

**Queens College  
Undergraduate Curriculum Committee**

<b>Proposal for an Upper-Level Requirement in Integration and Synthesis Academic Senate Meeting December 4, 2008</b>
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**Requirement:**

After completion of at least 60 credits, all students are required to complete at least one 300-level course at Queens College designated as an "Integration and Synthesis" or "Major Capstone." [Effective Fall 2009]

**Rationale (from the General Education Task Force Report)**

Upper-Division General Education –Integration and Synthesis.

At the upper-division level, general education courses that cross various areas of knowledge will enable students to draw on a broad range of knowledge and skills acquired throughout their undergraduate training. These courses will present opportunities for students to integrate general education in a broad, cross-disciplinary way and to demonstrate their mastery of the core critical abilities. Such courses are intended to provide a means to sharpen students' critical thinking, as well as their analytical and communication skills. Students should learn to put different areas of knowledge and experiences together and draw connections across domains of knowledge. Such a course should present an opportunity for students to experience significant intellectual challenges and satisfactions in their junior and senior years.

**Criteria.**

To qualify for the *Synthesis and Integration* category, a course must be an upper-division (300-level\*) course where the content intentionally crosses areas of knowledge (i.e., majors or those defined in the PLAS requirements), has content appropriate for non-majors who have adequate yet reasonable prerequisites (although potentially also appropriate for majors within the department.), allows students to integrate general education in a broad, cross-disciplinary way and to demonstrate their mastery of the core critical abilities, as well as to offer upper-level students opportunities to probe deeper into cultural, philosophical, scientific, artistic, political, and other issues while sharpening their critical thinking, analytical and communication skills. Capstone courses in a major may be designated to fulfill this requirement if it can be shown that there is a synthesis that draws significant connections between different subjects in the major.

*\* The College Bulletin (2003-2005, page 65) describes a 300-level course as "Advanced or upper-level courses not usually taken before the junior year. They may have prerequisites or corequisites at the intermediate level or above, but in general students are expected to have or to provide themselves with the background information implied by the course title and description. These courses also require more responsibility, initiative, and independence than lower-level courses, and students must use the scholarly skills they have been introduced to in earlier courses."*

**Implementation:**

Departments may submit existing, reworked or new courses for consideration by the UCC as integration and synthesis or major capstone courses. The UCC will use the criteria as presented in this proposal. Courses may be taught by one instructor or be team-taught, and no course model (e.g., lecture-discussion, seminar, internship, individual research project) is necessarily preferred or excluded.