jackson, Jones, Martinez, McBride, Midson, Moor, Peterman, Reece, Wetzel.

Ex-officio Members Present: Hardt, Reardon, Ross, Schendel, Toulan.

APPROVAL OF THE MINUTES

The minutes of the May 4, 1987, meeting were approved with the following corrections: Olson was present for Erdman. The first sentence of the last paragraph of page 35 should read "Motion to instruct Degree Requirements to check departmental major first when in combination with a General Studies Option II major."

ANNOUNCEMENTS

The Secretary to the Faculty provided the following results of the spring faculty election:

Advisory Council (1987-89)

Oma Blankenship (HPE), Vic Dahl (HST), Mary Kinnick (ED)

Interinstitutional Faculty Senate (1987-90)

Ulrich H. Hardt (ED)
DIMAN reviewed who could vote on today's agenda items, and he introduced the ballot counting committee for the elections: Janice Jackson (BA), Raul Martinez (ISS), and Leslie McBride (HPE).

TANG reported on the May 7-8, 1987, Ashland meeting of the Interinstitutional Senate. Officers elected for 1987-88 are:

- **President** -- Nancy O. Tang, PSU
- **Vice-President** -- Gary Tiedeman, OSU
- **Secretary** -- Lou Osternig, UofO
- **Member-at-Large** -- Ralph Coleman, OHSU
- **Member-at-Large** -- Jim Stewart, OIT

The IFS discussed the draft of the Administrative Rule on faculty grievance procedures and Senate Bill 619. In the week following the meeting in Ashland, the AAUP contacted IFS regarding support of their efforts on Bill 619. IFS wrote to Senator Larry Hill stating concurrence that decisions involving academic judgment should remain at the institutional level as reflected in the House version of the bill.

The IFS is also making every effort to be recognized as the representative organization for the state system faculties. IFS is inviting the local State Board representative to its meeting and/or dinner each time IFS meets to assure the Board that IFS is ready and able to assist whenever needed.

The IFS discussed at length the academic calendar as proposed and is taking an active role in attempting to get more 9-month faculty input into calendar setting for the semester system.

**ELECTIONS**

Throughout the meeting, elections were held for the following positions and with the following results:

**Presiding Officer of the Senate (1987-88)**

Nominations: Marjorie Burns (ENG)
Robert Jones (PSY)
Nancy Matschek (DAN)

Burns was elected.

**Presiding Officer Pro Tem (1987-88)**

Nominations: Robert Jones
Nancy Matschek

Jones was elected.

**Senate Steering Committee (1987-88)**

Barbara Alberty (BA)
Steve Kosokoff (SP)
Nancy Matschek (DAN)
Shelley Reece (ENG)
These Senators, along with Burns, Jones and Hardt, will constitute the Steering Committee for the coming year.

Divisional caucuses resulted in the following additions to the Committee on Committees (1987-89):

Johanna Brenner, Robert Jones, Don Moor (CLAS)
Richard Morris (EAS)
Leslie McBride (HPE)
Gary Sampson (LIB)
Mary Constans (SFPA)

**QUESTION PERIOD**

1. In response to the question regarding the status of the Calendar Conversion Coordinating Committee, REARDON said that deans had been sent preliminary documents two weeks ago; department chairpersons may also have those materials by now. He explained that there was an OSSHE committee on which Jim Heath serves. In turn, Heath is the chairperson of PSU's CCCC which is made up of approximately 30 persons, including an assistant dean from each division plus representatives from UR, the Senate, the community colleges, and committees such as Curriculum, Graduate Council, and Academic Requirements. This group of 30 is further broken down into smaller working committees.

REARDON said that this coming November and December the Senate would be approving the last curricular changes under the quarter system. The conversion process to semesters would begin Fall 1987 at the departmental level. Departments will be asked to follow general guidelines developed by OSSHE and the PSU CCCC. Proposals will be completed during Winter and Spring 1988 and be submitted for local review on June 15.

The proposed 1990-91 calendar looks as follows:

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
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</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>August 29</td>
</tr>
<tr>
<td>Holidays</td>
<td>November 22-26</td>
</tr>
<tr>
<td>Classes end</td>
<td>December 15</td>
</tr>
<tr>
<td>Exams end</td>
<td>December 22</td>
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<td></td>
<td>January 14</td>
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<td></td>
<td>March 9-12</td>
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<td></td>
<td>May 2</td>
</tr>
<tr>
<td></td>
<td>May 9</td>
</tr>
</tbody>
</table>

Summer Session is to be coordinated with the public school calendars, and the public schools are wanting to adapt their spring breaks to OSSHE's.

2. DIMAN responded to the question regarding the implementation of the foreign language requirement. $8 million is needed to implement the requirement, and that amount is not available in any existing funds; therefore, a bill needs to be introduced to make implementation possible. Following implementation, all bachelor degrees will have foreign language, but departments would choose which degree they want to issue.
3. In a question from the floor A. JOHNSON asked whether the format and requirements for the master's thesis had been changed. ROSS replied that nothing had changed. The PSU manual is to be followed, and the APA bibliography style has been approved. Beyond that, no agreements have ever been made for special exceptions. A recent phone call to Marie Brown verified that statement. JONES wanted to know if the APA style was acceptable. ROSS reiterated that APA was approved only for the bibliography. He also said that a committee was to be formed this fall to study the issue.

REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. The Advisory Council annual report was presented by SMELTZER.

2. KOSOKOFF presented the annual report of the Committee on Committees.

3. MATSCHEK presented the annual report of the Educational Policies Committee. In response to a question from A. JOHNSON, she said that the committee will exist and intends to meet next year.

4. MUELLER presented the annual report of the Research and Publications Committee. A. JOHNSON wanted to know when announcements would be sent to persons who had been awarded grants. MUELLER admitted that it was getting late for faculty to make plans, but he said that money would be available beginning June 15. He did not know the final amount of awards and was still hoping for $50,840.00, even though the committee had been advised that only approximately $38,000 was available.

