

**BOARD OF HIGHER EDUCATION**  
**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Academic Affairs

**NO:** AAC 13-34

**COMMITTEE DATE:** June 11, 2013

**BOARD DATE:** June 18, 2013

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**APPLICATION OF SALEM STATE UNIVERSITY TO AWARD THE BACHELOR OF ARTS IN PHILOSOPHY DEGREE**

**MOVED:** The Board of Higher Education hereby approves the application of **Salem State University** to award the **Bachelor of Arts in Philosophy**.

Upon graduating the first class for these programs, the College shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

**Authority:** Massachusetts General Laws Chapter 15A, Section 9(b)

**Contact:** Aundrea Kelley, Deputy Commissioner for P-16 Policy and Collaborative Initiatives

**BOARD OF HIGHER EDUCATION  
JUNE 2013  
Salem State University  
Bachelor of Arts in Philosophy**

**INTENT AND MISSION**

Salem State University's (SSU) mission is to provide a high quality, student-centered education that prepares a diverse community of learners to contribute responsibly and creatively to a global society, and serve as a resource to advance the region's cultural, social and economic development. The study of philosophy contributes to this by emphasizing critical thinking, and demanding and refining a broad range of reasoning skills and intellectual abilities.<sup>1</sup> The purpose of the proposed Philosophy program at Salem State University (SSU) is to provide students with the opportunity to acquire critical reasoning skills, advance student learning in central areas of Philosophy, develop strong communication and research skills, and develop as reflective, moral agents.

The university's mission includes preparing students to contribute responsibly to a global society through the development of creativity, a key philosophical skill. The proposed Philosophy major is meant to teach students to question conventional assumptions and to look at the world from many perspectives, including counterintuitive frameworks. The design of the proposed Philosophy major is intended to help students develop the ability to construct different ways of conceptualizing the world, analogous to the artist's ability to see things in an entirely new way. One goal of the university's mission statement is that the institution should serve as a resource to advance the region's cultural, social and economic development. The proposed Philosophy major is designed to encourage in students a skeptical disposition, which is a civic virtue for democratic self-governance. Ethics and political constructions are central areas of the proposed Philosophy major that are meant to help students understand concepts of civic responsibility, moral duty, and the public good.

The proposed Bachelor of Arts in Philosophy proposal has obtained all necessary governance approvals on campus and was approved by the Salem State University Board of Trustees on February 13, 2013. The required letter of intent was circulated on March 1, 2013. No comments were received.

**NEED AND DEMAND**

*Labor Market Outlook*

Employers have identified critical-reasoning and communication skills as the most important asset for success in today's workforce<sup>2</sup>. The proposed Philosophy major at SSU emphasizes critical thinking and communication skills and is designed to prepare students to be adaptive in a modern economy, develop the ability to learn new skills quickly, communicate effectively orally and in writing, and approach problems with fresh perspectives and rigorous analysis.

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<sup>1</sup> American Philosophical Association's statement on the teaching of philosophy

<sup>2</sup> The Association of American Colleges and Universities

A major in Philosophy has been assigned a rank of 19<sup>th</sup> in overall economic security, ahead of majors in Business Education (31<sup>st</sup>), Criminal Justice (30<sup>th</sup>), and other humanities majors<sup>3</sup>. The annual rate of job growth for philosophy majors annually is projected to be 18.9% (compared to a national average of 10.9%), with an annual projection of 20,000 new jobs<sup>4</sup>. Among philosophy majors, approximately a third find jobs in the non-profit sector, 30% find jobs in for-profit businesses, 15% find jobs in education, and the remainder are split between government positions and being self-employed<sup>5</sup>.

