

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|--|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre-/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: Stuart Parker

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: Thomas Eaton

Date Approved: _____ Signature, Department Chairperson: Scott Cally

Date Approved: _____ Signature, Department Chairperson: Ann DelPrincipi

Date Approved: _____ Signature, Department Chairperson: Jacob Segal

Date Approved: _____ Signature, Department Chairperson: Alfonso Garcia Osuna

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____

New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Art Behavioral Sciences Communication and Performing Arts English History, Philosophy, and Political Science World Languages and Cultures
Course Designation/Prefix:	LAS
*Course Number:	100A – Invitation to the Liberal Arts (assigned to the Art Department) 100B – Invitation to the Liberal Arts (assigned to the Behavioral Sciences Department) 100C – Invitation to the Liberal Arts (assigned to the Communications and Performing Arts Department) 100E – Invitation to the Liberal Arts (assigned to the English Department) 100H – Invitation to the Liberal Arts (assigned to the History, Philosophy and Political Science Department) 100W – Invitation to the Liberal Arts (assigned to the World Languages and Cultures Department)

Course Title:	Invitation to the Liberal Arts
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This is a one credit seminar course for liberal arts majors taught by faculty from the college's liberal arts departments. This course will introduce students to the distinctive background, goals, and practices of the liberal arts, as well as provide students with a map of the major as it exists at Kingsborough, including the role of liberal arts concentrations. This course will provide students with opportunities to actively practice the habits of mind that are central to a liberal arts education, to connect with a community of liberal arts students and faculty, and to reflect on their own academic goals and learning processes.
Prerequisite(s):	NONE
Corequisite(s):	NONE
Pre-/Co-requisite(s):	NONE
Open ONLY to Select students (Specify Population):	Liberal Arts Majors
Frequency course is to be offered (Select All that Apply)	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Suggested Class Limit:	25
Indicate if a special space, such as a lab, and/or special equipment will be required:	NONE

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* - *Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input checked="" type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

3. **Where** does this course fit? Select from the following:

<input checked="" type="radio"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): Liberal Arts
<input type="radio"/> General Education/Pathways	Select ONE of the following: <input type="radio"/> Life and Physical Science (LPS) <input type="radio"/> Math and Quantitative Reasoning (MQR) <input type="radio"/> World Cultures and Global Issues (Group A) <input type="radio"/> U.S. Experience in its Diversity (Group B) <input type="radio"/> Creative Expression (Group C) <input type="radio"/> Individual and Society (Group D) <input type="radio"/> Scientific World (Group E)

- o 82XX Pilot/Experimental Course

If proposed as a “real” course, where will this course fit?
Select from the following:

List Degree Program(s)/Certificate(s):

- 1.
- 2.

Select ONE of the following:

- o Life and Physical Science (LPS)
- o Math and Quantitative Reasoning (MQR)
- o World Cultures and Global Issues (Group A)
- o U.S. Experience in its Diversity (Group B)
- o Creative Expression (Group C)
- o Individual and Society (Group D)
- o Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)

30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)

20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “**real**” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable, demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Students will recognize the value a liberal arts education, including the contributions of various liberal arts disciplines, to our understanding of individuals, culture, and society.
2. Students will explore ongoing questions, debates, and discussions within the liberal arts.
3. Students will create a first-semester Liberal Arts Electronic Portfolio that brings together the work that they have done in various liberal arts courses.
4. Students will create a comprehensive plan of study for their time at Kingsborough that includes a proposed liberal arts concentration.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity- from Syllabus)
<p>1. Students will recognize the value a liberal arts education, including the contributions of various liberal arts disciplines, to our understanding of individuals, culture, and society.</p>	<p>In-class assignments, activities, and discussions- 50%</p> <p>Homework assignments- 50%</p>	<p><i>Week 1 Readings:</i></p> <p>Melissa Cheyney, "The Value of a Liberal Arts Education in Today's Global Marketplace." <i>HuffPost</i>, HuffPost, 23 Sept. 2013, www.huffpost.com/entry/the-value-of-a-liberal-arts-education_b_3647765</p> <p>Mark Roche, "The Landscape of the Liberal Arts," <i>New Directions for Community Colleges</i>, 163, Fall 2013. https://mroche.nd.edu/assets/287512/r_oche_landscape_of_the_liberal_arts.pdf</p> <p><i>Week 2 in-class activity</i></p> <p>Working in groups, students will develop interview questions for an individual who teaches, studies, or works in the KCC liberal arts program. These questions will focus on deepening our understanding of the liberal arts and what they offer.</p> <p><i>Week 2 homework</i></p> <p>Conduct an interview with someone who teaches, studies, or works in the KCC Liberal Arts Program. Write a page outlining what you learned from this person about the liberal arts and what they offer. You may conduct this interview individually or with members of your small group.</p>

Week 3 in-class activity:

In-class activity: Working in groups, students will read and discuss Hina Azam's (2022) article, "The Value of the Liberal Arts" They will be asked to consider the following questions, in light of the article:

- 1) Where in history do we find the beginnings of the liberal arts? How did scholars in Ancient Greece and Medieval Europe conceive of the liberal arts as distinctive from "vocational or clinical arts?"
- 2) According to Azam, what are some important principles and values of a liberal arts education?
- 3) Overall, what did you learn from this article about the liberal arts and the possibilities of a liberal arts education? What is one idea from this article that might remain with you over time?

