



ALAMO COLLEGES DISTRICT  
St. Philip's College

# Instructional Unit Review

## 2023–2024

Years under Review

2022–2023 (1 years prior)

2021–2022 (2 year prior)

2020–2021 (3 years prior)

## Philosophy

Marie Pannier Feldmeier, Ph.D.

Assistant Professor of Philosophy

Jamie Hardy, Ph.D.

Instructor of Philosophy

Andrew Hill, J.D.

Associate Professor of Philosophy

28 February 2024

The Instructional Unit Review (IUR) was developed at St. Philip's College in the 1990s by faculty and program coordinators so that programs could undergo strategic planning and prioritizing as unique educational programs. Over time, the review items in the IUR process have evolved to align with College, District, and accreditor standards. However, the IUR remains a St. Philip's College product and process.

## Contents

1. Mission and Goals.....	4
2. Instruction and Curriculum .....	6
3. Enrollment Profile .....	15
4. Assessment (Workforce Only).....	18
5. Faculty .....	20
6. Facilities, Equipment, and Supplies.....	22
7. Summary of Findings.....	23
Appendices.....	24

# 1. Mission and Goals

## 1.1. Mission and Planning

### 1.1.1. What is the mission of the IU?

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 (1) our formal Philosophy courses, (2) the Philosophy Club, (3) the Ethics Bowl Team, (4) The Quality Enhancement Plan (QEP) Team, (5) the Philosophy Awards program, the (6) Faculty Research Series, the (7) Intercollegiate Civil Disagreement Partnership (ICDP), and (8) our involvement with international education initiatives, including the Alamo Colleges DSO International Faculty Committee; the World Affairs Council; the Rotary Club of San Antonio; the Fulbright Scholar-in-Residence program; the San Antonio Peace Center at Northwest Vista College; and the Stanford University Education Partnership for Internationalizing Curriculum (EPIC)/Global Educators Network (GEN).

### 1.1.2. Is the IU accomplishing its mission? Explain how this was determined. How does this mission relate to the mission of the district and/or college?

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 District 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 educational achievement and career readiness.” 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.

### 1.1.3. Place your most recent Operational Unit and Assessment Planning (OUAP) in Appendix A, and reference it here. Your SWOT report will be included in this appendix and as a stand-alone entry in Appendix G. Be sure the Operational Unit and Assessment Planning includes enrollment trends, attrition or retention rates, graduation rates, and employment/placement rates if applicable.

The Operational Unit and Assessment Planning (OUAP) document, and the Detailed Assessment Report (DAR) are in Appendix A. The details listed there reflect a small but active Philosophy Instructional Unit, with a clear mission and focused implementation of that mission. Of special note are the unique contributions of the Philosophy IU to the international education efforts of the College. The unit is an “energy center” for the well-established partnership between the Alamo Colleges and the Corrymeela Peace and Reconciliation Centre in Northern Ireland. Previously, the unit’s faculty designed and implemented the 2015 Study Abroad Program to Northern Ireland at the Corrymeela Centre. Since that time, the faculty have led the team that wrote three (3) successful Fulbright Scholar-in-Residence proposals to bring internationally recognized peace and conflict studies scholars to teach at St. Philip’s College. In fact, the current Fulbright scholar, Prof. Vladimer Narsia, is co-sponsored with the San Antonio Peace Center at Northwest Vista College. As noted above, the Philosophy faculty are providing leadership in international education at the College level and these efforts are having an impact on the Greater San Antonio community, as well as regionally, nationally, and internationally.

- 1.2. Applied Science & Technology Units: Advisory Committees (If you do not have an advisory committee and meeting minutes, insert Appendix B with the statement “Advisory Committee and Meeting Minutes not required.”)

Advisory Committee and Meeting Minutes not required.

## 2. Instruction and Curriculum

### 2.1. Instruction

- 2.1.1. Provide a statement letter from your Chairperson confirming that all Syllabi are posted in Simple Syllabus.

All Syllabi are posted online in Simple Syllabus. The Department Chairperson, Dr. Joelle Nanivazo, has confirmed this at the beginning of each semester. To that end, Dr. Nanivazo has provided a letter confirming that all Syllabi are posted online in Simple Syllabus, and that letter is contained in Appendix C.

- 2.1.1.1. Provide a list of the courses taught only once per year and identify the semester in which the once per year course is offered.

The Philosophy IU does not have any courses that are taught only once per year.

- 2.1.1.2. How often does your unit review and/or revise syllabi? What prompts you to make changes?

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.

- 2.1.1.3. A **basic informational syllabus** for **each course** in the curriculum is published in the current SPC Catalog. Each course syllabus includes the course number and course title, course description, list of required texts, student learning outcomes, program student learning outcomes, course overview, last revision date, and any other information the Philosophy IU deems necessary.





- 2.1.1.4. An example of **one individual faculty member's syllabus** for **each** course offered in the current term is provided in Appendix E. These include instructor's name, office number, office hours, office phone (if applicable); and instructor's requirements for items such as textbooks, supplies and materials, evaluation criteria, standards of student performance, attendance, reading, assignments, field study, etc.

2.1.2. QEP (Ethical Decision Making)

2.1.2.1. How are results of the data used to make changes or improve your unit?





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).

2.1.2.2. Ethical Decision Making: Please indicate on the table below whether or not your unit has met the following responsibilities as it relates to the QEP. **If not, why not?** (Please present answer statements in complete sentences)

Faculty responsibility relating to QEP	Yes	No
Identified QEP SLOs address in each identified course		
Align QEP SLOs with the syllabus		
Align QEP SLOs with instructional activities		
Align QEP SLOs with in-classroom assessment		

Use this space to present answer statements if your unit has not met the above requirements.

2.1.2.3. Indicate on the table below whether or not faculty are fully engaged in the QEP process. If not, why not? (Please present answer statements in complete sentences)

Faculty responsibility relating to QEP	Yes	No
Engaged students in ethical decision-making activities in their courses		
Developed and assignment coursework to fulfill QEP requirements		
Provided feedback to students regarding their ethical decision-making skills		
Documented and shared ethical skill development best practices		

Use this space to explain if your unit has not met the above requirements.

2.1.2.4. Resources - List the resources, services, and reference sources that are provided for students. Note also any resources, services, and reference sources that are needed but lacking.

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: the faculty members themselves, Marie Feldmeier, Jamie Hardy, and Andrew Hill. Through direct student contact, both within the classroom and outside of it via the Philosophy Club, the Ethics Bowl Team, the Intercollegiate Civil Disagreement Partnership, 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.

Resources	Status
Philosophy Club	Active
Ethics Bowl	Active
Intercollegiate Civil Disagreement Partnership	Active
The Annual Philosophy Faculty Awards Program	Active

2.1.2.5. Identify the criteria and process of textbook selection for your instructional Unit.

Textbooks for each course are chosen by the instructor according to his or her professional judgment, after consultation with the entire Philosophy Faculty, our colleagues on the Philosophy Faculty of the other Alamo Colleges, and with our Department Chair. 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 consensus within the discipline (i.e., has it been adopted by other departments).

## 2.2. General Education Requirements

2.2.1. List each general education course required for any associate's degree or certificate of completion in your IU, and briefly describe the contribution of that course to your overall curriculum. Does this meet the discipline's general education requirement needs? If not, what is your action plan to meet the requirements?



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

Course (or core area)	Contribution	Credit Hours
<b>PHIL 1301</b> 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
<b>PHIL 1304</b> Introduction to World Religions	A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam.	3
<b>PHIL 2303</b> Introduction to 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
<b>PHIL 2306</b> 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

### 2.3. Distance Learning

2.3.1. In the table below, list the Distance Learning courses offered by this Instructional Unit.

If there are no Distance Learning courses offered by this Instructional Unit, why not?

What are your plans for implementing or expanding Distance Learning course offerings in the future? (Please answer in complete sentences.)

Course	Course Name	Semester Offered
<b>PHIL 1301</b>	Introduction to Philosophy	202330
<b>PHIL 1304</b>	Introduction to World Religions	202320
<b>PHIL 2303</b>	Introduction to Logic	202210
<b>PHIL 2306</b>	Introduction to Ethics	202330

The Philosophy IU offers Distance Learning courses on a regular basis for the two most utilized classes (PHIL 1301 and PHIL 2306) and on an intermittent basis for the two less commonly taught classes (PHIL 1304 and PHIL 2303).

2.3.2. In the table below, list the course numbers and titles of all Distance Learning courses offered in your department during the immediate previous year Fall, Spring, and Summer (Add extra rows to the table as needed).

2.3.2.1. What is the ratio of Distance Learning (DL) to Face-to-Face (FtF) to Hybrid courses? Distance learning courses include classes that are taught remotely. Hybrid means about half of the classes were held in the classroom and the other portion of class was online. Remote are classes that are taught synchronously through Zoom.

Fall Course Number	Course Name	Remote	Number of Hybrid	Number of DL	Number of F2F	Ratio
PHIL 1301	Introduction to Philosophy	1		3	1	3:1
PHIL 1304	Introduction to World Religions			2		2:0
PHIL 2306	Introduction to Ethics	1	1	7	1	7:1
Spring Course Number	Course Name	Remote	Number of Hybrid	Number of DL	Number of F2F	Ratio
PHIL 1301	Introduction to Philosophy	1		5	2	5:2
PHIL 1304	Introduction to World Religions			2		2:0
PHIL 2306	Introduction to Ethics	1		7	2	7:2
Summer Course Number	Course Name	Remote	Number of Hybrid	Number of DL	Number of F2F	Ratio
PHIL 1301	Introduction to Philosophy			1		1:0
PHIL 1304	Introduction to World Religions			1		1:0
PHIL 2306	Introduction to Ethics			5	1	5:1

2.3.2.2. Is there any significant difference in the PGR and retention rate between students in the Distance Learning and Face-to-Face courses?

There is not a significant difference in the PGR and retention rate.

2.3.2.3. If yes, explain your action plan addressing why this may have happened and how your unit plans to resolve the difference.

There is not a significant difference in the PGR and retention rate.

2.3.3. On the SACCOC Roster (see Appendix J), please note all full-time and adjunct faculty members who are teaching Distance Learning courses. Are they all DL certified? (All faculty are required to complete Canvas Training for certification provided by IIC.) If all are not certified, then explain why not.

All full-time and adjunct faculty members are DL certified.

2.4. Off-Site Instructional Sites (OCIS)

**Off-Campus Instructional Site** An off-campus instructional site is a teaching site located geographically apart from the main campus. A site at which an institution provides electronic delivery and where students go to access the support services needed is also considered an off-campus instructional site. The site is not independent of the institution's main campus.

2.4.1. In the table below, list the courses offered by this instructional unit at Off-Campus Instructional Sites. If there are no courses offered by this unit at Off-Site Instructional Units, explain why not. What are your plans for implementing or expanding course offerings at Off-Campus Instructional Sites in the future? (Please answer in complete sentences.)

The Philosophy UI regularly offers PHIL 2306 Introduction to Ethics Off-Campus in response to requests from Joint Base San Antonio. The course has been offered at JBSA-Fort Sam Houston, JBSA-Lackland and JBSA-Randolph in response to their requests.

Course	Course Name	Semester Offered
PHIL 2306	Introduction to Ethics	202410
		202320

2.4.2. In the table below, list the course numbers and titles of all courses offered in your department during the last year, Fall 2022, Spring 2023, and Summer 2023 at Off-Site Instructional Units. (Add extra rows to the table as needed).

2.4.2.1. What is the ratio of OCIS to on-campus courses?

Fall 2022 Course Number	Course Name	Number of OCIS courses	Number of on campus courses	Ratio
PHIL 2306	Introduction to Ethics	1	8	1:8

Fall 2022		Number of OCIS courses	Number of on campus courses	Ratio
Course Number	Course Name			
Spring 2023		Number of OCIS courses	Number of on campus courses	Ratio
Course Number	Course Name			
PHIL 2306	Introduction to Ethics	1	10	1:10
Summer 2023		Number of OCIS courses	Number of on campus courses	Ratio
Course Number	Course Name			
N/A	N/A	0	0	0

2.4.2.2. Is there any significant difference in the PGR and retention rate between students in the OCIS and on-campus courses?

There is not a significant difference in the PGR and retention rate.

2.4.2.3. If yes, explain your action plan addressing why this may have happened and how your instructional unit plans to resolve the difference.

There is not a significant difference in the PGR and retention rate.

2.4.3. In the SACCOC Faculty Roster (see Appendix J), please note all full-time and adjunct faculty members who are teaching at Off-Campus Instructional Sites (Dual Credit at High Schools, additional campuses, e.g., Southwest Campus) courses. If there are no courses offered by this unit at Off-Site Instructional Units, explain why not. What are your plans for implementing or expanding course offerings at Off-Site Instructional Units in the future? (Please answer in complete sentences)

Anthony Givhan, Ph.D. and Andrew Hill, J.D. have taught at the Off-Campus Instructional Sites through Joint Base San Antonio. They have taught PHIL 2306, Introduction to Ethics, at JBSA-Fort Sam Houston, JBSA-Lackland and JBSA-Randolph in response to their requests.

2.4.4. Does your unit offer any SACSCOC-approved degree or certificate programs available entirely at Off-Campus Instructional Sites? If so, list the degree and/or certificates, OCIS location, and years offered here.

The Philosophy IU does not offer any SACSCOC-approved degree or certificate programs entirely at Off-Campus Instructional Sites.

Degree or Certificate Name	OCIS Location	Years Offered (beginning date through closing date)
N/A	N/A	N/A

2.4.5. Articulation and Transfer Agreements

2.4.5.1. List the Transfer Agreements that exist for courses within this Instructional Unit.

Information is available from this link: <https://www.alamo.edu/spc/experience-spc/current-students/transfer/>

The courses offered by the Philosophy IU can be transferred to four-year or professional institutions under the provisions of the Southern Association of Colleges and the Texas Higher Education Coordinating Board in accordance with the Texas Common Course Numbering System. There are Transfer Joint Articulation Agreements now coordinated through the Alamo Colleges District office with three (03) Universities: The University of the Incarnate Word, Texas Lutheran University, and the University of Texas at San Antonio. Information is listed at this link:

<https://myalamocatalog.alamo.edu/content.php?catoid=143&navoid=8171>

2.4.6. List the Articulation Agreements that exist for programs within this Instructional Unit.

There are Transfer Joint Articulation Agreements now coordinated through the Alamo Colleges District office with three (03) Universities:

- 1) The University of the Incarnate Word,  
[Philosophy - AA to BA - University of the Incarnate Word \(UIW\) 2017-2018](#)
- 2) Texas Lutheran University, and  
[Philosophy - AA to BA - Texas Lutheran University \(TLU\) 2017-2018](#)
- 3) The University of Texas at San Antonio  
[Philosophy - AA to BA - The University of Texas at San Antonio \(UTSA\) 2017-2018](#)

### 3. Enrollment Profile

- 3.1. Does this unit have a selection process for student acceptance into the program(s) or course(s)? If so, describe the selection process.

The Philosophy IU does not have a selection process for student acceptance into the program(s) or course(s).

- 3.2. Cite the minimum basic skills required for acceptance into this program or course. How are those requirements published? (pre-requisites published in the College Catalog)

The Philosophy IU does not have a selection process for student acceptance into the program(s) or course(s).

- 3.3. Key Performance Indicators: In the tables below supply the KPI for the time/s listed. Information is available from the Department Chair. (For Majors/Concentrations) <https://www.alamo.edu/spc/about-spc/college-offices/planning-research-and-effectiveness/institutional-data/>

- 3.3.1. Number of Self-Declared Majors/Concentrations for three Fall semesters prior to this current academic year

Fall 3 years prior	Fall 2 years prior	Fall 1 year prior
0	0	0

- 3.3.2. Number of Contact Hours for three academic years prior to this current academic year

3 years prior	2 years prior	1 year prior
58,032	58,704	67,248

- 3.3.3. Average Class Size for three academic years prior to this current academic year

3 years prior	2 years prior	1 year prior
29	31	33

- 3.3.4. Course Completion Rate for three academic years prior to this current academic year

3 years prior	2 years prior	1 year prior
97.9	96.7	96.6

3.3.5. Productive Grade Rate for three academic years prior to this current academic year

3 years prior	2 years prior	1 year prior
88.9	87.5	87.2

3.3.6. Graduation: Number of degrees/certificates awarded for three academic years prior to this current academic year

3 years prior	2 years prior	1 year prior
0	0	0

3.4. Career and Technical Instructional Units: Please complete the following tables:

3.4.1. Number of students accepted into the Instructional Unit for three academic years prior to this current academic year

3 years prior	2 years prior	1 year prior
N/A	N/A	N/A

3.4.2. Retention for three academic years prior to this current academic year

3 years prior (retained from previous year)	2 years prior (retained from previous year)	1 year prior (retained from previous year)
N/A	N/A	N/A

3.4.3. Licensure Pass Rates: Compare your students' success rate to any standards mandated by related regulatory bodies (such as program accreditors, boards, etc.) for three academic years prior to this current academic year

3 years prior	2 years prior	1 year prior
N/A	N/A	N/A

3.4.4. What is the accrediting/regulating body's mandated standard for Licensure Pass Rate?

3.4.5. Employment: The Instructional Unit's percentage of students employed within six months of graduation for three academic years prior to this current academic year

3 years prior	2 years prior	1 year prior
N/A	N/A	N/A

3.5. For all Instructional Units: You may use the data from your Operational Unit and Assessment Planning for the following questions.

3.5.1. What did you learn from evaluating your Key Performance Indicators (KPIs) and enrollment trends?

The Philosophy IU has seen steady growth in contact hours and average class size, but the CCR and PGR have remained relatively consistent.



3.5.2. Provide the SWOT (Strengths/Weaknesses/Opportunities/Threats) in a Word document (not a .pdf).

A copy of the SWOT has been included in Appendix G.

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

The Philosophy IU has seen steady growth in contact hours and average class size, but the CCR and PGR have remained relatively consistent. However, in terms of improvements, the Philosophy IU could do more to create additional opportunities for teaching at Off-Campus Instructional Sites.

#### 4. Assessment (Workforce Only)

4.1. List the Program Student Learning Outcomes (PSLOs) for your Instructional Unit. **This section is for Workforce only.**

4.1.1. Describe the process/es to identify the PSLOs and whose input was included (faculty, Advisory Committee, program accreditors, THECB, etc.)

N/A

4.1.2. Please attach your Instructional Unit’s Curriculum Map in Appendix H.

N/A

4.1.3. When was the Curriculum Map last updated, and when will it be reviewed for possible updates?

N/A

4.1.4. Describe how the Instructional Unit included all faculty in the development/revision/updating of the Curriculum Map.

N/A

4.2. PSLO Attainment in the three years prior to the current academic year: in the table below, please add your PSLOs and indicated data.

	3 Years Prior	2 Years Prior	1 Year prior
PSLO 1:			
Target			
Target Met?	N/A		
PSLO 2:			
Target			
Target Met?	N/A		
PSLO 3:			
Target			
Target Met?	N/A		
PSLO 4:			
Target			
Target Met?	N/A		
PSLO 5:			
Target			
Target Met?	N/A		

4.3. Action Plans

4.3.1. How did the Instructional Unit make decisions about the meaning of the PSLO data in order to strengthen the IU?

N/A

4.3.2. What specific actions did the Instructional Unit take to improve PSLO attainment at all instructional sites and in all modalities?

N/A

## 5. Faculty

- 5.1. Qualifications: Insert the SACCOG Faculty Roster into Appendix J. Include all faculty who taught one or more classes during any term of the three previous academic years and any newly hired faculty for the current academic year.

The SACCOG Faculty Roster has been inserted into Appendix J.

- 5.2. Qualifications: <http://sacscoc.org/app/uploads/2019/07/faculty-credentials.pdf>

- 5.2.1. State the minimum SACSCOC faculty qualifications (qualifying degree) to teach in this Instructional Unit.

Faculty members teaching in the Philosophy IU must meet this standard:

“Faculty teaching general education courses at the undergraduate level: doctorate or master’s degree in the teaching discipline [Philosophy] or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

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

The Philosophy IU currently has three full-time faculty members, and one regular part-time faculty member (who teaches up to three courses in a full semester and occasionally teaches over the summer term as well).

- 5.3.1. State the ratio of full-time to adjunct faculty.

The ratio of full-time to adjunct faculty is 3:1 as of spring 2024.

- 5.3.2. Is the ratio appropriate for the Instructional Unit? If not, explain the necessity for hiring more full-time faculty.

The ratio of full-time to adjunct faculty is 3:1 as of spring 2024, however, as previously indicated, the contact hours continue to grow even as our average class size has already grown to 33 students. There is significant demand for the classes offered by the Philosophy IU, especially for PHIL 1301 and PHIL 2306.

Semester	Number of Sections (as Workload Units) Taught as Full-time Faculty Loads	Number of Sections (as Workload Units) Taught as Overloads	Number of Sections (as Workload Units) Taught by Adjunct Faculty	Total Sections (as Workload Units) in the current semester
Previous Academic Year: <b>Fall</b>	15	0	3	18
Previous Academic Year: <b>Spring</b>	10	2	6	18
<b>Totals</b>	25	2	9	36
<b>Percent of Total</b>	69.5	5.5	25.0	100

5.4. For Applied Science & Technology and Health Science Instructional Units, provide documentation that demonstrates advisory committee members have reviewed faculty qualifications and professional growth.

5.4.1. State date of last review.

N/A

5.4.2. Document N/A in this space if not required by your accreditation body.

N/A

5.5. Professional Development

5.5.1. State the extent to which faculty are mandated by the state, professional organization(s) and/or accrediting organization(s) to maintain continuing education credits and professional licensing, where applicable. Are all the faculty maintaining required continuing education credits? If not, why not?

N/A

5.5.2. In Appendix K list faculty development activities, including professional organization affiliations, that faculty in the IU have undertaken in the current and previous two academic years (professionally and educationally) to enhance and improve their teaching abilities and/or to meet minimum qualifications.

5.5.3. Explain how the professional development needs of adjunct faculty are addressed.

N/A

5.6. Evaluation

5.6.1. Are all faculty evaluated in accordance with board policy? Evaluation policy and procedure is available online at District Policy Index; look for policy # D.7.1, D.7.11, and D.7.1.2.

N/A

5.6.2. If faculty are not evaluated according to board policy, then explain why not.

N/A

## 6. Facilities, Equipment, and Supplies

6.1. Provide, in narrative form, an overall assessment of your program's facilities, equipment, and supplies. This may include: classrooms, laboratories, offices, other space, equipment, consumable lab supplies, hardware and software, maintenance and tech support, and/or health and safety issues.

The Philosophy faculty utilizes classrooms in the Sutton Learning Center on a regular basis. The building was renovated in 2014 and 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 facilitate presentations directly from the internet, saved PowerPoint presentations, or even DVD movie clips.

The Philosophy faculty also conduct classes at JBSA-Fort Sam Houston, JBSA-Lackland and JBSA-Randolph, and the provided facilities and professional support have generally been quite good.

6.2. Describe any notable deficiencies and/or areas that need attention.

There are no notable deficiencies.

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

Yes, the facilities utilized by the program are sufficient for fulfilling the mission.

## 7. Summary of Findings

- 7.1. Using the information gathered in this report, draw conclusions as to how your program is doing. Note any strong points, as well as those areas that need improvement.

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 three well credentialed and experienced instructors, and support from an equally well qualified adjunct instructor, all of whom are also certified in Distance Learning, the discipline is poised to expand the scope of offerings online and face-to-face. In fact, the newest addition to the faculty, Dr. Jamie Hardy, led the effort to add a new course to our rotation: PHIL 2307 – Introduction to Social and Political Philosophy. Our hope is to add PHIL 2371 – Introduction to Business Ethics in the next academic year.

The clear strength of the Philosophy IU is the broad-based experience of the faculty members, who represent a range of expertise. This chief attribute has been supported and enhanced by the College, with support for professional development and innovative programs such as our participation in the Fulbright Scholar-in-Residence program. This year (AY 2023-2024) we have been augmented by Prof. Vladimer Narsia, a visiting Fulbright professor from Ilia State University in Tbilisi, Georgia, and he has added an immense amount to the Philosophy IU, the Social and Behavioral Sciences Department, and St. Philip's College.

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

Our plan for capitalizing on our strengths is to continue our participation in the Fulbright program, continue our professional development through our participation in our existing academic partnerships, and continue to expand our course offerings.

- 7.3. 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. In addition, the Philosophy Faculty empowers our diverse student population through a wide range of curricular and co-curricular experiences.

## Appendices

Appendix A: OUAP

Appendix B: Advisory Meeting Minutes (if applicable)

Appendix C: Chair letter stating Syllabi are checked in Concourse

Appendix D: Department Syllabi

Appendix E: Instructor Syllabi Example

Appendix F: Documents of Other Qualifications & Comments related to Courses being Taught

Appendix G: SWOT Analysis

Appendix H: Curriculum Map

Appendix I: Advisory Committee Review of Faculty Qualifications and Profession Development

Appendix J: SACCOC Faculty Roster with OCIS/Dual Credit and Distance Learning Certified Faculty noted

Appendix K: List of Faculty and their Professional Development



# APPENDIX A: OUAP

Philosophy IUR  
2023-2024  
ST. PHILIP'S COLLEGE



# Strategic Planning Results

**Sorted By: Planning Unit**

**Planning Year: 2022-2023**

## Planning Unit ID

33

Unit Code	Planning Unit	Unit Manager
821161	A&S Social and Behavioral Sciences DEPT	Nanivazo, Joelle

Unit Purpose
<p>Department Purpose Statement: The Social and Behavioral Sciences Department offers courses that encourage critical thinking about the behavioral patterns and social issues of our modern world. Our goal is to provide leadership experiences and opportunities for our students, and exposure to relevant campus, district, and community activities, within a quality educational environment. Positive values and ethical decision-making processes are strongly promoted through our academically and culturally enriched environment. We have designed programs which encourage and challenge the student to excel in critical thought and theoretical applications to “real world” experiences.</p>

Environmental Scan and ASWOT
<ul style="list-style-type: none"> <li>• <b>1 - Environmental Scan</b> SBS will examine data for productive grade rate, promote SBS courses, ISLO assessment performance, organize a series of events where former students will present their perspectives on academic and career paths.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>2 - Achievements</b> SBS faculty are extremely engaged in the St. Philip's community and have received a number of awards and recognitions. SBS faculty have successfully organized 10 institutes events last academic year. Ms. Irene Young is an ACD International Faculty Fellow Curriculum Internationalization. Irene Completed the Global Mental Health Student Project as part of her Ph. D. program. Her Social Psychology courses was awarded the Global Course Designation. She submitted a proposal for the QEP Reading Buddies for the SEG Scholarships. The proposal was approved and students in psychology will be awarded a scholarship for participating in the QEP Reading Buddies. Ms. Irene Young received the NISOD Excellence Award, Minnie Stevens Piper, SPC Teaching Excellence Award, and NISOD award in Fall 22. Andrew Hill has gathered a committee of ACD faculty and employee to apply to Fulbright Scholar-in-Residence Program for AY 2023-2024. The committee agreed to invite Prof. Vladimir Narsia of Ilia State University in Tbilisi, Georgia. Prof. Vladimir Narsia is a Russell Berrie Fellow in Interreligious Studies at the Pontifical University of St. Thomas Aquinas (also known as the Angelicum). Prof. Vladimir is open to the residency and would welcome the invitation. Last academic year, Professor Hamilton did 16 Texas History community outreach presentations for the Road Scholars. This academic year. He is scheduled for 20 presentations, fall and spring combined. There are thousands of presenters in the Road Scholars program, Professor Hamilton evaluation places him in the top 10 individual's presentation in the country. The Texas Higher Education Coordinating Board appointed Margaret Richardson as a member of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee. Margaret Richardson will serve from September 1, 2022 and will end in August 31, 2025. Wild West Magazine, the foremost western history magazine in print today, has accepted two of Professor Allen Hamilton articles for publication. The first article will be published in the Spring 2023 issue. Full-time faculty member SBS faculty serve in leadership roles on the QEP, Honors Advisory, Academic Integrity, and the International Faculty committees. The Philosophy Program is spearheading a number of initiatives. These include Intercollegiate Civil Disagreement Partnership (with Harvard Stanford, UC Bakersfield, and Santa Fe College in Florida) the Philosophy Club, and the Ethics Bowl. The Philosophy Program is in the process of trying to establish a Center for Excellence in Ethics. SBS faculty are also very active in the larger community and delivered presentations in various forums (e.g. Dreamweek, EduTech). Marie Feldmeier and San Miguel have made significant progress in our efforts to develop a pilot honors program. They attended intensive workshops offered through the National Collegiate Honors Council, and had several meetings with key administrators. Vice President Dawson gave us a green light to move forward the honor program. Marie Feldmeier and San Miguel lead the S.T.R.E.A.M Lecture and Performing Arts Series and facilitated seven events during the 21-22 academic year. They plan on organizing three events for Fall 2022. Dr. Nanivazo assembled a delegation of staff, faculty, and students to represent SPC to the second HBCU Conference at Huston-Tillotson University. The Criminal Justice, Sociology, Social Work,</li> </ul>

	<p>Government, and History disciplines organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. Students and faculty toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip. The Social &amp; Behavioral Sciences Department hosted two open houses in Fall 22 and Spring 2023. At these Open Houses, faculty opened their doors to meet students and provide information about classes within their respective disciplines. Students were also able to share in some Halloween and fun Fiesta-themed games, information on St. Philips College 125th anniversary; grab some snacks, and check out the "Halloween" and "Fiesta" Walkway, which featured the full outer office, conference room and decorated office doors. The SBS Open House allows students to check out information on courses offered across several disciplines and meet their instructors in a relaxed and fun setting on campus. The participation of these two events reached 350 faculty, student, and staff.</p>
•	<p><b>3 - Strengths</b> The program has a diverse faculty who is extremely engaged in both the campus and local communities. In addition to their academic credentials, a large number of our faculty also have relevant professional experience in their respective disciplines and fields. Several SBS full-time faculty are enrolled and are completing their doctoral degrees. Seventy-five percent of the SBS full time faculty have research backgrounds and experience working at both community colleges and four-year institutions.</p>
•	<p><b>4 - Weaknesses</b> SBS has not performed well on some components of the ISLO assessment for personal responsibility. The department has not met its recent goals to increase the productive grade rate. The department has lost two full time faculty due to retirement and resignation.</p>
•	<p><b>5 - Opportunities</b> The SBS will hire two new full-time faculty for philosophy and sociology. These new faculty will start in Spring 23. SBS will undertake the initiatives to enhance student recruitment and engagement by organizing a series of career talks for each discipline and will organize open houses. SBS puts together a committee focusing on drafting a department handbook. SBS faculty will continue to review ISLO artifacts to ensure alignment to outcomes as per the rubrics. We hope that this will not only enhance the department's profile but also provide opportunities for students to engage in research for honors capstone projects and other related initiatives. The Philosophy Program's initiatives and the SBS Open Houses events can potentially enhance student recruitment and engagement for SBS.</p>
•	<p><b>6 - Threats</b> The major threats facing our department are the same that most colleges and universities are encountering. These include 1) reduced enrollments, 2) Faculty retention, 3) students facing economic and other hardships due inflation, 4) Faculty retirement and resignation</p>

Obj ID	Objective	Objective Purpose	Objective Status
1167	Improve ISLO scores for Cycle I	Unit Plan Objective	In Progress

#### Objective Description

1) SBS will increase ISLO scores for Cycle 2 The SPC target benchmark for ISLO is 75% for each core competency area for Cycle I, respectively. Lead Measure: percentage of students assessed as skillful and emerging in each cycle. SBS will target ISLO scores for all three competencies as below: Communication: 75% Critical thinking: 75% Personal Responsibility: 75% Towards this end, programs will reevaluate discipline assessment artifacts and content delivery for all courses.

Institutional Goals
<b>Strategic Plan 2022-2025</b>
1 Student Success
1.b Student Success --> Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).
1.f Student Success --> Assess and improve student learning outcomes/competencies for all academic and workforce/continuing education programs.
2 Leadership
2.a Leadership --> Incorporate personal and social responsibility, global citizenship, critical thinking and lifelong learning as the framework of principle-centered leadership into the culture of St. Philip's College.

3Performance Excellence
3.f Performance Excellence --> Create a Culture of Assessment where every faculty/staff member understands and implements a routine, data-informed, assessment of their activities/student outcomes and their alignment with SPC MVV/Strategic Plan.

Environmental Scan and ASWOT
No Data Found

Objective Types
No Data Found

Planning Priorities
* Productive Grade Rate (PGR)

Tasks				
Due Date	Status	Priority	Task Description	Budget Amount
05/14/2023	In Progress	High	The department's action plan to improve student learning in the Social Responsibility is two-fold. First, it will improve assessment artifacts. This goal is a carry over from previous year. The department put together committee of faculty to improve our assessment artifacts for both Cycle I and Cycle II. This work was completed for Cycle I and will continue this academic year for Cycle II. The committee will reconvene in Fall to continue the artifact assessment. The committee will gauge the outcomes to ensure alignment with the rubrics. The department believes that an accurate assessment cannot be achieved with ill-designed artifacts.	0.0000

Assessment Measures and Source of Data	
Date	Description
10/28/2020	Percentage students assessed as being skillful and emerging for each component of Cycle 1
09/18/2023	Lead Measure: percentage of students assessed as skillful and emerging in each cycle.Source data: ISLO outcomes

Status Reports	
Date	Description
01/31/2023	02/03: calibration date for SBS faculty02/07 to 02/16: SBS faculty will assess all SBS artifacts02/17: Consensus Scoring

Targets (Intended Results)	
Date	Targets (Intended Results) Description
11/03/2022	75% of students assessed as being skillful and emerging for each component of Cycle 2
09/18/2023	SBS will target ISLO scores for all three competencies as below:Communication: 75%Critical thinking: 75%Personal Responsibility: 75%

Actual Results and Source of Data	
Date	Description
01/31/2023	To be determined
05/02/2023	Aggregated data of SBS ISLO outcomes requested on 04/25/2023. TBD
05/29/2023	Below are the outcomes of the ISLO cycle 22-23:Empirical and Quantitative SkillsEQS Outcome 1: 66.7%EQS Outcome 2: 63.3%EQS Outcome 3: 76.7%Social ResponsibilitySR Outcome 1: 88.1%SR Outcome 2: 83.8%SR Outcome 3: 72.0%Personal ResponsibilityPR Outcome 1: 90.9%PR Outcome 2: 88.2%PR Outcome 3: 81.0%

Analysis/Use of Results	
Date	Description
01/31/2023	SBS fails short in reaching the 75% institutional benchmark for three of the nine outcomes for the ISLO cycle 22-23.Empirical and Quantitative Skills Outcome 1: 66.7%Empirical and Quantitative Skills Outcome 2: 63.3%Social Responsibility Outcome 3: 72.0%

Units Impacted			
Date	Unit Code	Planning Unit	Unit Manager
No Data Found			

Gap Analysis/Action Plan	
Date	Gap Analysis/Action Plan
08/16/2023	The department's action plan to improve student learning in the Social Responsibility is two-fold. First, it will improve assessment artifacts. This goal is a carry over from previous year. The department put together committee of faculty to improve our assessment artifacts for both Cycle I and Cycle II. This work was completed for Cycle I and will continue this academic year for Cycle II. The committee will reconvene in Fall to continue the artifact assessment. The committee will gauge the outcomes to ensure alignment with the rubrics. The department believes that an accurate assessment cannot be achieved with ill-designed artifacts.

SWOT Analysis	
Date	Description
No Data Found	

Associated Standards	
Standards	
No Data Found	

Associated Outcomes		
Outcome ID	Outcome	Program
No Data Found		

## Planning Unit ID

33

Unit Code	Planning Unit	Unit Manager
821161	A&S Social and Behavioral Sciences DEPT	Nanivazo, Joelle

<b>Unit Purpose</b>
Department Purpose Statement: The Social and Behavioral Sciences Department offers courses that encourage critical thinking about the behavioral patterns and social issues of our modern world. Our goal is to provide leadership experiences and opportunities for our students, and exposure to relevant campus, district, and community activities, within a quality educational environment. Positive values and ethical decision-making processes are strongly promoted through our academically and culturally enriched environment. We have designed programs which encourage and challenge the student to excel in critical thought and theoretical applications to "real world" experiences.

