

# ***FACULTY HANDBOOK***

FOR THE

## **HOFSTRA COLLEGE OF LIBERAL ARTS AND SCIENCES GENERAL EDUCATION AND DISTRIBUTION REQUIREMENTS**



**HOFSTRA  
UNIVERSITY®**

***PREPARED BY THE***

**OFFICE OF THE DEAN**

**HOFSTRA COLLEGE OF LIBERAL ARTS AND SCIENCES**

**BEN RIFKIN, DEAN**

**FALL 2018**

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## Preface

The Core Curriculum Task Force was convened in Fall 2000 by Bernard J. Firestone, Dean of the Hofstra College of Liberal Arts and Sciences. The Task Force worked for two years on a review of the two-decades old HCLAS Core Curriculum Program and, in April 2002, circulated to the HCLAS faculty and chairs its “Report and Recommendations of the HCLAS Core Curriculum Task Force.” The Task Force incorporated suggestions for revisions of the proposed curriculum into its “Proposal for Revising the Hofstra Core Curriculum,” issued in October 2002. The proposal was approved by the full faculty of HCLAS at the College’s meeting on December 4, 2002. At its meeting of March 4, 2003, the full faculty of HCLAS approved the criteria governing courses to be included in the Interdisciplinary category.

The introductory section to the October 2002 “Proposal for Revising the Hofstra Core Curriculum” appears as Appendix A in this *Handbook*. The curriculum, as proposed by the Task Force and approved by the HCLAS faculty, constitutes the first section of this *Handbook*.

Hofstra College of Liberal Arts and Sciences  
Office of the Dean  
September 22, 2004

## Second Edition

Changes to the Faculty Handbook for the Hofstra Distribution Requirements were put forth by the Curriculum Proposals Committee of HCLAS and approved by the HCLAS faculty during the Fall 2007 semester.

Hofstra College of Liberal Arts and Sciences  
Office of the Dean  
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## Third Edition

Changes to the Faculty Handbook for the Hofstra Distribution Requirements were put forth by the HCLAS Committee on Transfer Policy and approved by the HCLAS faculty during the Spring 2010 semester.

Hofstra College of Liberal Arts and Sciences  
Office of the Dean  
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## Fourth Edition

Changes to the Faculty Handbook for the Hofstra General Education and Distribution Requirements were put forth by the HCLAS General Education Task Force: Frank P. Gaughan, Chair; Rodney B. Finzel; Jean D. Giebel; Amy M. Masnick; Roberto Mazzoleni; Karyn M. Valerius; Laura G. Vallier; Kathleen A. Wallace // Dean’s Office: S S. Valenti, Terry F. Godlove, and Gail Schwab. and approved by the HCLAS faculty during the Fall 2015 and Spring 2017 semesters.

Hofstra College of Liberal Arts and Sciences  
Office of the Dean  
October 15, 2018

# FACULTY HANDBOOK FOR THE HOFSTRA GENERAL EDUCATION AND DISTRIBUTION REQUIREMENTS

## I. The HCLAS General Education Requirements

The nine General Education Requirements for the Bachelor of Arts in Hofstra College of Liberal Arts & Sciences are as follows:

A. Nine semester hours of distribution courses in the humanities. The nine semester hours may include no more than three from the Creative Participation (CP) category and must include at least three from the Appreciation and Analysis (AA) and, at least three semester hours of Literature (LT). No more than six semester hours of transfer or other advanced standing credit may be applied toward this requirement.

B. Nine semester hours of distribution courses in Natural Sciences and Mathematics/Computer Science (MA) (CS). At least three semester hours must be chosen from each category. No more than six semester hours of transfer or other advanced standing credit may be applied toward this requirement.

C. Nine semester hours of distribution courses in the Social Sciences. The nine semester hours must include three from the Social & Behavioral Sciences category and three from the History & Philosophy category. No more than six semester hours of transfer or other advanced standing credit may be applied toward this requirement.

D. Three semester hours of distribution course credit in Cross-Cultural study. Three semester hours of transfer or advanced standing credit may be applied to this requirement.

