Course Assessment - Part A: Your Plan   COMPLETE   #606

Plea e elect your cour e and name from the drop-down menu. If your cour e or name are incorrect or mi ing, contact the Curriculum and A e ment Admini trative A i tant, 541-506-6037 or   wade@cgcc.edu.

PHL 202- Introduction to Philosophy: Elementary Ethics- Ray Kempf- Fall 2022

* Part A: Your Plan DIRECTIONS 1. Choo e three of your cour e outcome to a e   and report on thi term (the e will al o be u ed in your Student Cour e Evaluation urvey): Outcome #1

Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life.

* Outcome #2

Apply cognitive competence of the major philosophical thinking on ethical behavior.

* Outcome #3

Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.

Have you completed an a e ment for thi cour e prior to thi term?

Yes

If ye , are you a e ing different outcome ?

Yes

Comment :

Not sure - there are five - I chose three (as required) at least one must be the same but I don't remember which three I chose last time...

2. To which degree( ) or certificate( ) doe your cour e map? Degree, Certificate, & Program Outcome

Not Sure, GENERAL EDUCATION

* Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding

Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life.

Personal Ethical Theory Paper

* Outcome #2: Method to assess student understanding

Apply cognitive competence of the major philosophical thinking on ethical behavior.

Moral Dilemmas Final

* Outcome #3: Method to assess student understanding

Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.

ILO Cultural Competence - running concurrently this term

* 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:

Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life.

Personal Ethical Theory Paper

The Personal Ethical Theory Paper has as two of its requirements for students to define/explain and apply their Personal Ethical Theory using examples - these two components are graded separately and feedback is given on these areas - I will peruse grades and feedback in to determine student competence.

* Outcome #2: How will you know if you were successful in your efforts to teach this outcome?

Apply cognitive competence of the major philosophical thinking on ethical behavior.

Moral Dilemmas Final

The Moral Dilemmas Final requires students to apply moral concepts and content to real life made up moral examples - this process generates grades and feedback relating to student skill, consistency and connection to covered content which will be used to determine ranking as needed.

* Outcome #3: How will you know if you were successful in your efforts to teach this outcome?

Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.

ILO Cultural Competence - running concurrently this term

The Cultural Competence ILO this term involves looking at student forum posts on biomedical issues, cultural relativism, social contract theory and feminism and ethics of care which will be used to evaluate alignment in cultural competence - connecting Philosophical concepts of Ethics to specific and varied cultural situations. I will be simply translating data from the ILO to properly satisfy this requirement as the criteria are near identical.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1

How much has your understanding improved of major Philosophical approaches to Ethics?

Question #2

Has this course helped you clarify or strengthen you personal approach to questions of Right and Wrong? How so?

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Evidence" and/or "identify strategies" 3. ILO#4 - Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

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