D1. Philosophy Higher Order Learning Goals (HOLGS)

Students will:

1. Analyze, interpret, and evaluate central philosophical issues.
2. Articulate using philosophical methods primary philosophical themes and issues found in the writings of the major philosophers.

Criteria	Performance Standards			
	Exceeds Expectations (4)	**Meets Expectations (3)**	**Needs Improvement (2)**	**Below Expectations (1)**
Identifies key philosophical concepts, issues or positions.	Identifies key content and related elements with exceptional specificity and accuracy.	Identifies key content and related elements with acceptable specificity and accuracy.	Identifies some key content and related elements with limited specificity or accuracy.	Did not identify key content, or articulates content with excessive errors.
Explains significance of concepts, issues or positions, and their inter-relations.	Explains significance of content and inter-relations with exceptional clarity and accuracy.	Explains significance of content and inter-relations with acceptable clarity and accuracy.	Explains significance of content and inter-relations with limited clarity or accuracy.	Did not explain significance of content and inter-relations or articulates significance with excessive errors.
Critically assesses the concepts, issues or positions within their appropriate context (i.e. debates, problems, theories).	Critically assesses content within its appropriate context with exceptional understanding and insight (e.g. depth of analysis, astuteness, originality).	Critically assesses content within its appropriate context with acceptable understanding and insight.	Critically assesses content within its appropriate context with limited understanding or insight.	Did not critically assess content within its appropriate context.

D1 (Philosophy) HOLG Rubric

Articulates content analysis, interpretation, and evaluation using philosophical methods.	Articulates with exceptionally effective argumentation, composition, technical skill, clarity, and appropriate academic style.	Articulates with mostly effective argumentation, composition, technical skill, clarity, and appropriate academic style.	Articulates with partially effective argumentation, composition, technical skill, clarity, or appropriate academic style.	Did not articulate with effective argumentation, composition, technical skill, clarity, or appropriate academic style.
Applies content to self or the world, considering multiple perspectives (e.g., comparative, historical, methodological) and why they matter.	Applies content to self or the world, considering multiple perspectives and why they matter with exceptional insight (e.g. depth of analysis, astuteness, originality).	Applies content to self or the world, considering multiple perspectives and why they matter with acceptable insight.	Applies content to self or the world, considering multiple perspectives and why they matter with limited insight.	Did not apply content to self, considering multiple perspectives and why they matter.

Developed by CAWG Committee - October, 2016. Approved by CAC - December 2016. Edited - March, 2017.

D1. Philosophy Core Learning Outcomes (CLOs)
Students will:
1. Understand the value of thinking philosophically by reflecting on the meaning of one's own life, the conceptual foundations of human actions and beliefs, the nature of the self and of human responsibility. **Criteria 5**
2. Understand and discuss coherently the central philosophical issues, such as the problem of evil, the existence of God, free will, the mind/body relation, human knowledge, and the question of being. **Criteria 3**
3. Demonstrate an ability to identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of the major philosophers. **Criteria 1 and Criteria 2**
4. Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers. **Criteria 4**