

**Perspectives on the Liberal Arts and Sciences: Course Proposal Narrative**  
**General Education Advisory Committee**  
**Queens College, City University of New York**

**Course Title:**

**Primary Contact Name and Email:**

**Date course was approved by department:**

**Justification**

Please describe how the course will address criteria for Perspectives on the Liberal Arts and Sciences courses.

Be sure to include an explanation of the course's specific learning goals for students to make a connection between these and the general criteria for Perspectives courses.

**Criteria Checklist**

Please be sure that your justification addresses all three criteria 1-3, below. For criteria 4-8, please check all that apply and discuss these in your justification.

A Perspectives course must:

1. Be designed to introduce students to how a particular discipline creates knowledge and understanding.
2. Position the discipline(s) within the liberal arts and the larger society.
3. Address the goals defined for the particular Area(s) of Knowledge the course is designed to fulfill.

In addition, a Perspectives course will, where appropriate to its discipline(s) and subject matter:

4. Be global or comparative in approach.
5. Consider diversity and the nature and construction of forms of difference.
6. Engage students in active inquiry.
7. Reveal the existence and importance of change over time.
8. Use primary documents and materials.

## **Course Materials, Assignments, and Activities**

Please provide an annotated list of course readings and descriptions of major assignments or exams for the course, as well as distinctive student activities that will engage students in working toward the course goals discussed in the course description and/or justification.

Please include the author and title for each reading or text, along with a short description providing information about how the reading will contribute to course goals.

## **Assessment**

Perspectives courses must be recertified every five years, and we are seeking ideas for how to best carry out this assessment. What forms of evidence that the course is meeting its goals as a Perspectives course would be appropriate to collect for this course during the next five years? How would you prefer assessment to be conducted? How might evidence of effective teaching and student learning be collected and evaluated?

## **Administration**

What process will your department develop to oversee this course, suggest and approve changes, and conduct assessment? Who will be in charge of this process? Also indicate whether the course will be primarily taught by full-time or adjunct faculty, or by a combination of the two types of instructor.