Managing the Senate Recertification Process

Slides are based in part on those provided by Michele Duffey, Chair, SCCA for the Schreyer Conference, Oct 25, 2017.

Managing the Proposal Process
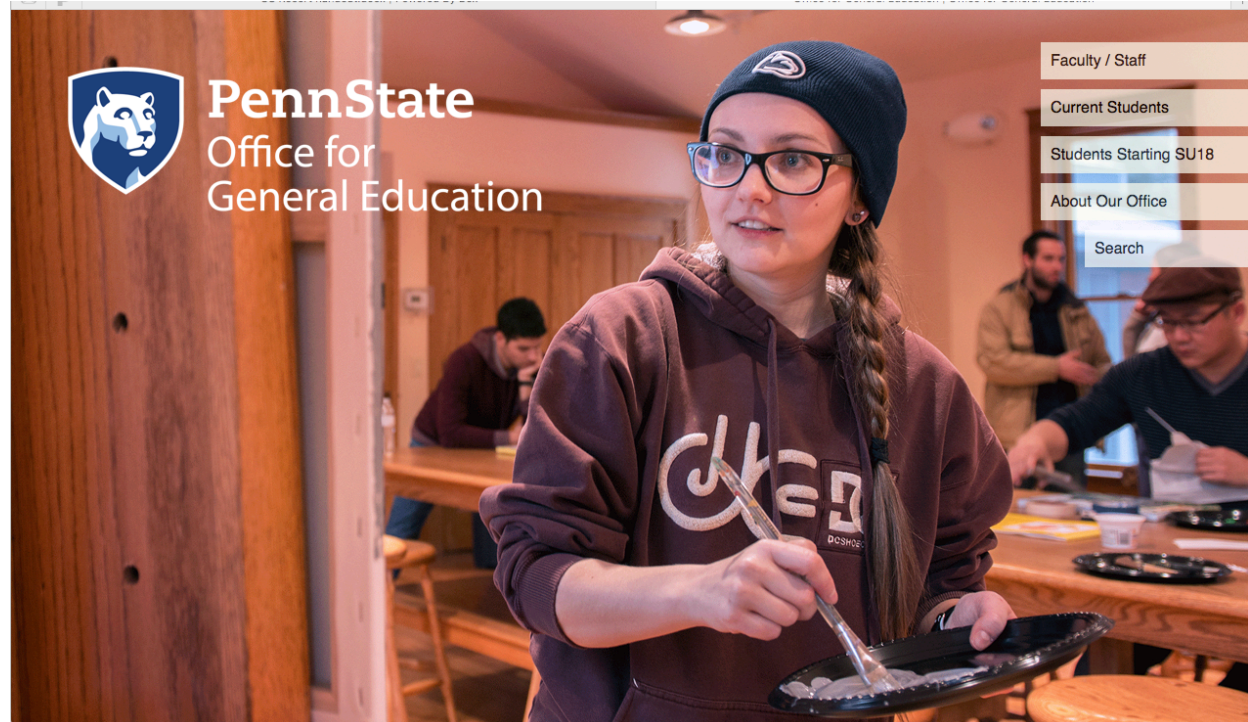
Course Recertification

- Curricular Review & Approval Process
- Curricular Proposal Preparation
- Preparing to respond to General Education Prompts

