

# **Colonnade General Education Committee Report**

**University Senate**

**December 11, 2018**

## **Action Items (course proposals and syllabi attached):**

Approval of:

1. RELS 302: Buddhism (Connections: Local to Global) Implementation: Fall 2019
2. AGECE 471: Agribusiness Entrepreneurial System (Connections: Systems) Implementation: Spring 2019
3. PSY 250: Adjustment and Personal Growth (Connections: Systems) Implementation: Summer 2019

## **Information Items:**

The “International” Connections Sub-committee, Jen Hanley chair, is in the final stages of deliberation. A special meeting of the Colonnade Committee is called for Jan. 24, 2019, Grise Hall 441, 3:45 PM, for discussion of this new Connections sub-category.

## Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Jeffrey Samuels ([Jeffrey.Samuels@wku.edu](mailto:Jeffrey.Samuels@wku.edu); 5-5744)  
College and Department: PCAL, Department of Philosophy and Religion Proposal Date: 10/13/18

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: RELS 302: Buddhism
- 1.2 Credit hours: 3
- 1.3 Prerequisites<sup>1</sup>: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: Once every other year
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed term of implementation? Fall 2019
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Main Campus and Online

### 2. Provide a brief course description (100-200 words).

This course is designed to introduce students to the Buddhist religion – its history, fundamental doctrines and practices, historical developments, and major schools. Throughout the course students will focus on how Buddhism influenced the collective histories and personal lives of the people who identify themselves as “Buddhists” as well as how histories, political systems, social changes, and migration affect the formation of Buddhist identities.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

This course focuses on a complex global tradition that is closely intertwined with history, politics, migration, social institutions, and language. As a result, this course will require that students to apply knowledge from a variety of disciplines, many of which are found in the Foundations (HIST 101 and 102) and Explorations (ARC 100, RELS 102, ANTH 120, GEOG 110, PS 250, and SOCL 100) categories of Colonnade. For example, in considering the factors that led to Buddhism’s development in India as well as Buddhism’s move from India to East Asia, students will be examining the relationship between Buddhism and politics (both positively [e.g., Ashoka] and negatively [e.g., the Buddhist persecution in China]), as well as how economic and social changes affected the different Buddhist traditions (e.g., the domestication of the monastic order, Humanistic Buddhism, the rise of engaged Buddhism in the West, and so on). Finally, students will demonstrate their knowledge of how Buddhism changes over time and over vast geographical spaces—both local and global—by evaluating the range of Buddhist doctrines and social practices.

**4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Local to Global subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student	How does the course meet these learning outcomes?
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<sup>1</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

Learning Outcomes	(Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	<p>Students will analyze how Buddhism adapts to new geographical and historical contexts as it gets transmitted from South Asia, to East Asia, Europe and the Americas.</p> <ul style="list-style-type: none"> <li>An emphasis on the doctrinal changes within Buddhism, such as Pure Land Buddhism in China and Japan, Nichiren Buddhism in Japan, Humanistic Buddhism in China and Taiwan, and engaged Buddhism in the West.</li> <li>Examine how different ideas about Buddhist doctrines that arise around the globe affect ideas about who is a Buddhist and what is the ideal way of being Buddhist</li> </ul>
2. Examine the local and global interrelationships of one or more issues.	<p>Students will examine the relationship between Buddhist monastics and the laity and how those relationships affect ideas about monastic and lay roles at both local and international levels.</p> <ul style="list-style-type: none"> <li>Examine how ideal archetypes of lay and monastic Buddhists have undergone changes as Buddhism is transmitted from South Asia. Students will examine how the monastic code changed as Buddhism entered into East Asia and Buddhist ideas were affected by Confucian, Daoist, and Shinto concepts and ideals. At a more local level, students will explore how the traditional lay-monastic relationship underwent dramatic changes in the West, where ideas about religious practice and egalitarianism affected ideas about the contours of monastic life.</li> </ul>
3. Evaluate the consequences of decision-making on local and global scales.	<p>Students will examine the contestations surrounding Buddhist doctrine in early Buddhism and in contemporary Buddhist societies.</p> <ul style="list-style-type: none"> <li>Examine how different social and historical contexts shape ideas about practice, perfection, and monastic culture as well as how different ideas about what constitutes correct practice (orthopraxy) and beliefs (orthodoxy) are debated and supported.</li> </ul>

**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond</i>	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for

	<b>course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b>	<b>each Connections SLO.</b>
1. Analyze issues on local and global scales.	There will be one question on both the second and third essay exam that will relate to the doctrinal changes that results from the movement of Buddhist ideas across the globe.	The second essay exam will serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professor will work with the Philosophy and Religion Department's assessment teams to determine the most appropriate sample size to meet the department's assessment needs.
2. Examine the local and global interrelationships of one or more issues.	There will be one essay question on the first exam that will deal specifically with monastic-lay relations as well as how those relations affect the formation of the monastic code and ideas about who constitutes an ideal monastic and lay supporter. There will also be at least one question on the third exam that deals with the same topic.	The first or third essay exam will serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professor will work with the Philosophy and Religion Department's assessment teams to determine the most appropriate sample size to meet the department's assessment needs.
3. Evaluate the consequences of decision-making on local and global scales.	There will be at least one question on each of the three exams that deal with this topic.	One of the three exams will serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professor will work with the Philosophy and Religion Department's assessment teams to determine the most appropriate sample size to meet the department's assessment needs.

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
1. Analyze issues on local and global scales.	Issues on local and global scales are stated clearly and described	The issues on local and global scales are stated, described, and clarified so that understanding is not seriously impeded by omissions.	The issues on local and global scales are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined,	The issues on local and global scales are not stated clearly or are presented without clarification or description.

			and/or backgrounds unknown.	
2. Examine the local and global interrelationships of one or more issues.  (modified from item 1 of the Critical Thinking AAC&U VALUE Rubric)	The local and global influences of Buddhism are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	The local and global influences of Buddhism are stated, described, and clarified so that understanding is not seriously impeded by omissions.	The local and global influences of Buddhism are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	The local and global influences of Buddhism are not stated clearly or are presented without clarification or description.
3. Evaluate the consequences of decision-making on local and global scales.  (modified from row 4 of the Problem Solving AAC&U VALUE Rubric)	Evaluation of Buddhism as a complex set of traditions is deep and elegant (i.e. contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	Evaluation of Buddhism as a complex set of traditions is adequate (i.e., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	Evaluation of Buddhism as a complex set of traditions is brief (i.e., explanation lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	Evaluation of Buddhism as a complex set of traditions is superficial (i.e., contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solutions, and weighs impacts of solutions.

