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<tbody>
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<td><strong>1.</strong> Institution</td>
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</tr>
<tr>
<td><strong>2.</strong> Program action (Check one):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spin-off proposal</td>
</tr>
<tr>
<td></td>
<td>New program proposal <strong>X</strong></td>
</tr>
<tr>
<td><strong>3.</strong> Title of proposed program</td>
<td>Master of Arts in Philosophy</td>
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<tr>
<td><strong>4.</strong> CIP code</td>
<td>38.0101</td>
</tr>
<tr>
<td><strong>5.</strong> Degree designation</td>
<td>M.A.</td>
</tr>
<tr>
<td><strong>6.</strong> Term and year of initiation</td>
<td>FALL 2004</td>
</tr>
<tr>
<td><strong>7.</strong> Term and year of first graduates</td>
<td>SPRING 2006</td>
</tr>
<tr>
<td><strong>8.</strong> For community colleges: date approved by local board</td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong> Date approved by Board of Visitors</td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong> For community colleges: date approved by State Board for Community Colleges</td>
<td></td>
</tr>
<tr>
<td><strong>11.</strong> If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</td>
<td></td>
</tr>
<tr>
<td><strong>12.</strong> Location of program within institution (complete for every level, as appropriate). If any organizational unit(s) will be new, identify unit(s) and attach a revised organizational chart and a letter requesting an organizational change (see Organizational Changes--hotlink).</td>
<td>School(s) or college(s) of COLLEGE OF ARTS AND SCIENCES</td>
</tr>
<tr>
<td></td>
<td>Campus (or off-campus site) FAIRFAX</td>
</tr>
<tr>
<td></td>
<td>Distance Delivery (web-based, satellite, etc.) ________________________________</td>
</tr>
<tr>
<td><strong>13.</strong> Name, title, telephone number, and e-mail address of person(s) other than the institution’s chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.</td>
<td>DAVID KAUFMANN, CHAIR, PHILOSOPHY &amp; RELIGIOUS STUDIES; 703/993.1327; <a href="mailto:dkaufman@gmu.edu">dkaufman@gmu.edu</a></td>
</tr>
</tbody>
</table>
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PROPOSAL FOR MASTER’S PROGRAM IN PHILOSOPHY

Narrative Description of the Program

Opportunities for Philosophy at George Mason

The Philosophy Department has developed an undergraduate program that has emphasized broad coverage in both the history of philosophy and the major fields of the discipline (such as ethical theory, applied ethics, metaphysics and the theory of knowledge) and thus has served undergraduate majors who may or may not be interested in pursuing graduate studies. While the number of doctoral programs in philosophy is on the increase, there are fewer terminal master’s programs than there were ten years ago. As a result, there are fewer places for students who for professional or personal reasons, want to obtain a master’s in philosophy. Given its history, its range and its orientation, George Mason’s Philosophy Department is ideally situated to provide this service. As it stands, the Department already offers some graduate courses in Philosophy, which are frequently taken by students enrolled in the MAIS-Liberal Studies Program. In recent years, we have found—informally and anecdotally, to be sure—that we have a number of students, both undergraduate and graduate, who would be interested in pursuing a less interdisciplinary, more traditionally philosophical graduate degree. The new degree will also serve as a feeder program for GMU’s doctoral program in Cultural Studies.

The proposed degree has two concentrations and is thus aimed at two specific audiences. The first concentration, in Professional Ethics is designed for professionals in Northern Virginia whose career interests lead them to want to combine the study of ethics and the analysis of social and public policies in a variety of settings, such as business, health care, biomedical technology, law or government. The second concentration in traditional and contemporary philosophy is geared towards those students who want to deepen their background in order to pursue doctoral studies in philosophy. This concentration will offer the standard courses that doctoral programs will demand from applicants.

The Proposed Program and the Mission of both the College of Arts and Sciences and the University

As part of the College and the University, the Philosophy Department can serve an important double function in the community. On the one hand, we are committed to providing access to traditional disciplines and pursuing research in those disciplines and the second concentration will help us fulfill this more traditional task. On the other hand, we also aim to provide practical analytical training for people in local business and government—for people who are faced with tough ethical decisions on a day-to-day basis. The proposed master’s degree in philosophy will help the Department, the College and the University, to fulfill this mandate.

Admissions Criteria

To enter the program, applicants must meet University admission requirements for graduate study and submit three letters of recommendation. GRE exams, though not required, will be strongly recommended, especially for those students expecting to pursue a PhD in philosophy.
The Course of Study

Students will take 30 credit-hours: this will include the specific course requirements listed below and may include a thesis or project. Candidates must secure an advisor when entering the program and meet regularly with that advisor during the course of the program. With the agreement of his/her advisor, each candidate will establish a contract defining his/her program of studies. A candidate may, with an advisor’s approval, apply towards the degree up to 9 credit hours completed through courses offered by other departments.

