

2014-2015 LONG SIGNATURE SHEET

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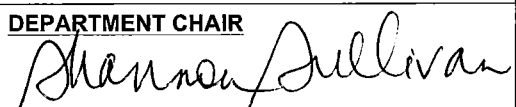
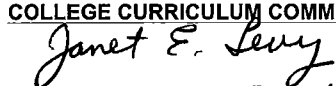
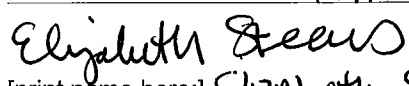
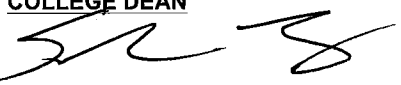
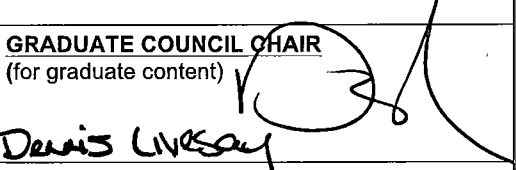
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Proposal Number: PHIL 11-10-2015

UNC CHARLOTTE

Proposal Title: Replacement of Thesis and Directed Reading Requirement with New Master's Research Paper Course Requirement for the MA in Ethics and Applied Philosophy
 Originating Department: Philosophy

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
11-11-15	11-12-15	11-12-15	Approved	DEPARTMENT CHAIR  [print name here:] Shannon Sullivan
			Approved	COLLEGE CURRICULUM COMMITTEE CHAIR  [print name here:] Janet E Levy
			Approved	COLLEGE FACULTY CHAIR (if applicable)  [print name here:] Elizabeth Stearns
			Approved	COLLEGE DEAN  [print name here:] Shawn Long
			Approved	GENERAL EDUCATION (if applicable; for General Education courses) [print name here:]
			Approved	HONORS COLLEGE (if applicable; for Honors courses & programs) [print name here:]
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)
12/7/15	1/5/16		Approved	GRADUATE COUNCIL CHAIR (for graduate content)  Dennis Livesey
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

University of North Carolina at Charlotte

New Graduate

Course and Curriculum Proposal from: Department of Philosophy (PHIL), program in Ethics and Applied Philosophy (ETAP)

**Replacement of Thesis and Directed Reading Requirement with
New Master's Research Paper Course Requirement
for the MA in Ethics and Applied Philosophy**

I. PROPOSAL

A. Proposal Summary:

The Philosophy Department has decided to eliminate the requirement of a Master's Thesis and a Directed Reading course (2 courses total), to be replaced with a "Master's Research Paper" requirement. The course will be PHIL 6999.

The course will be a seminar in which students each work on significantly amplifying and improving a previously completed course paper. The goal is for each student to produce a polished, professional paper worthy of submission to a philosophical journal. The course will require additional research on the previous topic, multiple oral presentations of the material (in both low- and high-stakes formats, in various stages of revision) and repeated written revisions, thus improving the philosophical and professional skills of our students.

The course may be repeated for credit, allowing more practice writing and revising for students who need or want it. However, a new draft and topic would be required for enrollment in a repeat of this course. A student may not take the course a second time to continue working on a master's paper from the first time they took the course. In other words, the option to take the course a second time is not meant to implicitly extend the first time the course is taken. For example, a student receiving a C in the course may retake it (and in fact, might be encouraged to re-take it to improve their writing) but must choose a new topic and draft paper to work on the second time in the course.

To summarize, the changes we propose are:

Delete two courses:

PHIL 6910 – Directed Reading (3 credit hours)

PHIL 6920 – Thesis (3 credit hours)

Add one course:

PHIL 6999 – Master's Research Paper (3 credit hours; may be repeated for credit with new material)

The overall credit hours for the MA program (30 hours) will remain the same. Students will take an additional, three-credit elective course in the program in place of the three credits that had been part of the six-credit directed reading & thesis sequence.

B. Justification:

1. Need:

Upon completion of our terminal MA in Ethics and Applied Philosophy, students should be excellent thinkers and writers: able to well frame, fully explain, and persuasively defend a position, issue, or argument. This ability is important for MA students who wish to continue graduate work, e.g., in a PhD program or law school, and we expect the number of those students to increase as the size of our MA program increases. This ability also is important for students who move into the work force and benefit from having developed sharp thinking, writing, and speaking skills.

