



**PennState**  
Office for  
General Education

# Integrative Studies Seed Grants Informational Webinar Friday February 2 at 11:15 am

Maggie Slattery  
**Assistant Dean and  
Director of the Office for General Education**

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# PROCESS and TIMELINE

**2012**

**A University-wide conversation began**

**2013-2014**

**Gen Ed Task Force deliberates models  
and makes recommendations**

**2015-2016**

**Faculty Senate implementation reports  
from University Faculty Senate**

**2016-2017**

**Formation of Office for General Education**

**SUMMER/ FALL 2018**

**New requirements start for students**

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# UPDATED LEARNING OBJECTIVES

**EFFECTIVE COMMUNICATION**

**KEY LITERACIES** e.g. quantitative, health, intercultural, historical, aesthetic, linguistic, scientific

**CRITICAL AND ANALYTICAL THINKING**

**INTEGRATIVE THINKING**

**CREATIVE THINKING**

**GLOBAL LEARNING**

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING**

# NEW REQUIREMENTS

## Foundation Courses

(15 credits and C or better)

Quantification (GQ) – 6 credits

Writing and Speaking (GWS) – 9 credits

## Domain Courses

(30 credits including 6 Integrative Studies credits)

Arts (GA) – 6 credits

Humanities (GH) – 6 credits

Health and Wellness (GHW) – 3 credits

Natural Sciences (GN) – 9 credits

Social and Behavioral Sciences (GS) – 6 credits

# INTEGRATIVE STUDIES - Inter-Domain

- Integrates, within one course, selected perspectives, concepts, information, and knowledge from two of the knowledge domains (GA, GH, GHW, GN, GS)
- Be at least 3 credits
- Each of the two knowledge domains will receive approximately equal attention
- Include assessments to determine students' ability to apply integrative thinking as well as other General Education objectives addressed in the course



# INTEGRATIVE STUDIES - Linked Courses

- 2 or more courses that link in some substantial way
- may be used toward integrative studies requirement or regular domain course requirement if link is not taken
- Linked courses approach similar subject matter from different intellectual perspectives or are connected in some other purposeful way
- Each course used to satisfy the requirement must represent a different knowledge domain (GA, GH, GHW, GN, GS)
- Sets of linked courses may contain more than 2 courses to increase flexibility for students
- Include assessments to determine students' ability to apply integrative thinking as well as other general education objectives addressed in the course

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The seed grants are designed to create the capacity for the university to offer Integrative Studies as a General Education requirement to students.

# SEED GRANT PRIORITIES and REVIEW CRITERIA

**Courses that are expected to have broad student and faculty appeal.**

**Courses originating from teams that cross campus and college borders.**

**Courses that reflect the General Education learning objectives, specifically Integrative Thinking.**

**Courses that are transferable to a range of University campuses and that engage faculty from different units.**

**Quality of Student Learning and Student Learning Experience assessment plan.**



# OPTIONAL COLLABORATIONS

Teaching and Learning with  
Technology

Digital Fluency

Open Educational  
Resources(TLT/Libraries)

University Libraries

World Campus

Schreyer Honors College

Sustainability Institute

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# SEED GRANT EXPECTATIONS

Signed Course Development Agreement

Work will be completed over summer 2018.

A complete course syllabus including learning outcomes & course content

Assignments and assessments of student learning

A reading list, course materials and course resources

Sample assessments for evaluation of General Education objectives

Curricular Proposal through the Faculty Senate process

Participation in workshops



# SEED GRANT TIMELINE

- Feb 26th - proposals due
- End of March - funded proposals announced
- Summer 2018 - Kick off symposium including awardees from last year
- Start of summer - first half of award money dispersed
- Summer - works gets done
- End of summer/early fall - proposal submitted to the faculty senate and second half of award money dispersed
- FA19/SP20 - offer courses if possible (X97 model)



# APPLICATION DETAILS

## Description

intended course content and milestones of materials and assessments to be developed over the summer

## Plan

To evaluate the quality of the student learning experience as well as student learning

## Collaborations

necessary to develop such a course.

## Budget

Reflecting faculty salary supplement and additional expenses.

## Support

From direct supervisor  
including comments about SHC if needed  
Second from Associate Dean if World Campus is involved

# AWARD AMOUNTS

- up to \$5,000 for revising a course and up to \$8,000 for developing a completely new course designed by a single faculty member
- up to \$15,000 for projects that bring together multiple faculty members
- proposals may include requests of up to \$1,000 for ancillary expenses
- awards may include wrap around support, services, or additional funding from other University units as described below
- may not include student, staff, or retired faculty salary

# PRE-PROPOSAL RESOURCES

GenEd Faculty [Scholars](https://www.psu.edu/gened/scholars) - [gened.psu.edu](https://www.psu.edu/gened)

Schreyer Institute for Teaching Excellence - [SITE@PSU.EDU](mailto:SITE@PSU.EDU)

Supporting units -

Sustainability: Peter Buckland

SHC: Keefe Manning

World Campus: Lynne Johnson

Libraries/OER: Rebecca Miller

TLT/Digital Fluency: Kyle Bowen



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# Partnering with University Libraries

Rebecca K. Miller, MSLS, MAEd  
Head, Library Learning Services

# Learning outcomes


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- Research strategies and resources
- Discovery of new information through effective searching
- Production and value of information
- Critically evaluating information
- Engaging in scholarly conversations and communities of learning
- Ethically and effectively creating and communicating new knowledge



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- A woman and a young girl are looking at a magnifying glass together. The woman is smiling and holding the magnifying glass over a small object. The girl is also smiling and looking at the object. The background is a blurred indoor setting.
- One-time consultation
  - Assignment design
  - Lesson plan design
  - Research skills or information literacy workshop
  - Plug and play tutorials and modules
  - Assistance with course materials (readings, media, open educational resources, other tools)
  - Canvas course integration
  - Assessment

## Partnership strategies and options

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# Further resources

- Tutorials: <https://libraries.psu.edu/guides/howto>
- Information literacy badges: <http://sites.psu.edu/informationliteracybadges/>
- Subject and course guides: <https://libraries.psu.edu/guides>
- Information literacy modules: <http://guides.libraries.psu.edu/c.php?g=516093&p=5322841>

# CONTACT US

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