The standard course of study will require:
1. Three credits in ancient or medieval philosophy (ie, PHIL 602, PHIL604, or PHIL 681 or PHIL 691 where appropriate);
2. Three credits in modern philosophy (ie, PHIL605, PHIL608 or PHIL 681 or PHIL 691 where appropriate);
3. Three credits in contemporary philosophy (ie, PHIL616, PHIL618 or PHIL 681 or PHIL 691 where appropriate);
4. Three credits in an advanced seminar (ie, PHIL 720 or PHIL 733);
5. Eighteen credits of electives that may include three to six thesis credits.

Candidates pursuing the concentration in Professional Ethics are required to take the following:
1. Six credits in the history of philosophy, including the history of ethical theory (PHIL 640). PHIL 691 can only be taken to fulfill this requirement with the express permission of the student’s advisor;
2. Three credits in professional ethics (PHIL 641);
3. Six credits in applied ethics chosen from biomedical ethics (PHIL 642), environmental ethics (PHIL 643), business ethics (PHIL 644), or criminal justice ethics (PHIL 645);
4. Nine to twelve credits of electives;
5. Project or thesis (three to six credits).

Courses offered in the program:

602 Plato: Selected Dialogues
A study of the central issues in the philosophy of Plato through a close reading of selected dialogues. Issues investigated will include the questions of the possibility of knowledge, the nature of being, and of the good.

604 Augustine and Aquinas
A critical examination of the philosophies of Augustine and Aquinas with special attention to the mode of argument of each.

605 Mind-Body Problem in Early Modern Philosophy
An examination of the views of major early modern philosophers on issues such as mind/body interaction, personal identity, and freedom of the will, as well as of interpretations of these philosophers by historians of philosophy.
608 Hegel’s Phenomenology of the Spirit
A study of the philosophy of Hegel through a reading of the text that presents an introduction to his system. Special attention is paid to Hegel’s background in the work of Kant and the German Idealists.

616 Phenomenology
This major approach in philosophy is studied in regard to its basic features, the tasks to which it has been set by major contributors, certain findings of phenomenology in practice, as well as crucial problems that develop as phenomenology proceeds and how they are addressed by phenomenologists.

617 Movements and Issues in the History of Political Philosophy
An exploration of themes, movements and periods in the history of political theory.

618 Contemporary French Feminism
This course examines the philosophical contexts of existential-phenomenological and psychoanalytic French Feminist. It explores the ways in which French feminist thought has influenced continental philosophical thinking and international feminist theory.

621 Philosophy of Science
An exploration of whether and how scientific advances can be achieved. Special attention is paid to relativism/rationalism debates and to the role of technology in science.

640 History of Ethical Theory
An examination of the history of Western ethical theory from ancient Greece to the present day, including virtue theory, consequentialism, deontological theory and contemporary feminism.

641 Ethics and the Professions
A philosophical analysis of the concept of profession as a category of the world of work. Professional codes of ethics are examined to determine their effectiveness as guides for professional conduct.

642 Biomedical Ethics
This course explores the application of ethical theories and principles to issues in contemporary healthcare. Cases central to the development of the field will be examined.

643 Environmental Ethics
An examination of human interactions with the natural environment from an ethical perspective. Emphasis will be placed on the strengths and weaknesses of various ethical theories and the different conceptions of the proper relationship between humans and their environment.
644 Business and Organizational Ethics
An examination of organizational culture as necessary for ethical development and of the application of ethics in business and organizational settings.

645 Administration of Justice Ethics
An in-depth analysis of ethical issues in the administration of justices with special emphasis placed on foundational issues such as freedom and justice in a democracy.

681 Philosophical Figures
Examination of a major philosophical author of crucial philosophical texts and their influence on philosophical thought. May be repeated for a maximum of six credits.

691 Special Topics in Philosophy

720 Nietzsche and his Readers
A reading of the major texts of Nietzsche and of some of his most influential interpreters and critics.

733 Current Issues in Cognitive Science
An examination of some current areas of investigation in cognitive science and the philosophy of mind, such as the nature of consciousness, the representational theory of mind and connectionist theories of mind.

Faculty Qualifications
At the beginning, the program will be taught by the following professors:

Dr Debra Bergoffen
Ph.D, Georgetown University, 1974; author of The Philosophy of Simone de Beauvoir (1997) and dozens of articles on contemporary continental philosophy.

