

Assessment of Student Learning in the Philosophy Major
Academic Year 2012-2013
Formal Report (Due July 1, 2013)

(1) Goals. State the purpose or mission of your major.

The purpose of the Philosophy Major is stated in three Philosophy Department goals:

Department Goal 1: Students will be able to express in oral and written form their understanding of major concepts and intellectual traditions within the field of philosophy.

Department Goal 2: Students will demonstrate their ability to utilize the principles of critical thinking and formal logic in order to produce a sound and valid argument, or to evaluate the soundness and validity of the arguments of others.

Department Goal 3: Students will demonstrate their ability to complete research on a philosophy-related topic, analyze objectively the results of their research, and present arguments to support their point of view.

These Philosophy Department learning goals represent our allegiance to Millikin

commentary.

The Philosophy Department
that would co-
vocational experiences *and limit the meaning of that concept to those sorts of activities only*

practica, internships, or other
t, for we can do nothing else so long as

research, etc.), what this amounts to is simply bringing critical thinking skills to bear on concrete issues. We certainly are not go

There is a widespread view of philosophy in which philosophical study is viewed as purely theoretical, as purely speculative, and as having no practical relevance deep in thought and apparently doing nothing, best represents this image. We contend that this view is a serious mischaracterization of philosophical study. Philosophical study is not a form of purely detached speculation and contemplation. Rather, philosophical study is a kind of activity, a kind of doing. And it is practical in what we believe to be the most important senses, the senses that lie at

trains the mind and facilitates the development and growth of skill sets that are essential to *any* occupation or vocation, to *any* effort to engage in meaningful democratic citizenship in a global environment, and to *any* attempt to develop a life of meaning and value. These skills sets include:

The ability to problem solve by thinking critically and analytically about philosophical puzzles and issues, puzzles and issues that often require students to wrestle with ambiguity and think from different perspectives and points of view.

The ability to comprehend dense and difficult readings, readings that often focus on the perennial questions of human existence.

The ability to convey ideas clearly and creatively in both written and oral form.

These skill sets are always practical. For example, in any field of inquiry or vocation, individuals will have to problem solve, think critically, assess arguments or strategies, communicate clearly, spot unspoken assumptions that may be driving a certain position, understand the implications of adopting a certain point of view or principle, etc. Since we encourage the development and growth of the skill sets that are essential to doing any of these things well, and hone their development in each and every class, philosophical study is inherently practical. As the Times of London noted (August 15, y

In philosophy, our emphasis on the development and growth of skill sets is an emphasis on *how* to think well, not an emphasis on *what* to think. Again, this focus is perfectly

three prepares. In terms of professional success and post-graduate employment, the

we aim to develop are skill sets that will allow students to do what they do in their jobs *well*. And this applies to any and all jobs.

Millikin began with an allegiance to philosophy as a discipline and that allegiance continues. When the MPSL plan was developed, the Philosophy Department faculty suggested that the central questions we ask each day in clas

The faculty embraced this idea, and these three questions continue to form the heart of

our general education program. Again, when we laid the groundwork for a major overhaul of the general education program in 2007, the Philosophy Department faculty proposed that along with writing and reflection, ethical reasoning be made one of the am.

delivering the University educational curriculum that we now aim to assess cannot take

outstanding attorney and for runner up most outstanding attorney. Once again in 2013, Millikin won the competition. In fact, the entire semi-final rounds consisted of Millikin teams. Our teams took first, second, third, and fourth place. This is the sixth consecutive year a Millikin team has won the competition. In addition, two students won individual awards. Emma Prendergast was honored with the Most Outstanding Attorney award, while Kolton Ray was honored with the runner up Most Outstanding Attorney award.

simulation: critical and moral reasoning, oral communication skills, collaborative learning, etc. More importantly, however, these are the very same skill sets that are facilitated and emphasized in every philosophy course. Whether we call the activity skills sets that are inherently practical are being engaged and developed.