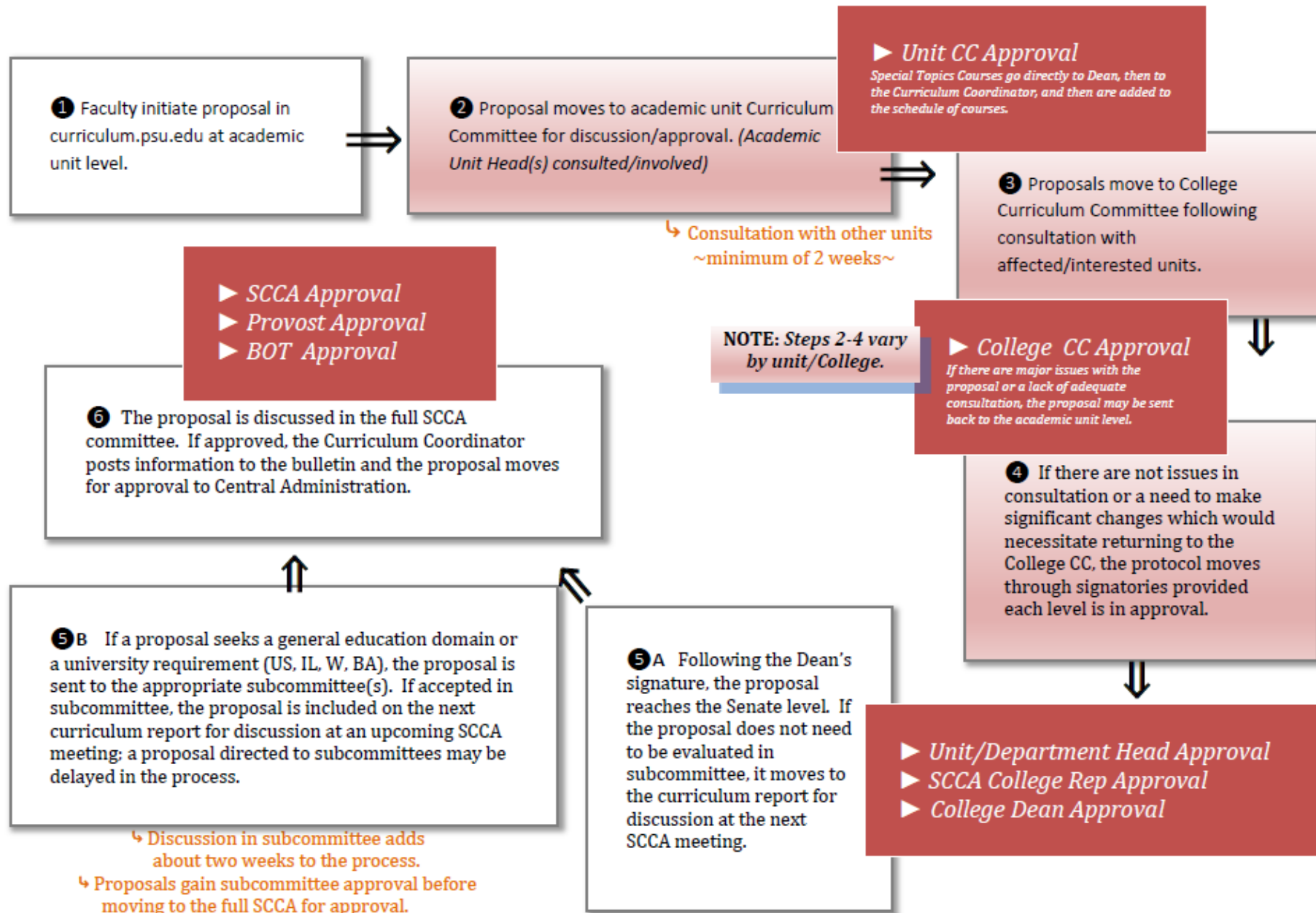# Resources

gened.psu.edu

senate.psu.edu/curriculum/

sites.psu.edu/lauscurriculum/

- Job Aid – Word Doc
- Sample proposal
- Sample Syllabus
- Integrative Studies SCCA process webinar

Undergraduate Curriculum Process
Consultation occurs at EVERY level.

❶ Faculty initiate proposal in curriculum.psu.edu at academic unit level.

❷ Proposal moves to academic unit Curriculum Committee for discussion/approval. *(Academic Unit Head(s) consulted/involved)*

↳ Consultation with other units ~minimum of 2 weeks~

► Unit CC Approval
Special Topics Courses go directly to Dean, then to the Curriculum Coordinator, and then are added to the schedule of courses.

❸ Proposals move to College Curriculum Committee following consultation with affected/interested units.