Link to article:

<https://lifeandletters.la.utexas.edu/2022/09/the-value-of-the-liberal-arts/>

Week 3 homework:

Read & Take Notes:

- Esther Lombardi, "What Literature Can Teach Us." *ThoughtCo*, 30 Jan. 2020, <https://www.thoughtco.com/what-is-literature-740531>.
- Thomas Metcalf, "What is Philosophy?" 1000-Word Philosophy, 10 Oct. 2020,

<https://1000wordphilosophy.com/2020/10/10/philosophy/>.

- “Why Study Art History: Awesome Ways It Can Impact Your Life.” University of the People, n.d., <https://www.uopeople.edu/blog/why-study-art-history/>.
- “25 Reasons to Study Foreign Languages.” Auburn University, College of Liberal Arts, n.d., <https://cla.auburn.edu/world-languages/future-students/25-reasons-to-study-foreign-languages/>

Watch & Take Notes:

- “How Languages Ruined My Life.” *YouTube*, uploaded by Phoenix Hu, n.d., https://youtu.be/ZZ_4gzoDDAE.
- “40,000 Years of Music Explained in 8 Minutes: The History of Music from Bone Flutes to Beyonce.” *YouTube*, uploaded by BigThink, 29 July 2022, https://www.youtube.com/watch?v=Am18ZxKgi_g

Week 4 in-class activity:

Working in groups and drawing upon the articles they read and videos they watched for homework, students will address the following questions about literature, art history, philosophy, music, and world languages and cultures. (At the conclusion of the activity, students will present on their small group discussions.)

- 1) What does each of these disciplines contribute to the liberal arts?
- 2) How might each of these disciplines help us to address a real-world problem?
- 3) Which of these disciplines might you want to study further? Why?

Week 4 homework:

Read & Take Notes:

- Kendra Cherry, "What is Psychology?" *verywellmind.com*, 10 Jun. 2020, <https://www.verywellmind.com/psychology-4014660>
- Mike Sosteric, "Introduction to Sociology: The Study of the World We Create." *The Socjournal*, 12 Nov. 2018, <https://sociology.org/what-is-sociology/>

Watch & Take Notes:

- "What is History for?" *YouTube*, uploaded by The School of Life, n.d., <https://youtu.be/hLE-5EIGIPM>.
- "What is Theatre?" *YouTube*, uploaded by Ms. Berliner Theatre Arts, 9 Sep. 2020, <https://youtu.be/ba7D-ngYXOw>.
- "Media Studies: Why EVERYONE should study it!" *Youtube*, uploaded by The Media Insider, n.d.,

<https://www.youtube.com/watch?v=mrGzzbOgdJw>

Week 5 in-class activity:

Working in groups and drawing upon the articles they read and videos they watched for homework, students will address the following questions about psychology, sociology, theater, history, and media studies. (At the conclusion of the activity, students will present on their small group discussions.)

- 1) What does each of these disciplines contribute to the liberal arts?
- 2) How might each of these disciplines help us to address a real-world problem?
- 3) Which of these disciplines might you want to study further? Why?

Week 5 homework:

Read & Take Notes:

- Owen Jarus, "What is Anthropology?" *livescience.com*, 14 Apr. 2014, <https://www.livescience.com/44833-what-is-anthropology.html>.
- Mary Lee Cunill, "The Speech Communication Process." *Fundamentals of Public Speaking*, 17 May 2022, <https://fscj.pressbooks.pub/publicspeaking/chapter/the-speech-communication-process/>

Watch & Take Notes:

- “What is Political Science?”
YouTube, uploaded by PHILO-Notes, n.d.,
<https://youtu.be/XzuBRA1eqol>.
- “Why Study Gender, Sexuality, and Women’s Studies?”
YouTube, uploaded by SFU Faculty of Arts and Social Sciences, 28 Oct. 2016,
<https://youtu.be/2Lbb-p6Je6o>.

Week 6 in-class activity

Working in groups and drawing upon the articles they read and videos they watched for homework, students will address the following questions about anthropology, political science, speech communication, and women’s and gender and sexuality studies. (At the conclusion of the activity, students will present on their small group discussions.)

- 1) What does each of these disciplines contribute to the liberal arts?
- 2) How might each of these disciplines help us to address a real-world problem?
- 3) Which of these disciplines might you want to study further? Why?

Week 6 homework:

Write a letter to the Director of Liberal Arts at KCC arguing for why one of the disciplines you learned over the past three weeks must be an essential component of a well-rounded Liberal Arts education. What makes this discipline

		<p>important to a liberal arts major, and why? Your letter should be approximately 1-2 pages.</p> <p><u>High Impact Practices:</u></p> <p>Interactions with faculty and peers about substantive matters (Level: High)</p> <p>Opportunity to discover relevance of learning through real-world application (Level: Moderate)</p> <p>Periodic, structured opportunities to reflect and integrate learning (Level: High)</p> <p>Interactions with faculty and peers about substantive matters (Level: High)</p>
<p>2. Students will explore ongoing questions, debates, and discussions within the liberal arts.</p>	<p>In-class assignments, activities, and discussions- 50%</p> <p>Homework assignments- 50%</p>	<p><i>Week 1 Readings: See above</i></p> <p><i>Week 3 in-class activity: See above</i></p> <p><i>Week 11 in-class activity:</i></p> <p>Working in groups, students will write a letter responding to an imagined classmate who told them that they are “wasting their time and money majoring in the liberal arts.” Their letters should include <u>three</u> reasons that they believe that a liberal arts major will be useful. Their letters should also refer to at least <u>two</u> individual liberal arts disciplines. At least one of these disciplines should <u>not</u> be one of the disciplines within their learning community.</p> <p><i>Week 11 homework:</i></p>

Think about how your integrative assignment helps us to better understand what the liberal arts are all about. How does it demonstrate the kind of critical and creative thinking- and “doing”- that are essential to a solid liberal arts education? Please be prepared to discuss this with the class next week.

