

ST. PHILIP'S COLLEGE
INSTRUCTIONAL UNIT
REVIEW
2014-2015

Philosophy

CATEGORY I. MISSION AND GOALS

A. Mission and Planning

1. The mission of the Philosophy IU at St. Philip's College is to empower our diverse student population through personal and educational growth, career readiness and community leadership through our curricular and co-curricular experiences, including our formal courses, the Philosophy Club, and our involvement with international education initiatives.
2. The Philosophy IU at St. Philip's College is accomplishing this mission, and in turn is supporting the educational goals of the College and the District. The mission of the Alamo Colleges is the "empowering our diverse communities for success" and the mission of St. Philip's College is the empowering of "our diverse student population through personal and educational growth, career readiness and community leadership." The curricular and co-curricular activities of the Philosophy IU directly support the overlapping missions of both the College and the District by intentionally supporting the empowerment of our students.
3. The Operational Unit and Assessment Planning (OUAP) Detailed Assessment Report (DAR) is located in Appendix A. The details listed there reflect a small but active Instructional Unit, with a clear mission and focused implementation of that mission.

Of special note is the unique contributions of the Philosophy IU to the international education efforts of the College. The unit is an "energy center" for the growing partnership between the Alamo Colleges and the Corrymeela Peace and Reconciliation Centre in Northern Ireland. The unit's faculty have designed and are currently implementing the 2015 Study Abroad Program to Northern Ireland at the Corrymeela Centre, and also were responsible for leading the team that wrote the successful Fulbright Scholar-in-Residence proposal that will bring two internationally recognized scholars from the Corrymeela Centre to teach at St. Philip's College in the spring 2016 semester.

CATEGORY II: INSTRUCTION AND CURRICULUM

A. Instruction

1. Syllabi

- a. All Syllabi are posted online in Concourse.
- b. The Philosophy IU reviews and revises the syllabi at the beginning of each semester. Changes are made to note new faculty members, their respective contact information, and unique calendars for each specific class.

2. QEP (Critical Thinking)

- a. A wide variety of data are used to make changes to improve the unit, gathered from the courses taught, the larger Social and Behavioral Sciences Department, the College (especially from SPC Instructional Innovation Center, and from the SPC Department of Planning, Research, and Effectiveness), the District (via Alamo Share), regional support and pedagogical sources (e.g. the Texas Higher Education Coordinating Board, and the Texas Community College Teachers Association), and national sources of best practices (e.g. the American Association of Community Colleges, and the American Council on Education's Center for Internationalization and Global Engagement).
- b. The Philosophy IU has met the following responsibilities regarding the QEP:
 - i. Identified CT SLO(s) to be addressed in each identified course.
 - ii. Aligned curriculum for the CT SLO(s) with the syllabus.
 - iii. Aligned curriculum for the CT SLO(s) with instructional activities.
 - iv. Aligned curriculum for the CT SLO(s) with in-classroom assessment.
- c. The Philosophy IU faculty have met the following responsibilities regarding the QEP:
 - i. Engaged students in critical thinking activities in their course(s).
 - ii. Developed and assigned coursework to fulfill QEP requirements.
 - iii. Provided feedback to students regarding their CT skills.
 - iv. Documented and shared CT skill development best practices.

3. Resources

In addition to the resources, services and reference sources provided by the College, the Philosophy IU provides what is perhaps the most important resource to our students: Profs. Hill and Fuller. Through direct student contact, both within the classroom and outside of it via the Philosophy Club and our international education programs, the Philosophy IU empowers our diverse student population, leading to their personal and educational growth, career readiness and community leadership.

4. Textbooks for each course are chosen by the instructor according to his or her professional judgment. That judgment is made after weighing several criteria, including the overall quality of the textbook and its cost to students (i.e. value being a function of both quality and expense). Other factors include the balance of primary and secondary sources, the availability of online support services from the publisher, availability and general consensus within the discipline (i.e. has it been adopted by other departments).

B. General Education Requirements

1. Listed below are the courses from the Philosophy IU that meet the general education course requirements for any associate's degree or certificate of completion, and a brief description of the contribution of that course to the overall curriculum.

Course	Contribution	Semester Hours
PHIL 1301 Introduction to Philosophy	A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications.	3
PHIL 1304 Introduction to World Religions	A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam.	3
PHIL 2303 Introduction to Formal Logic	The purpose of the course is to introduce the student to symbolic logic, including syllogisms, propositional and predicate logic, and logical proofs in a system of rules.	3
PHIL 2306 Introduction to Ethics	The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.	3

C. Distance Learning

1. Profs. Hill and Fuller, the two full-time, tenure-track instructors for Philosophy, both hold the Distance Learning Certification from St. Philip's College, and both teach courses online. This has allowed the Philosophy IU to greatly expand its offerings via Distance Learning.

2. In the table below are all of the Distance Learning courses-offered in Philosophy during the last year, i.e. Spring 2014, Summer 2014, and Fall 2014.

Spring 2014	
Course Number	Course Title
PHIL 1301	Introduction to Philosophy
PHIL 2306	Introduction to Ethics
Summer 2014	
Course Number	Course Title
PHIL 1301	Introduction to Philosophy
PHIL 2306	Introduction to Ethics
Fall 2014	
Course Number	Course Title
PHIL 1301	Introduction to Philosophy
PHIL 2306	Introduction to Ethics

During this time, the ratio of Face-to-Face to Distance Learning was 2 to 1 (16 classes taught Face-to-Face, and 8 classes taught via Distance Learning). However, the trend represents a movement toward a balance of 1 to 1, which is currently planned for the next session. There is no difference in the PGR and retention rate between students in the Face-to-Face and Distance Learning classes.

