

**GENERAL EDUCATION COMMITTEE
FEBRUARY REPORT**

**Potter College of Arts & Letters
Department of Music
Proposal to include a course in General Education
Contact: Mark Berry Phone: x55894 E-Mail: mark.berry@wku.edu**

General Education Course Form

1. Catalog description of the course:

- | | | |
|-----|-------------------------------|--|
| 1.1 | Prefix and number: | ANTH/FLK/MUS 277 |
| 1.2 | Title: | Introduction to World Music |
| 1.3 | Abbreviated course title: | Intro World Music |
| 1.4 | Credit/contact hours: | 3 |
| 1.5 | Type of course: | L-Lecture |
| 1.6 | Pre-requisites/co-requisites: | None |
| 1.7 | Course catalog listing: | A cultural and functional analysis of traditional musical genres developed in World areas: Africa, America, Asia, Europe and Oceania. Emphasis will be placed on musical styles, performance practices, aesthetics, and instruments. |

2. General Education goal(s) met by the course:

Category E: World Cultures and American Cultural Diversity.

- Goal 7: An appreciation of the complexity and variety in the world's cultures

3. Syllabus statement of how the course meets the General Education goals listed in item 2:

Introduction to World Music will provide general education students an understanding of different cultures through the musical traditions of the people of different parts of the world. Students will learn how people of different cultures hear, learn, express, and experience music in different ways.

Students will learn the development and historical background of the music of various cultures. They will also be introduced to musical instruments and musicians of each region, as well as the relationship between music, and the society from which it evolved. *Introduction to World Music* will help students develop vocabulary with which to discuss musical sounds, elements, and events

within various cultures. Neither an ability to read music nor any other music background is necessary.

Students will also gain an understanding of how a culture or group may not perceive the music of another culture as being musical, valuable, or as “good music”. Music plays different roles within different cultures and societies. Students will explore ways that one might come closer to hearing and understanding music from the perspective of another culture.

4. Assessment plan:

Five multiple-choice content questions will be designed to reflect the comprehensive learning that will occur during the semester. These five questions will be administered at the same time as the final exam, but will be answered on a separate testing sheet. Answers will be analyzed for correctness, but will not be a part of the final exam or the class grade. These statistics for correct answers will be used to change parameters such as class content, the content delivery, or the assessment questions. The statistics will help us determine if we have achieved our goals for this class.

5. Dates or prior committee approvals:

Department of Music	January 25, 2008
Department of Folk Studies and Anthropology	February 4, 2008
Potter College Curriculum Committee	February 7, 2008
General Education Committee	February 15, 2008
University Curriculum Committee	
University Senate	

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to include a course in General Education**

General Education Course Form

Contact: Amanda Clark **Phone:** 745-2956 **E-Mail:** Amanda.clark@wku.edu

1. Current or proposed catalog description of the course:

DANC 110 Dance Appreciation: A general study of the various forms of dance with emphasis on the contributions each has made to the performing arts and the development of our culture.

2. General Education Category B: Humanities, Goal 5: An informed acquaintanceship with major achievements in the arts and humanities, and **Goal 6:** A historical perspective and an understanding of connections between past and present.

3. Syllabus Statement:

General Education and Course Goals: This course helps fulfill the requirements for Category B: Humanities in Western Kentucky University's General Education program.

- An informed acquaintanceship with major achievements in the arts and humanities,
- A historical perspective and an understanding of connections between past and present.

This course uses lectures, readings, class discussions, videos, and live performances to introduce The student to the art of dance, including the various forms of theatrical dance, the major historical developments within the Western art form, and the contributions of theatrical dance to the development of our culture. This course will provide an abbreviated history of theatrical dance and introduce all aspects involved in the production of theatrical dance as well as the various careers that currently exist in the dance world. Class assignments and discussions are designed to encourage critical thinking and analysis regarding what is dance, the aesthetics of theatrical dance, and the relationship between theatrical dance and culture.

4. Assessment plan.

Near the conclusion of the course, students will be required to attend either *Winterdance* or *An Evening of Dance* (mainstage dance concerts produced by the Department of Theatre and Dance). Students will then write a review of the concert utilizing vocabulary and concepts of critical analysis as discussed in class. Students will identify various forms of dance expression and analyze the similarities, differences, and interrelationship among the arts (music, technical design (lighting, costumes) and dance) by comparing two specific choreographic works from the concert. If applicable, the review should also

reflect the student's awareness of the cultural context in which the concert's individual choreographic works reflect. A sample collection of these student essays will be photocopied (with students' names hidden) and evaluated by the dance faculty to assess the students' attainment of the course's general education goals.

