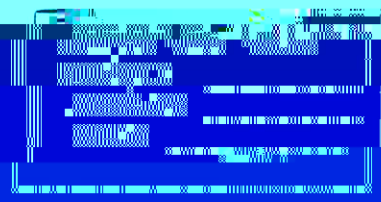
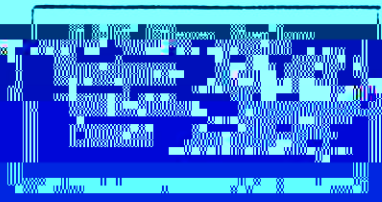


11/11/2020

CURRICULUM PROPOSAL

UNIVERSITY OF WINDHOLE



1. NAME OF THE COURSE: Business Administration

2. COURSE CODE: BA101

3. COURSE DESCRIPTION: This course is designed to provide students with a comprehensive understanding of business administration, covering topics such as management, marketing, and finance.

4. COURSE OBJECTIVES: By the end of this course, students should be able to:

- 1. Understand the basic concepts and principles of business administration.
- 2. Analyze the internal and external environment of an organization.
- 3. Apply management theories and practices to solve organizational problems.
- 4. Develop effective communication and leadership skills.
- 5. Evaluate financial statements and make informed business decisions.

5. COURSE CONTENTS: The course covers the following topics:

- 1. Introduction to Business Administration
- 2. Management Functions: Planning, Organizing, Staffing, Leading, and Controlling
- 3. Organizational Structure and Design
- 4. Human Resource Management: Recruitment, Selection, Training, and Development
- 5. Marketing Management: Market Research, Product Development, Pricing, Promotion, and Distribution
- 6. Financial Management: Financial Statements, Budgeting, and Investment Decisions
- 7. Business Law and Ethics

6. COURSE EVALUATION: The course will be evaluated through a combination of written examinations, assignments, and practical projects.

7. COURSE COORDINATOR: Dr. [Name]

8. COURSE APPROVAL: Approved by the Faculty of Business Administration

9. COURSE EFFECTIVE DATE: 2020/2021

10. COURSE REVIEW DATE: 2022/2023

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies

Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.]
Please indicate that no single course is expected to shoulder all by itself the

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments as

allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi periodic

E. The Liberal Studies Criteria indicate six ways in which all courses should

contribute? Check all that apply and attach an explanation.

1. Present the major ethical issues which pertain to the subject matter.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might

the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate while one in

Course Syllabus

Psychology of Death & Dying - PC 378

Gordon Thornton

Texts: DeSpelder & Strickland. The Last Dance: Encountering Death and Dying (2nd ed.). Palo Alto, CA: Mayfield.
Articles listed in the attached reference sheet.

<u>Topic</u>	<u>DeSpelder</u>	<u>Articles</u>
CONCEPTS OF DYING AND DEATH		
American attitudes toward death	Chapter 1	Aries
Death anxiety		
Cross cultural viewpoint	Chapter 2	Corcos & Krupka
philosophical & religious viewpoint	Chapter 14	
DISCUSSION: Concept of death		
Development of concept of death	Chapter 3	Nagy
DISCUSSION: Children's death literature		Culig et al.
Children and death	Chapter 8	Zwartjes et al.
TEST		
THE DYING PROCESS		
Reactions to the dying process	Chapter 5	Dattiger

Homework exercises, attendance for class guest speakers, and field trips are 5 points. Class participation is worth up to 40 points. Class participation will involve class exercises, class (not group) discussion, and questions to guests.

REQUIRED READINGS FOR PSYCHOLOGY OF DEATH & DYING (PC 378)

Aries, P. (1982). The hour of our death (Five variations on four themes, pp 603-614). New York: Vintage Books.

Corcos, A., & Krupka, L. (1983-84). How death came to mankind: Myths and legends. Omega: Journal of Death and Dying, 14, 187-199.

Nagy, M. (1948). The child's theories concerning death. Journal of Genetic Psychology, 73, 3-27.

Gullig, B., Thornton, G., & Robertson, D. H. (1986). The effect

of the personality of the deceased on the development of concept of death in children. In R.A. Pacholski (Ed.), No Searching death: Selected essays in death education

and counseling. Lakewood, Ohio: Forum for Death

Lindemann, E. (1944). Symptomatology and management of acute

McMurtry, L. (1976). Teams of endearment. NY: New American Library.

Mitford, J. (1963). The American way of death. NY: Simon & Schuster.

Plath, S. (1971). The bell jar. NY: Harper & Row.

Percent of course grade

Tests (at 60 points for each of the 4 tests) = 48%

Homework assignments (60 points) = 12%

Small group discussions (60 points) 12%

Book reaction paper (40 points) 8%

PART II - LIBERAL STUDIES GOALS

A. Intellectual Skills and Modes of Thinking

A. 1. Death and dying involves many disciplines and thus synthesizes information from various sources. Through questions for reaction and discussion students are forced to critically evaluate their ideas and opinions. The complexity of the human reaction to dying, death and bereavement is detailed in the reading. It is hoped that students will formulate a philosophy(ies) that integrates the knowledge base with the student's personal history and individual personality and the social environment.

A. 2. Writing and speaking are required through classroom discussions

outline) reflects this breadth. Many misconceptions and untrue assumptions are challenged through discussion and reading material. The knowledge base has grown substantially in the past 15 years. There are at least 3 scholarly journals devoted to thanatological topics: Death Studies, Omega: Journal of Death & Dying, and Suicide and Life Threatening Behavior. As future consumers of various facets of our

will be encouraged to make choices for themselves as they evolve their own philosophy about dying and death. As an example, in a discussion on suicide students will consider whether a person has the right to commit

