Program
PHILOSOPHY
Department
PHILOSOPHY
College
Arts & Sciences
Year
2014

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I. Program Overview

The B.A. Philosophy program provides students with a solid foundation in the methods and traditions of Western philosophical traditions, while greatly increasing student skills in analytical reasoning, writing, and text interpretation. Majors begin by taking two introductory-level courses (out of a possible five topics), which provide an overview of the major problems in a variety of sub-fields. The “methods” course for philosophy is PHIL 2010, Symbolic Logic, which teaches the students the principles of sound deductive inference, from a formal point of view. Majors then proceed to take six upper division courses of their own choosing. They have much flexibility at this point to follow coursework that meets with their own interests. The program includes two optional tracks for students interested in Biohumanities or Law and Ethics. Upper division class sizes are relatively small (fewer than 35), and students engage in significant amounts of critical reading and writing. The program culminates in students taking a Capstone course, which is a writing intensive seminar (of 10 or fewer philosophy majors) on a particular focused topic. Often the topic is the subject matter of a faculty member’s current research, giving students an opportunity to be closely involved with leading-edge research.

The philosophy major prepares students for a wide variety of careers. Based on evidence gathered, we know that many go on to successful graduate careers in law school, medical school, and Master’s or PhD programs in philosophy. In addition, many philosophy majors go directly into the workforce, applying their critical reasoning and writing skills in diverse fields, from marketing and sales, to elementary school teaching.
Program Outcomes

1) To reason critically: analyze the logical structure of arguments, construct and criticize arguments, analyze concepts and evaluate definitions, understand the relevance and use of empirical evidence, and how to employ and evaluate it.

2) To learn to write clearly and convincingly, in a way that articulates critical reasoning.

3) To become conversant with the central problems of philosophy in epistemology, the philosophy of mind, and ethics.

4) To become familiar with the central works in the history of philosophy.

5) To be prepared for graduate study in philosophy, and more generally for those professions in which it is central to employ clear thinking and a reasoned justification of opinion, or in which a reasoned approach to social and moral issues is necessary.

6) To develop on a personal level those skills that lead to a lifelong appreciation of ideas and their role in understanding the world around us and in informing our moral life.
II. Curriculum/Program Map

See following pages.
# Curriculum Mapping Matrix: Linking Program Outcomes to Curriculum

<table>
<thead>
<tr>
<th>Key</th>
<th>Required Courses and Experiences* Identified in P-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>E: Emerging D: Developing A: Achieved</td>
<td>PHIL 1000-1004 Intro Sequence (students choose 2)</td>
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</tbody>
</table>

| OUTCOMES | |
|----------| |
| PLO 1: To reason critically | E | E, D | E,D | A |
| PLO 2: To write clearly and convincingly | E | E | E,D | A |
| PLO 3: Conversant in central problems | E | E | E,D | A |
| PLO 4: Familiar with historical works | E | E | E,D | A |
| PLO 5: Prepare for professions requiring critical reasoning | E | E, D | E,D | A |
| PLO 6: Develop appreciation of ideas and moral sense | E | E,D | A |

* Please note that you are only identifying required courses and experiences that are house with in your academic unit.
III. Methods and Measures

The philosophy Capstone course, taken by all philosophy majors in their senior year, will provide the central context where program assessment occurs. At the end of each term, each Capstone student will turn in a cumulative portfolio displaying work completed by the student at various stages in his or her career (philosophy majors will be reminded, on a twice-yearly basis, to save their work from previous terms).

Students will submit the following work as parts of their portfolio:

1) Two papers or exams from courses taken in their introductory sequence.
2) Their final exam from PHIL 2010
3) Six papers written for their upper division courses
4) One paper written for their Capstone course.