Millikin curriculum and its stated mission goals confirms that philosophy is essential to has three core elements.

or professional

students for work in a variety of fields. Instead of preparing students for their first job, we prepare them for a lifetime of success no matter how often they change their careers something the empirical evidence suggests they will do quite frequently over the course of their lifetimes.

citizenship in a global environmen philosophy, and value questions in general reveals our belief in and commitment to the Jeffersonian model of liberal education. In order to engage meaningfully in democratic citizenship, citizens must be able to ask the following kinds of questions and be able to assess critically the answers that might be provided to them: What makes for a *good* society? What are the *legitimate* functions of the state? How *should* we resolve conflicts between the common good and individual rights? Might we have a *moral* obligation to challenge the laws and policies of our own country? These are philosophical questions; not questions of the nuts and bolts of how our government runs, but questions about our goals and duties. Confronting and wrestling with these questions prepare students for democratic citizenship.

includes this goal along with the first distinguishes us from a technical institution. We are not a glorified community college willing to train students for the first job they will get, and leaving them in a lurch when they struggle to understand death, or agonize over ethical decisions, or confront those whose ideas seem foreign or dangerous

because they are new. Millikin University wants its students to be whole: life-long learners who will not shy away from the ambiguities and puzzles that make life richer and more human. Philosophy is the department that makes confronting these issues its

a personal life of value and meaning. It seems to us that the daily *practice*

who want a composite or interdepartmental major in philosophy and the natural sciences, behavioral sciences, humanities, or fine arts; (c) those who want an intensive study of philosophy preparatory to graduate study in some other field, e.g., law, theology, medicine, or education; (d) those who are professionally interested in philosophy and who plan to do graduate work in the field and then

Dr. Roark teaches two sections of IN183/140 each fall, serving 40 students. He also helps deliver the first week introduction to ethical reasoning program. Dr. Roark also

first year, Dr. Roark taught IN203, Honors Seminar in Humanities, twice. We anticipate that he will continue making regular contributions to the honors program going forward.

is scheduled to teach PH217, Bioethics during the fall 2009 semester and PH219, Environmental Ethics during the spring 2010 semester. He is already making substantial contributions to the delivery of our new ethics minor. In addition, Dr. Roark teaches a variety of courses within the philosophy program. Our students will benefit immensely from the increased diversity of course offerings that our three-person department will be able to offer going forward.

Dr. Hartsock

This recognized and celebrated growth in philosophy is all the more impressive given that few students come to Millikin (or any college) as announced philosophy majors. Indeed, most students have little understanding of exactly what the philosophy major is or what philosophical activity is.

The Department has completed its process of securing a formal philosophy club on campus. Dr. Hartsock has taken leadership over this initiative. We hope that a formal club will provide our majors and other students with an interest in philosophy to bond and reinforce our philosophy community. We hope this will be another avenue by which to reinforce our growth.

Along with Interdepartmental courses such as IN140, IN203, IN250, and IN251, Philosophy Department faculty teach over 12 different courses from 100- through 400-level, including one course in the MBA Program. Realizing that few students come to Millikin with an expressed interest in philosophy, we must actively recruit our majors and minors. One way we do this is by teaching across the curriculum. I doubt faculty in any other department teach the range of courses that we teach. Fortunately for all involved, we not only teach a wide range of courses, but we deliver high quality teaching. Every member of our department is an award winning teacher and our excellence in the classroom is universally acknowledged.

In terms of new initiatives and improvements, the Philosophy Department recently expanded to three faculty members starting fall 2008 and then replaced a retiring faculty member in 2010. The changes required that we review our curriculum to ensure that our curriculum is aligned with the teaching interests and abilities of the philosophy faculty. Significant changes were made over the course of two rounds of changes. Most significantly, during the first round of changes (2010),

we offer three additional courses. These courses include PH215, Business Ethics; PH217, Bioethics; and PH219, Environmental Ethics. We have intentionally designed two of these ethics academic units. PH215, Business Ethics, connects to Tabor; PH217, Bioethics, connects to the pre-med, medical technology, and nursing programs. We believe that the ethics minor will be a way to attract more students to philosophy. Early indications are that this is, indeed, the case. We have gone from 4 minors in spring 2008 to 13 minors in 2011 and consistently have at least twice the minors we had before we enacted (E)4(t)4(hicscl 0 1 354.