Week 12 homework:

Write 2 pages reflecting upon what the liberal arts means to you at the conclusion of your first semester of college. Please draw upon at least one reading and one activity/discussion from our semester together in crafting your reflection. Be sure to include any thoughts you have about having chosen a liberal arts major at Kingsborough.

High Impact Practices:

Interactions with faculty and peers about substantive matters (Level: High)

Opportunity to discover relevance of learning through real-world application (Level: High)

Periodic, structured opportunities to reflect and integrate learning (Level: High)

Interactions with faculty and peers about substantive matters (Level: High)

3. Students will create a first-semester Liberal Arts Electronic Portfolio that brings together the work that they have done in various liberal arts courses.

In-class assignments, activities, and discussions- 50%

Homework assignments- 50%

Week 10 class discussions

1. Class discussion about the rationale for having students create a first-semester Liberal Arts electronic portfolio.
2. Class discussion about various ways of organizing an electronic portfolio. Different models will be presented by the instructor.

Week 10 in-class activities

1. Working in groups, students will choose one piece of work from each of their classes that they plan to include in their first-semester Liberal Arts e-portfolios. Students will think together about the connections they identify across these pieces of work. Following, students will present on the pieces of work that they chose, and why.
2. Students will work on creating their first-semester Liberal Arts e-portfolios in Brightspace.

Week 10 homework:

Keep working on creating your first-semester Liberal Arts e-portfolio in Brightspace. Be sure to take notes on any challenges that you encounter so we can address them in class next week.

Week 11 class discussion:

Class discussion about challenges that students are encountering in creating their first-semester Liberal Arts e-

		<p>portfolios and support that we can offer.</p> <p><i>Week 11 in-class activity:</i></p> <p>Students will continue creating their first-semester Liberal Arts e-portfolios in Brightspace. Students will also begin crafting a reflective statement about the connections they have identified across various pieces of work in their first-semester Liberal Arts e-portfolios.</p> <p><i>Week 11 homework:</i></p> <p>Complete your first-semester Liberal Arts e-portfolio in Brightspace. (Make sure it includes your reflective statement and at least one piece of work from each of your first semester classes!)</p> <p><u>High Impact Practices:</u></p> <p>Periodic, structured opportunities to reflect and integrate learning (Level: High)</p> <p>Interactions with faculty and peers about substantive matters (Level: High)</p> <p>Opportunities to discover relevance of learning through real-world applications (Level: High)</p>
<p>4. Students will create a comprehensive plan of study for their time at Kingsborough that includes a proposed liberal arts concentration.</p>	<p>In-class assignments, activities, and discussions- 50%</p>	<p><i>Week 7 class discussion:</i></p> <p>Class discussion about the “nuts and bolts requirements” of KCC’s liberal arts major, as well as the opportunities offered by KCC’s various concentrations. This class discussion</p>

Homework assignments-50%

will be co-facilitated by students' academic advisor, who will be present during this session.

Week 7 homework:

Using KCC's course catalog, read about the various concentrations that we discussed in class. Write approximately one page describing which concentrations appear most interesting to you, and why.

Week 8 in-class activity:

In groups, students will discuss the concentrations that they read about for homework, focusing on which concentrations appeared most interesting to them, and why. At the end of this discussion, each student will be asked to choose one concentration that they *might* pursue as a liberal arts major at KCC and to write a page describing why this concentration appeals to them. At the end of the class session, students will present on their proposed concentration choices.

Week 8 homework:

Write 1-2 pages about what you have learned about KCC's liberal arts concentrations over the past two weeks. Be sure to include and expand upon the page that you wrote in class about which concentration you might pursue, and why.

Week 9 class discussion:

Class discussion about "paths to graduation" as liberal arts majors at KCC.

Week 9 in-class activity:

Working in groups, students will begin mapping out their paths to graduation. Each student's path should include a proposed concentration, as well as a brief explanation of why they chose each course. At the end of the class session, students will present what they have come up with.

Week 9 homework:

Finish mapping out your path to graduation and be sure to include a proposed concentration. Be as specific as you can about why you chose each course that you did. Remember that this is just *a draft*. It will almost definitely change as your interests evolve.

High Impact Practices:

Periodic, structured opportunities to reflect and integrate learning (Level: Moderate)

Interactions with faculty and peers about substantive matters (Level: High)

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Both the work of the Academic Mastering Planning (AMP) group and Kingsborough's external evaluator recommended the creation of a required common academic experience for all students in the form of a first-year academic seminar taught by faculty from across the disciplines. Both the AMP and external evaluator described this kind of a seminar as a high impact practice that would boost retention and foster community among KCC students. Therefore, all students who plan to major in liberal arts will be invited to enroll in this seminar, as part of a first-semester learning community experience at Kingsborough.

