

General Education Perspectives (P) Course Recertification Process

(Revised 9/24/08 ; Approved by Faculty Senate 10/28/08)

In April 2007, the Millersville University Faculty approved a new General Education (Gen Ed) curriculum to be implemented for the fall 2008 semester. One of the provisions within the new Gen Ed program requires the periodic recertification of courses with the W, P, D, and FYI labels. This process is not intended to be cumbersome but will help maintain the integrity of the Gen Ed curriculum.

If a department wishes a course to retain the "P" Gen Ed label, the department must submit each existing "P" course to the review process described below during the fall of the year designated for recertification of its courses. The timing of each Department's general education recertification coincides with the PASSHE Five-Year Program Reviews. The Associate Provost for Academic Administration, or designee, will send a reminder to Department Chairs about the need to submit courses for recertification.

1. For an existing course that is to retain the "P" label, the department offering the course must demonstrate how it will meet each of the specific criteria defining a P course as outlined in Governance and Policies. The department will submit to the chair of UCPRC (electronically) the following certification documents for each course:
 - a. A brief recertification/evaluation form. (Included at the end of this document.)
 - b. A course syllabus.
 - c. Any supporting documentation the instructor/department feels is needed to support the recertification.
2. The chair of UCPRC distributes the submitted certification documents to the Perspectives Sub-committee of UCPRC for review.
3. The Perspectives Sub-committee of UCPRC reviews the certification documents and makes one of three recommendations to UCPRC:
 - a. Approval of the "P" label for the course as presented.
 - b. Approval of the "P" label subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
 - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents can be resubmitted to the full recertification process.
4. The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson.

The above process is used only for courses which already carry the "P" general education label. Courses that wish to add the "P" label or newly proposed courses that wish to include the "P" label will need to follow the appropriate course approval process found at <http://www.millersville.edu/assocprovost/UGcurrchange.php>

Guidelines for the Perspectives Requirement

Based on Governance and Policies

A major function of Perspectives courses is to apply analytical and critical thinking abilities in resolving major social, cultural, scientific/technological, and or aesthetic problems. They are interdisciplinary in content and require a high level of educational maturity, knowledge, and thinking. Perspectives course encourage undergraduate students to make independent and responsible value judgments and decisions.

Perspectives Course Criteria:

- 1) Must be 3 credit hours at the 300 level or above.
- 2) Must have meaningful oral and written communication components but may not carry a “W” label. (See below)
- 3) Must be interdisciplinary in content.
- 4) Requires students to identify, critically analyze, and resolve complex problems that require application of knowledge from two or more academic disciplines.
- 5) Perspectives courses must be designed to be accessible to non-majors as well as majors. Appropriately prepared students from outside the major must be capable of benefiting from the course on an equal basis with students from within the major.

Perspectives Course Competencies:

Upon successful completion of a Perspectives course students will be able to:

- i. Demonstrate awareness of multiple disciplinary rules, practices (methods of investigations) and biases.
- ii. Demonstrate understanding of how members of different disciplines raise questions, examine questions, and evaluate conclusions.
- iii. Demonstrate an ability to suspend judgement and explore similarities and differences across disciplines.
- iv. Articulate how knowledge of other disciplines informs your own disciplinary interpretation.
- v. Participate in speaking and listening roles.

Definitions of significant oral and written communication:

To have a meaningful oral component, the teaching and learning strategies adopted by the course should involve students in active speaking and listening roles, including such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions. Students should be in roles that place them in interaction with an audience of their peers so that communication is interactive and reciprocal. The assessment of student learning through these roles should contribute to students’ overall course grades.

To have a meaningful writing component, the teaching and learning strategies adopted by the course should involve students in writing activities, such as research papers, analytical essays, position papers, lab reports, personal journals, and the like. The assessment of student learning through these activities should constitute a substantial portion ($\geq 20\%$) of students’ overall course grades.

Request for Re-Certification of "P" Label

Subject & Course Number	Course Title

Department	Proposal Representative	Contact E-mail	Phone Extension

Is this course approved for distance learning? Y / N

Approval/Submission Record:

Committee	Chair	Signature	Date Received	Date Approved
Department				
UCPRC				

Also, please indicate (Y or N) whether each requirement is identified in the syllabus. If YES, please use TextEdit, Comment, highlight, or label to detail alignment of the course and "P" objectives within the syllabus. If NO, please explain at the end of the re-certification application how those objective(s) will be met.

	Syllabus
1) The course involves students in active speaking and listening roles. These roles could include such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions.	
2) The course requires students to be in roles that place them in interaction with an audience of their peers so that oral communication is interactive and reciprocal. This has been interpreted to mean <u>synchronous oral communication</u>.	
3) Assessment of student learning in oral communication roles contributes to students' overall course grade.	
4) The course involves students in writing activities. These writing activities may include research papers, analytical essays, position papers, lab reports, personal journals.	
5) Writing assignments constitute at least 20% of a students' overall course grade.	
6) The course is interdisciplinary in content.	
7) The course requires students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/technological, and/or aesthetic) that require the application of knowledge from two or more academic disciplines.	
8) The course enables quality interaction among students and instructor.	
9) The course does not have more than two prerequisites from a single department.	
10) The course is accessible to non-majors as well as majors. Appropriately prepared students from outside the major must be capable of benefiting from the course on an equal basis with students from within the major.	

Please acknowledge that the course helps students achieve the established perspective competencies.

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i) Demonstrate awareness of multiple disciplinary rules, practices (methods of investigations) and biases.	
ii) Demonstrate understanding of how members of different disciplines raise questions, examine questions, and evaluate conclusions.	
iii) Demonstrate an ability to suspend judgement and explore similarities and differences across disciplines.	
iv) Articulate how knowledge of other disciplines informs an individual's own disciplinary interpretation.	
v) Participate in speaking and listening roles.	

Please attach a course syllabus that documents how this course meets the expectations of a perspectives "P" course. If the course is approved for DL, the syllabus should clearly indicate how the synchronous oral communication requirements will be met. For any objective that is not clearly stated or described in the syllabus (marked NO above), please explain below.