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The final essay exam in this course will be provided as the artifact in support of Evidence & Argument Assessment.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

**Western Kentucky University  
Department of Philosophy and Religion**

**Buddhism**

**Professor: Jeffrey Samuels**

**Phone:** 745-5748

**Email:** Jeffrey.Samuels@wku.edu

**Office hours:** MWF 9:00-11:15 and by appointment

MWF: 11:30-12:25

**Office:** CH 308

**Course Objectives:**

This course is designed to introduce students to the Buddhist religion – its history, fundamental doctrines and practices, historical developments, and major schools – in an academic context. Throughout this course, we will be paying close attention to how Buddhism influenced the collective histories and personal lives of the people who identify themselves as “Buddhists.” In this course students will not only learn about Buddhism but will also be introduced to the methods and issues that characterize the contemporary academic study of religion.

We will begin by looking at the history of Buddhism – from its rise in India to its spread to the rest of Asia. In doing so, we will read selected sections of translated primary texts to understand the basic tenets of Buddhism and how the basic doctrines are transformed and reinterpreted over time. In addition to primary and secondary sources, we will examine the writings of Buddhists from the three major Buddhist traditions – Southeast Asian Theravada Buddhism, East Asian Mahayana Buddhism, and Himalayan Vajrayana Buddhism.

**Course Organization and Requirements:**

Most class meetings will include both lectures and discussions. Class discussion is an integral component to the course. Readings are to be completed and students are to be prepared to discuss them on the days they appear listed below. To encourage the timely completion of the readings, the professor may administer pop-quizzes throughout the semester.

Regular attendance is **mandatory**. Students who fail to turn up for **TEN** or more classes will receive an F in the Attendance/Participation portion of their grade. Regular contributions to classroom discussion are expected.

There will be **THREE** exams administered during the semester. All material covered in lectures, assigned readings, videos, and class discussions are considered fair game for the exams.

There is no research paper assigned for this class. There are, however, three assignments for this class: a composition of a Buddhist text (October 23<sup>rd</sup>), a critique of a Buddhist text (due November 9<sup>th</sup>), and a response paper to your visit to a Buddhist temple. (due December 4<sup>th</sup>). As you have ample time to turn in each assignment, late papers will not be accepted, regardless of the reason.

**Colonnade Learning Outcomes for Connections: Local to Global:**

During the course of the semester, students will write three essay exams. Questions on these essay exams will assess the degree to which students are able to 1) analyze how Buddhism adapts to new geographical and historical contexts as it gets transmitted from South Asia, to East Asia, Europe and the Americas; 2) articulate the relationship between Buddhist monastics and the laity and how those relationships affect ideas about monastic and lay roles at both local and international levels; and 3) articulate how the contestations surrounding Buddhist doctrine in early Buddhism and in contemporary Buddhist societies.

In short, students in this course will be expected to:

- Analyze issues on local and global scales
- Examine the local and global interrelationships of one or more issues.
- Evaluate the consequences of decision-making on local and global scales.

**Evaluation and Grading:** Attendance and participation (10%); three assignments (30% [10% each]); and three exams – 60% (20% each).

**Computer Use:** Laptops are not permitted in class unless special permission has been granted. If permission is given, students will be asked to sit in certain areas of the classroom for convenient monitoring.

**Academic Dishonesty:** Students who commit any act of academic dishonesty (plagiarism, cheating on the exam, and so on) will not be given the option of withdrawing and will receive a failing grade for the course.

### **Students with Disabilities:**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270)745-5004 v/tty.

Per University Policy, please DO NOT request accommodations directly from the professor without a letter of accommodation from the Office for Student Disability Services.

### **General Education (for students entering before 2014):**

This course fulfills the World Cultures (Category E) General Education Requirements. As a consequence, this course is designed to carry out Goal 7 of general education as set forth by the university: to cultivate “**an appreciation of the complexity and variety in the world's cultures.**” We will accomplish this by

- a) recognizing the contributions of religion to world cultures and humanity
- b) identifying the ways in which religion and culture are interrelated
- c) identifying differences and similarities among the world's cultures and social organizations.

### **Books for Purchase:**

Mitchell. *Buddhism. Introducing the Buddhist Experience* (2<sup>nd</sup> edition).

Strong, John C. *The Experience of Buddhism* (3<sup>rd</sup> edition).

Samuels, Jeffrey et al. *Figures of Buddhist Modernity*

Achaan Chah. *A Still Forest Pool*.

Shunryu Suzuki. *Zen Mind, Beginner's Mind*.

Sogyal Rimpoche. *The Tibetan Book of Living and Dying*.

All compound things are impermanent. This syllabus is no exception. The professor reserves the right to make small changes in the reading assignments and dates given below.

## **Class Schedule:**

### **Theravada**

8/24-8/28 Introduction to the Course; background to 6<sup>th</sup> century India; the Life of the Buddha  
**Readings:** Mitchell, pp. 9-20, 29-32; Strong, pp. 1-4, 7-24.

8/31-9/4 The Previous Lives of the Buddha (continued); Early Community  
**Readings:** Vessantara Jataka (online); the Story of Sumedha (online); Mitchell, pp. 20-29; Strong, pp. 56-84; “Monasticism” (online); Mitchell, pp. 93-101; Strong, pp. 120-128, 63-67, 73-91, 227-231.

