

## Integrative Studies: Formal Course Proposals

### Senate Committee on Curricular Affairs

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The following are the items that will be requested when submitting a course proposal for an Integrative Studies course and they are taken from several key University Faculty Senate reports originating from the General Education Task Force and the Special Committee on General Education Implementation. These reports are a source for further information and details as desired and are available at the links given below.

Revision of General Education Learning Objectives and Addition of Integrative Studies Requirement

<http://senate.psu.edu/senators/agendas-records/april-28-2015-agenda/appendix-b/>

Implementation of the General Education Learning Objectives:

<http://senate.psu.edu/senators/agendas-records/march-15-2016-agenda/appendix-c/>

Implementation of the updated Domain Criteria and Integrative Studies Pathways:

<http://senate.psu.edu/senators/agendas-records/march-15-2016-agenda/appendix-b/#Pathways>

There are three areas of information that are needed for Integrative Studies courses beyond the normal course proposal:

1. Alignment with General Education Learning Objectives (all GenEd)
2. Alignment with Domain criteria (all GenEd)
3. Alignment with Integrative Studies requirements (all Integrative Studies within GenEd)

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#### 1. Alignment with General Education Objectives

- a) Which of the seven General Education Learning Objective(s) will be addressed in the course? A minimum of two (2) Learning Objective must be clearly addressed in the course; it is recommended that each course address two to three (2-3) Learning Objectives and not more than four (4). (See Appendix A, page 3, for list)
- b) 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.
- c) How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in the course? This assessment must be included as a portion of the student's overall performance in the course.
- d) Please provide a copy of the current or proposed syllabus.

#### 2. Alignment with Domain criteria

- e) Demonstrate that the course will satisfy at least 3 of the 5 criteria for which the Knowledge Domains the course is requesting designation, providing evidence from course topics, assignments, or other course components. (Note: Inter-domain course proposals will not be approved for more than two Knowledge Domains. Linked courses may only request one domain. See Appendix B, beginning on page 4, for updated criteria for each domain.)

**Integrative Studies: Formal Course Proposals**  
**Senate Committee on Curricular Affairs**

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3. Integrative Studies: Select either Inter-domain (f-k) or Linked Courses (f-j)

Inter-Domain courses:

- f) Explain how the intellectual frameworks and methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.
- g) 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.
- h) Include evidence of unit-level (department, program) and College-level administrative approval of the courses, and evidence of substantive consultation among faculty with expertise in the appropriate Knowledge Domains and discipline(s).
- i) Where Inter-Domain courses are cross-listed, consultation with both of those academic units and their Colleges is required. For other Inter-Domain courses, given that all the Knowledge Domains are offered by more than one unit and College, this dual-Domain consultation and support should occur with the most closely related units and Colleges (more than one such unit and College may be relevant).
- j) 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.
- k) Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Linked courses:

- f) Explain how the intellectual frameworks and methodologies of each course's Knowledge Domain will be explicitly addressed in the course and practiced by the students.
- g) Explain how the courses in the Linkage will be linked with each other. It is anticipated that courses will usually be linked by subject matter, but they should additionally be linked by some purposeful component that provides opportunities for students to experience and practice integrative thinking across Knowledge Domains. The Linkage component between courses needs to be intentional and explicit to students. However, each course in a Linkage must be self-contained such that students can successfully complete just one course in the Linkage if they so choose.
- h) Include evidence of unit-level (department, program) and College-level administrative approval of the courses and Linkages, and evidence of substantive consultation among faculty with expertise in the appropriate Knowledge Domain(s) and discipline(s).
- i) Briefly explain the staffing plan. Given that each Linked Course is approved for a single Knowledge Domain, it will be taught by an instructor (or instructional team) with appropriate expertise in that domain, who will also be expected to implement the Linkage's shared component as defined in the proposal.
- j) Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Appendix A: General Education Learning Objectives

- a. **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.
- b. **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.
- c. **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.
- d. **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.
- e. **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.
- f. **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.
- g. **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.

## Integrative Studies: Formal Course Proposals

### Senate Committee on Curricular Affairs

---

#### Appendix B: Domain Criteria

##### Arts (GA)

In Arts fields (GA), students focus on exploring or creating works of art. Students should become familiar with the importance of significant creative works, the traditions and history associated with those works, and the important role that the arts play as expressions of the cultural values of society and the human condition.

To help students achieve GA goals, the University provides GA courses and an appropriate learning environment with purposeful engagement with the arts and creative works for students to:

- Encounter and become conversant with the terminologies, techniques, practices, knowledge, and skills employed by the arts
- Gain a comprehension of the role that the arts play as expressions of the cultural values of society and the human condition
- Expand their knowledge of the variety of expressions and experiences that are provided through the arts
- Develop competencies in interpreting and critically evaluating diverse expressions in the arts.

