



**Program (Major, Minor, Core): Philosophy Doctoral Program**

**Department: Philosophy**

**College/School: College of Arts and Sciences**

**Person(s) Responsible for Implementing the Plan: Theodore Vitali (Chair) and Scott Ragland (Dept. Assessment Coordinator)**

**Date Submitted:**

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed</i>		

	At completion of dissertation defense, based on both dissertation content and oral presentation and responses to questions at the defense.	Same as above	Same as above
	At the oral defense of the dissertation, based on both dissertation content and oral presentation and responses to questions at the defense.	Same as above	Same as above
	At completion of dissertation defense, based on content of the written dissertation.	Same as above	Same as above
6. Articulate arguments or explanations to a general audience (especially a classroom audience) in both oral and written forms.	Every student's teaching is assessed at a point determined by the student, prior to the end of the student's fourth year of the graduate program.	<p>Student demonstrates in a course s/he is teaching.</p> <p>A faculty-member visits a section of the course and assesses the student's teaching using " Checklist for Review of Graduate Student Teachers " and will forward to the OA director and chair, along with a copy of the student's syllabus.</p>	<p>Results kept in student's file. Positive comments from the teaching rubric can be incorporated into the "teaching letter" written by the chair for the job market.</p> <p>Any areas in which students fail to meet expectations will be communicated to them so that they can figure out how to improve during their fifth year of study.</p> <p>Results will also be communicated to the director of the department's first-year teacher training program to see if any changes need to be made there to avoid any problematic patterns that are observed.</p>

3.

Assessment of #1 involves only minimal extra effort for committee members, and the numbers of PhD's are small, so processing the data will be simple for the OA coordinator.

Assessment of #2 is more involved. However, we have been able to review student teaching like this in the past, so it seems feasible.

Dissertation and Dissertation Defense Rubric

Student Name:

Dissertation Title:

Term:

Assessing Professor:

Learning Outcome	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations
	Student fails to address essential relevant literature or fails to assess such literature.	Student addresses all essential relevant literature and assesses it.	Student's assessment of relevant literature is unusually illuminating.



