

**Office of the President
California State University, Chico**



Executive Memorandum EM 18-007

March 16, 2018

From: Gayle E. Hutchinson, President 

Subject: Discontinuation of the Certificate in Teaching Critical Thinking

Upon the recommendation of the Academic Senate and the concurrence of the Provost, I approve the Discontinuation of the Certificate in Teaching Critical Thinking, effective fall 2019.

Policy Title:	EM 18-007 Discontinuation of the Certificate in Teaching Critical Thinking
Contact:	Department of Philosophy
Supersedes:	
Revision:	
Enabling Legislation or Executive Order:	

Discontinue Undergraduate Program: See EM 15-005

Program Name: The Certificate in Teaching Critical Thinking

Complete only if applicable
Program named above is:

Option within _____
(degree program name)


Minor

Certificate

Rationale: The program had extremely low enrollments in the past five years. In some of these years, there was 0 student enrolled.

Required Signatures

The Department of Philosophy
has reviewed and approved this program discontinuation.



Chair, Department Curriculum Committee

11/5/2017
Date



Department Chair

10/30/17
Date

The College of Humanities & Fine Arts
has reviewed and approved this program discontinuation.



Chair, College Curriculum Committee

11-8-17
Date



College Dean

11/8/17
Date

Send signature page with proposal attached to Curriculum Services at Undergraduate Education, zip 128

Curriculum Review Completed

1-19-2018

Date

CSU Chico
Curriculum Services

NOV 13 2017

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Discontinue Undergraduate Program: See EM 15-005

Note: As stated in EM 15-005: Although this document identifies many of the issues deemed essential for a thorough, open, and complete discussion and debate, those involved in pursuing program discontinuation should recognize that it would be inappropriate to judge all programs by the same standards or specify the range of information necessary to make a considered recommendation in each particular case. Therefore, the Academic Senate may 1) consider issues not specifically listed in this document and 2) recognize that some issues listed in this document may not be pertinent to a specific case. The goal is to help the Academic Senate reach an informed recommendation based on the evidence provided.

Description and History of the Program:

- Provide a brief description of the program including:
 - When it was approved and/or how long has it been in place at CSU, Chico
 - History of the program, including its status as a major, option, minor, credential, or certificate,
 - Relation to other programs, including General Education, and
 - Status as a professional or pre-professional program.
- Describe the relationship of the program to the University's Strategic Plan, College Strategic Plan, Academic Plan and other statements of mission, goals and values.
- Who was it designed to serve (describe the student need)? What are the societal needs? (E.g., cultural, technological, economic, artistic, scientific). Are similar programs available elsewhere in the CSU?

Indicate areas of concern, with reference to the above history, as it pertains to the proposed discontinuation.

- What is the status of the program now? Why should it be discontinued?
- Was the program suspended or considered for suspension?
- What efforts have been made to sustain or improve the program? If there have been no efforts, please explain why efforts have not been made to improve the program (including suspension for purposes of re-evaluation [EM 13-057]).
- How many students does the program serve? What are recent trends in enrollment? What is the external demand for the program from an employment perspective?
- What are the shortcomings of the program that have led to the proposal to discontinue? (What criteria were used to gather data on the program? How was the data assessed? Has the program been through a five year review? If not, why not? If so, what were the results of the last review?)
- Describe current staffing levels, FTES and other information relevant to program performance.
- Describe the financial status of the program. Provide evidence of the relative expense or revenue of the program compared to similar programs.
- Provide additional evidence to support the discontinuation proposal. (If possible, reference original EM of approval so readers can go to that evidence.)

Describe the consultation process and procedures:

- Evidence of consultation with faculty, administrators, students, and related stakeholders in the collaborative preparation of the plan, assessment, and timeline. Evidence may include

Description and History of the Program:

The Certificate in Teaching Critical Thinking has been offered since 2003. It requires 21 units and the course requirements overlap to a considerable extent with those of the Bachelor of Arts in Philosophy and the Minor in Philosophy. What differentiates the program from both the Bachelor of Arts in Philosophy as well as the Minor in Philosophy is that it requires one course selected from two English writing courses and 6 units selected from Internship in Teaching Philosophy. And what differentiates the program from the Minor in Philosophy is that the course requirements include more WP courses.