3. Profs. Andrew Hill and Matthew Fuller, the two full-time, tenure-track instructors for Philosophy, both hold the Distance Learning Certification from St. Philip's College.
4. The Philosophy IU does not offer any SACS approved degree or certificate programs available entirely through Distance Learning.

D. Articulation Agreements

1. The courses in the Philosophy IU are transferable as the title course to all Texas institutions.

E. Dual Credit

1. The courses in the Philosophy IU are not offered for dual credit at any of the high schools with which the Alamo Colleges have Dual Credit agreements.

CATEGORY III: ENROLLMENT TRENDS

1. Does this unit have a selection process for student acceptance into the program(s) or course(s)? If so, describe the selection process. Cite the minimum basic skills required for acceptance into this program or course. How are those requirements published?

2. Key Performance Indicators

- a. Self-declared Majors

Fall 2012	Fall 2013	Fall 2014
0	0	0

- b. Contact Hours

2011-12	2012-13	2013-14
23,376	27,936	10,848

- c. Average Class Size

2011-12	2012-13	2013-14
40	40	40

- d. Course Completion Rate

2011-12	2012-13	2013-14
n/a	90.53%	94.43%

- e. Productive Grade Rate

2011-12	2012-13	2013-14
n/a	77.85%	89.22%

- f. Graduation – number of degrees/certificates awarded

2011-12	2012-13	2013-14
0	0	0

3. Technical and/or Work Force Tables [*Not applicable*]
4. **All Units** - You may use the data from your Operational Unit and Assessment Planning.

- a. What did you learn from evaluating your key performance indicators and enrollment trends?

The Philosophy DAR report revealed that in Spring 2014 Philosophy courses met its target of increasing course completion and course success rate by two percentage points. In addition, no Philosophy course is on the high risk list.

- b. SWOT Analysis

According to the results in the SWOT analysis Philosophy must address faculty turn-over and stability. Strong Instructional Units are built on a qualified, stable faculty.

- c. What key interventions or improvements did you make or will you make based on what you learned in the evaluation of the results?

The key intervention was two successful searches for full-time, tenure-track faculty members who are qualified and have over-lapping experience on which to build a IU with a clear mission.

CATEGORY IV: FACULTY

A. Qualifications

1. The **Faculty Qualifications Roster**. Included below are all faculty who taught one or more classes during any term of the 2013-2014 academic year, and any newly hired faculty for fall 2014.

F = Full-time P = Part-time D = Developmental UN = Undergraduate Nontransferable UT = Undergraduate Transferable G = Graduate			
Feldmeier, Marie (F)	<p style="text-align: center;">SPRING 2014</p> PHIL 2306 Introduction to Ethics, 3(UT) PHIL 1304 Introduction to World Religions, 3(UT) PHIL 2303 Introduction to Logic, 3(UT)	University of Notre Dame PhD Philosophy	
Ferguson, Lester (P)	<p style="text-align: center;">SPRING 2014</p> PHIL 2306 Introduction to Ethics, 3(UT) PHIL 1301 Introduction to Philosophy, 3(UT) <p style="text-align: center;">FALL 2014</p> PHIL 2306 Introduction to Ethics, 3(UT)	University of Dayton MA Philosophy	
Fuller, Matthew (F)	<p style="text-align: center;">FALL 2014</p> PHIL 1301 Introduction to Philosophy, 3(UT) PHIL 2306 Introduction to Ethics, 3(UT)	American University MA Ethics, Peace and Global Affairs	Distance Learning Certified by SPC Master Teacher Certified by SPC
Hill, Andrew J. (F)	<p style="text-align: center;">SPRING 2014</p> PHIL 1301 Introduction to Philosophy, 3(UT) PHIL 2306 Introduction to Ethics, 3(UT) <p style="text-align: center;">FALL 2014</p> PHIL 1301 Introduction to Philosophy, 3(UT) PHIL 2306 Introduction to Ethics, 3(UT)	University of St. Thomas MA Philosophy Loyola University, of New Orleans JD Civil Law	Distance Learning Certified by SPC

Parsons, Robert (P)	<p style="text-align: center;">SPRING 2014</p> PHIL 1301 Introduction to Philosophy, 3 (UT) PHIL 2306 Introduction to Ethics, 3(UT)	University of Pittsburgh M Ed Secondary Education	He does not have 18 graduate hours in Philosophy. Consequently, he is no longer teaching for us.
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2. State the minimum SACS faculty qualifications (qualifying degree) to teach in this program. Do all faculty meet these qualifications? Name faculty who do not meet minimum qualifications and provide justification.

The minimum SACS qualifications to teach Philosophy is a Master of Arts degree in Philosophy or a Master of Arts degree in another field, but with 18 graduate hours in Philosophy. During the last academic year, a review of transcripts revealed that Mr. Robert Parsons does not have 18 graduate hours in Philosophy, and consequently he is no longer teaching for us. Now each instructor in the Philosophy IU meets or exceeds the minimum requirements.