After researching various philosophy programs (see, e.g., The Leiter Report at <http://leiterreports.typepad.com/blog/2015/04/ma-programs-with-or-without-a-thesis.html>) including model/aspirational departments such as Miami University of Ohio's MA philosophy program, our faculty determined that an MA paper would serve our students better than a MA thesis. The Leiter Report, to which philosophy PhD program Directors and PhD students alike contributed, confirms that graduate programs do not require or even favor the completion of a thesis for admission to a PhD program in philosophy. Miami University reports in exit surveys from its MA program that their MA paper class is "one of the strongest assets" of the program. Our MA paper proposal is modeled on their very successful program.

By offering a "writing boot camp" course that focuses on crafting a very strong, potentially publishable paper, we will provide our MA students better training than the MA thesis writing process does. In the boot camp class, students will benefit from a supportive and critical environment to better hone their philosophical writing and speaking skills. They will be mentored intensively by both the boot camp instructor and a faculty member who is a specialist in the content of their paper. Unlike the fairly solitary experience of writing an MA thesis, students will have a community of peers in the boot camp class with which to critically engage, explain, develop, and defend their MA paper. Finally and importantly for those students interested in further graduate work, they will exit the program with a paper that could serve as a writing sample, which the longer MA thesis doesn't do.

2. Pre-/Corequisites:

There are no corequisites.

Prerequisites: This course will only be open to MA students. They must have finished at least five graduate courses in the program prior to enrolling in the Research Paper course. Ideally they will have completed at least seven (and they will be advised accordingly). However, because students begin the program in both fall and spring semesters, while the

course will only be offered once per year, we cannot require completion of seven courses as a prerequisite without extending some students' time to completion. The course will require the permission of the department.

Students will be required to provide a previous course paper to the Instructor of the Research Paper course prior to enrolling. This paper will be what they amplify and improve during the course of the semester.

3. Course Numbering:

The course will be numbered PHIL 6999, which fits the sequencing for research courses. Formerly, the Thesis was PHIL 6920, so this fits with 6900 courses as historically higher-level courses. It is also the highest 6000-level number, indicating to students that it is a final course. In addition, there is a parallel between that and the 7999 Graduate Residency course, which students could take if for some reason they need to finish up an Incomplete in the program.

4. Improvement of the program with this course:

As stated in the justification, we think that this change will enhance the quality of our MA program by improving our students' writing abilities. In addition, students will now be able to take one additional content course, thus broadening their knowledge of the discipline.

5. Previous offerings?:

This course has not been offered before.

C. Impact

1. Students served by this proposal:

All students in the MA program in Ethics and Applied Philosophy.

2. Effect on existing courses and curricula:

- a) The course will be taught once per year.
- b) The content and frequency of other courses will not be affected, with the exception of the Directed Reading course (PHIL 6910) and the Thesis course (PHIL 6920), both of which will be eliminated.
- c) Anticipated enrollment: 6-7/semester initially, possibly increasing to 12/semester. 12 would be the approximate cap, so if we had more students than that due to enrollment growth, we would offer the course twice/year.
- d) Enrollment in other courses should increase, because students will need to complete one additional course to earn sufficient credits. (Currently, the Directed Reading course and Thesis (3 credit hours each) are both completed on the Independent Study model. When that is no longer available, 3 of those credit hours will be fulfilled in the Research Paper course, and 3 will need to be fulfilled via another course offered in the department.)
- e). Areas of catalog copy affected will be curriculum outlines, requirements for the degree, and prerequisites.

II. RESOURCES REQUIRED TO SUPPORT PROPOSAL:

A. Personnel: None. However, this course will need to be added to the faculty course load.

B. Physical Facility: no extra resources required

C. Equipment and supplies: no extra resources required

D. Computer: no extra resources required

E. Audio-visual: no extra resources required

F. Other resources: no extra resources required

G. Source of funding: N/A

III. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

A. Library: Library consultation for PHIL 6999 has taken place.

B. Consultation with other departments or units: N/A

C. Honors Council Consultation: N/A

IV. INITIATION, ATTACHMENTS, AND CONSIDERATION OF THE PROPOSAL

A. Originating Unit:

During a series of department meetings, we discussed first the value of changing our MA capstone options, then the specific form it would take. Upon conclusion of these discussions, the faculty was unanimous in deciding to eliminate the Directed Reading and Thesis courses (PHIL 6010 and 6920) and replace them with the Research Paper option (PHIL 6999).

