

NOMINATION FORM FOR STATE GUARANTEE GENERAL EDUCATION DESIGNATION

A course must be an institution approved general education course

Section A: Complete Section A and check the General Ed category and criterion that the proposed course is designed to address. For example, a Geography course would check Social And Behavioral Science and criterion 4		CCHE Use Only Date Received: Date of Review:
Applying for State Guarantee under the content criteria for	CONTENT CRITERIA	
➤ Arts and Humanities <input type="checkbox"/>	1. Arts and Expression	
	2. Humanities	
	3. Ways of Thinking <input type="checkbox"/>	
➤ Communications	1. Intro Writing	
	2. Advanced Writing	
➤ Mathematics	All Criteria required – do not need to select	
➤ Natural & Physical Science	All Criteria required – do not need to select	
➤ Social & Behavioral Science	1 Historical, cultural or social frameworks	
	2 US History framework	
	3. Economic and political systems	
	4. Physical and cultural geography	
	5. Human behavior	
Course number PHIL 110	Credit Hours 3	
Course name Figures in Western Philosophy		GE matrix number
Prerequisites None		
I certify that this course is an approved general education course offered at my institution. The attached content curriculum description applies to all course sections taught at my institution, in accordance with NCA guidelines.		
Signature of Provost/Vice – President of Instruction		Date

SECTION B: Complete sections 1 –5 and any other section that applies to the nominated course unilaterally at your institution. For example, if all sections of a writing course require the development of technology skill, complete section 7. You may reference content or curriculum guides, syllabi, or attach supporting documents in responding to a question.
1. State scope of course and the primary concepts or topics it covers. The course is a historical introduction to philosophy by way of the study of selected works by a variety of major figures in the history of Western philosophy. Students are familiarized with the outlines of the history of Western philosophy and introduced to the thought of from three to five of the most important figures in that history taken from the following list: Plato, Aristotle, Aquinas, Descartes, Hobbes, Leibniz, Berkeley, Hume, Kant, Nietzsche, Heidegger, Wittgenstein, Foucault, and Arendt. Issues examined include issues from the areas of logic, ethics, metaphysics, and epistemology—the four most important subdisciplines of contemporary philosophy. Precise topics covered may vary with the instructor and with varying choices of figures and texts. For the details regarding the version of the course presently being offered by the only member of the department who currently teaches it, see the attached course section syllabus for PHIL 110 for this coming fall.
2. Provide rationale and/or evidence for how the nominated course meets the specific content criteria The course plainly meets the criterion for courses in the “Ways of Thinking” subcategory of the Arts and Humanities area. Students successfully completing the course are certain to “obtain a broad understanding of the different questions dealt with by leading philosophers and their positions on those questions.” By virtue of the very design of the course, students obtain such an understanding of the questions dealt with by three to five of the most important philosophers in the history of Western philosophy in the selected texts as well as with the positions on those questions developed by those three to five philosophers in those texts. Additionally, as indicated in the response to (1) above, students taking this course become familiar with fundamental concepts and issues pertaining to the areas of logic, ethics, metaphysics, and epistemology at the very least.

<p>3. Describe student outcomes</p> <p>In this course, students</p> <ul style="list-style-type: none"> • become familiar with the outlines of the history of Western philosophy • acquaint themselves with the thought of some of the most important thinkers in the history of Western philosophy • acquire a sense of what philosophy is and of how it resembles and differs from such forms of inquiry as mathematics, history, and science • learn something of the impact philosophy has had and still can have on people's lives • become more active, more thoughtful, and more careful, and more discerning readers • become better and more reflective writers • become capable of recognizing, analyzing, evaluating, and constructing arguments 						
<p>4. Describe how students demonstrate and develop critical thinking in this course.</p> <p>Working with philosophical texts <i>entails</i> working with complex questions and ideas and with carefully constructed pieces of reasoning. There are few routes to the development of skills in critical thinking that are superior to that of learning how to think critically about the content of such texts. In addition, students are explicitly familiarized with the basic concepts and techniques necessary for argument identification, argument analysis, and argument evaluation.</p> <p>Students demonstrate their abilities in this area at the very least in the paper or papers that they write for the course.</p>						
<p>5. Describe how students demonstrate and develop reading competency</p> <p>Again, the nature of the primary texts for the course ensures that students who take the course seriously will hone their reading abilities and become more sophisticated readers than they are likely to become as a result of working only with standard college texts. Working with seminal texts from the history of philosophy of the kind used in this course requires students to become thoughtful, active readers capable of (1) detecting subtle nuances of meaning, (2) discerning the structure and point of complex pieces of reasoning and complex philosophical strategies, (3) following and understanding such shifts from speech act to speech act as those characteristic of transitions from the formulation of questions to the consideration of various possible answers to those questions, and from the presentation of arguments in support of such answers to the suggestion of ways in which questions and objections that might be formulated about such answers and arguments might conceivably themselves be answered or met, (4) paraphrasing complex textual materials accurately, and (5) reading with an eye to marshaling arguments for and against competing interpretations of a text.</p> <p>Students demonstrate their ability to do these things at the very least in the paper or papers they write for the course.</p>						
<p>6. Describe how students demonstrate and develop written communication competency</p> <p>The written work students produce for this course</p> <ul style="list-style-type: none"> • requires them to work with primary texts, <i>viz.</i>, the philosophical works covered in the course • is graded, in part, on the quality of their writing, including their spelling, grammar, punctuation, and diction • involves them in critically assessing both their own ideas and the ideas of the philosophers about whom they are writing • requires them to develop their own ideas in relation to the ideas of the philosophers about whom they are writing • takes the form of one or more reasoned defenses of philosophical theses • provides them with opportunities to work on refining their abilities as writers 						
<p>7. Describe how students demonstrate and develop technology competency</p> <p>Not applicable.</p>						
<p>8. Describe how students demonstrate and develop mathematics competency</p> <p>Not applicable.</p>						
<p>III. Check all course formats that apply to this course.</p>	<p>Classroom</p> <p><input type="checkbox"/></p>	<p>Internet</p>	<p>Interactive TV</p>	<p>Individualized instruction</p>	<p>Correspondence</p>	<p>Other</p>

1. Attach the documentation that is submitted to your institution's general ed council to gain general education approval (e.g., generic curriculum syllabus, content guide)

2. Attach the course section syllabus for the nominated course.

Four-year institutions: Attach 3 examples of course syllabi representing how the course is taught by different faculty.

Community colleges: Attach 1 course syllabi from each college representing how the course is taught by different faculty.

3. If any course section is offered as self-paced instruction, including correspondence, individualized instruction, attach the quality standards that apply to the course section and syllabi from all these course sections.