NOTE: *Steps 2-4 vary by unit/College.*

► College CC Approval
If there are major issues with the proposal or a lack of adequate consultation, the proposal may be sent back to the academic unit level.

► SCCA Approval
► Provost Approval
► BOT Approval

❻ The proposal is discussed in the full SCCA committee. If approved, the Curriculum Coordinator posts information to the bulletin and the proposal moves for approval to Central Administration.

❹ If there are not issues in consultation or a need to make significant changes which would necessitate returning to the College CC, the protocol moves through signatories provided each level is in approval.

❺B If a proposal seeks a general education domain or a university requirement (US, IL, W, BA), the proposal is sent to the appropriate subcommittee(s). If accepted in subcommittee, the proposal is included on the next curriculum report for discussion at an upcoming SCCA meeting; a proposal directed to subcommittees may be delayed in the process.

❺A Following the Dean's signature, the proposal reaches the Senate level. If the proposal does not need to be evaluated in subcommittee, it moves to the curriculum report for discussion at the next SCCA meeting.

► Unit/Department Head Approval
► SCCA College Rep Approval
► College Dean Approval

↳ Discussion in subcommittee adds about two weeks to the process.
↳ Proposals gain subcommittee approval before moving to the full SCCA for approval.

Curricular Deadlines for 2017-2018

CURRICULUM PROPOSALS DUE	CURRICULUM REPORT PUBLICATION DATE	SCCA COMMITTEE MEETINGS
October 27, 2017	November 14, 2017	December 5, 2017
December 15, 2017	January 9, 2018	January 23, 2018
February 2, 2018	February 20, 2018	March 13, 2018
March 23, 2018	April 10, 2018	April 24, 2018

- http://senate.psu.edu/senators/important-dates/

- Note: A proposal ONLY meets the curricular proposal due date if it is complete and has cleared all relevant subcommittees prior to the due date. In general, a proposal needing subcommittee review should be received by Senate at least 3 weeks prior to the curricular proposal due date.

Curricular Proposal Preparation

Proposal Submission (curriculum.psu.edu)

Consultation

All Curriculum is Faculty-Driven

Faculty Develop Curriculum

- All curriculum starts with the faculty.

- For curriculum to change or be developed, faculty must initiate the process.

- Recertification needs to be collaborative among disciplinary communities

Course Review & Consultation System
(curriculum.psu.edu)

The Curriculum System

- Course proposals are created and vetted through the Course Review and Consultation System (CRCS) (www.curriculum.psu.edu)

- CRCS will take you through the steps in entering a proposal and will provide all required fields (*which will differ based on GenEd domain selection/ if Integrative Studies is chosen*).

A Complete Course Proposal

A Complete Course Proposal Has:

- Been submitted via www.curriculum.psu.edu
- A clear description of the course content
- An outline of course topics including time allotment
- Evidence of adequate and complete consultation
- Been well justified
- Adequately completed all required proposal fields, addressing all components/questions
- An uploaded sample syllabus (if Gen Ed or Writing)

The Sample Syllabus

Components of the Sample Syllabus

- A sample syllabus must be uploaded at the time of course submission for any Gen Ed course and includes:
  - Course abbreviation, course number, credit value
  - Prerequisites/ Co-requisites/ Concurrent Requirements/ Recommended Prep
  - Course Attributes/Designations (i.e. GA, Inter-domain, etc.)
  - General Education Learning Objectives
  - Course Description (and other critical content)
  - Course Learning Objectives

- The current sample syllabus template can be found on the Office for General Education website: https://gened.psu.edu/sites/default/files/docs/Syllabus%20Information.pdf

Entering a Proposal for Gen Ed

Tips for Success in Gen Ed Recertification by Navigation Section

- *Course Designation*: be sure to click "Gened Recert" if existing course

- *Note Course Offering History:* lists campuses where the course has been offered over the past 4 years; should help proposer develop at least a portion of a consultation list

- *Course Information:* must indicate "General Education" under "Learning Attributes"

- *GenEd Requirements:* select 2-4 GenEd Learning Objectives

- *Knowledge Domain Criteria:* select 3-5; address questions (for each domain); address integrative studies questions if applicable

