

PROGRAM MISSION STATEMENT:

The mission of the Liberal Arts: Philosophy Option Program at Northern Essex Community College is to prepare students by assisting them in the development of the skills and knowledge needed to lead reflective lives in contemporary society. Students will be able to use critical thinking skills to evaluate the

| | | PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOME** | | | | | | | | | | | | | | | |
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| ASSOCIATED LEARNING OUTCOMES <u>The graduating student will be able to:</u> | | English Comp I | English Comp II | Western Civilization I or World Civilizations I | Western Civilization II or World Civilization II | Introduction to Philosophy | Issues in Philosophy | Practical Logic | Ethics | Introduction to Psychology | World Religions | Behavioral Science Elective | Literature Electives | Math Elective | Modern Philosophy (elective - strongly encouraged) | Philosophy through Film (elective - strongly encouraged) | Existentialism (elective - strongly encouraged) |
| 1 | Produce clear and well organized writing that responds appropriately to an assignment using standard American English | X | X | X | X | | | | | X | | X | X | | R | | |
| | Produce clear and well organized oral reports that respond appropriately to an assignment using standard American English | | | | | | | | | | | | | | | | |
| | Employ basic philosophical vocabulary | | | | | | | | | | | | | | | | |
| 2 | Clearly articulates an understanding of, and insights into, own cultural rules and biases | | | | | | | | | | | | | | | | |

Science Electives (with labs)

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| <p>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its values, norms, and social processes.</p> | | | | | | | | | | | | | | | | | |
| <p>Evaluate information and its sources critically</p> | | | X | X | | | | | X | | X | | | | | | x |
| <p>Use information effectively to accomplish a specific purpose</p> | | | X | X | | | | | X | | X | | | | | | X |
| <p>Access and use information legally and ethically</p> | | X | X | X | | | | | X | | X | X | | | | | X |
| <p>4 Use numeric data when appropriate to support arguments. Able to present data in context.</p> | | | | | | | | | | | | | X | | | | x |
| <p>Assess credibility of source, interpret the numeric evidence whether presented in data or table format, and can distinguish causation from correlation</p> | | | | | | | | | | | | | X | | | | x |



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| 5 | Students will understand the mutual influences between science and philosophy over the past 300 years | | | | | | | | | | | | | | | | | |
| | Students will appreciate the influence that technology has had on our understanding of human nature and its role in life | | | | | | | | | | | | | | | | | |
| 6 | Demonstrate creativity (thinking and acting in new, different, and imaginative ways) | | | | | | | | | | | | | | | | | |
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| 7 | Differentiate the major areas of philosophy, such as philosophy of human nature, ethics, social and political philosophy, metaphysics, epistemology, and logic | | | | | | | | | | | | | | | | | |
| | Analyze the positions of traditionally important philosophers, from Plato onwards, and explain why they are deemed worthy of attention today | | | | | | | | | | | | | | | | | |
| | Examine significant philosophical questions--such as "what is reality?" "how should I live?" or "what can I know?"--and developments in their treatment throughout the history of philosophy | | | | | | | | | | | | | | | | | |

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| <p>Assess the strengths and weaknesses of positions and methods--such as idealism or realism, egoism or altruism--that arose in response to principal philosophical questions</p> <p>Gains knowledge of how religion impacts believers' values, world views, ethics, politics, traditions and culture</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>Students will appreciate the practical value of philosophy in their own lives and in the world around them (i.e. how to make rational choices in life, and how to better search for happiness)</p> | | | | | | | | | | | | | | | | | | | | | | |
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