E. Three semester hours of distribution course credit in the interdisciplinary studies category. A student may satisfy this requirement with three semester hours of interdisciplinary studies course credit or with three additional semester hours taken from A-D, above.

F. Satisfactory completion of WSC 001 and WSC 002. Students entering Hofstra with full credit for WSC 001-002 must take the Hofstra Writing Proficiency Examination. Students who do not pass the Writing Proficiency exam will be able to strengthen their writing through a 1-credit Writing Workshop class or through one-on-one tutoring at Hofstra's Writing Center.

G. Completion of level 3 of a Foreign Language, placement above level 3, or completion of the special language option.

H. Satisfactory completion of two courses designated as Writing Intensive (WI). Must be taken after completion of WSC 002 and at least 30 semester hours, and may not include courses designed for first-year students (for example, FYC clusters and seminars and Honors College Culture & Expression).

I. Satisfactory completion of one course that applies quantitative reasoning to specific disciplinary contexts in the humanities, social sciences and natural sciences designated as Quantitative Reasoning (QR). One QR course will be required beginning the 2018 - 2019 bulletin year.<sup>1</sup>

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<sup>1</sup> The Quantitative Reasoning requirement is set to increase to two courses beginning in the 2020-2021 bulletin year.

## II. OVERVIEW OF DISTRIBUTION REQUIREMENTS

### A. Overview of Distribution Requirements:

A number of Hofstra University bachelor's degree programs include distribution requirements among their general degree requirements. The distribution requirements are designed to afford the student some familiarity with the subject matter and intellectual methods used in the various liberal arts and sciences. In addition, these requirements seek to expose students to a broad range of cultural traditions and encourage students to partake in interdisciplinary studies that draw on the general resources of the liberal arts and sciences. The distribution categories and their identifying codes are listed below.

For the history of this change from the core curriculum to the distribution requirements, see *Appendix A*.

### B. Categories:

There are eight categories of distribution courses. These include two categories for each of the three divisions in HCLAS, as well as categories for Cross-Cultural and Interdisciplinary Studies courses. The eight categories and their category designations are as follows:<sup>2</sup>

#### **HUMANITIES DIVISION:**

**Literature (LT)**

**The Arts**

**Appreciation and Analysis (AA)**

**Creative Participation (CP)**

#### **NATURAL SCIENCES, MATHEMATICS/COMPUTER SCIENCE DIVISION:**

**Natural Sciences (NS)**

**Mathematics/Computer Science (MC)**

#### **SOCIAL SCIENCES DIVISION:**

**Behavioral Social Sciences (BH)**

**History, Philosophy, Religious Studies (HP)**

#### **CROSS-CULTURAL (CC)**

#### **INTERDISCIPLINARY STUDIES (IS)**

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<sup>2</sup> See the section of the *Hofstra University Undergraduate Bulletin* entitled "Hofstra College of Liberal Arts and Sciences" for listings of the departments and programs offering distribution courses in each of the distribution categories.

### III. DISTRIBUTION COURSE STANDARDS

#### A. General Requirements

1. Only HCLAS courses are eligible to be distribution courses.<sup>3</sup>
2. All distribution courses must meet the requirement established by the State of New York that every semester hour of credit must represent “at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignment.”
3. All sections of distribution courses shall normally be limited to no more than 37 students. This limit may be waived in the case of those courses that combine a large group setting with smaller group discussion sessions, performances, or laboratories.
4. a. Distribution courses must be appropriately intensive or rigorous. In other words, distribution courses must require students to make a serious investment of time and engage students in matters important to the discipline(s) under study. In some categories, distribution courses must include substantial reading and a writing requirement of 3,500 words; in other categories, distribution courses should involve some kind of rigorous laboratory or participatory component.  
  
