Mission Statement: In striving to be consistent with the core mission and values of a Jesuit and Catholic liberal arts-based education, the Department of Philosophy endeavors to develop the critical faculties of our students so that they can learn to reason well, analyze problems, and articulate their insights in oral and written form. More specifically, the Department of Philosophy aims to acquaint students with the history of the western philosophical tradition, as well as with the perennial problems that constitute the history of world philosophy, with a special emphasis on the search for values and meaning within human experience. In so doing, the Department of Philosophy provides courses at the undergraduate level for majors and minors in Philosophy, as well as for all students meeting the core requirements in Philosophy and the required values course.

Goals of the Philosophy Department: As a consequence of the aforementioned mission statement, the Department of Philosophy has identified six general goals:

A. To provide students with instruction at the college level in Philosophy, including majors and minors in Philosophy.
B. To enable students to develop an understanding of philosophical problems and theories.
C. To provide students with a general acquaintance with the history of philosophy.
D. To help students to gain an understanding of value theory and ethical issues.
E. To enable students to develop skills in critical and logical thinking.
F. To prepare students for graduate study in Philosophy and related fields.

Relationship of Department Mission and Goals to those of the College

The Mission and Goals of the Department of Philosophy are consistent and congruent with the mission of Saint Peter’s College. In accordance with the Catholic and Jesuit mission of Saint Peter’s College, the Department of Philosophy seeks to educate the whole person in the liberal arts and to prepare young men and women for a lifetime of learning and service to others. More precisely, the educational goals of Saint Peter’s College state that “the purpose of education is to analyze ideas, to probe mysteries, to suggest solutions to problems, to express thoughts, to understand and to question the phenomenon of permanence amidst change,” …as well as “to develop an awareness of the person, one’s relationship to others, to the environment, to the historical accidents which occur.” Moreover, this awareness must be shaped by “an understanding of moral values.” It is not, therefore, surprising that this statement of goals and objectives goes on to say that “philosophy and theology are key disciplines in the development of this awareness and are firmly rooted in the tradition of Jesuit education.” Without a doubt, the study of philosophy has been a hallmark of Catholic and Jesuit education since its inception. The Philosophy Department is keenly aware of the integral role it must play in supporting and furthering the mission, goals and educational objectives of the College as a whole.
Program Objectives for Department Majors and Minors in Accordance with Its Goals

Goal A – Offers both a major and a minor in Philosophy and courses in Philosophy at the core and elective levels, including values courses.

Objective

Students will:
1. Achieve competency at the college level in the study of Philosophy with an emphasis on the history of Philosophy and value theory.

Goal B - Enables students to develop an understanding of philosophical problems and philosophical theories.

Objectives

Students will:
1. Demonstrate an ability to identify philosophical problems and philosophical solutions to them.
2. Demonstrate an ability to identify the major areas of philosophical investigation, including metaphysics, epistemology, philosophy of human nature, ethics and value theory.
3. Demonstrate an ability to understand the dynamics of philosophical debate.

Goal C - Provides students with a general acquaintance with the history of philosophy.

Objectives

Students will:
1. Demonstrate an understanding of the historical development of philosophical thought through the classical, medieval, modern, and contemporary periods.
2. Demonstrate an understanding of diverse of schools of thought that constitute the history of philosophy.
3. Demonstrate an understanding of philosophical problems and solutions from a historical perspective.

Goal D - Helps students to gain an understanding of value theory and ethical issues.

Objectives

Students will:
1. Demonstrate an understanding of major normative theories.
2. Demonstrate an understanding of value objectivism and value relativism.
3. Demonstrate an ability to apply normative theories to particular moral issues and various domains of human activity.

Goal E - Enables students to develop skills in critical and logical thinking.

Objectives

Students will:
1. Demonstrate an ability to engage in logical analysis.
2. Demonstrate an ability to identify informal and formal fallacies.
3. Demonstrate an ability to critically evaluate philosophical arguments.