Please note that we will spend the first year that this seminar launches collecting data on student outcomes related to this seminar.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

Research on first year seminar courses, conducted at colleges across the country have yielded positive correlations between these seminars and student retention, GPA, and graduation rates (Permezian and Crede 278). Research also shows that first year seminars foster a sense of college belonging, build faculty-student and peer-to-peer rapport, and help students develop professional goals (Barton and Donahue 259). The Center for Community College Student Engagement notes the particular efficacy of first year seminars in community colleges and the Association of American Colleges and Universities has ranked FYS as one of ten high impact practices in first-year studies on students' educational outcomes (Young and Keup 60). At CUNY, Guttman Community College mandates a First-Year Experience and LaGuardia Community College enrolls students in First-Year Seminars tailored to their majors. Building off of the success of these programs at our sister colleges, the Liberal Arts Seminar would enhance the existing LA program by fostering students' ability to excel in KCC's intellectually rigorous LA courses, giving students the opportunity to build community with LA faculty and peers early on, and empowering students to shape their academic trajectories. Additionally, this seminar will help liberal arts students choose a concentration within their major, another high impact practice recommended by Kingsborough's external evaluator.

Below is an illustration of how each PLO within KCC's liberal arts program aligns with the CLOs developed for this course.

LA PLO 1- "Identify patterns and ideas expressed in cultural and creative artifacts across a diverse range of historical and cultural contexts," aligns with the Liberal Arts Seminar's course learning outcomes 1 and 2:

CLO 1: Students will recognize the value a liberal arts education, including the contributions of various liberal arts disciplines, to our understanding of individuals, culture, and society.

CLO 2: Students will explore ongoing questions, debates, and discussions within the liberal arts.

LA PLO 2- "Recognize and use the genres and methods of communication common in various liberal arts disciplines" aligns with the Liberal Arts Seminar's course learning outcomes 1 and 2:

CLO 1: Students will recognize the value a liberal arts education, including the contributions of various liberal arts disciplines, to our understanding of individuals, culture, and society.

CLO 2: Students will explore ongoing questions, debates, and discussions within the liberal arts.

LA PLO 3- "Utilize methods or processes of inquiry associated with liberal arts disciplines to analyze texts, cultural artifacts, and real-life experiences in order to develop an informed understanding of the world" aligns with the Liberal Arts Seminar's course learning outcomes 3 and 4:

CLO 3: Students will create a first-semester Liberal Arts Electronic Portfolio that brings together the work that they have done in various liberal arts courses.

CLO 4: Students will create a comprehensive plan of study for their time at Kingsborough that includes a proposed liberal arts concentration.

LA PLO 4- "Critically examine ethical issues related to complex real-world problems" aligns with the Liberal Arts Seminar's course learning outcome 2:

CLO 2: Students will explore ongoing questions, debates, and discussions within the liberal arts.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

While this course may meet requirements for transfer at different colleges the intent of this 1-credit course is focused on addressing External Evaluator feedback and liberal arts cohesion at this time. We believe that enrolling in this seminar will be associated with improved first to second year student retention, credits earned, and GPA among first-semester liberal arts students at KCC. We will collect data throughout the first year that this course is offered to determine whether and how enrollment in this seminar predicts more positive student outcomes.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

This course will be included as part of the first-semester learning communities offered to incoming liberal arts students. We believe that this course will not conflict, but rather will *support* students' success in the other two courses in their learning community and within their other first-semester learning community courses.

This course does have considerable overlap with SD 10, otherwise known as the "Freshman Seminar." Like SD 10, the Liberal Arts Seminar will support students in their first semester, help them to develop basic academic literacies, and foster students' sense of belonging in college. However, the Liberal Arts Seminar goes beyond the curriculum of SD 10 by aiding students in developing a foundation in the liberal arts and preparing them for further study in this major.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

All assigned readings for the Liberal Arts Seminar are cost-free and easily accessible online. Further, the Liberal Arts Seminar represents a unique opportunity to create an interdisciplinary liberal arts OER repository at KCC. Faculty who teach the Liberal Arts Seminar will be encouraged to contribute OER resources to this repository.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

Attached is a course syllabus. Please note that this syllabus emerged out of a deep collaboration among the following faculty members:

Rick Armstrong, English

Alison Better, Sociology

Scott Cally, Theater Arts

Jennifer Corby, Political Science

Annie DelPrincipe, English

Thomas Eaton, Art

Michelle Gabay, English

Alfonso Garcia-Osuna, World Languages and Cultures

Stuart Parker, Sociology

Caterina Pierre, Art

Jennifer Radtke, English

Thomas Rothacker, Communications

Elke Sabella, History

Emily Schnee, English

Jacob Segal, Political Science

Cheryl Smith, English

Jason VanOra, Psychology

Donnalyn Washington, English

Midori Yamamura, Art

12. Selected Bibliography and Source materials:

Azam, Hina, "The Value of the Liberal Arts." *Life and Letters*, University of Texas at Austin, Sept. 2022,

<https://lifeandletters.la.utexas.edu/2022/09/the-value-of-the-liberal-arts/>

Barton, Andrew, and Christiane Donahue. "Multiple Assessments of a First-Year Seminar Pilot." *JGE: The Journal of General Education*, vol. 58, no. 4, Oct. 2009, pp. 259–278. EBSCOhost, doi:10.1353/jge.0.0051.

