

## Course Approval Requirements

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The Perspective Committee welcomes requests from faculty who would like their courses to meet a general education requirement. The committee serves as both reviewer and resource. The committee reviews a request to help ensure consistency across the curriculum. The committee serves as a resource because members work with faculty outside of general education to strengthen a course and to ensure student success with respect to the learning perspectives and competencies.

### Instructions

Please refer to the information in this document as you complete the Course Approval Form. Send an electronic copy of a completed Course Approval Form along with the course syllabus to the Perspectives Committee Chair, Paula LaRocca at [PLarocca@goodwin.edu](mailto:PLarocca@goodwin.edu).

The Perspectives Committee will review the information at its monthly meeting. If recommended for approval, the Chair will forward the information to the Academic Affairs Committee and the Vice President of Institutional Effectiveness. As a result, the course title will be followed by the appropriate letter or letters in the next publication of the college catalog. If the course is not recommended for approval, the Chair will contact you to discuss suggested revisions or additions. Please be assured that the committee welcomes resubmissions.

The committee will approve courses that clearly describe how students have the opportunity to develop the perspectives and/or competencies described below. Specifically, the committee considers the course outcomes, the nature and number of assigned readings, assignments, class activities and the grading policy. Furthermore, approved courses also indicate how student learning will be assessed.

### Learning Perspectives<sup>1</sup>

*In fulfilling the mission of the college, students in the baccalaureate degree programs take general education courses within five major learning perspectives: Communications Systems; Cultural; Analytical; Social Sciences and Global. Students in associate degree programs take courses in four major learning perspectives: Communications, Cultural, Analytical and Social Science. These perspectives represent areas of learning which develop students' knowledge considered essential for the well educated person.*

#### Communications Systems Perspective - CS

Communications courses require extensive student preparation and practice in building the skills needed for *written, oral or technological modes of communication* and provide built-in application opportunities for students to demonstrate communication competency.

Communications courses must focus on developing students' speaking and listening skills, with concentration on organization, delivery (including body language, speech patterns, and visual aids) and adaptation to the audience.

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<sup>1</sup> Based on the 2009-2010 catalog.

- In addition, the design of the course should provide intense public presentation experience, with at least three major speech assignments shaped by three distinct rhetorical modes using an appropriate voice and proper documentation of sources.
- The syllabus should include readings and speeches by named authorities in the field that model clear and effective communication skills, and should indicate a key assignment that demonstrates the students' understanding of this aspect of the competency.
- The grading policy set forth in the syllabus should specify a substantial weight for course work that meets this requirement.

Composition courses must focus on honing basic writing skills, beginning with the construction of clear and grammatical sentences and paragraphs, and culminating in college-level essay development, controlled and shaped by a thesis sentence.

- In addition, the design of the course should provide intensive writing experience, with at least one key assignment illustrating the students' ability to develop sustained analyses using an appropriate voice and style, as well as proper documentation of sources.
- The syllabus should include readings by named authorities in the field that model clear and effective college-level writing, and should indicate a major writing assignment that demonstrates the students' understanding of this aspect of the competency.

Technological communication courses focus on developing proficiency in computer skills needed for functioning in today's academic, business and social arenas, and on keeping current on the latest developments in the electronics communication fields.

- The syllabus should indicate assignments related to using the computer for Internet and library research, as well as activities designed to teach and assess students' competency using the Microsoft Office Business Suite (i.e., Word, Excel, PowerPoint, Access and Outlook).
- The student should also learn to use a current operating system for file management and other basic tasks.
- Activities and assignments that promote self-directed learning and basic problem solving should also be included.

### **Analytical Perspective - A**

To develop methods of critical thinking, including the scientific method, inductive and deductive reasoning, comparative analyses, and the application of statistical techniques, science and mathematics courses are required in this perspective.

- Mathematical processes and general paradigms of logical thinking focus on developing ability to analyze and synthesize data, use quantitative methods to solve problems and draw inferences, recognize sources of errors, prejudices or stereotypes and apply evidence for valid argumentation.
- Analytical perspective courses provide opportunities to question, hypothesize, collect data, plan solution strategies, experiment, analyze and draw conclusions.

### **Social Sciences Perspective - S**

Social Sciences courses include studies in sociology, psychology, anthropology or multiculturalism.

- These focus on active participation in class discussions regarding social, cultural and cross-cultural norms and sanctions.

- Courses provide activities such as attending films, lectures or dramatic presentations of social and/or cultural issues to help understand and analyze the importance of human behavior and cultural forces on society.
- Emphasis is on analysis of social, political, economic, cultural and cross-cultural factors and their impact upon the individual and society. The impact of these forces as they affect human behavior and mental processes are examined in this perspective.

### **Cultural Perspective - C**

Cultural Perspective courses encompass the study of the humanities, fine arts, languages or literature; they strongly emphasize reading and analyzing academic, philosophical, and/or literary texts from classical and modern sources.

