

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 1917S
Date of Senate Approval 01/19/17

Statement of Faculty Senate Action:

APC Document 16 (PHIL): **Addition of a two course sequence (PHIL 497 and 498)
for the Senior Thesis in Philosophy**

Effective Date: Fall 2017

1. Add: On page 255, new course, **PHIL 497, Senior Thesis I:**

497 Senior Thesis I (2)

First semester of the research seminar for the production of a senior thesis. Emphasis upon significant methodological literature in philosophy and extensive use of scholarly source work, with faculty supervision. Completion and acceptance of a formal thesis proposal, an annotated bibliography, and the signed agreement of the second faculty advisor are required. The thesis proposal will be presented as the final exam.

Prerequisite: Senior standing or permission of department chair. Fall.

Add: On page 255, new course, **PHIL 498, Senior Thesis II:**

498 Senior Thesis II (2)

Second semester of the research seminar emphasizing the writing process with additional research incorporated. Writing and Information Literacy competencies will be demonstrated through completion of the formal thesis. An IP grade may be awarded at the discretion of the instructor. Prerequisites: PHIL 497; senior standing or permission of department chair. Spring.

Impact: This change will have no known negative impact on the Philosophy major, minor and university requirements. It will also not affect the department's staffing needs and course offerings. The same faculty who offers 497 in Fall will offer 498 in Spring. A faculty will teach 14 credit hours one semester and 10 credit hours in the other semester during the academic year in which she offers 497 & 498. A positive impact of this change is that we think students will write better theses as a result of having two semesters in which to prepare and complete their research. We anticipate some students will still take PHIL 499.

Rationale: The department considers that a two-semester sequence of two-semester-hour classes will better serve student needs in preparing high-quality scholarly research with excellent written and oral presentations. Many of our students are coming into the capstone project with little understanding of how to approach a substantive research project, and we aren't doing enough to help them do better. This approach to the research course will formalize the research and planning process of the project in the hopes of providing more structure for the actual research and writing. Further, it provides an opportunity for us to discuss in more depth with all students the variety of philosophical styles they may have missed due to their selection of courses.