Students will be told that they will receive a grade of Satisfactory, Excellent, or Outstanding on their overall portfolio. It will be at the discretion of the instructor to decide how heavily to weigh this grade, if at all, for the purposes of the Capstone. The primary purpose of collecting the portfolio is for departmental assessment of how and whether learning outcomes are being met.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tools Responsible Person, Course(s) and Time frame</th>
<th>Course/ Experience</th>
<th>Time Line</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1: To reason critically</td>
<td>A combination of exams and papers, all created by faculty members for the specific course sections in question, are used to evaluate the “E” and “D” states (though evaluation does not occur until portfolio is submitted during Capstone). Review of portfolio by Undergraduate Committee during Capstone course is used to assess the “A” state.</td>
<td>Intro Sequence Coursework (for E state) PHIL 2010: (for E &amp; D states) Upper Division Coursework: (for E&amp;D states) PHIL 5099 Capstone: (for A state)</td>
<td>Every term, with twice-yearly summaries to guide changes for upcoming semester.</td>
<td>Capstone Instructor for the relevant term.</td>
</tr>
<tr>
<td>PLO 2: To write clearly and convincingly</td>
<td>A combination of exams and papers, all created by faculty members for the specific course sections in question, are used to evaluate the “E” and “D” states (though evaluation does not occur until portfolio is submitted during Capstone). Review of portfolio by Undergraduate Committee during Capstone course is used to assess the “A” state.</td>
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<td>Every term, with twice-yearly summaries to guide changes for upcoming semester.</td>
<td>Capstone Instructor for the relevant term.</td>
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<td>PLO 3: Conversant in central problems</td>
<td>A combination of exams and papers, all created by faculty members for the specific course sections in question, are used to evaluate the “E” and “D” states (though evaluation does not occur until portfolio is submitted during Capstone). Review of portfolio by Undergraduate Committee during Capstone course is used to assess the “A” state.</td>
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<td>PLO 4: Familiar with historical works</td>
<td>A combination of exams and papers, all created by faculty members for the specific course sections in question, are used to evaluate the “E” and “D” states (though evaluation does not occur until portfolio is submitted during Capstone). Review of portfolio by Undergraduate Committee during Capstone course is used to assess the “A” state.</td>
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<td>PLO 5: Prepare for professions requiring critical reasoning</td>
<td>A combination of exams and papers, all created by faculty members for the specific course sections in question, are used to evaluate the “E” and “D” states (though evaluation does not occur until portfolio is submitted during Capstone). Review of portfolio by Undergraduate Committee during Capstone course is used to assess the “A” state.</td>
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<td>PLO 6: Develop appreciation of ideas and moral sense</td>
<td>A combination of exams and papers, all created by faculty members for the specific course sections in question, are used to evaluate the “E” and “D” states (though evaluation does not occur until portfolio is submitted during Capstone). Review of portfolio by Undergraduate Committee during Capstone course is used to assess the “A” state.</td>
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**IV. Assessment Infrastructure**

The assessment process will be coordinated by the faculty member (the “Coordinator”) who is teaching the Capstone for the given term, together with the Assessment Committee (see below).

At the end of each term, the Coordinator will require each Capstone student to turn in a cumulative portfolio (described above—“Methods and Measures”) displaying work completed by the student at various stages in his or her career (philosophy majors will be reminded, on a twice-yearly basis, to save their work from previous terms).

Upon receiving the portfolios, the coordinator will convene a meeting of the three-member Assessment Committee (to be appointed by the Director of Undergraduate Studies). The Assessment Committee equally divide the portfolios among them, and will render an assessment of how well each particular student met each desired learning outcome at each of the four stages to be assessed (i.e., introductory sequence, symbolic logic, upper division coursework, and capstone).

For instance, a faculty member reviewing a given portfolio will first look at the student’s introductory work submissions, and assess to what degree they show an “emerging” fulfillment of each of the six learning outcomes for which skills are expected to be “emerging” during introductory coursework. And so on, for each of the remaining three areas of required work. The reviewing faculty member will also take note of whether, and how successfully, the student fulfilled the requirements and aims of the Law and Ethics and Biohumanities tracks (if either track was pursued by the student).

The Assessment Committee will then meet as a group to review and discuss their findings. Following that meeting, the Coordinator will write a summary report on the assessment finding for that semester. This report will be emailed to all faculty, and will be presented at the next general faculty meeting. At that meeting, time will be set aside for faculty to discuss ways of modifying assignments, syllabi, and classroom procedures to better facilitate achievement of all desired Program Outcomes.
IV.  Findings

V.  Use of Findings

Following the meeting of the Assessment Committee each semester (see above), the Coordinator will write a summary report on the assessment finding for that semester. This report will be emailed to the philosophy faculty, and will be presented at the next general faculty meeting. At that meeting, time will be set aside for faculty to discuss ways of modifying assignments, syllabi, and classroom procedures to better facilitate achievement of all desired Program Outcomes.