3. For the semesters indicated, complete the table below based on sections taught. Provide additional information as appropriate. Are the percentages reflected there appropriate for this IU?

Semester	Sections (and/or Workload Units) Taught As Full-Time Faculty Loads	Sections (and/or Workload Units) Taught As Overloads	Sections (and/r Workload Units) Taught by Adjunct Faculty	Total Sections (and/or Workload Units) in This Semester
Fall 2013	10	0	0	10
Spring 2014	10	0	2	12
Totals	20	0	2	22
Percent of Total	89%	0%	11%	100%

B. Development

1. The faculty of the Philosophy IU are not mandated by the state, professional organization(s) and/or accrediting organization(s) to maintain continuing education credits and professional licensing.
2. Below are listed the academic presentations that faculty members in the Philosophy IU have delivered in the current and previous 2 academic years to enhance and improve their teaching abilities and share their expertise with their professional colleagues.

Date	Conference	Organization	Location
May 25, 2015 (presentation accepted)	37 th Annual International Conference on Teaching and Leadership Excellence	University of Texas at Austin	Austin, Texas
March 27, 2015 (presentation accepted)	Spring Conference on Active & Collaborative Learning	Northwest Vista College	San Antonio, Texas
October 29, 2014	4 th Annual Community Reading Experience	St. Mary's University	San Antonio, Texas
April 15, 2014	Spring Faculty Convocation	St. Mary's University	San Antonio, Texas
April 12, 2014	Student Leadership Institute	Northwest Vista College	San Antonio, Texas
March 24, 2014	18 th Annual Texas Higher Education Law Conference	University of North Texas	Denton, Texas
November 8, 2013	Bridging Cultures to Form a Nation Conference	Lone Star College Kingwood	Houston, Texas
October 25, 2013	7 th Annual University of Dallas Ministry Conference	University of Dallas	Irving, Texas
May 28, 2013	35 th Annual International Conference on Teaching & Leadership Excellence	University of Texas at Austin	Austin, Texas
April 5, 2013	2013 Southwest Teaching & Learning Conference	Texas A&M University San Antonio	San Antonio, Texas

Adjunct faculty members are also welcomed and invited to submit proposals for academic presentations to professional organizations and conferences, as individuals or part of a team.

Faculty members in the Philosophy Instructional Unit are also current or former members of the following professional associations:

- American Association of University Professors
- American Philosophical Association
- International Bar Association
- American Society of International Law
- European Society of International Law
- International Law Association - Irish Branch
- Canon Law Society of Great Britain & Ireland

C. Evaluation

1. All faculty evaluated in accordance with [Board policy D.7.1](#) and [Board procedure D.7.1.1](#)?

CATEGORY V: FACILITIES, EQUIPMENT, AND SUPPLIES

- A. Provide, in narrative form, an overall assessment of your program's facilities, equipment, and supplies. This may include classrooms, laboratories, offices, and other space; equipment, consumable lab supplies, hardware and software, maintenance and tech support, and/or health and safety issues. Describe any notable deficiencies and/or areas that need attention.

The Philosophy faculty utilizes classrooms in the Sutton Learning Center on a regular basis. Because the building was renovated and re-opened on February 7, 2014, the classrooms are modern, comfortable, and supplied with new desks. The classrooms are also completely equipped with LCD projectors, drop-from-the-ceiling screens, and computer systems that provide for presenting directly from the internet, saved PowerPoint presentations, or even DVD movie clips.

The Philosophy faculty also conduct classes at Randolph AFB and Lackland AFB, and the provided facilities and professional support have generally been quite good.

- B. In summary, are the facilities, equipment, supplies, and services utilized by the program adequate for fulfilling your mission?

Yes, the Philosophy faculty members have telephones, mailboxes and computer workstations in their offices, are provided iPads upon request, and have convenient access to color printers, and a large, staple-capable copier in a shared workroom. The part-time, adjunct instructors have access to workstations in the Adjunct office, and also have access to the shared workroom for copying and instructional items.

The Philosophy faculty also have access to a large, modern library, and the professional services of a team of well-trained librarians.

It is also worth noting that in our building the Philosophy faculty also have convenient access to both a well-equipped kitchen and exercise facility.

CATEGORY VI: SUMMARY OF FINDINGS

1. Using the information gathered in Categories I, II, III, IV, and V, draw conclusions as to how your program is doing. Note any strong points, as well as those areas that need improvement.

After a period of instability in the faculty, the Philosophy IU is now well positioned to make a major contribution to the Social and Behavioral Sciences Department, St. Philip's College, and the city of San Antonio. With two well credentialed and experienced instructors in Profs. Hill and Fuller, and with both certified in Distance Learning, the discipline is poised to expand the scope of offerings online and face-to-face.

The clear strength of the IU is the inter-related international experience of the two full-time faculty members.

Prof. Matt Fuller (Philosophy) holds an undergraduate degree in International Relations from the College of William and Mary, and a graduate degree in Ethics, Peace and Global Affairs from American University. He spent over a year in residence at the Corrymeela Peace and Reconciliation Centre (Northern Ireland) as a Programme Assistant. In this role, he assisted with the administrative and operational aspects of the Centre, educated groups about conflict, and mediated between groups to find common ground across sectarian divides. During this time, he also earned his Certificate in Mediation from Peaceworks, a London based mediation organization. In 2013, he went to Durban, South Africa and spent four months making a short documentary for the Democracy Development Programme. He teaches Philosophy and Ethics at St. Philip's College, and is a Faculty Leader for the 2015 Ireland Study Abroad program that is traveling to the Corrymeela Ballycastle Centre in Northern Ireland.