b. A possible distribution of the writing requirement (usually, 3500 words) might be a 500-word mid-term exam, two 1000-word papers, and a 1000-word final exam. This work is to be initiated early in the semester and, if necessary, rewritten, so that the student may benefit from ongoing criticism. Written assignments should be designed to minimize the possibility of plagiarism.
5. Distribution courses, provided they meet all distribution standards, may be offered during any academic session of 3 weeks or longer.
6. A distribution course must be appropriately designated with its distribution category placed in front of the course title in a department’s *Bulletin* course listings and in the class schedule published each semester. A course may be listed in both a divisional category and the Cross-Cultural category (assuming the course satisfies the Cross-Cultural criteria).
7. The designation of a course within a distribution category is permanent.
8. Courses taken on an optional Pass/D+/D/Fail basis may not be used to satisfy distribution requirements. Note, however, that some distribution courses are given only on a Pass/D+/D/Fail basis and may be used to fulfill distribution requirements.
9. Students may transfer in for distribution credit courses whose content falls within one of the distribution categories.
10. No student may satisfy distribution requirements at another institution once that student has matriculated at Hofstra University with the exception of students participating in an

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<sup>3</sup> The only exceptions to this requirement are courses grandfathered in from the core or prior to the formation of the Fred DeMatteis School of Engineering and Applied Science: RTVF 010, HUHC 011, 012, 013, 014 and CSC 005, 006, 007, 014, 015, 016, 017, 061, 102.

accredited study abroad program at another institution; with permission of the department offering the distribution course, such students may receive credit for one, and only one, distribution course upon successful completion of the course and the study abroad program. In acknowledgement of the experiential component of study abroad courses, it is recognized that distribution courses taken while participating in study abroad programs may not be exact equivalents to Hofstra courses that satisfy distribution requirements. A waiver and substitution form signed by the chairperson of the department offering the distribution course and the dean of the unit of the student's major is required.

## IV. DIVISIONAL COURSE REQUIREMENTS

Note: With the exception of courses in the Interdisciplinary category, all courses previously designated as core courses have been grandfathered into the distribution course categories.

### A. Divisional Requirements: <sup>4</sup>

1. **Humanities—Literature (LT).** Courses in this category must engage students in a rigorous literary study. These courses must include substantial reading and writing assignments, with at least 3500 words of written work (see A.4b, above).
2. **Humanities—The Arts.**
  - a. **Appreciation and Analysis (AA).** Courses in this category must engage students in a rigorous study that focuses on the appreciation and analysis of a specific non-literary art form. These courses must include substantial reading and writing assignments, with at least 3500 words of written work (see II.A.4 above).
  - b. **Creative Participation (CP).** Courses in this category must engage students in the creative participation of an art form (including creative writing). These courses must include a rigorous set of expectations for the evaluation of a student's artistic endeavors.
3. **Natural Sciences (NS).** Courses in this category must engage students in a rigorous study in the natural sciences. These courses must include a laboratory component, as well as a writing requirement (generally in the form of laboratory reports).
4. **Mathematics/Computer Science (MC).** Courses in this category must engage students in a rigorous study in either mathematics or computer science. These courses must provide a means for students to develop their mathematical reasoning skills and/or their ability to understand the computer and its use in problem solving.
5. **Behavioral Social Sciences (BH).** Courses in this category must engage students in a rigorous study in one of the modern social sciences. These courses must include substantial reading and writing assignments, with at least 3500 words of written work (see II.A.4 above).
6. **History, Philosophy, Religion (HP).** Courses in this category must engage students in a rigorous study in history, philosophy, or religion. These courses must include substantial reading and writing assignments, with at least 3500 words of written work (see II.A.4 above).
7. **Cross-Cultural (CC).** This category focuses on the intellectual and cultural traditions of the peoples of Africa, Asia, the Middle East, Latin America, and the Caribbean, as well as the indigenous peoples of the Americas and Australia. Courses in this category must engage students in a rigorous study of the traditions and practices of one or more of these peoples. These courses must include substantial reading and writing assignments, with at least 3500 words of written work (see II.A.4 above).

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<sup>4</sup> See the section of the *Hofstra University Undergraduate Bulletin* entitled "Hofstra College of Liberal Arts and Sciences" for listings of the departments and programs offering distribution courses in each of the distribution categories.