B. Credit Hour:

The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

C. Attachments:

1. Consultation: **Attached**

2. Course Outline/Syllabus: See Appendix 1

3. Proposed Catalog Copy: See Appendix 2

a. For a new course or revisions to an existing course, check all the statements that apply:

This course will be cross listed with another course.

There are prerequisites for this course.

There are corequisites for this course.

This course is repeatable for credit.

This course will increase/decrease the number of credits hours currently offered by its program.

This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

4. Student Learning Outcomes: Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format. (See Appendix 3)

No.

5. It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes. Briefly explain below.

No. Briefly explain below.

No textbooks will be required for this course; students will choose their own research materials.

Appendix 1: Sample Syllabus
Master's Research Paper
PHIL 6999

Catalog Description:

In this course, students will begin with a previously submitted course paper and spend the semester revising it. The goal is for each student to produce a polished, professional paper worthy of submission to a scholarly conference or journal. Additional reading and

research on the topic will be conducted, and multiple steps of revision and presentation of work in progress to the class will be included. May be repeated for credit with new material. (3 credit hours)

Co-requisites: none

Pre-requisites: Completion of 15 credit hours in philosophy graduate courses prior to enrollment; permission of the department.

Course Objectives:

1. To rewrite/restructure one of your term papers so that it is of a quality high enough to be submitted for publication.
2. To experience multiple rounds of revision in response to additional research, peer feedback, and faculty feedback.
3. To practice and improve upon one's ability to understand and comment on peers' work in progress.
4. To practice presenting and defending one's ideas and arguments orally.

Overview:

This is a "writing boot camp." Our meetings will be conducted both as an intensive writing workshop and a reading group. Each of you will be responsible for presenting your own work at least 3 times during the semester and for contributing to the critical review of your classmates' papers. In order for this process to work, you must be committed to reading each other's work, asking questions about it, and offering constructive criticism. You must also be committed to keeping up with the readings that you assign to one another, and to the process of revising your own work. Revisions are a somewhat painful but necessary part of expressing your ideas clearly to others; remember that "there are no good writers, only good RE-writers." In addition, in philosophy, the very act of articulating your ideas is part of crafting your argument.

Evaluation

The grade for the research seminar will be determined as follows:

20% of the grade will be based on the student's active participation and work in the seminar, and will be determined by the professor leading the course. This includes not just attending class regularly, but also presenting material related to one's own work and constructively discussing the ideas and work of others (as detailed in the "Process" section below).

60% of the grade will be based on the quality of the paper itself, and will be determined by the student's examining committee. The examining committee will be composed of three graduate faculty members as follows: (1) the course instructor, (2) one full-time philosophy faculty member, usually the person who has supplied content expertise to the student during the semester, and (3) an additional philosophy or graduate faculty member from a field related to the student's paper. See below for criteria for evaluating the paper.

20% of the grade will be based on the quality of the oral defense, and will be determined by the student's examining committee. Students should be able to clearly explain the main ideas and achievements of their paper and respond capably to questions about and criticisms of their paper.

In evaluating the paper, the committee will use the following criteria:

An 'A' will be awarded to a paper of a quality high enough to be submitted for conference presentation or publication. An 'A' paper will have an original and well-developed thesis that is fully supported and well-structured.

A 'B' will be awarded to a paper that is of good quality, but not suitable for submission to a conference, journal, or other publication venue. In comparison with an 'A' paper, the thesis of a 'B' paper might lack originality, might not be as convincingly supported, or might lack robust engagement with secondary literature.

A 'C' indicates that the paper has significant problems with basic issues concerning primary sources, secondary literature, and/or the scope and structure of the paper.

A 'U' indicates unsatisfactory work in the class (particularly if a student failed to attend class or complete assignments) or the paper. A 'U' paper demonstrates virtually no comprehension of the material, with most of the material misunderstood or misrepresented, and/or the paper is incoherently written and structured.

Evaluating the Oral Defense: In evaluating the oral defense, the committee will consider the clarity and depth of the student's presentation of the paper's aims and thesis, the cogency with which the student converses about the paper (supporting its premises and understanding its implications), and how articulate and effective the student is in responding to challenges and questions. It is an expectation of the faculty that students will defend their papers by the end of finals week.

Grading Policy

The following grading scale will be used in this course:

90%-100%	A
80%-90%	B
70%-80%	C

Less than 70% U

Attendance Policy

Regular attendance is required as part of the 20% of total grade devoted to active participation and work in the seminar. For excused absences (e.g., due to illness, religious holidays, or unforeseen events), please notify the professor in advance of the missed class if possible, and as soon after the class if not.

