

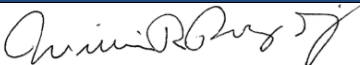
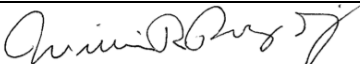


GAAC Degree Program Proposal

Requesting College(s)/School(s)/Center(s): College of Philosophy & Letters

Requesting Department(s): Philosophy & Letters

Academic Level:	<input type="checkbox"/> XPost-Baccalaureate (includes all graduate and professional programs)
Associated Degree:	<input checked="" type="checkbox"/> Master of Arts (M.A.) <input type="checkbox"/> Master of Science (M.S.) <input type="checkbox"/> Doctor of Philosophy (Ph.D.) <input type="checkbox"/> Other – <i>please specify:</i>
Program Title/Area of Study:	<i>Examples: English, Biology, Public Health</i> Philosophy and Theology for Ministry
Program Start Term	FALL 2020

SLU Approval Authority	Signature	Date
Department Chair		March 4, 2019
College/School/Center Curriculum Committee Chair	N/A	
College/School/Center Dean		February 28, 2019
Chair, GAAC		
Council of Academic Deans and Directors		
Vice President for Academic Affairs		
Chair, Academic Affairs Committee of the University Board of Trustees		
Chair, University Board of Trustees		

HLC Approval Date (if applicable):

4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

4.1 Student Learning Outcomes Assessment Plan

Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program-level learning outcomes. Note that results of evaluations of student performance against each learning outcome identified below will be reviewed as part of all college/school/center-level and University-level program reviews.

Program-Level Student Learning Outcomes <i>What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to <u>achieve and demonstrate</u> upon completion of the program?</i>	Evaluation Method <i>How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?</i> <i>Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.</i> <i>Describe any use of <u>indirect</u> measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.</i>	Use of Assessment Data <i>How and when will student performance data be analyzed and then used to “close the assessment loop” and inform <u>program improvement</u>? How will you document that?</i>
1. Students will be able to assess relevant literature in philosophy and theology.	Direct Measures: Assessment of Capstone Preparation course papers. Indirect Measures: Student self-evaluations at end of term.	Assessment results will be used to guide course selection in advising, and revisions of Method and Capstone Preparation course for following year.
2. Students will be able to discuss connections among major thinkers and ideas that have shaped the history of philosophy and theology.	Direct Measures: (1) Historical-knowledge test at start of the one-hour Capstone Prep course (2) Analysis of final exams in the Modern Philosophy course, using the Historical Synthesis Rubric developed by the Dept. of Philosophy Indirect Measures: (3) Student feedback on the quality of these courses, delivered orally to Dean.	Assessment results of (1) will be used to guide pedagogy in Capstone Prep course. Results of (1), (2), and (3) will be used in advising students on course and instructor selection the following year, and be shared with the Philosophy Dept. chair for philosophy course improvement. Assessment of changes will normally occur at the end of the semester in which the changes were implemented, using measure (3). Assessment of changes using measures (1) & (2) will follow the

		Assessment Plan schedule of the College of Philosophy & Letters and Dept. of Philosophy.
3. Students will be able to analyze challenges in the contexts of ministry using philosophy, theology, and other relevant sources of knowledge (personal experience, and other disciplinary knowledge if pertinent).	<p>Direct Measures:</p> <p>Dean will collect data from the instructor of the Capstone Project course that indicates level of achievement of the specific outcome.</p> <p>Indirect Measures: Student and instructor feedback on the quality of these courses (exit survey, course evaluations)</p>	<p>Assessment results will inform program development and advising on required philosophy and theology courses and electives.</p> <p>Specific improvements in the Capstone Prep and Capstone Project will be made to address identifiable weaknesses revealed by assessment; these improvements will be assessed following the Assessment Plan schedule of the College.</p>
4. Students will be able to evidence professional integrity in their reflection on challenges in contexts of ministry.	<p>Direct Measures:</p> <p>Dean will collect data from the instructor of the Capstone Project course that indicates level of achievement of the specific outcome.</p>	<p>Specific improvements in the Capstone Prep and Capstone Project will be made to address identifiable weaknesses revealed by assessment; these improvements will be assessed following the Assessment Plan schedule of the College.</p>

4.2 Curriculum Mapping

Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) in which each learning outcome is intentionally addressed and at particular levels of intellectual complexity and rigor, using the level indicators* provided below. ***Depending on the nature of the proposed program, the levels may seem more or less appropriate. Without veering from the spirit of the exercise, you may adapt the levels as deemed appropriate.***

Level I	Level II	Level III
<ul style="list-style-type: none"> ▪ Knowledge & Comprehension: Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words. 	<ul style="list-style-type: none"> ▪ Application: Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations. ▪ Analysis: Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences. 	<ul style="list-style-type: none"> ▪ Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. ▪ Evaluation: Make judgments about the value of ideas or materials.

Notes on P&L Mapping:

--The most likely or typical courses are indicated below, in the understanding that equivalents are also sometimes available.

--Elective courses listed in Philosophy Department chart are history of philosophy & thematic courses that meet ecclesiastical requirements.

Courses Offered by College of Philosophy & Letters:

Major or Minor Student Learning Outcomes	PLJ 4900 (Method pre-req)	Capstone Prep	Capstone Project
1 Students will be able to assess relevant literature in philosophy and theology.	I	III	III
2 Students will be able to discuss connections among major thinkers and ideas that have shaped the history of philosophy and theology.		III	
3 Students will be able to analyze challenges in the contexts of Catholic ministry using philosophy, theology, and other relevant sources of knowledge (personal experience, and other disciplinary knowledge if pertinent).	I	II, III	II, III
4 Students will be able to evidence professional integrity in their reflection on challenges in contexts of ministry.	I	II	III

Program Courses Offered by Department of Philosophy

Student Learning Outcomes	UG Pre-reqs	History of Philosophy Electives			Thematic Electives					Contemporary Elective
	PHIL 1050, PHIL 2050, PHIL 3250	Ancient PHIL 5930, 6400	Medieval PHIL 5500, 6450	Modern PHIL 5930, 6500	Phil Relig PHIL 5930, 6260	Ethics PHIL 5300, 6000, 6300	Epistem-Metap PHIL 5100, 5200, 6200	Sci & Relig PHIL 5930, 6200	Soc-Pol PHIL 5400	
1	I	II	II	II	II	II	II	II	II	II, III
2	I	II	II	II	II	II	II	II	I, II	II
3	I				II	II		I	II	II
4	I	II	II	II	II	II	II	II	II	II

Program Courses Offered by Theological Studies or Aquinas Institute of Theology:

Student Learning Outcomes	Scriptures THEO 5020, 5100, BIB 5020	Church History THEO 5270, 5280, HIST 5000, 5010	Moral MORL 5000, THEO 5630, 5640	Systematic THEO 6040, STH 5210	Spirituality THEO 5810, 5930	Pastoral PSTD 5000, 5370	Electives
1	/	/	/	/	//	//	//
2	/	/	//	//	//		//
3	/	/	//	//	//, ///	//, ///	//
4	/	/	//	//	//, ///	//, ///	//

Program Courses Offered by Departments other than the above:

Courses taken outside the areas of philosophy and theology serve Program Learning Outcome 3, at Levels II and III.

* Adapted from Bloom's Taxonomy (1965)