### *Student Demand*

Demand has grown for philosophy courses at SSU's minor program, with a low of seven students approximately ten years ago to a high of about 30. There has been a steady increase in the number of concentrators in Applied Ethics and Philosophy of Art and Culture, which has more than tripled over the last four years, from 8 students in 2008 to 23 in 2012. This relatively large increase and steady growth in the number of concentrators serves as a sign of demand for the proposed Philosophy major. The Philosophy Club also is an indicator of student interest on campus. The club has approximately 40 members and is one of the most active on campus, has won the McIlraith Award for Academic Affiliation, and twice earned the Award for highest cumulative GPA among club officers on campus. In addition, the club's President for 2011-2012 won the Unsung Hero Award for outstanding leadership. Club events are strongly attended, and student members have presented their work at the Undergraduate Research Symposium, the North Shore Undergraduate Philosophy Conference, and at Honors Conferences across the country.

Students at Salem State University, North Shore Community College, and Northern Essex Community College who elect to take introductory philosophy courses, who intend to major in Philosophy and are interested in pre-law, constitute SSU's target market for the proposed program. The high level of participation in the Philosophy department's annual undergraduate research conference is valued as evidence of strong student interest in the discipline. At the end of every academic year, the department administers exit surveys to graduating philosophy minors and Applied Ethics/Philosophy of Art and Culture concentrators. The survey results from 2009–2012 demonstrate strong student support for the implementation of a philosophy major.

### *Duplication*

If the program is approved, SSU would be the only public university on the North Shore to offer a philosophy degree. Bridgewater State University, located on the South Shore, is the only state university in Massachusetts with a philosophy major. Although each campus of the UMass system has a major in philosophy, there is no other state college/university in the North Shore area with a philosophy major. Students on the North Shore would have the opportunity to major in philosophy at a public institution.

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<sup>3</sup> Shatkin, (2010). *50 Best College Majors for a Secure Future*. JIST Publishing. ISBN: 9781593577261

<sup>4</sup> Ibid

<sup>5</sup> Fogg, Harrington and Harrington. (2004). *College Majors Handbook*, JIST Publishing

## ACADEMIC AND RELATED MATTERS

### *Admission*

Students who meet the university's admissions requirements and indicate an interest in a philosophy major would be eligible for admission to the proposed program. SSU maintains articulation agreements with Massachusetts community colleges including Berkshire, Bristol, Bunker Hill, Cape Cod, Holyoke, Mass Bay, Massasoit, Middlesex, Mount Wachusett, North Shore, Northern Essex and Quinsigamond.

### *Program Enrollment Projection*

	<b># of Students Year 1</b>	<b># of Students Year 2</b>	<b># of Students Year 3</b>	<b># of Students Year 4</b>	<b># of Students Year 5</b>
New "day" philosophy majors	15	10	12	15	15
Continuing "day" philosophy majors	0	8	12	16	21
New philosophy majors in Continuing Education	2	0	1	0	1
Continuing philosophy majors in Continuing Education	0	2	2	1	1
<b>Totals</b>	<b>17</b>	<b>20</b>	<b>27</b>	<b>32</b>	<b>38</b>

*Program Effectiveness*

<b>Goal</b>	<b>Measurable Objective</b>	<b>Strategy for Achievement</b>	<b>Timetable</b>
<p>mote student research, scholarship and creativity that enhance an understanding of philosophical argumentation, prepare students for graduate school and workplace environments, and helps students connect theory to practice.</p>	<p>Involve all majors in research and publication projects, and provide opportunities to all interested students to participate in community-service activities and internships.</p>	<p>Offer courses that provide excellent foundation for a graduate study in philosophy. Encourage students to submit papers to Salem State's annual Undergraduate Research Symposium, the commonwealth's annual honors conference, and other undergraduate conferences, to publish in undergraduate journals, and to participate in the department's annual essay contest</p>	<p>Immediately institute the department's research capstone course (PHL490) and encourage majors in that and other courses to submit their work to the venues already mentioned. Within three years ensure that at least one day course every semester has a community service option and that it is publicized to advisees during the registration period. From the start of the major program, encourage students during advising to consider internships.</p>