Cherry, Kendra. "What is Psychology?" *verywellmind.com*, 10 Jun. 2020,

<https://www.verywellmind.com/psychology-4014660>

Cheyney, Melissa. "The Value of a Liberal Arts Education in Today's Global Marketplace,"

HuffPost, July 24, 2013, https://www.huffpost.com/entry/the-value-of-a-liberal-arts-education_b_3647765

Cunill, Mary Lee. "The Speech Communication Process." *Fundamentals of Public Speaking*, 17

May 2022, <https://fscj.pressbooks.pub/publicspeaking/chapter/the-speech-communication-process/>

"How Languages Ruined My Life." *YouTube*, uploaded by Phoenix Hu, n.d.,

https://youtu.be/ZZ_4qzoDDAE.

Jarus, Owen. "What is Anthropology?" *livescience.com*, 14 Apr. 2014,

<https://www.livescience.com/44833-what-is-anthropology.html>

Lombardi, Esther. "What Literature Can Teach Us." *ThoughtCo.com*, 30 Jan. 2020,

<https://www.thoughtco.com/what-is-literature-740531>

Metcalf, Thomas. "What is Philosophy?" *1000-Word Philosophy*, 10 Oct. 2020,

<https://1000wordphilosophy.com/2020/10/10/philosophy/>

“Media Studies: Why EVERYONE should study it!” *Youtube*, uploaded by The Media Insider, n.d., <https://www.youtube.com/watch?v=mrGzzbOgdJw>

Permzadian, Vahe and Marcus Crede. Do first-year seminars improve college grades and retention? A quantitative review of their overall effectiveness and an examination of moderators of effectiveness. *Review of Educational Research*, vol. 86, March 2016, pp. 277-316. RESEARCHGATEhost, doi:10.3102/0034654315584955

Roche, Mark, “The Landscape of the Liberal Arts,” *New Directions for Community Colleges*, 163, Fall 2013.

https://mroche.nd.edu/assets/287512/roche_landscape_of_the_liberal_arts.pdf

Sosteric, Mike. “Introduction to Sociology: The Study of the World We Create.” *The Socjourn*, 12 Nov. 2018, <https://sociology.lightningpath.org/what-is-sociology/>

“What is History for?” YouTube, uploaded by The School of Life, n.d., <https://www.youtube.com/watch?v=hLE-5EIGIPM>

“What is Political Science?” YouTube, uploaded by PHILO-Notes, n.d., <https://www.youtube.com/watch?v=XzuBRA1eqol>

“What is Theatre?” YouTube, uploaded by Ms. Berliner Theatre Arts, 9 Sep. 2020, <https://www.youtube.com/watch?v=ba7D-ngYXOw>

“Why Study Art History: Awesome Ways It Can Impact Your Life.” University of the People, n.d., <https://www.uopeople.edu/blog/why-study-art-history/>

“Why Study Gender, Sexuality, and Women’s Studies?” YouTube, uploaded by SFU Faculty of Arts and Social Sciences, 28 Oct. 2016. <https://youtu.be/2Lbb-p6Je6o>.

Young, Dallin George, and Jennifer R. Keup. “Using Hybridization and Specialization to Enhance the First Year Experience in Community Colleges: A National Picture of High-Impact Practices in First-Year Seminars.” *New Directions for Community Colleges*, vol. 2016, no. 175, Fall 2016, pp. 57–69. EBSCOhost, doi:10.1002/cc.202

“25 Reasons to Study Foreign Languages.” Auburn University, College of Liberal Arts, n.d., <https://cla.auburn.edu/world-languages/future-students/25-reasons-to-study-foreign-languages/>

“40,000 Years of Music Explained in 8 Minutes: The History of Music from Bone Flutes to Beyonce.” *YouTube*, uploaded by BigThink, 29 July 2022, https://www.youtube.com/watch?v=Am18ZxKgi_g

Kingsborough Community College, CUNY

**LAS 100X - Invitation to the Liberal Arts
(1 credit, 2 hours lab)**

Syllabus

Course Description: This is a one credit seminar course for liberal arts majors taught by faculty from the college’s liberal arts departments. This course will introduce students to the distinctive background, goals, and practices of the liberal arts, as well as provide students with a map of the major as it exists at Kingsborough, including the role of liberal arts concentrations. This course will provide students with opportunities to actively practice the habits of mind that are central to a liberal arts education, to connect with a community of liberal arts students and faculty, and to reflect on their own academic goals and learning processes.

Learning Community: This course is part of a first-semester learning community program at Kingsborough Community College. This means that you will be taking this Liberal Arts Seminar along with two additional classes, all together as a cohort. If you are having difficulties in any of these courses, please let us know. The sooner you reach out, the better we will be able to help you.

Course Learning Outcomes

1. Students will recognize the value a liberal arts education, including the contributions of various liberal arts disciplines, to our understanding of individuals, culture, and society.
2. Students will explore ongoing questions, debates, and discussions within the liberal arts.
3. Students will create a first-semester Liberal Arts Electronic Portfolio that brings together the work that they have done in various liberal arts courses.
4. Students will create a comprehensive plan of study for their time at Kingsborough that includes a proposed liberal arts concentration.