The primary objective of the certificate is the development of expertise in the communication of critical thinking techniques. The certificate is designed to enhance employment opportunities and strengthen graduate school applications. Skill in critical thinking helps people make more reliable decisions and mobilize field-specific knowledge they already possess.

By training students to teach critical thinking, the program contributes to the University commitment to “assist students in their search for knowledge and understanding and to prepare them with the attitudes, skills, and habits of lifelong learning in order to assume responsibility in a democratic community and to be useful members of a global society” (“CSU, Chico's Strategic Plan For The Future”). The program also helps “students develop as critical and creative thinkers who are able to communicate clearly in written, oral, and artistic expression” (“College of Humanities & Fine Arts, Mission Statement and Strategic Plan”). The Philosophy Department’s mission includes preparation of students “to acquire philosophical skills and to become accomplished in those traits of philosophical thought that will serve well in future careers and endeavors in the further study of philosophy or related disciplines at the graduate level, the study and practice of law, and careers in the corporate world, public education and public service” (“Philosophy Department, Mission Statement); it is clear that the program contributes to accomplishing the mission.

A certificate program in teaching critical thinking is available at Cal State LA, but it is a graduate certificate program.

Areas of Concerns:

- What is the status of the program now? Why should it be discontinued?

The program is hardly active and had extremely low enrollments in the past five years. It should be discontinued because of this and because it does not seem to meet the needs of enough students.

- Was the program suspended or considered for suspension?

No.

- What efforts have been made to sustain or improve the program? If there have been no efforts, please explain why efforts have not been made to improve the program (including suspension for purposes of re-evaluation [EM 13-057]).

Efforts have been made to sustain or improve the program, such as having more experienced faculty members to be advisers for Internship in Teaching Philosophy.

- How many students does the program serve? What are recent trends in enrollment? What is the external demand for the program from an employment perspective?

The program serves at most 2 to 3 students each year. In some years, enrollment was 0. The external demand for the program seems to be quite low.

- What are the shortcomings of the program that have led to the proposal to discontinue? (What criteria were used to gather data on the program? How was the data assessed? Has the program been through a five year review? If not, why not? If so, what were the results of the last review?)

The primary reason for discontinuing the program is the lack of interest. Moreover, there is some reason to think that the program may mislead students to think they are qualified to teach critical thinking at the college level, when in fact a graduate degree is much more important.

- Describe current staffing levels, FTES and other information relevant to program performance.

No extra staff or faculty are associated with running this program. It's run out of the PHIL dept., and the courses are required and elective courses within the PHIL major and minor. The two ENGL courses, ENGL 333 and ENGL 335 are regularly offered courses that are not dependent upon the Critical Thinking certificate for enrollment. In the past five years, there have not been more than 3 PHIL students graduating with this certificate.

- Describe the financial status of the program. Provide evidence of the relative expense or revenue of the program compared to similar programs.

No extra costs are associated with the program: no one receives any AWTU for coordinating it, for example. Advising is done by the PHIL major/minor advisor.

- Provide additional evidence to support the discontinuation proposal. (If possible, reference original EM of approval so readers can go to that evidence.)

N/A

The Consultation Process and Procedures: (Evidence of consultation with faculty, administrators, students, and related stakeholders in the collaborative preparation of the plan, assessment, and timeline. Evidence may include but is not limited to dates, times, minutes, and vote counts from meetings, lists of attendees, correspondence, etc.)

The PHIL department has been having a conversation about discontinuing this program for years. At a department meeting in 2015, the department voted to discontinue the program. Because there are two ENGL classes in the certificate, the chair of ENGL was consulted and has not objected. (There is currently one student enrolled in the certificate. He's graduating spring 2018, so he will still receive the certificate as it won't be removed until the next catalog cycle.)