Proposing a course at Queens: overview of workflow

### Committees

**GEAC: General Education Advisory Committee**
- Ad-hoc sub-committee of the UCC (geac@qc.edu)
- Members & minutes: [http://qcpages.qc.cuny.edu/ctl/gened/geac/](http://qcpages.qc.cuny.edu/ctl/gened/geac/)
- Meets monthly, on first Wednesday of the month

**WISC: Writing Intensive Sub-Committee**
- Ad-hoc sub-committee of the UCC (ucc@qc.edu)
- Members: [http://qcpages.qc.cuny.edu/Writing/wisc.htm](http://qcpages.qc.cuny.edu/Writing/wisc.htm)
- Minutes not public
- Meets monthly

**UCC: Undergraduate Curriculum Committee**
- Committee of the Academic Senate (senate@qc.edu)
- Charge: [http://qcpages.qc.cuny.edu/AcademicSenate/bylaws.html](http://qcpages.qc.cuny.edu/AcademicSenate/bylaws.html)
  (search for "Curriculum Committee - Undergraduate")
- Members: [http://qcpages.qc.cuny.edu/AcademicSenate/UCC/membership.html](http://qcpages.qc.cuny.edu/AcademicSenate/UCC/membership.html)
- Minutes not public
- Meets monthly, on first Thursday of the month (?)

**Senate**
- Members, charge, & minutes: [http://qcpages.qc.cuny.edu/AcademicSenate/](http://qcpages.qc.cuny.edu/AcademicSenate/)
- Agenda & previous meeting’s minutes (which include UCC minutes) distributed on paper to Senate members ahead of meeting
- Schedule: [http://qcpages.qc.cuny.edu/AcademicSenate/schedule.html](http://qcpages.qc.cuny.edu/AcademicSenate/schedule.html)
- Agenda is set by the Executive Committee of the Senate

**BoT: Board of Trustees**
- Minutes posted periodically in University Reports section of the CUNY Portal: [http://www.cuny.edu](http://www.cuny.edu)

### Documentation

**GEAC**
For courses designed to meet PLAS (Perspectives on the Liberal Arts and Sciences) requirements:
- Narrative (justification, course materials, assessment, administration) + sample syllabus
- Instructions: [http://qcpages.qc.cuny.edu/ctl/gened/proposing.html](http://qcpages.qc.cuny.edu/ctl/gened/proposing.html)

* GEAC has been asked by the UCC to not review QR (Quantitative Reasoning) or PI (Pre-Industrial) components of PLAS courses; those presumably go directly to the UCC; there are no available instructions

**WISC**
For courses designed to be W (Writing Intensive)
- Current catalog description + sample syllabus + departmental policy statement on how W criteria will be met by course
- Instructions: [http://qcpages.qc.cuny.edu/Writing/proposew.htm](http://qcpages.qc.cuny.edu/Writing/proposew.htm)

**UCC**
For all other undergraduate curriculum matters (new courses, changes to existing courses, new majors, new programs, etc.)
- Instructions: [http://qcpages.qc.cuny.edu/AcademicSenate/UCC/GuideToCurriculumChanges.PDF](http://qcpages.qc.cuny.edu/AcademicSenate/UCC/GuideToCurriculumChanges.PDF)

November 2009, Eva Fernández, Center for Teaching & Learning
Proposing a Perspectives course: overview of GEAC workflow

Proposals are reviewed by 2 GEAC members: one from the proposing department’s division, one from a different division. Reviews are archived online and used by liaison in communications with the department.

### Requirements

Areas of Knowledge and Inquiry
- Reading Literature (RL)
- Appreciating and Participating in the Arts (AP)
- Cultures and Values (CV)
- Analyzing Social Structures (SS)
- Natural Science (NS, NS+L)

Contexts of Experience
- United States (US)
- European Traditions (ET)
- World Cultures (WC)

Extended Requirements
- Pre-Industrial Society (PI)
- Abstract or Quantitative Reasoning (QR)

### Criteria

All Perspectives courses must satisfy Criteria 1-3:
1. Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge acquired; that is, how questions are asked and answered.
2. Position the discipline(s) in the liberal arts curriculum and the larger society.
3. Address the goals for their categorization as fulfilling an Area of Knowledge and Inquiry requirement, and (as appropriate) a Context of Experience and/or an Extended Requirement.

Criteria 4-8 are optional, and are fulfilled by courses when appropriate:
4. Be global or comparative in scope.
5. Consider diversity and the nature and construction of forms of difference.
7. Reveal the existence and importance of change over time.
8. Use primary documents and materials.

### Bipartite structure of proposals

**Narrative**, including the following sections:
1. Header listing course number, title, contact person, and date proposal was approved by the department
2. **Justification of how course meets criteria**
3. Course materials, and description of relation to criteria
4. Assessment
5. Administration

**Sample syllabus**, with remarks on how course meets criteria

### Procedures to be worked out

The process isn’t clear for courses that meet QR and PI. By request of the UCC, GEAC doesn’t evaluate whether proposals adequately meet these two requirements.

- Some QR courses don’t meet an Area of Knowledge and Inquiry
- All PI courses (so far) meet an Area of Knowledge and Inquiry

There is nothing in place (yet) for courses designed to meet the upper-level ICE requirement

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Details:
http://qcpages.qc.cuny.edu/AcademicSenate/UCC/GenEd/General%20Education%20V5.0.pdf