<b>Environmental Scan and ASWOT</b>	
•	<b>1 - Environmental Scan</b> SBS will examine data for productive grade rate, promote SBS courses, ISLO assessment performance, organize a series of events where former students will present their perspectives on academic and career paths.
•	<b>2 - Achievements</b> SBS faculty are extremely engaged in the St. Philip's community and have received a number of awards and recognitions. SBS faculty have successfully organized 10 institutes events last academic year. Ms. Irene Young is an ACD International Faculty Fellow Curriculum Internationalization. Irene Completed the Global Mental Health Student Project as part of her Ph. D. program. Her Social Psychology courses was awarded the Global Course Designation. She submitted a proposal for the QEP Reading Buddies for the SEG Scholarships. The proposal was approved and students in psychology will be awarded a scholarship for participating in the QEP Reading Buddies. Ms. Irene Young received the NISOD Excellence Award, Minnie Stevens Piper, SPC Teaching Excellence Award, and NISOD award in Fall 22. Andrew Hill has gathered a committee of ACD faculty and employee to apply to Fulbright Scholar-in-Residence Program for AY 2023-2024. The committee agreed to invite Prof. Vladimir Narsia of Ilia State University in Tbilisi, Georgia. Prof. Vladimir Narsia is a Russell Berrie Fellow in Interreligious Studies at the Pontifical University of St. Thomas Aquinas (also known as the Angelicum). Prof. Vladimir is open to the residency and would welcome the invitation. Last academic year, Professor Hamilton did 16 Texas History community outreach presentations for the Road Scholars. This academic year. He is scheduled for 20 presentations, fall and spring combined. There are thousands of presenters in the Road Scholars program, Professor Hamilton evaluation places him in the top 10 individual's presentation in the country. The Texas Higher Education Coordinating Board appointed Margaret Richardson as a member of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee. Margaret Richardson will serve from September 1, 2022 and will end in August 31, 2025. Wild West Magazine, the foremost western history magazine in print today, has accepted two of Professor Allen Hamilton articles for publication. The first article will be published in the Spring 2023 issue. Full-time faculty member SBS faculty serve in leadership roles on the QEP, Honors Advisory, Academic Integrity, and the International Faculty committees. The Philosophy Program is spearheading a number of initiatives. These include Intercollegiate Civil Disagreement Partnership (with Harvard Stanford, UC Bakersfield, and Santa Fe College in Florida) the Philosophy Club, and the Ethics Bowl. The Philosophy Program is in the process of trying to establish a Center for Excellence in Ethics. SBS faculty are also very active in the larger community and delivered presentations in various forums (e.g. Dreamweek, EduTech). Marie Feldmeier and San Miguel have made significant progress in our efforts to develop a pilot honors program. They attended intensive workshops offered through the National Collegiate Honors Council, and had several meetings with key administrators. Vice President Dawson gave us a green light to move forward the honor program. Marie Feldmeier and San Miguel lead the S.T.R.E.A.M Lecture and Performing Arts Series and facilitated seven events during the 21-22 academic year. They plan on organizing three events for Fall 2022. Dr. Nanivazo assembled a delegation of staff, faculty, and students to represent SPC to the second HBCU Conference at Huston-Tillotson University. The Criminal Justice, Sociology, Social Work, Government, and History disciplines organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. Students and faculty toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the

	fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip. The Social & Behavioral Sciences Department hosted two open houses in Fall 22 and Spring 2023. At these Open Houses, faculty opened their doors to meet students and provide information about classes within their respective disciplines. Students were also able to share in some Halloween and fun Fiesta-themed games, information on St. Philips College 125th anniversary; grab some snacks, and check out the "Halloween" and "Fiesta" Walkway, which featured the full outer office, conference room and decorated office doors. The SBS Open House allows students to check out information on courses offered across several disciplines and meet their instructors in a relaxed and fun setting on campus. The participation of these two events reached 350 faculty, student, and staff.
•	<b>3 - Strengths</b> The program has a diverse faculty who is extremely engaged in both the campus and local communities. In addition to their academic credentials, a large number of our faculty also have relevant professional experience in their respective disciplines and fields. Several SBS full-time faculty are enrolled and are completing their doctoral degrees. Seventy-five percent of the SBS full time faculty have research backgrounds and experience working at both community colleges and four-year institutions.
•	<b>4 - Weaknesses</b> SBS has not performed well on some components of the ISLO assessment for personal responsibility. The department has not met its recent goals to increase the productive grade rate. The department has lost two full time faculty due to retirement and resignation.
•	<b>5 - Opportunities</b> The SBS will hire two new full-time faculty for philosophy and sociology. These new faculty will start in Spring 23. SBS will undertake the initiatives to enhance student recruitment and engagement by organizing a series of career talks for each discipline and will organize open houses. SBS puts together a committee focusing on drafting a department handbook. SBS faculty will continue to review ISLO artifacts to ensure alignment to outcomes as per the rubrics. We hope that this will not only enhance the department's profile but also provide opportunities for students to engage in research for honors capstone projects and other related initiatives. The Philosophy Program's initiatives and the SBS Open Houses events can potentially enhance student recruitment and engagement for SBS.
•	<b>6 - Threats</b> The major threats facing our department are the same that most colleges and universities are encountering. These include 1) reduced enrollments, 2) Faculty retention, 3) students facing economic and other hardships due inflation, 4) Faculty retirement and resignation

Obj ID	Objective	Objective Purpose	Objective Status
1169	Increase enrollment in SBS courses	Unit Plan Objective	In Progress

#### Objective Description

This is also the department WIG goal. Goal: Increase enrollment in SBS courses by 2% from 4258 students (Fall 2021) to 4343 students (Spring 2023). Action Item - Each faculty member will promote SBS discipline and courses by sending emails to their classes each week. Lead measures: Numbers of emails or announcements advertising each discipline activity. This goal is related to student success because we firmly believe that SBS discipline and course promotion will impact enrollment and retention.

Institutional Goals
<b>Strategic Plan 2022-2025</b>
1 Student Success
1.b Student Success --> Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).
52.a Wildly Important Goal (WIG)

Environmental Scan and ASWOT
No Data Found

Objective Types
No Data Found



<b>Planning Priorities</b>
* Persistence FT FTIC Fall-to-Fall
Productive Grade Rate (PGR)
Graduation Rate FT FTIC 4-year

<b>Tasks</b>				
Due Date	Status	Priority	Task Description	Budget Amount
05/01/2023	Completed	Medium	Each faculty member will promote SBS discipline and courses by emailing their classes each week.	0.0000

<b>Assessment Measures and Source of Data</b>	
Date	Description
09/17/2021	Numbers of emails or announcements advertising each discipline activit Enrollment reports.

<b>Status Reports</b>	
Date	Description
05/02/2023	I requested data on SBS SBS disciplines course enrollment for Spring 22, Fall 22, and Spring 23 on 04/30/2023
01/31/2023	I requested data on SBS SBS disciplines course enrollment in Fall 2021 and enrollment in Spring 2023 on 01/30/23.

<b>Targets (Intended Results)</b>	
Date	Targets (Intended Results) Description
11/04/2022	Goal:Increase enrollment in SBS courses by 2% from 4258 students (Fall 2021) to 4343 students (Spring 2023).Action Item - Each faculty member will promote SBS discipline and courses by sending emails to their classes each week

<b>Actual Results and Source of Data</b>	
Date	Description
01/31/2023	To be determined.
05/03/2023	SBS faculty sent 1143 emails for Fall 22 an Spring 23. 21 of the SBS faculty consistently sent emails each week.Spring 22 enrollment: 5109Fall 22 enrollment: 4507Spring 23 enrollment: 3925

<b>Analysis/Use of Results</b>	
Date	Description
05/29/2023	The Comal ISD moved from SPC to NLC. This is one of the major factor which contributed to the decrease enrollment.

<b>Units Impacted</b>			
Date	Unit Code	Planning Unit	Unit Manager
No Data Found			

Gap Analysis/Action Plan	
Date	Gap Analysis/Action Plan
08/16/2023	<p>SBS did not meet this target for several reasons:</p> <ol style="list-style-type: none"> <li>1. The Comal ISD moved from SPC to NLC. This is a major factor that contributed to the decrease in enrollment.</li> <li>2. Enrollment is low for ACD and all over the country</li> </ol>

SWOT Analysis	
Date	Description
No Data Found	

Associated Standards	
Standards	
No Data Found	

Associated Outcomes		
Outcome ID	Outcome	Program
No Data Found		

## Planning Unit ID

33

Unit Code	Planning Unit	Unit Manager
821161	A&S Social and Behavioral Sciences DEPT	Nanivazo, Joelle

<b>Unit Purpose</b>
Department Purpose Statement: The Social and Behavioral Sciences Department offers courses that encourage critical thinking about the behavioral patterns and social issues of our modern world. Our goal is to provide leadership experiences and opportunities for our students, and exposure to relevant campus, district, and community activities, within a quality educational environment. Positive values and ethical decision-making processes are strongly promoted through our academically and culturally enriched environment. We have designed programs which encourage and challenge the student to excel in critical thought and theoretical applications to "real world" experiences.

<b>Environmental Scan and ASWOT</b>	
•	<b>1 - Environmental Scan</b> SBS will examine data for productive grade rate, promote SBS courses, ISLO assessment performance, organize a series of events where former students will present their perspectives on academic and career paths.
•	<b>2 - Achievements</b> SBS faculty are extremely engaged in the St. Philip's community and have received a number of awards and recognitions. SBS faculty have successfully organized 10 institutes events last academic year. Ms. Irene Young is an ACD International Faculty Fellow Curriculum Internationalization. Irene Completed the Global Mental Health Student Project as part of her Ph. D. program. Her Social Psychology courses was awarded the Global Course Designation. She submitted a proposal for the QEP Reading Buddies for the SEG Scholarships. The proposal was approved and students in psychology will be awarded a scholarship for participating in the QEP Reading Buddies. Ms. Irene Young received the NISOD Excellence Award, Minnie Stevens Piper, SPC Teaching Excellence Award, and NISOD award in Fall 22. Andrew Hill has gathered a committee of ACD faculty and employee to apply to Fulbright Scholar-in-Residence Program for AY 2023-2024. The committee agreed to invite Prof. Vladimir Narsia of Ilia State University in Tbilisi, Georgia. Prof. Vladimir Narsia is a Russell Berrie Fellow in Interreligious Studies at the Pontifical University of St. Thomas Aquinas (also known as the Angelicum). Prof. Vladimir is open to the residency and would welcome the invitation. Last academic year, Professor Hamilton did 16 Texas History community outreach presentations for the Road Scholars. This academic year. He is scheduled for 20 presentations, fall and spring combined. There are thousands of presenters in the Road Scholars program, Professor Hamilton evaluation places him in the top 10 individual's presentation in the country. The Texas Higher Education Coordinating Board appointed Margaret Richardson as a member of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee. Margaret Richardson will serve from September 1, 2022 and will end in August 31, 2025. Wild West Magazine, the foremost western history magazine in print today, has accepted two of Professor Allen Hamilton articles for publication. The first article will be published in the Spring 2023 issue. Full-time faculty member SBS faculty serve in leadership roles on the QEP, Honors Advisory, Academic Integrity, and the International Faculty committees. The Philosophy Program is spearheading a number of initiatives. These include Intercollegiate Civil Disagreement Partnership (with Harvard Stanford, UC Bakersfield, and Santa Fe College in Florida) the Philosophy Club, and the Ethics Bowl. The Philosophy Program is in the process of trying to establish a Center for Excellence in Ethics. SBS faculty are also very active in the larger community and delivered presentations in various forums (e.g. Dreamweek, EduTech). Marie Feldmeier and San Miguel have made significant progress in our efforts to develop a pilot honors program. They attended intensive workshops offered through the National Collegiate Honors Council, and had several meetings with key administrators. Vice President Dawson gave us a green light to move forward the honor program. Marie Feldmeier and San Miguel lead the S.T.R.E.A.M Lecture and Performing Arts Series and facilitated seven events during the 21-22 academic year. They plan on organizing three events for Fall 2022. Dr. Nanivazo assembled a delegation of staff, faculty, and students to represent SPC to the second HBCU Conference at Huston-Tillotson University. The Criminal Justice, Sociology, Social Work, Government, and History disciplines organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. Students and faculty toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the

	fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip. The Social & Behavioral Sciences Department hosted two open houses in Fall 22 and Spring 2023. At these Open Houses, faculty opened their doors to meet students and provide information about classes within their respective disciplines. Students were also able to share in some Halloween and fun Fiesta-themed games, information on St. Philips College 125th anniversary; grab some snacks, and check out the “Halloween” and “Fiesta” Walkway, which featured the full outer office, conference room and decorated office doors. The SBS Open House allows students to check out information on courses offered across several disciplines and meet their instructors in a relaxed and fun setting on campus. The participation of these two events reached 350 faculty, student, and staff.
•	<b>3 - Strengths</b> The program has a diverse faculty who is extremely engaged in both the campus and local communities. In addition to their academic credentials, a large number of our faculty also have relevant professional experience in their respective disciplines and fields. Several SBS full-time faculty are enrolled and are completing their doctoral degrees. Seventy-five percent of the SBS full time faculty have research backgrounds and experience working at both community colleges and four-year institutions.
•	<b>4 - Weaknesses</b> SBS has not performed well on some components of the ISLO assessment for personal responsibility. The department has not met its recent goals to increase the productive grade rate. The department has lost two full time faculty due to retirement and resignation.
•	<b>5 - Opportunities</b> The SBS will hire two new full-time faculty for philosophy and sociology. These new faculty will start in Spring 23. SBS will undertake the initiatives to enhance student recruitment and engagement by organizing a series of career talks for each discipline and will organize open houses. SBS puts together a committee focusing on drafting a department handbook. SBS faculty will continue to review ISLO artifacts to ensure alignment to outcomes as per the rubrics. We hope that this will not only enhance the department's profile but also provide opportunities for students to engage in research for honors capstone projects and other related initiatives. The Philosophy Program's initiatives and the SBS Open Houses events can potentially enhance student recruitment and engagement for SBS.
•	<b>6 - Threats</b> The major threats facing our department are the same that most colleges and universities are encountering. These include 1) reduced enrollments, 2) Faculty retention, 3) students facing economic and other hardships due inflation, 4) Faculty retirement and resignation

Obj ID	Objective	Objective Purpose	Objective Status
1170	Increase Progressive Grade Rate	Unit Plan Objective	In Progress

#### Objective Description

Increase SBS PGR rate to 81%. Note: This is a carry over from last year because the department did not meet the target.

Institutional Goals
<b>Strategic Plan 2022-2025</b>
1 Student Success
1.b Student Success --> Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).
1.f Student Success --> Assess and improve student learning outcomes/competencies for all academic and workforce/continuing education programs.
52.a Wildly Important Goal (WIG)

Environmental Scan and ASWOT
No Data Found

Objective Types
No Data Found

Planning Priorities
* Productive Grade Rate (PGR)

Tasks				
Due Date	Status	Priority	Task Description	Budget Amount
05/17/2024	In Progress	High	- Goal: Promoting Active learning in all SBS discipline courses.- Measure: increase PGR from 80% to 81%- Activity: Answer the below questions and record your answer in the table below1. Did you assign an active learning assignment in your class this week? Yes or No2. Describe your assignment in a few sentencesActive learningstrategies engage students with the material in the courserather than passively taking in information. Below are examples of active learning activities. Some examplesof active learningactivities are:- Brainstorming (Ex: in a F2F or remote class asking students for suggestions, ideas, or thoughts on a particular topic or project)- Discussion boards- Journaling- Group work- Formulating questions for discussion- Notetaking- Annotating- Roleplaying- Reflection assignments (students watching videos where questions are answered, or discussions are generated from the videos)	0.0000
05/15/2023	Completed	High		0.0000

Assessment Measures and Source of Data	
Date	Description
01/19/2021	Total percentage of students in all SBS courses earning grades of C and higher.
09/18/2023	PGRSPC IPRE

Status Reports	
Date	Description
05/02/2023	I requested data on SBS PGR for Spring 22, Fall 22, and Spring 23 on 04/30/2023
01/31/2023	I requested data on SBS disciplines PGR for Spring 2023 on 01/30/23.

Targets (Intended Results)	
Date	Targets (Intended Results) Description
11/03/2022	PGR = 80%
09/18/2023	Increase SBS PGR rate to 81%.

Actual Results and Source of Data	
Date	Description
05/03/2023	Spring 22 PGR: 81.4% Fall 22 PGR: 80.7% Spring 23 PGR: 80.7%

Analysis/Use of Results	
Date	Description
05/29/2023	SBS reached this goal.

Units Impacted			
Date	Unit Code	Planning Unit	Unit Manager
No Data Found			

Gap Analysis/Action Plan	
Date	Gap Analysis/Action Plan
08/16/2023	Gap Analysis is not needed because SBS reached this goal.

SWOT Analysis	
Date	Description
No Data Found	

Associated Standards	
Standards	
No Data Found	

Associated Outcomes		
Outcome ID	Outcome	Program
No Data Found		

## Planning Unit ID

33

Unit Code	Planning Unit	Unit Manager
821161	A&S Social and Behavioral Sciences DEPT	Nanivazo, Joelle

<b>Unit Purpose</b>
Department Purpose Statement: The Social and Behavioral Sciences Department offers courses that encourage critical thinking about the behavioral patterns and social issues of our modern world. Our goal is to provide leadership experiences and opportunities for our students, and exposure to relevant campus, district, and community activities, within a quality educational environment. Positive values and ethical decision-making processes are strongly promoted through our academically and culturally enriched environment. We have designed programs which encourage and challenge the student to excel in critical thought and theoretical applications to "real world" experiences.

<b>Environmental Scan and ASWOT</b>	
•	<b>1 - Environmental Scan</b> SBS will examine data for productive grade rate, promote SBS courses, ISLO assessment performance, organize a series of events where former students will present their perspectives on academic and career paths.
•	<b>2 - Achievements</b> SBS faculty are extremely engaged in the St. Philip's community and have received a number of awards and recognitions. SBS faculty have successfully organized 10 institutes events last academic year. Ms. Irene Young is an ACD International Faculty Fellow Curriculum Internationalization. Irene Completed the Global Mental Health Student Project as part of her Ph. D. program. Her Social Psychology courses was awarded the Global Course Designation. She submitted a proposal for the QEP Reading Buddies for the SEG Scholarships. The proposal was approved and students in psychology will be awarded a scholarship for participating in the QEP Reading Buddies. Ms. Irene Young received the NISOD Excellence Award, Minnie Stevens Piper, SPC Teaching Excellence Award, and NISOD award in Fall 22. Andrew Hill has gathered a committee of ACD faculty and employee to apply to Fulbright Scholar-in-Residence Program for AY 2023-2024. The committee agreed to invite Prof. Vladimir Narsia of Ilia State University in Tbilisi, Georgia. Prof. Vladimir Narsia is a Russell Berrie Fellow in Interreligious Studies at the Pontifical University of St. Thomas Aquinas (also known as the Angelicum). Prof. Vladimir is open to the residency and would welcome the invitation. Last academic year, Professor Hamilton did 16 Texas History community outreach presentations for the Road Scholars. This academic year. He is scheduled for 20 presentations, fall and spring combined. There are thousands of presenters in the Road Scholars program, Professor Hamilton evaluation places him in the top 10 individual's presentation in the country. The Texas Higher Education Coordinating Board appointed Margaret Richardson as a member of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee. Margaret Richardson will serve from September 1, 2022 and will end in August 31, 2025. Wild West Magazine, the foremost western history magazine in print today, has accepted two of Professor Allen Hamilton articles for publication. The first article will be published in the Spring 2023 issue. Full-time faculty member SBS faculty serve in leadership roles on the QEP, Honors Advisory, Academic Integrity, and the International Faculty committees. The Philosophy Program is spearheading a number of initiatives. These include Intercollegiate Civil Disagreement Partnership (with Harvard Stanford, UC Bakersfield, and Santa Fe College in Florida) the Philosophy Club, and the Ethics Bowl. The Philosophy Program is in the process of trying to establish a Center for Excellence in Ethics. SBS faculty are also very active in the larger community and delivered presentations in various forums (e.g. Dreamweek, EduTech). Marie Feldmeier and San Miguel have made significant progress in our efforts to develop a pilot honors program. They attended intensive workshops offered through the National Collegiate Honors Council, and had several meetings with key administrators. Vice President Dawson gave us a green light to move forward the honor program. Marie Feldmeier and San Miguel lead the S.T.R.E.A.M Lecture and Performing Arts Series and facilitated seven events during the 21-22 academic year. They plan on organizing three events for Fall 2022. Dr. Nanivazo assembled a delegation of staff, faculty, and students to represent SPC to the second HBCU Conference at Huston-Tillotson University. The Criminal Justice, Sociology, Social Work, Government, and History disciplines organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. Students and faculty toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the

	fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip. The Social & Behavioral Sciences Department hosted two open houses in Fall 22 and Spring 2023. At these Open Houses, faculty opened their doors to meet students and provide information about classes within their respective disciplines. Students were also able to share in some Halloween and fun Fiesta-themed games, information on St. Philips College 125th anniversary; grab some snacks, and check out the "Halloween" and "Fiesta" Walkway, which featured the full outer office, conference room and decorated office doors. The SBS Open House allows students to check out information on courses offered across several disciplines and meet their instructors in a relaxed and fun setting on campus. The participation of these two events reached 350 faculty, student, and staff.
•	<b>3 - Strengths</b> The program has a diverse faculty who is extremely engaged in both the campus and local communities. In addition to their academic credentials, a large number of our faculty also have relevant professional experience in their respective disciplines and fields. Several SBS full-time faculty are enrolled and are completing their doctoral degrees. Seventy-five percent of the SBS full time faculty have research backgrounds and experience working at both community colleges and four-year institutions.
•	<b>4 - Weaknesses</b> SBS has not performed well on some components of the ISLO assessment for personal responsibility. The department has not met its recent goals to increase the productive grade rate. The department has lost two full time faculty due to retirement and resignation.
•	<b>5 - Opportunities</b> The SBS will hire two new full-time faculty for philosophy and sociology. These new faculty will start in Spring 23. SBS will undertake the initiatives to enhance student recruitment and engagement by organizing a series of career talks for each discipline and will organize open houses. SBS puts together a committee focusing on drafting a department handbook. SBS faculty will continue to review ISLO artifacts to ensure alignment to outcomes as per the rubrics. We hope that this will not only enhance the department's profile but also provide opportunities for students to engage in research for honors capstone projects and other related initiatives. The Philosophy Program's initiatives and the SBS Open Houses events can potentially enhance student recruitment and engagement for SBS.
•	<b>6 - Threats</b> The major threats facing our department are the same that most colleges and universities are encountering. These include 1) reduced enrollments, 2) Faculty retention, 3) students facing economic and other hardships due inflation, 4) Faculty retirement and resignation

Obj ID	Objective	Objective Purpose	Objective Status
1171	SBS Student Voice Series	Unit Plan Objective	In Progress

### Objective Description

Lead Measure: Each discipline will organize one event; hence the SBS will organize 9 events in the academic year 2022 to 2023  
Objective Goal: The goal of the events is to present students' perspectives on academic and career paths. Former students who majored in SBS disciplines would be the primary speaker. Former students will give their perspectives on academic and career paths after SPC. This will broaden student awareness on the career pathway and ways forward after SPC. The events will also improve students and instructors' relationships which is crucial to create a positive environment in remote learning classes and create a sense of community for both students and instructors.  
Priorities: Objectives will measure behavior change in students and instructors; they will measure outcomes; and they will measure the planning process.  
Purpose of meeting: In this meeting, students will have an opportunity to interact with former students in their discipline and gain knowledge on academic and career paths after college.  
Funding: Institutes will pay the remuneration for each speaker.  
Tentative Schedule:  
• October 2022 Government & Econ  
• November 2022 Philosophy & Humanities  
• February 2023 Psych & Hist  
• March 2023 Criminal Justice & Social Work

Institutional Goals
<b>Strategic Plan 2022-2025</b>
1 Student Success
2.d Leadership --> Build upon and foster two-way internal communication with students and employees to improve collaboration and teamwork and build trust to promote leadership.
3.e Performance Excellence --> Build talent and empower all employees to improve collaboration and teamwork in support of the student success agenda.

Environmental Scan and ASWOT
------------------------------



No Data Found

Objective Types

No Data Found

Planning Priorities

\* SACSCOC Compliance and Sustainability

Tasks

Due Date	Status	Priority	Task Description	Budget Amount
05/15/2023	Completed	Medium	Each discipline organized a meeting to achieve this objective.	0.0000

Assessment Measures and Source of Data

Date	Description
10/01/2021	number of events organized
10/01/2021	student attendance
11/03/2022	Number of students, faculty, and staff participation in the meeting.
11/03/2022	Number of participants.

Status Reports

Date	Description
05/02/2023	Number of events: 8 speaker series and 2 open houses (fall 22 and spring 23) Student attendance: - 195 students and faculty participated in the Speaker Series - 200 students and faculty participated in the Fall 22 open house - 247 students and faculty participated in the Spring 23 open houses In addition to the above events, disciplines within the Public Service Institute (Criminal Justice, Sociology, Social Work, Government, History) organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. We toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. One student that lives in Houston drove in her personal vehicle and met us in Huntsville. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip.
01/31/2023	The department has organized 4 out of the 9 events. 56 students and faculty have participated in the 4 events.

Targets (Intended Results)

Date	Targets (Intended Results) Description
11/04/2022	SBS will organize 9 events in the academic year 2022 to 2023. 100 students, faculty, and staff participation in the meeting.

Actual Results and Source of Data

Date	Description
------	-------------

05/03/2023	Number of events: 8 speaker series and 2 open houses (fall 22 and spring 23) Student attendance: - 195 students and faculty participated in the Speaker Series - 200 students and faculty participated in the Fall 22 open house - 247 students and faculty participated in the Spring 23 open houses In addition to the above events, disciplines within the Public Service Institute (Criminal Justice, Sociology, Social Work, Government, History) organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. We toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. One student that lives in Houston drove in her personal vehicle and met us in Huntsville. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip.
------------	---

Analysis/Use of Results	
Date	Description
05/29/2023	SBS reached this goal.

Units Impacted			
Date	Unit Code	Planning Unit	Unit Manager
No Data Found			

Gap Analysis/Action Plan	
Date	Gap Analysis/Action Plan
08/16/2023	Gap analysis is not needed because SBS reached this goal.

SWOT Analysis	
Date	Description
No Data Found	

Associated Standards	
Standards	
No Data Found	

Associated Outcomes		
Outcome ID	Outcome	Program
No Data Found		

# APPENDIX B: Not Applicable



# APPENDIX C: Syllabi Posted in Concourse Letter



Philosophy IUR  
2023-2024  
ST. PHILIP'S  
COLLEGE

Syllabi Posted in Simple Syllabus Verification

All Philosophy course syllabi —PHIL 1301, PHIL 1304, PHIL 2306 -- are posted on Simple Syllabus.

Verified by: Joelle Nanivazo Date: 10/17/2023  
Joelle Nanivazo, Interim Chair  
Social and Behavioral Sciences



# APPENDIX D: Department Syllabi



Philosophy IUR  
2023-2024  
ST. PHILIP'S  
COLLEGE



# Introduction to Philosophy

## PHIL-1301

Full Term Spring 2021 Section 068.27376 3-3-0 Credits 01/19/2021 to 05/15/2021 Modified 01/17/2021

### Meeting Times

"Asynchronous," "e-Learning," and "Distance Learning" are terms that refer to fully online classes. Asynchronous, e-Learning, and Distance Learning classes require students to be well disciplined. In Asynchronous, e-Learning, and Distance Learning classes, students WILL NOT meet the instructor during a scheduled class time. The communication with the instructor is managed via instructor and student email. Students are responsible for routinely logging into CANVAS to complete assignments by deadlines set by the instructor. Communication between the student and instructor is NOT in real time. The timeframe for an instructor's response will be outlined in the course syllabus. If you need to meet with your instructor, you will have the option to schedule an appointment/conference. Considering our current COVID 19 environment, your instructor may schedule your appointment/conference via an online meeting platform called Zoom (video communication). For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone at (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

The term "Synchronous" refers to a face-to-face class in which you are physically in a room with your instructor and other students during the time published in the class schedule. Instructors **CANNOT deviate from the meeting time published in the class schedule**. Since the COVID 19 pandemic has impacted the delivery method for teaching and learning, synchronous (face-to-face) classes meet in a Remote Learning environment via a platform called Zoom (video communication). Zoom is the video communication technology that allows you to connect with the instructor and your peers for Remote Learning. In the Remote learning class, you are still considered face-to-face and your attendance is expected. Other examples of synchronous learning via Zoom include participation in breakout rooms, chats, or screen sharing in class with your instructor and other students. The course delivery (lecture, information and materials) is "Remote via Zoom (video communication)" at the time published in the schedule. The instructor will establish classroom management the first day of class and explain the guidelines for technology use such as computer cameras, cellular phones and apps, tablets, and etc. For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Online

### Contact Information

#### Instructor: Charlie Langston

Email: [clangston8@alamo.edu](mailto:clangston8@alamo.edu)

Office: SLC 219-X

Phone: 210-486-2797

#### Office Hours

TBD

### Materials

The Philosophical Journey: An Interactive Approach 7th Edition  
by William Lawhead (Author)  
ISBN-13: 978-1259914263

Please contact your instructor for more information about the text.

## 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. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

Prerequisite(s)

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.

THECB Core Curriculum 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 Read, analyze, and critique philosophical texts.
- 2 Demonstrate knowledge of key concepts, major arguments, problems, and terminology in philosophy.
- 3 Present logically persuasive arguments both orally and in writing.
- 4 Demonstrate critical thinking skills in evaluation and application of philosophical concepts to various aspects of life.
- 5 Evaluate the personal and social responsibilities of living in a diverse world.



# ✓ Evaluation

---

## GRADING STATEMENT

Your grade in this course is determined by your performance on a) discussions/attendance, b) projects, assignments and quizzes, and c) exams.

### A) Discussions (Total: 20% of Grade)

Regular collaboration and participation is important for success. With that in mind, there will be discussions most weeks. Please see each discussion for its requirements and grading rubric.

### B) Projects, Assignments and Quizzes (Total: 60% of Grade)

We will have weekly assignments and/or quizzes. These assignments must be completed on time to receive credit. (See Late Work Make-up Policy).

### c) Exams (Total: 20% of Grade)

The exams will be comprehensive and have, historically, included multiple choice and true/false questions; although I am experimenting with some new exams ideas. The exams may also include short answer and/or essay questions.

Please note: Instructor reserves the right to make changes to the grading scheme during the class. If changes are made, they will be announced to the class. Also, a writing assignment will likely be added. Currently, I am not sure how the writing assignment will fit into the overall grading scheme. Historically, I have included it as part of the grade for one of the exams.

# \* Course Policies

---

## Student Responsibilities

The following are student responsibilities for completing coursework.

1. It is your responsibility to ensure that your environment is suitable for completing assignments, exams, etc.
2. It is your responsibility to ensure that your computer is charged (if a laptop) and that you have access to reliable internet access and electricity.
3. It is your responsibility to ensure that your computer or device is functioning properly.
4. For best quality, it is recommended that you do not use a phone or tablet.
5. If you experience technical difficulties related to ACES or Canvas, immediately call the Support Central Hotline at 210-485-0555. You will need to obtain a ticket number from the hotline verifying your technical difficulties. E-mail the ticket number to me as soon as you receive it. I will be able to contact the hotline and verify your technical difficulties. Keep in mind, having a ticket number only provides evidence that you contacted the hotline. The support staff will verify whether or not you actually experienced technical problems through ACES or Canvas.
6. It would be a good idea to take a screenshot of any problems you have with your system to provide as further evidence.
7. Please e-mail me immediately if you experience problems. I must receive your e-mail stating any technical difficulties before the deadline. Keep in mind that e-mailing me ten minutes before the deadline does not indicate that you experienced problems, only that you were likely ill-prepared.
8. I will only excuse or reopen coursework if you have experienced verified technical problems and only if you have contacted me promptly after experiencing the problems

## Webcam

You may be required to use a webcam for certain tasks in this course.

## Late Work and Make-up Policy

**\*Due to the chaotic nature of, well, everything right now, I am suspending my typical Late Work policy. I will accept all late work and make-up work, however, I will reinstate my usual policy should this be abused.\*** (See below for my usual policy).

Any retakes or late work for any assignments, quizzes, and exams will be at the instructor's discretion. Any assignments, quizzes, or exams that are submitted late will incur a 10% penalty per day.

In order for any retakes or exceptions to be considered, you must contact me before the assignment deadline. So, for instance, if an assignment is due Sunday night at 11:59 p.m., and your family member is admitted to the emergency room Sunday at 5:00 p.m., you must contact me before 11:59 to let me know about the situation. (See Extenuating Circumstances below)

## Graded Assignment Practice

All assignments will be graded and returned within two weeks of submission. In practice, though, assignments will likely be returned sooner than two weeks.

## Extenuating Circumstances

If you have any extenuating circumstances, such as a personal or family emergency, please inform me as soon as possible. Be prepared to provide proper documentation as evidence of your extenuating circumstance (e.g., doctor's note). You must contact me in a timely manner in order to receive any flexibility with coursework. I try to be as understanding as I can with students' personal lives and any issues that might arise.

## Communication

For me, communication is one of the most important factors in helping students to succeed. Please, please, please communicate with me if you encounter any issues during the course.

Most of the communication in this course will be through email, Canvas messaging, and Canvas announcements. I try to reply to emails/messages as soon as possible. Please allow up to 48 hours for me to reply.

Additionally, plan to check the course once every 48 hours for messages, announcements, or new material.

## Student Engagement

Please be an engaged student. In online classes, I have learned, it is difficult to know who is actively engaging with the material and who is passively deflecting the subject matter. Please feel free to ask me questions. Ethical progress necessitates dialogue. Your questions force me to think deeper about the material. I am highly motivated by student engagement.

## Additional Readings

It is probable that I will assign auxiliary readings not found in our textbook. These readings will expand on some of the topics found in our text. They will be provided as PDFs on Canvas.

## Syllabus Changes

The instructor reserves the right to make any changes to the syllabus throughout the semester. Any changes will be communicated promptly and will be made to work in the student's favor.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is intended to protect student privacy. If you have questions or concerns about this class, it is better if you contact me directly. This applies directly to dual-credit and early college students. I may not be legally authorized to speak to a guidance counselor on your behalf. I always err on the side of caution.

For more information, please see <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

## E-mail Response Practice

I reply to e-mails and Canvas messages within 48-72 business hours.

## Academic Dishonesty

If a student is academically dishonest on an assignment, to include plagiarism, the student will receive a zero for the assignment (for the first infraction). Upon a second infraction of academic dishonesty, the student will fail the course, and the violation will be reported to the college administration. Per the Student Handbook, the definitions of "academic dishonesty" and "plagiarism" are below. Please review the Student Handbook for any questions.

### ACADEMIC DISHONESTY

Allegations that include, but are not limited to, cheating on a test, plagiarism, and collusion. Punitive actions and sanctions may be imposed

### PLAGIARISM

In college, plagiarism generally means copying and submitting for course credit a sentence, paragraph, or article, without identifying or crediting the source. Plagiarism usually results in a failing grade.

## Schedule

### COURSE SCHEDULE AND READINGS

Modules	Topics and Chapters	Discussions	Assignments	Quizzes	Exams
Orientation	Introduction to Classmates	Ice Breaker			
Module 1	Introduction to Philosophy Chapter 1		Logical Consistency  What is Philosophy?: Practice Video Assignment	Chapter 1	
Module 2	Chapter 2	TBD	Where Does Your Mind Reside?: Video Assignment  Artificial Intelligence & Personhood: Video Assignment  Determinism vs Free Will: Video Assignment  Compatibilism: Video Assignment	Chapter 2	

Module 3	Chapter 3	TBD	TBD	Chapter 3	
Module 4	Chapter 4	TBD	<p>Intelligent Design Assignment</p> <p>Aquinas &amp; the Cosmological Argument: Video Assignment</p> <p>Intelligent Design: Video Assignment</p> <p>Anselm &amp; the Argument for God: Video Assignment</p> <p>The Problem of Evil: Video Assignment</p>	Chapter 4	Mid-term
Module 5	Chapter 5 Short Stories (two provided by instructor)	TBD	<p>Short Story Assignment</p> <p>Utilitarianism: Video Assignment</p> <p>Kant &amp; Categorical Imperatives: Video Assignment</p> <p>Aristotle &amp; Virtue Theory: Video Assignment</p>	Chapter 5	
Module 6	Chapter 6	TBD	Contractarianism: Video Assignment	Chapter 6	
Module 7	Chapter 7	TBD	TBD	Chapter 7	
Final Exam					Final Exam

## STUDENT RESPONSIBILITIES:

"Students must comply with all posted COVID-19 health and safety measures when on campus, as described in the [Alamo Colleges District Procedure C.2.1.9](#). Your college may provide additional guidance."

### A. Attendance:

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

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.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or for online classes non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "student course withdrawal" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal" request in ACES.

### B. Early Alert and Intervention

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete course requirements at the Alamo Colleges District.

### 3-Peat Rule

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

### 150 Hour Rule

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically 120 hours) in which the student is enrolled.

### C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx) (<https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx>)):

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility

to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

### **1. Engagement**

1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
3. Complete all requirements for admission, registration, and payment by deadlines;
4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
5. Meet all federal, state and local health care regulations.

### **2. Communication**

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

### **3. Academic Success**

1. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;
8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

### **4. Self-Responsibility and Responsibility to Others**

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;
2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets,

etc.).

#### **D. Textbook Availability**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

#### **E. Licensed Concealed Campus Carry**

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

#### **Disciplinary Sanctions**

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise their enforcement discretion.