- 9/9-9/11 The Sangha (conclude); Basic Buddhist Doctrines  
**Readings:** Mitchell, pp. 33-64; Strong, pp. 38-45, 97-114.
- 9/14-9/18 Basic Buddhist Doctrines (conclude); Mental Cultivation  
**Readings:** “Anatman/Atman” (online); “Pratityasamutpada” (online); Mitchell, pp. 74-88; Strong, pp. 36-42 and 114-138; Chah 1-73.  
In class video: Footprint of the Buddha
- 9/21-9/25 Contemporary Buddhism in Southeast Asia: Achaan Chah  
**Readings:** Chah, *A Still Forest Pool*, pp. 75 -187  
Class discussion  
In class video: *The Mindful Way*  
First Exam handed out
- Mahayana Buddhism**
- 9/28-9/30 Mahayana Buddhism—Background and Madhyamaka School  
Mitchell, pp. 103-119; Strong, pp. 145-151, 173-187
- 10/5-10/9 Mahayana Buddhism-- The Perfection of Wisdom and the Bodhisattva Path  
**Readings:** Mitchell, pp. 119-130; Strong, pp. 145-156; 173-187.
- 10/12-10/16 A Response to Extreme Other Effort: Pure Land Buddhism  
**Readings:** Mitchell, pp. 130-132; Grosnik, *The Tathagatagarbha Sutra* (online); Strong, pp. 168-173; 188-206; “Pure Land Buddhism” (online); Harrison “Buddhasmrti in the Pratyutpannasutra” (online); Shorter Amitayus Sutra (online).  
**Movie:** Land of Bliss
- 10/19-10/23 Chan in China  
**Readings:** Mitchell, pp. 197-203; 219-226; Strong, pp. 290-294 & 301-306; “Bodhidharma” (online); Yampolsky “Platform Sutra,” “Lin Chi and the Chan Schools” (online)
- 10/26-10/30 Zen in Japan  
**Readings:** Mitchell, pp. 231-232; 236-243; 275-277; Strong, pp. 315-318; 326-330; *Zen Mind, Beginner’s Mind*, pp. 25-49.  
**Movie:** Eiheiiji
- 11/2 Contemporary Buddhism in East Asia: Shunryu Suzuki  
**Readings:** *Zen Mind, Beginner’s Mind*, pp. 76-95; 99-132.  
Second exam handed out



## Vajrayana Buddhism

- 11/4-11/6 Vajrayana Buddhism: Definitions and Historical Background; Four Schools  
**Readings:** Mitchell, pp. 151-177; Strong, pp. 206-220 & 256-264.
- 11/9-11/13 Basic Tantric Practices  
**Readings:** Powers, pp. 219-279 (online); Powers 283-310 (online)  
**Film:** The Wheel of Time (Kalacakra)
- 11/16-11/20 Death, the Intermediate State, and Pure Consciousness  
**Readings:** Sogyal Rimpoche, pp. 3-169
- 11/23 Death, the Bardo, and Rigpa; Contemporary Buddhism in Tibet and the West  
**Movie:** The Tibetan Book of the Dead  
**Readings:** Sogyal Rimpoche, pp. 173-256
- 11/30-12/4 Contemporary Buddhism in Tibet and the West (continued)  
**Readings:** Sogyal Rimpoche, pp. 259-370  
Third exam handed out

## Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone:

**Dr. Dominique Gumirakiza, [Dominique.gumirakiza@wku.edu](mailto:Dominique.gumirakiza@wku.edu), 270-745-5959**

College and Department:

**Ogden College of Science & Engineering  
Department of Agriculture and Food Science**

Proposal Date: November 30, 2018

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title:  
**AGEC 471: Agribusiness Entrepreneurial System**
- 1.2 Credit hours:  
**03**
- 1.3 Prerequisites<sup>1</sup>:  
**Complete 21 hours of Foundations & Explorations coursework or have at least Junior status**
- 1.4 Crosslisted and/or equivalent courses (prefix and number):  
**N/A**
- 1.5 Expected number of sections offered each semester/year:  
**04 sections per year**
- 1.6 Is this an existing course or a new course?  
**Existing Course. Part of the Colonnade starting with Spring 2019**
- 1.7 Proposed term of implementation? **Spring 2019**
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.)  
**Bowling Green main campus**

### 2. Provide a brief course description (100-200 words).

Students from various disciplines like agriculture, history, political, criminology, business, music, health, environment studies, marketing, and the like engage in a learning process that allows them to (i) analyze how agribusiness evolved to become a complex system with various interconnected components that form a whole, (ii) compare the study of individual components to the analysis of entire system, and (iii) evaluate how the system-level thinking informs decision-making, policy, and/or the sustainability of the system itself. Students acquire knowledge, techniques, competences, and skills to assess processes, practices, operations, policy considerations, and/or issues within their specific disciplines and develop strategies and/or strategic plans to effectively address them. This course examines agribusiness as a system, breaks it down to analyze the essential component parts, demonstrates how the individual parts interconnect, and illustrate how the system supports other disciplines. A project-based approach

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<sup>1</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

is used throughout the semester for students to develop a comprehensive strategic agribusiness plan that could be followed to address the identified discipline-specific issues.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

An agribusiness is a complex system that connects various components/disciplines together. Students are engaged in a learning process in which they explore the system and identify policies, considerations, and/or opportunities for applications in their specific disciplines. Non-agriculture major students acquire necessary knowledge, techniques, skills to identify market inefficiencies, consumer unmet needs, and other issues within their specific disciplines that could be addressed effectively upon a clear understanding of agribusiness system. Then, students develop innovative strategies that could be followed to address such identified issues. For example, understanding of agribusiness system allows history-major students to explore historical conditions, explain phases of agribusiness evolution, and analyze the current state of the system. Criminology-major students will learn how agribusiness evolved to become a current complex system in players are likely to commit crimes. The knowledge about the components of the system allows for effective detection of agribusiness-related crimes. Students in political science, sociology, and health-related studies will learn how certain policies and regulations; especially the immigration policies (focusing on their effect on labor in agriculture industry) and those from political institutions like the USDA (US. Department of Agriculture), FDA (Food and Drug Administration) affect agribusiness system as a whole.

This course also provides an opportunity for students in international-related studies to explore ways agribusiness system interconnects and/or supports with other international considerations like foreign trade policies, major importers of the U.S. agricultural products, and the role of the US. Foreign Agricultural Service. Another group of students that will find this course beneficial consists of those with environmental considerations. These students learn how agricultural production, food processing, and distribution/transportation as part of agribusiness system are connected to environmental issues. Likewise, Music-major students with plans to create businesses in their disciplines might be interested in integrating an agribusiness (like a restaurant) to support his/her music venture. Students majoring in education, marketing, economics, and/or management disciplines will find this course useful as it provides an understanding of how to develop, market, and/or manage agribusiness ventures as an integral part of entities they will be managing. Think about a manager of any shopping mall with food courtyard, a school administrator who needs to understand how to address institutional issues related to food services, a grocery store (like Walmart, Kroger, ...) manager who interacts with several suppliers of agricultural products. Similarly, students with interests in the finance industry will find this course beneficial because they will learn to understand how the finance supports agribusiness system as a whole.

Through course assignments, students illustrate how agribusiness evolved to become a complex system, analyze its current state, and demonstrate how knowledge about this system shapes and supports the understanding of their individual disciplines. Students synthesize contents from various sources to make compelling arguments. A list of references is expected at the end of each

essay and final paper for it will be considered during the evaluation. Through small groups, students engage in classroom activities to illustrate and discuss the various component parts of agribusiness system. Through a semester-long class project, students will make a strategic plan for any venture in their discipline to demonstrate how their system-level thinking informs decision-making. As part of this plan, students will analyze competition within industry, macro-level policies and their implications on their plans. They get an opportunity to apply the knowledge to address real-world specific issues challenging our individual and shared responsibility as global citizens. At the end of the semester, students will make oral presentations.

