

Note: This Plan will also be used for students who complete the philosophy concentration in Philosophy & Letters as a second major, toward a bachelor's degree in another College/School.

Note: *Each cell in the table below will expand as needed to accommodate your responses.*

Program Learning Outcomes

What do the program faculty expect all students to know, or be able to do, as a result of completing this program ?

Note: These should be measurable, and manageable in number (a maximum of 4-6 are sufficient).

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June 2022: Outcomes 1, 3

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Philosophy Department faculty constructed the second direct method of assessment, and associated rubric, for Outcome 1. A Political Science/Philosophy faculty member analyzed results from method 1.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Review is scheduled for 2021

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

APPENDIX I: HISTORICAL SYNTHESIS RUBRIC

PHILOSOPHY DEPARTMENT TOOL FOR OUTCOME 1, SECOND ARTIFACT & METHOD

PROMPT QUESTION:

Choose one modern philosopher covered in our course whose position on some philosophical question is interestingly similar to, or different from, some ancient or medieval philosopher you have studied in another course. Describe the relevant aspects of both philosophers in order to compare and/or contrast their positions on the philosophical issue. What, if anything, does this comparison/contrast help you understand about self? Please identify the prior course in which you learned about the ancient or medieval philosopher. An overall score of 6 points (2 per row) or more indicates student meets expectation

Learning Outcome	Fails to Meet Expectations (1pt)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)
Demonstrated Knowledge of Modern Philosophy	Student fails to portray the position of a modern philosopher, or significantly misrepresents the philosopher's position on the chosen topic	Student's portrayal of the modern philosopher is accurate, demonstrating a level of knowledge commensurate with an upper-level undergraduate.	Student's portrayal of the modern philosopher is not only accurate, but suggests an expert level knowledge normally possessed only by graduate students or professors.
Demonstrated Knowledge of Ancient or Medieval Philosophy	Student fails to portray the position of an ancient/medieval philosopher, or significantly misrepresents the philosopher's position on the chosen topic.	Student's portrayal of the ancient/medieval philosopher is accurate	

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APPENDIX I: KNOWLEDGE RELEVANT SOURCES FOR UNDERSTANDING A CONTEXT OF MINISTRY