If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911
- Do not confront the person or ask if the person has a permit

#### **F. Title IX policy**

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2 \(https://www.alamo.edu/link/bddb6057f27474b8207b6dbcf9741e3.aspx\)](https://www.alamo.edu/link/bddb6057f27474b8207b6dbcf9741e3.aspx).

#### **COLLEGE REQUIREMENTS:**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

**Incomplete Grades.** The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

#### **Student Grade Changes and Appeals**

You have a maximum of one year from the end of the term in which the final grade was issued to request a review of the grade or petition for a grade change. Judging the quality of academic performance rests with the instructor assigned to the course. If you believe that the grade is incorrect, you should schedule a conference with the instructor or, if the instructor is not

available, the department chair. If you still are not satisfied with the grade, you can file an Academic Grievance within five days of the instructor's decision. See Academic Grievance Procedure in the "District, State and Federal Regulations" section of the e-catalog.

## Religious Holy Days

A "religious holy day" is a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students must notify the faculty member in writing within the first twelve days of the semester which day(s) will be observed. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time as established by the faculty member. The faculty member may respond appropriately if the student fails to satisfactorily complete the assignment or examination by the deadline.

## College Priorities

---

### How can I create My Mission Statement?

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

### Expectations in Remote Learning Courses

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation require reliable internet access and computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## College Policies

---

### St. Philip's College Mission Statement

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

- 1) General courses in arts and sciences leading to an associate degree.
- 2) Transfer education for students desiring to attend senior institutions.
- 3) Developmental courses that improve the basic skills of students whose academic foundations require strengthening.



- 4) Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- 5) Workforce and Career development training programs for business, industry and government.
- 6) Continuing education programs for occupational and educational enrichment or certification.
- 7) Counseling and guidance designed to assist students in achieving their educational and professional goals.
- 8) Educational support services including library services, tutoring, open use computer labs and writing center.
- 9) Services and appropriate accommodations for special populations, to include adult literacy and distance education.
- 10) Quality social, cultural, and intellectual enrichment experiences for the community.
- 11) Opportunities for participation in community service and economic development projects.

#### **Quality Enhancement Plan: Ethical Decision Making**

St. Philip's College is committed to quality education, as such the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skill.*

#### **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

#### **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

#### **Smoking-Free Environment (Alamo Colleges District [Policy C.2.13](#))**

All of the colleges of the Alamo Colleges District are tobacco free. Smoking is prohibited in all classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in all buildings of the College District, and on all property which is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products and vapor or e-cigarettes.

#### **Contact Phone Information**

Alamo Colleges District DPS Emergency Phone Numbers:

- Emergency Phone (210) 485-0911
- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

#### **Disability Services**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.

For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- **MLK Campus** – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- **SWC** –LIFEspace Office, Industrial Technology Center (ITSC) A-135

### **Mandatory Student Training for Online Classes:**

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001. The free, self-paced, online course will familiarize you with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) or call 210-486-2239 for more information.

### **Prompt Response to Student Communication**

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### **Commitment to Timely Grading**

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### **Religious Holy Days**

Students who will be observing religious holy days during the timeframe for this course, should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### **Academic Calendar and Important Dates**

It is the student's responsibility to make themselves aware of pertinent dates. Please review [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

### **Course Withdrawal**

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the [academic calendar](#) are the absolute cut-off timeframes, regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

### **Attendance**

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District [Policy F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day. Students should verify the drop is completed with their

advisor.

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.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "[student course withdrawal](#)" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal"

#### **Final Exams**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

#### **Incomplete Grades**

The conditional grade of "I" may be issued to a student having a passing average (grade of "D" or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).



# Intro to World Religions

## PHIL-1304

Full Term Spring 2021 Section 002.38270 3-3-0 Credits 01/19/2021 to 05/15/2021 Modified 02/10/2021

### Meeting Times

**Zoom Meeting Times: 10:45 a.m. - 12:00 p.m, MW**

Our course is a synchronous course that will be delivered remotely via Zoom. Our Zoom meetings will take place on Mondays and Wednesdays from 10:45 a.m. to 12:00 p.m.

The term **"Synchronous"** refers to a face-to-face class in which you are physically in a room with your instructor and other students during the time published in the class schedule. **Instructors CANNOT deviate from the meeting time published in the class schedule.** Since the COVID 19 pandemic has impacted the delivery method for teaching and learning, synchronous (face-to-face) classes meet in a Remote Learning environment via a platform called Zoom (video communication). Zoom is the video communication technology that allows you to connect with the instructor and your peers for Remote Learning. In the Remote learning class, you are still considered face-to-face and your attendance is expected. Other examples of synchronous learning via Zoom include participation in breakout rooms, chats, or screen sharing in class with your instructor and other students. The course delivery (lecture, information and materials) is "Remote via Zoom (video communication)" at the time published in the schedule. The instructor will establish classroom management the first day of class and explain the guidelines for technology use such as computer cameras, cellular phones and apps, tablets, and etc. For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

**"Asynchronous," "e-Learning," and "Distance Learning"** are terms that refer to fully online classes. Asynchronous, e-Learning, and Distance Learning classes require students to be well disciplined. In Asynchronous, e-Learning, and Distance Learning classes, students **WILL NOT** meet the instructor during a scheduled class time. The communication with the instructor is managed via instructor and student email. Students are responsible for routinely logging into CANVAS to complete assignments by deadlines set by the instructor. Communication between the student and instructor is **NOT** in real time. The timeframe for an instructor's response will be outlined in the course syllabus. If you need to meet with your instructor, you will have the option to schedule an appointment/conference. Considering our current COVID 19 environment, your instructor may schedule your appointment/conference via an online meeting platform called Zoom (video communication). For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone at (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Contact Information

**Instructor: Marie Feldmeier**

Email: [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu)

Office phone: 210-486-2280

Office hours\*: 1:00 - 3:00 MW and 10:30 - 12:00 TR

\*During this these time windows, I will be available to meet via Zoom. To make an appointment, please contact me. I am here to support you and respond to any questions or concerns you wish to discuss. If you cannot meet during any of these time windows but would still like to make an appointment, please let me know and we can find a time that is convenient for you.

### Materials

Name	Invitation to World Religions
Author	Brodd, Little, Nystrom, Platzner, Shek, and Stiles
Edition	Feel free to use either the second edition or the third edition.
ISBN-10	Second Edition: 0199378363 Third Edition: 019069081X
ISBN-13	Second Edition: 978-0199378364 Third Edition: 978-0190690816
Description	Featuring a unique, consistent, and modular chapter structure--"Teachings," "Way of Life," and "History"--and numerous pedagogical features, Invitation to World Religions invites students to explore the world's great religions with respect and a sense of wonder. It describes the essential features of each religion and shows how they have responded to basic human needs and to the cultural contexts in which they developed. The authors also encourage students to develop an appreciation of what religious beliefs and practices actually mean to their adherents.

Note: The cost of this textbook is not included in your tuition. You are responsible for purchasing or renting a copy of this text. You may purchase or rent the text from any vendor of your choice (e.g. SPC bookstore, Amazon, etc.) in any format (e.g. e-version, paperback, etc.).

## Description

A comparative study of various world religions. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

Prerequisite(s)

INRW 0420

## Objectives

**Critical Thinking Skills** - This course requires students to objectively consider the major world religions and develop critical thinking skills as they examine the fundamental principles and the framework of each religion. This kind of examination requires students to develop standards of thought in order to engage in an analysis of religion.

**Communication Skills** - This course requires students to be able to learn specific ideas about each religion and then to be able to explain them in a coherent and consistent way both in writing and in class discussions. The ability to explain difficult and sometimes abstract concept is a skill that students will learn in this class.

**Social Responsibility** - Social Responsibility is rooted in the fact that we are members of a society. Our society is a pluralistic society in which different cultures, ethnicities, and religions interact with each other and contribute in such a way that each one of us is enhanced through our interaction with the other. This course, in teaching about the major world religions, gives the student a deeper and more profound understanding of the different religions and the principles that guide them. This understanding enables the

student to be more socially responsible in a pluralistic society.

Personal Responsibility - Personal Responsibility grows when self-awareness is heightened. Self-awareness is heightened when students are able to learn about diverse ways of thinking and believing. Learning about other religions offers students the ability to reflect upon their own ideas and beliefs and subject them to a critical examination. This examination leads to a greater ability to understand both themselves and others, and this understanding can become the foundation upon which they are able to make better choices for themselves.

## Outcomes

---

- 1 Read, analyze, and critique religious texts.
- 2 Demonstrate knowledge of beliefs, practices, and values of major world religions.
- 3 Trace the historical developments and cultural expressions of world religions.
- 4 Articulate key conceptual distinctions in world religions.
- 5 Communicate understanding of world religions, orally or in writing.
- 6 Reflect upon ways of living responsibly in a world where people have diverse religious beliefs.

## Evaluation

---

### GRADING STATEMENT

Your final grade will depend upon the completion of quizzes, discussion assignments, a term paper, and a final exam. For details concerning when we will complete this coursework, and the point values associated with each assignment, please see our schedule below.

Final grades will be determined via a point system; each completed assignment will earn points. The total number of points available is 300. Final grades will be determined in accord with the following schema:

Earning between 90% and 100% of 300 points results in an A. In order to earn an A, it is necessary to earn at least 270 points.

Earning between 80% and 89.9% of 300 points results in a B. A final grade of B would result from an accumulation of points between 240 and 269.

Earning between 70% and 79.9% of 300 points results in a C. A final grade of C would result from an accumulation of points between 210 and 239.

Earning between 60% and 69.9% of 300 points results in a D. A final grade of D would result from an accumulation of points between 180 and 109.

Notes:

The instructor reserves the right to reduce the number of quizzes and/or discussion assignments if need be. Such a reduction is unlikely, but if it were to occur, course participants would automatically receive the number of points that had been allotted for any cancelled quiz or discussion assignment.

All coursework (quizzes, discussion assignments, the term paper, and the final exam) must be submitted by the associated due dates in order to receive credit, except in cases of excused absences. In cases related to excused absences, the possible number of points available for the particular assignment will be determined at the instructor's discretion. All coursework must be submitted by May 13th, 2021.

## Course Policies

---

## 1. Communication

If at any point you have any questions or concerns related to the course, please do not hesitate to contact me. I am here to support you. You can reach me by (a) messaging me through Canvas, (b) sending me an email at [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu), or (c) leaving a voicemail message on my office phone (210-486-2280). The fastest way to connect with me is via Canvas messaging or email. If you would like, we can set up a Zoom meeting to discuss your questions or concerns. Alternatively, we can communicate in writing.

## 2. Additional Texts

I will assign additional required texts (for example, articles or videos that are not directly associated with our textbook). If you ever have trouble accessing such a required text, please let me know.

## 3. Circumstances that interfere with your progress in the course

If problems arise that interfere with your progress in the course and/or your ability to complete coursework, please let me know as soon as possible. If you contact me just after the problem has arisen, we can work together to come up with a plan for moving forward. This plan may involve altering some due dates during the semester, if circumstances call for such changes (any such changes would be at my discretion, but within reason, I try to be as understanding and accommodating as possible). Again, should any problems arise, please contact me as soon as you can. I am very approachable and want to see you succeed.

## 4. Late Work

Quizzes and discussion assignments must be submitted by the associated due date in order to receive credit, except in cases of excused absences. Essays may be submitted late, though if an essay were submitted after the due date, then several points would be deducted for every day that passes between the due date and the submission date. In cases related to excused absences, the possible number of points available for the particular assignment will be determined at the instructor's discretion. All coursework must be submitted by May 13, 2021.

## 5. Academic Integrity

Needless to say, we must all uphold high standards of academic integrity and avoid violating St. Philip's College's Academic Integrity Policies. In particular, it is very important to avoid (a) academic misconduct, (b) cheating, (c) collusion, and (d) plagiarism. Here are the definitions of these terms, quoted word-for-word from the Student Code of Conduct.

*Academic Misconduct.* "The intentional violation of college policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument."

*Cheating.* "The use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration."

*Collusion.* "Assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit."

*Plagiarism.* "The unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."

The document from which the above definitions are quoted is available at the following web address:

<https://www.alamo.edu/siteassets/district/about-us/leadership/board-of-trustees/policies-pdfs/section-f/f.4.2.2-procedure.pdf>.

If you ever have any questions about whether or not some particular action would count as a violation of SPC's policies regarding academic integrity, please ask me.

An additional note about plagiarism: When summarizing a text authored by someone else or conveying an idea that is present in such a text, it is very important to express ideas *in one's own words*. If we use sentences or even various phrases from a text, we must enclose them in quotation marks and cite the text.

Violations of academic integrity are reported to the College. Typically, a violation of academic integrity within a particular assignment would result in a failing grade for that assignment. More than one such violation could result in failure of the course.

Again, if you ever have any questions concerning academic integrity, please let me know.

## 6. Syllabus Changes

The instructor reserves the right to change the syllabus at any point during the semester. In the case of a significant change, the change would be announced shortly after it was made.

## Schedule

Calendar	Topics and Readings	Assigned Work and Associated Points*
Weeks 1 and 2	What is Religion? (Chapter 1)	Quiz on Chapter 1 and related material (10 points)
Weeks 3 and 4	Indigenous Religions of North America (Chapter 2)	Quiz on Chapter 2 (10 points) Chapter 2 Discussion Assignment (20 points)
Weeks 5 and 6	Hinduism (Chapter 4)	Quiz on Chapter 4 (10 points) Chapter 4 Discussion Assignment (20 points)
Weeks 7 and 8	Buddhism (Chapter 5)	Quiz on Chapter 5 (10 points) Chapter 5 Discussion Assignment (20 points)
Weeks 9 and 10	Traditional Theism, Judaism (Chapter 11)	Quiz on Chapter 11 (10 points) Chapter 11 Discussion Assignment (20 points)
Weeks 11 and 12	Christianity (Chapter 12)	Quiz on Chapter 12 (10 points) Chapter 12 Discussion Assignment (20 points)
Weeks 13 and 14	Islam (Chapter 13)	Quiz on Chapter 13 (10 points) Chapter 13 Discussion Assignment (20 points)
Week 15	Review, Discussion, and Reflection	Last Quiz (10 points) Final Essay (50 points)
Week 16	Final Exam	Final Exam (50 points)

Notes:

\*The total number of points available is 300.

The instructor reserves the right to change the schedule during the semester if need be. The most updated version of the schedule will always be available in the first module within our Canvas site. If you ever have questions about our schedule, please let me know.

## Institutional Policies

STUDENT RESPONSIBILITIES:



“Students must comply with all posted COVID-19 health and safety measures when on campus, as described in the [Alamo Colleges District Procedure C.2.1.9](#). Your college may provide additional guidance.”

#### **A. Attendance:**

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

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.

Additionally, it is the student’s responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or for online classes non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the “student course withdrawal” link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student’s responsibility to withdraw officially from a class by submitting a “student course withdrawal” request in ACES.

#### **B. Early Alert and Intervention**

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete course requirements at the Alamo Colleges District.

#### **3-Peat Rule**

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

#### **150 Hour Rule**

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically 120 hours) in which the student is enrolled.

#### **C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](#) (<https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx>)):**

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions

necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

### **1. Engagement**

1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
3. Complete all requirements for admission, registration, and payment by deadlines;
4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
5. Meet all federal, state and local health care regulations.

### **2. Communication**

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

### **3. Academic Success**

1. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;
8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

### **4. Self-Responsibility and Responsibility to Others**

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;
2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

#### D. Textbook Availability

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

#### E. Licensed Concealed Campus Carry

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

#### Disciplinary Sanctions

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise their enforcement discretion.

If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911
- Do not confront the person or ask if the person has a permit

#### F. Title IX policy

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2 \(https://www.alamo.edu/link/bddbd6057f27474b8207b6dbcf9741e3.aspx\)](https://www.alamo.edu/link/bddbd6057f27474b8207b6dbcf9741e3.aspx).

#### COLLEGE REQUIREMENTS:

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

**Incomplete Grades.** The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

##### **Student Grade Changes and Appeals**

You have a maximum of one year from the end of the term in which the final grade was issued to request a review of the grade or petition for a grade change. Judging the quality of academic performance rests with the instructor assigned to the course. If you believe that the grade is incorrect, you should schedule a conference with the instructor or, if the instructor is not available, the department chair. If you still are not satisfied with the grade, you can file an Academic Grievance within five days of the instructor's decision. See Academic Grievance Procedure in the "District, State and Federal Regulations" section of the e-catalog.

## Religious Holy Days

A “religious holy day” is a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students must notify the faculty member in writing within the first twelve days of the semester which day(s) will be observed. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time as established by the faculty member. The faculty member may respond appropriately if the student fails to satisfactorily complete the assignment or examination by the deadline.

## ★ College Priorities

---

### How can I create My Mission Statement?

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

### Expectations in Remote Learning Courses

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation require reliable internet access and computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## College Policies

---

### St. Philip's College Mission Statement

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

- 1) General courses in arts and sciences leading to an associate degree.
- 2) Transfer education for students desiring to attend senior institutions.
- 3) Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- 4) Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- 5) Workforce and Career development training programs for business, industry and government.

- 6) Continuing education programs for occupational and educational enrichment or certification.
- 7) Counseling and guidance designed to assist students in achieving their educational and professional goals.
- 8) Educational support services including library services, tutoring, open use computer labs and writing center.
- 9) Services and appropriate accommodations for special populations, to include adult literacy and distance education.
- 10) Quality social, cultural, and intellectual enrichment experiences for the community.
- 11) Opportunities for participation in community service and economic development projects.

#### **Quality Enhancement Plan: Ethical Decision Making**

St. Philip's College is committed to quality education, as such the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skill.*

#### **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

#### **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

#### **Smoking-Free Environment (Alamo Colleges District [Policy C.2.13](#))**

All of the colleges of the Alamo Colleges District are tobacco free. Smoking is prohibited in all classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in all buildings of the College District, and on all property which is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products and vapor or e-cigarettes.

#### **Contact Phone Information**

##### **Alamo Colleges District DPS Emergency Phone Numbers:**

- Emergency Phone (210) 485-0911
- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

#### **Disability Services**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.

For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- **MLK Campus** – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- **SWC** –LIFEspace Office, Industrial Technology Center (ITSC) A-135

### **Mandatory Student Training for Online Classes:**

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001. The free, self-paced, online course will familiarize you with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) or call 210-486-2239 for more information.

### **Prompt Response to Student Communication**

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### **Commitment to Timely Grading**

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### **Religious Holy Days**

Students who will be observing religious holy days during the timeframe for this course, should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### **Academic Calendar and Important Dates**

It is the student's responsibility to make themselves aware of pertinent dates. Please review [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

### **Course Withdrawal**

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the [academic calendar](#) are the absolute cut-off timeframes, regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

### **Attendance**

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District [Policy F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day. Students should verify the drop is completed with their advisor.

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.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "[student course withdrawal](#)" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal"

### **Final Exams**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

### **Incomplete Grades**

The conditional grade of "I" may be issued to a student having a passing average (grade of "D" or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).





# Introduction to Logic

## PHIL-2303

Full Term Spring 2021 Section 001.36309 3-3-0 Credits 01/19/2021 to 05/15/2021 Modified 01/30/2021

### Meeting Times

**Zoom Meeting Times: 9:15 a.m. - 10:30 a.m, MW**

Our course is a synchronous course that will be delivered remotely via Zoom. Our Zoom meetings will take place on Mondays and Wednesdays from 9:15 a.m. to 10:30 a.m.

The term “Synchronous” refers to a face-to-face class in which you are physically in a room with your instructor and other students during the time published in the class schedule. **Instructors CANNOT deviate from the meeting time published in the class schedule.** Since the COVID 19 pandemic has impacted the delivery method for teaching and learning, synchronous (face-to-face) classes meet in a Remote Learning environment via a platform called Zoom (video communication). Zoom is the video communication technology that allows you to connect with the instructor and your peers for Remote Learning. In the Remote learning class, you are still considered face-to-face and your attendance is expected. Other examples of synchronous learning via Zoom include participation in breakout rooms, chats, or screen sharing in class with your instructor and other students. The course delivery (lecture, information and materials) is “Remote via Zoom (video communication)” at the time published in the schedule. The instructor will establish classroom management the first day of class and explain the guidelines for technology use such as computer cameras, cellular phones and apps, tablets, and etc. For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

“Asynchronous,” “e-Learning,” and “Distance Learning” are terms that refer to fully online classes. Asynchronous, e-Learning, and Distance Learning classes require students to be well disciplined. In Asynchronous, e-Learning, and Distance Learning classes, students WILL NOT meet the instructor during a scheduled class time. The communication with the instructor is managed via instructor and student email. Students are responsible for routinely logging into CANVAS to complete assignments by deadlines set by the instructor. Communication between the student and instructor is NOT in real time. The timeframe for an instructor’s response will be outlined in the course syllabus. If you need to meet with your instructor, you will have the option to schedule an appointment/conference. Considering our current COVID 19 environment, your instructor may schedule your appointment/conference via an online meeting platform called Zoom (video communication). For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone at (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Contact Information

**Instructor: Marie Feldmeier**

Email: [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu)

Office phone: 210-486-2280

Office hours\*: 1:00 - 3:00 MW and 10:30 - 12:00 TR

\*During this these time windows, I will be available to meet via Zoom. To make an appointment, please contact me. I am here to support you and respond to any questions or concerns you wish to discuss. If you cannot meet during any of these time windows but would still like to make an appointment, please let me know and we can find a time that is convenient for you.

### Materials



Name	A Concise Introduction to Logic
Author	Hurley and Watson
Edition	The latest version is the "13th Edition" (2017).  However, previous editions may be used in class.
ISBN-13	978-1305958098
Description	"Unsurpassed for its clarity and comprehensiveness, A CONCISE INTRODUCTION TO LOGIC is the #1 introductory logic textbook on the market. In this 13th Edition, Patrick Hurley and new co-author Lori Watson continue to build upon the tradition of a lucid, focused, and accessible presentation of the basic subject matter of both informal and formal logic. How Logical Are You? features connect a section's content to real-life scenarios pertinent to students' lives, using everyday examples to "translate" new notions and terms into concepts to which readers unfamiliar with the subject matter can relate. Living Logic, a new digital activity, allows students to apply the skills they learn to a real-world problem. The text's extensive, carefully sequenced exercises guide students toward greater proficiency with the skills they are learning."

Note: The cost of this textbook is not included in your tuition. You are responsible for purchasing or renting a copy of this text. You may purchase or rent the text from any vendor of your choice (e.g. SPC bookstore, Amazon, etc.) in any format (e.g. e-version, paperback, etc.).

## Description

---

Nature and methods of clear and critical thinking and methods of reasoning such as deduction, induction, scientific reasoning, and fallacies. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

Prerequisite(s)

INRW 0420

MATH 0320

## Objectives

---

THECB Core Curriculum 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/or predicate notation.
- 3 Determine the validity of symbolic propositional or predicate arguments using such methods as direct/indirect truth tables, natural deduction, and/or the finite universe method.
- 4 Understand basic concepts in logic, such as truth functionality, validity, soundness, counter-examples, tautology, self-contradiction, logical equivalence, logical contradictoriness, and logical consistence.

## Evaluation

---

### GRADING STATEMENT

Your final grade will depend upon the completion of quizzes and exams. For details concerning when these quizzes and exams will occur and the point values associated with each one, please see our schedule below. Final grades will be determined via a point system; each completed assignment will earn points. The total number of points available is 300. Final grades will be determined in accord with the following schema:

Earning between 90% and 100% of 300 points results in an A. In order to earn an A, it is necessary to earn at least 270 points.

Earning between 80% and 89.9% of 300 points results in a B. A final grade of B would result from an accumulation of points between 240 and 269.

Earning between 70% and 79.9% of 300 points results in a C. A final grade of C would result from an accumulation of points between 210 and 239.

Earning between 60% and 69.9% of 300 points results in a D. A final grade of D would result from an accumulation of points between 180 and 109.

### Notes:

The instructor reserves the right to reduce the number of quizzes and/or exams if need be. Such a reduction is unlikely, but if it were to occur, course participants would automatically receive the number of points that had been allotted for any cancelled quiz or exam.

Quizzes and exams must be submitted by the associated due date in order to receive credit, except in cases of excused absences. In cases related to excused absences, the possible number of points available for the particular quiz or exam will be determined at the instructor's discretion. All coursework must be submitted by May 13, 2021.

## Course Policies

---

## Course Policies

### 1. Communication

If at any point you have any questions or concerns related to the course, please do not hesitate to contact me. I am here to support you. You can reach me by (a) messaging me through Canvas, (b) sending me an email at [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu), or (c) leaving a voicemail message on my office phone (210-486-2280). The fastest way to connect with me is via Canvas messaging or email. If you would like, we can set up a Zoom meeting to discuss your questions or concerns. Alternatively, we can communicate in writing.

### 2. Additional Texts

I will assign additional required texts (for example, handouts or videos that are not directly associated with our textbook). If you ever have trouble accessing such a required text, please let me know.

### 3. Circumstances that interfere with your progress in the course

If problems arise that interfere with your progress in the course and/or your ability to complete coursework, please let me know as soon as possible. If you contact me just after the problem has arisen, we can work together to come up with a plan for moving forward. This plan may involve altering some due dates during the semester, if circumstances call for such changes (any such changes would be at my discretion, but within reason, I try to be as understanding and accommodating as possible). Again, should any problems arise, please contact me as soon as you can. I am very approachable and want to see you succeed.

### 4. Late Work

Quizzes and exams must be submitted by the associated due date in order to receive credit, except in cases of excused absences. In cases related to excused absences, the possible number of points available for the particular quiz or exam will be determined at the instructor's discretion. All coursework must be submitted by May 13, 2021.

### 5. Academic Integrity

Needless to say, we must all uphold high standards of academic integrity and avoid violating St. Philip's College's Academic Integrity Policies. In particular, it is very important to avoid (a) academic misconduct, (b) cheating, (c) collusion, and (d) plagiarism. Here are the definitions of these terms, quoted word-for-word from the Student Code of Conduct.

*Academic Misconduct.* "The intentional violation of college policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument."

*Cheating.* "The use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration."

*Collusion.* "Assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit."

*Plagiarism.* "The unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."

The document from which the above definitions are quoted is available at the following web address:

<https://www.alamo.edu/siteassets/district/about-us/leadership/board-of-trustees/policies-pdfs/section-f/f.4.2.2-procedure.pdf>.

If you ever have any questions about whether or not some particular action would count as a violation of SPC's policies regarding academic integrity, please ask me.

An additional note about plagiarism: When summarizing a text authored by someone else or conveying an idea that is present in such a text, it is very important to express ideas *in one's own words*. If we use sentences or even various phrases from a text, we must enclose them in quotation marks and cite the text.

Violations of academic integrity are reported to the College. Typically, a violation of academic integrity within a particular assignment would result in a failing grade for that assignment. More than one such violation could result in failure of the course.

Again, if you ever have any questions concerning academic integrity, please let me know.

## 6. Syllabus Changes

The instructor reserves the right to change the syllabus at any point during the semester. In the case of a significant change, the change would be announced shortly after it was made.

## Schedule

Calendar	Topics and Readings*	Assigned Work and Associated Points**
Week 1	Introduction to logic; the nature of arguments (Section 1.1)	
Weeks 2 and 3	Arguments, argument evaluation, and argument reconstruction (Section 1.1)	Quiz 1 (15 points)
Week 4	Deduction and induction; types of inductive arguments (Section 1.3)	Quiz 2 (10 points)
Week 5	Fallacies of relevance (Section 3.2)	Quizzes 3 and 4 (10 points each)
Week 6	Exam I: Review, preparation, and delivery of exam	Exam I (35 points)
Week 7	Fallacies of weak induction (Section 3.3)	Quizzes 5 and 6 (10 points each)
Weeks 8 & 9	Statement types, argument forms, and key logical concepts (such as consistency, inconsistency, contradiction, entailment, and validity) (Section 1.3)	Quizzes 7 - 10 (10 points each)
Weeks 10 & 11	Validity, soundness, and formal fallacies (Section 1.4)	Quizzes 11 - 13 (10 points each) and Quiz 14 (15 points)
Week 12	Exam II: Review, preparation, and delivery of exam	Exam II (35 points)
Weeks 13 - 15	Special topics: (a) strength and cogency (Sections 1.4), (b) varieties of meaning (Section 2.1), (c) definitions and their purposes (Section 2.3), (d) cognitive biases, (e) critical thinking and skillful discussion, and (f) ethical reasoning and decision-making	Quizzes 15 - 17 (10 points each)
Week 16	Final Exam	Final Exam (50 points)

### Notes:

\*I will supply additional required reading throughout the semester. This reading material will be available through Canvas in weekly modules.

\*\*The total number of points available is 300.

The instructor reserves the right to change the schedule during the semester if need be. In the event of a quiz cancellation, everyone would automatically receive all of the points associated with the canceled quiz. (It is unlikely that any quizzes will be cancelled, but the instructor reserves the right to do so.) Any significant changes to the schedule would be announced shortly after they were made.

## Institutional Policies

### STUDENT RESPONSIBILITIES:

"Students must comply with all posted COVID-19 health and safety measures when on campus, as described in the [Alamo Colleges District Procedure C.2.1.9](#). Your college may provide additional guidance."

#### A. Attendance:

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

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.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or for online classes non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "student course withdrawal" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal" request in ACES.

## **B. Early Alert and Intervention**

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete course requirements at the Alamo Colleges District.

## **3-Peat Rule**

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

## **150 Hour Rule**

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically 120 hours) in which the student is enrolled.

## **C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx) (<https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx>)):**

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

## **1. Engagement**

1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
3. Complete all requirements for admission, registration, and payment by deadlines;
4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
5. Meet all federal, state and local health care regulations.

## **2. Communication**

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

## **3. Academic Success**

1. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;
8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

## **4. Self-Responsibility and Responsibility to Others**

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;
2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

## **D. Textbook Availability**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

## **E. Licensed Concealed Campus Carry**

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

### Disciplinary Sanctions

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise their enforcement discretion.

If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911
- Do not confront the person or ask if the person has a permit

### F. Title IX policy

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2 \(https://www.alamo.edu/link/bddbd6057f27474b8207b6dbcf9741e3.aspx\)](https://www.alamo.edu/link/bddbd6057f27474b8207b6dbcf9741e3.aspx).

### COLLEGE REQUIREMENTS:

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

**Incomplete Grades.** The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

#### Student Grade Changes and Appeals

You have a maximum of one year from the end of the term in which the final grade was issued to request a review of the grade or petition for a grade change. Judging the quality of academic performance rests with the instructor assigned to the course. If you believe that the grade is incorrect, you should schedule a conference with the instructor or, if the instructor is not available, the department chair. If you still are not satisfied with the grade, you can file an Academic Grievance within five days of the instructor's decision. See Academic Grievance Procedure in the "District, State and Federal Regulations" section of the e-catalog.

## Religious Holy Days

A "religious holy day" is a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students must notify the faculty member in writing within the first twelve days of the semester which day(s) will be observed. A student whose absence is excused under this provision may not be penalized for that absence and shall be



allowed to take an examination or complete an assignment within a reasonable time as established by the faculty member. The faculty member may respond appropriately if the student fails to satisfactorily complete the assignment or examination by the deadline.

## ★ College Priorities

---

### How can I create My Mission Statement?

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

### Expectations in Remote Learning Courses

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation require reliable internet access and computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## College Policies

---

### St. Philip's College Mission Statement

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

- 1) General courses in arts and sciences leading to an associate degree.
- 2) Transfer education for students desiring to attend senior institutions.
- 3) Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- 4) Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- 5) Workforce and Career development training programs for business, industry and government.
- 6) Continuing education programs for occupational and educational enrichment or certification.
- 7) Counseling and guidance designed to assist students in achieving their educational and professional goals.
- 8) Educational support services including library services, tutoring, open use computer labs and writing center.
- 9) Services and appropriate accommodations for special populations, to include adult literacy and distance education.
- 10) Quality social, cultural, and intellectual enrichment experiences for the community.



11) Opportunities for participation in community service and economic development projects.

#### **Quality Enhancement Plan: Ethical Decision Making**

St. Philip's College is committed to quality education, as such the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skill.*

#### **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

#### **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

#### **Smoking-Free Environment (Alamo Colleges District [Policy C.2.13](#))**

All of the colleges of the Alamo Colleges District are tobacco free. Smoking is prohibited in all classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in all buildings of the College District, and on all property which is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products and vapor or e-cigarettes.

#### **Contact Phone Information**

Alamo Colleges District DPS Emergency Phone Numbers:

- Emergency Phone (210) 485-0911
- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

#### **Disability Services**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.

For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- **MLK Campus** – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- **SWC** –LIFESpace Office, Industrial Technology Center (ITSC) A-135

#### **Mandatory Student Training for Online Classes:**

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001.

The free, self-paced, online course will familiarize you with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) or call 210-486-2239 for more information.

### **Prompt Response to Student Communication**

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### **Commitment to Timely Grading**

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### **Religious Holy Days**

Students who will be observing religious holy days during the timeframe for this course, should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### **Academic Calendar and Important Dates**

It is the student's responsibility to make themselves aware of pertinent dates. Please review [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

### **Course Withdrawal**

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the [academic calendar](#) are the absolute cut-off timeframes, regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

### **Attendance**

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District [Policy F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day. Students should verify the drop is completed with their advisor.

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.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including

lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "[student course withdrawal](#)" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal"

### **Final Exams**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

### **Incomplete Grades**

The conditional grade of "I" may be issued to a student having a passing average (grade of "D" or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).

---



# Introduction to Ethics

## PHIL-2306

Full Term Spring 2021 Section 076.34079 3-3-0 Credits 01/19/2021 to 05/15/2021 Modified 01/14/2021

### Meeting Times

This course is an asynchronous course.

"Asynchronous," "e-Learning," and "Distance Learning" are terms that refer to fully online classes. Asynchronous, e-Learning, and Distance Learning classes require students to be well disciplined. In Asynchronous, e-Learning, and Distance Learning classes, students WILL NOT meet the instructor during a scheduled class time. The communication with the instructor is managed via instructor and student email. Students are responsible for routinely logging into CANVAS to complete assignments by deadlines set by the instructor. Communication between the student and instructor is NOT in real time. The timeframe for an instructor's response will be outlined in the course syllabus. If you need to meet with your instructor, you will have the option to schedule an appointment/conference. Considering our current COVID 19 environment, your instructor may schedule your appointment/conference via an online meeting platform called Zoom (video communication). For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone at (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

The term "Synchronous" refers to a face-to-face class in which you are physically in a room with your instructor and other students during the time published in the class schedule. Instructors CANNOT deviate from the meeting time published in the class schedule. Since the COVID 19 pandemic has impacted the delivery method for teaching and learning, synchronous (face-to-face) classes meet in a Remote Learning environment via a platform called Zoom (video communication). Zoom is the video communication technology that allows you to connect with the instructor and your peers for Remote Learning. In the Remote learning class, you are still considered face-to-face and your attendance is expected. Other examples of synchronous learning via Zoom include participation in breakout rooms, chats, or screen sharing in class with your instructor and other students. The course delivery (lecture, information and materials) is "Remote via Zoom (video communication)" at the time published in the schedule. The instructor will establish classroom management the first day of class and explain the guidelines for technology use such as computer cameras, cellular phones and apps, tablets, and etc. For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Contact Information

Instructor: Marie Feldmeier

Email: [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu)

Office phone: 210-486-2280

Office hours\*: 1:00 - 3:00 MW and 10:30 - 12:00 TR

\*During this these time windows, I will be available to meet via Zoom. To make an appointment, please contact me. I am here to support you and respond to any questions or concerns you wish to discuss. If you cannot meet during any of these time windows but would still like to make an appointment, please let me know and we can find a time that is convenient for you.

### Materials

Name	Doing Ethics: Moral Reasoning and Contemporary Issues
------	---

Author	Lewis Vaughn
Edition	The latest version is the fifth edition. It is also fine to use the fourth edition. Please use either the fourth edition or the fifth edition.
ISBN	Fourth edition: 978-0393265415 Fifth edition: 978-0393667257
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.

Note: The cost of this textbook is not included in your tuition. You are responsible for purchasing or renting a copy of this text. You may purchase or rent the text from any vendor of your choice (e.g. SPC bookstore, Amazon, etc.) in any format (e.g. e-version, paperback, etc.).

## Description

Classical and contemporary theories concerning the good life, human conduct in society, and moral and ethical standards. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

Prerequisite(s)

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.

THECB Core Curriculum 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 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 well-reasoned ethical positions in writing.
- 5 Apply ethical concepts and principles to address moral concerns.
- 6 Apply course material to various aspects of life.
- 7 Discuss ways of living responsibly in a world where people have diverse ethical beliefs.

## Evaluation

---

### GRADING STATEMENT

Your final grade will depend upon the completion of quizzes, discussion assignments, essays, and a final exam.

Final grades will be determined via a point system; each completed assignment will earn points. The total number of points available is 350. Final grades will be determined in accord with the following schema:

Earning between 90% and 100% of 350 points results in an A. In order to earn an A, it is necessary to earn at least 315 points.

