Definition: Courses that meet the Philosophy and Moral Inquiry requirement at Viterbo introduce and cultivate students’ ability to engage in critical questioning about themselves and the world around them.

Success: Students are required to achieve an apprentice level proficiency in both Innovative/Philosophical Reasoning and Investigating Philosophical problems, and proficient level in Ethical Reasoning (score of 10/12).

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| Learning Outcomes | Proficient | Apprentice | Novice | Benchmark |
|  | 4 | 3 | 2 | 1 |
| **Innovative and Philosophical Reasoning**  **Students will identify, evaluate and construct good philosophical arguments using a variety of different methods and strategies.** | Identifies, assesses and constructs arguments effectively. Recognizes some characteristics of philosophical arguments. Recognizes value of creativity and theorizing when analyzing problems. | Identifies components of an argument and can assess arguments.  Constructs arguments but has little appreciation for the characteristics of philosophical argumentation. | Identifies arguments but has trouble distinguishing premises from conclusions. Unable to assess arguments critically. Appreciates the function of arguments. | Demonstrates minimal knowledge of how to either identify arguments or construct them. No sense of what distinguishes a philosophical argument from other kinds of argument. |
| **Ethical Reasoning and Moral Theory**  **Students will evaluate moral beliefs/claims comprehensively and discuss them effectively.** | Names, presents and accurately explains at least three major moral theories (both orally and in writing). Applies ethical perspectives/concepts independently to an ethical question, accurately, and considers full implications of the application.  Recognizes value of ethical theory for appreciating student’s own values. | Names, presents and accurately explains at least three major moral theories, but with some inaccuracies.  Applies ethical perspectives/concepts independently to an ethical question, but no implications considered.  Unclear of the value of moral theorizing for student’s own life. | Names at least two moral theories, but is unable to give an accurate presentation of them. Applies ethical perspectives and concepts to an ethical question, but the application is inaccurate. Skeptical of the value of ethical theory to resolve real issues. | Demonstrates minimal knowledge of what characterizes a moral problem and has little sense of how to critically evaluate moral beliefs and claims. Skeptical of whether any reliable assessment of morality can exist. |
| **Investigating Problems of the Human Experience**  **Students will analyze complex philosophical problems and understand their relevancy.** | Identifies, explains and comprehends philosophical problems/  branches of phil. Sees relevancy of philosophy and can give examples of its interaction with specific disciplines. | Identifies, explains and comprehends philosophical problems, but unclear on their larger significance or how the issues relate to other disciplines. | Identifies and explains at least two philosophical problems but unable to articulate the significance of these problems.  Inability to explain value of philosophy for other disciplinary perspectives. | Demonstrates little if any knowledge of what constitutes a ‘philosophical’ problem.  Inability to give any examples of actual philosophical problems. |