Dr Rose Cherubin

Dr Martin De Nys
Dr James Fletcher
PhD, Indiana University, 1973; author of several articles on medical ethics, including "Harming Patients in the Name of Quality of Life" in *Power, Oppression and Violence in Health Care and the Human Sciences* (2001) and “Virtues, Moral Decisions, and Health Care,” *Nursing Connections* (1999).

Dr Wayne Froman
PhD, Fordham University, 1976; author of *Merleau-Ponty: Language and the Act of Speech* (1982) and a number of articles on contemporary continental philosophy.

Dr Emmett Holman

Dr Theodore Kinnaman

Dr Roger Paden

Dr Daniel Rothbart
Ph.D, Washington University, 1979; author of *Explaining the Growth of Scientific Knowledge: Metaphors, Models and Meanings* (1997) and a number of articles on the philosophy of science.

Dr Shannon Skousgaard

**Learning Goals**

Students who earn a Master’s Degree in Philosophy will have a solid grounding in the history of philosophy and of philosophical problems. They will be able to write coherent, consistent, and professionally accurate philosophical arguments in their fields of interest and expertise. They will have the knowledge and the skills to interpret and to navigate complicated philosophical and ethical issues. In short, they will be trained to pursue further graduate study in philosophy or related fields or to provide philosophically sound accounts of ethical decisions in business, medicine, government and the law.
Student and Program Assessment

Students’ knowledge will be judged during their courses through the standard battery of papers, and should the individual student choose, through the Master’s Thesis. Written work will also be used to see how well students can synthesize and communicate material, that is, to judge their skills. Their satisfaction will be evaluated, as now, through exit interviews.

The program will be evaluated by concentrating on student satisfaction, and on success in placing students in doctoral programs or in jobs in either the private or public sector. Perhaps our best model for projecting our possible measures of success is Virginia Tech, which introduced its Master’s Program in 1993 and graduated its first students in 1995. In its first eight years, 24 students have either graduated with the degree, or have applied to Ph.D. programs without completing the Master’s. Of these, 22 were granted funding. In the end, twelve students have not pursued academic (or legal) career tracks. Of these, ten have jobs in the private sector; one works for the Cato Institute and the other one works for an NGO. They are all employed and use specific skills obtained during their graduate work in Philosophy. Of course, the proposed program at George Mason in Professional Ethics will draw on a slightly different audience than Virginia Tech, in that we will appeal not only to those who want to pursue an academic career, but also to those who have specific ties to and interest in the federal, state and local governments, the military chaplain corps, the IT, defense and biomedical industries.

Justification for the Proposed Program

In the Commonwealth of Virginia, only the University of Virginia, which hosts a Ph.D. program and Virginia Tech, which grants a terminal Master’s, offer graduate degrees in Philosophy. The success of the program at Virginia Tech (with more than 12 students enrolled and over three graduates per year as of 2001) and the relative smallness of the program at the University of Virginia (with about seven students enrolled and a just under three graduates per year as of 2001) both indicate that there is room within the Virginia system for another graduate program in Philosophy, especially one geared towards the specific professional populations of Northern Virginia. It is also worth noting that the University of Virginia actively discourages students who are interested in Continental philosophy, which is a particular strength of the Philosophy Department at George Mason. Furthermore, as Villanova, which used to have one of the top terminal MA programs in America, has now developed a Ph.D., there is an opening for a program, such as the one we are proposing, which will provide a solid groundwork for further graduate study.

While employers do not specifically look for employees with Masters in Philosophy, students find the degree attractive. According to the National Center for Educational Statistics, the 196 American universities that grant the degree have awarded an average of 1300 hundred MAs in Philosophy and Religious Studies per year since 1971. The American Philosophical Association

1 http://www.phil.vt.edu/forms/trackrecord2002.PDF
has informed us that in 2001 (the last year for which data are available) 413 doctorates in Philosophy were earned. In other words, a steady number of students seek post-graduate programs in Philosophy. Some go on to pursue doctorates; some go on to study law; others want the degree for personal reasons. They all see value added in an MA in Philosophy.

The student in the greater Washington area can choose between the MA programs in philosophy at Georgetown, the University of Maryland, College Park and the American University. Our degree will be able to compete nicely against these others. Georgetown’s program is primarily intended for students who are already in possession of a graduate degree and is not intended for those who wish to prepare to enter a doctoral program. The program at Maryland is geared towards Ph.D. students. American University does offer an MA in philosophy, though it stresses neither the preparation for the doctorate nor the emphasis on professional ethics that we do.

The concentration in ethics should be particularly suited to the needs of the regional marketplace. In general, master’s degrees are important for civil service promotion; the MA in professional ethics provides a helpful foundation to respond to the increasingly complex questions that decision makers face. We also have very encouraging data from the summer 2003 session, when the university marketed a series of courses focusing on ethics. The enrollments in those courses suggest a strong interest in this discipline.