Prof. Andrew Hill (Philosophy) has served as an international volunteer in Mexico, Costa Rica, and the United Kingdom, and visited 19 countries in Europe, South America, North America, and Australia. Hill studied abroad at Cardiff University (Wales), the National University of Ireland, Galway (Republic of Ireland); Trinity College Dublin (Northern Ireland) and participated in the TCD study abroad experience to The Hague (Netherlands). As part of his studies, he spent a year in residence at the Corrymeela Peace and Reconciliation Centre (Northern Ireland) as a Project Administrator. In this role, he shepherded groups and special projects for the Centre. Hill has worked for Alamo Colleges since 2011, and currently serves on the Education Abroad Committee for the Alamo Colleges District. He has previously served on the International Education Committee and the Peace and Conflict Studies Committee of Northwest Vista College. He teaches Philosophy and Ethics at St. Philip's College, and is a Faculty Leader for the 2015 Ireland Study Abroad program that is traveling to the Corrymeela Ballycastle Centre in Northern Ireland.

2. Does your Unit Plan include strategies for capitalizing on strengths and improving in the weakest areas? Please list those strategies here.

Goals and Objectives

1. Short Term Goals (1 – 5 Years)

It is our hope to build upon not only the foundation of our strong international student body and existing study abroad programs, but also upon the new partnership with St. Mary's University and the Corrymeela Ballycastle Centre. Having a focus on peace and conflict studies can give us a strong central theme at the core of our internationalization efforts campus wide, and having partners with expertise and resources can help us provide quality education and value for dollars invested. We believe that having a Scholar-in-Residence for an entire semester will deepen the strengthen the institutional relationships between St. Philip's College and the Corrymeela Ballycastle Centre, and in turn, be a catalyst for the internationalization of our campus.

Thus, our short term goals are:

A) During the summer of 2015, we hope to conduct a successful three-week study abroad trip to the Corrymeela Ballycastle Centre in Northern Ireland. This trip will allow us to work through the three standard "core courses" with the added layer of field experience and the expert advice of Dr. Richard Naylor, and his wife Yvonne Naylor, both of whom are members of the Corrymeela Community and have been professional peace practitioners at the Centre for forty years. We would also like to repeat the successful 2013 Peace and Conflict Studies Workshop, again cosponsoring the event with St. Mary's University and featuring speakers from the peace and reconciliation center in Northern Ireland.

B) During the fall of 2015, we plan to work across campus, with our sister schools in the Alamo Colleges, and with our partner St. Mary's University to prepare for the upcoming arrival of the Scholar-in-Residence by organizing seminars, workshops, and Spring Break Service Trips for the following spring semester. For example, if the proposal is approved, there is already a standing invitation to have him present to the Peace and Conflict Studies Committee at Northwest Vista College, and separately to the St. Mary's University President's Peace Commission (see the Letters of Support from both institutions).

C) During the spring of 2016, we want to maximize the impact of the Scholar-in-Residence on our students, so it is our plan to have him act as advisor and co-instructor in the same three undergraduate classes that we are offering during the 2015 study abroad program in Northern Ireland. However, in addition to those direct teaching responsibilities, we will also have Dr. Naylor sit ex officio on the College International Education Committee and the Peace and Conflict Studies Committee, and be directly involved in extensive community outreach.

D) During the summer of 2016, we hope to return to Corrymeela Ballycastle Centre in Northern Ireland, and conduct another successful study abroad trip. However, at this point, we would like to offer three different courses, and begin the process of internationalizing a different set of courses, with new faculty members. Thus, we can use the trip as both an educational opportunity for our students and as a professional development opportunity for our faculty members. This last element is the key to our long term strategy.

Long Term Goals (5+ Years)

Our long term goal is simple – the creation of a truly internationalized campus. However, without strategy, there is only drift.

Using “Internationalization in Action” (IIA) as a guide, we hope to develop a four-part, long term strategy to internationalize our campus. IIA is a series by the American Council on Education’s Center for Internationalization and Global Engagement, which presents a sequence of “effective approaches to engaging faculty in the process of internationalization.” It is our hope to comprehensively transform the College by transforming the faculty. In the IIA approach, there are 4 “levels” of the curriculum that require attention in order to create a comprehensively internationalized student learning experience: individual courses, academic program components (majors, minors, and certificates), degree programs, and disciplines as a whole.

<i>Internationalization in Action</i>	<i>Focus</i>	<i>Released</i>
<i>Internationalizing the Curriculum Part 1</i>	<i>Individual Courses</i>	<i>December 2013</i>
<i>Internationalizing the Curriculum Part 2</i>	<i>Academic Program Components (majors, minors and certificates)</i>	<i>January 2014</i>
<i>Internationalizing the Curriculum Part 3</i>	<i>Degree Programs (including institution-wide student learning outcomes)</i>	<i>March 2014</i>
<i>Internationalizing the Curriculum Part 4</i>	<i>Disciplines</i>	<i>June 2014</i>

By creating a lasting partnership with our sister schools in the Alamo Colleges, our local partner St. Mary’s University, and our international partner in the Corrymeela Ballycastle Centre, we can create an institutional exchange structure that moves individual faculty members through all four stages of the IIA model.