Academic Integrity Policy

You are expected to comply with UNC Charlotte's Code of Student Academic Integrity (<http://legal.uncc.edu/policies/up-407>). Please pay particular attention to the sections of the code on plagiarism and complicity in academic dishonesty. **Students in this class who violate this code may be failed in the course.**

Disability Accommodations

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office at Fretwell 230.

Required Texts:

None - readings will be available on Moodle, based on materials selected by the students (see "Process" below).

Process

In the first presentation you must be ready to:

(a) Discuss a crucial (but not too long) piece of primary source material from your bibliography. Lead us in its exegesis, explain the reading's import for your project and your own interpretation. You must be ready to introduce the reading material, articulate its major argument(s) or theses, focus our attention on specific passages that we can delve into more deeply, and explain how you have appropriated the material and what you are doing with it in your paper. It will be our task together to work out a good understanding of difficult passages, to point out relevant passages you might have overlooked, and to both articulate and argue for/against possible interpretations. Our discussions of these texts will be primarily oriented by their place in your work and should help you elaborate a more substantive and sustained reading in the paper.

(b) Introduce the thesis of your paper, its significance, focus, and context.

(c) Be ready to discuss the general outline of your paper. By the end of this meeting, you should be prepared to engage in an extensive revision and restructuring process. In the second presentation we will focus on thesis and structure (the organization and mechanics of the paper). You should have worked out (and be committed to) the structure of your paper. By this point in the semester, you should have read through all your potential secondary sources and written a short (3-4 sentences) paragraph for each that summarizes its central thesis and an additional short (3-4 sentence) paragraph that explains the essay's potential role in your paper.

The third presentation: At this point you should be ready with a final draft of the paper that developed in light of the two prior rounds of criticism and direction and should incorporate at least one secondary source from your bibliography. This will be an opportunity for your readers to raise any concerns or notice any problems that remain, to ask questions that have not been resolved, and for you to tweak the paper's structure and argumentation. For this meeting, you should also write a 300 word abstract of your paper.

To make good progress on your revisions throughout the semester, you need to be active in managing your time and maintain momentum in the writing process. As soon as you've presented in one round, you should begin working on revisions for the next round. While the second round is primarily devoted to structuring the paper, don't defer working on the second draft. The process of structuring your paper and revising it will be **entangled**.

SCHEDULE

NOTE: YOU ARE RESPONSIBLE FOR DISTRIBUTING MATERIAL (DRAFT AND CRITICAL COMMENTS) THE FRIDAY BEFORE EACH OF YOUR PRESENTATIONS.

Week 1: Introduction: process, brief initial paper presentation: give an overview and indicate the primary source materials.

Post on Moodle an excerpt of the primary text you will discuss and an outline (2-3 pages) of your paper that contains a carefully written thesis statement and explains the logic of your main arguments(s)-i.e., connection between ideas, logical structure, support for claims, and so forth.

Round I: Presentations

Post a list of 3 to 5 secondary sources (with annotations) on course website.

Week 2: “A” group (3 students) presentations

Week 3: “B” group (3 students) presentations

Week 4: “C” group (4 students) presentations

Round II: Draft incorporating secondary sources

Week 5: “A” group presentations

Week 6: “B” group presentations

Week 7: Part of “C” group presentations (2 students)

Week 8: Part of “C” group presentations (2 students)

Round III

Week 9: “A” group presentations

Week 10: “B” group presentations

Week 11: “C” group presentations

Round IV: Final draft with abstract

Post a 300-word abstract on course web site

Week 12: “A” group presentations

Week 13: “B” group presentations

Week 14: “C” group presentations

Oral defenses to be held during finals week.

Appendix 2: Catalog Copy

1. Course descriptions, tracked version:

~~PHIL 6910 – Directed Readings/Research~~

~~Credit Hours: (3)~~

~~Students will write and revise a substantial paper based on their research, which will be linked to Thesis or Internship.~~

~~Prerequisite(s):~~ Permission of the department.

~~PHIL 6920 – Thesis~~

~~Credit Hours: (3)~~

~~Appropriate research and written exposition of that research is required.~~

~~Prerequisite(s):~~ Permission of the department.