**4. List the course goals (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
<i>Example: Analyze how systems evolve.</i>	<i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensory-motor components in an individual's development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual's cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans' mental system can account for conditions of veridical representation of one's environment).</i>
1. Analyze how systems evolve.	Students will analyze the agribusiness system to (i) describe the historical conditions of agricultural evolution, (ii) identify major phases the evolution, (iii) explain how current technological advance is shaping agribusiness environment, and (iv) discuss essential skills necessary for advancing innovations to continue feeding the world.
2. Compare the study of individual components to the analysis of entire systems.	Students will demonstrate how individual components of agribusiness system are interdisciplinary connected to make the entire system function as whole. Specifically, students will (i) create an agribusiness venture through planning (the discipline of management will support the entire system), (ii) demonstrate how market conditions will affect their agribusiness ventures (economics will support the entire system), (iii) illustrate the role of accounting/recordkeeping and financial statements in financing their agribusiness

	ventures (accounting and finance will support the entire system), and (iv) explain marketing strategies and marketing mix related to pricing, product differentiation, placement, and promotion they will use to sell their products/services (marketing will support the entire system).
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Creating and managing an agribusiness venture requires high-level thinking. Students will (i) explain the decision-making process with greater emphasis on analysis of industry-level market data and agribusiness-level financial statements, (ii) develop skills for coordination and monitoring all activities they will be engaged in as agribusiness entrepreneurs.

**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

1. Illustrate and explain various components that make agribusiness a system.
2. Explore the agribusiness system and discuss ways in which the system supports and/or relates to other disciplines like history, criminology, music, political sciences, health and environment considerations, business studies, and the like.
3. Discuss effects of certain policies and regulations; especially the immigration policies, USDA, FDA on agribusiness system as whole.
4. Make a comprehensive strategic plan for an agribusiness venture that could be useful and applied/integrated into discipline-specific operations that the student may wish to undertake in the future.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

<b>Connections Student Learning Outcomes</b>	<b>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b>	<b>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.</b>
1. Analyze how systems evolve.	As part of their 1 <sup>st</sup> class assignment, students will write an essay discussing the	In the middle (1/2) of the semester, students will write an essay on

	development and evolution of agribusiness system.	<p>“Evolution of agribusiness system.”</p> <p>30% of the class will be sampled and assessed according to the rubric in 6.b below. At least 50% of the students should score “Proficient” or better.</p>
2. Compare the study of individual components to the analysis of entire systems.	As part of their 2 <sup>nd</sup> class assignment, students will write an essay assessing and presenting logical arguments for how individual components of agribusiness system interconnect to make the entire complex system.	<p>At the end of the ¾ of the semester, students will write an essay on “Assessment of individual components of agribusiness system and how they interconnect to make the entire complex system.”</p> <p>30% of the class will be sampled and assessed according to the rubric in 6.b below. At least 50% of the students should score “Proficient” or better.</p>
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	As part of their semester-long class project, students will make a strategic plan for any venture in their discipline to demonstrate how their system-level thinking informs decision-making. Students will also analyze discipline-specific processes and/or issues, macro-level policies/regulations and demonstrate how understanding about agribusiness system help address the issues effectively.	<p>Students will take two midterm exams. Each question will be aligned with the Colonnade Student Learning Outcomes.</p> <p>Students will write a semester-long class project to demonstrate that they are able to create a new venture or bring significant innovations to the existing one (for those students with already established businesses). They will also show how agribusiness system is connected to their specific disciplines. At the end of the semester, students will make presentations and the entire faculty in the Department will attend the presentations to evaluate students’ projects.</p> <p>30% of the class will be sampled and assessed according to the rubric in 6.b below. At least 50% of the students should score “Proficient” or better.</p>

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

**How your submitted work will be graded**

<b>Learning Outcome</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Not Evident</b>
1. Analyze how systems evolve	Provides a detailed description of the historical conditions of agricultural evolution, identify all phases of agribusiness evolution, and provide a clear assessment of the agribusiness evolved to become a complex system with current technological advance. (A)	Provides acceptable description of the historical conditions, identify some phases of agribusiness evolution, and provide some assessment of the agribusiness evolved to become a complex system with current technological advance. (B)	Provides little description of the historical conditions of agricultural evolution, identify very few phases of agribusiness evolution, and provide little assessment of the agribusiness evolved to become a complex system with current technological advance (C-D)	Does not describe the historical conditions of agricultural evolution, does not identify phases of agribusiness evolution, and does not provide any assessment of the agribusiness evolved to become a complex system with current technological advance (F)
2. Compare the study of individual components to the analysis of entire systems.	Provides a detailed assessment and logical arguments for how system components interconnect to make the entire complex system. (A)	Provides acceptable assessment and logical arguments for how system components interconnect to make the entire system. (B)	Provides little assessment and some arguments for how system components interconnect to make the entire complex system (C-D)	Does not provide any assessment and arguments for how system components interconnect to make the entire complex system. (F)
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Makes a comprehensive and detailed strategic plan to demonstrate how their system-level thinking integrates analysis of competition within industry, macro-level policies and their implications on the plan. Clear, concise, proper writing with no or very few errors (A)	Makes an acceptable strategic plan to demonstrate how their system-level thinking integrates analysis of competition within industry, macro-level policies and their implications on the plan. Somehow clear, concise, proper writing with few errors. (B)	Makes strategic plan with little details to demonstrate how their system-level thinking integrates analysis of competition within industry, macro-level policies and their implications on the plan. Less clear with many errors. (C-D)	Does not make a strategic plan to demonstrate how their system-level thinking integrates analysis of competition within industry, macro-level policies and their implications on the plan. Vague or none. (F)

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

As the capstone experience for the Colonnade Program, the Connection courses is expected to include the following:

- Classroom activities in small groups. Students form small groups (max of three students per group) to engage in a learning process in which they explore the agribusiness system and identify opportunities for applications in their specific disciplines.
- Two essays/assignments
- Two written tests with multiple-choice questions, True/False questions, and short-answer type questions.
- Oral presentations. At the end of the semester, students make presentations and the faculty in the Department will attend the presentations to evaluate students’ projects. Students will make and submit PowerPoint or Prezi files prior to their presentations.
- Final paper on the class project\*

\*The final paper constitutes the assessment “Evidence Artifact.” This is a 5-page paper on the semester-long class project in which students will identify and analyze discipline-specific processes, practices, macro-level policies/regulations, and/or issues. They will then develop a comprehensive strategic agribusiness plan that could be followed to address the identified discipline-specific issues. They will demonstrate how the understanding about agribusiness system help address the issues effectively. In this, students must use evidence to support their arguments. Evidence shall come mainly from the required textbook, recommended course materials, and other sources that students might deem relevant. Students must synthesize contents from these sources to make compelling arguments. A list of references is expected at the end of each essay and final paper.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

Please, find attached here.



