



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
MICHELE DUFFEY	MLP127	Health and Human Development (HH)	Not Available
MARGARET SLATTERY	mjs436	(XX)	Not Available

Academic Home: Health and Human Development (HH)

Type of Proposal: Add Change Drop

Course Designation

(GENED 101N) Gen Ed Example INTERDOMAIN course

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Gen Ed Example INTERDOMAIN
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3
Maximum Credits: 3
Repeatable: NO
Department with Curricular Responsibility: Kinesiology (UPHH_KINES)
Effective Semester: Upon Approval
Travel Component: NO

Course Outline

A brief outline or overview of the course content:

Insert a brief paragraph describing the course content. The proposer should be explicit about this being an inter-domain course as well. (i.e. "GENED 101N holds two general education attributes (GS/GHW); successful completion of the course fulfills 3 credits of Integrative Studies.")

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

List an outline of the major course topics including the time allotted for each topic. This should add to 15 weeks OR detail the required 45 hours of work per credit is allotted.

Course Description:

This description may be up to 400 words and should describe the course content. Think of this section as the advertisement for your course, as it will become the public face of the course in the catalog posted to LionPath and the university bulletin. This description should be durable over time and does not include delivery method, evaluation/assessments, specific days/dates, enrollments, or other limiting information.

Since this course is an inter-domain course, the description should explicitly state such. For example: "GENED 101N holds two general education attributes (GS/GHW); successful completion of the course fulfills 3 credits of Integrative Studies."

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: MARGARET SLATTERY (mjs436)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: MICHELE DUFFEY (MLP127)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

CIP Code: 130301

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Define what the student is expected to learn and/or the skills the student should develop. Link each objective to the evaluation method section. It is likely that the list includes objectives of integrative nature.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Explain how the achievement of the course objectives will be assessed. The specific procedures for determining student grades should be identified including the approximate percentage weightings for each. The evaluation methods should link to the objectives for the course.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

Explain how the course relates to other courses, such as an explanation of its position in a sequence of courses. This includes the justification for a course as a prereq/ concurrent/ coreq or the justification for the particular course's prereq/ concurrent/ coreq.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

Explain how the course will relate to a program or general education. This includes how you may see the course functioning for the student to gain a foundation of knowledge or perhaps how it may lead to interest in other courses or in continuing exploring a topic. The potential to fulfill 3 credits of Integrative Studies with the completion of this course should be stated.

A description of any special facilities:

Describe any special facilities that units would need should they choose to offer this course. This may help a campus decide if an offering is within the available resources.

Frequency of Offering and Enrollment:

Note the semesters or number of times per year (may include approximate number of sections) the course is intended to be offered; include approximate number per section. This may aid in workload planning.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Based on the boxes checked, the GELO will appear in the text immediately above this box. Address EACH GELO individually. (Select a minimum of 2 and maximum of 4 objectives.) Be clear in addressing each objective individually. For example:

EFFECTIVE COMMUNICATION: List the GELO and then explain the opportunities students will have in the course to achieve the objective.

KEY LITERACIES: List the GELO and then explain the opportunities students will have in the course to achieve the objective.

INTEGRATIVE THINKING: List the GELO and then explain the opportunities students will have in the course to achieve the objective.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Explain how students will be assessed in attainment of learning objectives and intentionally state which GELOs would be addressed in such a way. The committee needs to see how GELOs are part of the assessment of the student's performance in the course. Be explicit in linking the GELO to the assessment strategy/type.

General Education Domain Criteria

General Education Designation: Inter-Domain

GHA Criteria

- Explain the methods of inquiry in Health and Wellness fields and describe how the contributions of these fields complement inquiry in other areas
- Describe multiple perceptions and dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational)
- Identify and explain ways individuals and/or communities can achieve and maintain health and wellness
- Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness
- Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span

What components of the course will help students achieve the domain criteria selected above?

Explain the components of the course that will aid in addressing each selection. Address each of the criteria specifically. For example:

- 1 - Explain the methods of inquiry: insert response
 - 2 - Describe multiple perceptions: insert response
 - 3 - Identify and explain ways individuals and/or communities can achieve and maintain health and wellness: insert response
-

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Explain the components of the course that will aid in addressing each selection. Address each of the criteria specifically. For example:

- 1 - Explain the methods of inquiry: insert response
 - 2 - Identify and explain major foundational theories: insert response
 - 3 - Describe the ways in which many different factors may interact: insert response
-

