



UNIVERSITY OF WISCONSIN  
**WHITEWATER**

ACADEMIC ASSESSMENT

## PHILOSOPHY EDUCATION MINOR

### MISSION STATEMENT

The mission of the Philosophy Program is to provide students the opportunity to critically examine fundamental questions and issues concerning the nature of knowledge and reality, art, society, identity, morality and the good life, and methods of correct reasoning, as well as courses that survey these issues within the history of western philosophy. The philosophy minor is designed to complement any major field of study that demands higher order thinking skills, including the ability to understand and assess complex and competing points of view.

Philosophy is a basic field of inquiry that is neither part of nor reducible to any other discipline. As a discipline central to a liberal arts education, philosophy seeks to develop students' skills and knowledge, preparing them for life as a whole. To this end, it fosters critical, analytical, and creative thinking skills that are relevant to any subject matter.

### STUDENT LEARNING OUTCOMES

*Student learning outcomes (SLOs) are statements of what a student will know or be able to do when they have completed a program. They represent the knowledge and skills a program has determined are most important for students to gain from that program. The most useful SLOs are specific and measurable so the program can accurately assess the degree to which students have achieved each outcome, and they align with college and institution mission and values. Data on achievement of SLOs is used to make improvements in the program and increase student success.*

Students who graduate from UW-Whitewater with a minor in Philosophy Education will meet the following student learning outcomes:

#### Subject Matter:

- Differentiate between the major fields of the discipline of philosophy (ethics, logic, epistemology, metaphysics) and some of the subfields (social philosophy, aesthetics, applied ethics, Existentialism, feminist philosophy).
- Explain the central features of the philosophies of some of the major figures in the history of philosophy (e.g., Plato, Descartes, Kant, Wittgenstein).
- Articulate basic concepts of logic (e.g., argument, conclusion, fallacy, inference, premise, proposition, soundness, validity).

Cognitive Development:

- Critically appraise philosophical arguments and theories.
- Describe and apply different ethical theories (Utilitarianism, Kantian deontology, virtue theories).
- Develop an informed view on philosophical issues.

Skills:

- Apply basic methods and techniques of reasoning and argumentation.
- Develop philosophical arguments.
- Analyze philosophical texts.
- Write philosophical arguments clearly.

In addition, students who minor in Philosophy Education will also meet the following education standards from the Interstate New Teacher Assessment and Support Consortium (INTASC):

- **[Standard 1: Content Pedagogy]** He or she must understand the central concept and structure of discipline and it must be created in such a way that students can learn from it effectively.
- **[Standard 2: Student Development]** The teacher must be able to understand the student's ability to grasp things and must come up with the methods that can offer better personality development of the students.
- **[Standard 3: Diverse Learners]** The teacher must know that the students have different capabilities of learning and based on that must train them.
- **[Standard 4: Multiple Instructional Strategies]** The teacher must be able to understand and use a variety of instructional strategies so that they are able to solve problems, think critically and show better performance.
- **[Standard 5: Management and Motivation]** The teacher must be able to understand individuals and create a learning environment to encourage positive social interactions, self-motivation and active learning engagement.
- **[Standard 6: Technology and Communication]** The teacher should use verbal, non-verbal and media communication to impart knowledge in the students for their better understanding of the subject matter.
- **[Standard 7: Planning]** It is highly recommended that the teacher must be able to plan various things for students such as curriculum, community and students, and knowledge of subject matter.
- **[Standard 8: Assessment]** The teacher assesses the students formally or informally to evaluate the social, intellectual and physical development of the students.
- **[Standard 9: Reflective Practice: Professional Development]** The teacher is considered a reflective practitioner who can evaluate the effects of the choices and actions on others and prepares students to face the world professionally as well.
- **[Standard 10: School and community Involvement]** The last standard of [INTASC standards](#) is to develop the relationship amongst students, colleagues, society, parents and various other agencies to support learning and well-being.