## SYLLABUS FOR AGECE 471: AGRIBUSINESS ENTREPRENEURIAL SYSTEM

### **Course Information**

Instructor:	Dr. Jean Dominique Gumirakiza		
Location:	EST 0126		
Times/Days:	12:40 PM – 02:00 PM, Mondays and Wednesdays		
CRNs:	44701,	Sections: 001	Credit Hours: 03
Semester:	Spring 2019		

### **Contacting Dr. Gumirakiza**

1. If you happen to be in or near Bowling Green, KY a one-on-one meeting during office hours is encouraged.  
Office Location: EST 237  
Office hours: 09:00AM to 10:00AM Monday through Friday. In addition, you are welcome to walk in anytime whenever I am in the office. In this case, appointment is preferred.
2. E-mail is the second preferred way of contacting me.  
E-mail: [dominique.gumirakiza@wku.edu](mailto:dominique.gumirakiza@wku.edu)  
Please note that e-mail can be the least timely method of communication. If your concerns are time sensitive please call me at 270-745-5959.
4. Postal Address:  
Dominique Gumirakiza, Ph.D.  
Assistant Professor, Agricultural Economics  
Western Kentucky University, Department of Agriculture. Office number: EST 237  
1906 College Heights Blvd., #41066, Bowling Green, KY 42101.

### **Course Prerequisites**

Complete 21 hours of Foundations & Explorations coursework or have at least Junior status.

### **Course Description**

Students from various disciplines like agriculture, history, political, criminology, business, music, health, environment studies, marketing, and the like engage in a learning process that allows them to (i) analyze how agribusiness evolved to become a complex system with various interconnected components that form a whole, (ii) compare the study of individual components to the analysis of entire system, and (iii) evaluate how the system-level thinking informs decision-making, policy, and/or the sustainability of the system itself. Students acquire necessary knowledge, techniques, competences, and skills to assess and identify processes, market inefficiencies, operations, policy considerations, and/or issues within their specific disciplines that could be addressed effectively upon a clear understanding of agribusiness system. This course examines agribusiness as a system, breaks it down to analyze the essential component parts, demonstrate how the individual parts interconnect, and illustrate how the system supports other disciplines. A project-based approach is used throughout the semester for students to develop a strategic comprehensive agribusiness plan that could be followed to address the identified discipline-specific issues.

### **Colonnade Connections Systems Student Learning Outcomes**

Students who complete this course will:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

### **Course Specific Objectives**

Upon completing the course, it is expected that the student will be able to:

1. Illustrate components that make agribusiness a system and describe the how agribusiness evolved to become a complex system.
2. Explore the agribusiness system and discuss ways in which the system supports and/or relates to other disciplines like history, criminology, music, political sciences, health and environment considerations, business studies, and the like.
3. Discuss effects of certain policies and regulations; especially the immigration policies, USDA, FDA on agribusiness system as whole.
4. Make a comprehensive strategic plan for an agribusiness venture that could be useful and applied/integrated into discipline-specific operations that the student may wish to undertake in the future.

### **Required Course Text**

1. Barnard et al. 2016. Agribusiness Management, 5<sup>th</sup> edition. Routledge. ISBN: 978-1-138-89192-0.
2. Aulet, B. 2013. Disciplined Entrepreneurship: 24 Steps to a Successful Startup, 1<sup>st</sup> Edition. Wiley. ISBN-13: 978-1118692288.

### **Recommended Textbook and material:**

1. Food and Agriculture Organization of the United Nations (FAO). Entrepreneurship in Farming (Farm Management Extension Guide). September 23, 2013. ISBN-13: 978-9251075470.
2. James G. Beierlein, Kenneth C. Schneeberger, and Donald D. Osburn. 2013. Principles of Agribusiness Management, 5<sup>th</sup> Edition. Waveland Press, Inc. ISBN-13: 978-1478605669.

### **Student expectations and requirements:**

1. Student presence and participation in the classroom are important components of successful completion in this course;
2. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork;
3. Each student is responsible for all assigned course work;
4. Comply with all university academic policies especially the cheating/plagiarism policy where students are expected to maintain complete honesty and integrity.

### **Information Technology Requirements**

Some course assignments will be submitted via *Blackboard* and some quizzes will be delivered over *Blackboard*. Thus you should have access to the following information technology:

- A Windows XP, Windows Vista, or Windows 7 based personal computer

- Up-to-date antivirus software
- High-speed internet connection
- Windows Internet Explorer 7 or higher or Mozilla Fire Fox 6.0
- Microsoft Word 2010 with Equation Editor 3.0
- Microsoft Excel 2010
- Adobe Reader

It is not required that you own the above information technology. You already have access to these technologies through the computer labs on the WKU campus. For location and operating hours of these labs see: <http://www.wku.edu/infotech/index.php?page=StudentTech>

If I receive a corrupted file and if my anti-virus software detects that it is corrupted I will not open it. Thus I will not be able to grade it. I'm sure that you want to earn credit for your work, so I suggest that you make sure your files are clean.

WKU offers a free version of the Symantec antivirus software. You can download it by:

1. <http://www.wku.edu/software>
2. Log-in
3. Click "Personal"
4. Go to the drop down menu in the center of the page
5. From the drop down menu look for Symantec anti-virus software

You will have two options, either 32 bit or 64 bit. If you are running Windows XP, it's most likely 32 bit. If you are running Vista or Windows 7 right click on my computer, select properties, and you can determine whether your computer is 32 or 64 bit. Please note that if you have trouble locating, selecting, downloading, or installing the anti-virus software you need to call the WKU IT Help Desk at 270-745-7000.

Much of the notes and other documents made available to you will be pdf files. To access these you need to have Adobe Reader. A free version of the software is available from:

<http://www.adobe.com/>.

### **Hand-held Calculator**

It is expected that each student have a quality hand-held calculator. Cell phone calculators and Internet enabled devices are not allowed during in-class quizzes and exams. You are expected to bring your calculator to each class period. There are numerous calculator versions that will suffice for this course.