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Explain how the knowledge domains are addressed in the course and how the students will practice the embedded domain criteria; descriptions of translating information to practice are helpful; descriptions of translating information to practice are helpful.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Being inter-domain, each knowledge domain must be shown to equally share attention; provide specific examples explaining how the two domains will be integrated to each other. This should include content and/or thematic links as well as how and what opportunities would be available for students to practice integrative thinking.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

For durability, this section includes an explanation of the experiences, knowledge base, skills, and/or abilities and qualifications of

the instructor or instructional team, not the names of specific faculty. This plan will include notations of communication strategies among the affected units and collaborations with the other instructor and campus personnel likely to offer the course. Such information will aid in workload planning and feasibility of offering the courses.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Without necessarily naming assignments, discuss HOW assessment method(s) show application of integrative thinking (i.e. portions of a final project that require "x") and reinforcing information between the courses. Specifically explain how students will be assessed regarding achievement of integrative thinking.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

In this example, we show an example of the information cue to certify a course as BA should this requirement apply. In this section, click the blue box to view instructions when in curriculum.psu.edu. Explain the presence of the BA criteria per the instructions as the BA pertains to this course.

Intercultural Requirements:

In this example, we show an example of the information cue to certify a course as US, IL or US/IL should this requirement apply. In this section, click the blue box to view instructions when in curriculum.psu.edu. Explain the presence of the US, IL, or US/IL criteria per the instructions as the requirement pertains to this course. The types of information outlined here should be evident in the other components of the proposal detailing course content such as the description and the outline and time allotment of topics.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
----------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Review History

This section represents all consultation history that has occurred on this proposal

Legend



Approve



Rejected



Waiting Review



User Action Required



Pending Action(s)



Moved to Rejected Status



Approved

(#) - Review Order Sequence Number

Head of Department

Recipient Name: [MARGARET SLATTERY](#)

Department: (Not Available)

Position: Head of Department

Campus: UNIVERSITY PARK CAMPUS

Title:

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]

SCCA Representative

Recipient Name: [MICHELE DUFFEY](#) **Department:** (Not Available)
Position: SCCA Representative **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Dean of the College

Recipient Name: [DENNIS SHEA](#) **Department:** (Not Available)
Position: Dean of the College **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

SCCA Subcommittee Review

Recipient Name: [ALLISON ALBINSKI](#) **Department:** (Not Available)
Position: SCCA Subcommittee Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Recipient Name: [KADI CORTER](#) **Department:** (Not Available)
Position: SCCA Subcommittee Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

SCCA Review

Recipient Name: [ALLISON ALBINSKI](#) **Department:** (Not Available)
Position: SCCA Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Recipient Name: [KADI CORTER](#) **Department:** (Not Available)
Position: SCCA Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Faculty Senate Review

Recipient Name: [ALLISON ALBINSKI](#) **Department:** (Not Available)
Position: Faculty Senate Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Recipient Name: [KADI CORTER](#) **Department:** (Not Available)
Position: Faculty Senate Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Curricular Information

Blue Sheet Item #:
Review Date:

SCRID Numbers

(GENED 101N):

UPLOADED DOCUMENTS:

Context Type: Syllabus
File Description: Sample Syllabus
File Name: Syllabus Information.pdf

Proposal ID: 7323 created on 5/29/2018 4:26 PM

UPLOADED DOCUMENTS FOLLOW:

SAMPLE SYLLABUS TEMPLATE FOR GENERAL EDUCATION COURSE PROPOSALS

SCCA is interested in the durable curricular/academic elements of the syllabus and there are various types of documents that could be uploaded as “a syllabus”.

- An exemplar syllabus that contains the durable elements listed below
 - A master syllabus that contains the durable elements listed below
 - Use of this document as a template and completed
-

Course Abbreviation and Number:

Credits:

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation:

Course Attributes/Designations: <<<GenEd, BA, US, IL, FYS, WAC etc.>>>

General Education Learning Objectives: <<<which 2-4 of the 7 General Education Learning Objectives are covered in this course, these will also be listed on the course catalog>>>

Course Description: <<<long course description and other critical content that is defining of the course>>>

Course Learning Objectives: <<<specific course objectives >>>

Content that would be included on a personalized and thorough syllabus, but are not required on the version to be submitted with a course proposal is listed below. If your syllabus has these items, that is ok and you do not need to edit or remove them, and they will not be reviewed or considered as part the proposal.

- academic integrity statement
- disability accommodation statement
- specific course materials, texts etc.
- grade breakdown by assessment type and percentage and associated grading policies
- attendance and participation expectations and policies
- examination policy/evening exams
- contact information for instructor and graduate assistants
- method of course delivery
- mental health resources statement