NEW BUSINESS

1. The ARC motion to "delete the residence credit restriction stating that a maximum of 20 of the last 45 credits may be graded 'P' (Pass) and require instead that of the 186 credits required for graduation a minimum of 25 must be taken for differentiated grades at PSU" was passed unanimously.

2. DIMAN gave the background information regarding the Philosophy Department's proposal for an M.A. Program.

SAVERY reported that the Graduate Council had voted against the proposal, but that only seven members had participated in the voting; at a subsequent meeting the Council (13 members) decided to let the votes stand.

MOOR responded to questions raised by the Graduate Council, saying that the department had no problem meeting the requirement of offering 12 credits of 500-level courses. In fact, in a 2-year period 81 credits of 400- and 500-level courses would be offered. He pointed out that many universities offered masters degrees with 400 (grad) courses; our own History Department is another example. MOOR also emphasized that there has been much interest by the community in the applied ethics emphasis of the program and that that tied into the special interests and strengths of the faculty of the department.
SAVERY admitted that the Graduate Council had been roughly split on the issue of approving the proposal. TANG wondered if we still could pass the proposal under the quarter system. DIMAN pointed out that the proposal had been reviewed by the Graduate Council and would therefore be forwarded to the Chancellor's Office.

A. JOHNSON declared that the proposal had been submitted in time for Senate review last December but had been tabled by the Graduate Council. He therefore moved "that the Senate recommend approval of the M.A. in Philosophy as presented to the Senate."

The motion was approved unanimously.

ADJOURNMENT

The meeting was adjourned at 16:15.
During the past academic year the Advisory Council met once a month with President Sicuro. The President was accompanied at each meeting by Executive Vice President Dobson and at the April meeting by Provost Martino. The President informed the Council of major issues of interest to the University and received queries and suggestions from the Council about various academic and administrative matters.

The Advisory Council also met twice during the year with the Senate Steering Committee. At the first of these meetings President Sicuro was in attendance and we discussed the different roles of the Steering Committee and the Council. The second meeting was at the President's request to prepare a proposal for a University Planning Council.

Another meeting was held with Vice President Dobson concerning the establishment of what was to become the University Advisory Council.

In a different vein, the Council conducted lengthy interviews with each of the candidates for the Provost position and Council members individually prepared evaluations to be used in the selection process.

The Council also oversaw the selection process for an Acting Vice Provost for Academic Program Operations. In doing this the Council had a meeting with Provost Martino to review the files of the applicants for the position.

Lastly the Council reviewed two Constitutional Amendments for form and format.

Marvin Beeson, GEOL
Charles Bolton, SOC (Fall and Winter Terms)
Alice Lehman, HPE
Jim Mandaville, HST
Grover Rodich, BA
David A. Smeltzer, Chair, PS
Ann Weikel, HST (Spring Term)
The Committee on Committees has continued its work in making appointments/nominations of faculty to serve on both "Constitutional" and "Administrative" committees.

During the year we have changed Chairperson with Steve Kosokoff replacing Ann Bennett.

A major problem for the committee has been the large number of administrative rejections of committee recommendations. This problem was compounded by administrative appointments to vacant committee slots, completely bypassing the Committee on Committees.

Some progress has been made on resolving this problem. With the support of the Faculty Senate, we will APPOINT members of "Constitutional" committees and NOMINATE members of "Administrative" committees. Although this change is not a completely-satisfactory solution, it is a move in the direction of clarifying the role of the Committee on Committees.

The test of this new understanding will be the recommendations to fill vacancies that will be completed this term.

We have received a nearly 50% return on our preference survey. This increased willingness to serve (35% in '85-86, 40% in '86-'87) is most gratifying and illustrates continuing faculty concern with the operation of the university.

Respectfully submitted,

Steve Kosokoff, Chairperson
Speech Communication

Ann Bennett, Anthropology
Mildred Bennett, Mathematics
David Cox, Education
Dawn Dressler, Physics
Greg Goekjian, English
Lew Goslin, Business Administration
John Hammond, Philosophy

Robert Lockwood, Admin. of Justice
Richard Morris, Engineering
Bob Scruggs, Health and Phys. Education
Gordon Solie, Music
Terry Soohoo, Library
Ronald Ronacher, Counseling/Testing Serv.
PORTLAND STATE UNIVERSITY

EDUCATIONAL POLICIES COMMITTEE

1986-87

Annual Report to the Faculty Senate

The Educational Policies Committee met once to address the issues of Portland State University becoming a host institution for ROTC and the establishment of a department of military science. The committee determined it did not have adequate time to formulate a thoughtful and meaningful response. The Committee therefore voted to refer to the Faculty Senate the recommendation of the University Planning Council.

Educational Policies Committee:

Nancy Matschek, Chair
oma Blankenship
Georgia Crampton
Richard Forbes
Lewis Goslin
Cathy Greer
Mary Grimes
John Heflin
Nancy Koroloff
Herman Migliore
John O'Brien
Tom Palm
Charles Tracy
May 1, 1987

ANNUAL REPORT OF THE RESEARCH AND PUBLICATIONS COMMITTEE

In November the committee reviewed and made minor modifications to its guidelines. A copy of a grant application form and the guidelines was mailed to each Portland State University faculty member with a cover letter. The cover letter encouraged faculty to submit proposals and announced that February 23, 1987, was the deadline. It further gave a list of names and phone numbers of persons to whom questions could be directed. An article in the PSU Current was published in several issues to further disseminate information about the activities of the committee and encourage faculty to submit proposals.

The committee received 62 proposals requesting $122,245.00 in support. Advice from the Office of Grants and Contracts suggested that institution research funds budgeted for 1987 would be in the neighborhood of the $40,000.00. With this information, the committee made drastic cuts in the amount of funds requested by the faculty. These cuts were made based on the merits of the project and were not a uniform percentage. The final recommendations for support totaled $50,840.00.

