**Proposal for a Perspectives Enduring Questions Course P-EQ**

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| Instructor: | | Date: |
| Phone: | Email: | |
| Course Title and Number: | | |
| Semester and year in which the course will be offered: | | |

1. **Perspectives**: Briefly explain how the course introduces the student to:
2. Your discipline’s distinct content
3. Your discipline’s mode(s) of inquiry
4. Various perspectives within your discipline.
5. **Enduring Questions**
   1. What specific question(s) that are enduring or ‘messy’ will be explored in your course?
   2. How will the course help the student frame and engage in exploring an enduring or messy question(s) and produce an Enduring Questions artifact? Please give an explanation of the assignment.
   3. Provide your course’s EQ Reflection assignment. Please ensure alignment between your questions and the Core Curriculum EQ Reflection rubric (see below).
6. **Cultural and Global Goals:** How will the course incorporate **one or both** of the Cultural and Global Goals described below:
   1. **Goal I:** Address skills, methods, concepts **and/or** theories that will enable students to investigate and transcend socio-cultural boundaries.
   2. **Goal II:** Explore the idea that the social and political forces affecting our lives are not confined to the internal workings of the United States, North America or Western Europe. If a course does focus on these internal workings, it must in addition explore the experiences of some of the marginalized population groups within these regions and/or urgent domestic issues as linked to global patterns and transnational processes.
7. **Please attach the following documents:**
   1. Your course syllabus which includes the following (please see P-EQ Syllabus template):
      1. A clear description of how the course is a *Perspectives* course (see your answer to 1(a) above)
      2. A clear statement that the course is an Enduring Questions course and a clear description of the specific question(s) that are enduring that are explored in your course (see your answer to 2(a) above)
      3. Core Student Learning Outcomes clearly indicated (these are those that you will be assessing periodically using the Core Curriculum rubrics)
      4. The due dates of the EQ Artifact and Reflection in your course schedule
      5. The details of the EQ artifact assignment and reflection (you may append this to your syllabus if your syllabus does not specify the details of particular assignments)
   2. A 50 word course description for the catalog that clearly identifies the specific Enduring Question(s) that the course explores.

EXAMPLE: AHI 272 Survey 2 Late Renaissance thru 19th C. Art History

(Perspectives Enduring Questions) How important is freedom for artistic creativity? Can art truly be ‘art’ if it is created to serve political or religious purposes? This course explores these questions by studying Western painting and sculpture (Renaissance to 19thC.), and introduces students to the discipline of art history. Study of the cultures that allowed Michelangelo, Leonardo, Raphael, Rembrandt, Rubens, Vermeer to thrive.

* 1. A corrected Degree Audit (print a current major’s Degree Audit, blackout his/her name, mark changes) **if** the course is required for a major **and** is new, i.e., your course is not simply replacing a PI course with the same number.

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                            Faculty Signature                                                                 Date

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                            Department Chair Signature                                                Date

**Please Note:** If you are proposing a course that will be taught by multiple people in slightly different ways (e.g., same theme but with slightly different emphases), please submit one proposal (which answers the questions in a general way and then gives examples) and multiple syllabi approved by the department (these syllabi can be submitted over a number of years as they are developed for the same course).