<p>Encourage professional development among all faculty members</p>	<p>Active participation by all faculty in professional development, including faculty presentations and publications at professional conferences/congresses/symposia, further philosophical education, and pedagogical growth.</p>	<p>Provide departmental financial support to all full-time faculty members to promote research and other forms of professional philosophical activity, to further their own education in philosophy, or to improve their pedagogy. Advocate for course releases to support these activities. Encourage full- and part-time faculty to give presentations on campus, including through the Philosophy Club. Track such activities in the department's annual report, and if there is less than full participation in professional development by full-time faculty, try to understand and address impediments. Encourage all full- and part-time faculty to take advantage of pedagogical workshops on campus.</p>	<p>Continue current efforts</p>
<p>Increase level of Philosophy Club activities and institute chapter of the philosophy honor society Phi Sigma Tau in order to develop a community of student scholars</p>	<p>Schedule high-quality Philosophy Club monthly events and institute chapter of Phi Sigma Tau within three years of the launch of the philosophy major</p>	<p>Innovative use of the social network, student participation in the Philosophy Department Newsletter, cultivation of student leadership, and departmental initiative to institute a chapter of Phi Sigma Tau</p>	<p>Continue current efforts with the newsletter and Philosophy Club. Institute Phi Sigma Tau within year three.</p>

<p>Excellence in teaching and student scholarship with a focus on critical thinking/reasoning</p>	<p>Students' final projects in capstone course demonstrate sound critical thinking/reasoning skills as measured by the department's assessment rubric for essays</p>	<p>Yearly review of the essays written in the capstone course, careful curriculum design in all philosophy courses, encourage students to submit to annual essay contest and continue to publish the winners' essays in the Philosophy Department Newsletter, and annually administered student survey of majors</p>	<p>Fully implemented in first year</p>
<p>Explore increasing the number of online and hybrid sections of philosophy courses</p>	<p>Develop online/hybrid sections of more courses within 2 years of the major</p>	<p>Chair will schedule additional online or hybrid sections. Encourage faculty members to attend faculty development workshops on online and hybrid teaching offered by the Center for Teaching &amp; Learning (CTL).</p>	<p>Fully implemented by year three</p>
<p>Achieve the Board of Higher Education's standard for graduation numbers</p>	<p>On a three-year rolling basis, graduate an average of at least five majors per year</p>	<p>Approval of proposed requirements for the program, which have been designed to give students curricular flexibility to graduate in a timely manner. Actively recruit students by having tenure-track faculty members teach introductory courses. Promote the major in the university newspaper and website as well as through the activity of the Philosophy Club, Phi Sigma Tau, and the <i>Department Newsletter</i></p>	<p>Activities fully implemented by third year; graduation goal achieved by end of fifth year</p>

### *Curriculum (Attachment A)*

The philosophy major will require students to take at least 30 credits within the Philosophy department. Students must complete coursework from each of two distribution requirements to account for 18 of the 30 credits. The remaining 12 credits would be free electives with at least 6 credits taken at or above the 300-level.

## **RESOURCES AND BUDGET**

### *Faculty and Administration (Attachment C)*

The curriculum will be taught by the existing five full time tenured and tenure-track faculty members and additional part-time faculty members with expertise in many different areas of Philosophy: analytic philosophy, continental philosophy, ethics and applied ethics, logic, social and political philosophy, history of Western philosophy, and nonwestern philosophy.

### *Library and Information Technology*

The Salem State University library contains holdings for the proposed program. The library maintains a collection of print materials and online resources to support this program. A humanities librarian is assigned to the Philosophy Department to help with purchasing new titles in philosophy, to provide research assistance to philosophy students, and to instruct students in the use of library resources. The Interlibrary Loan Office retrieves materials from an international network of lending libraries. Students may borrow materials directly from sister libraries including all of the University of Massachusetts libraries. Through the Library Web Page, students can access materials on and off campus. The Library is open almost 100 hours per week during the fall and spring semesters, with additional hours during exam period. Professional reference service is provided 65 hours a week.