COMMITTEE MEMBERS:

Wendelin H. Mueller (Chairman)  
William Abrams  
Eileen Brennan  
Nancy Chapman  
Nanette Davis  
Ray Johnson  
Jack Meyers  
James Nattinger  
Daniel O'Toole  
Marek Perowski  
Milan Svoboda  
Carrol Tama  
Carl Wamser

Ex-officio: Bob Tinnin

CE  
LIB E  
SW  
USP  
SOC  
BA  
BIO  
ENG  
UPA  
EE  
HPE  
ED  
CHEM  
OGC
Motion on Residence Credit Requirements
June 1, 1987

The Academic Requirements Committee recommends that the Senate delete the residence credit restriction stating that a maximum of 20 of the last 45 credits may be graded P (Pass) and require instead that of the 186 credits required for graduation a minimum of 25 must be taken for differentiated grades at PSU.

Rationale:
The ARC finds that this restriction, which was originally intended to guarantee the integrity of the degrees of transfer students, has the effect of discouraging students from taking electives on a P/NP basis during their senior year. The change that ARC is proposing will not alter the maximum number of credits that can be taken P/NP (90) but will permit greater flexibility in scheduling. Transfer students who take only their last 45 credits at PSU will not be affected, since they will still be required to take a minimum of 25 for a differentiated grade.

Current Catalog Description
Residence credit: After admission to PSU, 45 (excluding credit by examination) of the final 60 or 165 of the total credits presented. Restriction: A maximum of 20 of the last 45 credits may be graded P (Pass).

Proposed Description
Residence credit: After admission to PSU, 45 (excluding credit by examination) of the final 60 or 165 of the total credits presented.

Current Catalog Description
Grade Requirement for Graduation. In order to earn a bachelor's degree from Portland State University, a student must earn 186 credits (more required in some programs) with grades of A, B, C, D, or P, a 2.00 GPA on all courses taken in the student's major field, and a 2.00 GPA on residence credits. A maximum of 90 credits graded P may be counted toward the 186 credits required for graduation. (Students should check with their major department as to whether the P/NP option is accepted.) Of the 45 credits used to establish residence, 25 must be taken for differentiated grades.

Proposed Description
Grade Requirement for Graduation. In order to earn a bachelor's degree from Portland State University, a student must earn 186 credits (more required in some programs) with grades of A, B, C, D, or P, a 2.00 GPA on all courses taken in the student's major field, and a 2.00 GPA on residence credits. A maximum of 90 credits graded P may be counted toward the 186 credits required for graduation. (Students should check with their major department as to whether the P/NP option is accepted.) A minimum of 25 credits must be taken for differentiated grades at PSU while in residence.
May 6, 1987

TO: Faculty Senate
FROM: The Graduate Council
SUBJ: Special Report on Philosophy MA Program Proposal

C. William Savery, Chair, Sy Adler, Kenneth Ames, Sandra Anderson, Craig Cheshire, John Cooper, Dean Frost, John Golbeck, Mary Kenrick, Laurn Robertson, Grover Rodich, Eldon Tamblyn, Herm Taylor.
Ex-Officio: Bernard Ross, Robert Tufts, Robert Nicholas

After several meetings devoted to consideration of the proposal for a new MA Degree in Philosophy, the Graduate Council voted to not approve. Representatives from the Philosophy Department requested that a special report be given to the Senate rather than including the action in the 1987 Annual Report.

After a first reading in the fall, consideration of the program was deferred indefinitely when the CLAS Dean postponed appearing before the Council to support the program. The program was again considered in February at which time a statement by Dean Paulder supporting the program was received and the program proposal was revised eliminating the MS option.

Acting Philosophy Department Head Dan Passell and faculty member Donald Moor attended the February meeting to present and discuss the proposal with the council members. Consideration of the program was carried over to the following meeting to which the representatives from the Philosophy Department again were invited. At the close of this meeting a vote to not approve was taken.

Major concerns about the Philosophy MA Program were raised by the Council. They included:

1. The program as proposed contained only two distinct topical omnibus 500 level courses, PHL 520 Topics in Epistemology and PHL 530 Topics in Professional Ethics which according to the trial schedule would be repeated. Subsequently, the PHL 520 was eliminated. Is this program sufficiently detailed in curriculum to merit approval?

2. The Council raised questions about the large overlap of graduate and undergraduate students who would be taking the 400g courses which would constitute a major portion of the graduate curriculum.
Would there exist sufficient 400g courses to provide new courses for a PSU Philosophy major BA graduate to take as a MA student? How would the experience of and course requirements for a graduate student differ from those of an undergraduate student?

3. Of the several letters supporting the proposal from professionals outside the university, all were supportive because of the prospect of applied ethics emphasis. This emphasis seemed to be lacking in the program and curriculum.

Council members in addition had some concerns about the administrative aspects of the program. The recent high teaching loads of Philosophy faculty suggests difficulties of launching a new program without additional resources. Is it a sound policy for a department that is still suffering from a faculty FTE cutback during retrenchment to expand its offerings?

These concerns were raised by members in meetings, discussions with the representatives from the Philosophy Department ensued, written answers were prepared and subsequently discussed. The final vote was 4-3 in opposition to the proposed program.
Description of Proposed Program

1. Definition of Academic Area

   a. Define or describe the academic area or field of specialization with which the proposed program would be concerned:

      Philosophy

   b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

      Epistemology, Ethics, Applied Ethics, History of Philosophy.

   c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?

      Greater emphasis will be placed in the areas of Applied Ethics and the Philosophy of Mind. Advanced courses will be developed in these areas (e.g., Computer Ethics, Medical Ethics, Business Ethics, and Artificial Intelligence). Expansion into other traditional areas in philosophy (e.g., Metaphysics, Philosophy of Science, Logic, etc.) would not be ruled out should resources become available and need be demonstrated.

   d. Are there subspecialties that the institution needs to avoid in developing the program?

