

General Education Committee
May, 2009

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| Consent: Revision of Course Number | FIN 161 Personal Finance Christopher Brown 745-8858 |
| Consent: Proposal to Include Course in General Education | PHIL 101 Truth and Relativism Eric Bain-Selbo 745-5744 |
| Consent: Proposal to Include Course in General Education | PHIL 102 The Good and the Beautiful Eric Bain-Selbo 745-5744 |
| Consent: Proposal to Include Course in General Education | PHIL 103 The Committed Life Eric Bain-Selbo 745-5744 |
| Consent: Proposal to Include Course in General Education | PHIL 324 Christianity in Africa Isabel Mukonyora 745-5754 |
| Consent: Proposal to Include Course in General Education | SOC 353 Sociology of Modern Japan Kumiko Nemoto 745-2199 |

Proposal Date: March 25, 2009

**Gordon Ford College of Business
Department of Finance
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Christopher Brown Email: Christopher.brown@wku.edu Phone: 745-8858

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: FIN 261
- 1.2 Title: Personal Finance
- 1.3 Credit hours: 3

2. Proposed course number: FIN 161

3. Rationale for the revision of course number: This course helps students develop the necessary tools to become informed citizens, especially as it relates to the financial planning aspects of students' lives. We want to encourage freshmen to take this class so they will have the necessary tools to make financial decisions as early as possible. Many students get into debt very early in their college careers. We hope to reduce these problems by offering this class to freshmen.

The content of the class will not change.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

| | |
|------------------------------------|------------------|
| Finance Department: | <u>3/25/2009</u> |
| GFCB Curriculum Committee | <u>4/02/2009</u> |
| Professional Education Council | _____ |
| General Education Committee | <u>4/09/09</u> |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to include a course in General Education
Contact: Eric Bain-Selbo Phone: x55744 E-Mail: eric.bain-selbo@wku.edu**

General Education Course Form

1. Catalog description of the course:

- | | |
|-------------------------------|---|
| 1.1 Prefix and number: | PHIL 101 |
| 1.2 Title: | Enduring Questions: Truth and Relativism |
| 1.3 Abbreviated course title: | TRUTH AND RELATIVISM |
| 1.4 Credit/contact hours: | 3 |
| 1.5 Type of course: | S-Seminar |
| 1.6 Prerequisites: | None |
| 1.7 Course catalogue listing: | The study of central positions and arguments concerning the nature and character of Truth: Is there such a thing as Truth? What is real? If there is Truth and reality, how can we know them? |

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

Category B-II:

- Goal 5 An informed acquaintance with major achievements in the arts and humanities.
- Goal 6 A historical perspective and an understanding of connections between past and present.

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

The course objectives support several goals in the WKU General Education program. The italicized items speak directly to the goals of General Education category B-II:

Through close readings of significant works in the history of philosophy, discussion of seminal ideas and arguments, and consideration of the import of these works, ideas, and arguments for contemporary life, students will:

- Develop reading skills through sustained engagement with one or more full-length philosophical texts.

- *Gain an understanding of the historical continuity and development of central concepts and arguments in epistemology and metaphysics.*
- Develop skills of analysis and critical thinking through the close reading of texts and through written assignments.
- Develop communication skills through written assignments (including opportunities for re-writes based on instructor or peer review) and speaking (the course will be taught largely in seminar style and will include student presentations).
- *Gain familiarity with philosophical sub-fields, including epistemology, metaphysics, and axiology.*

4. Assessment Plan:

Philosophy 101-103

Enduring Questions Courses

General Education Assessment Plan

I. The three courses that comprise Philosophy 101-103 seek to have students achieve the two central goals of the Western Kentucky University General Education program for category B.II. These are:

- Goal 5 An informed acquaintance with major achievements in the arts and humanities.
- Goal 6 A historical perspective and an understanding of connections between past and present.

The General Education Assessment Plan for Philosophy 101-103 will assess student learning in regard to the two central goals as well as other objectives associated with these goals.

II. Students in Philosophy 101-103 will complete one or more papers during the course. In each course section taught, the instructor will pick one set of student papers for General Education assessment. From this set of student papers, at least 30 percent of the papers will be randomly selected for assessment. These papers will be put into a General Education portfolio. One or more philosophy faculty members (other than the instructor of the course section from which the papers were selected) will evaluate the papers in regard to the following questions:

1. To what extent does the paper demonstrate an informed acquaintance with major achievements in philosophy?
2. To what extent does the paper demonstrate a historical perspective and an understanding of connections between past and present?
3. To what extent does the paper demonstrate an understanding of important historical patterns or developments in philosophy?
4. To what extent does the paper evaluate the contributions of philosophical or ethical systems to human life?