### **Attendance and Participation**

*"90% of life is showing up."* – Woody Allen (<http://blslibraryblog.blogspot.com/2008/04/90-of-life-is-showing-up.html>)

Regular attendance is critical to achieving the learning objectives in this course. It is recommended that students try not to miss more than 10% of class time. Historical evidence indicates that higher attendance rates are associated with higher grades. Absences will be excused on a case-by-case basis. **The following requirements are necessary for an absence to be excused:**

- Illness – notification is required on the day of the absence with doctor's excuse at the next class period.
- Death – notification of expected absence prior to the day of class. Funeral home obituary necessary upon return to class.

- Field Trip – notification prior to the day of absence by student or instructor.
- As for participation, students are expected to read and study course content prior to the day that it is discussed in class. Class time is expected to be predominately active, involving discussion, Q&A sessions, and written exercises designed in a fashion to help students assimilate and learn the material. This will allow students **to learn from and teach one another**. Passive lecture is expected to be held to a minimum. **For in-class activities, a student must be present to earn credit.** For out-of-class graded exercises, late assignments “may” be accepted for a legitimate reason and may be awarded reduced points.

### Grading:

- Students are encouraged to complete 100% of all course work.
- There will be Classroom Activities (CA) for almost every class session. To encourage class attendance (and discourage absence), I will give count priority to those CAs that will be done when more than 10% of students are absent.
- There will be 2 mid-term exams.
- Each week, you will read the assigned chapter, make 1-2 page summary, and submit it for a grade. The purpose of this assignment is to ensure that you have an opportunity to interact with course content.

**Instructions:** In your own words, write a 1-2 page summary paper using Times New Roman font, 12-font size, and single-spaced text, discussing key concepts/ideas that support the learning objectives for the chapter. Make an effort to use real-life examples in your own discipline. Personal experiences/examples are preferred.

- There is a class project.

### Distribution of total points:

Classroom Activities	10%
Assignments	10%
Two Tests	30%
Essays and chapter summaries	20%
Oral Presentations	10%
Class Project	20%
Total	100%

### Final Grades

Your final grade letter for this class is based on the distribution below:

A = 90% and up
B = 80% to 89.99%
C = 70% to 79.99%
D = 60% to 69.99%
F = Less than 60%

The letters A, B, C, D, F, and X are used to indicate your academic proficiency. These letters have the following significance:

- A—Excellent, valued at four quality points per semester hour.
- B—Good, valued at three quality points per semester hour.
- C—Average, valued at two quality points per semester hour.

D—Below average, unsatisfactory, valued at one quality point per semester hour. (A “D” gives credit toward a degree. The student’s overall grade point average, however, must be a 2.0 or better to meet the requirements for graduation).

F—Failure, valued at no semester hours earned and no quality points.

FN—Failure due to non-attendance (no semester hours earned and no quality points).

X—Incomplete

### Student Disabilities Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please do not request accommodations directly from the professor without a letter of accommodation from the Office for Student Disability Services. For further information on Student Disability Services please see <http://www.wku.edu/sds/>

### Cheating/Plagiarism

According to the student handbook: Any student who commits any act of academic dishonesty will receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. Any student committing such acts in this class will receive a failing grade for the course. Further information on academic offenses, academic dishonesty, plagiarism, and cheating can be obtained in the Western Kentucky University Undergraduate Catalog.

### The Learning Center (TLC)

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. Please call TLC @ DUC at (270) 745-6254 for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc).

### Study Hours and Time Management

In general it is recommended that students study 3 hours per credit hour per week. This course is a 3 credit hour course. The following table provides a general guideline for weekly time management. It is based upon a 15 credit hour load and devoting 3 hours of study time per credit hour per week.

<u>Weekly Activities</u>	<u>Time (hours)</u>
Attending Class (15 credit hours)	15
Study Time (3 hours/credit hour)	45
Rest/Sleep (8-hours/day)	56
Cooking/Eating/Showering/Etc. (3-hours/day)	21
Socializing/Exercising/Relaxing/TV/Etc. (2-hours/day)	14
Free Time (Work or something else)	17
<b>Total Hours Per Week</b>	<b>168</b>

### Course Outline

- Week 01: Agribusiness system and its evolution.
- Week 02: How system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.
- Week 03: The 24 steps in the disciplined entrepreneurship. Choosing a legal agribusiness model.
- Week 04-05: Comprehensive strategic agribusiness planning. Budgeting and investment analysis for decision-making.

### Midterm Exam #01

- Weeks 06-07: Competitive environment in agribusiness system. Principles of agricultural economics and their application in agribusiness entrepreneurship.
- Weeks 08-09: Agribusiness system and ways in which the system supports and/or relates to other disciplines like history, criminology, music, political sciences, health and environment considerations, business studies, and the like.
- Week 10: Effects of certain policies and regulations; especially the immigration policies, USDA, FDA on agribusiness system as whole.
- Week 11: Compare the study of individual components to the analysis of entire systems.

### Midterm Exam #02

- Week 12-13: Oral presentations: Comprehensive strategic plan for an agribusiness venture that could be useful and applied/integrated into discipline-specific operations that the student may wish to undertake in the future.

**The class project paper is due during the final on the day that the final exam is scheduled by the university.**

**Note:** The above information is subject to change depending upon progress. Changes will be announced.

## Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact: Mark Graves, mark.graves@wku.edu, 270-745-2695

College and Department:

College of Education and Behavioral Sciences; Psychology

Proposal Date: 12/11/18

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: PSY 250: Adjustment and Personal Growth
- 1.2 Credit hours: 03
- 1.3 Prerequisites<sup>1</sup>: none
- 1.4 Crosslisted and/or equivalent courses (prefix and number): none
- 1.5 Expected number of sections offered each semester/year: 1 per semester / 4 per year
- 1.6 Is this an existing course or a new course? existing
- 1.7 Proposed implementation term: Summer 2019
- 1.8 Where will this course be offered? Bowling Green main campus and online

### 2. Provide a brief course description (100-200 words).

Adjustment is the study of psychological theories and processes with an emphasis on the application of psychology in one's life. It focuses on understanding and applying psychological principles and theories to personal development and human relationships. This course explores the individual, social, and cultural determinants of personal growth and healthy life adjustment. This course will help students examine their lives to make conscious decisions about who they are or what they want to become. It will help students identify ways to live, work and relate to others that are more conducive to overall well-being. Topics include personal growth and adjustment over the life span, health behavior decision making, stress and coping, behavior disorders, career development, and interpersonal relationships (intimacy, parenting, family, etc.,).

