



**College of Arts and Humanities  
Academic Learning Compacts**

**Philosophy - B.A.**

**Discipline Specific Knowledge, Skills, Behavior and Values**

1. Students completing the BA program in Philosophy will be able to **identify the central philosophical theses or positions** expressed in writing by prominent authors in the field. This includes the general communicative ability of being able to identify the central claims in argumentative discourse (a prerequisite for forming any kind of communicative response, whether critical, supportive or otherwise) as well as the discipline-specific ability to understand the central claims of philosophical figures who are commonly recognized to be prominent in the field (specific philosophers will vary from year to year), as well as an ability that is key to critical thinking; namely, the ability to identify the central claims or positions of an author in question.
2. Students completing the BA Program in Philosophy will be able to **assess critically the adequacy of arguments** made in support of central philosophical theses or positions expressed by prominent authors in the field. Critical evaluation of arguments may include the employment of such notions as validity, soundness, cogency, coherence, etc., as well as an awareness of common fallacies and reasoning errors, all of which are key to critical thinking. This ability to assess arguments is also central to student's discipline-specific skills in philosophy because of the place of critical thinking in our discipline (see outcome 2). In a more specific sense, however, students will be able to discuss the adequacy of some well-known arguments by prominent philosophers as part of their discipline-specific knowledge of the major figures of their field.
3. Students in Critical Thinking, Research Methods, Senior Seminar, and one 4000-level philosophy course will demonstrate improvement in critical thinking during that course.

**Critical Thinking**

1. Students completing the BA program in Philosophy will be able to **identify the central philosophical theses or positions** expressed in writing by prominent authors in the field. This includes the general communicative ability of being able to identify the central claims in

argumentative discourse (a prerequisite for forming any kind of communicative response, whether critical, supportive or otherwise) as well as the discipline-specific ability to understand the central claims of philosophical figures who are commonly recognized to be prominent in the field (specific philosophers will vary from year to year), as well as an ability that is key to critical thinking; namely, the ability to identify the central claims or positions of an author in question.

2. Students completing the BA Program in Philosophy will be able to **assess critically the adequacy of arguments** made in support of central philosophical theses or positions expressed by prominent authors in the field. Critical evaluation of arguments may include the employment of such notions as validity, soundness, cogency, coherence, etc., as well as an awareness of common fallacies and reasoning errors, all of which are key to critical thinking. This ability to assess arguments is also central to student's discipline-specific skills in philosophy because of the place of critical thinking in our discipline (see outcome 2). In a more specific sense, however, students will be able to discuss the adequacy of some well-known arguments by prominent philosophers as part of their discipline-specific knowledge of the major figures of their field.
3. Students in Critical Thinking, Research Methods, Senior Seminar, and one 4000-level philosophy course will demonstrate improvement in critical thinking during that course.
4. The Philosophy Department will assess the environment for students to study, learn, and to present philosophy. We will measure the presence of racism, sexism, intellectual integrity, and encouragement toward philosophy research,

### Communication

1. Students completing the BA program in Philosophy will be able to **identify the central philosophical theses or positions** expressed in writing by prominent authors in the field. This includes the general communicative ability of being able to identify the central claims in argumentative discourse (a prerequisite for forming any kind of communicative response, whether critical, supportive or otherwise) as well as the discipline-specific ability to understand the central claims of philosophical figures who are commonly recognized to be prominent in the field (specific philosophers will vary from year to year), as well as an ability that is key to critical thinking; namely, the ability to identify the central claims or positions of an author in question.
2. The Philosophy Department will assess the environment for students to study, learn, and to present philosophy. We will measure the presence of racism, sexism, intellectual integrity, and encouragement toward philosophy research,

### Assessment of Philosophy - B.A. Outcomes

These outcomes will be assessed using a variety of assessment methods,

**including:**

- **Tests**
- **Projects**
- **Essays**
- **Position papers and presentations**