1. Students will use ethical reasoning to analyze and reflect on issues that impact their personal lives as well as their local, national, and/or global communities; and

2. Students will be able to express in written form their understanding of major ethical concepts and theories and demonstrate competency in the application of those concepts and theories to specific topics (business, medicine, environment, politics, etc.).

We believe it to be self-evident that ethical reasoning and reflection on ethical issues and topics are indispensable for the kind of intellectual and personal growth our students need if they are to find professional success, participate meaningfully in

faculty, the way philosophical study develops the skill sets essential to any quality educational experience, and because of the power of the questions philosophy forces students to ask and wrestle with, questions that form the heart of a life of meaning and value

1

major, we cannot insist on a rigid formal sequential curricular pathway for our majors. While we might prefer our majors start with PH110 (Basic), then move on to PH211 (Ethics) and PH213 (Logic), then complete the history sequence in order (PH300, 301, 302), then finally take PH400 (Seminar in Philosophy), this preference is completely

The only exception to our curricular flexibility is the philosophy capstone course: PH400 Seminar in Philosophy. That course can only be taken during the junior or senior years. In that course, philosophy faculty identify a topic or philosopher of interest and design a seminar course based on the graduate school model to explore the topic/philosopher. A major research paper is required of each student. (This paper is the equivalent of the prior senior thesis.) Faculty work one-on-one with each of our junior and/or senior majors to help them produce some of the best work of their career at Millikin. The student is responsible (in consultation with a faculty adviser) for choosing the topic. Hence, we insist that this particular course come near undergraduate philosophical exploration. We want our students to have exposure to a wide range of philosophical issues, topics, and texts before they select a topic of personal interest for in-depth exploration in their theses.

To summarize, philosophy majors do not fulfill a formal sequential curricular plan because such a plan is both impractical for us to implement and unnecessary given the nature of philosophical study.

Students in the Philosophy Major learn to think critically. All members of the Philosophy Department have been recognized as outstanding teachers. Indeed, all three faculty members have been recognized and honored with teaching awards. Dr. Money has received both the Alpha Lambda Delta Teacher of the Year award and the Teaching Excellence Award. Dr. Roark has received the Teaching Excellence Award. Dr. Hartsock has received the Alpha Lambda Delta Teacher of the Year award. The department prides itself on exceptional undergraduate teaching. Students respond to their
p

Similarly, all philosophy faculty employ written assignments as the primary basis for assessing student learning. Faculty also make extensive use of e-mail communication and the Moodle forum feature to extend class discussions after class, eliciting sophisticated discussion from undergraduates and extending their philosophy education into the world beyond the classroom.

Students are expected to read challenging texts, and philosophy faculty use those texts,

The

An overview of the requirements for completion of the Philosophy Major is offered as an appendix to this document (see Appendix Two).

- (4) Assessment Methods. Explain your methods and points of data collection for assessing fulfillment of your key learning outcomes, and for assessing effectiveness.

Student intellectual growth is assessed in every class, on every assignment, and in every course. In addition, there is the assessment that comes from the close relationship between philosophy faculty and philosophy majors. Philosophy faculty interact with philosophy majors a great deal, meeting with them to discuss class

assessment. Philosophy faculty or her four years as a philosophy major at Millikin. Finally, philosophy faculty keep copies of particularly good papers and exams that are shared anonymously with students who are having trouble understanding and assessing their own growth and learning as philosophy majors.

We believe that given the peculiar nature of our discipline and the nature of

PH400, Seminar in Philosophy. This course, toward the involves the writing of a major research paper (thesis) and is, therefore, an important

Appendix Four) (Learning Goal 1).

natural theology in the *Dialogues on Natural Religion*

Critique; difficult topics to say the least! Kenny demonstrated his digestion of these difficult readings as well as his ability to offer clear analysis and creative evaluations of the central claims made by each thinker. (Letter for Kenny Miller)

Across the six courses he has taken with me to this point, Justin has written a total of

thinking and formal logic in order to produce a sound and valid argument, or t

(Goal 2) Finally, the thesis and weekly advisory sessions will allow us to -related

topic, analyze objectively the results of their research, and present arguments to support their point of view in a variety of venues. (Goal 3).