Earning between 80% and 89.9% of 350 points results in a B. A final grade of B would result from an accumulation of points between 280 and 314.

Earning between 70% and 79.9% of 350 points results in a C. A final grade of C would result from an accumulation of points between 245 and 279.

Earning between 60% and 69.9% of 350 points results in a D. A final grade of D would result from an accumulation of points between 210 and 244.

Information concerning the exact number of points each assignment is worth is available in the course schedule below.

Notes:

The instructor reserves the right to reduce the number of quizzes and/or discussion assignments if need be. Such a reduction is unlikely, but if it were to occur, course participants would automatically receive the number of points that had been allotted for any cancelled quiz or discussion assignment.

Quizzes and discussion assignments must be submitted by the associated due dates in order to receive credit, except in cases of excused absences. Essays may be submitted late, though if an essay were submitted after the due date, then several points would be deducted for every day that passes between the due date and the submission date. In cases related to excused absences, the possible number of points available for the particular assignment will be determined at the instructor's discretion. All coursework must be submitted by May 13th, 2021.

# \* Course Policies

---

## Course Policies

### 1. Communication

If at any point you have any questions or concerns related to the course, please do not hesitate to contact me. I am here to support you. You can reach me by (a) messaging me through Canvas, (b) sending me an email at [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu), or (c) leaving a voicemail message on my office phone (210-486-2280). The fastest way to connect with me is via Canvas messaging or email. If you would like, we can set up a Zoom meeting to discuss your questions or concerns. Alternatively, we can communicate in writing.

### 2. Additional Texts

I will assign additional required texts (for example, articles or videos that are not directly associated with our textbook). If you ever have trouble accessing such a required text, please let me know.

### 3. Circumstances that interfere with your progress in the course

If problems arise that interfere with your progress in the course and/or your ability to complete coursework, please let me know as soon as possible. If you contact me just after the problem has arisen, we can work together to come up with a plan for moving forward. This plan may involve altering some due dates during the semester, if circumstances call for such changes (any such changes would be at my discretion, but within reason, I try to be as understanding and accommodating as possible). Again, should any problems arise, please contact me as soon as you can. I am very approachable and want to see you succeed.

### 4. Late Work

Quizzes and discussion assignments must be submitted by the associated due date in order to receive credit, except in cases of excused absences. Essays may be submitted late, though if an essay were submitted after the due date, then several points would be deducted for every day that passes between the due date and the submission date. In cases related to excused absences, the possible number of points available for the particular assignment will be determined at the instructor's discretion. All coursework must be submitted by May 13, 2021.

### 5. Academic Integrity

Needless to say, we must all uphold high standards of academic integrity and avoid violating St. Philip's College's Academic Integrity Policies. In particular, it is very important to avoid (a) academic misconduct, (b) cheating, (c) collusion, and (d) plagiarism. Here are the definitions of these terms, quoted word-for-word from the Student Code of Conduct.

*Academic Misconduct:* "The intentional violation of college policies, such as tampering with grades, misrepresenting one's identify, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument."

*Cheating:* "The use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration."

*Collusion:* "Assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit."

*Plagiarism:* "The unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."

The document from which the above definitions are quoted is available at the following web address:

<https://www.alamo.edu/siteassets/district/about-us/leadership/board-of-trustees/policies-pdfs/section-f/f.4.2.2-procedure.pdf>.

If you ever have any questions about whether or not some particular action would count as a violation of SPC's policies regarding academic integrity, please ask me.

An additional note about plagiarism: When summarizing a text authored by someone else or conveying an idea that is present in such a text, it is very important to express ideas *in one's own words*. If we use sentences or even various phrases from a text, we must

enclose them in quotation marks and cite the text.

Violations of academic integrity are reported to the College. Typically, a violation of academic integrity within a particular assignment would result in a failing grade for that assignment. More than one such violation could result in failure of the course.

Again, if you ever have any questions concerning academic integrity, please let me know.

## 6. Syllabus Changes

The instructor reserves the right to change the syllabus at any point during the semester. In the case of a significant change, the change would be announced shortly after it was made.

## Schedule

Calendar	Topics and Readings	Assigned Work and Associated Points*
Week 1	Course Orientation and Icebreaker Discussion	Read through Start Here Module, Acquire Textbook Icebreaker discussion (10 points)
Week 2	Ethics and the Examined Life (Chapter 1)	Quiz on Chapter 1 (10 points)
Week 3	Subjectivism and Relativism (Chapter 2, pages 20 - 28)	Quiz on Chapter 2 (10 points) Discussion Assignment 2 (20 points)
Week 4	Evaluating Moral Arguments (Chapter 3)	Quiz on Chapter 3 (20 points)
Week 5	Introduction to Moral Theories, Consequentialist Theories (Chapter 5)	Quiz on Chapter 5 (10 points) Discussion Assignment 3 (20 points)
Week 6	Nonconsequentialist Theories (Chapter 6)	Quiz on Chapter 6 (10 points)
Weeks 7 and 8	Virtue Ethics (Chapter 7)	Quiz on Chapter 7 (10 points) Essay I (50 points)
Week 9	Love and Related Virtues (I will supply texts)	Discussion Assignment 4 (20 points)
Weeks 10 and 11	Death with Dignity (Chapter 10)	Quiz on Chapter 10 (10 points) Discussion Assignment 5 (20 points)
Weeks 12 and 13	Drug Use and Personal Liberty (Chapter 17)	Quiz on Chapter 17 (10 points) Discussion Assignment 6 (20 points)
Weeks 14 and 15	Core Ethical Beliefs, Guiding Ethical Principles (I will supply texts)	Work on Final Exam and Final Essay
Week 16	Finals Week	Final Exam (50 points) and Final Essay (50 points) due



Notes:

\*The total number of points available is 350.

The instructor reserves the right to change the schedule during the semester if need be. The most updated version of the schedule will always be available in the first module within our Canvas site. If you ever have questions about our schedule, please let me know.

## Institutional Policies

---

### STUDENT RESPONSIBILITIES:

"Students must comply with all posted COVID-19 health and safety measures when on campus, as described in the [Alamo Colleges District Procedure C.2.1.9](#). Your college may provide additional guidance."

#### A. Attendance:

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

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.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or for online classes non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "student course withdrawal" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal" request in ACES.

#### B. Early Alert and Intervention

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete course requirements at the Alamo Colleges District.

#### 3-Peat Rule

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

#### 150 Hour Rule

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically 120 hours) in which the student is enrolled.

**C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx) (<https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx>)):**

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

### **1. Engagement**

1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
3. Complete all requirements for admission, registration, and payment by deadlines;
4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
5. Meet all federal, state and local health care regulations.

### **2. Communication**

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

### **3. Academic Success**

1. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;
8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

### **4. Self-Responsibility and Responsibility to Others**

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;

2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

#### **D. Textbook Availability**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

#### **E. Licensed Concealed Campus Carry**

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

#### **Disciplinary Sanctions**

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise their enforcement discretion.

If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911
- Do not confront the person or ask if the person has a permit

#### **F. Title IX policy**

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2 \(https://www.alamo.edu/link/bddb6057f27474b8207b6dbcf9741e3.aspx\)](https://www.alamo.edu/link/bddb6057f27474b8207b6dbcf9741e3.aspx).

#### **COLLEGE REQUIREMENTS:**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

**Incomplete Grades.** The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end

of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

#### **Student Grade Changes and Appeals**

You have a maximum of one year from the end of the term in which the final grade was issued to request a review of the grade or petition for a grade change. Judging the quality of academic performance rests with the instructor assigned to the course. If you believe that the grade is incorrect, you should schedule a conference with the instructor or, if the instructor is not available, the department chair. If you still are not satisfied with the grade, you can file an Academic Grievance within five days of the instructor's decision. See Academic Grievance Procedure in the "District, State and Federal Regulations" section of the e-catalog.

## **Religious Holy Days**

A "religious holy day" is a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students must notify the faculty member in writing within the first twelve days of the semester which day(s) will be observed. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time as established by the faculty member. The faculty member may respond appropriately if the student fails to satisfactorily complete the assignment or examination by the deadline.

## **College Priorities**

---

#### **How can I create My Mission Statement?**

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

#### **Expectations in Remote Learning Courses**

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation require reliable internet access and computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## **College Policies**

---

#### **St. Philip's College Mission Statement**

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a

Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

- 1) General courses in arts and sciences leading to an associate degree.
- 2) Transfer education for students desiring to attend senior institutions.
- 3) Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- 4) Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- 5) Workforce and Career development training programs for business, industry and government.
- 6) Continuing education programs for occupational and educational enrichment or certification.
- 7) Counseling and guidance designed to assist students in achieving their educational and professional goals.
- 8) Educational support services including library services, tutoring, open use computer labs and writing center.
- 9) Services and appropriate accommodations for special populations, to include adult literacy and distance education.
- 10) Quality social, cultural, and intellectual enrichment experiences for the community.
- 11) Opportunities for participation in community service and economic development projects.

#### **Quality Enhancement Plan: Ethical Decision Making**

St. Philip's College is committed to quality education, as such the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skill.*

#### **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

#### **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

#### **Smoking-Free Environment (Alamo Colleges District [Policy C.2.13](#))**

All of the colleges of the Alamo Colleges District are tobacco free. Smoking is prohibited in all classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in all buildings of the College District, and on all property which is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products and vapor or e-cigarettes.

#### **Contact Phone Information**

Alamo Colleges District DPS Emergency Phone Numbers:

- Emergency Phone (210) 485-0911

- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

### Disability Services

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.

For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- MLK Campus – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- SWC –LIFESpace Office, Industrial Technology Center (ITSC) A-135

### Mandatory Student Training for Online Classes:

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001. The free, self-paced, online course will familiarize you with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) or call 210-486-2239 for more information.

### Prompt Response to Student Communication

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### Commitment to Timely Grading

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### Religious Holy Days

Students who will be observing religious holy days during the timeframe for this course, should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### Academic Calendar and Important Dates

It is the student's responsibility to make themselves aware of pertinent dates. Please review [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

### Course Withdrawal

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the

[academic calendar](#) are the [absolute cut-off timeframes](#), regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

## Attendance

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District [Policy F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day. Students should verify the drop is completed with their advisor.

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.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "[student course withdrawal](#)" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal"

## Final Exams

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

## Incomplete Grades

The conditional grade of "I" may be issued to a student having a passing average (grade of "D" or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).



# APPENDIX E: Instructor Syllabi



Philosophy IUR  
2023-2024  
ST. PHILIP'S  
COLLEGE





ALAMO COLLEGES DISTRICT  
St. Philip's College

## Introduction to Philosophy

PHIL-1301-SPC 003

Spring 2024 Full Term JAN 16, 2024 - MAY 11, 2024

### Meeting Times

---

**The term “Synchronous”** refers to a face-to-face class in which you are physically in a room with your instructor and other students during the time published in the class schedule. Instructors CANNOT deviate from the meeting time published in the class schedule. Since the COVID 19 pandemic has impacted the delivery method for teaching and learning, synchronous (face-to-face) classes meet in a Remote Learning environment via a platform called Zoom (video communication). Zoom is the video communication technology that allows you to connect with the instructor and your peers for Remote Learning. In the Remote learning class, you are still considered face-to-face and your attendance is expected. Other examples of synchronous learning via Zoom include participation in breakout rooms, chats, or screen sharing in class with your instructor and other students. The course delivery (lecture, information and materials) is “Remote via Zoom (video communication)” at the time published in the schedule. The instructor will establish classroom management the first day of class and explain the guidelines for technology use such as computer cameras, cellular phones and apps, tablets, and etc. For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Course Information

---

**CRN:** 27376

**Instructional Method:** Zoom/VideoTape/DVD/BroadcastTV

**Part of Term:** Full Term

**Credit Hour Breakdown:** 3-3-0

**Meeting Location(s):** Class: Remote Learning REMOTE

**Class Meeting Times:** Class: MW 09:15 AM-10:30 AM

### Instructor Information

---

**Name:** Anthony Givhan

**Title:** Adjunct Faculty

**Email:** [agivhan@alamo.edu](mailto:agivhan@alamo.edu)

**Office Location and Hours:**

218 Sutton Learning Center (SCL)

I am available to meet via Zoom during weekdays. To make a Zoom appointment, send me an email message at [agivhan@alamo.edu](mailto:agivhan@alamo.edu) and let me know when you would like to meet.

**Phone:** 210-486-2040

**Preferred Method of Communication:**

email: [agivhan@alamo.edu](mailto:agivhan@alamo.edu)

**Faculty Profile (CV)**

[CV Link](#)

**Education**

Ph.D., Philosophy - Michigan State University, East Lansing, MI, 2014

M.A., Philosophy - Western Michigan University, Kalamazoo, MI, 2000

M.R.E., Religious Education - Grand Rapids Theological Seminary, Grand Rapids, MI, 1989

B.S., Political Science - Western Michigan University, Kalamazoo, MI, 1981

**Social and Behavioral Sciences Department Information**

---

This course is part of the Social and Behavioral Sciences Department (SBS). SBS offers courses that encourage critical thinking about the behavioral patterns and social issues of our world. Our goal is to provide a quality educational environment that encourages students to participate in and lead relevant campus, district, and community activities. Our academically and culturally enriched environment strongly promotes positive values and ethical decision-making processes. We have designed programs that encourage and challenge the student to excel in critical thought and theoretical applications to "real world" experiences.

St. Philip's College

1801 Martin Luther King Dr., San Antonio, TX 78203

SLC 2nd Floor 219

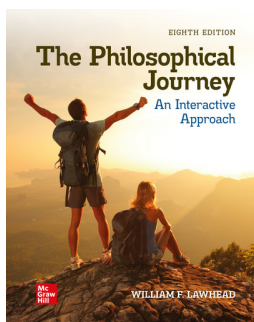
Phone Number: 210-486-2000 (Main) | 210-486-2040 (direct phone) | 210-486-2314 (alternative) | 210-486-2040 (chair's phone)

Email: [spc-sbs@alamo.edu](mailto:spc-sbs@alamo.edu)

Department Chair email: [jnanivazo@alamo.edu](mailto:jnanivazo@alamo.edu)

## Materials

---



### **The Philosophical Journey: An Interactive Approach**

**ISBN:** 9781260836967

**Authors:** William Lawhead

**Publisher:** McGraw Hill

**Publication Date:** 2023

**Edition:** 8th

#### **Additional Information**

The cost of this textbook is included in your tuition.

## 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. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

**Prerequisites:** INRW 0420

## Learning Outcomes

---

1. Read, analyze, and critique philosophical texts.
2. Demonstrate knowledge of key concepts, major arguments, problems, and terminology in philosophy.
3. Present logically persuasive arguments both orally and in writing.
4. Demonstrate critical thinking skills in evaluation and application of philosophical concepts to various aspects of life.
5. Evaluate the personal and social responsibilities of living in a diverse world.

## Evaluation

---

### **The Grade Distribution and Evaluation:**

#### **The Grading Scale**

A = 90% - 100%

B = 80% - 90%

C = 70% - 80%

D = 60% - 70%

F = Below 60%

### **Grading Components and Assignment Weights**

<b>Group</b>	<b>Weight</b>
Assignments	25%
Paper	20%
ISLO Assignment	25%
Final Exam	30%

#### **Assignments**

Assignments are weekly activities that you will turn in as a Canvas assignment. They will usually consist of short answer questions, quizzes, or some activity that will allow you to interact with the course material. They will be worth various points but all together the assignments will be worth 25% of your grade.

#### **Paper**

The paper will be part research, part evaluative, and part opinion. It will be due near the end of the semester and more information will be given as we get closer to when it is due. It will be worth 20% of your grade.

#### **ISLO Assignment**

The ISLO Assignment will be part research, part evaluative, and part opinion. It will be worth 25% of your grade.

#### **Final Exam**

The Final Exam will be cumulative. You must have appropriate and documented justification for missing a test in order to avoid receiving a zero on the test. Make up exams will be by professor's discretion.

### **Course Policies**

---

#### **Participation**

Students have the right to their own beliefs. They also have the right to express those beliefs within the appropriate parameters of the class. While beliefs and opinions may differ widely, each student agrees to be civil, courteous, and respectful of other class members and the professor. Grades will never be based on a particular belief that a student maintains, but only on the quality of the philosophical work performed by a student in conjunction with the course.

We will be discussing difficult, controversial, and occasionally emotional issues. A certain amount of disagreement is therefore expected. Disagreement is one thing, however, disrespect quite another. Please refrain from personal attacks. The trick is to disagree without becoming disagreeable.

### **Late Assignments**

Late assignments may not be accepted without prior instructor authorization and can result in a lower grade. It is your responsibility to contact me in writing when course progression may be affected.

### **A.I. Statement**

Use of A.I. software (such as ChatGBT, etc.) to generate material for assignment submissions is prohibited. Please be sure that all of your sentences are written entirely in your own words; refrain from using A.I. software to generate sentences, parts of sentences, paragraphs, etc. If you do quote from an external source, be sure to enclose the quoted material in quotation marks and cite the source (in keeping with the rest of the academic integrity policies for this course). SPC's TurnItIn software will be used to detect use of A.I. tools. If the use of A.I. software were detected in relation to a given assignment, the student would not receive any credit for the assignment. Other consequences would be at the instructor's discretion.

### **Withdrawals**

I do not "automatically" withdraw students, as it is the student's responsibility to withdraw from the course. The registration status is the responsibility of the student. If you intend to withdraw you must do the paperwork yourself. Anyone who remains enrolled in the course will receive a performance grade according to the criteria above.

### **Incomplete Grades**

Course grades of "Incomplete" are given only in extraordinary circumstances, which must be documented. To receive an incomplete you must request it at, or prior to, the last class meeting

and provide documentation of a compelling reason for granting an incomplete. Please refer to the college's policy on requesting grades of "incomplete" for more criteria and information.

## **Communication Guidelines**

### **Instructor Communication**

I will usually respond to email messages during the 5-weekdays and generally will return your email within 24-48 hours. I may not be available on weekends.

### **Email Etiquette**

- Students are required to use their Aces account email when communicating with each other or with the instructors. Email communication sent from personal accounts may end up in spam or junk folders.
- Use proper grammar, spelling and punctuation avoiding internet jargon such as text acronyms and emoticons.
- Articulate your specific need(s) in the message but do so with brevity.
- Address respectfully in the opening.
- Re-send or follow with another email if you do not receive a response within a reasonable amount of time. State that the email was sent. (Messages sometimes get lost or filtered.)
- In the subject field, identify the course name, number. Include the purpose of your inquiry.

### **Important Information: Notice**

Information in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. The instructor, however, reserves the right, acting within the policies and procedures of St. Philip's College, to make changes in course content, course schedule, or instructional techniques.

## **Tutoring Centers and Writing Labs**

---

St. Philip's College provides tutoring support in many disciplines to all students to promote academic and personal growth and develop an appreciation for learning and life-long success. Online tutoring is available 24/7 for online learners through Brainfuse, which is accessible through Canvas. The tutoring centers also provide in-person support with trained tutors. These services are free to all SPC students.

The College's tutoring centers include:

- Byrd Sanctuary (Natural Sciences)
- Math Emporium
- Math World
- Writing Center
- INRW Lab

More information about St. Philip's academic support programs can be found [here](#).

## Schedule

---

Introduction to Philosophy

Course Schedule Spring 2024

Schedule Subject to Change

<b>Dates</b>	<b>Textbook Topic</b>	<b>Assignments</b>	<b>Due Dates</b>
Week 1	Introduction/Chapter 1 - The Philosophical Journey	• Assignment 1	1/19
Week 2	Chapter 1 – The Philosophical Journey, cont.	• Assignment 2	1/26
Week 3	Chapter 3 – Knowledge	• Assignment 3	2/2
Week 4	Chapter 3 – Knowledge, cont.	• Assignment 4	2/9
Week 5	Chapter 3 – Knowledge, cont.	• Assignment 5	2/16
Week 6	Chapter 2 – Ultimate Reality	• Assignment 6	2/23
Week 7	Chapter 2 – Ultimate Reality, cont.	• Assignment 7	3/1
Week 8	Chapter 2 – Ultimate Reality, cont.	• Assignment 8	3/8
Week 9	<b>SPRING BREAK – NO CLASS</b>		<b>3/11 -</b>

		<ul style="list-style-type: none"> <li>• <b>NONE</b></li> </ul>	<b>3/15</b>
Week 10	Chapter 4 – The Search for God	<ul style="list-style-type: none"> <li>• Assignment 9</li> </ul>	3/22
Week 11	Chapter 4 – The Search for God, cont.	<ul style="list-style-type: none"> <li>• Assignment 10</li> </ul>	3/28
Week 12	Chapter 5 – The Search for Ethical Values	<ul style="list-style-type: none"> <li>• ISLO Assignment</li> </ul>	4/5
Week 13	Chapter 5 – The Search for Ethical Values, cont.	<ul style="list-style-type: none"> <li>• Assignment 11</li> </ul>	4/12
Week 14	Chapter 6 – The Search for Justice	<ul style="list-style-type: none"> <li>• Critical Thinking Paper</li> </ul>	4/19
Week 15	Chapter 6 – The Search for Justice, cont.	<ul style="list-style-type: none"> <li>• Assignment 12</li> </ul>	4/25
Week 16	Chapter 7 – Philosophy and the Meaning of Life	<ul style="list-style-type: none"> <li>• Assignment 13</li> </ul>	5/3
Week 17	Finals Week	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>	Week of 5/6

## Institutional Policies

---

### Student Responsibilities

#### A. Attendance

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.



For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

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.

Additionally, it is the student’s responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, in the case of an online class, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced, but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the “student course withdrawal” link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw from a class may result in a failing grade for the course. It is the student’s responsibility to withdraw officially from a class by submitting a “student course withdrawal” request in ACES.

## **B. Early Alert and Intervention**

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete the course requirements at the Alamo Colleges District.

### **3-Peat Rule**

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

### **150 Hour Rule**

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically 120 hours) in which the student is enrolled.

## **C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](#))**

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

### **1. Engagement**

- a. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);

- b. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
- c. Complete all requirements for admission, registration, and payment by the stated deadlines;
- d. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
- e. Meet all federal, state and local health care regulations.

## **2. Communication**

- a. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
- b. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
- c. Communicate with College personnel promptly regarding academic or co-curricular concerns and for requests of assistance;
- d. Carefully consider the information provided by College personnel and make decisions using that information;
- e. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
- f. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

## **3. Academic Success**

- a. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
- b. Read and follow all syllabi;
- c. Purchase textbooks and required supplies in a timely manner;
- d. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
- e. Arrive to class with all needed materials and completed assignments for that class period;
- f. Be attentive in class and actively participate as appropriate;
- g. Devote sufficient time for studying;
- h. Ensure integrity in all aspects of academic and career development;
- i. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate

- caution to avoid plagiarism on all assignments;
- j. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
- k. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

#### **4. Self-Responsibility and Responsibility to Others**

- a. Update degree/certificate major selection and ensure that the contact information including name, address, phone number and emergency contact in ACES is accurate on a regular basis;
- b. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
- c. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
- d. Maintain respectful and appropriate behavior within and outside the classroom;
- e. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
- f. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
- g. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

#### **D. AlamoBOOKS+**

AlamoBOOKS+ provides easy textbook rentals for eligible students through Barnes & Noble College, so students can have all required instructional materials by the first day of class. Refer to the Instructional Materials section in this syllabus or ask the assigned instructor concerning materials for this class.

#### **E. Licensed Concealed Campus Carry**

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack, or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

### **Disciplinary Sanctions**

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise enforcement at their discretion.

If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911.
- Do not confront the person or ask if the person has a permit.

### **F. Title IX Policy**

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2](#).

### **G. Use of Artificial Intelligence**

Violation of the policies listed in this syllabus related to the use of Artificial Intelligence tools (AI) to produce academic work may result in an Academic Integrity violation per Alamo Colleges District procedure [F.4.2.2-Academic Integrity](#).

Examples include, but are not limited to Bard, ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, Elicit, etc.

Faculty reserve the right to use Artificial Intelligence (AI) detection software to find instances of AI-generated content in student submissions.

## **COLLEGE REQUIREMENTS:**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation will be given a grade of a "0" on the exam.

**Incomplete Grades.** The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

## **College Priorities**

---

### **How can I create My Mission Statement?**

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

### **Expectations in Remote Learning Courses**

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation requires a reliable high-speed internet connection and modern and updated computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## College Policies

---

### St. Philip's College Mission Statement

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

1. General courses in arts and sciences leading to an associate degree.
2. Transfer education for students desiring to attend senior institutions.
3. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
4. Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
5. Workforce and Career development training programs for business, industry and government.
6. Continuing education programs for occupational and educational enrichment or certification.
7. Counseling and guidance designed to assist students in achieving their educational and professional goals.
8. Educational support services including library services, tutoring, open use computer labs and writing center.
9. Services and appropriate accommodations for special populations, to include adult literacy and distance education.
10. Quality social, cultural, and intellectual enrichment experiences for the community.
11. Opportunities for participation in community service and economic development projects.

### Quality Enhancement Plan: Ethical Decision Making

St. Philip's College is committed to quality education, as such, the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skills.*

## **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

## **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

## **Smoking-Free Environment (Alamo Colleges District Policy C.2.13)**

All of the colleges of the Alamo Colleges District are tobacco-free. Smoking is prohibited in classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in buildings of the College District, and on property that is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products, vapor, or e-cigarettes.

## **Contact Phone Information**

Alamo Colleges District DPS Emergency Phone Numbers:

- Emergency Phone (210) 485-0911
- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

## **Disability Services**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodations and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.



For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- **MLK Campus** – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- **SWC** –LIFESpace Office, Industrial Technology Center (ITSC) A-135

### **Mandatory Student Training for Online Classes**

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001. The free, self-paced, online course will familiarize you with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) website or call 210-486-2239 for more information.

### **Prompt Response to Student Communication**

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with a return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### **Commitment to Timely Grading**

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### **Religious Holy Days**

Students who will be observing religious holy days during the timeframe for this course should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### **Academic Calendar and Important Dates**

It is the student's responsibility to make themselves aware of pertinent dates. Please review the [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When

reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

## **Course Withdrawal**

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the [academic calendar](#) are the absolute cut-off timeframes, regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

## **Attendance**

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District Policy [F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day. Students should verify the drop is completed with their advisor.

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 the completion of course requirements covered in their absence.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced, but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "[student course withdrawal](#)" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal"

### **Final Exams**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

### **Incomplete Grades**

The conditional grade of "I" may be issued to a student having a passing average (grade of "D" or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).



ALAMO COLLEGES DISTRICT  
St. Philip's College

## Intro to World Religions

PHIL-1304-SPC 008

Spring 2024 Full Term JAN 16, 2024 - MAY 11, 2024

### Meeting Times

---

**This course is an asynchronous course.**

**“Asynchronous,” “e-Learning,” and “Distance Learning”** are terms that refer to fully online classes. Asynchronous, e-Learning, and Distance Learning classes require students to be well disciplined. In Asynchronous, e-Learning, and Distance Learning classes, students WILL NOT meet the instructor during a scheduled class time. The communication with the instructor is managed via instructor and student email. Students are responsible for routinely logging into CANVAS to complete assignments by deadlines set by the instructor. Communication between the student and instructor is NOT in real time. The timeframe for an instructor’s response will be outlined in the course syllabus. If you need to meet with your instructor, you will have the option to schedule an appointment/conference. Considering our current COVID 19 environment, your instructor may schedule your appointment/conference via an online meeting platform called Zoom (video communication). For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone at (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Course Information

---

**CRN:** 38269

**Instructional Method:** Fully Distance Educ Course

**Part of Term:** Full Term

**Credit Hour Breakdown:** 3-3-0

**Meeting Location(s):** Internet:

**Class Meeting Times:** Internet: -

### Instructor Information

---

**Name:** Marie Feldmeier, Ph.D.

**Title:** Assistant Professor of Philosophy

**Email:** [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu)

**Office Location and Hours:**

Office Location: SLC 219Q

Office Hours: Mondays: 2:00 to 4:00, Tuesdays: 11:00 – 12:30, Wednesdays: 11:00 – 12:30 and 2:00 – 4:00, Thursdays: 11:00 – 12:30 and 2:00 – 3:30, and by appointment.

I am available to meet via Zoom during most weekdays. To make a Zoom appointment, send me an email message at [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu) and let me know when you would like to meet.

**Phone:** 210-486-2280

**Preferred Method of Communication:**

The quickest way to contact me is to send me an email message at [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu) or send me a message within the Canvas messaging system.

**Faculty Profile (CV)**

I'm an assistant professor of philosophy at St. Philip's College. I earned my Ph.D. at the University of Notre Dame in 2004, and I have over fifteen years of full-time teaching experience in philosophy and religious studies.

---

**Social and Behavioral Sciences Department Information**

This course is part of the Social and Behavioral Sciences Department (SBS). SBS offers courses that encourage critical thinking about the behavioral patterns and social issues of our world. Our goal is to provide a quality educational environment that encourages students to participate in and lead relevant campus, district, and community activities. Our academically and culturally enriched environment strongly promotes positive values and ethical decision-making processes. We have designed programs that encourage and challenge the student to excel in critical thought and theoretical applications to "real world" experiences.

St. Philip's College

1801 Martin Luther King Dr., San Antonio, TX 78203

SLC 2nd Floor 219

Phone Number: 210-486-2000 (Main) | 210-486-2040 (direct phone) | 210-486-2314 (alternative) | 210-486-2040 (chair's phone)

Email: [spc-sbs@alamo.edu](mailto:spc-sbs@alamo.edu)

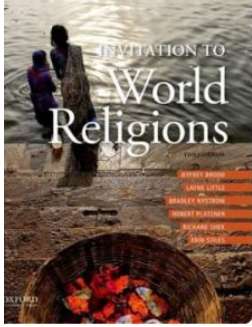
Department Chair email: [jnanivazo@alamo.edu](mailto:jnanivazo@alamo.edu)

---

**Materials**

**Invitation to World Religions**

**ISBN:** 9780190690816



**Authors:** Brodd, Little, Nystrom, Platzner, Shek, and Stiles

**Publisher:** Oxford University Press, USA

**Publication Date:** 2019

**Edition:** 3rd

**Additional Information**

The cost of this textbook is included in your tuition fees. The textbook will be available within our Canvas course starting on the first day of class. To access it, click on the "AlamoBOOKS+" link in our main course menu near the upper left-hand corner of the screen.

## Description

---

A comparative study of various world religions. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

**Prerequisites:** INRW 0420

## Learning Outcomes

---

1. Read, analyze, and critique religious texts.
2. Demonstrate knowledge of beliefs, practices, and values of major world religions.
3. Trace the historical developments and cultural expressions of world religions.
4. Articulate key conceptual distinctions in world religions.
5. Communicate understanding of world religions, orally or in writing.
6. Reflect upon ways of living responsibly in a world where people have diverse religious beliefs.

## Evaluation

---

Your final grade will depend upon the completion of quizzes, discussion assignments, a term paper, and a final exam. For details concerning when we will complete this coursework, and the point values associated with each assignment, please see our schedule below.

Final grades will be determined via a point system; each completed assignment will earn points. The total number of points available is 350. Final grades will be determined in accord with the following schema:

Earning between 90% and 100% of 350 points results in an A. In order to earn an A, it is necessary to earn at least 315 points.

Earning between 80% and 89.9% of 350 points results in a B. A final grade of B would result from an accumulation of points between 280 and 314.

Earning between 70% and 79.9% of 350 points results in a C. A final grade of C would result from an accumulation of points between 245 and 279.

Earning between 60% and 69.9% of 350 points results in a D. A final grade of D would result from an accumulation of points between 210 and 244.

### **Breakdown in terms of each type of assignment:**

Information concerning the exact number of points each assignment is worth is available in the course schedule below. Here is a breakdown of the impact of each type of assignment on the final grade:

Discussion Assignments: 130 points, approximately 37% of final grade

Quizzes: 70 points, 20% of final grade

Term Paper and ISLO Assignment: 80 points, approximately 23% of final grade

Final Exam: 70 points, 20% of final grade

### **Additional notes:**

The instructor reserves the right to reduce the number of quizzes and/or discussion assignments if need be. Such a reduction is unlikely, but if it were to occur, course participants would automatically receive the number of points that had been allotted for any cancelled quiz or discussion assignment.

All coursework (quizzes, discussion assignments, the term paper, and the final exam) must be submitted by the associated due dates in order to receive credit, except in cases of excused absences. In cases related to excused absences, the possible number of points available for the particular assignment will be determined at the instructor's discretion. All coursework must be submitted by Friday, May 10th, 2023.

## **Course Policies**

---

### **1. Communication**

If at any point you have any questions or concerns related to the course, please do not hesitate to contact me. I am here to support you. The fastest way to connect with me is via Canvas messaging or email. If you would like, we can set up a meeting to discuss your questions or concerns.

## **2. Additional Texts**

I will assign additional required texts (for example, handouts or videos that are not directly associated with our textbook). If you ever have trouble accessing such a required text, please let me know.

## **3. Course Pacing**

This is not a self-paced course. For example, it is not possible to complete the coursework significantly more slowly or quickly in comparison to the rest of the class. The schedule below provides a list of assignments and due dates. Assignments will be delivered within modules; every week or two, a new module will become available. Typically, modules cannot be opened in advance. There will always be plenty of time to complete a given assignment. If you have any questions about course pacing, please let me know.

## **4. Circumstances that interfere with your progress in the course**

If problems arise that interfere with your progress in the course and/or your ability to complete coursework, please let me know as soon as possible. If you contact me just after the problem has arisen, we can work together to come up with a plan for moving forward. This plan may involve altering some due dates during the term, if circumstances call for such changes (any such changes would be at my discretion, but within reason, I try to be as understanding and accommodating as possible). Again, should any problems arise, please contact me as soon as you can. I am very approachable and want to see you succeed.

## **5. Late Work**

Assignments must be submitted by the associated due date in order to receive credit, except in cases of excused absences. In cases related to excused absences, the possible number of points available for a particular assignment will be determined at the instructor's discretion. All coursework must be submitted by Friday, May 10th, 2023.

## **6. Academic Integrity**

Needless to say, we must all uphold high standards of academic integrity and avoid violating St. Philip's College's Academic Integrity Policies. In particular, it is very important to avoid (a) academic misconduct, (b) cheating, (c) collusion, and (d) plagiarism. Here are the definitions of these terms, quoted word-for-word from the Student Code of Conduct.

Academic Misconduct: "The intentional violation of college policies, such as tampering with grades, misrepresenting one's identify, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument."



Cheating: "The use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration."

Collusion: "Assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit."

Plagiarism: "The unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."

The document from which the above definitions are quoted is available at the following web address: <https://www.alamo.edu/siteassets/district/about-us/leadership/board-of-trustees/policies-pdfs/section-f/f.4.2.2-procedure.pdf>.

If you ever have any questions about whether or not some particular action would count as a violation of SPC's policies regarding academic integrity, please ask me.

Additional Notes Concerning Academic Integrity:

(1) When summarizing a text authored by someone else or conveying an idea that is present in such a text, it is very important to express ideas in one's own words. If we use sentences or even various phrases from a text, we must enclose them in quotation marks and cite the text.

(2) All written work for this course should be composed by the student taking the course. In other words, virtually every sentence included in a discussion assignment, essay, or exam should be generated solely by the student and expressed entirely in the student's own words. (The only exception would be a sentence that is set out in quotation marks with a source formally cited.) The use of AI software to generate sentences is prohibited (see more below).

(3) A.I. Statement: Use of A.I. software (such as ChatGBT, etc.) to generate material for assignment submissions is prohibited. Please be sure that all of your sentences are written entirely in your own words; refrain from using A.I. software to generate sentences, parts of sentences, paragraphs, etc. If you do quote from an external source, be sure to enclose the quoted material in quotation marks and cite the source (in keeping with the rest of the academic integrity policies for this course). SPC's TurnItIn software will be used to detect use of A.I. tools. If the use of A.I. software were detected in relation to a given assignment, the student would not receive any credit for the assignment. Other consequences would be at the instructor's discretion.

(4) Violations of academic integrity are reported to the College. Typically, a violation of academic integrity within a particular assignment would result in a failing grade for that assignment. More than one such violation could result in failure of the course.

Again, if you ever have any questions concerning academic integrity, please let me know.

## 7. Syllabus Changes

The instructor reserves the right to change the syllabus at any point during the semester. In the case of a significant change, the change would be announced shortly after it was made.

## Tutoring Centers and Writing Labs

---

St. Philip's College provides tutoring support in many disciplines to all students to promote academic and personal growth and develop an appreciation for learning and life-long success. Online tutoring is available 24/7 for online learners through Brainfuse, which is accessible through Canvas. The tutoring centers also provide in-person support with trained tutors. These services are free to all SPC students.

The College's tutoring centers include:

- Byrd Sanctuary (Natural Sciences)
- Math Emporium
- Math World
- Writing Center
- INRW Lab

More information about St. Philip's academic support programs can be found [here](#).

