

THE PENNSYLVANIA STATE UNIVERSITY

The University Faculty Senate

AGENDA

Tuesday, January 25, 2022**Via ZOOM at 1:30 p.m****ZOOM LINK** <https://psu.zoom.us/j/97759044937>**Or iPhone one-tap (US Toll): +16468769923,97759044937# or +13017158592,97759044937#****Or Telephone:****Dial:****+1 646 876 9923 (US Toll)****+1 301 715 8592 (US Toll)****+1 312 626 6799 (US Toll)****+1 669 900 6833 (US Toll)****+1 253 215 8782 (US Toll)****+1 346 248 7799 (US Toll)****Meeting ID: 977 5904 4937****International numbers available:** <https://psu.zoom.us/j/97759044937>

We will use TallySpace to vote during this meeting. Senators who have voting rights should have their Penn State 9-digit ID number ready and follow the instructions found here:

<https://senate.psu.edu/senators/tallyspace-voting-instructions/>

A. MINUTES OF THE PRECEDING MEETINGMinutes of the November 30, 2021 Meeting in The Senate Record**B. COMMUNICATIONS TO THE SENATE**

Senate Curriculum Report of January 11, 2022

Appendix A

C. REPORT OF SENATE COUNCIL - Meeting of January 11, 2022**D. ANNOUNCEMENTS BY THE CHAIR**

Senate Committee on Student Life

Student Sustainability Literacy Project

Appendix B

E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

F. COMMENTS BY THE EXECUTIVE VICE PRESIDENT AND PROVOST OF THE UNIVERSITY

G. FORENSIC BUSINESS

None

H. UNFINISHED BUSINESS

None

I. LEGISLATIVE REPORTS *(the first three are additions of DEI principles to Committee Standing Rules)*

Senate Committees on Committees and Rules and Faculty Affairs

Revisions to Standing Rules, Article II – Senate Committee Structure,
Section 6 (f), Committee on Faculty Affairs

Appendix D

Senate Committees on Committees and Rules and Research, Scholarship, and
Creative Activity

Revisions to Standing Rules, Article II– Senate Committee Structure,
Section 6 (m), Committee on Research, Scholarship, and Creative Activity

Appendix E

Senate Committees on Committees and Rules, Faculty Affairs, and Intra-
University Relations

Revisions to Standing Rules, Article III, Section 6, Senate Committee on Faculty
Rights and Responsibilities

Appendix F

Senate Committee on Curricular Affairs

Editorial Separation of Existing Curricular Policies and Procedures, Creating
Policies 100-10, 130-00, 130-10, 130-50, 130-70, etc.

Appendix G

J. ADVISORY/CONSULTATIVE REPORTS

Senate Committee on Intra-University Relations

Report on Access to University-Wide Online Resources that Support Education

Appendix H

K. POSITIONAL REPORTS

Senate Committees on Educational Equity and Campus Environment, Faculty Affairs, and

Intra-University Relations

Resolution in Support of Academic Freedom and Rejection of Attempts to Interfere
with the Teaching of Racial and Social Justice

Appendix C

L. INFORMATIONAL REPORTS

Senate Committee on University Planning

Annual Budget Report

Appendix I

[This report is being moved to the 3/15/22 plenary for presentation]

Senate Committee on Admissions, Records, Scheduling and Student Aid

Annual Report on Faculty Senate Scholarships Awarded to
Undergraduates 2020-2021*

Appendix J

Senate Committee on Curricular Affairs and Intra-University Relations

One Penn State 2025 Guiding Principle Two
Committee Update on Educational Communities
[This report was changed to “web only” during the
plenary meeting on 1/25/2022.]

Appendix K

Senate Committee on Libraries, Information Systems, and Technology

Presentation on Data Digest (formerly known as Fact Book)

Appendix L

Senate Committee on University Planning

STARS Report: Assessing Sustainability Progress and Opportunities
At Penn State

Appendix M

*Web-only reports.

M. NEW LEGISLATIVE BUSINESS

Letter from faculty at PSU Greater Allegheny on update of
Code of Student Conduct

Appendix N

N. COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

The next regularly scheduled meeting of the University Faculty Senate will be held on Tuesday,
March 15, 2022, 1:30 p.m.



PennState
University Faculty Senate

101 Kern Graduate Building
University Park, PA 16802
Phone: 814-863-0221

COMMUNICATION TO THE SENATE

DATE: January 12, 2022

TO: Bonj Szczygiel, Chair, University Faculty Senate

FROM: Mary Beth Williams, Chair, Senate Committee on Curricular Affairs

The *Senate Curriculum Report* dated January 11, 2022 has been circulated throughout the University. Objections to any of the items in the report must be submitted to Kadi Corter, Curriculum Coordinator, 101 Kern Graduate Building, 814-863-0996, kkw2@psu.edu, on or before **February 10, 2022**.