**Summer 2003 Enrollments in Ethics-Focused Courses**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Enrollment</th>
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<tr>
<td>BULE 302 Legal Environment of Business</td>
<td>77</td>
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<tr>
<td>COMM 454 Free Speech and Ethics</td>
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<tr>
<td>HSCI 594 First, Do No Harm: Power, Oppression and Violence in Health Care</td>
<td>7</td>
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<tr>
<td>MGMT 301 People and Organizations</td>
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<tr>
<td>MGMT 312 Principles of Management</td>
<td>29</td>
</tr>
<tr>
<td>NCLC 375 Ethics and the Failure of Corporate Leadership</td>
<td>8</td>
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<tr>
<td>NCLC 495 Conflict Resolution Ethics: Justice, Decision-Making, Professionalism</td>
<td>15</td>
</tr>
<tr>
<td>PHIL 112 Ethics and Cybersociety</td>
<td>36</td>
</tr>
<tr>
<td>PHIL 151 Introduction to Ethics</td>
<td>14</td>
</tr>
<tr>
<td>PUAD 700 Ethics and Public Administration</td>
<td>18</td>
</tr>
<tr>
<td>RUSS 325 Major Russian Writers’ <em>Crime and Punishment</em>: The Ethical foundation of the Criminal Text</td>
<td>27</td>
</tr>
<tr>
<td>SOM 498 Capstone Course: Advanced Business Modeling</td>
<td>101</td>
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Summary of Projected Enrollments in Proposed Program

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<tr>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
<th>Target Year</th>
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<td><strong>24</strong></td>
<td><strong>14</strong></td>
<td><strong>6</strong></td>
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Projected Resource Needs

Recent revisions in both CAS and University undergraduate requirements have changed the demands placed on the Department to meet general education needs. They have freed up our full-time faculty so that we will be able to offer the four graduate courses a semester that this program will require without having to request extra resources. As in other graduate programs at GMU, release time will not be granted for advising student theses. We will not need any extra infrastructural support to launch this program.

Part A: General Budget Information

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes_____ No __X__
- Has or will the institution submit an addendum budget request to cover operating costs? Yes_____ No __X__
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes_____ No __X__
- Will each type of space for the proposed program be within projected guidelines? Yes__X__ No ______
- Will a capital outlay request in support of this program be forthcoming? Yes_____ No __X__
Part B: FTE Positions Needed for the Program

<table>
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<tr>
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<th>Program initiation year 2004 – 05</th>
<th>Total expected by target enrollment year 2008-09</th>
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<td>Ongoing and reallocated</td>
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<td>Full-time faculty</td>
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</tr>
<tr>
<td>Part-time faculty</td>
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<td>0</td>
</tr>
<tr>
<td>Graduate assistants</td>
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<td>0</td>
</tr>
<tr>
<td>Classified positions</td>
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</tr>
<tr>
<td>TOTAL</td>
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Part C: Estimated $$ Resources to Initiate and Operate the Program

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<th>Program initiation year 2004 – 2005</th>
<th>Total expected by target enrollment year 2008 - 2009</th>
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<tbody>
<tr>
<td>Full-time faculty</td>
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</tr>
<tr>
<td>Part-time faculty</td>
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<tr>
<td>Graduate assistants</td>
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<td>Classified positions</td>
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<td>Fringe benefits</td>
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<td>0</td>
</tr>
<tr>
<td>Telecommunication costs</td>
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</tr>
<tr>
<td>Other resource needs (specify)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The institution will require additional state funding to initiate and sustain this program.

____ Yes _______________________________________________
Signature of Chief Academic Officer

__X__ No _______________________________________________
Signature of Chief Academic Officer

If “no,” please complete Items 1, 2, and 3 below.

1. **Estimated $$ and funding source to initiate and operate the program.**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Reallocation within the department or school <em>(Note below the impact this will have within the school or department.)</em></td>
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</tr>
<tr>
<td>Reallocation within the institution <em>(Note below the impact this will have within the school or department.)</em></td>
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<td>0</td>
</tr>
<tr>
<td>Other funding sources <em>(Please specify and note if these are currently available or anticipated.)</em></td>
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</tr>
</tbody>
</table>

2. **Statement of Impact/Other Funding Sources.**

This proposal creates no new fiscal impact on either the state or university. As was previously indicated, resources have been reallocated within the Department to fund the program.

3. **Secondary Certification.**

If resources are reallocated from another unit to support this proposal, the institution will not subsequently request additional state funding to restore those resources for their original purpose.

____X__ Agree _______________________________________________
Signature of Chief Academic Officer

____ Disagree _______________________________________________
Signature of Chief Academic Officer