2. Philosophy faculty will continue to track the post-graduate placement of our majors. Acceptance into quality postsecondary educational programs is evidence that we are fulfilling our educational mission. (Goals 1, 2, and 3). Information on the post-graduate placement of many graduates since 2000 is included in Appendix One.

(6) Analysis of Assessment Results

Three ~~names~~ completed PH400 during the 2012-2013 academic year. In this public version of our report, these students will be referred to as:

Student #1

Student #2

Student #3

Finally, any additional information
ork may be included.

Electronic copies of all theses will be obtained and stored by the Chair of the Philosophy
Department. In addition, electronic copies of all theses will be posted on the

quality of their work, visit our website!

The data for philosophy seniors completing PH400 during the 2012-201

Student #1

Grade: A (green) (Dr. Money)

Drawing from work in contemporary metaethical theory, #1 argues that we should embrace a global ethic under which the non-sentient natural environment is viewed as

will increase the likelihood that our affective mechanisms are expanded so that the non-sentient environment is able to come within the scope of our moral systems. #1 provides the following overview of his objectives:

In this essay, I will first explore the idea that categorical moral imperatives are a beneficial fiction; that there is an evolutionary

capacity for thinking in terms of moral imperatives. Specifically focusing

of human (or sentient) creatures. This can take an egoistic or non-egoistic form. Regardless of which form it takes, however, the approach views the environment as having instrumental value only. #1 does not argue for the abandonment of this approach, but for its supplementation. In short, #1 argues that we should also pursue another strategy in which we attribute direct value to the non-sentient environment. This would be to treat the natural environment as having intrinsic value. The problem that such an approach faces is that our affective mechanisms, those mechanisms that underlie our capacity to experience concern, evolved in ways that make this difficult. #1 writes:

It can be argued that it once may have been beneficial to have strictly human centered empathetic mechanisms. As I postulated before, our affective mechanisms developed in an environment where we were more so in direct struggle with other animals for food and resources. Additionally, our tools and scope of influence were small enough that our actions could not have a significant enough impact on plants and other organisms that were co-participants of our ecosystems to damage them at the extinction or endangerment level of severity. If at this juncture our survival depends on the health of other ecosystem participants, and even the unfettered operation of material exchange through entire bioregions that we do not even regard as living entities, how can we possibly utilize our affective mechanisms to curtail behaviors and routines that are destructive?

extends our naturally evolved altruistic affective mechanism in ways that bring within its scope the non-sentient natural environment. Here is presentation of this key idea:

Luckily, our affective mechanisms are not entirely human-centered. We do have a capacity for empathizing and having altruistic feelings toward a variety of other living creatures, especially ones whose makeup and behaviors resemble our own. Good evidence of this is our attraction to other mammals, especially young ones. I would speculate that most humans would have an instinctual adoration of wolf pups for example, creatures that could likely be our natural predators in the wild. We respond to the injured cries of wounded animals, we respond to suffering in many types of animals. What we seem less equipped to do is respond to the collective distress of a rainforest being clear-cut for agriculture or a coral reef being destroyed by trawling nets. I feel the solution is to anthropomorphize these other ecosystem participants, both at the individual level and at the population and ecosystem levels. Additionally, through the use of something like the Gaia imagery, we should anthropomorphize the planet. Whether or not this has valid scientific merit

not strictly important. It can stand as an instrumental fiction which allows us to turn our human-

Student #2

parative Analysis of Fictionalism and Hinduism

Grade: C (yellow) (Dr. Money)

At a general level, the topic identified for exploration is interesting and represents an effort by #2 to engage in truly interdisciplinary thinking. In addition, the project

how categorical imperatives could serve as a basis for moral error theory. The rapidity with which he moves from the one to the other almost suggests that these are not distinct and independent pathways to error theory. Joyce views these as two distinct potential pathways to error theory and argues that the latter is the more effective path to take.

A third weakness concerns #2

is simply un

does it seek to simply discuss factionalist stances generally. The essay needs to be more strongly and consistently moored in its thesis.