8. **Interdisciplinary Studies (IS).** An Interdisciplinary Studies program is one whose design integrates the various aspects of a liberal arts education through the study of problems and topics that are too broad to be fully addressed by any one discipline. Interdisciplinary Studies programs include single-discipline courses offered in the various departments and designated by the prefixes of those departments. Interdisciplinary Studies programs also develop and offer their own Interdisciplinary Studies (IS) courses. Such courses must include substantial reading and writing assignments, with at least 3,500 words of written work (see II.A.4 above), as well as content and perspectives from several different disciplines, and synthesize these diverse perspectives into an integrated framework. IS-designated courses may only be offered by HCLAS-faculty-approved Interdisciplinary Studies programs, must carry the prefixes of said programs, and must meet the criteria specified above. IS-designated courses may be taught by a single faculty member or team-taught.

**V. Table for B. A. Distribution Requirements**  
**A total of 33 semester hours**

<i>HUMANITIES</i>	9
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Literature (LT) 3

The Arts: { Appreciation & Analysis (AA) 3

LT or AA { Creative Participation (CP) 3

Only three of the nine credits in the Humanities may be satisfied with Creative Participation courses.<sup>5</sup>

<i>NATURAL SCIENCES, MATHEMATICS,/ COMPUTER SCIENCE</i>	9
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Natural Sciences (NS) 3

Mathematics/Computer Science (MC) 3

NS or MC 3

<i>SOCIAL SCIENCES</i>	9
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Behavioral Social Sciences (BH) 3

History, Philosophy, Religious Studies (HP) 3

BH or HP 3

<i>CROSS-CULTURAL (CC)</i>	3
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<i>INTERDISCIPLINARY STUDIES/OTHER*</i>	3
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NOTE: Students who may select a co-major in teacher education will find specific New York State Education Department liberal arts requirements within the School of Education section of the *Bulletin*. Please consult the specific education program requirements before planning HCLAS Distribution course work.

<sup>5</sup> This requirement may be satisfied by three credits of Interdisciplinary Studies or by three credits in any of the above categories, including a Creative Participation course.

## VI. COURSE AND PROGRAM SUBMISSION PROCEDURES

### A. Existing Courses:

1. Any department or program in HCLAS may add existing courses to the distribution system for inclusion in the divisional category in which the department or program is housed. Such courses must conform to the requirements listed under “Distribution Course Standards” in sections II and III of this handbook. (For CC and IS courses, see below.)
2. This procedure constitutes a **minor change** on the *Undergraduate Course Change Form – Minor* in Curriculog.
3. These courses become effective as distribution courses in the semester following the one in which they are submitted for inclusion in the distribution course listings. Such courses must be listed with the appropriate divisional designation (in parentheses) preceding the title in the *Bulletin* and semester class schedules. Note: This is a permanent designation.

### B. New Courses:

1. Any HCLAS department or program may add new courses to the distribution system within the divisional category in which the department or program is housed. Such courses must conform to the requirements listed under “Distribution Course Standards” in section II of this handbook. (For CC and IS courses, see below.)
2. New courses must be proposed using the *Undergraduate New Course Form* in Curriculog and requires the approval of both the Curriculum Proposals Committee and the HCLAS faculty.
3. These courses become effective as distribution courses in the semester following the one in which they are approved for inclusion in the distribution course listings. Such courses must be listed with the appropriate divisional designation (in parentheses) preceding the title in the *Bulletin* and semester class schedules. Note: This is a permanent designation.

### C. New Cross-Cultural Courses:

1. Any HCLAS department or program may propose an existing or new course for inclusion in the Cross-Cultural Division. The description of this course and its content must conform to the requirements for a Cross-Cultural course as defined in sections II and III.A.7, above.
2. New courses must be proposed using the *Undergraduate New Course Form* in Curriculog and requires the approval of both the Curriculum Proposals Committee and the HCLAS faculty.
3. These courses become effective as distribution courses in the semester following the one in which they are approved for inclusion in the distribution course listings. Such courses must be listed with the appropriate divisional designation (in parentheses) preceding the title in the *Bulletin* and semester class schedules. Note: This is a permanent designation.
4. Note: Cross-Cultural courses may be listed in two categories, including the Interdisciplinary category.
5. The various iterations of special topics courses offered for Cross-Cultural credit must be approved by the faculty of the department offering such courses.