GA Student Learning Criteria. Upon successful completion of the General Education Arts (GA) requirement, students should be able to:

- Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor
- Demonstrate competence in the creation of works of art and design
- Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works
- Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation.

##### Humanities (GH)

In Humanities (GH) fields, students focus on exploring important works of literature, history, religion, philosophy, and other closely related forms of cultural expression, thereby broadening their understanding of diverse ways of seeing, thinking about, and experiencing the self and society. Students will enlarge their intellectual horizons and knowledge of the world through encountering humanistic representations of both lived experiences and imaginative or speculative constructions, past or present. Students thus become increasingly prepared to live as thoughtfully engaged members of multiple communities, whether local, regional, or global.

To help students achieve GH goals, the University provides GH courses and an appropriate learning environment for students to:

- Engage in the qualitative study of the humanities
- Expand their knowledge of the variety of human experiences
- Gain access to various intellectual traditions and their changes through time
- Probe the foundations of communication and thought and become aware of the scope and limitations of human communication
- Encounter concepts and traditions that attempt to bring sense to human existence
- Develop their competency in interpreting and critically evaluating diverse ways of life, traditions, and shared or individual values, including their own.

## Integrative Studies: Formal Course Proposals

### Senate Committee on Curricular Affairs

---

GH Student Learning Criteria. Upon successful completion of the General Education Humanities (GH) requirement, students should have increased their abilities to:

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities.

### Health and Wellness (GHW)

In Health and Wellness (GHW) fields, students focus on the physical and psychosocial well-being of individuals and communities. They expand their theoretical and practical knowledge about health and wellness—concepts that are multidimensional and culturally defined. The University provides opportunities for students to study such diverse topics as nutrition, physical activity, stress, sleep, healthy leisure, alcohol, tobacco, and other substance use, sexual health, and safety—all useful in maintaining lifelong health and wellness and in creating healthy work and community environments.

- Identify and practice skills, attitudes, and behaviors that should enable them to better maintain health and wellness across their lifespans
- Identify wellness as a positive state of well-being, not merely the absence of disease or illness
- Recognize the importance of social, emotional, and physical health and wellness for communities as well as for individuals. To help students achieve GHW goals, the University provides GHW courses and an appropriate learning environment for students to:

GHW Student Learning Criteria. Upon successful completion of the General Education Health and Wellness (GHW) requirement, students should have increased their abilities to:

- 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

### Natural Sciences (GN)

In Natural Science (GN) fields, students develop the skills necessary to make informed judgments about scientific information and arguments. Along with building knowledge of foundational scientific principles, students expand their understanding of how and why science works, why it is an effective tool for knowledge generation, and how it can address contemporary questions and challenges.

## Integrative Studies: Formal Course Proposals

### Senate Committee on Curricular Affairs

---

To help students achieve GN goals and develop this scientific literacy, the University provides GN courses and an appropriate learning environment for students to:

- Encounter the order, diversity, and beauty of nature
- Sample some of the ways in which science offers an additional lens through which to view the human condition
- Engage with scientific material through discussion, exploration, data analysis, and experimentation
- Gain practice in recognizing the nature of scientific process and discovery, in identifying what science can and cannot achieve, and in analyzing why scientific arguments may lead to different conclusions than other forms of intellectual discourse.

GN Student Learning Criteria. Upon successful completion of the General Education (GN) requirement, students should have increased their abilities to:

- Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas
- Construct evidence-based explanations of natural phenomena
- Demonstrate informed understandings of scientific claims and their applications
- Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge
- Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems.

### **Social and Behavioral Sciences (GS)**

In Social and Behavioral Science (GS) fields, students focus on analyzing the forces that influence behaviors, values, habits, attitudes, and institutions. GS courses allow students to explore the multiple perspectives and methodologies useful in analyzing and addressing complex social issues.

To help students achieve GS goals, the university provides GS courses and an appropriate learning environment for students to:

- Explore the interrelationships of the many factors that shape behavior
- Be introduced to methodological analyses of the forms, practices, and theories of politics, economics, and social institutions
- Develop comprehensive, integrated, reasoned, and theoretical views of their contemporary and emerging social worlds
- Expand their understanding of how social, political, and economic influences and trends affect individual, group, organizational, local, national, and global contexts.

GS Student Learning Criteria. Upon successful completion of the General Education Social and Behavioral Sciences (GS) requirement, students should have increased their abilities to:

- 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.