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

This course covers many of the same topics covered in the introductory level course. However, this course takes it to a different level so that students can apply psychological principles and theories to their own lives. In the introductory course, it is common to discuss different phenomena but not how they interact. Introductory psychology introduces students to psychological terms, facts and principles designed to aid students in exploring and understanding individual behavior. This course focuses on evaluating and applying psychological principles and theories to personal development and human relationships emphasizing the predictive and adjustive aspects of psychology in everyday life and how different systems interact.

This course will evaluate the role of psychology in helping students affectively manage their time, develop their self-identity, build and maintain relationships, adopt healthier behaviors and lifestyles, cope with stress and deal with emotional problems. Students will learn the tools they need to:

- Evaluate and analyze the human system and subsystems that causes many of the problems we face in everyday life.

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<sup>1</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

- Apply knowledge from the different psychological principles to help them adjust to the many challenges they face in their daily lives.
- Help them resolve problems and to reach their unique potential.

Throughout the course, students will learn to reflect the importance of human diversity in their lives today. We cannot hope to evaluate and analyze the human behavior without reference to the richness of human diversity. People differ not only as individuals but also in terms of cultural, gender, age, sexual orientation and other factors in society. We are also a nation of many people of different heritage, nationalities and ethnicities. The United States itself is a nation of hundreds of different ethnic and religious groups. This diversity extends to the global village of nearly 200 nations and to those nations' own distinctive subcultures. Students will be exposed to how issues of diversity relating to culture, ethnicity, values and lifestyle shape our adjustment to the world around us. By focusing on issues of diversity, students come to understand better not only how people differ but also how they are similar in many respects.

Students who take course learn the tools to analyze, and get practice analyzing, the systems that cause these differences across individuals. To do this, students must consider and integrate many possible casual factors, operating in different systems, at different levels. The analysis of the differences requires that knowledge from different areas be integrated and then applied to evaluate the psychological causes of different behavioral outcomes. Students demonstrate this integration and analysis on exams, quizzes, final paper and self-assessment questionnaires. The self-assessment questionnaires allow students to go beyond merely reading about psychological concepts toward applying these concepts to themselves and their life experience. The scores will be electronically scored and interpreted. Students will then write a response reflecting on their score on the self-assessments.

**4. List the course goals (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
<i>Example: Analyze how systems evolve.</i>	<i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual's development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual's cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans' mental system can account for conditions of veridical representation of one's environment).</i>
1. Analyze how systems evolve.	Students will analyze the development of the self (intrapersonal) in relation to others (interpersonal) and how behaviors evolve that ultimately affects one's daily life. Examining many different aspects and determinants of behavior. Intrapersonal growth and adjustment is a small component that becomes a part of, and impact the larger system of interpersonal growth. Through analyzing behaviors, the social world, intra and interpersonal relationships, the course connects psychology and psychological principles to the real world in a practical way.



<p>2. Compare the study of individual components to the analysis of entire systems.</p>	<p>By understanding the role of each individual component in the well-being and maintenance of our intrapersonal system, students will be able to analyze the system as a whole. Each individual component, such as stress, personality, health, intimate relationships, family, work, and culture, etc., plays an important role in the overall system. For example, one topic is stress. Students will examine the sources (intra and interpersonal) of stress, how each source impacts stress, and how to intervene via each source to regulate stress. Students will learn about moderators that buffers the effects of stress and strategies to manage daily stress. The course goes in depth into how each subsystem in a person's life influences their quality of life.</p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p>System-level thinking is at the core of this class with a main focus on balancing the desires of the individual system with the desires of the system as a whole. Students will evaluate how the presents of other (i.e., friends, co-workers, significant others, or strangers), affects individual decision making. An individual may change a behavior to coincide with the group. A person may cause harm to others because someone in an authority position is telling them to. Consideration of each of these examples require students to think about the range of rules and expectations at a system level.</p> <p>Students will be exposed to how scientific evidence is used to generate public policies. Students will see examples of how research is used to guide public policy changes that ultimately influence behavior choices made by the individual. This course will equip students to know how to make better behavior choices that will provide an increased sustainability of physical and psychological health for individuals.</p>

**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

Among other learning objectives, we will do the following:

- Compare and contrast the psychological research methods used in psychology.
- Evaluate the Psychological theories on personality and use those concepts in helping students better understand themselves and others.
- Analyze the sources of stress in daily life and psychological moderators that buffers the effects of stress and help students adjust and handle that stress.
- Examine the self in the social world along with the determinants of discrimination and prejudice and way of helping students learn how to reduce discrimination and prejudice in their daily lives.
- Evaluate the determinants of attraction and relationships and apply knowledge in helping students achieve healthy relationships and effective interpersonal communication.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
1. Analyze how systems evolve.	As part of their final paper, students will discuss the development of behaviors that makes up the individual and how those behaviors evolve throughout their lives.	20% of the students will be sampled and assessed according to the attached rubric.  50% should score “Good” or better.
2. Compare the study of individual components to the analysis of entire systems.	As part of their final paper, students will analyze and present logical arguments for the impact of individual components (stress, health, others, personality traits, and/or behaviors) on an individual growth and adjustment	20% of the students will be sampled and assessed according to the attached rubric.  50% should score “Good” or better.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will write about the implications of their knowledge for broader social change in their final paper as well. Students will evaluate how others affect individual decision making. Reflecting on the rules and expectations at a system level and how they affect the individual system’s adjustment and growth.	20% of the students will be sampled and assessed according to the attached rubric.  50% should score “Good” or better.

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

The following rubric and scores will be used to evaluate the effectiveness of meeting the stated learning objectives:

The targets are:

- 70% of the work will score 2 or higher.
- 50% of the work will score 3 or higher.

