

**DOMINICAN SCHOOL OF PHILOSOPHY & THEOLOGY
DEPARTMENT DISCUSSION OF STUDENT PROGRESS**

Student: _____

Advisor: _____

Program(s): _____

Date of Department Discussion: _____

OVERVIEW. The purpose of the Department discussion is to review student progress in light of the institutional goals and core abilities. Each student is discussed twice during their time in a DSPT program: a) briefly during the second semester to ensure that there are no problems or "red flags"; and b) in a detailed manner during the third semester of the program. The discussion and the assessment are guided by the categories defined in the rubric for assessing skills in life-long learning and the rubric for assessing skills in effective leadership. Please refer to these rubrics in preparation for the discussion.

TO THE ADVISOR. At the start of each semester you will receive from the Registrar a copy of the most recent "portfolio audit" which will indicate when each student is due for a discussion by the Department. For students enrolled in a concurrent program, the advisor will determine whether the discussion should occur in only one Department (and if so which one) or both. For the 2nd semester review, you should provide a brief written summary of the student's progress to present orally to the Department for discussion. After the discussion, you should put a copy of your summary in the student's portfolio.

For the 3rd semester review, prepare a detailed report on the student's progress using the assessment rubrics as a guide. To aid you in this, you may also refer to the questions on the back of this form. Your report will be the basis for the Department discussion. After the discussion, rank the student according to the categories below, basing your judgment on: a) the rubrics for assessing skills in lifelong learning and effective leadership; and b) the results of the Department discussion. Then write a brief summary of the department discussion, including specific examples from the discussion that demonstrate particular skills or particular areas in need of improvement. Then give a copy of this form and your summary to the student to use as a basis for discussion at your next advising session. After the advising session, put this form and a copy of your written summary of the department discussion in the student's portfolio, noting on this form the date of your review with the student.

Failure (0)	Barely passing (1.0)	Satisfactory (2.0)	Good (3.0)	Excellent (4.0)	Unable to determine	N/A
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Skills for Life-long Learning:

1. Analytical skills/integrative thinking	()	()	()	()	()	()
2. Intellectual humility	()	()	()	()	()	()
3. Ability to connect philosophical or theological ideas with contemporary culture/Church	()	()	()	()	()	()
4. Research skills	()	()	()	()	()	()
5. Written communication skills	()	()	()	()	()	()
6. Oral communication skills	()	()	()	()	()	()

Skills for Effective Leadership:

1. Problem-solving skills	()	()	()	()	()	()
2. Ability to contribute to class discussions	()	()	()	()	()	()
3. Quality of contribution	()	()	()	()	()	()
4. Active listening	()	()	()	()	()	()
5. Appropriate attitude towards criticism	()	()	()	()	()	()
6. Ability to encourage and support others	()	()	()	()	()	()
7. Preparedness	()	()	()	()	()	()
8. Ability to focus on the task	()	()	()	()	()	()
9. Time management	()	()	()	()	()	()
10. Pride in work	()	()	()	()	()	()

Date of discussion with student: _____

QUESTIONS TO GUIDE FACULTY DISCUSSION

1. Describe how written and/or oral work reflect a capacity to read more broadly than in the chosen field and to use that material so as to enrich philosophical or theological work. [A.1, A.3]*
2. How well does the student
 - a. identify and articulate the fundamental principles operative in the subject of the written text and avoid getting lost in the details? [A.1]
 - b. use fundamental principles to think in a synthetic or integrative way? [A.1, A.2, A.3]
 - c. "translate" principles gleaned from the philosophical or theological tradition into contemporary terms, and effectively apply them to contemporary problems? [A.1, B.1]
 - d. point out the ramifications or stakes implicit in a philosophical or theological position? [A.1, A.2]
3. How well does the student effectively engage a contemporary issue of academic or societal significance? [A.1, B.1] When possible/relevant, does the student engage the issue in constructive dialog with the Scriptural, philosophical, or theological tradition, particularly the Aristotelian-Thomistic tradition of either philosophy or theology? [A.1]
4. Describe how the student displays originality, creativity, & innovative thinking. [A.1, A.3]
5. Describe situations which indicate that the student is willing/able to
 - a. listen in an open manner to those with whom he or she disagrees. Is there respect for others in intellectual dialogue both in and outside the classroom? Are they threatened by the ideas of others? [A.2, B.3]
 - b. express a new (deeper) awareness of another's viewpoint as the result of a conversation or discussion in which opinions differ. [A.2, B.3]
 - c. display the ability to learn and to act collaboratively, participating in open, and mutually enriching dialog with others (in person or through the medium of scholarship). [B.3]

* Numbers in brackets refer to institutional core abilities.