For each question, the reader will rate the paper on a five-point scale: 5 = outstanding; 4 = excellent; 3 = good; 2 = fair; 1 = poor. Scores for papers from each course section will be tabulated to get averages for each question and an overall average for the course section. The

scores from each section of a course also will be tabulated to get a course average (e.g., the average rating for each question for all Philosophy 101 courses as well as an overall Philosophy 101 average for all questions).

III. The target for Philosophy 101-103 is to achieve a 4.0 average for each question and an overall 4.0 average for individual sections as well as courses. Areas where averages fall short will provide faculty with an opportunity to reflect about course design and pedagogy in order to improve student learning.

5. Committee approvals:

Dates

Religious Studies

February 23, 2009

Philosophy and Religion Department

February 25, 2009

Potter College Curriculum Committee

March 6, 2009

General Education Committee

April 16, 2009

University Curriculum Committee

March 26, 2009

University Senate

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to include a course in General Education
Contact: Eric Bain-Selbo Phone: x55744 E-Mail: eric.bain-selbo@wku.edu

General Education Course Form

1. Catalog description of the course:

- | | |
|-------------------------------|--|
| 1.1 Prefix and number: | PHIL 102 |
| 1.2 Title: | Enduring Questions: The Good and the Beautiful |
| 1.3 Abbreviated course title: | THE GOOD AND THE BEAUTIFUL |
| 1.4 Credit/contact hours: | 3 |
| 1.5 Type of course: | S-Seminar |
| 1.6 Prerequisites: | None |
| 1.7 Course catalogue listing: | The study of fundamental questions in moral theory and aesthetics: What is good? What is beauty? On what grounds do we base moral and aesthetic judgments? How are the good and the beautiful related, and how are they different? |

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

Category B-II:

- Goal 5 An informed acquaintanceship with major achievements in the arts and humanities.
- Goal 6 A historical perspective and an understanding of connections between past and present.

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

The course objectives support several goals in the WKU General Education program. The italicized items speak directly to the goals of General Education category B-II:

Through close readings of significant works in the history of philosophy, discussion of seminal ideas and arguments, and consideration of the import of these works, ideas, and arguments for contemporary life, students will:

- Develop reading skills through sustained engagement with one or more full-length philosophical texts.

- *Gain an understanding of the historical continuity and development of central concepts and arguments in aesthetics and moral theory.*
- Develop skills of analysis and critical thinking through the close reading of texts and through written assignments.
- Develop communication skills through written assignments (including opportunities for re-writes based on instructor or peer review) and speaking (the course will be taught largely in seminar style and will include student presentations).
- *Gain familiarity with two philosophical sub-fields, aesthetics and moral theory.*

4. Assessment Plan:

Philosophy 101-103

Enduring Questions Courses

General Education Assessment Plan

I. The three courses that comprise Philosophy 101-103 seek to have students achieve the two central goals of the Western Kentucky University General Education program for category B.II. These are:

- Goal 5 An informed acquaintance with major achievements in the arts and humanities.
- Goal 6 A historical perspective and an understanding of connections between past and present.

The General Education Assessment Plan for Philosophy 101-103 will assess student learning in regard to the two central goals as well as other objectives associated with these goals.

II. Students in Philosophy 101-103 will complete one or more papers during the course. In each course section taught, the instructor will pick one set of student papers for General Education assessment. From this set of student papers, at least 30 percent of the papers will be randomly selected for assessment. These papers will be put into a General Education portfolio. One or more philosophy faculty members (other than the instructor of the course section from which the papers were selected) will evaluate the papers in regard to the following questions:

1. To what extent does the paper demonstrate an informed acquaintance with major achievements in philosophy?
2. To what extent does the paper demonstrate a historical perspective and an understanding of connections between past and present?
3. To what extent does the paper demonstrate an understanding of important historical patterns or developments in philosophy?
4. To what extent does the paper evaluate the contributions of philosophical or ethical systems to human life?

For each question, the reader will rate the paper on a five-point scale: 5 = outstanding; 4 = excellent; 3 = good; 2 = fair; 1 = poor. Scores for papers from each course section will be tabulated to get averages for each question and an overall average for the course section. The scores from each section of a course also will be tabulated to get a course average (e.g., the

average rating for each question for all Philosophy 101 courses as well as an overall Philosophy 101 average for all questions).

III. The target for Philosophy 101-103 is to achieve a 4.0 average for each question and an overall 4.0 average for individual sections as well as courses. Areas where averages fall short will provide faculty with an opportunity to reflect about course design and pedagogy in order to improve student learning.