High Impact Practices: As a first-year seminar, this course fits the criteria of an important High Impact Practice (HIP). Additionally, this course integrates many other HIPs in the weekly assignments and assessments. See the course schedule below for further details.

Grading Policy

- In-class assignments, activities, and discussions- 50%
- Homework assignments- 50%

Course Schedule

Week 1: Welcome to College and the Liberal Arts

- Introduction to the course
- Icebreaker activity

In-class activity: Working in groups, students will address the question, “Why have you chosen to attend college? What would you like to learn and achieve during your time at Kingsborough?” Each group will present and respond to the other groups’ presentations.

Homework: Please read and take notes on the following articles:

Melissa Cheyney, “The Value of a Liberal Arts Education in Today’s Global Marketplace.” *HuffPost*, HuffPost, 23 Sept. 2013, www.huffpost.com/entry/the-value-of-a-liberal-arts-education_b_3647765

Mark Roche, “The Landscape of the Liberal Arts,” *New Directions for Community Colleges*, 163, Fall 2013.

https://mroche.nd.edu/assets/287512/roche_landscape_of_the_liberal_arts.pdf

HIP: Interactions with faculty and peers about substantive matters (Level: High)
Opportunity to discover relevance of learning through real-world application (Level: Moderate)

Week 2: What are the Liberal Arts (and what do they offer)? Part I

- Class discussion about students’ first week of college: Highlights, challenges, questions.
- Class discussion of Melissa Cheyney’s and Mark Roche’s articles.

In-class activity: Working in groups, students will develop interview questions for an individual who teaches, studies, or works in the KCC liberal arts program. These questions will focus on deepening our understanding of the liberal arts and what they offer.

Homework: Conduct an interview with someone who teaches, studies, or works in the KCC Liberal Arts Program. Write a page outlining what you learned from this person about the liberal arts and what they offer. You may conduct this interview individually or with members of your small group.

HIP: Interactions with faculty and peers about substantive matters (Level: High)
Opportunity to discover relevance of learning through real-world application (Level: Moderate)

Week 3: What are the Liberal Arts (and what do they offer)? Part II

- Class discussion about week 2 of college: What are you learning, what classes are you enjoying most, what challenges are you finding in your coursework? How can we help with those challenges?
- Presentation and discussion of interviews: What did we learn about the liberal arts and what they offer?

In-class activity: Working in groups, students will read and discuss Hina Azam's (2022) article, "The Value of the Liberal Arts" They will be asked to consider the following questions, in light of the article:

- 1) Where in history do we find the beginnings of the liberal arts? How did scholars in Ancient Greece and Medieval Europe conceive of the liberal arts as distinctive from "vocational or clinical arts?"
- 2) According to Azam, what are some important principles and values of a liberal arts education?
- 3) Overall, what did you learn from this article about the liberal arts and the possibilities of a liberal arts education? What is one idea from this article that might remain with you over time?

Link to article: <https://lifeandletters.la.utexas.edu/2022/09/the-value-of-the-liberal-arts/>

Homework:

Read & Take Notes:

- Esther Lombardi, "What Literature Can Teach Us." *ThoughtCo*, 30 Jan. 2020, <https://www.thoughtco.com/what-is-literature-740531>.
- Thomas Metcalf, "What is Philosophy?" 1000-Word Philosophy, 10 Oct. 2020, <https://1000wordphilosophy.com/2020/10/10/philosophy/>.
- "Why Study Art History: Awesome Ways It Can Impact Your Life." University of the People, n.d., <https://www.uopeople.edu/blog/why-study-art-history/>.
- "25 Reasons to Study Foreign Languages." Auburn University, College of Liberal Arts, n.d., <https://cla.auburn.edu/world-languages/future-students/25-reasons-to-study-foreign-languages/>

Watch & Take Notes:

- "How Languages Ruined My Life." *YouTube*, uploaded by Phoenix Hu, n.d., https://youtu.be/ZZ_4qzoDDAE.
- "40,000 Years of Music Explained in 8 Minutes: The History of Music from Bone Flutes to Beyonce." *YouTube*, uploaded by BigThink, 29 July 2022, https://www.youtube.com/watch?v=Am18ZxKgi_g

- HIP: Interactions with faculty and peers about substantive matters (Level: High)
Public demonstration of competence (Level: Moderate)
Opportunity to discover relevance of learning through real-world application (Level: High)

Week 4: What are Literature, Art History, Philosophy, Music, and World Languages and Cultures?

- Class discussion about week 3 of college: What are you learning, what classes are you enjoying most, what challenges are you finding in your coursework? How can we help with those challenges?

In-class activity 1: Working in groups and drawing upon the articles they read and videos they watched for homework, students will address the following questions about literature, art history, philosophy, music, and world languages and cultures. (At the conclusion of the activity, students will present on their small group discussions.)

- 1) What does each of these disciplines contribute to the liberal arts?
- 2) How might each of these disciplines help us to address a real-world problem?
- 3) Which of these disciplines might you want to study further? Why?

In-class activity 2: Working in groups, students will go through the KCC course catalog and choose one course in literature, art history, philosophy, music, and world languages and cultures that everyone in their small group would like to take. Students should take notes on the courses they chose (and why) as this will help when it's time to map out their "paths to graduation."