Goal F - Prepares students for graduate study in Philosophy and related fields.

Objectives

Students will:
1. Demonstrate competencies in courses required for graduate studies in Philosophy.
2. Demonstrate an ability to engage in philosophical research and analysis.
Saint Peter’s College
Student Learning Outcome Assessment Plan

Philosophy Program

Given the aforementioned general goals and objectives, and in order to provide a basis for the ordered assessment of the Philosophy Program as a whole, the Department of Philosophy has adopted the following Student Learning Outcomes.

Student Learning Outcomes:

At the completion of a Philosophy major, the graduating student is able to:

1. Employ correct principles of logical reasoning in philosophical analysis.
2. Compare and contrast a range of philosophical positions on a particular philosophical problem with reference to major philosophers and traditions in the history of philosophy.
3. Analyze and defend a philosophical position on a philosophical problem.

Methodology for Assessment

The assessment of the aforementioned student learning outcomes will be conducted during the student’s senior year of study and will be carried out in a capstone experience/course. This method will be implemented as part of the College’s newly revised core curriculum.

Assessment will be done in the student’s senior year in an appropriate course selected by the Department chair or in a specially designated capstone course. The assessment will be based on course specific and outcome relevant written work. Performance will be measured in accord with a three level rubric that correlates with the outcome relevant work:

1 = Exceeds expectations
2 = Meets expectations
3 = Fails to meet expectations.

The classroom instructor will have primary responsibility for using the assessment measures with designated students’ work and reporting the information to the Chair of the Department.

The Chair will compile the data, and report the results to the Department for review and recommendations.
Saint Peter’s College  
Student Learning Outcome Assessment Plan  

Philosophy B.A. Program  

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<tr>
<th>Program Learning Outcomes</th>
<th>Performance Indicators</th>
<th>Measures</th>
<th>Use of Information</th>
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| 1. Employ correct principles of logical reasoning in philosophical analysis. | 1. Analyzes philosophical texts with logical reasoning.  
2. Articulates cogent arguments. | Assessment done in senior year in appropriate course(s) selected by Department Chair. Assessment based upon course specific and outcome relevant written work. Performance will be measured using three level rubric: 1 = Exceeds Expectations, 2 = Meets Expectations, 3 = Fails to Meet Expectations. | Classroom instructor has primary responsibility for using assessment measures with designated students’ work and reporting the information to the Chair. Data will be compiled and reviewed by Chair. Results will be reported to departmental committee for review and recommendations. |
| 2. Compare and contrast a range of philosophical positions on a particular philosophical problem with reference to major philosophers and traditions in the history of Philosophy. | 1. Presents exposition of philosophical positions.  
2. Demonstrates points of agreement and disagreement in philosophical positions.  
3. Demonstrates ability to apply more than one approach to a philosophical problem. | Assessment done in senior year in appropriate course(s) selected by Department Chair. Assessment based upon course specific and outcome relevant written work. Performance will be measured using three level rubric: 1 = Exceeds Expectations, 2 = Meets Expectations, 3 = Fails to Meet Expectations. | Classroom instructor has primary responsibility for using assessment measures with designated students’ work and reporting the information to the Chair. Data will be compiled and reviewed by Chair. Results will be reported to departmental committee for review and recommendations. |
| 3. Analyze and defend a philosophical position on a philosophical problem. | 1. Demonstrates ability to assess the strengths and weakness in a philosophical position.  
2. Articulates and defends a chosen position on a philosophical issue. | Assessment done in senior year in appropriate course(s) selected by Department Chair. Assessment based upon course specific and outcome relevant written work. Performance will be measured using three level rubric: 1 = Exceeds Expectations, 2 = Meets Expectations, 3 = Fails to Meet Expectations. | Classroom instructor has primary responsibility for using assessment measures with designated students’ work and reporting the information to the Chair. Data will be compiled and reviewed by Chair. Results will be reported to departmental committee for review and recommendations. |