The *Senate Curriculum Report* is available on the web and may be found at:
<http://senate.psu.edu/curriculum/senate-curriculum-reports/>

SENATE COMMITTEE ON STUDENT LIFE

Student Sustainability Literacy Project

(Informational)

Background/Introduction

Students and faculty alike recognize the growing importance of integrating sustainability into our courses and other campus-based experiences. The University has distinguished “Enabling a Sustainable Future” as a foundation of its Strategic Plan. The Committee on Student Life was charged with evaluating student sustainability literacy, acquired not just through educational experiences, but spanning the overarching student experience on our campuses. The committee aims to support the Sustainability Institute's goal of universal sustainability literacy, defined as “the knowledge, skills and mindsets that allow individuals to become deeply committed to building a sustainable future and assisting in making informed and effective decisions to this end.”

The interest from students, represented by student organizations such as the Student Sustainability Advisory Council, has led us to inquire about the student body’s awareness and perceived literacy of energy issues. In collaboration with student governments and student organizations, the Student Life Committee is seeking student participation in a short survey regarding their exposure to sustainability in their courses and on-campus interactions. This survey aims to serve as a benchmark against a complimentary faculty survey hosted by the Curricular Affairs Committee that is expected to launch in the Spring semester. The combination of both surveys will allow us to look reflectively at our curricular offerings to inventory the breadth and depth of sustainability-related concepts in existing classes and identify existing gaps in the curriculum where we should be doing more.

We invite our student colleagues to participate in this survey and share it with their peers as it rolls out in the coming weeks so that we can ascertain a realistic snapshot of student exposure to sustainability related materials and help to facilitate broader sustainability literacy among our students.

SENATE COMMITTEE ON STUDENT LIFE

- Steven Allen
- Erin Boas, Vice Chair
- Campbell Goin
- Peyton Keleher
- Rebecca Klug
- Jennelle Malcos
- Rish Miteshkumar Ghandi
- Timothy Palmer, Chair
- Heather Parizek
- Timothy Robicheaux
- Najee Rodriguez
- Damon Sims
- Noel Sloboda
- Ping Wang
- Thomas Zacharia