Homework:

Read & Take Notes:

- Kendra Cherry, "What is Psychology?" *verywellmind.com*, 10 Jun. 2020, <https://www.verywellmind.com/psychology-4014660>.
- Mike Sosteric, "Introduction to Sociology: The Study of the World We Create." *The Socjourn*, 12 Nov. 2018, <https://sociology.org/what-is-sociology/>

Watch & Take Notes:

- "What is History for?" *YouTube*, uploaded by The School of Life, n.d., <https://youtu.be/hLE-5EIGIPM>.
- "What is Theatre?" *YouTube*, uploaded by Ms. Berliner Theatre Arts, 9 Sep. 2020, <https://youtu.be/ba7D-ngYXOW>.
- "Media Studies: Why EVERYONE should study it!" *Youtube*, uploaded by The Media Insider, n.d., <https://www.youtube.com/watch?v=mrGzzbOgdJw>

HIP: Opportunity to discover relevance of learning through real-world application (Level: High)

Periodic, structured opportunities to reflect and integrate learning (Level: High)

Interactions with faculty and peers about substantive matters (Level: High)

Week 5: What are Psychology, Sociology, Theater, History, and Media Studies?

- Class discussion about week 4 of college: What are you learning, what classes are you enjoying most, what challenges are you finding in your coursework? How can we help with those challenges?

In-class activity 1: Working in groups and drawing upon the articles they read and videos they watched for homework, students will address the following questions about psychology, sociology, theater, history, and media studies. (At the conclusion of the activity, students will present on their small group discussions.)

- 1) What does each of these disciplines contribute to the liberal arts?
- 2) How might each of these disciplines help us to address a real-world problem?
- 3) Which of these disciplines might you want to study further? Why?

In-class activity 2: Working in groups, students will go through the KCC course catalog and choose one course in psychology, sociology, theater, history, and media studies that everyone in their small group would like to take. Students should take notes on the courses they chose (and why) as this will help when it's time to map out their "paths to graduation."

Homework:

Read & Take Notes:

- Owen Jarus, "What is Anthropology?" *livescience.com*, 14 Apr. 2014, <https://www.livescience.com/44833-what-is-anthropology.html>.
- Mary Lee Cunill, "The Speech Communication Process." *Fundamentals of Public Speaking*, 17 May 2022, <https://fsci.pressbooks.pub/publicspeaking/chapter/the-speech-communication-process/>

Watch & Take Notes:

- "What is Political Science?" *YouTube*, uploaded by PHILO-Notes, n.d., <https://youtu.be/XzuBRA1eqoI>.
- "Why Study Gender, Sexuality, and Women's Studies?" *YouTube*, uploaded by SFU Faculty of Arts and Social Sciences, 28 Oct. 2016, <https://youtu.be/2Lbb-p6Je6o>.

HIP: Opportunity to discover relevance of learning through real-world application (Level:

High)

Periodic, structured opportunities to reflect and integrate learning (Level: High)

Interactions with faculty and peers about substantive matters (Level: High)

Week 6: What are Anthropology, Political Science, Speech Communication, and Women's and Gender and Sexuality Studies?

- Class discussion about week 5 of college: What are you learning, what classes are you enjoying most, what challenges are you finding in your coursework? How can we help with those challenges?

In-class activity 1: Working in groups and drawing upon the articles they read and videos they watched for homework, students will address the following questions about anthropology, political science, speech communication, and women's and gender and sexuality studies. (At the conclusion of the activity, students will present on their small group discussions.)

- 1) What does each of these disciplines contribute to the liberal arts?
- 2) How might each of these disciplines help us to address a real-world problem?
- 3) Which of these disciplines might you want to study further? Why?

In-class activity 2: Working in groups, students will go through the KCC course catalog and choose one course in anthropology, political science, speech communication, and women's and gender and sexuality studies that everyone in their small group would like to take. Students should take notes on the courses they chose (and why) as this will help when it's time to map out their "paths to graduation."

Homework: Write a letter to the Director of Liberal Arts at KCC arguing for why one of the disciplines you learned over the past three weeks must be an essential component of a well-rounded Liberal Arts education. What makes this discipline important to a liberal arts major, and why? Your letter should be approximately 1-2 pages.

HIP: Opportunity to discover relevance of learning through real-world application (Level: High)

Periodic, structured opportunities to reflect and integrate learning (Level: High)

Interactions with faculty and peers about substantive matters (Level: High)

Week 7: Kingsborough's Liberal Arts Major and Concentrations

- Class discussion about week 6 of college: What are you learning, what classes are you enjoying most, what challenges are you finding in your coursework? How can we help with those challenges?
- Class discussion about the "nuts and bolts requirements" of KCC's liberal arts major, as well as the opportunities offered by KCC's various concentrations. This class discussion will be co-facilitated by students' academic advisor, who will be present during this session.

In-class activity: In small groups, students will generate questions about the liberal arts major that we will discuss as a group with the students' advisor.

Homework: Using KCC's course catalog, read about the various concentrations that we discussed in class. Write approximately one page describing which concentrations appear most interesting to you, and why.

HIP: Periodic, structured opportunities to reflect and integrate learning (Level: Moderate)
Interactions with faculty and peers about substantive matters (Level: High)

Week 8: Kingsborough's Liberal Arts Concentrations (Continued)

- Class discussion about week 7 of college: What are you learning, what classes are you enjoying most, what challenges are you finding in your coursework? How can we help with those challenges?