However, for this theoretical model to work, we need to provide powerful international experiences for our students and faculty, and we need to have the benefits of long-term interactions with non-U.S. scholars. A Fulbright Scholar-in-Residence who could advise our faculty both in country at the Centre in Northern Ireland, and then with those same classes back on our campus, could be the catalyst to truly internationalizing those individual courses, and in turn the academic program components – ideally, even the degree programs and the disciplines as a whole will be influenced by the knock-on effects of the grant.

3. Should this program continue to exist in its present form? Why or why not? If not, provide suggestions for change.

Yes, the program should continue to exist in its present form. Philosophy courses are an integral part of the undergraduate academic experience, and the objectives and proposed student learning outcomes help to foster critical thinking and interpersonal skills. These skills are extraordinarily valuable in the workplace and are essential for continued personal and professional growth and development.

APPENDICES

I. Appendix A - DAR

AA-Philosophy

St. Philip's College

Detailed Assessment Report 2013-2014 Philosophy

Mission / Purpose

Philosophy is one of the disciplines in the Social and Behavioral Sciences Department. The mission of this Instructional Unit (Philosophy) is to create a collegial, current and sensitive learning environment to offer comprehensive resources in the study of Philosophy and to empower students so that they may succeed in life. The Philosophy faculty members are working to academically address the educational concerns of our local and global communities. This mission is consistent with the mission of the Department in providing a quality educational environment for our students - an environment which fosters participation and leadership in activities at St. Philip's College and the greater San Antonio community. Those who teach Philosophy in the Social and Behavioral Sciences Department believe that strong and positive social and cultural values are developed in an academically and culturally rich environment. Courses are designed to promote academic excellence and to develop analytical and critical thinking skills in our students.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Increase Completion Rate

By Spring 2014, increase course completion in all Philosophy courses by two percentage points.

Related Measures

M 1: Completion Rate

Increase overall completion rate in Philosophy courses.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:

Maintain overall completion rate within $\pm 2\%$ for all Psychology courses.

Finding (2013-2014) - Target: Met

Increased overall completion rates of 2.96% from Fall 2012 to Fall 2013 and 7.48% from Spring 2013 to Spring 2014.

SLO 2: Increase success (PGR)

By Spring 2014, increase course success rate (PGR) in Philosophy courses by two percentage points.

Related Measures**M 2: Success Rates**

Increase overall success rates in Philosophy courses.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:

Increase overall success rates by 1%.

Finding (2013-2014) - Target: Met

Increase overall success rates by 1.6% from Fall 2012 to Fall 2013 and 5.88% from Spring 2013 to Spring 2014.

SLO 3: Reduce High Risk Courses

By Spring 2014, maintain that no Philosophy course(s) appear on the high risk list.

Related Measures**M 3: Percentage of High Risk Courses**

Decrease the number of high risk courses by 2 courses, if applicable.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:

Maintain: No Philosophy courses appear on the high risk course list.

Finding (2013-2014) - Target: Met

No Philosophy courses are listed as high risk for academic years 2012-13 and 2013-14.

Details of Action Plans for This Cycle (by Established cycle, then alpha)**Assessment of Plan**

The measurements of the outcomes will be measured every fall. For success rates below 70%, the measuring tools will be evaluated against best practices at other colleges.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Implementation Description: Materials will be gathered in the Spring 2013 semester. Best practices in philosophy assessment will be studied in Fall 2013. Implementation will take place in Spring 2014.

Responsible Person/Group: Coordinator of Social Sciences One full time faculty One adjunct

Additional Resources: None at this time

II. Appendix B - Course Syllabi

Toggle navigation

Toggle navigation

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ALAMO
COLLEGES

INTRODUCTION TO PHILOSOPHY

PHIL-1301

Full Term Spring 2014

Section 048.20659

3-3-0 Credits

01/21/2014 to 05/17/2014

Modified 03/26/2014

Meeting Times

Online

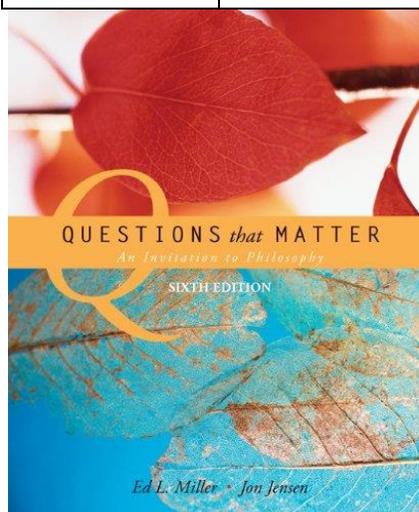
Contact Information

Name	Prof. Andrew Hill
Office	Sutton Learning Center, Room #219-Z St. Philip's College, San Antonio, Texas
Office Hours	MW 1:00 – 2:00 T & Th 2:00 – 4:00

	F 10:00 – 12:00 and 2:00 – 4:00
Phone	(210) 486-2565
Email	ahill76@alamo.edu

Materials

Name	Questions that Matter: An Invitation to Philosophy
Author	Edward Miller and Jon Jensen
Edition	The latest version is the “Sixth Edition” (2008). However, previous editions may be used in class.
ISBN-10	0073386561
ISBN-13	978-0073386560
Description	This classic text-reader introduces readers to the fundamental, timeless, and pressing questions of philosophy. The authors make the issues accessible for students with primary source readings incorporated into clearly written text material and an extensive pedagogical program that includes running summaries, high-interest boxes, biographies, epigrams, a philosophical dictionary. The new edition has been streamlined and revised to include a new chapter on Democracy, which expands the coverage of the ever-evolving realm of social and political philosophy.