### *Facilities and Equipment*

Integration of technology into teaching and learning is part of SSU's mission. The academic buildings on campus have wireless networks and computer labs, and the university offers the web-based learning management platform 'Canvas'. Faculty members have been using online course-management systems to incorporate technology into their teaching. Canvas allows online collaboration between faculty and students and can be used in traditional, hybrid and fully online classes. SSU's Center for Teaching and Learning, the Council on Teaching Innovation, and Information and Technology Services (ITS) at the university, offer workshops to faculty members on using technology for teaching. ITS offers individualized help in using technology to both faculty members and students.



### *Budget (Attachment B)*

The Philosophy department currently offers sections of all of the courses for the proposed major, except for a new capstone course. The department would not have to hire any faculty with special expertise to teach the specialized courses for the major. The need to add a capstone course to be offered every year would increase the department's overall load by one section, which means that the department's budget for adjuncts would need to be increased by roughly \$3000-\$4700 per year.

With the creation of the proposed philosophy major, the university intends to eliminate the Applied Ethics Concentration and the Philosophy of Art and Culture Concentration. Administrative expenses associated with the addition of one more major at the university would be offset by the elimination of these two concentrations.

### **EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE**

The proposed program was reviewed by Dr. Drew Christie, Ph.D., Associate Professor in the Department of Philosophy at the University of New Hampshire, and Dr. Lisa Newton Ph.D., Professor Emeritus and Director of Program in Applied Ethics at Fairfield University in Connecticut.

The reviewers found the proposed Philosophy program to be outstanding and well structured to attain the learning goals of the university, to clarify for the students what these goals are and how they are being pursued in each course, and make clear the purpose and intentionality of the course sequence. The reviewers noted that the proposed program provides an outstanding example of student-centered learning and that it is mission centered through its preparation of graduates to be responsible citizens. The reviewers commended SSU for the establishment of a major in philosophy, noting that the expansion of high-impact experiences, internships and service learning can serve as a cultural resource for the region and beyond. No concerns were expressed.

The institution responded with appreciation for the support and professionalism demonstrated by the two external reviewers.

### **STAFF ANALYSIS AND RECOMMENDATION**

Staff thoroughly reviewed all documentation submitted by **Salem State University** and the external reviewers. Staff recommendation is for approval of the **Bachelor of Arts in Philosophy**.

Upon graduating the first class for these programs, the College shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

## Curriculum Outline (Attachment A)

(Insert additional rows as necessary.)

<b>Major core requirements (18 credits)</b>		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
PHL 240N	History of Western Philosophy I: Antiquity & the Middle Ages	3
PHL 260N	History of Western Philosophy II: the Modern Era	3
PHL 307	Ethics	3
PHL 490	Senior Seminar	3
<i>One of the following (Logic Requirement):</i>		
PHL 125	Critical Reasoning	3
PHL 226	Symbolic Logic I: Propositional Logic	3
PHL 326	Symbolic Logic II: Predicate Logic	3
<i>One of the following (Metaphysics and Epistemology Requirement):</i>		
PHL 303	Philosophy of Religion	3
PHL 313	Philosophy of Mind	3
PHL 314	Philosophy of Science	3
PHL 315	Reality and Knowledge	3
<b>Major elective courses (12 credits)</b>		
At least six credits must be taken at or above the 300 level.		
PHL 100	Introduction to Philosophy	3
PHL 125	Critical Reasoning	3
PHL 203	Business Ethics	3
PHL 209	Social Ethics	3
PHL 218	Medical Ethics	3
PHL 224	Environmental Ethics	3
PHL 226	Symbolic Logic I: Propositional Logic	3
PHL 303	Philosophy of Religion	3
PHL 304	Existentialism	3
PHL 305	Social and Political Philosophy	3
PHL 308N	Philosophy of Art	3
PHL 309A	Alternatives to Violence: Philosophical Approach	3
PHL 310N	Philosophy and Religion of the Eastern World	3
PHL 312	Philosophy of Love and Sex	3
PHL 313	Philosophy of Mind	3