      No.

   e. When will the program be operational if approved?

      Fall, 1987 or later.

2. Department, School, or College Responsible

   a. What department and school or college would offer the proposed program?

      The Department of Philosophy in the College of Liberal Arts and Sciences.

   b. Will the program involve a new or reorganized administrative unit within the institution?

      No.
3. **Objectives of the Program**

a. What are the objectives of the program?

The primary objectives of the program are:

1. To provide an opportunity for students to engage in more intensive study of philosophy without leaving the metropolitan area.

2. To provide those who have or seek professional positions within business, government and health care institutions the training to think through the moral issues that they face in their professions in a more sophisticated way, and to provide them with opportunities for consultation on difficult cases.

3. To provide appropriate training to those who wish to teach in community colleges or to provide initial graduate courses for those who may continue their studies towards a Ph.D. elsewhere.

4. To provide supporting courses (for example, Business Ethics, Computer Ethics, Philosophy of Science) for graduate programs in other disciplines such as Business Administration, Computer Science, and the physical and social sciences.

b. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

Success in the purely academic goals of the program will be measured by:
- the number of Master's degrees earned,
- the number of graduates who gain admission to Ph.D. programs,
- the number who gain community college teaching positions,
- the rate of success of graduates in Ph.D. programs, and
- the number and nature of graduate honors and awards earned.

Success in the Applied Ethics aspect of the program will be assessed by interviewing graduates and their employers.

c. How is the proposed program related to the mission and academic plan of the institution?

The mission of PSU is no longer simply to provide quality undergraduate teaching but to provide graduate programs for those in this metropolitan area who seek them. The Department of Philosophy would be joining in the effort already underway by most departments to provide quality graduate programs. In addition, our concentration in Applied Ethics will provide the sort of connection between the university and the community that is heavily emphasized in our mission and goals statement.
For many students it is important that they be able to enroll in a program that will enable them to determine the appropriateness of graduate study to their lives and careers without making the heavy commitment that is involved in enrollment in a Ph.D. program.

d. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

There are regularly some openings for teachers with Master's degrees at community colleges in the Portland area. There is also some reason to expect an increase in the teaching of philosophy in elementary and secondary schools. There is in business and government an increasing recognition of the value of reasoning and communication skills provided by philosophical training. Some organizations are pleased to hire persons with training in applied ethics (indeed, in some cases it is a requirement).

The general skills developed by advanced philosophical training and the more specific skills developed by training in advanced ethics can be expected to enhance the career prospects of those already employed in business and government.

4. Relationship of Proposed Program to Other Programs in the Institution

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

Any of our students who have an interest in philosophy of mind will benefit from courses in the Department of Psychology. In addition, the Computer Science Department offers a course in artificial intelligence (an important current issue in philosophy of mind).

Those of our students with special interests in Business Ethics will find helpful courses offered through the School of Business Administration.

Students of applied ethics who have a special interest in law and punishment/corrections will be likely to have an interest in some courses offered by the Administration of Justice Department.

Students interested in philosophy of science and some issues in epistemology will find useful courses in the physical and social sciences as well as mathematics.
5. Course of Study

a. Describe the proposed course of study.

1. Each student is to have an advisory committee of two regular faculty members.

2. Each student will select a program in consultation with and approved by the advisory committee.

3. Students who do not have (prior to admission) 9 hours of upper division undergraduate work in the history of philosophy will be required to complete 9 such hours in addition to the graduate hours required for the degree.

4. Each student will be required to complete 45 hours of graduate work, including 9 hours of thesis, and will be required to maintain a 3.00 grade point average. Where appropriate, a maximum of 15 credits may be taken in other departments (contingent on the consent of the advisory committee).

5. Each student may concentrate in one of two areas or may pursue a general program. The areas of concentration are: (1) Ethics and Applied Ethics; (2) Epistemology.

6. A student pursuing the general program will be required to complete 9 hours in the history of philosophy and 9 hours in either of the areas of concentration.

7. A student concentrating in an area must take at least 18 hours (including thesis) in his or her area of concentration.

8. A student pursuing a general program will be required to take a qualifying examination in the area of his or her thesis.

9. A student pursuing a concentration will be required to pass a qualifying examination in his or her area.

10. Students will be required to demonstrate logic competence. This may be done by:

   1. a proficiency exam, or

   2. receiving a grade of at least "B" in PHL 204 and PHL 342, which is presently being changed to PHL 304, (or their equivalents), but these hours may not be counted among the 45 required graduate hours.
11. A student must demonstrate proficiency in a foreign language chosen in consultation with his or her advisory committee.

Students will advance to candidacy when they have met all requirements except demonstration of proficiency in a foreign language and submission of the masters' thesis.

b. What elements of this course of study are presently in operation in the institution?

All courses except those listed in C below are presently taught. The Department will establish procedures for admission, advising and testing.

c. How many and which courses will need to be added to institutional offerings in support of the proposed program?

The following courses will need to be added:

- PHL 425G, 426G Epistemology
- PHL 501 Research
- PHL 503 Thesis
- PHL 504 Cooperative Education
- PHL 505 Reading and Conference
- PHL 507 Seminar
- PHL 510 Selected Topics
- PHL 530 Topics in Professional Ethics (e.g., Medical Ethics, Business Ethics, Ethics of Law and Law Enforcement, Computer Ethics, Environmental Ethics) Maximum of 12 hours

6. Admission Requirements

a. Please list any requirements for admission to the programs that are in addition to admission to the institution.

1) Students must present philosophy coursework equivalent to a PSU undergraduate philosophy major OR 12 hours of graduate philosophy course work AND a minimum 3.00 cumulative GPA in either case.

2) As part of the application process, students will submit two papers and two letters of recommendation from persons who can attest to their philosophical abilities and training.

3) Conditional admission may be granted for students who have demonstrated special talents, but do not meet above requirements
b. Will any enrollment limitation be imposed? Please indicate the limitation and rationale thereof. How will those to be enrolled be selected if there are enrollment limitations?