## Schedule

---

### Schedule of Topics, Readings, and Assignments

Here is our schedule of topics, readings, and assignments. Assignments are due at 11:59 p.m. on the days indicated below unless otherwise noted. If you ever have any questions about our schedule, please let me know.

Calendar	Topics and Readings*	Assigned Work and Associated Points**
Week 1	Course Orientation, Icebreaker Discussion	Read through Start Here Module, Access Textbook Icebreaker discussion (10 points, due Friday, January 19th at 11:59 p.m.)
Week 2	What is Religion? (Chapter 1)	Quiz on Chapter 1 (10 points, due Sunday, January 28th at 11:59 p.m.)

		Chapter 1 Discussion Assignment (10 points, due Sunday, January 28th at 11:59 p.m.)
Week 3	Indigenous Religions of North America (Chapter 2)	Quiz on Chapter 2 (10 points, due Sunday, February 4th at 11:59 p.m.) Chapter 2 Discussion Assignment (10 points, due Sunday, February 4th at 11:59 p.m.)
Weeks 4 and 5	Hinduism (Chapter 4)	Quiz on Chapter 4 (10 points, due Sunday, February 11th at 11:59 p.m.) Chapter 4 Discussion Assignment (20 points, due Sunday, February 18th at 11:59 p.m.)
Weeks 6 and 7	Buddhism (Chapter 5)	Quiz on Chapter 5 (10 points, due Sunday, February 25th at 11:59 p.m.) Chapter 5 Discussion Assignment (20 points, due Sunday, March 3rd at 11:59 p.m.)
Weeks 8 and 9	Traditional Theism, Judaism (Chapter 11)	Quiz on Chapter 11 (10 points, due Sunday, March 10th at 11:59 p.m.) Chapter 11 Discussion Assignment (20 points, due Sunday, March 24th at 11:59 p.m.)
Weeks 10 and 11	Christianity (Chapter 12)	Quiz on Chapter 12 (10 points, due Monday, April 1st at 11:59 p.m.) Chapter 12 Discussion Assignment (20 points, due Sunday, April 7th at 11:59 p.m.)
Weeks 12 and 13	Islam (Chapter 13)	Quiz on Chapter 13 (10 points, due Sunday, April 14th at 11:59 p.m.) Chapter 13 Discussion Assignment (20 points, due Sunday, April 21st at 11:59 p.m.)
Weeks 14, 15, and 16	Review and Reflection	ISLO Assignment*** (20 points, due Sunday, April 28th at 11:59 p.m.) Final Essay (60 points, due Sunday, May 5th at 11:59 p.m.) Final Exam (70 points, due Wednesday, May 8th at 11:59 p.m.) Our Final Exam will include both multiple-choice exercises and exercises that call for written responses.

Notes:

\* In addition to the textbook chapters listed above, there will be some additional required texts which I will provide as the semester unfolds.

\*\*The total number of points available is 350. All work must be completed and submitted by Friday, May 10th at 5:00 p.m.

\*\*\*The ISLO Assignment is a standard assignment given in all core courses at St. Philip's College. Our assignment will involve providing written reflections to a case study in the field of ethics.

The instructor reserves the right to change the schedule during the semester if need be. The most updated version of the schedule will always be available in the first module within our Canvas site.

## **Institutional Policies**

---

### **Student Responsibilities**

#### **A. Attendance**

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

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.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, in the case of an online class, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped

after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced, but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the “student course withdrawal” link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw from a class may result in a failing grade for the course. It is the student’s responsibility to withdraw officially from a class by submitting a “student course withdrawal” request in ACES.

## **B. Early Alert and Intervention**

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete the course requirements at the Alamo Colleges District.

### **3-Peat Rule**

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

### **150 Hour Rule**

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically

120 hours) in which the student is enrolled.

### **C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](#))**

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

#### **1. Engagement**

- a. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
- b. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
- c. Complete all requirements for admission, registration, and payment by the stated deadlines;
- d. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
- e. Meet all federal, state and local health care regulations.

#### **2. Communication**

- a. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
- b. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
- c. Communicate with College personnel promptly regarding academic or co-curricular concerns and for requests of assistance;

- d. Carefully consider the information provided by College personnel and make decisions using that information;
- e. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
- f. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

### **3. Academic Success**

- a. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
- b. Read and follow all syllabi;
- c. Purchase textbooks and required supplies in a timely manner;
- d. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
- e. Arrive to class with all needed materials and completed assignments for that class period;
- f. Be attentive in class and actively participate as appropriate;
- g. Devote sufficient time for studying;
- h. Ensure integrity in all aspects of academic and career development;
- i. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
- j. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
- k. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

### **4. Self-Responsibility and Responsibility to Others**

- a. Update degree/certificate major selection and ensure that the contact information including name, address, phone number and emergency contact in ACES is accurate on a regular basis;
- b. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
- c. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;

- d. Maintain respectful and appropriate behavior within and outside the classroom;
- e. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
- f. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
- g. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

#### **D. AlamoBOOKS+**

AlamoBOOKS+ provides easy textbook rentals for eligible students through Barnes & Noble College, so students can have all required instructional materials by the first day of class. Refer to the Instructional Materials section in this syllabus or ask the assigned instructor concerning materials for this class.

#### **E. Licensed Concealed Campus Carry**

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack, or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

#### **Disciplinary Sanctions**

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise enforcement at their discretion.



If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911.
- Do not confront the person or ask if the person has a permit.

## **F. Title IX Policy**

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2](#).

## **G. Use of Artificial Intelligence**

Violation of the policies listed in this syllabus related to the use of Artificial Intelligence tools (AI) to produce academic work may result in an Academic Integrity violation per Alamo Colleges District procedure [F.4.2.2-Academic Integrity](#).

Examples include, but are not limited to Bard, ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, Elicit, etc.

Faculty reserve the right to use Artificial Intelligence (AI) detection software to find instances of AI-generated content in student submissions.

## **COLLEGE REQUIREMENTS:**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation will be given a grade of a "0" on the exam.

**Incomplete Grades.** The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not

resolve the “I.” The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

## **College Priorities**

---

### **How can I create My Mission Statement?**

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

### **Expectations in Remote Learning Courses**

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation requires a reliable high-speed internet connection and modern and updated computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## **College Policies**

---

### **St. Philip's College Mission Statement**

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

1. General courses in arts and sciences leading to an associate degree.

2. Transfer education for students desiring to attend senior institutions.
3. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
4. Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
5. Workforce and Career development training programs for business, industry and government.
6. Continuing education programs for occupational and educational enrichment or certification.
7. Counseling and guidance designed to assist students in achieving their educational and professional goals.
8. Educational support services including library services, tutoring, open use computer labs and writing center.
9. Services and appropriate accommodations for special populations, to include adult literacy and distance education.
10. Quality social, cultural, and intellectual enrichment experiences for the community.
11. Opportunities for participation in community service and economic development projects.

### **Quality Enhancement Plan: Ethical Decision Making**

St. Philip's College is committed to quality education, as such, the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skills.*

#### **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

#### **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

### **Smoking-Free Environment (Alamo Colleges District Policy C.2.13)**

All of the colleges of the Alamo Colleges District are tobacco-free. Smoking is prohibited in classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in buildings of the College District, and on property that is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products, vapor, or e-cigarettes.

### **Contact Phone Information**

Alamo Colleges District DPS Emergency Phone Numbers:

- Emergency Phone (210) 485-0911
- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

### **Disability Services**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodations and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.

For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- **MLK Campus** – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- **SWC** –LIFESpace Office, Industrial Technology Center (ITSC) A-135

### **Mandatory Student Training for Online Classes**

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001. The free, self-paced, online course will familiarize you with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) website or call 210-486-2239 for more information.

### **Prompt Response to Student Communication**

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with a return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### **Commitment to Timely Grading**

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### **Religious Holy Days**

Students who will be observing religious holy days during the timeframe for this course should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### **Academic Calendar and Important Dates**

It is the student's responsibility to make themselves aware of pertinent dates. Please review the [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

### **Course Withdrawal**

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the [academic calendar](#) are the absolute cut-off timeframes, regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

### **Attendance**

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District Policy [F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and

must be completed by the 3rd class day. Students should verify the drop is completed with their advisor.

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 the completion of course requirements covered in their absence.

Additionally, it is the student’s responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced, but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the “[student course withdrawal](#)” link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student’s responsibility to withdraw officially from a class by submitting a “student course withdrawal”

### **Final Exams**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded “0” on the exam.

### **Incomplete Grades**

The conditional grade of “I” may be issued to a student having a passing average (grade of “D” or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or

completing other required coursework. The "I" becomes an "F" one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).



ALAMO COLLEGES DISTRICT  
St. Philip's College

## Introduction to Ethics

PHIL-2306-SPC 008

Spring 2024 Full Term JAN 16, 2024 - MAY 11, 2024

### Meeting Times

---

**The term “Synchronous”** refers to a face-to-face class in which you are physically in a room with your instructor and other students during the time published in the class schedule. Instructors CANNOT deviate from the meeting time published in the class schedule. Since the COVID 19 pandemic has impacted the delivery method for teaching and learning, synchronous (face-to-face) classes meet in a Remote Learning environment via a platform called Zoom (video communication). Zoom is the video communication technology that allows you to connect with the instructor and your peers for Remote Learning. In the Remote learning class, you are still considered face-to-face and your attendance is expected. Other examples of synchronous learning via Zoom include participation in breakout rooms, chats, or screen sharing in class with your instructor and other students. The course delivery (lecture, information and materials) is “Remote via Zoom (video communication)” at the time published in the schedule. The instructor will establish classroom management the first day of class and explain the guidelines for technology use such as computer cameras, cellular phones and apps, tablets, and etc. For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Course Information

---

**CRN:** 34091

**Instructional Method:** Zoom/VideoTape/DVD/BroadcastTV

**Part of Term:** Full Term

**Credit Hour Breakdown:** 3-3-0

**Meeting Location(s):** Class: Remote Learning REMOTE

**Class Meeting Times:** Class: MW 10:45 AM-12:00 PM

### Instructor Information

---

**Name:** Jamie Hardy

**Title:** Instructor

**Pronouns:** he/him



**Email:** jhardy38@alamo.edu

**Office Location and Hours:**  
**Sutton Learning Center 219X**

**Student Hours:**

M/W 9:30-10:30 am, 1:30-4:00 pm

T/R 1:30-3:00 pm

**Phone:** 210-486-2797

**Preferred Method of Communication:**

Email

**Faculty Profile (CV)**

**Education**

University of Utah - Ph.D. in philosophy

University of Houston - M.A. in philosophy

University of Oklahoma, B.A. in philosophy

**Appointments**

Instructor - St. Philip's College 2023-

Visiting Assistant Professor - University of North Florida

Adjunct Instructor - Lone Star College

Adjunct Professor - Portland State University

Adjunct Professor - University of Portland

Adjunct Professor - Pacific University

Adjunct Instructor - San Jacinto College

**Social and Behavioral Sciences Department Information**

---

This course is part of the Social and Behavioral Sciences Department (SBS). SBS offers courses that encourage critical thinking about the behavioral patterns and social issues of our world. Our goal is to provide a quality educational environment that encourages students to participate in and lead relevant campus, district, and community activities. Our academically and culturally

enriched environment strongly promotes positive values and ethical decision-making processes. We have designed programs that encourage and challenge the student to excel in critical thought and theoretical applications to "real world" experiences.

St. Philip's College

1801 Martin Luther King Dr., San Antonio, TX 78203

SLC 2nd Floor 219

Phone Number: 210-486-2000 (Main) | 210-486-2040 (direct phone) | 210-486-2314 (alternative) | 210-486-2040 (chair's phone)

Email: [spc-sbs@alamo.edu](mailto:spc-sbs@alamo.edu)

Department Chair email: [jnanivazo@alamo.edu](mailto:jnanivazo@alamo.edu)

## Materials

---

### Course Material Posted Online

### Description

---

Classical and contemporary theories concerning the good life, human conduct in society, and moral and ethical standards. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

**Prerequisites:** INRW 0420

### Learning 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 well-reasoned ethical positions in writing.
5. Apply ethical concepts and principles to address moral concerns.
6. Apply course material to various aspects of life.
7. Discuss ways of living responsibly in a world where people have diverse ethical beliefs.

## Evaluation

---

**Grading:** Grades for this course are based on the following:

Quizzes: 45%, Assignments: 40%, Final: 15%

**Extra Credit:** There will be no extra credit offered to individual students.

**Late Work:** No late work will be accepted. Exceptions may be made for documented emergencies, e.g. you were in the hospital.

**Academic Integrity:** Cheating is any attempt to pass the work of another off as one's own. Cheating will result in a 0 for the student work at minimum. The student may also have one's grade lowered up to and including an F for the course.

### Grading Scale

Letter Grade	Percent
A	90+
B	80-89
C	70-79
D	60-69
F	Below 60

## Course Policies

---

**Computer:** This course requires access to a computer (PC/MAC), It needs to have a camera and a microphone. You may be unable to complete the work for this class if you use a Chromebook or an Ipad due to their limitations and software incompatibility.

*No files are to be uploaded in .Pages or other Apple format and Apple does not permit any software other than Apple products from opening them.*

**Add/Drop:** If a student is dropped from the course, the student will not be allowed back into the course

### Classroom etiquette:

- Students are expected to maintain professional behavior in the classroom setting and be respectful towards other students.
- Do not read outside reading materials during class or do work for another course.
- Do not browse the internet or use social media during class.
- Cameras are required and must be on during class.

## Artificial Intelligence

The use of artificial intelligence in whole or in as part of completing any work for the course will be considered a violation of academic integrity.

## Syllabus Changes

I reserve the right to alter the schedule and course requirements as needed

## Tutoring Centers and Writing Labs

---

St. Philip's College provides tutoring support in many disciplines to all students to promote academic and personal growth and develop an appreciation for learning and life-long success. Online tutoring is available 24/7 for online learners through Brainfuse, which is accessible through Canvas. The tutoring centers also provide in-person support with trained tutors. These services are free to all SPC students.

The College's tutoring centers include:

- Byrd Sanctuary (Natural Sciences)
- Math Emporium
- Math World
- Writing Center
- INRW Lab

More information about St. Philip's academic support programs can be found [here](#).

## Schedule

---

Due Date	Assignment	Assignment Type	Points
1/28	<a href="#">Argument Quiz</a>	Quiz	20
2/4	<a href="#">Assignment 1 -CR/Subjectivism</a>	Assignment	100
2/11	<a href="#">Quiz 1 Requires Respondus LockDown Browser</a>	Quiz	60
2/18	<a href="#">Assignment #2-Egoism</a>	Assignment	100
3/3	<a href="#">ISLO</a>	Assignment	100

Due Date	Assignment	Assignment Type	Points
3/3	<a href="#">Quiz 2- Requires Respondus LockDown Browser</a>	Quiz	75
3/10	<a href="#">Assignment 3 Util</a>	Assignment	100
3/24	<a href="#">Kant</a>	Assignment	100
3/31	<a href="#">Quiz 3- Requires Respondus LockDown Browser</a>	Quiz	70
4/7	<a href="#">Singer</a>	Assignment	100
4/14	<a href="#">Norcross</a>	Assignment	100
5/5	<a href="#">Quiz 4- Requires Respondus LockDown Browser</a>	Quiz	75

## Institutional Policies

---

### Student Responsibilities

#### A. Attendance

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

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.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, in the case of an online class, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced, but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "student course withdrawal" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw from a class may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal" request in ACES.

## **B. Early Alert and Intervention**

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete the course requirements at the Alamo Colleges District.

### **3-Peat Rule**

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

### **150 Hour Rule**

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically 120 hours) in which the student is enrolled.

### **C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](#))**

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

#### **1. Engagement**

- a. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
- b. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
- c. Complete all requirements for admission, registration, and payment by the stated deadlines;
- d. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
- e. Meet all federal, state and local health care regulations.

#### **2. Communication**

- a. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
- b. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
- c. Communicate with College personnel promptly regarding academic or co-curricular concerns and for requests of assistance;
- d. Carefully consider the information provided by College personnel and make decisions using that information;
- e. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
- f. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

### **3. Academic Success**

- a. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
- b. Read and follow all syllabi;
- c. Purchase textbooks and required supplies in a timely manner;
- d. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
- e. Arrive to class with all needed materials and completed assignments for that class period;
- f. Be attentive in class and actively participate as appropriate;
- g. Devote sufficient time for studying;
- h. Ensure integrity in all aspects of academic and career development;
- i. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
- j. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
- k. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

### **4. Self-Responsibility and Responsibility to Others**

- a. Update degree/certificate major selection and ensure that the contact information including name, address, phone number and emergency contact in



- ACES is accurate on a regular basis;
- b. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
  - c. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
  - d. Maintain respectful and appropriate behavior within and outside the classroom;
  - e. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
  - f. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
  - g. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

#### **D. AlamoBOOKS+**

AlamoBOOKS+ provides easy textbook rentals for eligible students through Barnes & Noble College, so students can have all required instructional materials by the first day of class. Refer to the Instructional Materials section in this syllabus or ask the assigned instructor concerning materials for this class.

#### **E. Licensed Concealed Campus Carry**

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack, or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

#### **Disciplinary Sanctions**

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise enforcement at their discretion.

If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911.
- Do not confront the person or ask if the person has a permit.

#### **F. Title IX Policy**

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2](#).

#### **G. Use of Artificial Intelligence**

Violation of the policies listed in this syllabus related to the use of Artificial Intelligence tools (AI) to produce academic work may result in an Academic Integrity violation per Alamo Colleges District procedure [F.4.2.2-Academic Integrity](#).

Examples include, but are not limited to Bard, ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, Elicit, etc.

Faculty reserve the right to use Artificial Intelligence (AI) detection software to find instances of AI-generated content in student submissions.

### **COLLEGE REQUIREMENTS:**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation will be given a grade of a "0" on the exam.

Incomplete Grades. The conditional grade of “I” may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The “I” becomes an “F” in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of “D” or higher. Re-enrollment in the course will not resolve the “I.” The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

## **College Priorities**

---

### **How can I create My Mission Statement?**

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

### **Expectations in Remote Learning Courses**

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation requires a reliable high-speed internet connection and modern and updated computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## **College Policies**

---

### **St. Philip's College Mission Statement**

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community,

responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

1. General courses in arts and sciences leading to an associate degree.
2. Transfer education for students desiring to attend senior institutions.
3. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
4. Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
5. Workforce and Career development training programs for business, industry and government.
6. Continuing education programs for occupational and educational enrichment or certification.
7. Counseling and guidance designed to assist students in achieving their educational and professional goals.
8. Educational support services including library services, tutoring, open use computer labs and writing center.
9. Services and appropriate accommodations for special populations, to include adult literacy and distance education.
10. Quality social, cultural, and intellectual enrichment experiences for the community.
11. Opportunities for participation in community service and economic development projects.

### **Quality Enhancement Plan: Ethical Decision Making**

St. Philip's College is committed to quality education, as such, the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skills.*

#### **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

#### **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

### **Smoking-Free Environment (Alamo Colleges District Policy C.2.13)**

All of the colleges of the Alamo Colleges District are tobacco-free. Smoking is prohibited in classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in buildings of the College District, and on property that is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products, vapor, or e-cigarettes.

### **Contact Phone Information**

Alamo Colleges District DPS Emergency Phone Numbers:

- Emergency Phone (210) 485-0911
- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

### **Disability Services**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodations and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.

For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- **MLK Campus** – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- **SWC** –LIFEspace Office, Industrial Technology Center (ITSC) A-135

### **Mandatory Student Training for Online Classes**

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001. The free, self-paced, online course will familiarize you

with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) website or call 210-486-2239 for more information.

### **Prompt Response to Student Communication**

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with a return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### **Commitment to Timely Grading**

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### **Religious Holy Days**

Students who will be observing religious holy days during the timeframe for this course should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### **Academic Calendar and Important Dates**

It is the student's responsibility to make themselves aware of pertinent dates. Please review the [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

### **Course Withdrawal**

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the [academic calendar](#) are the absolute cut-off timeframes, regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

## **Attendance**

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District Policy [F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day. Students should verify the drop is completed with their advisor.

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 the completion of course requirements covered in their absence.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced, but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "[student course withdrawal](#)" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal"

## **Final Exams**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

## **Incomplete Grades**

The conditional grade of "I" may be issued to a student having a passing average (grade of "D" or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).



# APPENDIX F: NOT APPLICABLE

Philosophy IUR  
2023-2024  
ST. PHILIP'S  
COLLEGE

# APPENDIX G: SWOT Analysis

Philosophy IUR  
2023-2024  
ST. PHILIP'S  
COLLEGE

# Strategic Planning Results

Sorted By: Planning Unit

Planning Year: 2022-2023

## Planning Unit ID

33

Unit Code	Planning Unit	Unit Manager
821161	A&S Social and Behavioral Sciences DEPT	Nanivazo, Joelle

Unit Purpose
<p>Department Purpose Statement: The Social and Behavioral Sciences Department offers courses that encourage critical thinking about the behavioral patterns and social issues of our modern world. Our goal is to provide leadership experiences and opportunities for our students, and exposure to relevant campus, district, and community activities, within a quality educational environment. Positive values and ethical decision-making processes are strongly promoted through our academically and culturally enriched environment. We have designed programs which encourage and challenge the student to excel in critical thought and theoretical applications to “real world” experiences.</p>

Environmental Scan and ASWOT
<ul style="list-style-type: none"> <li> <p><b>1 - Environmental Scan</b> SBS will examine data for productive grade rate, promote SBS courses, ISLO assessment performance, organize a series of events where former students will present their perspectives on academic and career paths.</p> </li> </ul>
<ul style="list-style-type: none"> <li> <p><b>2 - Achievements</b> SBS faculty are extremely engaged in the St. Philip's community and have received a number of awards and recognitions. SBS faculty have successfully organized 10 institutes events last academic year. Ms. Irene Young is an ACD International Faculty Fellow Curriculum Internationalization. Irene Completed the Global Mental Health Student Project as part of her Ph. D. program. Her Social Psychology courses was awarded the Global Course Designation. She submitted a proposal for the QEP Reading Buddies for the SEG Scholarships. The proposal was approved and students in psychology will be awarded a scholarship for participating in the QEP Reading Buddies. Ms. Irene Young received the NISOD Excellence Award, Minnie Stevens Piper, SPC Teaching Excellence Award, and NISOD award in Fall 22. Andrew Hill has gathered a committee of ACD faculty and employee to apply to Fulbright Scholar-in-Residence Program for AY 2023-2024. The committee agreed to invite Prof. Vladimir Narsia of Ilia State University in Tbilisi, Georgia. Prof. Vladimir Narsia is a Russell Berrie Fellow in Interreligious Studies at the Pontifical University of St. Thomas Aquinas (also known as the Angelicum). Prof. Vladimir is open to the residency and would welcome the invitation. Last academic year, Professor Hamilton did 16 Texas History community outreach presentations for the Road Scholars. This academic year. He is scheduled for 20 presentations, fall and spring combined. There are thousands of presenters in the Road Scholars program, Professor Hamilton evaluation places him in the top 10 individual's presentation in the country. The Texas Higher Education Coordinating Board appointed Margaret Richardson as a member of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee. Margaret Richardson will serve from September 1, 2022 and will end in August 31, 2025. Wild West Magazine, the foremost western history magazine in print today, has accepted two of Professor Allen Hamilton articles for publication. The first article will be published in the Spring 2023 issue. Full-time faculty member SBS faculty serve in leadership roles on the QEP, Honors Advisory, Academic Integrity, and the International Faculty committees. The Philosophy Program is spearheading a number of initiatives. These include Intercollegiate Civil Disagreement Partnership (with Harvard Stanford, UC Bakersfield, and Santa Fe College in Florida) the Philosophy Club, and the Ethics Bowl. The Philosophy Program is in the process of trying to establish a Center for Excellence in Ethics. SBS faculty are also very active in the larger community and delivered presentations in various forums (e.g. Dreamweek, EduTech). Marie Feldmeier and San Miguel have made significant progress in our efforts to develop a pilot honors program. They attended intensive workshops offered through the National Collegiate Honors Council, and had several meetings with key administrators. Vice President Dawson gave us a green light to move forward the honor program. Marie Feldmeier and San Miguel lead the S.T.R.E.A.M Lecture and Performing Arts Series and facilitated seven events during the 21-22 academic year. They plan on organizing three events for Fall 2022. Dr. Nanivazo assembled a delegation of staff, faculty, and students to represent SPC to the second HBCU Conference at Huston-Tillotson University. The Criminal Justice, Sociology, Social Work,</p> </li> </ul>

	<p>Government, and History disciplines organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. Students and faculty toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip. The Social &amp; Behavioral Sciences Department hosted two open houses in Fall 22 and Spring 2023. At these Open Houses, faculty opened their doors to meet students and provide information about classes within their respective disciplines. Students were also able to share in some Halloween and fun Fiesta-themed games, information on St. Philips College 125th anniversary; grab some snacks, and check out the "Halloween" and "Fiesta" Walkway, which featured the full outer office, conference room and decorated office doors. The SBS Open House allows students to check out information on courses offered across several disciplines and meet their instructors in a relaxed and fun setting on campus. The participation of these two events reached 350 faculty, student, and staff.</p>
•	<p><b>3 - Strengths</b> The program has a diverse faculty who is extremely engaged in both the campus and local communities. In addition to their academic credentials, a large number of our faculty also have relevant professional experience in their respective disciplines and fields. Several SBS full-time faculty are enrolled and are completing their doctoral degrees. Seventy-five percent of the SBS full time faculty have research backgrounds and experience working at both community colleges and four-year institutions.</p>
•	<p><b>4 - Weaknesses</b> SBS has not performed well on some components of the ISLO assessment for personal responsibility. The department has not met its recent goals to increase the productive grade rate. The department has lost two full time faculty due to retirement and resignation.</p>
•	<p><b>5 - Opportunities</b> The SBS will hire two new full-time faculty for philosophy and sociology. These new faculty will start in Spring 23. SBS will undertake the initiatives to enhance student recruitment and engagement by organizing a series of career talks for each discipline and will organize open houses. SBS puts together a committee focusing on drafting a department handbook. SBS faculty will continue to review ISLO artifacts to ensure alignment to outcomes as per the rubrics. We hope that this will not only enhance the department's profile but also provide opportunities for students to engage in research for honors capstone projects and other related initiatives. The Philosophy Program's initiatives and the SBS Open Houses events can potentially enhance student recruitment and engagement for SBS.</p>
•	<p><b>6 - Threats</b> The major threats facing our department are the same that most colleges and universities are encountering. These include 1) reduced enrollments, 2) Faculty retention, 3) students facing economic and other hardships due inflation, 4) Faculty retirement and resignation</p>

Obj ID	Objective	Objective Purpose	Objective Status
1167	Improve ISLO scores for Cycle I	Unit Plan Objective	In Progress

### Objective Description

1) SBS will increase ISLO scores for Cycle 2 The SPC target benchmark for ISLO is 75% for each core competency area for Cycle I, respectively. Lead Measure: percentage of students assessed as skillful and emerging in each cycle. SBS will target ISLO scores for all three competencies as below: Communication: 75% Critical thinking: 75% Personal Responsibility: 75% Towards this end, programs will reevaluate discipline assessment artifacts and content delivery for all courses.

Institutional Goals
<b>Strategic Plan 2022-2025</b>
1 Student Success
1.b Student Success --> Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).
1.f Student Success --> Assess and improve student learning outcomes/competencies for all academic and workforce/continuing education programs.
2 Leadership
2.a Leadership --> Incorporate personal and social responsibility, global citizenship, critical thinking and lifelong learning as the framework of principle-centered leadership into the culture of St. Philip's College.

3Performance Excellence
3.f Performance Excellence --> Create a Culture of Assessment where every faculty/staff member understands and implements a routine, data-informed, assessment of their activities/student outcomes and their alignment with SPC MVV/Strategic Plan.

Environmental Scan and ASWOT
No Data Found

Objective Types
No Data Found

Planning Priorities
* Productive Grade Rate (PGR)

Tasks				
Due Date	Status	Priority	Task Description	Budget Amount
05/14/2023	In Progress	High	The department's action plan to improve student learning in the Social Responsibility is two-fold. First, it will improve assessment artifacts. This goal is a carry over from previous year. The department put together committee of faculty to improve our assessment artifacts for both Cycle I and Cycle II. This work was completed for Cycle I and will continue this academic year for Cycle II. The committee will reconvene in Fall to continue the artifact assessment. The committee will gauge the outcomes to ensure alignment with the rubrics. The department believes that an accurate assessment cannot be achieved with ill-designed artifacts.	0.0000

Assessment Measures and Source of Data	
Date	Description
10/28/2020	Percentage students assessed as being skillful and emerging for each component of Cycle 1
09/18/2023	Lead Measure: percentage of students assessed as skillful and emerging in each cycle.Source data: ISLO outcomes

Status Reports	
Date	Description
01/31/2023	02/03: calibration date for SBS faculty02/07 to 02/16: SBS faculty will assess all SBS artifacts02/17: Consensus Scoring

Targets (Intended Results)	
Date	Targets (Intended Results) Description
11/03/2022	75% of students assessed as being skillful and emerging for each component of Cycle 2
09/18/2023	SBS will target ISLO scores for all three competencies as below:Communication: 75%Critical thinking: 75%Personal Responsibility: 75%

Actual Results and Source of Data	
Date	Description
01/31/2023	To be determined
05/02/2023	Aggregated data of SBS ISLO outcomes requested on 04/25/2023. TBD
05/29/2023	Below are the outcomes of the ISLO cycle 22-23:Empirical and Quantitative SkillsEQS Outcome 1: 66.7%EQS Outcome 2: 63.3%EQS Outcome 3: 76.7%Social ResponsibilitySR Outcome 1: 88.1%SR Outcome 2: 83.8%SR Outcome 3: 72.0%Personal ResponsibilityPR Outcome 1: 90.9%PR Outcome 2: 88.2%PR Outcome 3: 81.0%

Analysis/Use of Results	
Date	Description
01/31/2023	SBS fails short in reaching the 75% institutional benchmark for three of the nine outcomes for the ISLO cycle 22-23.Empirical and Quantitative Skills Outcome 1: 66.7%Empirical and Quantitative Skills Outcome 2: 63.3%Social Responsibility Outcome 3: 72.0%

Units Impacted			
Date	Unit Code	Planning Unit	Unit Manager
No Data Found			

Gap Analysis/Action Plan	
Date	Gap Analysis/Action Plan
08/16/2023	The department's action plan to improve student learning in the Social Responsibility is two-fold. First, it will improve assessment artifacts. This goal is a carry over from previous year. The department put together committee of faculty to improve our assessment artifacts for both Cycle I and Cycle II. This work was completed for Cycle I and will continue this academic year for Cycle II. The committee will reconvene in Fall to continue the artifact assessment. The committee will gauge the outcomes to ensure alignment with the rubrics. The department believes that an accurate assessment cannot be achieved with ill-designed artifacts.

SWOT Analysis	
Date	Description
No Data Found	

Associated Standards	
Standards	
No Data Found	

Associated Outcomes		
Outcome ID	Outcome	Program
No Data Found		

**Planning Unit ID**

33

Unit Code	Planning Unit	Unit Manager
821161	A&S Social and Behavioral Sciences DEPT	Nanivazo, Joelle

<b>Unit Purpose</b>
Department Purpose Statement: The Social and Behavioral Sciences Department offers courses that encourage critical thinking about the behavioral patterns and social issues of our modern world. Our goal is to provide leadership experiences and opportunities for our students, and exposure to relevant campus, district, and community activities, within a quality educational environment. Positive values and ethical decision-making processes are strongly promoted through our academically and culturally enriched environment. We have designed programs which encourage and challenge the student to excel in critical thought and theoretical applications to “real world” experiences.

<b>Environmental Scan and ASWOT</b>	
•	<b>1 - Environmental Scan</b> SBS will examine data for productive grade rate, promote SBS courses, ISLO assessment performance, organize a series of events where former students will present their perspectives on academic and career paths.
•	<b>2 - Achievements</b> SBS faculty are extremely engaged in the St. Philip's community and have received a number of awards and recognitions. SBS faculty have successfully organized 10 institutes events last academic year. Ms. Irene Young is an ACD International Faculty Fellow Curriculum Internationalization. Irene Completed the Global Mental Health Student Project as part of her Ph. D. program. Her Social Psychology courses was awarded the Global Course Designation. She submitted a proposal for the QEP Reading Buddies for the SEG Scholarships. The proposal was approved and students in psychology will be awarded a scholarship for participating in the QEP Reading Buddies. Ms. Irene Young received the NISOD Excellence Award, Minnie Stevens Piper, SPC Teaching Excellence Award, and NISOD award in Fall 22. Andrew Hill has gathered a committee of ACD faculty and employee to apply to Fulbright Scholar-in-Residence Program for AY 2023-2024. The committee agreed to invite Prof. Vladimir Narsia of Ilia State University in Tbilisi, Georgia. Prof. Vladimir Narsia is a Russell Berrie Fellow in Interreligious Studies at the Pontifical University of St. Thomas Aquinas (also known as the Angelicum). Prof. Vladimir is open to the residency and would welcome the invitation. Last academic year, Professor Hamilton did 16 Texas History community outreach presentations for the Road Scholars. This academic year. He is scheduled for 20 presentations, fall and spring combined. There are thousands of presenters in the Road Scholars program, Professor Hamilton evaluation places him in the top 10 individual's presentation in the country. The Texas Higher Education Coordinating Board appointed Margaret Richardson as a member of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee. Margaret Richardson will serve from September 1, 2022 and will end in August 31, 2025. Wild West Magazine, the foremost western history magazine in print today, has accepted two of Professor Allen Hamilton articles for publication. The first article will be published in the Spring 2023 issue. Full-time faculty member SBS faculty serve in leadership roles on the QEP, Honors Advisory, Academic Integrity, and the International Faculty committees. The Philosophy Program is spearheading a number of initiatives. These include Intercollegiate Civil Disagreement Partnership (with Harvard Stanford, UC Bakersfield, and Santa Fe College in Florida) the Philosophy Club, and the Ethics Bowl. The Philosophy Program is in the process of trying to establish a Center for Excellence in Ethics. SBS faculty are also very active in the larger community and delivered presentations in various forums (e.g. Dreamweek, EduTech). Marie Feldmeier and San Miguel have made significant progress in our efforts to develop a pilot honors program. They attended intensive workshops offered through the National Collegiate Honors Council, and had several meetings with key administrators. Vice President Dawson gave us a green light to move forward the honor program. Marie Feldmeier and San Miguel lead the S.T.R.E.A.M Lecture and Performing Arts Series and facilitated seven events during the 21-22 academic year. They plan on organizing three events for Fall 2022. Dr. Nanivazo assembled a delegation of staff, faculty, and students to represent SPC to the second HBCU Conference at Huston-Tillotson University. The Criminal Justice, Sociology, Social Work, Government, and History disciplines organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. Students and faculty toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the

	fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip. The Social & Behavioral Sciences Department hosted two open houses in Fall 22 and Spring 2023. At these Open Houses, faculty opened their doors to meet students and provide information about classes within their respective disciplines. Students were also able to share in some Halloween and fun Fiesta-themed games, information on St. Philips College 125th anniversary; grab some snacks, and check out the “Halloween” and “Fiesta” Walkway, which featured the full outer office, conference room and decorated office doors. The SBS Open House allows students to check out information on courses offered across several disciplines and meet their instructors in a relaxed and fun setting on campus. The participation of these two events reached 350 faculty, student, and staff.
•	<b>3 - Strengths</b> The program has a diverse faculty who is extremely engaged in both the campus and local communities. In addition to their academic credentials, a large number of our faculty also have relevant professional experience in their respective disciplines and fields. Several SBS full-time faculty are enrolled and are completing their doctoral degrees. Seventy-five percent of the SBS full time faculty have research backgrounds and experience working at both community colleges and four-year institutions.
•	<b>4 - Weaknesses</b> SBS has not performed well on some components of the ISLO assessment for personal responsibility. The department has not met its recent goals to increase the productive grade rate. The department has lost two full time faculty due to retirement and resignation.
•	<b>5 - Opportunities</b> The SBS will hire two new full-time faculty for philosophy and sociology. These new faculty will start in Spring 23. SBS will undertake the initiatives to enhance student recruitment and engagement by organizing a series of career talks for each discipline and will organize open houses. SBS puts together a committee focusing on drafting a department handbook. SBS faculty will continue to review ISLO artifacts to ensure alignment to outcomes as per the rubrics. We hope that this will not only enhance the department's profile but also provide opportunities for students to engage in research for honors capstone projects and other related initiatives. The Philosophy Program's initiatives and the SBS Open Houses events can potentially enhance student recruitment and engagement for SBS.
•	<b>6 - Threats</b> The major threats facing our department are the same that most colleges and universities are encountering. These include 1) reduced enrollments, 2) Faculty retention, 3) students facing economic and other hardships due inflation, 4) Faculty retirement and resignation

Obj ID	Objective	Objective Purpose	Objective Status
1169	Increase enrollment in SBS courses	Unit Plan Objective	In Progress

#### Objective Description

This is also the department WIG goal. Goal: Increase enrollment in SBS courses by 2% from 4258 students (Fall 2021) to 4343 students (Spring 2023). Action Item - Each faculty member will promote SBS discipline and courses by sending emails to their classes each week. Lead measures: Numbers of emails or announcements advertising each discipline activity. This goal is related to student success because we firmly believe that SBS discipline and course promotion will impact enrollment and retention.