A final concern is the degree to which fictionalism, at least as presented and defended by Joyce, can be viewed as readily congruent with Advaita Vedanta. If one of the

maintaining moral discourse is going to be. Joyce argues that we should embrace fictionalism because moral discourse is important and that something valuable would be lost if we were to abandon it (at least at this stage in our cultural development). This sits u

Brahman lies *beyond moral distinction*

this goal lies beyond moral distinction, then it would seem that maintaining a moral discourse would get in the way of the effective pursuit of that goal. In short, instead of fictionalizing moral discourse, why not simply abandon it?

Student #3

Grade: A (green) (Dr. Money)

#3 deas and essays that he explored in PH311, Metaethics. In his thesis, #3 defends what is basically a Humean position regarding ethics. #3 follows Hume in arguing that pure reason is not sufficient for moral agency (though it is necessary). #3 also follows Hume in defending an instrumental conception of reason: reason figures out means to ends, but it does not set the ends. This applies to all ends, including self-interested ends and moral ends. Moral reasoning is a kind of practical reasoning about what to do. It is differentiated by its end or goal – namely, the well-being of others (altruism). On the Humean view, all ends are ultimately provided to an agent by her passions, or in #3 emotional states. In the case of moral action, the crucial internal emotional states are other-regarding or altruistic. In #3 Moral reasons are subject to morally desired ends, and morally desired ends are subject to a certain class of our emotional

This approach makes morality a product of human nature. #3 explores this implication by looking at evolutionary biology and the claims by some working within that field that precursors to the basic elements that are required for morality and moral agency can be found (observed) in non-human animals. As #3 Since moral agency is a function of human nature, it is natural to suppose that an evolutionary account of our

a naturalistic moral position can be fit alongside biological evolutionary theory is part of what drew #3 to this project. The project allows him to explore two of his primary intellectual interests: philosophy and science, particularly evolutionary biology. His exploration of this intersection is very well done, and involves some very sophisticated

writing. For example, after discussing the causal basis of internal emotional states in #3 writes:

If these physiological mechanisms govern our other-regarding internal emotional states, which in turn motivate us to act morally, then our moral sense is ultimately a consequence of our evolved physiology. Considering hormones are found in primitive flatworms and many other organisms, it seems that these physiological mechanisms evolved well before the advent of *Homo sapiens*. If this is true, then the current set of chemical messengers found in humans must have successively evolved to guide cellular and organismal behavior as well. If these chemical messengers were naturally selected to guide our behaviors, then ultimately, morality is a complex adaptation.

In addition to utilizing sources from the field of evolutionary biology, #3 utilizes works in contemporary metaethics (e

genes would be best equipped for survival, and therefore naturally selected? The simplistic answer is ones that work to enhance the fitness of the organism given its environmental conditions and needs. If self-

will be selected for. Conversely, if other-regarding emotional states for. It is a terrible misapprehension to assume self-interested genes are best

selection was increased reproduction and genetic survival, the underlying mechanism by which increased genetic survival came about was simply a physiologically based emotional concern for others. In short, the goal of altruism is to care for others, and one aftereffect has been the increased survival and reproductive success of altruists.

And later, he writes:

Without understanding this vital distinction between the goal of altruism

knowledge about where our altruistic tendencies come from should not change the way we treat each other as human beings.

#3 concludes his thesis by considering the objection that will come from those who

Finally, a total score of 11-22 will indicate a red light regarding assessment. The original assessment sheets will be stored by the Chair of the Philosophy Department.

The data for philosophy seniors graduating during the 2012-2013 academic year is provided below. The score is the average score between the three faculty evaluators.

Student #1

Total Score on Rubric: 54

Color-Code: Green

Student #2

Total Score on Rubric: 36

Color-Code: Green

Student #3

Total Score on Rubric: 54

Color-Code: Green

C. Post-Graduation Placement (If Known)

Our report will indicate the post-graduation placement of our graduating seniors, if known. This information is also posted on our website and is updated as new information becomes available.

Our full placement record (as known to us) since 2000 can be found in Appendix One. However, we believe it important to emphasize in the body of this report our incredible success in this regard. Philosophy tends to attract students who are committed to the life of the mind. Accordingly, most of our graduating majors eventually pursue further educational opportunities. Amazingly, the majors we have graduated over the past decade have been accepted into and/or completed a total of at least 35 programs at the level of M.A. or above (including J.D.). The range of areas within which our majors find success is also incredibly impressive. A sense of the post-graduation educational accomplishments of our majors can be gleaned from consideration of the following:

Our majors have been accepted into and/or completed Ph.D. programs in philosophy.