- *Consultation:* enter consultants and "submit request for Consultation"

Gen Ed Learning Objectives
(all Gen Ed courses)

Addressing Gen Ed Learning Objectives

* Select 2-4 GenEd Learning Objectives (GELOs)

* For each GELO:
  * explain which aspects of the course fulfills the learning objective; need to demonstrate that students have adequate opportunity to achieve the stated GELO
  * Provide examples how students could be assessed to determine achievement of the GELOs
  * Not just the assessment (an exam, essay etc), but how that assessment relates to the GELO
  * The assessments are examples because they could vary by instructor, course size, delivery mechanism (online, hybrid etc)

Gen Ed Domain-Specific Criteria
(all Gen Ed courses)

Addressing Gen Ed Domain-Specific Learning Criteria

- Select the appropriate course listing (single-domain, inter-domain, linked, or foundation)
  - The appropriate prompts will be presented (i.e. single-domain GA will present the GA criteria, GQ foundation will present the GQ criteria)

- Select at least 3 of the 5 criteria for each domain selected

- Describe the components of the course that aid in fulfilling the domain-specific learning criteria selected

- If inter-domain or linked is selected, additional integrative studies prompts will appear

Consultation
(all courses)

Consultation is Required for All Courses

- The purpose of consultation is to ensure all units affected by an addition to or proposed change in curriculum have the opportunity to voice concerns and/or suggest improvements.
- Consult with:
  - all campuses where course has been taught in the last 4-5 years
  - all campuses departments/programs delivering similar content
  - all departments/programs/campuses affected by a change (i.e. content, a prereq, a program requiring that course)
  - disciplinary communities who may share content (i.e. sustainability affects many) or may have duplication
  - librarians (resources)

Who is doing what

- Associate Deans have a list of GenEd courses by college/unit that originated the course.

- OGE and LOA are encouraging disciplinary communities to coordinate

- Participate in consultation and proposal preparation when requested.

General Tips for Integrative Studies Courses
(only Linked or Inter-domain courses)

Inter-Domain

- Need to justify the presence of content appropriate for a 50/50 split of 2 domains

- Consultation needed with appropriate faculty in both domain disciplines

- Course reviewed in GenEd and Integrative Studies Subcommittees.
Can extend time to approval.

- Use the suffix of "N" at time of proposal submission to easily identify an inter-domain course.

- There cannot be a proposal for N and non-N version of a course (and still meet both the 50/50 and 80/20 standards).

Linked

- Need to submit EACH course to approve the single domain on a course
  - *Proposals would also include the linkage between the two courses*

- Consultation needed for each course in domain discipline and consultation to support the linkage(s)

- Courses each reviewed in GenEd and Integrative Studies Subcommittees.
Can extend time to approval.

- Use the suffix of "Z" to easily identify a linked course (NEW); *can propose a non-Z version for flexibility in offering (change)*

Inter-domain Courses

Inter-domain Course Prompts

Every proposal is different in content, structure, and vision. Prompts will require:

- Explanations of how students will address/integrate material and details of the concepts/ topics addressed by each domain; descriptions of translating information to practice

- Explanations of how students will integrate material by detailing the concepts/ topics addressed by each domain

- Evidence of widespread consultation and substantial consultation with faculty with expertise in the knowledge domain, discipline, and cross-listed discipline (if applicable); explanation of unit(s) and College(s) support for the course is necessary

- Details of knowledge base, skills, and/or abilities and qualifications of an instructor are necessary (avoid naming individual(s)) for durability; may include notations of communication among affected units and collaborations with campuses likely to offer the course.