PHL 314	Philosophy of Science	3
PHL 315	Reality and Knowledge	3
PHL 316	American Pragmatism	3
PHL 317	Philosophy of Happiness	3
PHL 320	Philosophical Perspectives on Women	3
PHL 326	Symbolic Logic II: Predicate Logic	3
PHL 350H	Topics in Ethics	3
PHL 450	Special Topics	3
PHL 500	Tutorial, Readings and Research in Philosophy	3
PHL 520	Internship in Philosophy	3
PHL 600H	Honors Seminar: Philosophy	3
<b><i>Distribution of General Education Requirements</i></b> Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		
<b><u>Competencies (13 credits)</u></b> <u>Level 1: To be completed in the first 30 credits.</u> Basic College Math Reading Comprehension Computer Literacy		0 0 0
<u>Level 2: To be completed in the first 53 credits.</u> ENL 101 Composition I ENL 102 Composition II SPC 101 (Public Speaking) SMS ____ (Health) SMS ____ (Activity) SMS ____ (Activity)		3 3 3 3 0.5 0.5
<b><u>Distribution Sequences (18 – 20 credits)</u></b> <u>Level 2: To be completed in the first 53 credits.</u> ____ ____ (Lab Science I) ____ ____ (Lab Science II) HIS 101 World History I HIS 102 World History II		3 – 4 3 – 4 3 3
<u>Level 3: To be completed by graduation.</u> ____ ____ (Literature I) ____ ____ (Literature II)		3 3
<b><u>Distribution Electives (15 credits)</u></b> Among the distribution electives, the student must earn at least 3 but no more than 9 additional semester hours in each of the three divisions.		
Humanities (Division I)		3-9
Science/Mathematics (Division II)		3-9

Social Sciences (Division III)	3-9
Quantitative (Q)___, Diversity (V)___, Writing (W)___	0
<b>Free Electives</b> May be necessary to take additional credits to attain the minimum 120 credits required for graduation.	0 minimum
<b>Minor</b>	15-18
<b>Foreign Language</b>	0-12
<b>Total credit hours required for degree</b>	120
<b>Prerequisite, Concentration or Other Requirements: None.</b>	

Program Budget (Attachment B)

<b>One Time/ Start Up Costs</b>	<b>Cost Categories</b>	<b>Annual Expenses</b>			
		<b>Year 1 (2013-2014)</b>	<b>Year 2 (2014-2015)</b>	<b>Year 3 (2015-2016)</b>	<b>Year 4 (2016-2017)</b>
NONE	Full Time Faculty (Salary & Fringe)	\$23,750	\$59,375	\$95,000	\$106,875
	Part Time/Adjunct Faculty (Salary & Fringe)	\$11,785	\$11,785	\$11,785	\$11,785
	Staff	\$ 22,689	\$ 22,859	\$ 22,859	\$ 22,859
	General Administrative Costs	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
	Instructional Materials, Library Acquisitions	\$ 9,966	\$ 9,966	\$ 9,966	\$ 9,966
	Facilities/Space/Equipment				
	Field & Clinical Resources				
	Marketing				
	Other (Specify)				
	<b>TOTALS</b>	\$72,190	\$107,985	\$143,610	\$155,485

<b>One Time/Start-Up Support</b>	<b>Revenue Sources</b>	<b>Annual Income</b>			
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	Grants				
	Tuition*	\$60,360	\$120,720	\$181,080	\$201,200
	Fees*				
	Departmental				
	Reallocated Funds				
	Other (State Appropriation)		\$	\$	\$
	<b>TOTALS</b>	\$60,360	\$120,720	\$181,080	\$201,200

Faculty Form (Attachment C)