**D. New Interdisciplinary Studies Courses:**

1. a. As stated in IV.A.8, above, only departments or programs recognized as interdisciplinary by the faculty of HCLAS may add courses to the Interdisciplinary Studies (IS) category as defined in section IV.A.8, above.  
  
b. Interdisciplinary departments or programs may also offer or propose courses in divisional categories other than Interdisciplinary Studies. If such courses are proposed for inclusion in a category other than the interdisciplinary one, they must not be interdisciplinary in nature and must satisfy the criteria of the category for which they are being proposed. These courses should be identified by the alpha code of the department or program that is offering them and placed in the appropriate distribution category.
2. New courses must be proposed using the Undergraduate New Course Form in Curriculog and require the approval of both the Curriculum Proposals Committee and the HCLAS faculty.
3. These courses become effective as distribution courses in the semester following the one in which they are approved for inclusion in the distribution course listings. Such courses must be listed with the appropriate divisional designation (in parentheses) preceding the title in the *Bulletin* and semester class schedules. Note: This is a permanent designation.
4. If a course is proposed for inclusion in the Cross-Cultural category, it may also be considered interdisciplinary and listed in both categories.
5. The various iterations of special topics courses offered by Interdisciplinary Studies programs for IS credit must be approved by the faculty and the director of the relevant Interdisciplinary Studies programs.

## V.II WRITING INTENSIVE REQUIREMENT

1. The Writing Intensive Requirement consists of two Writing Intensive (WI) courses. WI courses run at an enrollment limit of 22, the same enrollment as WSC 001 and WSC 002. This limit allows for emphasis on factors other than quantity, such as invention, revision, and research. WI courses require students to produce twenty pages (approximately 5,000 words) of polished writing over the course of the term.
2. WI courses may appear anywhere in the major or the distribution or both. In most cases, the WI designation is attached to sections of courses; hence departments may run multiple sections of a course, only some of which have the WI designation. Unlike the distribution tag, the WI designation is not permanent. Chairs may add or remove the tag when making their schedules.
3. Any department in HCLAS may offer WI courses, and existing courses may be modified to include a WI component. Thus, a course that carries a distribution tag may add a WI tag (e.g., LT-WI or NS-WI, etc.). WI courses may also appear outside the distribution and be reserved for majors. Some majors already require or offer upper-level research seminars or other upper-level courses that meet this requirement. In effect such courses are already writing intensive. In summary, the following types of courses may be designated WI:
  - a. courses in the major—for example, existing or new research seminars or other upper level major courses
  - b. non-distribution courses—for example, electives for major or non-major credit
  - c. select distribution courses.
4. Faculty propose WI courses to their department chairs and/or department-level curriculum committees. The Hofstra College of Liberal Arts and Sciences Standards and Review Committee makes a periodic review of WI courses as part of their review of the Distribution.
5. The overarching purpose of writing intensive coursework is improvement over time; hence, the majority of assignments should allow students sufficient time to plan, write, revise, and (if they wish) visit the writing center.
6. Students learn the conventions of writing in a given subject area by interacting with feedback. Hence, the course plan should provide for an exchange of ideas about good writing in general and in our respective disciplines. Some ideas to facilitate this exchange include the following:
  - a. Students produce a draft, receive instructor feedback, and revise.
  - b. Students produce a draft, receive peer feedback, and revise.
  - c. The instructor distributes a model essay and uses it as the basis for a class discussion. Model essays can be drawn from published work or from student samples.
  - d. The instructor selects an excerpt from an assigned reading and prepares a short lesson on the conventions that help define the writer's task and the audience's expectations. Alternately, the lesson could simply identify strengths and weaknesses in the writing itself.