Description

Introduction to the study of ideas and their logical structure, including arguments and investigations about abstract and real phenomena. Includes introduction to the history, theories, and methods of reasoning.

Prerequisites

INRW 0420

Objectives

- 1 Be able to write clear, organized, and well-argued philosophical papers.
- 2 Pass in-course exams and a comprehensive final examination on the content of the course.
- 3 Demonstrate competence in basic logical concepts and critical thinking.
- 4 Understand the core principles of each theory and the key arguments that support them.
- 5 Be able to offer a well-supported analysis of current and contemporary philosophical issues.

Outcomes

- 1 Read, analyze, and critique philosophical texts.
- 2 Demonstrate knowledge of major arguments, problems, and terminology in philosophy.
- 3 Articulate key conceptual distinctions in philosophy.
- 4 Present logically persuasive arguments in writing.
- 5 Demonstrate an ability to discuss and reflect upon the application of the course material to various aspects of life.
- 6 Evaluate the personal and social responsibilities of living in a diverse world.

Evaluation

	The Grading Scale
A	90% - 100% of possible points
B	80% - 90% of possible points
C	70% - 80% of possible points
D	60% - 70% of possible points
F	Below 60%

	The Grading Components & Weights
20%	<p>Attendance & Participation Discussion is an essential part of philosophical activity (as well as being enjoyable and rewarding). Class participation includes regular attendance, punctual arrival to class (as opposed to tardiness), participation in class discussion, small group participation, and participation in learning activities such as in-class writing, and will count toward 20% of the final grade.</p> <p><u>The Main Rule</u> In the classroom, and online, I have one main rule: Don't Be Rude.</p>
15%	Essay Papers
15%	Quizzes
20%	Tests
30%	Final Exam

Schedule

Calendar	Material	Assignments	Evaluations	Notes
Week 1	Introduction	Obtain Textbook		
Week 2	Chapter 1	Read Chapter 1		
Week 3	Chapter 1	Read Chapter 1	Quiz #1	Chapter 1
Week 4	Chapters 4 & 5	Read Chapters 4 & 5		
Week 5	Chapters 4 & 5	Read Chapters 4 & 5	Test #1	Chapters 1, 4 & 5
Week 6	Chapters 12 & 13	Read Chapters 12 & 13	Essay #1	
Week 7	Chapter 14	Read Chapters 14	Quiz #2	Chapters 12, 13, 14
Week 8				
Week 9	Chapters 16 & 17	Read Chapters 16 & 17		
Week 10	Chapter 18	Read Chapter 18	Test #2	Chapters 16, 17, 18
Week 11	Chapter 20	Read Chapter 20	Essay #2	
Week 12	Chapter 20	Read Chapter 20	Quiz #3	Chapter 20
Week 13	Chapter 23	Read Chapter 23		
Week 14	Chapter 23	Read Chapter 23	Quiz #4	Chapter 23
Week 15	Course Review	Course Review		
Week 16	Course Review		Final Exam	

Institutional Policies

STUDENT RESPONSIBILITIES:

A. Attendance:

Effective Spring Term 2010, student absences will be recorded from the first day the class meets. Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

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ALAMO
COLLEGES

INTRODUCTION TO ETHICS PHIL-2306

Full Term Spring 2014

Section 010.12053

3-3-0 Credits

01/21/2014 to 05/17/2014

Modified 03/26/2014

Meeting Times

Lecture

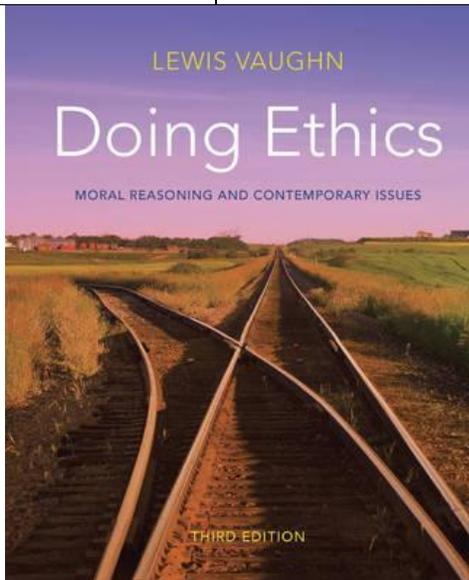
Monday, Wednesday, 10:00 AM to 11:15 AM, SLC #200

Contact Information

Name	Prof. Andrew Hill
Office	Sutton Learning Center, Room #219-Z St. Philip's College, San Antonio, Texas
Office Hours	MW 1:00 – 2:00 T & Th 2:00 – 4:00 F 10:00 – 12:00 and 2:00 – 4:00
Phone	(210) 486-2565
Email	ahill76@alamo.edu

Materials

Name	Doing Ethics: Moral Reasoning and Contemporary Issues
Author	Lewis Vaughn
Edition	The latest version is the “Third Edition” (2012). However, previous editions may be used in class.
ISBN-10	0393919285
ISBN-13	978-0393919288
Description	<i>Doing Ethics</i> emphasizes that moral decision-making is an active process—something one does. It provides students with the theoretical and logical tools that a morally mature person must bring to that process, and it offers an abundance of readings and case studies for consideration and discussion. Real-world relevance and practical pedagogy have made <i>Doing Ethics</i> a leading book in the field.