Institutional Goals
<b>Strategic Plan 2022-2025</b>
1 Student Success
1.b Student Success --> Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).
52.a Wildly Important Goal (WIG)

Environmental Scan and ASWOT
No Data Found

Objective Types
No Data Found



<b>Planning Priorities</b>
* Persistence FT FTIC Fall-to-Fall
Productive Grade Rate (PGR)
Graduation Rate FT FTIC 4-year

<b>Tasks</b>				
Due Date	Status	Priority	Task Description	Budget Amount
05/01/2023	Completed	Medium	Each faculty member will promote SBS discipline and courses by emailing their classes each week.	0.0000

<b>Assessment Measures and Source of Data</b>	
Date	Description
09/17/2021	Numbers of emails or announcements advertising each discipline activit Enrollment reports.

<b>Status Reports</b>	
Date	Description
05/02/2023	I requested data on SBS SBS disciplines course enrollment for Spring 22, Fall 22, and Spring 23 on 04/30/2023
01/31/2023	I requested data on SBS SBS disciplines course enrollment in Fall 2021 and enrollment in Spring 2023 on 01/30/23.

<b>Targets (Intended Results)</b>	
Date	Targets (Intended Results) Description
11/04/2022	Goal:Increase enrollment in SBS courses by 2% from 4258 students (Fall 2021) to 4343 students (Spring 2023).Action Item - Each faculty member will promote SBS discipline and courses by sending emails to their classes each week

<b>Actual Results and Source of Data</b>	
Date	Description
01/31/2023	To be determined.
05/03/2023	SBS faculty sent 1143 emails for Fall 22 an Spring 23. 21 of the SBS faculty consistently sent emails each week.Spring 22 enrollment: 5109Fall 22 enrollment: 4507Spring 23 enrollment: 3925

<b>Analysis/Use of Results</b>	
Date	Description
05/29/2023	The Comal ISD moved from SPC to NLC. This is one of the major factor which contributed to the decrease enrollment.

<b>Units Impacted</b>			
Date	Unit Code	Planning Unit	Unit Manager
No Data Found			

Gap Analysis/Action Plan	
Date	Gap Analysis/Action Plan
08/16/2023	<p>SBS did not meet this target for several reasons:</p> <ol style="list-style-type: none"> <li>1. The Comal ISD moved from SPC to NLC. This is a major factor that contributed to the decrease in enrollment.</li> <li>2. Enrollment is low for ACD and all over the country</li> </ol>

SWOT Analysis	
Date	Description
No Data Found	

Associated Standards	
Standards	
No Data Found	

Associated Outcomes		
Outcome ID	Outcome	Program
No Data Found		

**Planning Unit ID**

33

Unit Code	Planning Unit	Unit Manager
821161	A&S Social and Behavioral Sciences DEPT	Nanivazo, Joelle

<b>Unit Purpose</b>
Department Purpose Statement: The Social and Behavioral Sciences Department offers courses that encourage critical thinking about the behavioral patterns and social issues of our modern world. Our goal is to provide leadership experiences and opportunities for our students, and exposure to relevant campus, district, and community activities, within a quality educational environment. Positive values and ethical decision-making processes are strongly promoted through our academically and culturally enriched environment. We have designed programs which encourage and challenge the student to excel in critical thought and theoretical applications to “real world” experiences.

<b>Environmental Scan and ASWOT</b>	
•	<b>1 - Environmental Scan</b> SBS will examine data for productive grade rate, promote SBS courses, ISLO assessment performance, organize a series of events where former students will present their perspectives on academic and career paths.
•	<b>2 - Achievements</b> SBS faculty are extremely engaged in the St. Philip's community and have received a number of awards and recognitions. SBS faculty have successfully organized 10 institutes events last academic year. Ms. Irene Young is an ACD International Faculty Fellow Curriculum Internationalization. Irene Completed the Global Mental Health Student Project as part of her Ph. D. program. Her Social Psychology courses was awarded the Global Course Designation. She submitted a proposal for the QEP Reading Buddies for the SEG Scholarships. The proposal was approved and students in psychology will be awarded a scholarship for participating in the QEP Reading Buddies. Ms. Irene Young received the NISOD Excellence Award, Minnie Stevens Piper, SPC Teaching Excellence Award, and NISOD award in Fall 22. Andrew Hill has gathered a committee of ACD faculty and employee to apply to Fulbright Scholar-in-Residence Program for AY 2023-2024. The committee agreed to invite Prof. Vladimir Narsia of Ilia State University in Tbilisi, Georgia. Prof. Vladimir Narsia is a Russell Berrie Fellow in Interreligious Studies at the Pontifical University of St. Thomas Aquinas (also known as the Angelicum). Prof. Vladimir is open to the residency and would welcome the invitation. Last academic year, Professor Hamilton did 16 Texas History community outreach presentations for the Road Scholars. This academic year. He is scheduled for 20 presentations, fall and spring combined. There are thousands of presenters in the Road Scholars program, Professor Hamilton evaluation places him in the top 10 individual's presentation in the country. The Texas Higher Education Coordinating Board appointed Margaret Richardson as a member of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee. Margaret Richardson will serve from September 1, 2022 and will end in August 31, 2025. Wild West Magazine, the foremost western history magazine in print today, has accepted two of Professor Allen Hamilton articles for publication. The first article will be published in the Spring 2023 issue. Full-time faculty member SBS faculty serve in leadership roles on the QEP, Honors Advisory, Academic Integrity, and the International Faculty committees. The Philosophy Program is spearheading a number of initiatives. These include Intercollegiate Civil Disagreement Partnership (with Harvard Stanford, UC Bakersfield, and Santa Fe College in Florida) the Philosophy Club, and the Ethics Bowl. The Philosophy Program is in the process of trying to establish a Center for Excellence in Ethics. SBS faculty are also very active in the larger community and delivered presentations in various forums (e.g. Dreamweek, EduTech). Marie Feldmeier and San Miguel have made significant progress in our efforts to develop a pilot honors program. They attended intensive workshops offered through the National Collegiate Honors Council, and had several meetings with key administrators. Vice President Dawson gave us a green light to move forward the honor program. Marie Feldmeier and San Miguel lead the S.T.R.E.A.M Lecture and Performing Arts Series and facilitated seven events during the 21-22 academic year. They plan on organizing three events for Fall 2022. Dr. Nanivazo assembled a delegation of staff, faculty, and students to represent SPC to the second HBCU Conference at Huston-Tillotson University. The Criminal Justice, Sociology, Social Work, Government, and History disciplines organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. Students and faculty toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the

	fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip. The Social & Behavioral Sciences Department hosted two open houses in Fall 22 and Spring 2023. At these Open Houses, faculty opened their doors to meet students and provide information about classes within their respective disciplines. Students were also able to share in some Halloween and fun Fiesta-themed games, information on St. Philips College 125th anniversary; grab some snacks, and check out the "Halloween" and "Fiesta" Walkway, which featured the full outer office, conference room and decorated office doors. The SBS Open House allows students to check out information on courses offered across several disciplines and meet their instructors in a relaxed and fun setting on campus. The participation of these two events reached 350 faculty, student, and staff.
•	<b>3 - Strengths</b> The program has a diverse faculty who is extremely engaged in both the campus and local communities. In addition to their academic credentials, a large number of our faculty also have relevant professional experience in their respective disciplines and fields. Several SBS full-time faculty are enrolled and are completing their doctoral degrees. Seventy-five percent of the SBS full time faculty have research backgrounds and experience working at both community colleges and four-year institutions.
•	<b>4 - Weaknesses</b> SBS has not performed well on some components of the ISLO assessment for personal responsibility. The department has not met its recent goals to increase the productive grade rate. The department has lost two full time faculty due to retirement and resignation.
•	<b>5 - Opportunities</b> The SBS will hire two new full-time faculty for philosophy and sociology. These new faculty will start in Spring 23. SBS will undertake the initiatives to enhance student recruitment and engagement by organizing a series of career talks for each discipline and will organize open houses. SBS puts together a committee focusing on drafting a department handbook. SBS faculty will continue to review ISLO artifacts to ensure alignment to outcomes as per the rubrics. We hope that this will not only enhance the department's profile but also provide opportunities for students to engage in research for honors capstone projects and other related initiatives. The Philosophy Program's initiatives and the SBS Open Houses events can potentially enhance student recruitment and engagement for SBS.
•	<b>6 - Threats</b> The major threats facing our department are the same that most colleges and universities are encountering. These include 1) reduced enrollments, 2) Faculty retention, 3) students facing economic and other hardships due inflation, 4) Faculty retirement and resignation

Obj ID	Objective	Objective Purpose	Objective Status
1170	Increase Progressive Grade Rate	Unit Plan Objective	In Progress

#### Objective Description

Increase SBS PGR rate to 81%. Note: This is a carry over from last year because the department did not meet the target.

Institutional Goals
<b>Strategic Plan 2022-2025</b>
1 Student Success
1.b Student Success --> Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).
1.f Student Success --> Assess and improve student learning outcomes/competencies for all academic and workforce/continuing education programs.
52.a Wildly Important Goal (WIG)

Environmental Scan and ASWOT
No Data Found

Objective Types
No Data Found

Planning Priorities
* Productive Grade Rate (PGR)

Tasks				
Due Date	Status	Priority	Task Description	Budget Amount
05/17/2024	In Progress	High	- Goal: Promoting Active learning in all SBS discipline courses.- Measure: increase PGR from 80% to 81%- Activity: Answer the below questions and record your answer in the table below1. Did you assign an active learning assignment in your class this week? Yes or No2. Describe your assignment in a few sentencesActive learningstrategies engage students with the material in the courserather than passively taking in information. Below are examples of active learning activities. Some examplesof active learningactivities are:- Brainstorming (Ex: in a F2F or remote class asking students for suggestions, ideas, or thoughts on a particular topic or project)- Discussion boards- Journaling- Group work- Formulating questions for discussion- Notetaking- Annotating- Roleplaying- Reflection assignments (students watching videos where questions are answered, or discussions are generated from the videos)	0.0000
05/15/2023	Completed	High		0.0000

Assessment Measures and Source of Data	
Date	Description
01/19/2021	Total percentage of students in all SBS courses earning grades of C and higher.
09/18/2023	PGRSPC IPRE

Status Reports	
Date	Description
05/02/2023	I requested data on SBS PGR for Spring 22, Fall 22, and Spring 23 on 04/30/2023
01/31/2023	I requested data on SBS disciplines PGR for Spring 2023 on 01/30/23.

Targets (Intended Results)	
Date	Targets (Intended Results) Description
11/03/2022	PGR = 80%
09/18/2023	Increase SBS PGR rate to 81%.

Actual Results and Source of Data	
Date	Description
05/03/2023	Spring 22 PGR: 81.4% Fall 22 PGR: 80.7% Spring 23 PGR: 80.7%

Analysis/Use of Results	
Date	Description
05/29/2023	SBS reached this goal.

Units Impacted			
Date	Unit Code	Planning Unit	Unit Manager
No Data Found			

Gap Analysis/Action Plan	
Date	Gap Analysis/Action Plan
08/16/2023	Gap Analysis is not needed because SBS reached this goal.

SWOT Analysis	
Date	Description
No Data Found	

Associated Standards	
Standards	
No Data Found	

Associated Outcomes		
Outcome ID	Outcome	Program
No Data Found		

**Planning Unit ID**

33

Unit Code	Planning Unit	Unit Manager
821161	A&S Social and Behavioral Sciences DEPT	Nanivazo, Joelle

<b>Unit Purpose</b>
Department Purpose Statement: The Social and Behavioral Sciences Department offers courses that encourage critical thinking about the behavioral patterns and social issues of our modern world. Our goal is to provide leadership experiences and opportunities for our students, and exposure to relevant campus, district, and community activities, within a quality educational environment. Positive values and ethical decision-making processes are strongly promoted through our academically and culturally enriched environment. We have designed programs which encourage and challenge the student to excel in critical thought and theoretical applications to “real world” experiences.

<b>Environmental Scan and ASWOT</b>	
•	<b>1 - Environmental Scan</b> SBS will examine data for productive grade rate, promote SBS courses, ISLO assessment performance, organize a series of events where former students will present their perspectives on academic and career paths.
•	<b>2 - Achievements</b> SBS faculty are extremely engaged in the St. Philip's community and have received a number of awards and recognitions. SBS faculty have successfully organized 10 institutes events last academic year. Ms. Irene Young is an ACD International Faculty Fellow Curriculum Internationalization. Irene Completed the Global Mental Health Student Project as part of her Ph. D. program. Her Social Psychology courses was awarded the Global Course Designation. She submitted a proposal for the QEP Reading Buddies for the SEG Scholarships. The proposal was approved and students in psychology will be awarded a scholarship for participating in the QEP Reading Buddies. Ms. Irene Young received the NISOD Excellence Award, Minnie Stevens Piper, SPC Teaching Excellence Award, and NISOD award in Fall 22. Andrew Hill has gathered a committee of ACD faculty and employee to apply to Fulbright Scholar-in-Residence Program for AY 2023-2024. The committee agreed to invite Prof. Vladimir Narsia of Ilia State University in Tbilisi, Georgia. Prof. Vladimir Narsia is a Russell Berrie Fellow in Interreligious Studies at the Pontifical University of St. Thomas Aquinas (also known as the Angelicum). Prof. Vladimir is open to the residency and would welcome the invitation. Last academic year, Professor Hamilton did 16 Texas History community outreach presentations for the Road Scholars. This academic year. He is scheduled for 20 presentations, fall and spring combined. There are thousands of presenters in the Road Scholars program, Professor Hamilton evaluation places him in the top 10 individual's presentation in the country. The Texas Higher Education Coordinating Board appointed Margaret Richardson as a member of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee. Margaret Richardson will serve from September 1, 2022 and will end in August 31, 2025. Wild West Magazine, the foremost western history magazine in print today, has accepted two of Professor Allen Hamilton articles for publication. The first article will be published in the Spring 2023 issue. Full-time faculty member SBS faculty serve in leadership roles on the QEP, Honors Advisory, Academic Integrity, and the International Faculty committees. The Philosophy Program is spearheading a number of initiatives. These include Intercollegiate Civil Disagreement Partnership (with Harvard Stanford, UC Bakersfield, and Santa Fe College in Florida) the Philosophy Club, and the Ethics Bowl. The Philosophy Program is in the process of trying to establish a Center for Excellence in Ethics. SBS faculty are also very active in the larger community and delivered presentations in various forums (e.g. Dreamweek, EduTech). Marie Feldmeier and San Miguel have made significant progress in our efforts to develop a pilot honors program. They attended intensive workshops offered through the National Collegiate Honors Council, and had several meetings with key administrators. Vice President Dawson gave us a green light to move forward the honor program. Marie Feldmeier and San Miguel lead the S.T.R.E.A.M Lecture and Performing Arts Series and facilitated seven events during the 21-22 academic year. They plan on organizing three events for Fall 2022. Dr. Nanivazo assembled a delegation of staff, faculty, and students to represent SPC to the second HBCU Conference at Huston-Tillotson University. The Criminal Justice, Sociology, Social Work, Government, and History disciplines organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. Students and faculty toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the

	fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip. The Social & Behavioral Sciences Department hosted two open houses in Fall 22 and Spring 2023. At these Open Houses, faculty opened their doors to meet students and provide information about classes within their respective disciplines. Students were also able to share in some Halloween and fun Fiesta-themed games, information on St. Philips College 125th anniversary; grab some snacks, and check out the "Halloween" and "Fiesta" Walkway, which featured the full outer office, conference room and decorated office doors. The SBS Open House allows students to check out information on courses offered across several disciplines and meet their instructors in a relaxed and fun setting on campus. The participation of these two events reached 350 faculty, student, and staff.
•	<b>3 - Strengths</b> The program has a diverse faculty who is extremely engaged in both the campus and local communities. In addition to their academic credentials, a large number of our faculty also have relevant professional experience in their respective disciplines and fields. Several SBS full-time faculty are enrolled and are completing their doctoral degrees. Seventy-five percent of the SBS full time faculty have research backgrounds and experience working at both community colleges and four-year institutions.
•	<b>4 - Weaknesses</b> SBS has not performed well on some components of the ISLO assessment for personal responsibility. The department has not met its recent goals to increase the productive grade rate. The department has lost two full time faculty due to retirement and resignation.
•	<b>5 - Opportunities</b> The SBS will hire two new full-time faculty for philosophy and sociology. These new faculty will start in Spring 23. SBS will undertake the initiatives to enhance student recruitment and engagement by organizing a series of career talks for each discipline and will organize open houses. SBS puts together a committee focusing on drafting a department handbook. SBS faculty will continue to review ISLO artifacts to ensure alignment to outcomes as per the rubrics. We hope that this will not only enhance the department's profile but also provide opportunities for students to engage in research for honors capstone projects and other related initiatives. The Philosophy Program's initiatives and the SBS Open Houses events can potentially enhance student recruitment and engagement for SBS.
•	<b>6 - Threats</b> The major threats facing our department are the same that most colleges and universities are encountering. These include 1) reduced enrollments, 2) Faculty retention, 3) students facing economic and other hardships due inflation, 4) Faculty retirement and resignation

Obj ID	Objective	Objective Purpose	Objective Status
1171	SBS Student Voice Series	Unit Plan Objective	In Progress

### Objective Description

Lead Measure: Each discipline will organize one event; hence the SBS will organize 9 events in the academic year 2022 to 2023  
Objective Goal: The goal of the events is to present students' perspectives on academic and career paths. Former students who majored in SBS disciplines would be the primary speaker. Former students will give their perspectives on academic and career paths after SPC. This will broaden student awareness on the career pathway and ways forward after SPC. The events will also improve students and instructors' relationships which is crucial to create a positive environment in remote learning classes and create a sense of community for both students and instructors.  
Priorities: Objectives will measure behavior change in students and instructors; they will measure outcomes; and they will measure the planning process.  
Purpose of meeting: In this meeting, students will have an opportunity to interact with former students in their discipline and gain knowledge on academic and career paths after college.  
Funding: Institutes will pay the remuneration for each speaker.  
Tentative Schedule:  
• October 2022 Government & Econ  
• November 2022 Philosophy & Humanities  
• February 2023 Psych & Hist  
• March 2023 Criminal Justice & Social Work

Institutional Goals
<b>Strategic Plan 2022-2025</b>
1 Student Success
2.d Leadership --> Build upon and foster two-way internal communication with students and employees to improve collaboration and teamwork and build trust to promote leadership.
3.e Performance Excellence --> Build talent and empower all employees to improve collaboration and teamwork in support of the student success agenda.

Environmental Scan and ASWOT
------------------------------



No Data Found

Objective Types

No Data Found

Planning Priorities

\* SACSCOC Compliance and Sustainability

Tasks

Due Date	Status	Priority	Task Description	Budget Amount
05/15/2023	Completed	Medium	Each discipline organized a meeting to achieve this objective.	0.0000

Assessment Measures and Source of Data

Date	Description
10/01/2021	number of events organized
10/01/2021	student attendance
11/03/2022	Number of students, faculty, and staff participation in the meeting.
11/03/2022	Number of participants.

Status Reports

Date	Description
05/02/2023	Number of events: 8 speaker series and 2 open houses (fall 22 and spring 23) Student attendance: - 195 students and faculty participated in the Speaker Series - 200 students and faculty participated in the Fall 22 open house - 247 students and faculty participated in the Spring 23 open houses In addition to the above events, disciplines within the Public Service Institute (Criminal Justice, Sociology, Social Work, Government, History) organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. We toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. One student that lives in Houston drove in her personal vehicle and met us in Huntsville. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip.
01/31/2023	The department has organized 4 out of the 9 events. 56 students and faculty have participated in the 4 events.

Targets (Intended Results)

Date	Targets (Intended Results) Description
11/04/2022	SBS will organize 9 events in the academic year 2022 to 2023. 100 students, faculty, and staff participation in the meeting.

Actual Results and Source of Data

Date	Description
------	-------------

05/03/2023	Number of events: 8 speaker series and 2 open houses (fall 22 and spring 23) Student attendance: - 195 students and faculty participated in the Speaker Series - 200 students and faculty participated in the Fall 22 open house - 247 students and faculty participated in the Spring 23 open houses In addition to the above events, disciplines within the Public Service Institute (Criminal Justice, Sociology, Social Work, Government, History) organized a student fieldtrip to Huntsville, Texas on March 30, 2023. The purpose of the trip was to introduce students to the myriad of educational and career offerings once they complete their associate degrees. We toured Sam Houston State University, the Walls Unit at the Texas Department of Criminal Justice (which included the actual death row holding cells and execution room), and the Texas Prison Museum. A total of ten students attended the fieldtrip. One student that lives in Houston drove in her personal vehicle and met us in Huntsville. Five faculty members were involved in the planning and implementation of the fieldtrip (Margaret Richardson, Cynthia Dinsmore, Kelsey Konkright, John James, Kelli Rolland-Adkins). Two faculty members (John James and Kelli Rolland-Adkins) attended the fieldtrip and acted as chaperons. The students' feedback of the fieldtrip was overwhelmingly positive. They repeatedly expressed their gratitude for the opportunity to attend this trip.
------------	---

Analysis/Use of Results	
Date	Description
05/29/2023	SBS reached this goal.

Units Impacted			
Date	Unit Code	Planning Unit	Unit Manager
No Data Found			

Gap Analysis/Action Plan	
Date	Gap Analysis/Action Plan
08/16/2023	Gap analysis is not needed because SBS reached this goal.

SWOT Analysis	
Date	Description
No Data Found	

Associated Standards	
Standards	
No Data Found	

Associated Outcomes		
Outcome ID	Outcome	Program
No Data Found		

# APPENDIX G: SWOT Analysis

Philosophy IUR  
2023-2024  
ST. PHILIP'S  
COLLEGE

## SWOT Analysis

---

### **- Strengths**

The program has a diverse faculty who is extremely engaged in both the campus and local communities. In addition to their academic credentials, a large number of our faculty also have relevant professional experience in their respective disciplines and fields. Several SBS full-time faculty are enrolled and are completing their doctoral degrees. Seventy-five percent of the SBS full time faculty have research backgrounds and experience working at both community colleges and four-year institutions.

### **- Weaknesses**

SBS has not performed well on some components of the ISLO assessment for personal responsibility. The department has not met its recent goals to increase the productive grade rate. The department has lost two full time faculty due to retirement and resignation.

### **- Opportunities**

The SBS will hire two new full-time faculty for philosophy and sociology. These new faculty will start in Spring 23. SBS will undertake the initiatives to enhance student recruitment and engagement by organizing a series of career talks for each discipline and will organize open houses. SBS puts together a committee focusing on drafting a department handbook. SBS faculty will continue to review ISLO artifacts to ensure alignment to outcomes as per the rubrics. We hope that this will not only enhance the department's profile but also provide opportunities for students to engage in research for honors capstone projects and other related initiatives. The Philosophy Program's initiatives and the SBS Open Houses events can potentially enhance student recruitment and engagement for SBS.

### **- Threats**

The major threats facing our department are the same that most colleges and universities are encountering.

These include 1) reduced enrollments, 2) Faculty retention, 3) students facing economic and other hardships due to inflation, and 4) Faculty retirement and resignation.

# APPENDIX H: NOT APPLICABLE

Philosophy IUR  
2023-2024  
ST. PHILIP'S  
COLLEGE

# APPENDIX I: NOT APPLICABLE

Philosophy IUR  
2023-2024  
ST. PHILIP'S  
COLLEGE

# APPENDIX J: SACCOC Faculty Roster

Philosophy IUR  
2023-2024  
ST. PHILIP'S  
COLLEGE

All full-time and adjunct faculty members that are teaching Distance Learning courses:			
<b>NAME:</b>	<b>COURSES TAUGHT:</b>	<b>ACADEMIC DEGREES or COURSEWORK:</b>	<b>OTHER QUALIFICATION S&amp; COMMENTS:</b>
F = Full-time P = Part-time D = Developmental UN = Undergraduate Nontransferable UT = Undergraduate Transferable G = Graduate			
<b>Feldmeier, Marie (F)</b>	SPRING 2024 PHIL 2306 Introduction to Ethics, 3(UT)  PHIL 1304 Introduction to World Religions, 3(UT)  PHIL 2303 Introduction to Logic, 3(UT)	<b>Ph.D. Philosophy,</b> University of Notre Dame	Distance Learning Certified by SPC
<b>Hardy, Jamie (F)</b>	SPRING 2024 PHIL 1301 Introduction to Philosophy, 3(UT)  PHIL 2306 Introduction to Ethics, 3(UT)	<b>Ph.D. Philosophy,</b> University of Utah	Distance Learning Certified by SPC
<b>Hill, Andrew (F)</b>	SPRING 2024 PHIL 2306 Introduction to Ethics, 3(UT)	<b>M.A. Philosophy,</b> University of St. Thomas  Doctor of Jurisprudence, Loyola University of New Orleans	Distance Learning Certified by SPC
<b>Givhan, Anthony (P)</b>	SPRING 2024 PHIL 1301 Introduction to Philosophy, 3(UT)	<b>Ph.D. Philosophy,</b> Michigan State University	Distance Learning Certified by SPC



**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

Name of Institution:		St. Philip's College						
Name of Primary Department, Academic Program, or Discipline:		Social & Behavioral Sciences Department						
Academic Term(s) Included:		Spring 23 and Fall 23						
Date Form Complete		11/06/2023						
<p><b>*DC students - faculty member teaches classes that contain Dual Credit students</b></p> <p>*Dual Credit – faculty member is an adjunct instructor that teaches at the high school</p> <p>Transferable G = Graduate F = Full-time P = Part-time D = Developmental UN = Undergraduate Nontransferable UT = Undergraduate</p> <p>"The term 'humanities' includes, but is not limited to, the study and interpretation of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism and theory of the arts; those aspects of social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life." --National Foundation on the Arts and the Humanities Act, 1965, as amended.</p> <p>This definition is used to verify the content of the courses used to satisfy the 18 hour graduate credentialing required by SACSCOC.</p>								
<p>Column 1 - NAME: Please enter faculty members name last name, first name and identify status (F, P)</p>	<p>Column 2 – COURSES TAUGHT: Include Term, Course Number &amp; Title, and Credit Hours and identify type (D, UN, UT, G). List course and not sections.</p>	<p>Column 3 – ACADEMIC DEGREES &amp; COURSEWORK: Relevant to Courses Taught, Including Institution &amp; Major. List specific graduate coursework, if needed. <b>If the person does not have the degree in the area, please identify the 18 hours.</b></p>	<p>Column 4 – OTHER QUALIFICATIONS &amp; COMMENTS: Related to Courses Taught (Provide hardcopy of documentation as an attachment)</p>					
<p>Athyalu, Sailaja (P)</p> <p>Employment Date: Jan 2020</p>	<p>Spring 2023</p> <table border="1" style="margin-left: 20px;"> <tr> <td>ECON</td> <td>2301</td> <td>Principles of Macroeconomics</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p>	ECON	2301	Principles of Macroeconomics	3	UT	<p>Andhra University, Waltair, India</p> <p>MA Economics</p> <p>1986</p>	
ECON	2301	Principles of Macroeconomics	3	UT				

**FACULTY ROSTER FORM**  
**QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

	<table border="1"> <tr> <td>ECON</td> <td>2301</td> <td>Principles of Macroeconomics</td> <td>3</td> <td>UT</td> </tr> </table>	ECON	2301	Principles of Macroeconomics	3	UT																											
ECON	2301	Principles of Macroeconomics	3	UT																													
<p>Bass-Wright, Shirley (F)  <b>Employment Date: Aug. 2001</b></p>	<p>Spring 2023</p> <table border="1"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2308</td> <td>Child Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2314</td> <td>Lifespan Growth/Development</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2308</td> <td>Child Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2314</td> <td>Lifespan Growth/Development</td> <td>3</td> <td>UT</td> </tr> </table>	PSYC	2301	General Psychology	3	UT	PSYC	2308	Child Psychology	3	UT	PSYC	2314	Lifespan Growth/Development	3	UT	PSYC	2301	General Psychology	3	UT	PSYC	2308	Child Psychology	3	UT	PSYC	2314	Lifespan Growth/Development	3	UT	<p>Eastern Michigan University  MS Clinical Psychology  12/19/1991</p>	
PSYC	2301	General Psychology	3	UT																													
PSYC	2308	Child Psychology	3	UT																													
PSYC	2314	Lifespan Growth/Development	3	UT																													
PSYC	2301	General Psychology	3	UT																													
PSYC	2308	Child Psychology	3	UT																													
PSYC	2314	Lifespan Growth/Development	3	UT																													
<p>Beasley, Stacey (P)  <b>Employment Date: 08/26/2022</b></p>	<p>Spring 23  N/A</p> <p>Fall 23  N/A</p>	<p>California State University,  Fullerton  Master of Arts, 01/02/2007  Sociology</p>																															
<p>Biel, Gary (P)  <b>Employment Date:08/23/2021</b></p>	<p>Spring 2023  N/A</p> <p>Fall 2023  N/A</p>	<p>University of Louisville, PhD  Experimental Psychology 1993</p> <p>University of Louisville,  masters of arts Experimental  Psychology 1993</p>																															

**FACULTY ROSTER FORM**  
**QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

<p>Burke, Taylor (P) *  Dual Credit  Employment Date: 08/14/2021</p>	<p>Spring 2023</p> <table border="1" data-bbox="453 228 1215 269"> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 342 1215 383"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td>UT</td> </tr> </table>	HIST	1302	United States History II	3	UT	HIST	1301	United States History I	3	UT	<p>San Diego State University,  Masters of Arts, History  05/21/2021</p>																					
HIST	1302	United States History II	3	UT																													
HIST	1301	United States History I	3	UT																													
<p>Carlisle, Kimberly (F)  Employment Date: January 2020</p>	<p>Spring 2023</p> <table border="1" data-bbox="453 496 1180 621"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HIST</td> <td>2322</td> <td>World Civilization II</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 732 1180 857"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HIST</td> <td>2321</td> <td>World Civilization I</td> <td>3</td> <td>UT</td> </tr> </table>	HIST	1301	United States History I	3	UT	HIST	1302	United States History II	3	UT	HIST	2322	World Civilization II	3	UT	HIST	1301	United States History I	3	UT	HIST	1302	United States History II	3	UT	HIST	2321	World Civilization I	3	UT	<p>University of Texas At San Antonio  Master of Arts in History</p>	
HIST	1301	United States History I	3	UT																													
HIST	1302	United States History II	3	UT																													
HIST	2322	World Civilization II	3	UT																													
HIST	1301	United States History I	3	UT																													
HIST	1302	United States History II	3	UT																													
HIST	2321	World Civilization I	3	UT																													
<p>Dech, Michelle R. (P) *  Dual Credit/Adjunct  Employment Date: 01/17/2018</p>	<p>Spring 2023</p> <table border="1" data-bbox="453 967 1167 1044"> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 1154 1167 1230"> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table>	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	<p>American Public University  System in W. Virginia  MA Political Science  11/15/2016</p>											
GOVT	2305	Federal Government	3	UT																													
GOVT	2306	Texas Government	3	UT																													
GOVT	2305	Federal Government	3	UT																													
GOVT	2306	Texas Government	3	UT																													
<p>Dinsmore, Cynthia (F)  Employment Date: June 2009</p>	<p>Spring 2023</p> <table border="1" data-bbox="453 1341 1190 1417"> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table>	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	<p>Texas State University, San Marcos  MA History, 05/14/2004</p>																					
GOVT	2305	Federal Government	3	UT																													
GOVT	2306	Texas Government	3	UT																													

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

	<p>Fall 2023</p> <table border="1"> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table>	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	<p>Texas State University, San Marcos MA Political Science, 12/14/2019</p>																					
GOVT	2305	Federal Government	3	UT																													
GOVT	2306	Texas Government	3	UT																													
<p>Feldmeier, Marie (F) Employment Date: Aug. 2020</p>	<p>Spring 2023</p> <table border="1"> <tr> <td>PHIL</td> <td>1301</td> <td>Introduction to Philosophy</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PHIL</td> <td>1304</td> <td>Intro to World Religions</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PHIL</td> <td>2306</td> <td>Introduction to Ethics</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>PHIL</td> <td>1301</td> <td>Introduction to Philosophy</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PHIL</td> <td>1304</td> <td>Intro to World Religions</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PHIL</td> <td>2306</td> <td>Introduction to Ethics</td> <td>3</td> <td>UT</td> </tr> </table>	PHIL	1301	Introduction to Philosophy	3	UT	PHIL	1304	Intro to World Religions	3	UT	PHIL	2306	Introduction to Ethics	3	UT	PHIL	1301	Introduction to Philosophy	3	UT	PHIL	1304	Intro to World Religions	3	UT	PHIL	2306	Introduction to Ethics	3	UT	<p>University of Notre Dame PhD Philosophy</p>	
PHIL	1301	Introduction to Philosophy	3	UT																													
PHIL	1304	Intro to World Religions	3	UT																													
PHIL	2306	Introduction to Ethics	3	UT																													
PHIL	1301	Introduction to Philosophy	3	UT																													
PHIL	1304	Intro to World Religions	3	UT																													
PHIL	2306	Introduction to Ethics	3	UT																													
<p>Fenton, Karlene (P) Employment Date: Aug. 1996</p>	<p>Spring 2023</p> <table border="1"> <tr> <td>HUMA</td> <td>1301</td> <td>Intro to Humanities I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HUMA</td> <td>2319</td> <td>American Minority Studies</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>HUMA</td> <td>1301</td> <td>Intro to Humanities I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HUMA</td> <td>2319</td> <td>American Minority Studies</td> <td>3</td> <td>UT</td> </tr> </table>	HUMA	1301	Intro to Humanities I	3	UT	HUMA	2319	American Minority Studies	3	UT	HUMA	1301	Intro to Humanities I	3	UT	HUMA	2319	American Minority Studies	3	UT	<p>Our Lady of the Lake PhD Leadership Studies</p> <p>St. Mary's University in San Antonio MA International Relations</p> <p>HS5370 - Special Issues: Eastern Europe &amp; Balkans 3 hrs HS5370 - Special Issues: Africa 3 hrs HS9320 – Studies Mod European History Diplomatic 3 hrs HS 5304 - Medieval History 3 hrs</p>											
HUMA	1301	Intro to Humanities I	3	UT																													
HUMA	2319	American Minority Studies	3	UT																													
HUMA	1301	Intro to Humanities I	3	UT																													
HUMA	2319	American Minority Studies	3	UT																													

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

		HS9334 – History or Modern Germany 3 hrs HS9320-Studies Mod European Hist Diplo 3 hrs Total of 18 hours in Humanities and History						
Flenniken, Patrick (P) *Dual Credit Employment Date: Aug 2020	Spring 2023 N/A  Fall 2023 N/A	Liberty University MS Political Science 09/11/2019  Liberty University Ph.D. Public Policy <b>in progress</b>						
Fontanella, Ryan (P) Employment Date: Oct. 20, 2014	Spring 2023 <table border="1" style="margin-left: 20px;"> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td>UT</td> </tr> </table> Fall 2023 N/A	HIST	1302	United States History II	3	UT	University of Houston – Victoria MA Interdisciplinary Studies  HIST 6310 U S Social History 3 hrs HIST 6316 Nazi Germany 3 hrs HIST 6314 Modern British History 3 hrs HIST 6311 20 <sup>th</sup> Cen U S History 3 hrs HIST 6300 Selected Topics in History: American Conservatism 3 hrs HIST 6300 Selected Topics in History: Civil Rights Movement in the U.S. 3 hrs <b>Total of 18 hours in History</b>	
HIST	1302	United States History II	3	UT				