PHIL 6999 – Master’s Research Paper

Credit Hours: (3)

In this course, students will begin with a previously submitted course paper and spend the semester revising it. The goal is for each student to produce a polished, professional paper worthy of submission to a philosophical journal. Additional reading and research on the topic will be conducted, and multiple steps of revision and presentation of work in progress to the class will be included. May be repeated for credit with new material. (3 credit hours)

Co-requisites: none

Pre-requisites: Completion of 15 credit hours in philosophy graduate courses prior to enrollment; permission of the department.

2. Course description to be added (clean version):

PHIL 6999 – Master’s Research Paper

Credit Hours: (3)

In this course, students will begin with a previously submitted course paper and spend the semester revising it. The goal is for each student to produce a polished, professional paper worthy of submission to a philosophical journal. Additional reading and research on the topic will be conducted, and multiple steps of revision and presentation of work in progress to the class will be included. May be repeated for credit with new material. (3 credit hours)

Co-requisites: none

Pre-requisites: Completion of 15 credit hours in philosophy graduate courses prior to enrollment; permission of the department.

3. Degree requirements (tracked version):

The Master of Arts in Ethics and Applied Philosophy requires the completion, with a GPA of 3.0 or above, of a minimum of 30 credit hours of approved graduate coursework. The successful completion of ~~the a Thesis or Internship~~ Master’s Research Paper course is also required for the Master of Arts. Prior to starting a Master’s Research Paper course, a student in the M.A. program will have to apply for readmission if the student has not taken any course for two years. All degree requirements must be completed within six calendar years of first enrollment in the program.

Required Courses (~~9~~6 credit hours)

- PHIL 6110 - Ethical Theory (3)
- PHIL 6120 - Philosophical Methods and Analysis (3)
- ~~PHIL 6910 - Directed Readings/Research (3)~~

Capstone Course (3 credit hours)

~~PHIL 6920 – Thesis (3) or~~

~~PHIL 6410 – Internship~~

PHIL 6999 – Master’s Research Paper (3) (offered annually; may be repeated for credit with new material)

Thesis

~~Students have the option of writing a thesis (3 credit hours) in fulfilling the capstone/concluding project requirements. Both Thesis and its alternative (Internship) are linked to the Directed Readings/Research course.~~

4. Degree requirements (clean version):

The Master of Arts in Ethics and Applied Philosophy requires the completion, with a GPA of 3.0 or above, of a minimum of 30 credit hours of approved graduate coursework. The successful completion of the Master’s Research Paper is also required for the Master of Arts. Prior to starting a Master’s Research Paper, a student in the M.A. program will have to apply for readmission if the student has not taken any course for two years. All degree requirements must be completed within six calendar years of first enrollment in the program.

Required Courses (6 credit hours)

- PHIL 6110 - Ethical Theory (3)
- PHIL 6120 - Philosophical Methods and Analysis (3)

Capstone Course (3 credit hours)

PHIL 6999 – Master’s Research Paper (3) (offered annually; may be repeated for credit with new material)

Appendix 3: Updated SLO Plan

Student Learning Outcomes Assessment Plan

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only.)

College: Liberal Arts and Sciences

Department: Philosophy _____

Name of Degree: MA in Ethics and Applied Philosophy _____

**Student Learning Outcome 1
(knowledge, skill or ability to be assessed)**

The graduate student will demonstrate knowledge and understanding of Ethics and Applied Philosophy.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Because the capstone option for the MA degree has changed, we have made changes to the assessment plan accordingly. Our new capstone requirement for all MA students is the MA Research Paper, so all assessments will be conducted on that product. However, the desired elements of the assessment remain the same, as does the rubric for assessment.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The instrument used to assess student mastery of this learning outcome is a paper written in the “MA Research Paper” course which gauges overall student understanding of Ethics and Applied Philosophy on four concepts:

- 1. Ability to provide a clear statement of the problem/question to be investigated.**
- 2. An awareness of prior relevant research in Ethics and Applied Philosophy via a sufficiently comprehensive literature review.**
- 3. Presentation of an appropriate range of alternative interpretations that builds upon this relevant research previously presented.**
- 4. A command of relevant ethical principles and theories.**

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

When, where and how the assessment of this student learning outcome will be administered.

- When beginning the “MA Research Paper” course, the student will be given a copy of the “Masters Project Scoring Rubric” so as to be informed about how assessment will be undertaken.**
- When a student completes the “MA Research Paper” course, the paper is evaluated according to the rubric by the student’s examining committee. The examining committee will be composed of three graduate faculty members as follows: (1) the course instructor, (2) one full-time philosophy faculty**

member, usually the person who has supplied content expertise to the student during the semester, and (3) an additional philosophy or graduate faculty member from a field related to the student's paper.