The need for enrollment limitation is not presently envisioned. However, the Department of Philosophy is firmly committed to maintaining a strong undergraduate program. Limitations will be imposed at the point at which resources do not permit expanding the program without weakening either the graduate or undergraduate program. If limitations are imposed then selection will be made on the basis of quality and promise as evidenced by GPA, the students' written work submitted in support of admission, and the letters of recommendation.

7. Relationship of Proposed Program to Future Plans

a. Is the proposed program the first of several curricular steps the institution has in mind in reaching a long-term goal in this or a related field?

This Masters may be expanded at some point to include other areas of concentration. There are no current plans to expand the program to the Ph.D. level in the foreseeable future.

b. If so, what are the next steps to be, if the Board approves the program presently being proposed?

Additional areas of concentration will be proposed when need develops and resources are available.

8. Accreditation of the Program

a. Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies?

There is no official accrediting agency for academic philosophy programs. As members of the American Philosophical Association, the initiators of this program are aware of the prevailing standards of training expected. We have followed the APA recommendations in the construction of our undergraduate program and we have pursued the same general principles, with suitable modifications, as guidelines for the present proposal for a graduate program.

b. If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation?

Not applicable

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited? If not, what would be required to qualify it for accreditation? What steps are being taken to achieve accreditation?

Not applicable
9. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit.

Need is evidenced by a number of queries per year from students approaching graduation who wish to know whether graduate study in Philosophy will be available, and also by several telephone calls and letters per year from students at other institutions inquiring about graduate training. Interest in a program in Applied Ethics is also expressed in a number of letters received by the Department from groups in the community. There is currently no program in Applied Ethics in the state of Oregon.

Ours would be the only Master's degree available between Eugene and Seattle. For many students it is important that they be able to enroll in a program that will enable them to determine the appropriateness of graduate study to their lives and careers without making the heavy commitment that is involved in enrollment in a Ph.D. program. For those students who pursue the study of philosophy beyond the Bachelor's degree but who do not aim at an academic career, it is important to recognize their accomplishments by the award of a Master's degree.

b. What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

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<tr>
<th>Year</th>
<th>Estimated Enrollment</th>
<th>Estimated Graduates</th>
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</tr>
<tr>
<td>90-91</td>
<td>10</td>
<td>6-10</td>
</tr>
</tbody>
</table>

c. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.

Hospitals, businesses, legislators, and government agencies are increasingly recognizing the need for persons with the kinds of analytical and communication skills that come of philosophical training. Many organizations, moreover, recognize the need to add persons to their staffs who are trained to think about the ethical issues that arise in the workplace.

d. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out.

The considerations mentioned in C apply as well at the national level.
e. Are there any other compelling reasons for offering the program?

See 9.a.

f. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

The Applied Ethics portion of the program will be of interest to the medical, legal, and journalistic professions, to businesses and to organizations involved in computer technology.

g. Have any special provisions been made for making the complete program available for part-time or evening students?

Part-time students could complete the program over a period of years.

Duplication of Effort

10. Similar Programs in the State

a. List any similar programs in the state.

The University of Oregon offers a Master's program in philosophy. There are no graduate programs in Applied Ethics in the state of Oregon.

b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate existing programs?

There are many residents of Portland who cannot because of family and/or career ties attend UO but who would continue their education if this program were available at PSU.

c. In what way, if any, will resources of any other institutions be utilized in the proposed program?

Internships in applied ethics will be available at various institutions in the city (e.g., hospitals, environmental organizations, the Better Business Bureau, the city Human Relations Commission). See Appendix A.
Resources

11. Faculty

a. List present faculty who would be involved in offering the proposed program, with pertinent information concerning their special qualifications for service in this area.

L. Bowlden (Ph.D., University of Washington)
   Phenomenology/Existentialism, Philosophy in Literature, Ethics

G. Conroy (Ph.D., University of California, Berkeley)
   Aesthetics, Asian Philosophy, 18th and 19th Century Philosophy

B. Haines (Ph.D., University of Washington)
   Ethics, Wittgenstein, Epistemology

J. Hammond (Ph.D. Stanford University)
   Philosophy of Religion, Ethics, Metaphysics, Ecology

D. Moor (Ph.D., University of Oregon)
   Plato, Hume, Analytic Philosophy

D. Newhall (Ph.D. Princeton University)
   Gandhi, History of Philosophy, Dewey, Hume

D. Passell (Ph.D., Stanford University)
   Logic, Analytic Philosophy, Hume, Epistemology

M. Philips (Ph.D., The Johns Hopkins University)
   Ethics, Applied Ethics, The Philosophy of Mind, Social and Political Philosophy

b. Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program: that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 9.b. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?

Several faculty members have agreed to teach large lecture courses of our Introduction to Philosophy and our History of Philosophy sequences (with the help of graduate assistants). This would free up ten courses every two years. Since many of our 400 level courses will be integrated into the graduate program, this should be sufficient to our needs during the early stages of the program. However, we will need the equivalent of .9 FTE for graduate assistants. There is a position currently being filled, largely in History of Science, that may cover some Philosophy of Science. The status and the coverage are unclear at this writing.
c. Estimate the number and type of support staff needed in each of the first four years of the program.

Secretarial staff is adequate.

12. Library

a. Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by the American Library Association or some other responsible group, indicate to what extent the institution's library holdings meet the requirements of the recommended list).

We will need to add several new journals to our holdings in the field of Applied Ethics, back issues of some journals will be required; and the book collection will have to be increased.

b. How much, if any, additional library support will be required to bring the library to an adequate level for support of the proposed program?

An increase in the department library allocation would provide adequate library support.

c. How is it planned to acquire these library resources?

The resources required for the continuing increased allocation are those specified by the BAS funding model as appropriate for a Master's degree program. The extra $3,000 for the first year would require a special allocation.