Description

Classical and contemporary theories concerning the good life, human conduct in society, and moral and ethical standards.

Prerequisites

INRW 0420

Objectives

- 1 Be able to write clear, organized, and well-argued philosophical papers.
- 2 Pass three in-course exams and a comprehensive final examination on the content of the course.
- 3 Demonstrate competence in basic logical concepts and critical thinking.
- 4 Understand the core principles of each ethical theory and the key arguments that support them.
- 5 Be able to offer a well-supported analysis of current and contemporary ethical issues.

Outcomes

- 1 Read, analyze, and critique philosophical texts.
- 2 Define and appropriately use important terms such as relativism, virtue, duty, rights, utilitarianism, natural law, egoism, altruism, autonomy, and care ethics.
- 3 Demonstrate knowledge of major arguments and problems in ethics.
- 4 Present and discuss ethical positions in well-reasoned writing.
- 5 Apply ethical concepts and principles to address moral concerns.
- 6 Demonstrate an ability to discuss and reflect upon the application of the course material to various aspects of life.
- 7 Reflect upon ways of living responsibly in a world where people have diverse ethical beliefs.

Evaluation

	The Grading Scale
A	90% - 100% of possible points
B	80% - 90% of possible points
C	70% - 80% of possible points
D	60% - 70% of possible points
F	Below 60%

	The Grading Components & Weights
20%	<p>Attendance & Participation Discussion is an essential part of philosophical activity (as well as being enjoyable and rewarding). Class participation includes regular attendance, punctual arrival to class (as opposed to tardiness), participation in class discussion, small group participation, and participation in learning activities such as in-class writing, and will count toward 20% of the final grade.</p> <p><u>The Main Rule</u> In the classroom, and online, I have one main rule: Don't Be Rude.</p>
15%	Essay Papers
15%	Quizzes
20%	Tests
30%	Final Exam

Schedule

Calendar	Material	Assignments	Evaluations	Notes
Week 1	Introduction	Obtain Textbook		
Week 2	Chapter One	Read Chapter One		
Week 3	Chapter One	Read Chapter One	Quiz #1	Chapter 1
Week 4	Chapter Two	Read Chapter Two		
Week 5	Chapter Two	Read Chapter Two	Test #1	Chapters 1 & 2
Week 6	Chapter Four	Read Chapter Four	Essay #1	
Week 7	Chapter Four	Read Chapter Four	Quiz #2	Chapter 4
Week 8	Chapter Five & Six	Read Chapters 5 & 6		
Week 9	Chapter Five & Six	Read Chapters 5 & 6	Test #2	Chapters 4, 5, 6
Week 10	Chapter Seven	Read Chapter Seven	Essay #2	
Week 11	Chapter Seven	Read Chapter Seven	Quiz #3	Chapter 7
Week 12	EHL Module One	Read EHL Module 1		
Week 13	EHL Module Two	Read EHL Module 2	Quiz #4	EHL 1 & 2
Week 14	EHL Module Five	Read EHL Module 5		
Week 15	Course Review			
Week 16	Course Review		Final Exam	

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ALAMO
COLLEGES

INTRODUCTION TO LOGIC PHIL-2303

Full Term Spring 2014

Section 008.20686

3-3-0 Credits

01/21/2014 to 05/17/2014

Modified 01/16/2014

Meeting Times

This course is delivered entirely online.

Contact Information

Office Hours: M, T, W, TH 2:00 - 4:00 and F 10:00 - 12:00

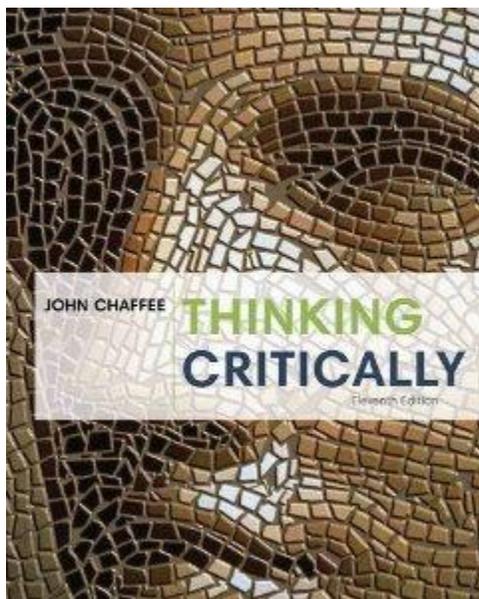
Office Location: SLC 219S

Office Phone: 486-2017

email: mfeldmeier@alamo.edu

Materials

Required Textbook: *Thinking Critically*, 11th edition, by John Chaffee (Cengage, 2014). ISBN: 9781285430119



Additional readings will be distributed online through Canvas.

Description

Nature and methods of clear and critical thinking and methods of reasoning such as deduction, induction, scientific reasoning, and fallacies.