7. Each syllabus should include a description of the writing-intensive nature of the class along with information about the number and types of writing assignments as well as the percentage of the grade dedicated to writing. WI syllabi will contain standard language as to how the course meets the WI requirements. Other policies that are useful include statements about plagiarism, revision, and the submission of late-assignments.
8. The organization of a writing intensive syllabus will vary depending on the level of the course, the subject area, and the instructor's preferences.

These models illustrate possibilities:

- a. Students produce weekly short essays. Each can be scored with a rubric and/or instructor feedback. Alternately, the class may begin with a series of short essays, each responding to a related question. At the midterm, students revise their short works into a longer and more coherent text.
- b. Students produce between 3 and 5 projects over the term. The length and genre may vary (e.g., argument, analysis, encyclopedia entry, news article, editorial, book review, etc.). Some instructors provide formative feedback on drafts and a shorter, summative assessment on the final product. Others provide a detailed summative assessment of each project and allow a predetermined number (e.g., 2 of the 5 projects) to be revised for an improved grade.
- c. Students develop a single project over the course of a term, often meeting certain benchmarks along the way (proposal, annotated bibliography, literature review). This type of big research project is probably best suited for advanced courses, but it can be scaled and combined with other types of assignments so that it works at any level.
- d. Students compose works collaboratively or individually in networked environments (e.g., blogs, discussion boards, wikis). With appropriate supervision, such venues may be used at any stage of the writing process, from invention to publication.

## VIII. QUANTITATIVE REASONING REQUIREMENT

1. Quantitative reasoning (QR) courses intend to develop students' aptitude in the use of data and quantitative analytical tools in a wide range of inquiries in personal, professional, and public contexts; and their ability to think critically about quantitative measures of abstract concepts, and the accuracy and soundness of conclusions based on data or on mathematical models.
2. Any department in HCLAS may offer QR courses, and existing courses may be modified to include a QR component. Thus, a course that carries a distribution tag may add a QR tag (e.g., NS-QR or FA-QR, etc.). QR courses may also appear outside the distribution and be reserved for majors. Some majors already require or offer upper-level research seminars or other upper-level courses that meet this requirement. In effect such courses already include quantitative reasoning. In summary, the following types of courses may be designated QR:
  - a. courses in the major—for example, existing or new research seminars or other upper level major courses
  - b. non-distribution courses—for example, electives for major or non-major credit
  - c. select distribution courses.
3. Faculty propose QR courses to their department chairs and/or department-level curriculum committees. The Hofstra College of Liberal Arts and Sciences Standards and Review Committee makes a periodic review of QR courses as part of their review of the Distribution.
4. The focus of QR courses is intended to be on the application of quantitative methods to a specific context, although these courses may embed basic methodological training in their subject matter. This characteristic sets QR courses apart from mathematics courses.
5. The methods that are emphasized in QR courses vary widely, but it is expected that students will engage in one or more of the following activities, and that at least 30% of the student's grade will be determined by assignments and/or exams associated with these activities:
  - a. Learning to read, construct, interpret and evaluate tables, graphs, maps, and charts.
  - b. Developing quantitative measures of physical, spatial, behavioral or social phenomena.
  - c. Using mathematical models to express causal relationships and to explore the implications of changed assumptions or proposed solutions to problems in the physical or social world.
  - d. Collecting and organizing numerical data from archives, surveys, lab experiments or other sources.
  - e. Testing hypotheses using experimental or statistical controls.
  - f. Assessing the limitations of research, such as the reliability and validity of measures, adequacy of experimental design, sample size and quality and alternative hypotheses and interpretations.

6. Each syllabus should include a description of ways that QR will be taught, along with information about the number and types of assignments as well as the percentage of the grade dedicated to quantitative reasoning.



## IX. COURSE AND PROGRAM REVIEW PROCEDURES

- A. Oversight of the distribution program is the responsibility of the HCLAS Standards and Review Committee.
- B. The Committee's review of this program is to be conducted as follows:
  - 1. The Committee is to meet with departments on a rotating basis, approximately once every five years. The purpose of this meeting is to conduct a joint assessment of how successfully the department has implemented some rationale for its distribution courses. Departments should also demonstrate that their courses satisfy the appropriate course standards as stated in sections II and III of this *Handbook*. This review should also include any of the department's Cross-Cultural listings and any special topics courses offered for distribution credit.
  - 2. The Committee is to review the Interdisciplinary Studies category, its listings, and its definition, after its first three years of existence, and once every five years thereafter. This review should include an assessment of the optional status of this category.