Our majors have been accepted into and/or completed M.A. programs in philosophy.

Our majors have been accepted into and/or completed Ph.D. programs in fields other than philosophy (e.g., political science)

Our majors have been accepted into and/or completed M.A. programs in fields other than philosophy (e.g., experimental psychology, chemistry, health administration, French, etc.)

first place).

The evaluative judgments of the independent screening committee provide yet another external validation of student learning in the philosophy major.

Both Moot Court and HURF provide compelling external evidence and validation of student learning in the philosophy major. Moreover, this evidence shows a consistent trend line over time: exceptional performance by our students. We believe this is compelling evidence that our program is vibrant and delivering on the promise of education. Student learning in the philosophy program is strong and demonstrable.

(7) Trends and Improvement Plans

The Philosophy Department is pleased with the results in our sixth year of formal assessment.

100% of our students

their senior thesis. The data is in line with the consistently high performance by our majors and is evidence that the philosophy program is strong. The data we have collected over the past five years reveals a consistency in the oral competencies of our students. We attribute this primarily to the intensely discussion-driven format of our courses, a format that encourage and rewards student engagement and student contributions. Given our emphasis on this pedagogical style, it is not a surprise that our majors are adept at communicating their views orally. They essentially receive the

work to ensure that the information gained by assessment makes a meaningful impact on Department pedagogy and teaching practices, it is a mistake to assume that effective use of assessment information can only be demonstrated if review of assessment results in changes to curriculum and/or pedagogy. We reject this assumption. If analysis and review of assessment data reveal positive student learning achievements, then there is no reason to change what is clearly working. We use assessment; it is simply that the results have confirmed our strategy and approach in terms of curriculum and/or pedagogy. Absent evidence presented by others to us that we are in need of changing our curriculum and pedagogy, we will not undertake action to change what, in our considered judgment judgment informed by being trained in philosophy, interacting daily with our students, grading numerous assignments, etc. is clearly working. The members of the Department are ready to listen to those who have evidence that our pedagogy/curriculum could be improved. In the absence of that evidence, however, no changes will be made. If no reasons whatsoever are given for why we should change pedagogy and/or curriculum, and if all evidence points to the success of our students in terms of learning and achievement (Does anyone have evidence to the contrary? If so, then present it to us.), then the loop is closed by continuing with our tried and true approach. Our assessment efforts to date have revealed no issues or concerns that would justify instituting changes in our pedagogy/curriculum.

APPENDIX ONE: POST-GRADUATE INFORMATION ON RECENTLY GRADUATED MAJORS

Philosophy tends to attract students who are committed to the life of the mind. Accordingly, most of our graduating majors eventually pursue further educational opportunities. Of our graduates, almost one-fourth have been accepted to law school. Approximately a one-third have been accepted to a masters or Ph.D. program of some sort.

The following list provides information regarding the post-graduate activities of each of our graduating majors over the last 14 years. Taken as a whole, this information clearly

Tyler Lamensky (2013): unknown

Michael Schloss (2013): applying to medical schools

2012: Seven Graduating Seniors

Haley Carr (2012): planning on attending graduate school in philosophy; delaying for one year

Garrett Derman (2012): unknown

Dylan Howser (2012): M.Ed. College Student Affairs, Penn St. University

Jean Hurst (2012): Southern Illinois University Law School.

Alex Kralman (2012): unknown

Kyle McAllister-Grum (2012): working for the DOVE, Inc., Decatur, Illinois

Taryn Veasy (2012): Horace Mann Insurance Company, Annuity Specialist

2011: Three Graduating Seniors

Klay Baynar (2011): University of Minnesota College of Law

Jessy Sivak (2011): Boston University, Masters in Occupational Therapy (accepted and

Update: Dustin was accepted to law school at both Wisconsin and Illinois. He received significant scholarship offers at both. He has decided to attend the University of Wisconsin. He starts fall 2011.