- The first 4 questions on the "Masters Project Scoring Rubric" are used to assess SLO 1.

How the assessment of this student learning outcome will be evaluated.

- The final paper from the "MA Research Paper" course is assessed using the "Masters Project Scoring Rubric" by the three members of the student's examining committee.
- The Graduate Coordinator averages the scores given by the three faculty members on each of the four questions.
- An overall score of Adequate-3 or higher is adequate to meet SLO 1.

How the department will collect, analyze and disseminate the assessment data to program faculty and decide on changes/improvements to make on the basis of the assessment data:

The instructor of record in the "MA Research Paper" course will provide the Graduate Coordinator with a copy of all students' final papers, plus his/her completed assessment of each paper. The Graduate Coordinator will arrange for the other two examining committee members to read the papers and complete the rubrics. After averaging the scores on the first four questions of the "Masters Project Scoring Rubric," the Graduate Coordinator reports the results to the Department Chair. These results also are reported to the Graduate Advisory Committee. These committee members analyze the results and hold a closing-the-loop meeting each semester to complete the continuous improvement process. At this meeting, The Graduate Advisory Committee, in consultation with the Graduate Coordinator and Department Chair, determine what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes are implemented the next semester.

**Student Learning Outcome 2
(knowledge, skill or ability to be assessed)**

The graduate student will produce a cogent, logically structured line of reasoning.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The instrument used to assess student mastery of this learning outcome is the MA Research Paper that gauges overall student ability to produce a cogent, logically structured line of reasoning on three concepts:

1. Show evidence of adequate knowledge of the application area.
2. Select an appropriate method for resolving the problem/question.
3. Produce a cogent, logically structured line of reasoning that anticipates objections and contributes an innovative response to the problem/question addressed

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

When, where and how the assessment of this student learning outcome will be administered.

- When beginning the “MA Research Paper” course, the student will be given a copy of the “Masters Project Scoring Rubric” so as to be informed about how assessment will be undertaken.
- When a student completes the “MA Research Paper” course, the paper is evaluated according to the rubric by the student’s examining committee. The examining committee will be composed of three graduate faculty members as follows: (1) the course instructor, (2) one full-time philosophy faculty member, usually the person who has supplied content expertise to the student during the semester, and (3) an additional philosophy or graduate faculty member from a field related to the student’s paper.
- The last three questions on the “Masters Project Scoring Rubric” are used to assess SLO 2.

How the assessment of this student learning outcome will be evaluated:

- The final paper from the “MA Research Paper” course is assessed using the “Masters Project Scoring Rubric” by the three members of the student’s examining committee.
- The Graduate Coordinator averages the scores given by the three faculty members on each of the four questions.
- An overall score of Adequate-3 or higher is adequate to meet SLO 1.

How the department will collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data:

The instructor of record in the “MA Research Paper” course will provide the Graduate Coordinator with a copy of all students’ final papers, plus his/her completed assessment of each paper. The Graduate Coordinator will arrange for the other two examining committee members to read the papers and complete the rubrics. After averaging the scores on the first four questions of the “Masters Project Scoring Rubric,” the Graduate Coordinator reports the results to the Department Chair. These results also are reported to the Graduate Advisory Committee. These committee members analyze the results and hold a closing-the-

loop meeting each semester to complete the continuous improvement process. At this meeting, The Graduate Advisory Committee, in consultation with the Graduate Coordinator and Department Chair, determine what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes are implemented the next semester.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Donna Gunter, Humanities Librarian
From: Shannon Sullivan
Date: 1-13-16
Subject: proposed course PHIL 6999 Master's Research Paper

Summary of Librarian's Evaluation of Holdings:

Evaluator: Donna J. Gunter **Date:** 25 Jan 2016

Please Check One:

- Holdings are superior _____
Holdings are adequate X
Holdings are adequate only if Dept. purchases additional items. _____
Holdings are inadequate _____

Comments:

This proposed course, PHIL 6999, described as a "Writing Boot Camp," assigns students to rewrite a major research paper they have written in another course. Since the research was primarily done in other courses that are already in the curriculum, this proposed course already has library support in place.

Donna Gunter

Evaluator's Signature

25 January 2016

Date