5. Committee approvals:

Dates

Religious Studies

February 23, 2009

Philosophy and Religion Department

February 25, 2009

Potter College Curriculum Committee

March 6, 2009

General Education Committee

April 16, 2009

University Curriculum Committee

March 26, 2009

University Senate

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to include a course in General Education
Contact: Eric Bain-Selbo Phone: x55744 E-Mail: eric.bain-selbo@wku.edu

General Education Course Form

1. Catalog description of the course:

- | | |
|-------------------------------|--|
| 1.1 Prefix and number: | PHIL 103 |
| 1.2 Title: | Enduring Questions: The Committed Life |
| 1.3 Abbreviated course title: | THE COMMITTED LIFE |
| 1.4 Credit/contact hours: | 3 |
| 1.5 Type of course: | S-Seminar |
| 1.6 Prerequisites: | None |
| 1.7 Course catalogue listing: | The philosophical study of individual and collective commitment to ideals and values in a pluralistic society. |

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

Category B-II:

- Goal 5 An informed acquaintanceship with major achievements in the arts and humanities.
- Goal 6 A historical perspective and an understanding of connections between past and present.

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

Here is a copy of the syllabus statement outlining the course objectives. These objectives support several goals in the WKU General Education program. The italicized items speak directly to the goals of General Education category B-II:

Through close readings of significant works in the history of philosophy, discussion of seminal ideas and arguments, and consideration of the import of these works, ideas, and arguments for contemporary life, students will:

- Develop reading skills through sustained engagement with one or more full-length philosophical texts.

- *Gain an understanding of the historical continuity and development of central concepts and arguments in social and political theory and applied ethics.*
- Develop skills of analysis and critical thinking through the close reading of texts and through written assignments.
- Develop communication skills through written assignments (including opportunities for re-writes based on instructor or peer review) and speaking (the course will be taught largely in seminar style and will include student presentations).
- *Gain familiarity with philosophical sub-fields of applied ethics, social philosophy, and political philosophy.*

4. Assessment Plan:

Philosophy 101-103

Enduring Questions Courses

General Education Assessment Plan

I. The three courses that comprise Philosophy 101-103 seek to have students achieve the two central goals of the Western Kentucky University General Education program for category B.II. These are:

- Goal 5 An informed acquaintance with major achievements in the arts and humanities.
- Goal 6 A historical perspective and an understanding of connections between past and present.

The General Education Assessment Plan for Philosophy 101-103 will assess student learning in regard to the two central goals as well as other objectives associated with these goals.

II. Students in Philosophy 101-103 will complete one or more papers during the course. In each course section taught, the instructor will pick one set of student papers for General Education assessment. From this set of student papers, at least 30 percent of the papers will be randomly selected for assessment. These papers will be put into a General Education portfolio. One or more philosophy faculty members (other than the instructor of the course section from which the papers were selected) will evaluate the papers in regard to the following questions:

1. To what extent does the paper demonstrate an informed acquaintance with major achievements in philosophy?
2. To what extent does the paper demonstrate a historical perspective and an understanding of connections between past and present?
3. To what extent does the paper demonstrate an understanding of important historical patterns or developments in philosophy?
4. To what extent does the paper evaluate the contributions of philosophical or ethical systems to human life?

For each question, the reader will rate the paper on a five-point scale: 5 = outstanding; 4 = excellent; 3 = good; 2 = fair; 1 = poor. Scores for papers from each course section will be tabulated to get averages for each question and an overall average for the course section. The

scores from each section of a course also will be tabulated to get a course average (e.g., the average rating for each question for all Philosophy 101 courses as well as an overall Philosophy 101 average for all questions).

III. The target for Philosophy 101-103 is to achieve a 4.0 average for each question and an overall 4.0 average for individual sections as well as courses. Areas where averages fall short will provide faculty with an opportunity to reflect about course design and pedagogy in order to improve student learning.

5. Committee approvals:

Dates

Religious Studies

February 23, 2009

Philosophy and Religion Department

February 25, 2009

Potter College Curriculum Committee

March 6, 2009

General Education Committee

April 16, 2009

University Curriculum Committee

March 26, 2009

University Senate

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to include a course in General Education
Contact: Isabel Mukonyora Phone: x55754 E-Mail: bella.mukonyora@wku.edu

General Education Course Form

Catalog description of the course:

- | | |
|-------------------------------|------------------------|
| 1.1 Prefix and number: | RELS 324 |
| 1.2 Title: | Christianity in Africa |
| 1.3 Abbreviated course title: | Christianity in Africa |
| 1.4 Credit/contact hours: | 3 |
| 1.5 Type of course: | L-Lecture |
| 1.6 Prerequisites: | None |

1.7 Course catalogue listing:

The development of Christianity in Africa from the first century to the present, with special emphasis on literature from the postcolonial period.

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

The focus of this course is the significant way Christianity has shifted its base to become a third world religion of which next to nothing is known. Students living in the “Christian West” will have their eyes opened to the transformed face of the world religion that is no longer as much at home in western societies and cultures as it is in the southern hemisphere (Latin America and Africa).