Dustin, as a first year law student and as part of a practicum for a non-profit group, wrote a legal brief for an appeal in a case involving a denial of unemployment benefits. The appellate court ruled in favor of his client. Here is his description of his work:

Adam Moderow (2010): obtained teaching certificate and taught in public school system

Dan Nolan (2010): plans unknown

Anna Stenzel-Kuehn (2010): Attending Northern Illinois University Law School (starting fall 2012)

2009: Three Graduating Seniors

Jessica Colebar (2009): plans unknown

Tommy Fowle (2009): plans unknown

Kenny Oonyu (2009): plans unknown

2008: Four Graduating Seniors

Ali Aliabadi (2008): Ross Medical School

(2008): applying to graduate school in chemistry (2010)

Gregg Lager (2008): John Marshall Law School, Chicago.

Giuliana Selvaggio (2008): plans unknown

2007: Seven Graduating Seniors

Bjorn Bollig (2007): Director of Christian Education, Gloria Dei Lutheran Church, Downers Grove, Illinois.

Colleen Cunningham (2007): State-wide coordinator for Missourians to Abolish the Death Penalty; accepted and attending Liberal Studies MA

Nichole Johnson (2007): Graduate University of Iowa, College of Law. Attorney with Reno and Zahm LLP, in Rockford, Illinois.

Cole Pezley (2007): Performing music, Chicago.

2006: Five Graduating Seniors

Corey Bechtel (2006): Ph.D. in Politic

Carrie Malone (2002): Louisiana State University, Ph.D. program in psychology.

Jason Maynard (2002): Western Michigan University, MA program in philosophy; accepted into another MA program in religious studies at WMU (2009)

Jace Hoppes (2002): Dallas and Company, Champaign, IL

2001: One Graduating Senior

Chris Wood (2001): University of Kansas, Ph.D. program in philosophy.

2000: Two Graduating Seniors

Aaron Margolis (2000): Washington University School of Law. University of Chicago, M.A. Program in Social Science. Hebrew University of Jerusalem, M.A. in Israeli Politics and Society.

Michiko Tani (2000): Lewis and Clark Law School (Portland, Oregon).

APPENDIX TWO: REQUIREMENTS FOR THE PHILOSOPHY MAJOR

Philosophy

Robert E. Money, Jr. (Chair)

Philosophy Department Faculty

Full-Time: Michael D. Hartssock, Robert E. Money Jr., Eric S. Roark

The philosophy major is designed to meet the needs of four classes of students: (a) those who have no professional interest in philosophy but who wish to approach a liberal education through the discipline of philosophy; (b) those who want a composite or interdepartmental major in philosophy and the natural sciences, behavioral sciences, humanities, or fine arts; (c) those who want an intensive study of philosophy preparatory to graduate study in some other field, e.g. law, theology, medicine, or education; and (d) those who are professionally interested in philosophy and who plan to do graduate work in the field and then to teach or write. Students with a professional interest in philosophy are urged by the Department to give early attention to courses in the history of philosophy sequence, metaphysics and epistemology, logic, and ethics.

Major in Philosophy

A major consists of a minimum of 30 credits and leads to the B.A. degree. There are three ways to complete the philosophy major: (1) The Traditional Track, (2) The Ethics Track, and (3) The Pre-Law Track.

Traditional Track

The traditional track ensures exposure to the core areas of philosophy, including the history of philosophy. The requirements for the traditional track are as follows:

Four Core Courses (12 credits):

PH110, Basic Philosophical Problems

PH211, Ethical Theory and Moral Issues

PH213, Critical Thinking: Logic

PH400, Seminar in Philosophy

PH 211, Ethical Theory and Moral Issues

Two Courses in Applied Ethics (6 credits):
PH215, Business Ethics

A: In light of Department learning goals, a senior thesis earnin meet the following criteria of assessment:

| | | |
|---------------------|---|--|
| Presentation Goal 1 | Very few grammatical errors or misspellings, if any. | |
| | Sentence structure is appropriately complex. | |
| | Vocabulary is used correctly. Work reflects a college level use of words and understanding of their meanings. | |
| Clarity Goal 1 | Each sentence clearly expresses an idea. | |