13. Facilities and Equipment

a. What special facilities in terms of buildings, laboratories, or equipment are necessary to the offering of a quality program in the field and at the level of the proposed program?

No additional physical facilities will be required.

b. What of these facilities does the institution presently have on hand?

Not applicable.

c. What facilities beyond those now on hand would be required in support of the program?

None.

d. How does the institution propose these additional facilities and equipment shall be provided?

Not applicable.
14. **Budgetary Impact**

a. Please indicate the estimated cost of the program for the first four years of its operation, following the format found on page 6 of this document.

1. **Personnel**

   3 graduate assistants—(costs increasing at an estimated rate of 3% per year)

   Year 1--$10,854 ($12,060 x .9 FTE)
   Year 2--$11,180
   Year 3--$11,515
   Year 4--$11,860

   **Total** $45,409

2. **Library**

   Year 1--$10,000
   Year 2--$7,000
   Year 3--$7,000
   Year 4--$7,000

   **Total** $31,000

b. If a special legislative appropriation is required to launch the program (as shown in item 4.b. of the estimated budget), please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?

   Not applicable

c. If federal or other grant fund are required to launch the program (items 4.c. and 4.d.), what does the institution propose to do with the program upon termination of the grant?

   Not applicable

d. Will the allocation of going-level budget funds in support of the proposed program have an adverse impact on any other institutional programs? If so, which programs and in what ways?

   No
### Summary of Estimated Costs for Proposed Program

**Portland State University Department of Philosophy/CLAS**  
Program: MA/MS Degree in Philosophy  
Effective Date: Fall, 1987

#### 1. Personnel

<table>
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<th></th>
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<th>Third Year</th>
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<td>$11,515</td>
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<td>c. Support Personnel</td>
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<tr>
<td>d. Fellowships &amp; Scholarships</td>
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<td>$</td>
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<td>$</td>
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<td>TOTAL</td>
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Percentage of Total from State Funds: 100%  

#### 2. Other Resources

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<td>$7,000</td>
<td>$7,000</td>
</tr>
<tr>
<td>b. Supplies &amp; Services</td>
<td>$</td>
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<td>c. Movable Equipment</td>
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Percentage of Total from State Funds: 100%

#### 3. Physical Facilities

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Percentage of Cost from State Funds: 100%

**GRAND TOTAL**  
Percentage of Total from State Funds: 100%

#### 4. Source of Funds

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<td>$</td>
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<td>c. Federal Funds</td>
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<td>d. Other Grants</td>
<td>$</td>
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<tr>
<td>e. Fees, sales, etc.</td>
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<td>$</td>
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<td>f. Other</td>
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**SEQUENCE OF ACTION:**

- Approved by Library  
  Date: 6/26/87
- Approved by Unit (i.e., Dept.) Curriculum Comm.  
  Date: 6/26/87
- Approved by Dept. Head  
  Date: 6/14/87
- Approved by College/School Curriculum Comm.  
  Date: 6/30/87
- Approved by College/School Dean  
  Date: 6/30/87

Revised 5/87
November 25, 1985

William W. Paudler, Dean
College of Liberal Arts and Sciences
Portland State University
Portland, OR 97207

Dear Dean Paudler:

I have looked at the proposal for an M.A. program in philosophy presented by your Philosophy Department. It is very important that we develop programs in many universities centering on applications of ethics to a variety of fields and institutions. Stanford itself is moving in the direction of establishing a program of this sort. Your department is eminently capable of running such a program, and experience shows that an M.A. degree of this sort will help people find employment in a variety of fields, as well as function as a needed supplement to many Ph.D. programs. I hope very much that Portland State will institute a program in applied ethics. I shall be glad to furnish any further advice if needed.

Sincerely,

Julius M. Moravcsik
Professor and Chair

JMM/ns
Cc: M. Philips
September 25, 1985

Michael Philips, Ph.D.
Professor of Philosophy
Department of Philosophy
Portland State University
PO Box 751
Portland, OR 97207

Dear Dr. Philips:

Following our recent conversation about your interest in establishing a practical postgraduate training program for ethicists, I would certainly be very interested to accommodate any of your students here at Emanuel to observe and take part in the discussions of bioethical problems which occur both in formal meetings of the Hospital Bioethical Committee, and occasionally under more acute circumstances surrounding the admission of a problem patient.

If I can be of any further help in establishing this program with you, please do not hesitate to contact me. I feel this will potentially fill a very important niche in our expertise in dealing with problems of health care delivery. This is particularly important in the current climate of financial stringency when we find clinical and ethical decisions being distorted by commercial considerations.

I enclose a number of recent editorial comments from the New England Journal of Medicine which are, I think, very pertinent to this point.

I shall be out of Portland until the end of October, but on my return, I would very much appreciate a chance to discuss again with you the possibility of organizing a city-wide conference on some of the hot topics in the bioethical field.

With kind regards.

Yours sincerely,

T.M. Andrews, Ph.D., FRCP
Chief of Medicine
(dictated but not signed by Dr. Andrews)
Dr. Michael Philips
Department of Philosophy
Portland State University
P. O. Box 751
Portland, OR 97207

Dear Dr. Philips:

I found our conversation last week to be very interesting; particularly your idea of an Applied Ethics Graduate Program at Portland State. Not only would it recognize the value of the life experience of students (a feature it would share with other graduate programs), but it would represent a valuable merger of the resources of the academic and non-academic communities, with a subsequent enhancement of both groups.

The Metropolitan Human Relations Commission wishes to lend its support to your proposed program because it would enhance our ability as a Commission to utilize a resource such as yours to do the necessary applied research in conjunction with the work of the Commission.

Sincerely,

[Signature]
Reymundo Marín
Executive Director

RM:jbp
October 7, 1985

Dr. Michael Phillips  
Department of Philosophy  
Portland State University  
Portland, Oregon 97201

Dear Michael:

I am very interested in the possibility of a graduate program in applied ethics at Portland State University.