<b>Summary of Faculty Who Will Teach in Proposed Program</b> <b>Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary</b>							
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	Number of sections	Division of College of Employment	Full- or Part-time in Prog.	Full- or part-time in other dept or prog. (Please specify)	Sites where individual will teach program courses
<b>Cornwell, William</b> Ph.D. in Philosophy Associate Professor & Department Chair	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL100: Introduction to Philosophy</li> <li>• PHL125: Critical Reasoning (C, OL)</li> <li>• PHL203: Business Ethics (O)</li> <li>• PHL226: Symbolic Logic I: Propositional Logic (C)</li> <li>• PHL313: Philosophy of Mind (C)</li> <li>• PHL314: Philosophy of Science (C)</li> <li>• PHL315: Reality and Knowledge (C)</li> <li>• PHL326: Symbolic Logic II: Predicate Logic (C)</li> <li>• PHL350H: Topics in Ethics</li> <li>• PHL450: Special Topics</li> <li>• PHL490: Senior Seminar (C)</li> <li>• PHL500: Tutorial, Readings and Research in Philosophy</li> <li>• PHL600H: Honors Seminar: Philosophy</li> </ul>	Six day sections per year while chair; eight day sections per year otherwise ; one DGCE section per year	College of Arts and Sciences (CAS) and Division of Graduate and Continuing Education (DGCE)	Full-time	No	Salem

<p><b>Deere, Michael</b> Ph.D. in Philosophy Assistant Professor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL100: Introduction to Philosophy</li> <li>• PHL218: Medical Ethics (OL)</li> <li>• PHL304: Existentialism</li> <li>• PHL308N: Philosophy of Art</li> <li>• PHL312: Philosophy of Love &amp; Sex</li> <li>• PHL326: Symbolic Logic II: Predicate Logic (C)</li> <li>• PHL450: Special Topics</li> <li>• PHL490: Senior Seminar (C)</li> <li>• PHL500: Tutorial, Readings and Research in Philosophy</li> <li>• PHL600H: Honors Seminar: Philosophy</li> </ul>	<p>Eight day sections per year and four DGCE sections per year</p>	<p>CAS and DGCE</p>	<p>Full-time</p>	<p>No</p>	<p>Salem</p>
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<p><b>Kitanov, Severin</b> Ph.D. in Theology Assistant Professor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL100: Introduction to Philosophy</li> <li>• PHL125: Critical Reasoning (C)</li> <li>• PHL203: Business Ethics (OL)</li> <li>• PHL240N: History of Western Philosophy I: Antiquity and the Middle Ages (C)</li> <li>• PHL260N: History of Western Philosophy II: The Modern Era (C)</li> <li>• PHL303: Philosophy of Religion (C)</li> <li>• PHL316: American Pragmatism</li> <li>• PHL450: Special Topics</li> <li>• PHL490: Senior Seminar (C)</li> <li>• PHL500: Tutorial, Readings and Research in Philosophy</li> <li>• PHL600H: Honors Seminar: Philosophy</li> </ul>	<p>Eight day sections per year and two DGCE section per year</p>	<p>CAS and DGCE</p>	<p>Full-time</p>	<p>No</p>	<p>Salem</p>
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<p><b>Mallick, Krishna</b> Ph.D. in Philosophy Professor</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL203: Business Ethics (OL)</li> <li>• PHL224: Environmental Ethics</li> <li>• PHL309A: Alternatives to Violence: Philosophical Approach</li> <li>• PHL310N: Philosophy and Religion of the Eastern World</li> <li>• PHL320: Philosophical Perspectives on Women</li> <li>• PHL350H: Topics in Ethics</li> <li>• PHL450: Special Topics</li> <li>• PHL490: Senior Seminar (C)</li> <li>• PHL500: Tutorial, Readings and Research in Philosophy</li> <li>• PHL600H: Honors Seminar: Philosophy</li> </ul>	<p>Eight day sections per year and four DGCE sections per year</p>	<p>CAS and DGCE</p>	<p>Full-time</p>	<p>No</p>	<p>Salem</p>
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<p><b>Mulnix, Michael</b> Ph.D. in Philosophy Assistant Professor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL100: Introduction to Philosophy</li> <li>• PHL125: Critical Reasoning (C)</li> <li>• PHL203: Business Ethics</li> <li>• PHL218: Medical Ethics</li> <li>• PHL305: Social and Political Philosophy</li> <li>• PHL307: Ethics (C)</li> <li>• PHL317: Philosophy of Happiness</li> <li>• PHL350H: Topics in Ethics</li> <li>• PHL450: Special Topics</li> <li>• PHL490: Senior Seminar (C)</li> <li>• PHL500: Tutorial, Readings and Research in Philosophy</li> <li>• PHL600H: Honors Seminar: Philosophy</li> </ul>	<p>Eight day sections per year and two DGCE sections per year</p>	<p>CAS</p>	<p>Full-time</p>	<p>No</p>	<p>Salem</p>
<p><b>Armsden, Kurt</b> Ph.D. in Philosophy Visiting Assistant Professor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL100: Introduction to Philosophy</li> <li>• PHL125: Critical Reasoning (C)</li> <li>• PHL209: Social Ethics</li> <li>• PHL218: Medical Ethics (OL)</li> </ul>	<p>Four day sections per year and five DGCE sections per year</p>	<p>CAS and DGCE</p>	<p>Part-time</p>	<p>No</p>	<p>Salem</p>