**FACULTY ROSTER FORM**  
**QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

<p>Galvan, Spencer (P)  <b>Employment Date: Fall 2018</b></p>	<p>Spring 23</p> <table border="1" data-bbox="453 228 1360 310"> <tr> <td>HUMA</td> <td>1301</td> <td>Intro to Humanities I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HUMA</td> <td>1311</td> <td>Mexican-American Fine Arts</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 418 1360 500"> <tr> <td>HUMA</td> <td>1301</td> <td>Intro to Humanities I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HUMA</td> <td>1311</td> <td>Mexican-American Fine Arts</td> <td>3</td> <td>UT</td> </tr> </table>	HUMA	1301	Intro to Humanities I	3	UT	HUMA	1311	Mexican-American Fine Arts	3	UT	HUMA	1301	Intro to Humanities I	3	UT	HUMA	1311	Mexican-American Fine Arts	3	UT	<p>Texas Tech University  Masters of Arts 05/18/2013  Major: Romance Languages - Spanish  SPAN 5343 Writing for the profession 3 hrs  PSN 5345 hist of Spanish language 3 hrs  Span 5355 Literature experimental del cono sur 3 Hrs  SPAN 5352 Mtds literary Criticism 3 hrs  SPAN 5355 Afro-Cuban Literature &amp; Culture 3 hrs  SPAN 5362 Golden Age Literature 3 hrs  <b>Total of 18 hours in History</b></p>	
HUMA	1301	Intro to Humanities I	3	UT																			
HUMA	1311	Mexican-American Fine Arts	3	UT																			
HUMA	1301	Intro to Humanities I	3	UT																			
HUMA	1311	Mexican-American Fine Arts	3	UT																			
<p>Gandy, Blake (P)*  Dual Credit  <b>Employment Date: 08/24/2020</b></p>	<p>Spring 2023:  N/A</p> <p>Fall 2023  N/A</p>	<p>Texas State University,  Masters of Arts History  05/16/2020</p>																					
<p>Garcia, Hilario (P)  <b>Employment Date: Jan. 1999</b></p>	<p>Spring 2023  N/A</p> <p>Fall 2023  N/A</p>	<p>Texas A&amp;M University-  Corpus Christi  Master of Science  Counseling and Guidance  PSYC 5350 Int. Psychotherapy  3 hrs</p> <p>University of Houston Victoria  PSY 6300 leadership 3 hrs  PSY 6325 Seminar Gen PSYC  3 hrs</p>																					

**FACULTY ROSTER FORM**  
**QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

		<p>Texas A&amp;M University Kingsville PSY 512 Dyn Ind Adjuct 3 hrs <b>PSY 512 Dyn Ind Adjuct 3 hrs</b></p> <p>Southwest Texas State University PSY 5385 Indust Soc Psy 3 hrs <b>Total of 18 hours in Psychology</b></p>																
<p>Givhan, Anthony (P)  Employment date: 08/22/22</p>	<p>Spring 23</p> <table border="1" data-bbox="453 597 1325 683"> <tr> <td>PHIL</td> <td>1301</td> <td>Introduction to Philosophy</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PHIL</td> <td>2306</td> <td>Introduction to Ethics</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 755 1325 797"> <tr> <td>PHIL</td> <td>2306</td> <td>Introduction to Ethics</td> <td>3</td> <td>UT</td> </tr> </table>	PHIL	1301	Introduction to Philosophy	3	UT	PHIL	2306	Introduction to Ethics	3	UT	PHIL	2306	Introduction to Ethics	3	UT	<p>Michigan State University Doctor of Philosophy 05/02/2014 Western Michigan University Masters of Arts Philosophy</p>	
PHIL	1301	Introduction to Philosophy	3	UT														
PHIL	2306	Introduction to Ethics	3	UT														
PHIL	2306	Introduction to Ethics	3	UT														
<p>Glover-Large, Crystal (P)  Employment Date:01/2021</p>	<p>Spring 2023 N/A</p> <p>Fall 2023</p> <table border="1" data-bbox="453 1057 1350 1099"> <tr> <td>CRIJ</td> <td>1306</td> <td>Court Systems and Practices</td> <td>3</td> <td>UT</td> </tr> </table>	CRIJ	1306	Court Systems and Practices	3	UT	<p>Columbia Southern University, Masters of Science, Criminal Justice Administration 09/30/2009</p>											
CRIJ	1306	Court Systems and Practices	3	UT														
<p>Griffen, Tywain (P)  Employment Date: 1/10/2022</p>	<p>Spring 2023</p> <table border="1" data-bbox="453 1208 1360 1250"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 1360 1350 1403"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2317</td> <td>Statistical Methods-Psychology</td> <td>3</td> <td>UT</td> </tr> </table>	PSYC	2301	General Psychology	3	UT	PSYC	2301	General Psychology	3	UT	PSYC	2317	Statistical Methods-Psychology	3	UT	<p>Alabama A&amp;M University Masters of Sciences 05/14/2010 Counseling Psychology</p> <p>PSY 555 Person Coun Theory 3 hrs</p>	
PSYC	2301	General Psychology	3	UT														
PSYC	2301	General Psychology	3	UT														
PSYC	2317	Statistical Methods-Psychology	3	UT														

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

		PSY 502 Des & infer Beh Stat 3 hrs PSY 560 Occupational Psychology 3hrs PSY 559 Counseling Technique 3 hrs PSY 585 Res in psy & couns 3 hrs  PSY 592 Prof orientational/issues 3 hrs <b>Total of 18 hours in History</b>																					
Grillo, Michael C. (F)  <b>Employment Date: 08/2020 Missing</b>	Spring 2023 <table border="1" data-bbox="453 667 1270 708"> <tr> <td>GOVT</td> <td>2304</td> <td>Introduction to Political Science</td> <td>3</td> <td></td> </tr> </table> Fall 2023 <table border="1" data-bbox="453 820 1348 860"> <tr> <td>GOVT</td> <td>2304</td> <td>Intro to Political Science</td> <td>3</td> <td>UT</td> </tr> </table> <table border="1" data-bbox="453 865 1348 906"> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> </table>	GOVT	2304	Introduction to Political Science	3		GOVT	2304	Intro to Political Science	3	UT	GOVT	2305	Federal Government	3	UT	University of Delaware PhD Political Science and International Relations						
GOVT	2304	Introduction to Political Science	3																				
GOVT	2304	Intro to Political Science	3	UT																			
GOVT	2305	Federal Government	3	UT																			
Grover, Daniel D. (P)  <b>Employment Date: Jan 1995</b>	Spring 2023 <table border="1" data-bbox="453 1011 1270 1052"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td></td> </tr> </table> <table border="1" data-bbox="453 1057 1270 1097"> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td></td> </tr> </table> Fall 2023 <table border="1" data-bbox="453 1209 1270 1250"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td></td> </tr> </table> <table border="1" data-bbox="453 1255 1270 1295"> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td></td> </tr> </table>	HIST	1301	United States History I	3		HIST	1302	United States History II	3		HIST	1301	United States History I	3		HIST	1302	United States History II	3		Southwest Texas State University (now Texas State University) MA History	
HIST	1301	United States History I	3																				
HIST	1302	United States History II	3																				
HIST	1301	United States History I	3																				
HIST	1302	United States History II	3																				



**FACULTY ROSTER FORM**  
**QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

<p>Hamilton, Allen L. (F)  <b>Employment Date: Jan. 1991</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 228 1270 363"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> </tr> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> </tr> <tr> <td>HIST</td> <td>2301</td> <td>Texas History</td> <td>3</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 475 1270 610"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> </tr> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> </tr> <tr> <td>HIST</td> <td>2301</td> <td>Texas History</td> <td>3</td> </tr> </table>	HIST	1301	United States History I	3	HIST	1302	United States History II	3	HIST	2301	Texas History	3	HIST	1301	United States History I	3	HIST	1302	United States History II	3	HIST	2301	Texas History	3	<p>University of Texas at Arlington  MA History</p>	
HIST	1301	United States History I	3																								
HIST	1302	United States History II	3																								
HIST	2301	Texas History	3																								
HIST	1301	United States History I	3																								
HIST	1302	United States History II	3																								
HIST	2301	Texas History	3																								
<p>Hamilton, Nicole (P)  <b>Employment Date: Aug. 2004</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 725 1270 768"> <tr> <td>PSYC</td> <td>2317</td> <td>Statistical Methods-Psychology</td> <td>3</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 880 1270 922"> <tr> <td>PSYC</td> <td>2317</td> <td>Statistical Methods-Psychology</td> <td>3</td> </tr> </table>	PSYC	2317	Statistical Methods-Psychology	3	PSYC	2317	Statistical Methods-Psychology	3	<p>Our Lady of the Lake University, in SATX  MS Psychology</p> <p>Capella University, PhD,  General Psychology,  12/31/2011</p>																	
PSYC	2317	Statistical Methods-Psychology	3																								
PSYC	2317	Statistical Methods-Psychology	3																								
<p>Herbin, C. Victor (P)  <b>Employment Date: Jan. 1996</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 1039 1270 1125"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> </tr> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 1203 1270 1245"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> </tr> </table>	HIST	1301	United States History I	3	HIST	1302	United States History II	3	HIST	1301	United States History I	3	<p>University of California  MA History</p>													
HIST	1301	United States History I	3																								
HIST	1302	United States History II	3																								
HIST	1301	United States History I	3																								
<p>Hill, Andrew J. (F)  <b>Employment Date: Aug. 2013</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 1395 1362 1437"> <tr> <td>PHIL</td> <td>1301</td> <td>Introduction to Philosophy</td> <td>3</td> <td>UT</td> </tr> </table>	PHIL	1301	Introduction to Philosophy	3	UT	<p>University of St. Thomas  MA Philosophy</p>																				
PHIL	1301	Introduction to Philosophy	3	UT																							

**FACULTY ROSTER FORM**  
**QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

	<table border="1"> <tr> <td>PHIL</td> <td>2306</td> <td>Introduction to Ethics</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>PHIL</td> <td>2306</td> <td>Introduction to Ethics</td> <td>3</td> <td>UT</td> </tr> </table>	PHIL	2306	Introduction to Ethics	3	UT	PHIL	2306	Introduction to Ethics	3	UT	<p>Loyola University, of New Orleans          JD Civil Law</p>																																				
PHIL	2306	Introduction to Ethics	3	UT																																												
PHIL	2306	Introduction to Ethics	3	UT																																												
<p>James, John (F)  <b>Employment Date: Aug 2005</b></p>	<p>Spring 2023</p> <table border="1"> <tr> <td>CRIJ</td> <td>1301</td> <td>Introduction to Criminal Justice</td> <td>3</td> <td>UT</td> </tr> <tr> <td>CRIJ</td> <td>1306</td> <td>Court Systems and Practices</td> <td>3</td> <td>UT</td> </tr> <tr> <td>CRIJ</td> <td>1307</td> <td>Crime in America</td> <td>3</td> <td>UT</td> </tr> <tr> <td>CRIJ</td> <td>2313</td> <td>Correctional Systems and Practices</td> <td>3</td> <td>UT</td> </tr> <tr> <td>CRIJ</td> <td>2328</td> <td>Police Systems and Practices</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>CRIJ</td> <td>1301</td> <td>Intro to Criminal Justice</td> <td>3</td> <td>UT</td> </tr> <tr> <td>CRIJ</td> <td>2313</td> <td>Correctional Systems/Practices</td> <td>3</td> <td>UT</td> </tr> <tr> <td>CRIJ</td> <td>2328</td> <td>Police Systems and Practices</td> <td>3</td> <td>UT</td> </tr> <tr> <td>CRIJ</td> <td>1310</td> <td>Fundamentals of Criminal Law</td> <td>3</td> <td>UT</td> </tr> </table>	CRIJ	1301	Introduction to Criminal Justice	3	UT	CRIJ	1306	Court Systems and Practices	3	UT	CRIJ	1307	Crime in America	3	UT	CRIJ	2313	Correctional Systems and Practices	3	UT	CRIJ	2328	Police Systems and Practices	3	UT	CRIJ	1301	Intro to Criminal Justice	3	UT	CRIJ	2313	Correctional Systems/Practices	3	UT	CRIJ	2328	Police Systems and Practices	3	UT	CRIJ	1310	Fundamentals of Criminal Law	3	UT	<p>St. Mary's University          MJA Justice Administration</p>	
CRIJ	1301	Introduction to Criminal Justice	3	UT																																												
CRIJ	1306	Court Systems and Practices	3	UT																																												
CRIJ	1307	Crime in America	3	UT																																												
CRIJ	2313	Correctional Systems and Practices	3	UT																																												
CRIJ	2328	Police Systems and Practices	3	UT																																												
CRIJ	1301	Intro to Criminal Justice	3	UT																																												
CRIJ	2313	Correctional Systems/Practices	3	UT																																												
CRIJ	2328	Police Systems and Practices	3	UT																																												
CRIJ	1310	Fundamentals of Criminal Law	3	UT																																												
<p>Johnson, Monique (F)  <b>Employment Date: Aug 2008</b></p>	<p>Spring 2023</p> <table border="1"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2314</td> <td>Lifespan Growth/Development</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2315</td> <td>Psychology of Adjustment</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2316</td> <td>Psychology of Personality</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2314</td> <td>Lifespan Growth/Development</td> <td>3</td> <td>UT</td> </tr> </table>	PSYC	2301	General Psychology	3	UT	PSYC	2314	Lifespan Growth/Development	3	UT	PSYC	2315	Psychology of Adjustment	3	UT	PSYC	2316	Psychology of Personality	3	UT	PSYC	2301	General Psychology	3	UT	PSYC	2314	Lifespan Growth/Development	3	UT	<p>University of Phoenix          MS Psychology</p>																
PSYC	2301	General Psychology	3	UT																																												
PSYC	2314	Lifespan Growth/Development	3	UT																																												
PSYC	2315	Psychology of Adjustment	3	UT																																												
PSYC	2316	Psychology of Personality	3	UT																																												
PSYC	2301	General Psychology	3	UT																																												
PSYC	2314	Lifespan Growth/Development	3	UT																																												

**FACULTY ROSTER FORM**  
**QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

	<table border="1"> <tr> <td>PSYC</td> <td>2315</td> <td>Psychology of Adjustment</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2316</td> <td>Psychology of Personality</td> <td>3</td> <td>UT</td> </tr> </table>	PSYC	2315	Psychology of Adjustment	3	UT	PSYC	2316	Psychology of Personality	3	UT								
PSYC	2315	Psychology of Adjustment	3	UT															
PSYC	2316	Psychology of Personality	3	UT															
<p>Joubert, Allison (P)  Employment date:  01/17/2023</p>	<p>Spring 2023  N/A</p> <p>Fall 2023  N/A</p>		<p>University of Texas at San Antonio  Masters in Education, Higher Education Administration  12/10/2021</p> <p>Masters in Science, Sociology-  In progress  SOC 5003: Sociological Theory  SOC 5353: Crime and Delinquency  SOC 5063: Research Design  SOC 5263: Cultural Studies  SOC 6143: Sociology of Religion  SOC 6973: SP: Artworks and Society  SOC 5363: Theory Building and Methods  SOC 5073: Quantitative Research Methods</p>																
<p>Kisel, David (F)  Employment Date: Aug. 2015</p>	<p>Spring 2023</p> <table border="1"> <tr> <td>ECON</td> <td>1301</td> <td>Introduction to Economics</td> <td>3</td> <td>UT</td> </tr> <tr> <td>ECON</td> <td>2301</td> <td>Principles of Macroeconomics</td> <td>3</td> <td>UT</td> </tr> <tr> <td>ECON</td> <td>2302</td> <td>Principles of Microeconomics</td> <td>3</td> <td>UT</td> </tr> </table>	ECON	1301	Introduction to Economics	3	UT	ECON	2301	Principles of Macroeconomics	3	UT	ECON	2302	Principles of Microeconomics	3	UT		<p>Texas A&amp;M University  MS Economics</p>	
ECON	1301	Introduction to Economics	3	UT															
ECON	2301	Principles of Macroeconomics	3	UT															
ECON	2302	Principles of Microeconomics	3	UT															

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

	<table border="1"> <tr> <td>MSCI</td> <td>1101</td> <td>Fundamentals Leadership Mgt I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>MSCI</td> <td>2201</td> <td>Applied Leadership &amp; Mgmt I</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>ECON</td> <td>1301</td> <td>Introduction to Economics</td> <td>3</td> <td>UT</td> </tr> <tr> <td>ECON</td> <td>2301</td> <td>Principles of Macroeconomics</td> <td>3</td> <td>UT</td> </tr> <tr> <td>ECON</td> <td>2302</td> <td>Principles of Microeconomics</td> <td>3</td> <td>UT</td> </tr> </table> <table border="1"> <tr> <td>MSCI</td> <td>1101</td> <td>Fundamentals Leadership Mgt I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>MSCI</td> <td>2201</td> <td>Applied Leadership &amp; Mgmt I</td> <td>3</td> <td>UT</td> </tr> </table>	MSCI	1101	Fundamentals Leadership Mgt I	3	UT	MSCI	2201	Applied Leadership & Mgmt I	3	UT	ECON	1301	Introduction to Economics	3	UT	ECON	2301	Principles of Macroeconomics	3	UT	ECON	2302	Principles of Microeconomics	3	UT	MSCI	1101	Fundamentals Leadership Mgt I	3	UT	MSCI	2201	Applied Leadership & Mgmt I	3	UT		
MSCI	1101	Fundamentals Leadership Mgt I	3	UT																																		
MSCI	2201	Applied Leadership & Mgmt I	3	UT																																		
ECON	1301	Introduction to Economics	3	UT																																		
ECON	2301	Principles of Macroeconomics	3	UT																																		
ECON	2302	Principles of Microeconomics	3	UT																																		
MSCI	1101	Fundamentals Leadership Mgt I	3	UT																																		
MSCI	2201	Applied Leadership & Mgmt I	3	UT																																		
<p>Lipman, Noah (P)</p> <p>Employment Date: 05/13/2019</p>	<p>Spring 2023 N/A</p> <p>Fall 2023</p> <table border="1"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td>UT</td> </tr> </table>	HIST	1301	United States History I	3	UT	<p>Pace University School of Law JD, 06/09/1984</p> <p>Monmouth University Master of Arts History 01/05</p>																															
HIST	1301	United States History I	3	UT																																		
<p>Konkright, Kelsey (F)</p> <p>Employment Date: Oct 2020</p>	<p>Spring 2023</p> <table border="1"> <tr> <td>GOVT</td> <td>2304</td> <td>Introduction to Political Science</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table>	GOVT	2304	Introduction to Political Science	3	UT	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	<p>St. Mary's University MA Political Science</p>											
GOVT	2304	Introduction to Political Science	3	UT																																		
GOVT	2305	Federal Government	3	UT																																		
GOVT	2306	Texas Government	3	UT																																		
GOVT	2305	Federal Government	3	UT																																		
GOVT	2306	Texas Government	3	UT																																		

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

<p>Lopez-Mobilia, Christina Employment Date: 03/21/2022</p>	<p>Spring 2023</p> <table border="1"> <tr> <td>SOCI</td> <td>1301</td> <td>Introductory Sociology</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>SOCI</td> <td>1301</td> <td>Introductory Sociology</td> <td>3</td> <td>UT</td> </tr> </table>	SOCI	1301	Introductory Sociology	3	UT	SOCI	1301	Introductory Sociology	3	UT	<p>The University of Texas at San Antonio Master of Science 12/11/2015 Sociology</p>																
SOCI	1301	Introductory Sociology	3	UT																								
SOCI	1301	Introductory Sociology	3	UT																								
<p>Miller, Patrick (P) Employment Date: 09/15/2023</p>	<p>Fall 2023 N/A</p>	<p>University of Oregon Eugene, Oregon Master of Arts Geography</p>																										
<p>Nanivazo, Joelle (F) Employment Date: 08/2020</p>	<p>Spring 2023</p> <table border="1"> <tr> <td>ECON</td> <td>2301</td> <td>Principles of Macroeconomics</td> <td>3</td> <td>UT</td> </tr> <tr> <td>ECON</td> <td>2302</td> <td>Principles of Microeconomics</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>ECON</td> <td>2301</td> <td>Principles of Macroeconomics</td> <td>3</td> <td>UT</td> </tr> <tr> <td>ECON</td> <td>2302</td> <td>Principles of Microeconomics</td> <td>3</td> <td>UT</td> </tr> </table>	ECON	2301	Principles of Macroeconomics	3	UT	ECON	2302	Principles of Microeconomics	3	UT	ECON	2301	Principles of Macroeconomics	3	UT	ECON	2302	Principles of Microeconomics	3	UT	<p>Southern Illinois University Carbondale PhD Economics</p>						
ECON	2301	Principles of Macroeconomics	3	UT																								
ECON	2302	Principles of Microeconomics	3	UT																								
ECON	2301	Principles of Macroeconomics	3	UT																								
ECON	2302	Principles of Microeconomics	3	UT																								
<p>Nawrocik, Jack L. (F) Employment Date: Aug. 1998</p>	<p>Spring 2023</p> <table border="1"> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HUMA</td> <td>1301</td> <td>Intro to Humanities I</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HUMA</td> <td>1301</td> <td>Intro to Humanities I</td> <td>3</td> <td>UT</td> </tr> </table>	HIST	1302	United States History II	3	UT	HUMA	1301	Intro to Humanities I	3	UT	HIST	1302	United States History II	3	UT	HIST	1301	United States History I	3	UT	HUMA	1301	Intro to Humanities I	3	UT	<p>University of Texas at San Antonio MA History</p> <p>Gratz College MA Holocaust and Genocide Studies HIST 30521A-OL Before Hitler: The Jews of Western Europe 3 hrs; HIST 40535-OL Literature and the Holocaust 3 hrs</p>	
HIST	1302	United States History II	3	UT																								
HUMA	1301	Intro to Humanities I	3	UT																								
HIST	1302	United States History II	3	UT																								
HIST	1301	United States History I	3	UT																								
HUMA	1301	Intro to Humanities I	3	UT																								

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

		<p>HIST 30538-OL Popes, Jews, and Blood: Medieval 3 hrs  HIST 40560-OL Gender and Genocide 3 hrs  HIST 40503-OL Women in the Holocaust 3 hrs  HIST 30510-OL The Holocaust and European Mass Murder 3 hrs  <b>Total of 18 hours in Humanities and Cultural Studies</b></p>																
<p>Nicholson, Alexis C. (P)   <b>Employment Date: Jan. 2003</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 698 1209 738"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 849 1348 889"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> </table> <table border="1" data-bbox="453 894 1348 935"> <tr> <td>PSYC</td> <td>2314</td> <td>Lifespan Growth/Development</td> <td>3</td> <td>UT</td> </tr> </table>	PSYC	2301	General Psychology	3	UT	PSYC	2301	General Psychology	3	UT	PSYC	2314	Lifespan Growth/Development	3	UT	<p>University of Texas at Tyler  MS Tech-Industrial Distribution</p> <p>PS6381G Psychological Rsch 3 hrs  PS6367G Ind Psychology 3 hrs  PS6385G ADV Statistics 3 hrs  PS6314G Physiological PS 3 hrs  PS6309G Human Factors 3 hrs  PS7321G ADV TST&amp;MEAS 3 hrs  <b>Total of 18 hours in Psychology</b></p> <p>PhD in progress</p>	
PSYC	2301	General Psychology	3	UT														
PSYC	2301	General Psychology	3	UT														
PSYC	2314	Lifespan Growth/Development	3	UT														
<p>Olsen, Ashley (P)   <b>Employment Date: Aug. 2016</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 1339 1245 1380"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> </table> <table border="1" data-bbox="453 1385 1245 1425"> <tr> <td>PSYC</td> <td>2314</td> <td>Lifespan Growth/Development</td> <td>3</td> <td>UT</td> </tr> </table>	PSYC	2301	General Psychology	3	UT	PSYC	2314	Lifespan Growth/Development	3	UT	<p>University of Incarnate Word  MS Psychology</p>						
PSYC	2301	General Psychology	3	UT														
PSYC	2314	Lifespan Growth/Development	3	UT														

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

	<p>Fall 2023</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">PSYC</td> <td style="width: 15%;">2301</td> <td style="width: 40%;">General Psychology</td> <td style="width: 10%;">3</td> <td style="width: 10%;">UT</td> </tr> </table>	PSYC	2301	General Psychology	3	UT							
PSYC	2301	General Psychology	3	UT									
<p>Ortega, Lydia (P) <b>Employment Date: 08/13/2022</b></p>	<p>Spring 2023</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">ECON</td> <td style="width: 15%;">1301</td> <td style="width: 40%;">Introduction to Economics</td> <td style="width: 10%;">3</td> <td style="width: 10%;">UT</td> </tr> </table> <p>Fall 2023 N/A</p>	ECON	1301	Introduction to Economics	3	UT	<p>St. Mary's University MA Economics</p>						
ECON	1301	Introduction to Economics	3	UT									
<p>Ortiz, Sophie (P) <b>Employment Date: 1/17/2023</b></p>	<p>Spring 23</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">SOC1</td> <td style="width: 15%;">1301</td> <td style="width: 40%;">Introductory Sociology</td> <td style="width: 10%;">3</td> <td style="width: 10%;">UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">SOC1</td> <td style="width: 15%;">1301</td> <td style="width: 40%;">Introductory Sociology</td> <td style="width: 10%;">3</td> <td style="width: 10%;">UT</td> </tr> </table>	SOC1	1301	Introductory Sociology	3	UT	SOC1	1301	Introductory Sociology	3	UT	<p>University of Texas at San Antonio Masters of Arts Sociology 08/12/2006</p>	
SOC1	1301	Introductory Sociology	3	UT									
SOC1	1301	Introductory Sociology	3	UT									
<p>Perry, Emily (P) <b>*Dual Credit</b>  <b>Employment Date: 01/06/2020</b></p>	<p>Spring 2023</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">HIST</td> <td style="width: 15%;">1302</td> <td style="width: 40%;">United States History II</td> <td style="width: 10%;">3</td> <td style="width: 10%;">UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">HIST</td> <td style="width: 15%;">1301</td> <td style="width: 40%;">United States History I</td> <td style="width: 10%;">3</td> <td style="width: 10%;">UT</td> </tr> </table>	HIST	1302	United States History II	3	UT	HIST	1301	United States History I	3	UT	<p>University of Pittsburgh MA in History</p>	
HIST	1302	United States History II	3	UT									
HIST	1301	United States History I	3	UT									
<p>Pryor, Cynthia J. (P)  <b>Employment Date: 10/14/2021</b></p>	<p>Spring 2023</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">GOVT</td> <td style="width: 15%;">2306</td> <td style="width: 40%;">Texas Government</td> <td style="width: 10%;">3</td> <td style="width: 10%;">UT</td> </tr> </table> <p>Fall 2023</p>	GOVT	2306	Texas Government	3	UT	<p>University of Texas at Tyler MA Political Science</p>						
GOVT	2306	Texas Government	3	UT									

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

	<table border="1"> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> </table>	GOVT	2306	Texas Government	3	UT	GOVT	2305	Federal Government	3	UT		
GOVT	2306	Texas Government	3	UT									
GOVT	2305	Federal Government	3	UT									
<p>Reyna. Joshua (P) Employment Date: 08/23/2022</p>	<p>Spring 2023 N/A</p> <p>Fall 2023 N/A</p>		<p>The University of Texas at San Antonio Master of Science 08/13/2016 Sociology</p>										
<p>Rice, Ashley (P) Dual Credit Employment Date: 08/21/2023</p>	<p>Spring 23 N/A</p> <p>Fall 23</p> <table border="1"> <tr> <td>ECON</td> <td>2301</td> <td>Principles of Macroeconomics</td> <td>3</td> <td>UT</td> </tr> </table>	ECON	2301	Principles of Macroeconomics	3	UT		<p>Grand Canyon University Master of Arts in Teaching 08/15/2012</p> <p>Emporia State University EC 781 Tchg Econ: Gross Domes Product EC 782 Teaching Economics: Inflation EC 783 Teaching Econ: Monetary Policy EC 784 Teaching Economics: Money ECO 2301 Eco Temporary ISS ECO 2314 Prin Microeconomics ECON 6310 Economics of Environmentalism ECON 6310 IS Capitalism Good for poor? ECON 6310 Economics of Disasters ECON 6310 Economics of Water Use ECON 6310 Fed Budget, Debt, Deficits</p>					
ECON	2301	Principles of Macroeconomics	3	UT									



**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

		<p>ECON 6310 Issues of International Trade  ECON 6332 Economics Issues  ECON 6337 EOFT: Fundamental Principles  ECON EFIAHO: Colonialism  <b>Total of 18 hours in Economics</b></p>																																				
<p>Richardson, Margaret (F)   <b>Employment Date: Aug. 2021</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 532 1245 698"> <tr> <td>CRIJ</td> <td>1301</td> <td>Introduction to Criminal Justice</td> <td>3</td> <td>UT</td> </tr> <tr> <td>CRIJ</td> <td>1310</td> <td>Fundamentals of Criminal Law</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 771 1245 894"> <tr> <td>CRIJ</td> <td>1310</td> <td>Fundamentals of Criminal Law</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table>	CRIJ	1301	Introduction to Criminal Justice	3	UT	CRIJ	1310	Fundamentals of Criminal Law	3	UT	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	CRIJ	1310	Fundamentals of Criminal Law	3	UT	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	<p>The University of Texas at San Antonio, Masters of Arts, Political Science   The University of Texas at San Antonio, Masters of Science, Justice Policy</p>	
CRIJ	1301	Introduction to Criminal Justice	3	UT																																		
CRIJ	1310	Fundamentals of Criminal Law	3	UT																																		
GOVT	2305	Federal Government	3	UT																																		
GOVT	2306	Texas Government	3	UT																																		
CRIJ	1310	Fundamentals of Criminal Law	3	UT																																		
GOVT	2305	Federal Government	3	UT																																		
GOVT	2306	Texas Government	3	UT																																		
<p>Robles, Denise (F)   <b>Employment Date: January 2020</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 1042 1146 1127"> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 1235 1146 1320"> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table>	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	<p>California State University at Los Angeles  MA Political Science</p>																
GOVT	2305	Federal Government	3	UT																																		
GOVT	2306	Texas Government	3	UT																																		
GOVT	2305	Federal Government	3	UT																																		
GOVT	2306	Texas Government	3	UT																																		

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

<p>Rolland-Adkins, Kelli (F)</p> <p><b>Employment Date: Jan. 2003</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="457 228 1297 509"> <tr><td>SOCI</td><td>1301</td><td>Introductory Sociology</td><td>3</td><td>UT</td></tr> <tr><td>SOCI</td><td>1306</td><td>Social Problems</td><td>3</td><td>UT</td></tr> <tr><td>SOCI</td><td>2319</td><td>Minority Studies I</td><td>3</td><td>UT</td></tr> <tr><td>SOCI</td><td>2301</td><td>Marriage and the Family</td><td>3</td><td>UT</td></tr> <tr><td>SOCW</td><td>2361</td><td>Introduction to Social Work</td><td>3</td><td>UT</td></tr> <tr><td>SOCW</td><td>2389</td><td>Academic Cooperative</td><td>3</td><td>UT</td></tr> <tr><td>SOCW</td><td>2362</td><td>Social Welfare: Legislation</td><td>3</td><td>UT</td></tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="457 618 1297 899"> <tr><td>SOCI</td><td>1301</td><td>Introductory Sociology</td><td>3</td><td>UT</td></tr> <tr><td>SOCI</td><td>1306</td><td>Social Problems</td><td>3</td><td>UT</td></tr> <tr><td>SOCI</td><td>2319</td><td>Minority Studies I</td><td>3</td><td>UT</td></tr> <tr><td>SOCI</td><td>2301</td><td>Marriage and the Family</td><td>3</td><td>UT</td></tr> <tr><td>SOCW</td><td>2361</td><td>Introduction to Social Work</td><td>3</td><td>UT</td></tr> <tr><td>SOCW</td><td>2389</td><td>Academic Cooperative</td><td>3</td><td>UT</td></tr> <tr><td>SOCW</td><td>2362</td><td>Social Welfare: Legislation</td><td>3</td><td>UT</td></tr> </table>	SOCI	1301	Introductory Sociology	3	UT	SOCI	1306	Social Problems	3	UT	SOCI	2319	Minority Studies I	3	UT	SOCI	2301	Marriage and the Family	3	UT	SOCW	2361	Introduction to Social Work	3	UT	SOCW	2389	Academic Cooperative	3	UT	SOCW	2362	Social Welfare: Legislation	3	UT	SOCI	1301	Introductory Sociology	3	UT	SOCI	1306	Social Problems	3	UT	SOCI	2319	Minority Studies I	3	UT	SOCI	2301	Marriage and the Family	3	UT	SOCW	2361	Introduction to Social Work	3	UT	SOCW	2389	Academic Cooperative	3	UT	SOCW	2362	Social Welfare: Legislation	3	UT	<p>Our Lady of the Lake University MSW Social Work MA Sociology Texas State University</p>	
SOCI	1301	Introductory Sociology	3	UT																																																																					
SOCI	1306	Social Problems	3	UT																																																																					
SOCI	2319	Minority Studies I	3	UT																																																																					
SOCI	2301	Marriage and the Family	3	UT																																																																					
SOCW	2361	Introduction to Social Work	3	UT																																																																					
SOCW	2389	Academic Cooperative	3	UT																																																																					
SOCW	2362	Social Welfare: Legislation	3	UT																																																																					
SOCI	1301	Introductory Sociology	3	UT																																																																					
SOCI	1306	Social Problems	3	UT																																																																					
SOCI	2319	Minority Studies I	3	UT																																																																					
SOCI	2301	Marriage and the Family	3	UT																																																																					
SOCW	2361	Introduction to Social Work	3	UT																																																																					
SOCW	2389	Academic Cooperative	3	UT																																																																					
SOCW	2362	Social Welfare: Legislation	3	UT																																																																					
<p>Saberian, Michael (P) *Dual Credit/Adjunct</p> <p><b>Employment Date:01/20/2015</b></p>	<p>Spring 2023 N/A</p> <p>Fall 2023 N/A</p>	<p>Texas A&amp;M University, College Station, MA History</p>																																																																							
<p>Scotello, Michelle (P) * Dual Credit</p> <p><b>Employment Date:08/01/2023</b></p>	<p>Spring 2023 N/A</p> <p>Fall 2023 N/A</p>	<p>North Carolina State University Masters of Sciences Economics – Agriculture and Life Science 08/09/05</p>																																																																							

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

<p>Schibi, Lindsey (P) * Dual Credit</p> <p><b>Employment Date: 10/23/2023</b></p>	<p>Spring 2023 N/A</p> <p>Fall 2023 N/A</p>	<p>Capella University PhD in General Psychology— in progress</p> <p>Capella University Masters of Science General Psychology 06/30/2014</p>											
<p>Seals, Kathy L. (P) * Dual Credit</p> <p><b>Employment Date: Aug. 2008</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 662 1144 703"> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 813 1348 854"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td>UT</td> </tr> </table>	HIST	1302	United States History II	3	UT	HIST	1301	United States History I	3	UT	<p>Southwest Texas State University, M.Ed Major: History Minor: ED HIST 5310 PROB MDRN Euro HIST 5321 SEM NATL LAT AM HIST 5330 PROB HIST ASIA HIST 5368 Era of REC 1865 HIST 5370 MIN GRPS AM HS HIST 5313 Age of AM REVO HIST 5360 AM Historiography Total 18 hours in History</p>	
HIST	1302	United States History II	3	UT									
HIST	1301	United States History I	3	UT									
<p>Shugart, Chad (P)</p> <p><b>Employment Date: 08/24/2020</b></p>	<p>Spring 23 N/A</p> <p>Fall 2023</p>	<p>Sul Ross State University Masters of Arts Political Science/Public Administration 05/12/2012</p>											

**FACULTY ROSTER FORM**  
**QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

	<table border="1"> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> </table>	GOVT	2305	Federal Government	3	UT	<p>Sul Ross State University  Masters of Sciences  Criminal Justice  05/11/2013</p>																					
GOVT	2305	Federal Government	3	UT																								
<p>Snavely, Sandra (F)  <b>Employment Date: Aug. 1989</b></p>	<p>Spring 2023</p> <table border="1"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2306</td> <td>Introduction to Ethics</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2314</td> <td>Lifespan Growth and Development</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2306</td> <td>Introduction to Ethics</td> <td>3</td> <td>UT</td> </tr> </table>	PSYC	2301	General Psychology	3	UT	PSYC	2306	Introduction to Ethics	3	UT	PSYC	2314	Lifespan Growth and Development	3	UT	PSYC	2301	General Psychology	3	UT	PSYC	2306	Introduction to Ethics	3	UT	<p>Incarnate Word University  MA Education  PS 6353 - Adult Personality  Changes 3 hrs  PS 6375 - Personal Decision  Making 3 hrs  PS 6398 - Motive &amp; Emotion  in Stress 3 hrs  Our Lady of the Lake  University  PSYC 5330 - Violence Prvntn  &amp; Intervention 3 hrs  PSYC 6359 Applied Learning  &amp; Development 3 hrs  PSYC 6325 Vocational &amp;  Aptitude Assessment 3 hrs  <b>Total of 18 hours in  Psychology</b></p>	
PSYC	2301	General Psychology	3	UT																								
PSYC	2306	Introduction to Ethics	3	UT																								
PSYC	2314	Lifespan Growth and Development	3	UT																								
PSYC	2301	General Psychology	3	UT																								
PSYC	2306	Introduction to Ethics	3	UT																								
<p>Tabet, Michael (P)  <b>Employment Date: Jan. 2015</b></p>	<p>Spring 2023  N/A</p> <p>Fall 2023</p> <table border="1"> <tr> <td>GOVT</td> <td>2305</td> <td>Federal Government</td> <td>3</td> <td>UT</td> </tr> <tr> <td>GOVT</td> <td>2306</td> <td>Texas Government</td> <td>3</td> <td>UT</td> </tr> </table>	GOVT	2305	Federal Government	3	UT	GOVT	2306	Texas Government	3	UT	<p>University of Texas at San  Antonio  MA Political Science</p>																
GOVT	2305	Federal Government	3	UT																								
GOVT	2306	Texas Government	3	UT																								
<p>Thomas, Jonathan (F)  <b>Employment Date: June 2010</b></p>	<p>Spring 2023</p> <table border="1"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td>UT</td> </tr> </table>	HIST	1301	United States History I	3	UT	HIST	1302	United States History II	3	UT	<p>University of Southern  Mississippi  MA History</p>																
HIST	1301	United States History I	3	UT																								
HIST	1302	United States History II	3	UT																								