Christianity perhaps is the majority religion in sub-Saharan Africa. While the course deals with the origins of Christianity in northern Africa (where Christianity is a minority religion), it focuses primarily on sub-Saharan Africa where the religion predominates.

There are as many as 400 million Christians in Africa today. That means that approximately one in five Christians in the world are African, adapting this religion to a whole variety of histories, indigenous religions, and cultures.

The study of Christianity in Africa is much more than the study of Christianity as a religion. It is the study of the African peoples, their confrontation with Europeans and Christianity through colonialism, and their negotiating of religious and spiritual lives—drawing upon their indigenous

religious beliefs and practices and creating their own forms of Christianity. The study of Christianity in Africa is the study of peoples and cultures very different from those of our students, and thus fulfills the letter and the spirit of the General Education, category E requirement.

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

Christianity in Africa will provide general education students an understanding of other cultures through lectures on a variety of writings on Christianity in Africa.

Students will learn to think critically about Christianity as a world religion, analyze facts, and address questions about orthodoxy, oppression, and liberation.

Students will learn the development and historical background of various texts selected from scholars on Christianity in a non-western culture. This will enhance student capacity for critical thought and help them appreciate the various ways Christianity is understood in contemporary histories of non-Western cultures.

4. Assessment Plan:

Student led discussions, multiple-choice/short essay tests, and a final examination will be designed to reflect the comprehensive learning that will occur as the semester progresses. The student presentations will be graded according to accuracy and ability to express ideas and raise important questions. The tests will be used to measure understanding of key concepts and theoretical issues raised by the scholars covered in presentations led by the instructor. A random sampling using survey forms focusing on questions relating to category E goals (at least 30 percent) will be shared with one faculty member (other than the instructor of the course) in the relevant program. That faculty member will rate the open-ended questions on the following scale: 3=exceptional, 2=good, 1=adequate, and 0=inadequate.

5. Committee approvals:

Dates

| | |
|-------------------------------------|--------------------|
| Religious Studies | August 25, 2008 |
| Philosophy and Religion Department | September 10, 2008 |
| Potter College Curriculum Committee | December 4, 2008 |
| General Education Committee | April 16, 2009 |
| University Curriculum Committee | |
| University Senate | |

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

Contact: Kumiko Nemoto Phone:745-2199 E-Mail: kumiko.nemoto@wku.edu

General Education Course Form

1. Current or proposed catalog description of the course:

SOCL 353 Sociology of Modern Japan: Examination of social and cultural changes in contemporary Japanese society, with particular focus on gender, race, and class in the context of global capitalism.

2. General Education Category E: World Culture and American Cultural Diversity,

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

Goal 9: an understanding of society and human behavior.

3. Syllabus statement:

The course objectives support several goals in the WKU General Education program. The following goals speak directly to the goals of General Education Category E: World Culture and American Cultural Diversity.

Through the close readings of sociological and anthropological research on work, school, marriage, popular culture, and fashion in Japan, students will:

- Gain an understanding of Japanese contemporary culture, particularly in the areas of popular culture. This directly touches on Goal 7 of General Education category E (an appreciation of the complexity and variety in the world's cultures).
- Gain an understanding of the uniqueness of modern Japan. This directly touches on Goal 7 of General Education category E (an appreciation of the complexity and variety in the world's cultures).
- Gain an understanding of the link between society and individuals, through learning the current problems and inequalities, in the sphere of family, work, socialization, school in Japan. This directly touches on Goal 9 of General Education category E (an understanding of society and human behavior).

4. Assessment plan:

The courses will be assessed annually in terms of goals and objectives of General Education. The process of assessment includes the random sampling of student exams and papers at the end of the semester. The papers and exams will be then evaluated by one or more faculty members (other than the instructor of the course). These items will be evaluated in regard to the attainment of the applicable goals and objectives of category E. Assessment Plan for SOCL 353 Sociology of Modern Japan:

As an assessment, I will select at least 30 percent of two papers and three exams in the course.

Then I will have one or more faculty members (other than the instructor of the course) evaluate them with regard to the attainment of the applicable goals and objectives of category E.

The following questions will be used:

(1) Did students demonstrate an understanding of the general social and cultural systems of

Japan, in the areas of schooling, work, marriage, family, popular culture, immigration policies, and women's and reproductive rights? Did they apply comparative perspectives to examine these aspects of Japan and show familiarity with the above subjects as manifested in both Japan and the United States?

(2) Did students demonstrate an understanding of Japanese popular culture and artifacts, and their impacts on U.S. culture as well as on global capitalism?

5. Dates or prior committee approvals:

| | |
|-------------------------------------|-----------------------|
| Sociology Department | February 20, 2009 |
| Potter College Curriculum Committee | March 5, 2009 |
| General Education Committee | <u>April 16, 2009</u> |
| University Curriculum Committee | March 26, 2009 |
| University Senate | _____ |