<b>Gedney, Mark</b> Ph.D. in Philosophy Visiting Lecturer (also Chair of the Philosophy Department at Gordon College)	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL100: Introduction to Philosophy</li> <li>• PHL125: Critical Reasoning (C)</li> <li>• PHL203: Business Ethics (OL)</li> <li>• PHL240N: History of Western Philosophy I: Antiquity and the Middle Ages (C)</li> <li>• PHL260N: History of Western Philosophy II: the Modern Era (C)</li> </ul>	Two day sections per year and five DGCE sections per year	CAS and DGCE	Part-time	No	Salem
<b>Hughes, Jesse</b> Ph.D. in Philosophy Visiting Lecturer	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL100: Introduction to Philosophy</li> <li>• PHL125: Critical Reasoning</li> <li>• PHL218: Medical Ethics</li> </ul>	Two day sections per year	CAS	Part-time	No	Salem
<b>Jones, Brian</b> M.A. in philosophy Visiting Lecturer	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL125: Critical Reasoning (C)</li> <li>• PHL209: Social Ethics</li> </ul>	Two-six day and/or DGCE sections per year	CAS and DGCE	Part-time	No	Salem
<b>Lobraico, Mandy</b> M.A. in Philosophy Visiting Lecturer	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL100: Introduction to Philosophy</li> <li>• PHL125: Critical Reasoning (C)</li> <li>• PHL218: Medical Ethics</li> <li>• PHL320: Philosophical Perspectives on Women</li> </ul>	Six day sections per year and two DGCE sections per year	CAS and DGCE	Part-time	No	Salem
<b>Marton, Peter</b> Ph.D. in Philosophy Visiting Lecturer	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL203: Business Ethics (OL)</li> </ul>	One DGCE section per year	DGCE	Part-time	No	Salem
<b>Meyer, Bruce</b> Ph.D. in Cultural Foundations of Education Visiting Lecturer	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL125: Critical Reasoning (C)</li> <li>• PHL203: Business Ethics</li> <li>• PHL218: Medical Ethics</li> </ul>	Two to four day sections per year	CAS	Part-time	No	Salem

<b>Schindler, Donald</b> Ph.D. in Philosophy Visiting Lecturer	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL125: Critical Reasoning (C)</li> <li>• PHL209: Social Ethics</li> <li>• PHL307: Ethics</li> <li>• PHL308N: Philosophy of Art</li> </ul>	Six day sections per year and two DGCE sections per year	CAS and DGCE	Part-time	No	Salem
<b>Taylor, James</b> M.A. in Philosophy Visiting Lecturer	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• PHL100: Introduction to Philosophy</li> </ul>	Two to four day sections per year	CAS and DGCE	Part-time	No	Salem