## **Appendix A**

### **Hofstra College of Liberal Arts and Sciences General Education Goals and Learning Objectives**

The following are the General Education Goals and Learning Objectives for the Bachelor of Arts and Bachelor of Fine Arts Degrees:

#### **Goal 1. Critical and Analytical Thinking**

Students will apply critical and analytical thinking across a broad array of liberal arts and science disciplines, designed to foster self-examination and inquiry into the outside world of nature and society. Liberal arts courses stress the development of clarity of expression, power of discovery, and creative imagination.

Objective 1A. Complete a broad-based course of study across the liberal arts disciplines within the humanities, social sciences, natural sciences and mathematics.

Objective 1B. Apply relevant criteria to create, critically analyze, interpret, or reflect ethically on a text, artwork, performance, or other product of human creativity and reasoning.

Objective 1C. Demonstrate quantitative reasoning by using techniques of mathematical and statistical analysis to numerically quantify and answer a question.

Objective 1D. Demonstrate scientific reasoning by applying inductive and/or deductive analysis to evaluate a hypothesis.

#### **Goal 2. Written Communication**

Students will demonstrate proficiency in written communication.

Objective 2A. Apply principles of clarity and coherence to sentences and paragraphs.

Objective 2B. Write an effective expository or argumentative essay using appropriate style, structure, and voice.

#### **Goal 3. Oral Communication**

Students will demonstrate proficiency in oral communication.

Objective 3A. Demonstrate skill in oral communication techniques, appropriately addressing the needs of the audience and expressing ideas coherently.

Objective 3B. Demonstrate mastery of the intellectual content of an oral presentation for informing, persuading, and/or defending a point of view, or for leading or participating in collaborative discussion of a topic.

#### **Goal 4. Cultural and Global Awareness**

Students will develop cultural competencies and global awareness.

Objective 4A. Provide and understand information on simple concrete subjects in a language other than English in both oral and written form in languages where both currently exist. (Classical languages will be assessed in their written form only.)

Objective 4B. Demonstrate the ability to explain and reflect on important political, economic, social, aesthetic and ethical issues of at least one of the peoples in Africa, Asia, the Middle East, Latin America, or of the indigenous peoples of the Americas and Australia.

Objective 4C. Demonstrate the ability to explain and reflect on important political, economic, social, aesthetic or ethical issues within one's own cultural context.

**Goal 5. Information Literacy**

Students will demonstrate information literacy.

Objective 5A: Demonstrate the ability to research, select and properly cite a variety of appropriate sources used to support scholarly work.

Objective 5B. Make effective use of sources, showing understanding of their meaning/significance.

**Goal 6. Technological Competency**

Students will demonstrate technological competency

Objective 6A. Demonstrate the ability to use general or discipline-specific technologies to identify, retrieve, analyze, and communicate ideas and information.

Approved by the Faculty of Hofstra College of Liberal Arts and Sciences  
March 11, 2015

HOFSTRA UNIVERSITY  
HOFSTRA COLLEGE OF LIBERAL ARTS AND SCIENCES  
SAMPLE SYLLABUS

The following categories are typically included on a syllabus (keeping in mind that some categories are more or less appropriate, depending on the course):