C: In light of Department learning goals, a senior thesis earn meet the following criteria of assessment:

| | | |
|---------------------|---|--|
| Presentation Goal 1 | Some grammatical errors or misspellings. | |
| | Occasionally sentence structure is appropriately complex. Simplistic sentence structures are used. Common errors in sentences such as run-on sentences occur. | |
| | Some vocabulary is used correctly. Work minimally reflects a college level use of words and understanding of their meanings. Frequent use of simplistic vocabulary. | |
| Clarity Goal 1 | More sentences clearly express ideas than do not. Rambling sentences or unclear structure occurs. | |
| | Level of coherence in paragraphs is varied. Paragraphs may include some unrelated sentences. Paragraphs may be too long or too short. | |

| | | |
|--|-------------------------------------|---|
| underlying ethical implications, or does so superficially. | assumptions and their implications. | addressing ethical dimensions underlying the issue, as appropriate. |
|--|-------------------------------------|---|

3. Develops, presents, and communicates OWN perspective, hypothesis, or position.

| | | |
|--------------------|------------------|----------------------|
| RED, 1 to 2 Points | YELLOW, 3 Points | GREEN, 4 to 5 Points |
|--------------------|------------------|----------------------|

Position or hypothesis is clearly inherited or adopted with little original consideration.

Addresses a single source or view

| | | |
|--|---|---|
| | related to consequences. Implications may include vague reference to conclusions. | evidence within the context. Consequences are considered and integrated. Implications are clearly developed and consider ambiguities. |
|--|---|---|

7. Communicates effectively.

| | | |
|--------------------|------------------|----------------------|
| RED, 1 to 2 Points | YELLOW, 3 Points | GREEN, 4 to 5 Points |
|--------------------|------------------|----------------------|

- ____ 2. Consider context and assumptions
- ____ 3. Develop own position or hypothesis
- ____ 4. Presents, assesses, and analyzes sources appropriate to the problem, question, issue or creative goal.
- ____ 5. Integrate other perspectives
- ____ 6. Identify conclusions and implications
- ____ 7. Communicate effectively

- ____ TOTAL SCORE

| | | |
|----------------------------|--------------------------------|-------------------------------|
| RED Total score of 7-20 | YELLOW Total score of 21-27 | GREEN Total Score of 28-35 |
|----------------------------|--------------------------------|-------------------------------|

APPENDIX FOUR: RUBRIC FOR ASSESSMENT OF ORAL COMMUNICATION

Student Name: _____ Date: _____

Presentation Context: _____

Evaluator: _____

Rating Scale:

- 5 = sophisticated communication skills
- 4 = advanced communication skills
- 3 = competent communication skills
- 2 = marginal communication skills
- 1 = profound lack of communication skills

I. Formal Presentation

- | | | | | | |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | 1. Uses notes effectively. |
| 5 | 4 | 3 | 2 | 1 | 2. Shows an ability to handle stage fright. |
| 5 | 4 | 3 | 2 | 1 | 3. Communicates a clear central idea or thesis. |
| 5 | 4 | 3 | 2 | 1 | 4. Communicates a clear and coherent organizational pattern (e.g., main supporting points are clearly connected to the central thesis). |
| 5 | 4 | 3 | 2 | 1 | 5. Exhibits reasonable directness and competence in delivery (e.g., voice is clear and intelligible, body is poised, eye contact with audience, etc.). |
| 5 | 4 | 3 | 2 | 1 | 6. Avoids d message. |
| 5 | 4 | 3 | 2 | 1 | 7. Meets time constraints. |
| 5 | 4 | 3 | 2 | 1 | 8. Overall Evaluation |

WRITTEN COMMENTS:

II. Informal Classroom Discussions

- 5 4 3 2 1 1. Is able to listen to perspectives tha
- 5 4 3 2 1 2. Uses language and nonverbal clues appropriately.
- 5 4 3 2 1 3. Displays appropriate turn-taking skills.

WRITTEN COMMENTS:

| | | |
|-------------------------------|--------------------------------|-----------------------------|
| GREEN Total score of 55-34 | YELLOW Total score of 33-23 | RED Total Score of 22-11 |
|-------------------------------|--------------------------------|-----------------------------|