Augmenting Sustainability Literacy within the Academic Curriculum

Erin Boas, Bella Briseño, and Lauren Waer



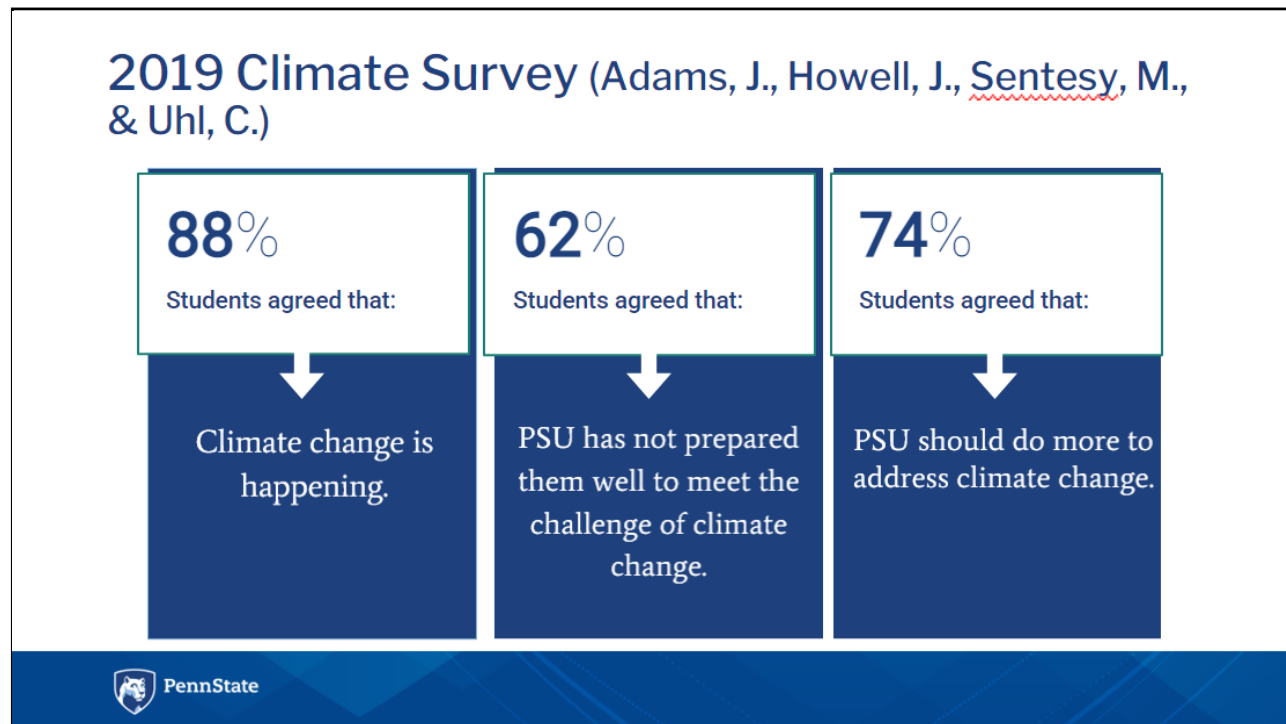
1

What is **Sustainability Literacy**?

"The knowledge, skills and mindsets that allow individuals to become deeply committed to building a sustainable future and assisting in making informed and effective decisions to this end."



2



3



4

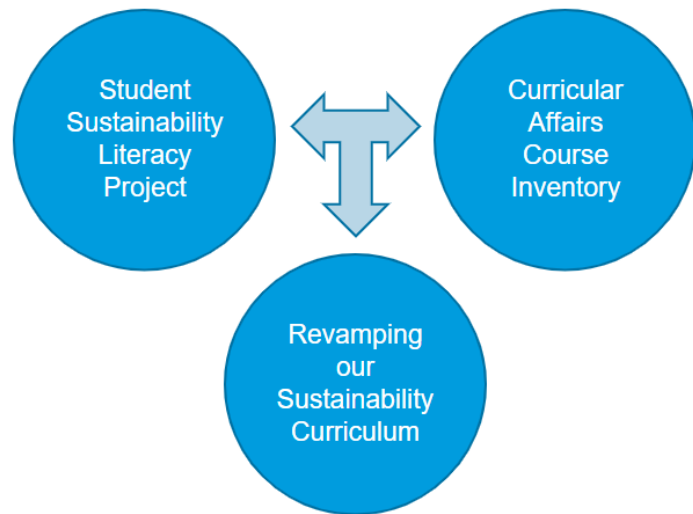
How We Fit Together

Shared Values

- Interdisciplinarity
- Knowledge
- Collaboration

Shared Goals

- Institutionalize sustainability competencies
- Empower students
- Foster partnerships



5

Current Penn State Efforts

- "Ensuring a Sustainable Future" foundation in Penn State's strategic plan
 - "Stewarding Our Planet's Resources" thematic priority
- Sustainability Institute
- Consortium to Combat Climate Change
- Student-led efforts
 - Council of Sustainable Leaders
 - Penn State Climate Action
 - Student Sustainability Advisory Council (SSAC)
 - PSU EcoReps
 - Student Farm



6

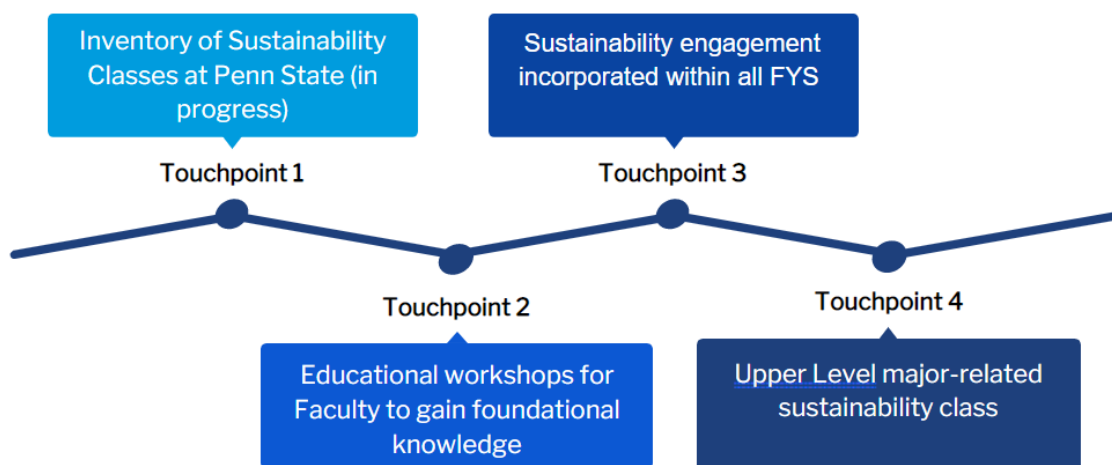
Measuring student sustainability literacy