Hofstra University  
College/School  
Department

Course Prefix & Number Hours	Course Title	Semester
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- **Course Description**
- **Goals/Objectives that this course fulfills within the department**
- **Learning Outcomes**
- **Typical Assignments/Requirements (please attach at least one sample assignment)**
- **Required Text(s)/Readings**
- **Grading Criteria**
- **Course Schedule**
- **Attendance Policy** – If there are specific attendance policies for the class, be as explicit as possible, including indicating if there are any penalties for unexcused absences and/or latenesses.
- **Bibliography** – Not a research bibliography but a list of resources that a student can access to better understand the topics being discussed.
- **Other Requirements/Information, as appropriate.** All syllabi should include some statement regarding the honor code/academic honesty and services for students with disabilities. Other useful information includes a reminder statement about University deadlines, information regarding incompletes, etc. In some cases departments/schools prefer to have standard language for some of these categories on all syllabi.
- **Hofstra Policies Statement (suggested by the Provost's Office).** “For specific policy wording relating to the following important matters: Academic Dishonesty; Student Access Services; Deadlines and Grading Policies; Absences for Religious Observance; Discrimination, Harassment, Sexual Misconduct; the Center for Academic Excellence, see Hofstra Policies: Wording for Syllabuses:  
<https://www.hofstra.edu/about/administration/provost/provost-hofstra-policies.html> .”






















## Starting & Launching a Proposal

- Step 1 ⇒ Go to MYHOFSTRA to get into the portal
- Step 2 ⇒ Click on the app section for the Curriculog Icon
- Step 3 ⇒ Click New Proposal (top left)
- Step 4 ⇒ Select the form for the appropriate process and year (click on the form name so it is highlighted)
- Step 5 ⇒ Click  to Start Proposal (to the right of the form name)
- Step 6 ⇒ Click  to Turn Help Text on (top right)
- Step 7 ⇒ Click  to Import Data from the Catalog (top left)
- Step 8 ⇒ Click  to Select Bulletin (far right)
- Step 9 ⇒ Select Filter from Drop Down Menu (middle)  
(Best Practice is to filter by Prefix, if you know the Code you may add that as well)
- Step 10 ⇒ Type in Prefix (e.g. MATH) and Code if wanted (e.g. 100)
- Step 11 ⇒ Click “Search Available Curriculum”
- Step 12 ⇒ View “Search Results” and Click on the Desired Course
- Step 13 ⇒ Review Data (Import **all** fields even if changes are to be made)
- Step 14 ⇒ Click “Import This Item”
- Step 15 ⇒ Click  to Turn Help Text back on (right of left side)
- Step 16 ⇒ Complete the Required Fields (\*) but **do not** change the imported data at this point (**Important!**). (The Help Text will help you know how to complete the fields so make sure it is on.)
- Step 17 ⇒ Click to Launch Proposal

**PLEASE NOTE: YOU ARE NOT DONE, YOU MUST NOW APPROVE THE ORIGINATOR STEP BEFORE IT CAN MOVE ON**

## Editing & Approving Proposals

- Step 1 ⇒ Go to MYHOFSTRA to get into the portal
- Step 2 ⇒ Click on the app section for the Curriculog Icon
- Step 3 ⇒ Click “My Tasks” (top left)
- Step 4 ⇒ Hover Over the Proposal on Which You Wish to Work
- Step 5 ⇒ Click  to Turn Help Text on (right of left side), **if needed**
- Step 6 ⇒ Click  to Edit Proposal with Desired Changes (note: by launching first, edits will appear in **red** when others review it)
- Step 8 ⇒ Perform Any of the Following:
  - ⇒  Click to Perform an Impact Report (e.g. see what courses use this course as a prereq)
  - ⇒  Click  to Print the Proposal
  - ⇒  Click  to Expand the form to Full Width (easier editing)
  - ⇒  Click  to View Comments & Discussions
  - ⇒  Click  to View Proposal History (and where it is headed)
  - ⇒  Click  to see Signatures (Dean's Step and EPC)
  - ⇒  Click  to Upload or View Attached Files (e.g. syllabus)
  - ⇒  Click  to Approve (if you have logged in and if it is your step, you will then get a Decision Box allowing you to approve, reject, etc.)
  - ⇒  Click  to Create a Crosslisting (if originator)

If you have followed the above steps and are experiencing difficulties, please contact Hofstra's Curriculog Manager, Dia Whyte on ext. 3-6170 or via email at [Dia.Whyte@hofstra.edu](mailto:Dia.Whyte@hofstra.edu).