The advances in knowledge in my field, the neurosciences, raise many social and ethical issues. These issues are of concern to me personally and to the Society for Neuroscience, our major professional organization. The society has a social issues committee that sponsors symposia annually at the national meeting. I would welcome the opportunity to interact with individuals who are thinking systematically about these important issues, as might be possible if an applied ethics program were instituted.

On a more particular and local level, I am chairman of the Animal Research and Care Committee for Good Samaritan Hospital & Medical Center. The major purpose of the committee is to ensure that animals are treated humanely and ethically at this institution. Such committees will soon be required at all institutions that receive research support from the National Institutes of Health.

If the graduate program in applied ethics becomes a reality, it will be possible for interested students to act as interns and participate in deliberations by our committee on the use of animals.

With best wishes,

Curtis C. Bell, Ph.D., Chairman  
Animal Research and Care Committee

CCB:jmb
DEAR MICHAEL PHILIPS:

IT WAS PLEASANT TO TALK TO YOU ON THE TELEPHONE THE OTHER DAY. THE WORK YOU HAVE DONE IN THE FIELD OF APPLIED ETHICS IS MOST INTERESTING AND IT SOUNDS VERY NECESSARY IF WE ARE TO GO AT THE FUTURE INTELLIGENTLY.

YOU SPOKE OF STARTING A PROGRAM OR CENTER FOR APPLIED ETHICS IN YOUR DEPARTMENT AT PORTLAND STATE UNIVERSITY. I WOULD BE MOST INTERESTED IN SUPPORTING SUCH AN EFFORT AS I FEEL IT HAS IMPORTANT APPLICATIONS IN VIRTUALLY EVERY FIELD OF ENDEAVOR, CERTAINLY IN MEDICINE, JOURNALISM, POLITICS, COMMUNITY AND GOVERNMENT SERVICE.

AS I MENTIONED, I AM VERY CONCERNED ABOUT THE CURRENT FASCINATION WITH "HIGH TECH" AS I FEEL IT ECLIPSES THE VERY NECESSARY LIBERAL ARTS, HUMANITIES...THE THINKING, FEELING AND GROWING PARTS OF OUR LIVES.

I HOPE YOU WILL BE SUCCESSFUL IN STARTING CONCENTRATED WORK IN APPLIED ETHICS AT PORTLAND STATE. PLEASE LET US KNOW IF WE CAN BE OF ASSISTANCE.

SINCERELY,

PATRICIA JOY
DIRECTOR OF RADIO PROGRAMMING
KOAP-FM PORTLAND/KOAC CORVALLIS
Michael Philips
Professor of Philosophy
Department of Philosophy
Portland State University
P. O. Box 751
Portland, Oregon 97207

Dear Professor Philips:

We heard that the Philosophy Department was establishing a program with regard to business ethics. The Better Business Bureau would favor any program which would cause a re-examination of the ethical values being applied in our present marketplace.

We are delighted at the prospect that as an outgrowth of this program there might be the possibility of interns being assigned to the Better Business Bureau on special projects. This type of program could turn out to be mutually very beneficial and have some positive impact on the quality of business done in our market area.

Let me know if the Better Business Bureau could be of any help in the establishment of such a program.

Cordially yours,

[Signature]

Bernard A. Muller, Jr., President
PORTLAND BETTER BUSINESS BUREAU, INC.

BAM: ph
October 21, 1985

Donald R. Moor, Head
Philosophy Department
Portland State University

This letter is to express my support for your proposed Master of Arts Degree in Philosophy, particularly its concentration in Applied Ethics.

Ethical conduct has been a long-standing issue for criminal justice practitioners. One of the many reasons this issue is far from being resolved is the lack of attention directed toward its study in both training and educational programs. Indeed, it was only last year that the Western Society of Criminology passed a resolution urging the inclusion of an ethics course in all criminal justice baccalaureate curriculum.

I will certainly recommend your proposed master's program to our graduates, particularly those who are interested in managerial and administrative careers. And I will urge my Urban Studies PhD advisees to take your applied ethics courses as electives in their program.

Good luck!

Charles A. Tracy
Department Head
I am pleased to register my support for the establishment of the M.A. Program in Philosophy. The proposal has been in the planning and writing stages for some time now, and has been scrutinized at departmental and college levels in order that curricular and personnel ramifications be thoroughly considered.

The Department of Philosophy is capable of carrying out the responsibilities incumbent upon an academic unit embarking on a new program. The department is, I am convinced, committed to providing a quality degree program, the only one of its kind in the metropolitan area.
MEMORANDUM

TO: William Savery, Chairperson
    Graduate Council

FROM: Dan Passell, Chairperson
      Philosophy

DATE: November 3, 1986

Professor Wilma Sheridan indicated that the Graduate Council had misgivings about several features of the Philosophy Department proposal for an MA/MS in philosophy. The questions were about 1) the MS, 2) financial concerns, 3) the ability of the Department to handle a) the number of new courses, and b) the number of new students.

1) MS. The objection is to the very idea of giving a Master (or Bachelor) of Science in philosophy. The reply is this. The 'SI in IMS' no more refers to science than the 'Ph' in 'Ph.D.' refers to philosophy. At PSU 'MS' simply means that the degree did not involve a foreign language requirement. In actual fact, between 2/3 and 3/4 of the Ph.D.s (mind you) in philosophy in the U.S. do not involve a foreign language essentially. For those concentrations that do, Greek philosophy and Phenomenology for example, such requirements make sense. The Philosophy Department at Stanford, for one, does offer a Masters Degree without a foreign language in those fields where a foreign language is irrelevant. I should add that we (PSU Philosophy Department) are not adamant about the issue. We would give up the MS. But it would be nice if we did, that we had a good reason for doing so.

2. Financial concerns. Estimated cost of the program:

<table>
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<th>Year</th>
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<td>2nd year</td>
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</tr>
<tr>
<td>3rd year</td>
<td>11,171</td>
<td>7,000</td>
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</table>

There is no fat in the Grad Assistantships. The only prospect of them costing less would be from smaller than anticipated enrollment. I have no good guess as to the likelihood.

