

**Perspectives on the Liberal Arts and Sciences  
Course Proposal**

**General Education Advisory Committee  
Queens College, City University of New York**

**I. Course Information**

Course Title:

Credits:  Prerequisites:

Existing course, course number:

New course

Department:

Department Contact:

*Area of Knowledge and Inquiry*

(select one)

- Reading Literature (RL)
- Appreciating and Participating in the Arts (AP)
- Culture and Values (CV)
- Analyzing Social Structures (SS)
- Natural Science (NS)

*Context of Experience*

(select only if the course emphasizes one of the following)

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

*Extended Requirements*

(select only if the course meets one of the following)

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

The following information is useful to the subcommittee to estimate the college's progress toward the goal of offering enough sections and seats in each Perspectives category. How often does the department anticipate the course will be offered? Please also estimate the anticipated number of sections and number of seats per section.

Every semester                      number of sections:                       number of seats per section:

Every Fall or  Every Spring                      number of sections:                       number of seats per section:

Other:    number of sections:                       number of seats per section:

**Course Description**

Please include a course description. If the course will include variable topics or be taught in various forms, please provide as many descriptions of specific sections as possible.

## II. Criteria for Perspectives Courses

### 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.

### **III. 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.

### **IV. 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?

## V. 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.

## VI. Syllabus

Please attach a sample syllabus (or set of syllabi, for courses on variable topics or courses that will be taught in variable formats).

Some resources to guide syllabus construction:

- The Provost's page outlining guidelines for syllabi:  
[http://qcpages.qc.cuny.edu/provost/Cur\\_stud/Syllabus\\_expectations.htm](http://qcpages.qc.cuny.edu/provost/Cur_stud/Syllabus_expectations.htm)
- Sample syllabi for W courses, from Writing Across the Curriculum:  
<http://qcpages.qc.cuny.edu/writing/wsyllabi.htm>
- Goals for Student Writing at Queens College:  
<http://qcpages.qc.cuny.edu/writing/Goals.htm>
- Harvard's Bok Center for Teaching and Learning, suggestions for syllabus planning:  
<http://isites.harvard.edu/icb/icb.do?keyword=k1985&pageid=icb.page29695>
- Lehman College's Gen Ed Syllabi Project:  
[http://www.lehman.edu/lehman/programs/generaledu/gened\\_syllabi\\_project.html](http://www.lehman.edu/lehman/programs/generaledu/gened_syllabi_project.html)

**Submit this completed form and a sample syllabus (or set of syllabi) by email to Eva Fernández ([eva.fernandez@qc.cuny.edu](mailto:eva.fernandez@qc.cuny.edu)), Director, Center for Teaching and Learning.**