- Discussing HOW assessment method(s) show application of integrative thinking (i.e. portions of a final project that require "x")

Linked Courses

Linked Course Prompts

Every proposal is different in content, structure, and vision. Prompts will require:

- Explanations of how students will address/integrate material and details of the concepts/ topics addressed by each domain; descriptions of translating information to practice

- Highlighting specific purposeful linkages that can be drawn between material in both courses that provide opportunities for students to experience and practice integrative thinking across knowledge domains

- Evidence of widespread consultation and substantial consultation with faculty with expertise in the knowledge domain(s) and discipline(s); explanation of unit(s) and College(s) support for the course is necessary

- Details of knowledge base, skills, and/or abilities and qualifications of an instructor are necessary (avoid naming individual(s)) for durability; may include notations of communication strategies among affected units and collaborations with the other instructor and campus personnel likely to offer the course and support the linkage.

- Discussing HOW assessment method(s) show application of integrative thinking (i.e. portions of a final project that require "x")

EXTRA SLIDES

Senate Committee on Curricular Affairs (SCCA)

What happens in SCCA?

- Review ALL (adds, drops, changes, recertifications) undergraduate course and program proposals
  - Subcommittees oversee approvals for General Education, Integrative Studies, Bachelor of Arts, United States and International Cultures, Writing, and Retention and Transfer.
- Develop criteria for evaluating proposals
- Study courses/ curricular offerings to recommend changes as appropriate to meet the needs of students

Your SCCA Representative

Your SCCA Representative is a Resource

- SCCA has a representative for each College at University Park, the University College, and each of the stand-alone campuses. The SCCA representative:
  - Thoroughly reviews proposals during the signatory process.
  - Serves as a liaison between the College and the SCCA.
  - Assists in resolutions of issues when they arise.

- SCCA Membership can be found on the Senate website: http://senate.psu.edu/senators/standing-committees/curricular-affairs/members/

SCCA Review of Course Proposals

The Senate Office Receives the Proposal

- Recertification courses will be sent to the appropriate subcommittee(s) for review to review the special designation(s).
  - IF the special designation is approved, the course is placed directly on the next available Senate Curriculum Report to be reviewed by the entire SCCA membership.
  - IF the special designation is rejected or questioned, the course is returned to the proposer(s) for resubmission or clarification. After concerns are addressed, the proposal is returned to the subcommittee.

General Education–Recertification Activity

GH Domain Criteria					Course Objectives, Activities and Assessments	General Ed. Learning Objectives						
GH 1. Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas	GH 2. Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses	GH 3. 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	GH 4. 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	GH 5. Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities	**Instructions:** For a sample of your course objectives, list the objective and an example(s) of class activities and assessments that map to that specific objective. More detailed descriptions of the General Education Learning Objectives are on the reverse side. The relevant prompts from a recertification proposal are on the reverse side and shown how the information you provide below can be used to respond.	EFFECTIVE COMMUNICATION	KEY LITERACIES	CRITICAL & ANALYTICAL THINKING	CREATIVE THINKING	INTEGRATIVE THINKING	GLOBAL LEARNING	SOCIAL RESPONSIBILITY AND ETHICAL REASONING
	X	X			**Example Objective:** Students will be able to use methods of literary analysis to review an American fiction novel and produce an essay.	X	X	X				
					Example Activity and Assessments: Class discussion of Moby Dick in order to learn about process of literary analysis from instructor and peers. 500-word essay using literary analysis method. Rubric used rating literary analysis convention and argument development.							
					Objective 1:							
					Activity and Assessments:							

The heading "Course Objectives, Activities and Assessments" appears centered above the Instructions block.

Prompts on recertification proposal:

- 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. (map your response to the Learning Objectives selected)

  From Example Objective:
  Critical and Analytical Thinking: Class discussion of Moby Dick in order to learn about process of literary analysis from instructor and peers.

- 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. (map your response to the Learning Objectives selected)

  From Example Objective:
  Critical and Analytical Thinking: Students will produce 500-word essay using a given literary analysis method. Essay scored using rubric rating literary analysis convention
  Effective Communication: Students will produce 500-word essay using a given literary analysis method. Essay scored using rubric rating argument development.

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

  From Example Objective:
  Demonstrate competence in critical thinking ......
  We will have class and online discussions of Moby Dick in order to learn about process of literary analysis from instructor and peers. 500-word essay using literary analysis method. Essay scored using rubric rating literary analysis convention and argument development.