The issue of library allocations may be different. Philosophy has benefitted from the Library's participation in the University Press Approval Plan. By this plan all books published by University Presses come to PSU on approval and are paid for out of a fund not charged against the Philosophy account. So we could probably make do with less than the full request of $7,000 per year and still achieve holdings appropriate for a Masters program. On the other hand, the $7,000 is called for by the BAS formula for University Libraries. (See the attached memo from Ken Butler), and I shouldn't want to guarantee that we could get along with less.

3. Number of new courses. There are ten new course numbers in our proposal. But only three of these, with one other as a possible, are full blooded. They are: 425G, 426G Epistemology; 530, Topics in Professional
Ethics; with 520, Topics in Epistemology, as the possible. To make room for these we are planning to offer large lecture sections for 204, Elementary Logic, and for 201, Introduction to Philosophy. With Graduate Assistants to help with the grading and discussion sections, this seems feasible.

There are some students who can learn philosophy from clear, well presented lectures. Probably a larger number do better in smaller classes in which dialogue with the Instructor is cultivated. Combining the lecture method with the use of Graduate students for discussion in small sessions seems a reasonable compromise. We have been encouraged to try for the Masters program by Dean Paudler, with the concurrence of Vice President Dobson and then President Blumel. The intention behind the Dean's urging, which also guided our effort, was that we achieve the kind of quality that goes with a graduate program in philosophy.

4. Number of students. Graduate students will require thesis supervision and other individual work. Ten students are probably the upper limit of what this Department of seven faculty can handle. Realize though, that most of the individual work will come in the second, or last, year of the Candidate's program. There will probably be some attrition among the five, if that many, who began the year before. So the actual number working intensively one-on-one with a Department member in any given year is likely to be in the neighborhood of three. And we can handle that.

I should add here that the faculty in the Department are very concerned to maintain quality in our Undergraduate curriculum, and will limit the size of the Graduate program at the point where it seriously threatens to dilute Undergraduate offerings.

A final point. Professor Sheridan mentioned that there is some threat to the current practice of allowing 400 level courses Graduate status as 400G courses. Should this threat materialize and the Philosophy Department not be able to offer 400G courses, the Department simply could not institute, or maintain a Masters Program. I should remark, however, that for philosophy, at least, we see no reason of any substance to limit the 400G practice.
Here are three more comments about the Philosophy MA/MS inspired by our conversation of a few days ago.

1. There is another reason than the one I gave for offering an MS in philosophy. Those candidates from the applied sciences seeking the Applied Ethics concentration may well have BS degrees and work in the more scientifically oriented fields. They would not need, nor reasonably be required to gain competence in a foreign language. Hence, the proposed MS in philosophy.

2. The people who are likely to want our Applied Ethics courses are also likely to want certification. After all, they would very probably come from hospitals, corporations, governmental entities and the like, and would want to show their bosses, or prospective bosses, that they are certified. The fact is that having a course or two in applied Ethics, and having an MA or MS in philosophy with an Applied Ethics concentration are not the same thing. We are pretty well persuaded that many, probably most, of our prospective clientele would want the certification of the Masters Degree. Comparatively few folks are so high minded as to take courses for purely theoretical reasons. We think most would be looking to upgrade their status either on the job or on a new one.

3. Most of our proposed graduate courses are already being taught as 400G's. With a graduate program we will simply be increasing the enrollment in these by the total number of graduate students we have. These courses then, will not involve major new preparations or extra courses for us. It is only the four new courses, Epistemology 425-426 (525-526), Topics in Epistemology 520, Topics in Applied Ethics 530, that will be new and be small classes because nearly exclusively for graduate students.
Two members of the Graduate Council asked how the M.A. Program could be exclusively for graduate students, how the graduate experience would be unique.

Our answer is that in philosophy, at least, there is no reason for a graduate program to exclude undergraduate students. Such restrictions as deserve to be imposed should be entirely determined by the subject. Skill at philosophical (i.e., conceptual) analysis is not easily come by for most people. But those who have a measure of it or who can develop it ought to be encouraged, whatever their official status.

In fact, however, it is very likely that the students who are most interested in the subject will interact with each other. Indeed such a group of undergraduates have formed themselves this year. The department strongly supports this. There is no question but that dialogue is an important means of learning in philosophy.

The spirit of our reply is that we would not wish to discourage anybody who can and will do the work.
MEMORANDUM

April 9, 1987

TO: The Graduate Council

FROM: Dan Passell, Acting Head Department of Philosophy

We understand that the Graduate Council had three concerns about the proposed M.A. in Philosophy. They were:

1. That for 500-level courses there not be both graduates and undergraduates getting credit for the same material.

2. That the Philosophy department might not be able to handle the added load of a graduate program.

3. That students not get credit for taking one course a second time.

1. and 3. were related to the proposed PHL 520, Topics in Epistemology course. We now understand, from the Graduate Advisor's Handbook, that the requirement of 12 500-level credits can be met via the 501-3-5-7-10 courses. Since the 520 is not necessary for meeting the 12-credit requirement, we would be willing to drop it from the proposal.

Number 2. is answered below. Attached are outlines of sample schedules for a two-year period—to the left of the dotted lines are the classes we would offer if our staff remained at 7 FTE and we did not offer a Master's degree, and to the right of those lines are the classes we will offer if we succeed in hiring a philosopher of science (.5 FTE) and if the graduate program is approved. The first list of classes is exactly those that we offered during the last two years, with adjustments made for differences in faculty FTE, and the second is the first augmented by the scheduled classes we think would be necessary to offer the MA program.

*Large lecture sections of introductory classes will be offered, one for each TA hired.

+Credit hours, if other than three, are indicated in parentheses. This is the regular departmental seminar, which is conducted regularly, but seldom taken for credit by undergraduate students.
<table>
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