	<b>1</b> <b>Poor</b> (does not meet basic expectations)	<b>2</b> <b>Average</b> (meets basic expectations)	<b>3</b> <b>Good</b> (exceeds expectations)	<b>4</b> <b>Outstanding</b> (far exceeds expectations)
<b>1. Analyze how systems evolve</b>	Fails to identify the key components related to intrapersonal growth and adjustment over time such as developmental windows, decision-making, coping techniques, personality, career fit, and interpersonal relationships.	Identifies the key components related to intrapersonal growth and adjustment over time but fails to explain how they interact to effect intrapersonal growth and adjustment.	Identifies the key components related to intrapersonal growth and adjustment over time and explains how they interact to impact intrapersonal growth and adjustment for that individual.	Identifies the key components related to intrapersonal growth and adjustment over time and explains how they interact to impact intrapersonal growth and adjustment for that individual and for others.
<b>2. Compare the study of individual components to the analysis of entire systems.</b>	Fails to identify the key components related to intrapersonal growth and adjustment such as developmental windows, decision-making, coping techniques, personality, career fit, and interpersonal relationships..	Identifies the key components related to intrapersonal growth and adjustment but fails to explain how they interact to effect intrapersonal growth and adjustment of the individual (i.e., the system).	Identifies the key components related to intrapersonal growth and adjustment and explains how they interact to impact the individual (i.e., the system).	Identifies the key components related to intrapersonal growth and adjustment and explains how they interact to impact intrapersonal growth and adjustment for that individual and for others.
<b>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</b>	Fails to understand how an individual impacts her/his personal environment, community, and region AND vice versa such as developmental windows, decision-making, coping techniques,	Recognizes how an individual impacts her/his personal environment, community, and region AND vice versa BUT cannot explain how the key components interact in this process.	Recognizes how an individual impacts her/his personal environment, community, and region AND vice versa AND can explain how the key components interact in this process for the individual.	Recognizes how an individual impacts her/his personal environment, community, and region AND vice versa AND can explain how the key components interact in this process for the individual and for others.

	personality, career fit, and interpersonal relationships..			
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**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

Students must write a final reflection paper in which they must use evidence to support their arguments. Evidence will come mainly from our course content, and students must synthesize this to make compelling arguments. Successful evidence usage is incorporated into paper evaluation. The 3 more specific Connections Course goals also are assessed in the final paper. This paper constitutes the assessment artifact.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

# SYLLABUS

## PSY 250 “Adjustment and Personal Growth”

Instructor: Mr. Mark Graves, M.A.Ed., M.A.

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**E-mail** is the **best** way to contact me, rather than phoning my office, as I will do the majority of work during the term from my home. I will be glad to call you if you e-mail and request me to do so. E-mails or Bb are normally sufficient in answering questions. Please understand, I know things happen especially with electronics. If mistakes are made, don't hesitate to email me about it!

### Required Materials

- 1) *Psychology and the Challenges of Life*, 12<sup>th</sup> edition. Nevid, J.S. and Rathus, S.A.. Hoboken, NJ: Wiley and Sons.

### Course Description

This course is designed to provide students with a broader perspective on Individual, social, and cultural determinants of personal growth and healthy life adjustment. Topics include personality, stress and coping, attraction, relationships and communication, the self, social influences on behavior, career development and decision-making.

### Colonnade Connections Course: Systems Student Learning Outcomes

Students will examine the human systems by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this course will:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

### Course Learning Objectives

- Identify: the key figures and important contributors to the psychology of adjustment, the development and different aspects of the self, the influence of others on the individual and on decision making, the sources of stress and how to manage stress, the determinants of attraction, the sources of prejudice and how to reduce prejudice, the social influences on behavior and relationships.
- Describe the key concepts of the major psychological theories relating to adjustment and growth.
- Evaluate the theoretical concepts and processes and mechanisms underlying behavior and mental processes.
- Apply psychological concepts and principles to real life examples.

## **WKU Disability Statement**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745 5004. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

## **Course Requirements**

### ***COMPONENTS***

#### **I. Exams**

There are three **(3) exams @ 100 points** each. Each exam covers approximately 4 chapters. Students are responsible for all material associated with an exam and the course.

#### **2. Quizzes**

There are twelve **(12) quizzes @ 30 points** each.

#### **3. Assignments**

There are **12 assignments (12) @ 20 points each**. There are 29 self-assessments throughout the textbook. There is at least one per chapter with some chapters having as many as 4. Students will be required to complete one assessment per chapter for a total of twelve assessments.

#### **4. Reflection Paper 100 points**

Students will write a 5 page, doubled spaced reflection paper about how different levels of their system affects their approach to either romantic relationships or career choice. Paper must be in Times New Romans with 12 pt. font, one inch margins and APA format. Paper will be submitted on Blackboard. Reflection paper must answer the following learning outcomes:

Reflect on how your a) Personality traits, b) Family (parents &/or caretakers), and c) Community/Culture impact your approach to either 1) romantic relationships or 2) career choice.

1. Analyze how your approach has evolved.
2. Compare the relative contribution of each component, i.e., a/b/c.

### **ONE APPROACH TO THE REFLECTION PROCESS**

- (a) *Identify* a fascinating issue, or concept that arose out of the course material.
- (b) *Relate* this to your experience and/or knowledge; you can also start with your experience and connect it to the course material
- (c) *Consider* how (a) helps to understand or even challenge (b) and vice versa

(d) What are the implications of this in terms of your intellectual development, individual growth and/or understanding, or career goals?

## Final Grades

12 Assignments [20 points each]	= 240 points
12 Quizzes [30 points each]	= 360 points
3 Exams [100 points each]	= 300 points
1 Paper [100 points]	= 100 points
<i>Total Points = 1000 points</i>	

<b>A = 900 - 1000</b>
<b>B = 800 - 899</b>
<b>C = 700 - 799</b>
<b>D = 600 - 699</b>
<b>F = &lt; 600</b>

## HOW TO DO THE HOMEWORK ASSIGNMENTS:

Use the following guidelines throughout the term to analyze your answers to the ASSIGNED scales in “*Psychology and the Challenges of Life*”. Start each scale with a boldface new header that is the scale name, left adjusted and underlined.

Format your answers with each letter below starting on a new line.

**My Score.** Use complete sentences **in your own words** to:

- A) describe the range of points possible,
- B) what the high and low points mean or indicate, and
- C) the score you obtained and where it falls in the range.

**My Personal Response.** For each scale, write up in complete sentences:

- D) your reaction to, or reflection on, the score you received, and
- E) what the text author or scale creators and you see as the value of this scale..

**You may use this template to answer your questions to the assigned scales.**

**This scale is being submitted by (your name)**

**This scale is named:**

**A. The range of this scale is from a low of \_\_\_\_ to a high of \_\_\_\_.**

**B. The lowest score represents:**

**The highest scores represent:**

**C. My score on this scale is \_\_\_\_, which places me near/at the \_\_\_\_\_ point of the range.**

**Wiley Plus’ interpretation of my score is:**

**D. Upon reflection, my reaction to my score and interpretation is (does it represent you, or not, and why/not?) Be thorough in your answer and give examples!**

**E. The value of this scale, according to the text is:**