5. Dates or prior committee approvals:

Department	11/27/07
Potter College Curriculum Committee	02/07/08
General Education Committee	02/15/08
University Curriculum Committee	
University Senate	

Proposal Date 11/15/07

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to include a course in General Education**

General Education Course Form

Contact: Amanda Clark **Phone:** 745-2956 **E-Mail:** Amanda.clark@wku.edu

1. Current or proposed catalog description of the course:

DANC 360: Dance in Culture: A Moving History: Survey of world dance forms, emphasizing social, cultural and aesthetic principles defining these forms. Gender, racial, political and religious orientations shaping dance history are examined.

2. General Education Category E: World Cultures and American Cultural

Diversity, Goal 7: An appreciation of the complexity and variety in the world's cultures

3. Syllabus Statement:

General Education and Course Goals: This course helps fulfill the requirements for Category E: World Cultures and American Cultural Diversity in Western Kentucky University's General Education program.

- An appreciation of the complexity and variety in the world's cultures

This course uses lectures, readings, class discussions and videos to introduce students to diverse forms of world dance along with the cultures and socio-political issues that have shaped these dance forms. This course is designed to provide students with an understanding of the development of world dance throughout history from a multi-dimensional perspective, including socio-cultural influences, aesthetic principles, and performance applications. This course encourages students to evaluate dance in an historical framework and to value the diversity of various world cultures. Looking at dance, the expressive medium of the body, and the language of movement as it is represented in various world cultures and time periods offers students a rich context from which to examine our diverse humanity, past and present.

4. Assessment plan.

At the end of the course, students will be asked to construct a well-written essay in which they will identify two different forms of world dance. Students will detail their understanding of the development of each dance form within the related culture as well as compare and contrast the two dance forms and cultures. The essay should reflect the student's ability to identify the ways in which these cultures are interrelated and interdependent as well as identify differences and similarities among the cultural traditions and social organizations. A sample collection of these student essays will be

photocopied (with students' names hidden) and evaluated by the dance faculty to assess the students' attainment of the course's general education goals.

5. Dates or prior committee approvals:

Department	11/27/07
Potter College Curriculum Committee	02/07/08
General Education Committee	02/15/08
University Curriculum Committee	
University Senate	

Proposal date: January 25, 2008

**Ogden College of Science and Engineering
Department of Mathematics
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)**

Contact Person: Linda Pulsinelli (745-6232) linda.pulsinelli@wku.edu

1. Identification of course:

- 1.1 Course prefix: MATH 116 (116E)
- 1.2 Course title: College Algebra
- 1.3 Credit hours: 3

2. Current prerequisites/co-requisites/special requirements:

Prerequisites: High school Algebra I and II and a satisfactory score on Math Placement Exam; or DMA 096C with a grade of C or better. Student must enroll in MATH 116E if his/her DMA 096C grade was C, or previous MATH 116 grade was D, F or W, or Math ACT and MPE scores indicate need for enhanced version.

3. Proposed prerequisites/co-requisites/special requirements:

Prerequisites: High school Algebra I and II and a satisfactory score on Math Placement Exam; or DMA 096C with a grade of C or better. Student must enroll in MATH 116E if his/her DMA 096C grade was C, or previous MATH 116 grade was D, F or W, or Math ACT and MPE scores indicate need for enhanced version.

Co-requisite for MATH 116E: MATH 106, Academic Support for Math 116E

Special requirement: Students who withdraw from MATH 106 must also withdraw from MATH 116E.

4. Rationale for the revision of prerequisites/co-requisites:

The academic support portion of MATH 116E, which has always been incorporated into the enhanced version of College Algebra, is now being identified separately as Math 106. It continues to be an integral part of the enhancement structure and must, therefore, be a co-requisite for Math 116E.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

Department of Mathematics	January 31, 2008
OCSE Curriculum Committee	<u>February 7, 2008</u>
Professional Education Council	<u>February 13, 2008</u>
General Education Committee	<u>February 15, 2008</u>
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form