- Discussions center on human values, including philosophical inquiry into morals and ethics, religion, life choices, the fine arts and the performing arts, as well as the influence of politics and society on these values.
- Consideration is given to the historical forces in Western and world-wide cultures that shaped the development of human values and conflicting value systems.
- Students participate in discussions; attend art and music events on their own or as a group, and write extensive essays based on assigned readings, to demonstrate knowledge, awareness of others' opinions, critical thinking, and logical presentations of their reflections.

### **Global Perspective – G (Bachelor degree only)**

Global Perspective courses in history, politics, or economics examine historical events and social, cultural, and political forces that shape societies and individuals.

- These courses strongly emphasize cause-and-effect relationships of the past and present in national and world politics and economics.
- Factual information to provide a chronology of significant persons, events, and trends in the periods is covered in these courses. Attention is given to examination of the individual's relationship to history and politics.
- Courses engage students in active participation in class discussions and simulations; courses emphasize observation of political and economic trends, provide out-of-classroom course-pertinent activities such as working for a candidate, attending town council meetings, writing appropriate letters to the editor of local newspapers, or visiting museums to observe objects relevant to a historical or political period.
- Focus of written essays is based on assigned readings in which students demonstrate knowledge, awareness of others' opinions, critical thinking, and logical presentations of their reflections.

### **World Focus – G/w**

- To meet the world requirement, a course and its syllabus must focus on the historical events and social, cultural, and political forces that significantly affect regions of the world beyond the United States.
- The syllabus should include readings by named authorities in the field, and should indicate a key assignment that demonstrates the students' understanding of this aspect of the perspective.
- The grading policy set forth in the syllabus should specify a substantial weight for course work that meets this requirement.

## **United States Focus – G/us**

- To meet the United States requirement, a course and its syllabus must focus on historical events and social, cultural, and political forces that significantly affect the United States.
- The syllabus should include readings by named authorities in the field, and should include a key assignment that demonstrates the students' understanding of this aspect of the perspective.
- The grading policy set forth in the syllabus should specify substantial weight for course work that meets this requirement.

## **Competencies**

*In addition to perspectives, students enrolled in bachelor degree programs are required to take courses to fulfill the following competencies. These are skills which the institution considers necessary to deal effectively with academic and intellectual endeavors.*

### **Multiculturalism – mc**

A course to provide students with opportunities to gain a better understanding of their own culture while forming or increasing awareness and sensitivity to other cultures.

- Through a variety of delivery strategies and effective communication strategies, the multicultural course demonstrates the contribution of each studied culture from a societal standpoint and concentrates on the similarities of each culture while respecting and embracing differences.
- Focus is on developing student skills to recognize and shape, if necessary, a preconditioned attitude or pattern of behavior into new actions and responses that encourage cooperation and harmony in professional, sociological, clinical, national, and global spheres.

*Additional requirements:*

- To be designated as multicultural, a course must devote a substantial amount (at least 25%) of its time as indicated on the syllabus, to analyzing mainstream America, ethnic/minority American, and World cultures and their values, noting similarities, differences, and prejudices, but fostering an appreciation of the benefits of diversity in American society.
- The syllabus should include readings by named authorities in the field, and should include a key assignment that demonstrates the students understanding of the competency.
- The grading policy set forth in the syllabus should specify a substantial weight for multicultural-related course work.

### **Advanced Writing – aw**

Advanced writing courses build on the general college-level rhetorical reading and writing strategies students have learned in earlier courses (i.e., persuasion, logic, research methods, diction, language usage, sentence combining, and editing).

Advanced writing courses should prepare students to do advanced level critical analysis and writing.

Advanced writing courses must involve writing assignments that (a) demand analysis, synthesis, and application of the subject matter of the course; (b) require substantial original composition (i.e., essays students have written to meet the requirements of one course, and essays that total at least 20 to 30 pages over the course of a semester); (c) involve multiple drafts of writing assignments throughout the course of the semester; and (d) count for at least 40% of the course grade.

### **Ethics/Philosophy – e/p**

A course to provide students with the substantial opportunity to examine the bases for ethical conduct, ethical standards in the real world of daily human dealings, and the relationship of ethics and morals; to weigh a variety of philosophical answers to questions such as the purpose of human existence, freedom versus determinism, and the nature of aesthetics; and finally to develop logical and critical thinking skills in analyzing and evaluating arguments in ethics and philosophy.

#### *Additional requirements:*

- To be designated Ethics/Philosophy, a course must devote a substantial amount (at least 25%) of its time, as indicated on the syllabus, to examining philosophical issues and developing formal logical and critical thinking skills as applied to issues in ethics and philosophy.
- The syllabus should include readings by named authorities in the field, and should include a key assignment that demonstrates the students' understanding of the competency.
- The grading policy set forth in the syllabus should specify a substantial weight for course work that meets the ethics/philosophy requirement.

### **Research - r**

Research designated courses introduce students to research methods that are specific to particular disciplines. In research designated courses, students will learn to (1) understand discipline-specific methods for conducting research; (2) examine trends and patterns in the use of various research methods within a discipline; (3) analyze and evaluate important discipline-specific research terms, concepts, and techniques; (4) articulate informed opinions about the value of research in a specific discipline.