Prerequisites

INRW 0420

MATH 0320

Objectives

Critical Thinking Skills - Critical thinking skills are the focus of a logic class. By carefully examining, analyzing, and evaluating arguments and argument structures students develop skills useful in any form of inquiry. Studying fallacies and methods of testing arguments for validity are also important tools for careful, critical thought.

Communication Skills - Analyzing, evaluating, and writing arguments are all good ways to develop communication skills, especially those involving consistency, persuasion, and clarity of reasoning. Studying fallacies provides further opportunity to consider ways in which communication can be misleading.

Social Responsibility - Related to the abilities to think well and communicate well are developing a sense of how these thinking and communication skills have an impact on those around us, in shaping political and social debates, and in sharing ideas across cultural differences.

Personal Responsibility - Reasoning carefully and communicating clearly are key components of personal responsibility in that students can develop skills of providing good reasons for their beliefs and honestly assessing the strengths and weaknesses of their reasons. This encourages students to take responsibility for their beliefs and for the actions they perform as a result.

Outcomes

- 1 Determine the logical structure of English arguments by identifying premises and conclusions.
- 2 Translate English statements into propositional and predicate notation.
- 3 Validate argument forms using the methods of truth tables and a system of propositional logic.
- 4 Understand basic concepts of formal logic including truth functionality, validity, soundness, tautology, contradiction, counterexample, and equivalence.

Evaluation

Final grades for our course will be determined in the following way:

The total number of points possible (for the entire semester) is 200.

The grading scale is as follows:

A = 90% - 100% of possible points

B = 80% - 90% of possible points

C = 70% - 80% of possible points

D = 60% - 70% of possible points

F = Below 60%

The work for this course consists of weekly assignments and a final exam.

Assignments: 160 points possible

A given assignment will be worth either 5, 10, or 15 points, depending on the assignment. The sum of the point values of all of the assignments will be 160. Completing a given assignment will involve reading a particular chapter in our textbook and doing one or more of the following: (a) participating in class discussion, (b) submitting chapter summaries or outlines, (c) submitting written answers to various questions, or (d) completing multiple-choice quizzes. When I post a given assignment, there will be detailed instructions about how to complete it, when it is due, and how points will be assigned. No assignments will be due during spring break or during finals week.

Final Exam: 40 points possible

During finals week, you will have an opportunity to take an open-book final exam. The exam, which will be comprehensive, will contain multiple-choice exercises, exercises that require relatively short written responses, and an essay.

Schedule

Tentative Plan: We'll cover nine chapters of our textbook, typically spending one to two weeks on a given chapter. We'll proceed through the textbook by working through the following chapters (in the following order):

Ch. 1 – Thinking

Ch. 2 – Thinking Critically

Ch. 4 – Perceiving and Believing

Ch. 5 – Constructing Knowledge

Ch. 10 – Constructing Arguments

Ch. 11 – Reasoning Critically

Chs. 3 and 9 – Solving Problems and Thinking Critically About Moral Issues

Ch. 12 – Thinking Critically, Living Creatively

We may also study parts of other chapters, and there will be some required readings in addition to the assigned readings in our textbook.

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<http://www.alamo.edu/spc/disability-resource-center/>

If you have specific needs, please discuss them privately with your instructor.

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III. Appendix C – Faculty Qualifications Roster

2. The **Faculty Qualifications Roster**. Included below are all faculty who taught one or more classes during any term of the 2013-2014 academic year, and any newly hired faculty for fall 2014.

F = Full-time P = Part-time D = Developmental UN = Undergraduate Nontransferable UT = Undergraduate Transferable G = Graduate			
Feldmeier, Marie (F)	<p>SPRING 2014</p> <p>PHIL 2306 Introduction to Ethics, 3(UT)</p> <p>PHIL 1304 Introduction to World Religions, 3(UT)</p> <p>PHIL 2303 Introduction to Logic, 3(UT)</p>	University of Notre Dame PhD Philosophy	
Ferguson, Lester (P)	<p>SPRING 2014</p> <p>PHIL 2306 Introduction to Ethics, 3(UT)</p> <p>PHIL 1301 Introduction to Philosophy, 3(UT)</p> <p>FALL 2014</p> <p>PHIL 2306 Introduction to Ethics, 3(UT)</p>	University of Dayton MA Philosophy	
Fuller, Matthew (F)	<p>FALL 2014</p> <p>PHIL 1301 Introduction to Philosophy, 3(UT)</p> <p>PHIL 2306 Introduction to Ethics, 3(UT)</p>	American University MA Ethics, Peace and Global Affairs	Distance Learning Certified by SPC Master Teacher Certified by SPC
Hill, Andrew J. (F)	<p>SPRING 2014</p> <p>PHIL 1301 Introduction to Philosophy, 3(UT)</p> <p>PHIL 2306 Introduction to Ethics, 3(UT)</p> <p>FALL 2014</p> <p>PHIL 1301 Introduction to Philosophy, 3(UT)</p> <p>PHIL 2306 Introduction to Ethics, 3(UT)</p>	University of St. Thomas MA Philosophy Loyola University, of New Orleans JD Civil Law	Distance Learning Certified by SPC

Parsons, Robert (P)	SPRING 2014 PHIL 1301 Introduction to Philosophy, 3 (UT) PHIL 2306 Introduction to Ethics, 3(UT)	University of Pittsburgh M Ed Secondary Education	He does not have 18 graduate hours in Philosophy. Consequently, he is no longer teaching for us.
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