**FACULTY ROSTER FORM  
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

	<table border="1"> <tr><td>HIST</td><td>2312</td><td>Western Civilization II</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>2321</td><td>World Civilization I</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>2322</td><td>World Civilizations II</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>2381</td><td>African-American History I</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>2327</td><td>Mexican-American History I</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>2328</td><td>Mexican-American History II</td><td>3</td><td>UT</td></tr> </table> <p>Fall 2023</p> <table border="1"> <tr><td>HIST</td><td>1301</td><td>United States History I</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>2311</td><td>Western Civilization I</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>1302</td><td>United States History II</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>2321</td><td>World Civilizations I</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>2322</td><td>World Civilizations II</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>2327</td><td>Mexican-American History I</td><td>3</td><td>UT</td></tr> <tr><td>HIST</td><td>2381</td><td>African-American History I</td><td>3</td><td>UT</td></tr> </table>	HIST	2312	Western Civilization II	3	UT	HIST	2321	World Civilization I	3	UT	HIST	2322	World Civilizations II	3	UT	HIST	2381	African-American History I	3	UT	HIST	2327	Mexican-American History I	3	UT	HIST	2328	Mexican-American History II	3	UT	HIST	1301	United States History I	3	UT	HIST	2311	Western Civilization I	3	UT	HIST	1302	United States History II	3	UT	HIST	2321	World Civilizations I	3	UT	HIST	2322	World Civilizations II	3	UT	HIST	2327	Mexican-American History I	3	UT	HIST	2381	African-American History I	3	UT		
HIST	2312	Western Civilization II	3	UT																																																																
HIST	2321	World Civilization I	3	UT																																																																
HIST	2322	World Civilizations II	3	UT																																																																
HIST	2381	African-American History I	3	UT																																																																
HIST	2327	Mexican-American History I	3	UT																																																																
HIST	2328	Mexican-American History II	3	UT																																																																
HIST	1301	United States History I	3	UT																																																																
HIST	2311	Western Civilization I	3	UT																																																																
HIST	1302	United States History II	3	UT																																																																
HIST	2321	World Civilizations I	3	UT																																																																
HIST	2322	World Civilizations II	3	UT																																																																
HIST	2327	Mexican-American History I	3	UT																																																																
HIST	2381	African-American History I	3	UT																																																																
<p>Tims, Elaine (P) Employment Date: 01/10/2022</p>	<p>Spring 2023</p> <table border="1"> <tr><td>PSYC</td><td>2301</td><td>General Psychology</td><td>3</td><td>UT</td></tr> </table> <p>Fall 2023</p> <table border="1"> <tr><td>PSYC</td><td>2301</td><td>General Psychology</td><td>3</td><td>UT</td></tr> <tr><td>PSYC</td><td>2319</td><td>Social Psychology</td><td>3</td><td>UT</td></tr> </table>	PSYC	2301	General Psychology	3	UT	PSYC	2301	General Psychology	3	UT	PSYC	2319	Social Psychology	3	UT	<p>St. Mary's University Masters of Arts Industrial/Organizational Psychology</p>																																																			
PSYC	2301	General Psychology	3	UT																																																																
PSYC	2301	General Psychology	3	UT																																																																
PSYC	2319	Social Psychology	3	UT																																																																
<p>Tolmsoff, Shawn (P)* Dual Credit Employment Date: Aug. 2019</p>	<p>Spring 2023</p> <table border="1"> <tr><td>HIST</td><td>1302</td><td>United States History II</td><td>3</td><td>UT</td></tr> </table> <p>Fall 2023</p> <table border="1"> <tr><td>HIST</td><td>1301</td><td>United States History I</td><td>3</td><td>UT</td></tr> </table>	HIST	1302	United States History II	3	UT	HIST	1301	United States History I	3	UT	<p>Sam Houston State University Master of Arts in History 05/16/2009</p>																																																								
HIST	1302	United States History II	3	UT																																																																
HIST	1301	United States History I	3	UT																																																																

**FACULTY ROSTER FORM**  
**QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

<p>Tyson, Sylvia  <b>Employment Date: 08/01/2023</b></p>	<p>Spring 23  N/A</p> <p>Fall 2023</p> <table border="1" data-bbox="453 505 1348 589"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HIST</td> <td>2321</td> <td>World Civilizations I</td> <td>3</td> <td>UT</td> </tr> </table>	HIST	1301	United States History I	3	UT	HIST	2321	World Civilizations I	3	UT	<p>California State University,  Long Beach  Master of Arts  History  05/26/2000</p>	
HIST	1301	United States History I	3	UT									
HIST	2321	World Civilizations I	3	UT									
<p>Van Dusen, Peter (P)  <b>Employment Date: 08/13/2022</b></p>	<p>Spring 2023  N/A</p> <p>Fall 2023  N/A</p>	<p>The California State  University  Masters of Arts  Philosophy  Spring 1984</p>											
<p>Vasquez, James L. (P)*  Dual Credit  <b>Employment Date: 01/03/2022</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 922 1207 963"> <tr> <td>HIST</td> <td>1302</td> <td>United States History II</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 1070 1348 1110"> <tr> <td>HIST</td> <td>1301</td> <td>United States History I</td> <td>3</td> <td>UT</td> </tr> </table>	HIST	1302	United States History II	3	UT	HIST	1301	United States History I	3	UT	<p>University of Texas at San  Antonio, Masters of Arts,  History 05/10/2014</p>	
HIST	1302	United States History II	3	UT									
HIST	1301	United States History I	3	UT									
<p>Walk, Isabella (P)  Employment date:  01/17/2023</p>	<p>Spring 23  N/A</p> <p>Fall 2023  N/A</p>	<p>Our Lady of the Lake  University  Masters of Arts  Human Science, Sociology,  and Leadership  12/19/2015  SOVI 6325: Demography</p>											

**FACULTY ROSTER FORM**  
**QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY**

		<p>SOCI 6390: Migration and Assimilation          SOCI 6303: Social Theory          SOCI 6315: SCLGCL PRC          RSRCH I: QLTV MTHDS          SOCI 6316: SCLGCL PRC          RSRCH I: QUNTV MTHDS          SOCI 6390: Context of Alzheimers          SOCI 6333: Society and Health</p>																															
<p>Wilder, Kelli Michelle (P)   <b>Employment Date: Jan. 2005</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 599 1138 722"> <tr> <td>HUMA</td> <td>1302</td> <td>Intro to Humanities II</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HUMA</td> <td>1315</td> <td>Fine Arts Appreciation</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HUMA</td> <td>2323</td> <td>World Cultures</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 833 1348 956"> <tr> <td>HUMA</td> <td>1315</td> <td>Fine Arts Appreciation</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HUMA</td> <td>1302</td> <td>Intro to Humanities II</td> <td>3</td> <td>UT</td> </tr> <tr> <td>HUMA</td> <td>2323</td> <td>World Cultures</td> <td>3</td> <td>UT</td> </tr> </table>	HUMA	1302	Intro to Humanities II	3	UT	HUMA	1315	Fine Arts Appreciation	3	UT	HUMA	2323	World Cultures	3	UT	HUMA	1315	Fine Arts Appreciation	3	UT	HUMA	1302	Intro to Humanities II	3	UT	HUMA	2323	World Cultures	3	UT	<p>Tiffin University          MA Humanities/Humanities Communication</p>	
HUMA	1302	Intro to Humanities II	3	UT																													
HUMA	1315	Fine Arts Appreciation	3	UT																													
HUMA	2323	World Cultures	3	UT																													
HUMA	1315	Fine Arts Appreciation	3	UT																													
HUMA	1302	Intro to Humanities II	3	UT																													
HUMA	2323	World Cultures	3	UT																													
<p>Young, Irene W. (F)   <b>Employment Date: Aug. 2005</b></p>	<p>Spring 2023</p> <table border="1" data-bbox="453 1070 1209 1193"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2319</td> <td>Social Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2320</td> <td>Abnormal Psychology</td> <td>3</td> <td>UT</td> </tr> </table> <p>Fall 2023</p> <table border="1" data-bbox="453 1304 1209 1385"> <tr> <td>PSYC</td> <td>2301</td> <td>General Psychology</td> <td>3</td> <td>UT</td> </tr> <tr> <td>PSYC</td> <td>2319</td> <td>Social Psychology</td> <td>3</td> <td>UT</td> </tr> </table>	PSYC	2301	General Psychology	3	UT	PSYC	2319	Social Psychology	3	UT	PSYC	2320	Abnormal Psychology	3	UT	PSYC	2301	General Psychology	3	UT	PSYC	2319	Social Psychology	3	UT	<p>University of South Alabama          MS Psychology          Wayland Baptist University          MS Clinical Psychology</p> <p>PhD in progress</p>						
PSYC	2301	General Psychology	3	UT																													
PSYC	2319	Social Psychology	3	UT																													
PSYC	2320	Abnormal Psychology	3	UT																													
PSYC	2301	General Psychology	3	UT																													
PSYC	2319	Social Psychology	3	UT																													



# APPENDIX K: List of Faculty and Their Professional Development



Philosophy IUR  
2023-2024  
ST. PHILIP'S  
COLLEGE



## Contact

marie.m.p.f@gmail.com

[www.linkedin.com/in/marie-pannier-feldmeier-01930aa](https://www.linkedin.com/in/marie-pannier-feldmeier-01930aa)  
(LinkedIn)

## Top Skills

College Teaching

Higher Education

Literature

# Marie Pannier Feldmeier

Assistant Professor of Philosophy at St. Philip's College  
San Antonio, Texas, United States

## Summary

I'm a faculty member at St. Philip's College in San Antonio, TX. I teach courses in philosophy and religious studies. I have over fifteen years of full-time teaching experience in higher education.

Courses I've taught repeatedly include Introduction to Philosophy, Ethics, Environmental Ethics, Business Ethics, Logic, Legal Reasoning, Philosophy of Death and Dying, Philosophy of Religion, World Religions, and Aesthetics.

I did my dissertation work in the field of analytic metaphysics; I also have research interests that lie in the fields of epistemology, aesthetics, metaphilosophy, and ethics.

My ultimate aim is to help my students and others experience the joys and benefits of philosophical inquiry.

---

## Experience

### St. Philip's College

Assistant Professor

August 2020 - Present (3 years 7 months)

San Antonio, Texas, United States

### Northland Community and Technical College

Philosophy Faculty

August 2019 - June 2020 (11 months)

Thief River Falls, MN

### Harford Community College

Assistant Professor

August 2018 - June 2019 (11 months)

Bel Air, MD

### Red Rocks Community College

Philosophy Faculty  
August 2014 - August 2018 (4 years 1 month)  
Lakewood, CO

Alamo Colleges  
Assistant Professor  
August 2013 - July 2014 (1 year)

University of St. Thomas  
Assistant Professor  
2004 - 2010 (6 years)  
St. Paul, MN

---

## Education

University of Notre Dame  
Ph.D., Philosophy · (1994 - 2003)

University of Minnesota  
B.A., Philosophy · (1989 - 1994)

## Overview of Recent Service and Professional Development

Marie Feldmeier

### Sample Service Activities:

- I am working with San Juan San Miguel, the Rose R. Thomas Writing Center Coordinator, to develop a Pilot Honors Program. Our administrative contact is Dean Kimberly Irving-Conaway.
- In connection with our Pilot Honors Program Proposal, San Juan San Miguel and I developed a Faculty/Staff Innovation Grant Proposal in fall 2021 and were awarded the grant.
- I serve as the co-chair of the SPC Honors Advisory Committee. I have either chaired or co-chaired the committee since fall 2020.
- San Juan San Miguel and I continue to facilitate the S.T.R.E.A.M. Lecture and Performing Arts Series. We have been facilitating the S.T.R.E.A.M Series since spring 2021 and have hosted twelve events.
- I serve on the *Tiger PAWS* Faculty/Staff Committee. I have served on this committee since fall 2021.
- During spring 2023, San Juan San Miguel and I developed and facilitated ten creative writing workshops (which we gave through the Rose R. Thomas Writing Center).
- I serve on the ACD International Faculty Committee and the ACD Internationalization of the Curriculum Working Group. I have served in both regards starting in AY 2020-2021.
- I serve as discipline lead in the discipline of philosophy, and I serve as a faculty mentor for two instructors: Jamie Hardy and Anthony Givhan. I have served as discipline lead since January 2023.
- Andrew Hill, Jamie Hardy, and I collaborate to facilitate a Philosophy Club for students and other members of the SPC Community. I have been collaborating with colleagues to run the Philosophy Club almost every semester since fall 2020.
- Monique Johnson and I have organized and facilitated three team-building workshops for our department, workshops on (a) gratitude, (b) managing stress, and (c) skillful communication. In addition, we gave the first two workshops during professional development week in January 2024.
- With colleague Andrew Hill, I have served as a faculty leader within the Intercollegiate Civil Disagreement Partnership (ICDP), a partnership involving students and faculty at SPC, Harvard University, Stanford University, University of California Bakersfield, and Santa Fe College. I served from fall 2020 through summer 2023, and I will begin serving again in fall 2024.
- I have served on two search committees. One was chaired by Jared Boggs, and the other was chaired by Joelle Nanivazo.
- During AY 2020-2021 and 2021-2022, I served in the QEP Implementation Team.
- During AY 2022-2023, I served on the Interfaith Committee.
- During AY 2022-2023, I served on the Department Open House Committee and the Department Faculty Handbook Committee.

### Sample Professional Development Activities:

- Andrew Hill, Jamie Hardy, I work collaboratively to develop, present, and facilitate discussion of ethical case studies during our SPC Convocations.
- During summer 2021, San Juan San Miguel and I attended an intensive three-day series of workshops on developing and implementing an honors program. The workshops were offered by the National Collegiate Honors Council (NCHC) and attended by faculty, staff, and administrators across the nation.

- I have given various conference presentations with colleagues. The presentations include the following:
  - In fall 2021, Andrew Hill, Charlie Langston, and I gave a presentation at Edutech 2021 entitled “Technology Beyond the Classroom: A National Ethics Partnership.”
  - In spring 2022, Andrew Hill, Charlie Langston, and I gave a presentation entitled “Intercollegiate Civil Disagreement Partnership” at the 31st Annual Association for Practical and Professional Ethics International Conference.
  - In spring 2022, Andrew Hill and I gave a presentation entitled “The Intercollegiate Civil Disagreement Partnership” at the Inaugural Texas HBCU Conference at Huston-Tillotson University.
  - In spring 2023, I served as a reviewer for the journal *Politics and the Life Sciences*, published by Cambridge University Press.
  - In spring 2023, Andrew Hill and I gave two presentations at the second annual Texas HBCU Conference at Huston-Tillotson University: "Philosophy at St. Philip's College" and "The Intercollegiate Civil Disagreement Partnership."

**Jamie Hardy**  
*Curriculum Vitae*

1801 Martin Luther King Drive  
SLC RM 218X  
San Antonio, Texas 78203

Email: jamie.hardy@pdx.edu

---

**Education:**

University of Utah, Ph.D. in Philosophy, December 2015

- Dissertation: *Utilitarianism, Constructivism, and the Separateness of Persons*
  - Committee: Cynthia Stark (chair), Bruce Landesman, Eric Hutton, Elijah Millgram, Chandran Kukathas (London School of Economics)

University of Houston, M.A. in Philosophy, May 2004

Rice University, 2003-2004

University of Oklahoma, B.A. in Philosophy, minor in Classics and Political Science, May 2002

**Area of Specialization:**

Social and Political Philosophy, Ethics, Metaethics

**Area of Competence:**

Applied Ethics, Philosophy of Law, Locke, Global Justice

**Appointments:**

Instructor, St. Philip’s College	2023-Current
Visiting Assistant Professor, University of North Florida	2022 – 2023
Adjunct Professor, Portland State University	2014 – 2023
Adjunct Instructor, Lone Star College Kingwood	2013 – 2023
Adjunct Professor, Pacific University	2019 – 2020
Adjunct Instructor, Mt. Hood Community College	2019 – 2020
Adjunct Professor, University of Portland	2015 – 2021
Adjunct Instructor, San Jacinto College South	2011 – 2014
Adjunct Instructor, Houston Community College	2011 – 2012
Adjunct Instructor, Utah Valley University	2010 – 2011
Adjunct Instructor, San Jacinto College North	2006 – 2011
Teaching Assistant/Adjunct Instructor, University of Utah	2006 – 2010
Full Time Adjunct Instructor, San Jacinto College North	2004 – 2006

**Publications:**

“Property Rights Revised,” in *Encyclopedia of Global Justice 2<sup>nd</sup> Edition*, Springer Publishing, 2024

“Resource Curse Revised,” in *Encyclopedia of Global Justice 2<sup>nd</sup> Edition*, Springer Publishing, 2024

“Competing Claims and the Separateness of Persons” *Philosophical Papers* (February 2022)

“A Defense of Locke’s Moral Epistemology,” *Locke Studies* 20 (January 2021): 1-23

“Property Rights,” in *Encyclopedia of Global Justice*, Springer Publishing, 2011

“Resource Curse,” in *Encyclopedia of Global Justice*, Springer Publishing, 2011

## **Work in Progress:**

“The Implausibility of Left-Libertarianism” (under review)  
“Constructivism and the Knowledge Problem”

## **Conference Presentations:**

“Competing Claims and the Abuse of the Separateness of Persons”  
Portland State University, January 2020

“Resources, Bargaining, and the Implausibility of Left-Libertarianism”  
Rocky Mountain Ethics Congress, August 2010

“The Nozickian Welfare State”  
Mid-South Philosophy Conference, March 2010  
Intermountain West Student Philosophy Conference, March 2010

Comments on “Equality of Opportunity to Make Entitling Choices”  
Rocky Mountain Ethics Congress, August 2010

Comments on “Acceptance, Fairness, and Political Obligation”  
Mid-South Philosophy Conference, March 2010

## **Refereeing:**

Referee for work submitted to the Intermountain West Student Philosophy Conference, 2007, 2009, 2010.

## **Teaching Experience:**

### St. Philip’s College

- Introduction to Philosophy Fall 2023, Spring 2024
- Introduction to Ethics Fall 2023, Spring 2024

### University of North Florida

- Introduction to Philosophy Fall 2022, Spring 2023
- Critical Thinking: Ethics Fall 2022
- Critical Thinking: Ethics-Honors Spring 2023
- Philosophy of Law Fall 2022
- Political Philosophy Spring 2023
- Special Topics: Philosophy and Pop Culture Spring 2023

### Pacific University

- Philosophy of Law Spring 2020

### Mt. Hood Community College

- Introduction to Philosophy Fall 2019

### University of Portland

- Ethics
- Introduction to Philosophy (2 sections)

Fall 2016, Spring 2017, Fall 2017, Fall 2020  
Fall 2015-2020, Spring 2019-2021

### Portland State University

- Military Ethics
- Environmental Ethics
- Critical Thinking
- Social and Political Philosophy
- Business Ethics
- Life and Death Issues
- Elementary Ethics
- Philosophy of Sex and Love
- Introduction to Philosophy

Spring 2020  
Spring 2019, Winter 2021-2022, Spring 2022  
Fall 2018, Fall 2019, Spring 2021, Spring 2022  
Spring 2016-2019, 2021 Summer 2018, 2021, Winter 2019-2020  
Winter 2016, Fall 2017, Fall 2018, Fall 2021, Spring 2022  
Winter 2016, Winter & Spring 2017-2018  
Winter, Spring, Fall 2015-2017, 2019, 2020, 2023  
Spring 2015, Spring 2020  
Fall 2014

### Lone Star College Kingwood

- Introduction to Philosophy: Internet Course
- Introduction to Philosophy (2 sections)
- Introduction to Ethics: Internet Course
- Introduction to Ethics

Spring, Summer, Fall 2014-2022  
Spring 2014, Summer 2014  
Spring 2014, Spring 2017, Spring 2018-2022  
Summer 2013

### San Jacinto College South

- Introduction to Philosophy (3 sections)
- Introduction to Philosophy (2 sections)
- Introduction to Ethics

Fall and Spring 2012-2014  
Fall 2011, Spring 2012  
Fall 2011, Fall 2013

### Houston Community College

- Introduction to Philosophy

Fall Mini 2011, Spring 2012

### Utah Valley University

- Ethics and Values (2 sections)

Fall 2010, Spring 2011

### University of Utah

#### *Adjunct Instructor of Philosophy*

- Introduction to Philosophy: Ethical Dilemmas
- Introduction to Philosophy

Spring, Summer, and Fall 2008-2010  
Fall 2006

#### *Teaching Assistant*

- Justice and International Affairs

Spring and Fall of 2007

### San Jacinto College North

- Introduction to Philosophy: Internet Course

Spring, Summer, and Fall 2005 – 2011

- Introduction to Philosophy (4 sections)
- Introduction to Ethics (2 sections)

Spring, Summer, and Fall 2004 – 2006  
 Spring, Summer, and Fall 2004 – 2006

**Professional Activity:**

St. Philip’s College

Student Fees Committee	2023-2024
Constitution Committee	2023-2024
Election Committee	2023-2024
Ethics Bowl Coach	2023-2024
Philosophy Club	2023-2024
Philosophy Curriculum Review	2023-2024

University of North Florida

Ethics Bowl Judge	2023
-------------------	------

Portland State University

Scholarship Review	2018, 2019
Ethics Bowl Judge	2016-2020, 2022

University of Utah

Graduate Student Advisory Committee Member	2009 – 2010
Graduate Student Advisory Committee Chair	2007 – 2009
Chair of the Intermountain West Student Philosophy Conference	2008

San Jacinto College North

New Course Development:

- Introduction to Philosophy Online
- Philosophy 2307 – Introduction to Social and Political Philosophy

Faculty sponsor for campus club  
 Hiring committee

**Awards:**

Philosophy Teaching Award, St. Philip’s College	2023
JIN Fellowship	2012 – 2013
Humane Studies Fellowship	2011 – 2012
University of Utah Teaching Assistantship	2006 – 2010

**Professional Memberships:**

American Philosophical Association

**References:**

Cynthia Stark *Professor*



Department of Philosophy  
University of Utah  
Email: [cynthia.stark@utah.edu](mailto:cynthia.stark@utah.edu)

Eric Hutton  
*Professor*  
Department of Philosophy  
University of Utah  
Email: [eric.hutton@utah.edu](mailto:eric.hutton@utah.edu)

Bruce Landesman  
*Emeritus Professor*  
Department of Philosophy  
University of Utah  
Email: [bruce.landesman@utah.edu](mailto:bruce.landesman@utah.edu)

Alexander Sager  
*Associate Professor*  
Department of Philosophy  
Portland State University  
Email: [asager@pdx.edu](mailto:asager@pdx.edu)

## Overview of Recent Service and Professional Development

Jamie Hardy, Ph.D.

Ethics Bowl Judge St. Mary's	2023-2024
Student Fees Committee	2023-2024
Constitution Committee	2023-2024
Election Committee	2023-2024
Ethics Bowl Coach	2023-2024
Philosophy Club	2023-2024
Philosophy Curriculum Review	2023-2024

### Plus:

Online Teacher Certification

Master Teacher

# Andrew Hill, J.D.

8652 Wood Forest, San Antonio, Texas 78251  
email: ahill76@alamo.edu – phone: (210) 284-6494

## EDUCATION

Doctor of Jurisprudence (J.D.), Law, 1998  
Loyola University, New Orleans, Louisiana

Master of Arts (M.A.), Philosophy, 2007  
University of St. Thomas, Houston, Texas

Bachelor of Arts (B.A.), English & Philosophy, 1986  
St. Mary's University, San Antonio, Texas

## WORK EXPERIENCE

**Associate Professor**, of Philosophy, St. Philip's College, San Antonio, Texas, 2019 – Present

- International Faculty Fellow for Curriculum Internationalization (District), 2021 – Present
- Global Learning Faculty Award for Course Internationalization (District), 2022 & 2023
- Inaugural Fulbright Scholar-In-Residence (SIR) Alumni Host Mentor, 2022 – 2024  
Alumni Host Mentors are former Fulbright Scholar-in-Residence (SIR) program hosts who have been appointed to serve as mentors to newly selected institutional hosts by providing coaching and guidance.
  - Guest Panelist on the Fulbright SIR webinar on March 15, 2023 and October 18, 2022
- President, The San Antonio Chapter of the Fulbright Association, July 2023 – Present
- Board Member, The San Antonio Chapter of the Fulbright Association, 2018 – 2023
- Member, The San Antonio Chapter of the Fulbright Association, 2016 – Present
  - Presenter, "Fulbright Scholars in San Antonio," Global Educators Network, sponsored by the Global Studies Division of Stanford University, April 28, 2023
  - Presenter, "Fulbright Scholars in San Antonio," DreamWeek, January 26, 2023
  - Organizer, "Southwest Fulbright Research Symposium," February 15, 2020
  - Presenter, "Southwest Fulbright Research Symposium," annually 2016 to 2020
- Principal Contact for Academic Arrangements for the Fulbright Scholar-in-Residence:

<u>Fulbright Program</u>	<u>Dates</u>	<u>Scholar-in-Residence</u>
Fulbright Scholar-in-Residence	AY 2023 – 2024	Vladimer Narsia, Assistant Professor Ilia State University, Tbilisi, Georgia
Fulbright Scholar-in-Residence	AY 2019 – 2020	Dr. Derick Wilson, Reader Ulster University, Northern Ireland & Corrymeela Peace Centre, N. Ireland
Fulbright Scholar-in-Residence	Spring Term 2016	Dr. Richard Naylor, Volunteer Staff Corrymeela Peace Centre, N. Ireland

**Assistant Professor**, of Philosophy, St. Philip's College, San Antonio, Texas, 2013 – 2019

- Fellow, Global Studies Division, Stanford University, Stanford, California, 2018 – 2019
  - Presenter, "Using the Law of War to Teach Ethics: International Humanitarian Law," for the Education Partnership for Internationalizing Curriculum Symposium, Stanford Humanities Center, 2019
- Discipline Lead (Head) of the Philosophy Faculty, 2013 – 2019
- NISOD Excellence Award for Teaching, for Philosophy, at St. Philip's College, from The University of Texas at Austin, 2018
- Education Abroad Committee & Faculty Leader, Study Abroad Program to the Corrymeela Peace Centre, Northern Ireland, 2015
  - Taught "*Introduction to Ethics*" (PHIL 2306)
- International Humanitarian Law (IHL) Program, in partnership with the American Red Cross
  - Presenter, Workshop on IHL, for DreamWeek, San Antonio, 2020
  - Presenter, Workshop on IHL, for the International Conference on Teaching and Leadership Excellence, Austin, 2018
  - Presenter, Workshop on IHL, for the Annual Conference of the Association of Practical and Professional Ethics, Chicago, 2018
  - Advanced Seminar in IHL for University Lecturers and Researchers, Geneva, 2017
  - Presenter, Workshop on IHL, for our Student Leadership Institute, San Antonio, 2014
  - Certified IHL Instructor, by the American Red Cross, San Antonio, 2012
- Courtesy Appointment in the Peace and Conflict Studies Program, Northwest Vista College
  - Taught "*Introduction to Humanities II*" (HUMA 1302), 2016

**Instructor**, of Philosophy, Northwest Vista College, San Antonio, Texas, 2011 – 2013

- NISOD Excellence Award for Teaching, for Philosophy, at Northwest Vista College, from The University of Texas at Austin, 2013
- Excellence in Teaching Award, for Philosophy, from Northwest Vista College, 2012
- International Education Committee
  - College Service Award, presented to the entire International Education Committee, from Northwest Vista College, 2012
- Peace and Conflict Studies Committee
  - Hosted on-campus workshop with Prof. Peter Wallensteen, Uppsala University, 2012
- Grant, from the United States Institute of Peace, to host Matthew Scrimgeour and Aaron Gordon, from the Corrymeela Peace Centre, Ballycastle, Northern Ireland, for the Summer Peace & Conflict Workshop, 2013

- Grant, from the United States Institute of Peace, to host Pádraig Ó Tuama, from the Corrymeela Peace Centre, Ballycastle, Northern Ireland, for a Lecture Series, 2013
- Grant, from the Lilly Fellows Program, Summer Seminar for College & University Teachers “Teaching Peace & Reconciliation: Theory & Practice in Northern Ireland,” at the Corrymeela Peace Centre, Ballycastle, Northern Ireland, 2012

**Project Administrator**, Corrymeela Peace Centre, Ballycastle, Northern Ireland, 2010 - 2011

I shepherded groups and special projects for the Corrymeela Peace Centre in Ballycastle, Northern Ireland and - as part of an extraordinary team of international volunteers and professional practitioners - contributed to the administrative, academic, operational, and spiritual support of the Centre.

- Hosted the International Summer School, at Corrymeela, in partnership with the Irish Peace Centres, 2011

**Senior Lecturer**, of Law and Ethics, St. Mary's University, San Antonio, Texas, 2003 – 2006

- Taught: *International Legal Systems* (IR 8324)  
*International Law & Treaties* (IR 6346)  
*Topics in Law: International Law & Treaties* (PO 3330)

**Lecturer**, of Law and Ethics, St. Mary's University, San Antonio, Texas, 1998 – 2003

- On-Site Director, London Study Abroad Program, 36 students, Fall 2002, and I taught “*The Bard and the Bench: The Law in Shakespeare’s Plays*” (HU 3300) in London.
- I served on the board of the Center for Social Justice and Global Awareness, 1998 – 2001.
- I was a Commissioner on the President’s Peace Commission, Spring 2000 – Fall 2001, and Spring 2003. The President’s Peace Commission fosters an ethical commitment to participate in the establishment of world peace and social justice. The Commission encourages respect for human rights and dignity of all people. The Commission annually hosts symposia that offer opportunities for students, faculty, and staff to grow in their active pursuit of peace and justice.

**SELECTED VOLUNTEER EXPERIENCES**

- Corrymeela Peace Centre, Ballycastle, Northern Ireland
  - I was a long-term, live on-site volunteer for AY 2010 – 2011.
  - I have returned to volunteer at the Centre on several occasions, including for five weeks during the summer of 2022.
- San Antonio Peace Center, San Antonio, Texas USA
  - I have been a volunteer with the Peace Center for over ten years, 2012 – Present.
  - I lead special projects, for example, I organized a visit by the traveling virtual-reality exhibition from Northern Ireland called “The House” in partnership with the Consular General of Ireland, who underwrote the cost of the program, in 2023.
- Amigos de las America, Houston, Texas USA
  - During college, I was a summer volunteer in Mexico (1984) and Costa Rica (1985).

## 2020 – 2021

- 1) Member of the Quality Enhancement Program (QEP) Team
- 2) Sponsor of our new partnership, the Intercollegiate Civil Disagreement Partnership (ICDP)
- 3) Because of the COVID-19 pandemic, we created an **online Guest Speaker Series**, which we called the **Faculty Research Series**. This fall, we invited three different speakers to discuss ethics:

December 2020 - The Guest Speakers  
of the Faculty Research Series

- December, 143rd Commencement Ceremony\*
- \**Virtual Ceremony due to COVID-19 pandemic*

2020 Teaching Excellence Award

**Michael Hill, M.D.**

Chair of the Ethics Committee  
Wadley Regional Medical Center



Michael Hill, M.D.

2020 Teaching Excellence Award

**Terri Boggess, Ph.D.**

Associate Professor of Exercise & Sport Science  
St. Mary's University



Terri Boggess, Ph.D.

2020 Teaching Excellence Award

**Matthew Mangum, J.D.**

Clinical Assistant Professor of Business Ethics  
Texas A&M University - San Antonio



Matthew Mangum, J.D.

## 2021 – 2022

- 1) Fellow, City of San Antonio Compassionate Institute

*160 San Antonio Compassionate Institute Fellows, representing eighty-five percent of all San Antonio educational institutions (school districts, colleges/universities, charter schools, private schools, prison school district, Head Start, and Pre-K 4 SA) participated in an intensive 5-week 10-session virtual compassion integrity training program. Mayor Ron Nirenberg and the San Antonio City Council via City Resolution have partnered globally with the Charter for Compassion and 450 other Compassionate Cities.*

- 2) International Faculty Fellow for Curriculum Internationalization (District)
- 3) 2021 Teaching Excellence Award from the Philosophy Faculty of St. Philip's College
- 4) Sponsor of our new partnership, the Intercollegiate Civil Disagreement Partnership (ICDP)

*The intercollegiate Civil Disagreement Fellowship (ICDP) is a consortium of five colleges and universities located throughout the United States. The mission of the ICDP is to advance fundamental democratic commitments to freedom of expression, equality, and agency; develop students' skills to facilitate conversations across political difference; and create spaces for civil disagreement to flourish on college campuses.*

*The core of the ICDP is a cross-institutional fellowship that brings together students from a range of public, private, two-year, and four-year institutions. The fellowship develops students' abilities to engage in and lead conversations about difficult, important topics across political differences at their respective universities and beyond. Eight fellows are selected from each partner school. Fellows will receive training in facilitation, engage in deliberative conversations within the fellows' group, and have opportunities to interact with speakers from different sectors.*

### *Partner Institutions:*

*St. Philips College, San Antonio, TX  
California State University at Bakersfield, CA  
Santa Fe College, Gainesville, FL  
Stanford University, Stanford, CA  
Harvard University, Cambridge, MA*

## 2022 – 2023

1) Fulbright Scholar-in-Residence Alumni Host Mentor (2022 – 2024)

*Alumni Host Mentors are former Fulbright Scholar-in-Residence (SIR) program hosts who have been appointed to serve as mentors to newly selected institutional hosts by providing coaching and guidance.*

- *Guest Panelist on the Fulbright SIR webinar on October 18, 2022*
- *Guest Panelist on the Fulbright SIR webinar on March 15, 2023*

2) Member & Vice President, The San Antonio Chapter of the Fulbright Association

- *Presenter, “Fulbright Scholars in San Antonio,” DreamWeek, January 26, 2023*
- *Presenter, “Fulbright Scholars in San Antonio,” Global Educators Network, sponsored by the Global Studies Division of Stanford University, April 28, 2023*

3) International Education Week

*International Education Week is a joint initiative of the U.S. Department of State and the U.S. Department of Education. Each year the Alamo Colleges participate in International Education Week in an effort to celebrate diversity, increase awareness of international learning experience benefits, and continue advancing the mission of globalizing the Alamo Colleges District. Join us virtually and in person, as we bring internationalization home and build on the global competencies of our students and community.*

- *Presenter, Fulbright Information Session, SWC, Building 1-Crossroads (Hallway Table) - 11:00 AM – 2:00 PM, November 15, 2022*
- *Presenter, Fulbright Information Session, MLK, International Bazaar - Vendor Tables - MLK Courtyard - 11:00 AM – 2:00 PM, November 16, 2022*
- *Recipient, Global Learning Faculty Award, District Support Offices - 12:00 PM – 2:00 PM, November 18, 2022*

4) Sponsor of our new partnership, the Intercollegiate Civil Disagreement Partnership (ICDP)

5) International Faculty Fellow for Curriculum Internationalization (District)



## 2023 – 2024

### 1) Principal Contact for Academic Arrangements for the Fulbright Scholar-in-Residence

*The Fulbright Scholar-in-Residence (S-I-R) Program assists U.S. higher education institutions in expanding programs of academic exchange, by supporting non-U.S. scholars through grants for teaching at institutions that might not have a strong international component and/or serve minority audiences. Both the U.S. institution and the scholar grantee benefit from this experience.*

*This academic year 2023-2024, St. Philip's College is hosting Prof. Vladimer Narsia (center, between Bishops below), the Director of the Canon Law Centre at Ilia State University in Tbilisi, Georgia. Andrew Hill and Vladimer Narsia are pictured below right delivering a presentation at a peace conference at Northwest Vista College on Saturday, October 14, 2023.*



### 2) Fulbright Scholar-in-Residence Alumni Host Mentor (2022 – 2024)

### 3) Member & President, The San Antonio Chapter of the Fulbright Association

- Host, Peace Week Presentation by Migdalia Garcia, Director of the San Antonio Peace Center, Northwest Vista College, held at St. Philip's College, September 20, 2023
- Host, Peace Week Dinner for the Board of the San Antonio Chapter of the Fulbright Association, held at St. Philip's College, September 21, 2023
- Keynote Address, with Prof. Vladimer Narsia, for the annual conference of the Global Community Uniting for Equity (GCUE), held at Northwest Vista College, October 14, 2023

### 4) Sponsor of our on-going partnership, the Intercollegiate Civil Disagreement Partnership (ICDP)

### 5) International Faculty Fellow for Curriculum Internationalization (District)