In-class activity: In groups, students will discuss the concentrations that they read about for homework, focusing on which concentrations appeared most interesting to them, and why. At the end of this discussion, each student will be asked to choose one concentration that they *might* pursue as a liberal arts major at KCC and to write a page describing why this concentration appeals to them. At the end of the class session, students will present on their proposed concentration choices.

Homework: Write 1-2 pages about what you have learned about KCC's liberal arts concentrations over the past two weeks. Be sure to include and expand upon the page that you wrote in class about which concentration you might pursue, and why. .

Week 9: Paths to Graduation

- Class discussion about week 8 of college: What are you learning, what classes are you enjoying most, what challenges are you finding in your coursework? How can we help with those challenges?
- Class discussion about "paths to graduation" as liberal arts majors at KCC.

In-class activity: Working in groups, students will begin mapping out their paths to graduation. Each student's path should include a proposed concentration, as well as a brief explanation of why they chose each course. At the end of the class session, students will present what they have come up with.

Homework: Finish mapping out your path to graduation and be sure to include a proposed concentration. Be as specific as you can about why you chose each course that you did. Remember that this is just a *draft*. It will almost definitely change as your interests evolve.

HIP: Periodic, structured opportunities to reflect and integrate learning (Level: Moderate)
Interactions with faculty and peers about substantive matters (Level: High)

**Week 10: The First-Semester Liberal Arts E-Portfolio
(Meet in computer lab)**

- Class discussion about the rationale for having students create a first-semester Liberal Arts electronic portfolio. Students will discuss:
 - 1) The value of creating a repository that allows students to share their most meaningful pieces of work.
 - 2) The first-semester e-portfolio as an opportunity to bring together ideas, writings, and creations from various courses and disciplines.
 - 3) The first-semester e-portfolio as a vehicle for documenting one's learning and progress over the course of a semester.
 - 4) The kinds of academic and professional endeavors that require the creation of e-portfolios (or similar collections of one's work).

In-class activity 1: Working in groups, students will choose one piece of work from each of their classes that they plan to include in their first-semester Liberal Arts e-portfolios. Students will think together about the connections they identify across these pieces of work. Following, students will present on the pieces of work that they chose, and why.

- Class discussion about various ways of organizing an electronic portfolio. Different models will be presented by the instructor.

In-class activity 2: Students will work on creating their first-semester Liberal Arts e-portfolios in Brightspace.

Homework: Keep working on creating your first-semester Liberal Arts e-portfolio in Brightspace. Be sure to take notes on any challenges that you encounter so we can address them in class next week.

HIP: Periodic, structured opportunities to reflect and integrate learning (Level: High)
Interactions with faculty and peers about substantive matters (Level: High)

**Week 11: The First-Semester Liberal Arts E-Portfolio (Continued)
&
Revisiting "What are the Liberal Arts (and what do they offer)?"**

(Meet in computer lab)

- Class discussion about challenges that students are encountering in creating their first-semester Liberal Arts e-portfolios and support that we can offer.

In-class activity 1: Students will continue creating their first-semester Liberal Arts e-portfolios in Brightspace. Students will also begin crafting a 1-2 page reflective statement about the

connections they have identified across various pieces of work in their first-semester Liberal Arts e-portfolios.

- Class discussion that returns to the question, “What are the liberal arts and what do they offer?”

In-class activity 2: Working in groups, students will write a letter responding to an imagined classmate who told them that they are “wasting their time and money majoring in the liberal arts.” Their letters should include three reasons that they believe that a liberal arts major will be useful. Their letters should also refer to at least two individual liberal arts disciplines. At least one of these disciplines should not be one of the disciplines within their learning community.

Homework:

1. Complete your first-semester Liberal Arts e-portfolio in Brightspace. (Make sure it includes your reflective statement and at least one piece of work from each of your first semester classes!)
2. Think about how your integrative assignment helps us to better understand what the liberal arts are all about. How does it demonstrate the kind of critical and creative thinking- and “doing”- that are essential to a solid liberal arts education? Please be prepared to discuss this with the class next week.

HIP: Periodic, structured opportunities to reflect and integrate learning (Level: High)
Interactions with faculty and peers about substantive matters (Level: High)
Opportunities to discover relevance of learning through real-world applications (Level: High)

Week 12: Discussion of Integrative Assignments in the Context of a Liberal Arts Major and Education

- Class discussion: Students will share what they have done for their integrative assignments and how their assignments showcase the kind of thinking and “doing” that are integral to a liberal arts education.

HIP: Periodic, structured opportunities to reflect and integrate learning (Level: High)
Frequent, timely, and constructive feedback (Level: High)
Interactions with faculty and peers about substantive matters (Level: High)
Public demonstration of competence (Level: High)

Homework: Write 2 pages reflecting upon what the liberal arts means to you at the conclusion of your first semester of college. Please draw upon at least one reading and one activity/discussion from our semester together in crafting your reflection. Be sure to include any thoughts you have about having chosen a liberal arts major at Kingsborough. Finally, please feel free to provide any feedback you have about this course and how we

might improve upon it in future semesters.

Finals Week

Submit your final homework assignment.

Congratulations on completing your first semester of college! 😊