- Administering the Sustainability Literacy Test (SULITEST) of the Higher Education
 - SULITEST was recognized in 2016 as one of the first featured initiatives of the UN Partnerships for Sustainable Development Goals
 - Assesses the minimum level of knowledge in economic, social, and environmental responsibility
- Student Access Code: F599-D855-69E3



7

A Tiered Approach to Curricular Changes



8

**SENATE COMMITTEES ON EDUCATIONAL EQUITY AND CAMPUS
ENVIRONMENT; FACULTY AFFAIRS; INTRA-UNIVERSITY RELATIONS**

CORRECTED COPY

**(Shaded areas in [square brackets] reflect editorial revisions made by committee after the
Senate meeting.)**

Resolution in Support of Academic Freedom and Rejection of Attempts to Interfere with the
Teaching of Racial and Social Justice

(Positional Report)

Educators across this nation committed to the highest of principles of intellectual honesty and integrity have come under attack through censorship legislation and other tactics to repress the freedom to teach essential critical thinking skills. ~~[(Delete) In Partisan politics is seeping into our classrooms (End Delete)]~~ in an attempt to stifle the right of students to learn and faculty to teach the tenets of racial, social, and environmental justice that reflect not only American history, but that of our 21st-century cultural reality **[(Add), partisan politics is seeping into our classrooms. (End Add)]** We must unite under the principles of Academic Freedom and call upon this University to respect and support open and candid dialogue about our shared histories and present-day experiences. ~~[(Delete) Such teaching approaches have been labelled “divisive” intending to censor and control content. (End Delete)]~~ **[(Add) Intending to censor and control content, critics have labelled such teaching approaches “divisive.” As the recognized faculty governance organization for The Pennsylvania State University, (End Add)]** the University Faculty Senate, ~~[(Delete) as the recognized faculty governance organization for The Pennsylvania State University, (End Delete)]~~ holds as our central responsibility to teach freely, fairly, and without prejudice; and therefore reject that label.

~~[(Delete) The Faculty Senate (End Delete)]~~ Through its “Response to *More Rivers to Cross: Part I (University Park) Report*” April 24, 2020; the establishment of a Joint Curricular Task Force on Racial and Social Justice; and support for the University’s establishment of the Center for Racial Justice, among other initiatives, **[(Add) The Faculty Senate (End Add)]** has and continues to demonstrate its efforts to bring equality and inclusion to the forefront of the University.

To that end, we present the following:

WHEREAS the term “divisive” is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills.

WHEREAS, multiple states have already passed, are in the process of debating, and have proposed legislation to curb and limit academic freedom within primary, secondary, and higher education institutions.

WHEREAS, in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of BIPOC and LGBTQI history and the policies that contributed to inequities, Pennsylvania State University has a responsibility and opportunity to help build equity and social justice.

WHEREAS ~~[(Delete), in an effort to produce engaged and informed citizens, (End Delete)]~~ educating about systemic barriers to realizing a multiracial and equitable democracy should be understood as central to the active and engaged pursuit of knowledge in the 21st century ~~[(Add) to produce engaged and informed citizens. (End Add)]~~

WHEREAS Article 1 Section 1 ~~[(Delete) Item a (End Delete)]~~ ~~[(Add) (a) (End Add)]~~ of the University Faculty Senate Constitution states ~~[(Add) the role of the senate is to (End Add)]~~ “~~[(Delete) To (End Delete)]~~ serve as the sole legislative body representing the University faculty as a whole. Its actions shall be authoritative on all matters that pertain to the educational interests of the University (all graduate, professional, and undergraduate instruction, research, and continuing education) and on all educational matters that concern the faculties of more than one college, subject, after consultation, to revision and orders of the president of the University.”

BE IT RESOLVED that the Faculty Senate calls upon current and future leaders of Penn State University to ~~[(Delete) reject (End Delete)]~~ ~~[(Add) affirm the rejection of any and (End Add)]~~ all attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority.

BE IT FURTHER RESOLVED that this Faculty Senate stands with our colleagues in higher education and K-12 throughout the country who may be affected by similarly harmful legislation.

Revised – Clean Copy

Educators across this nation committed to the highest of principles of intellectual honesty and integrity have come under attack through censorship legislation and other tactics to repress the freedom to teach essential critical thinking skills. In an attempt to stifle the right of students to learn and faculty to teach the tenets of racial, social, and environmental justice that reflect not only American history, but that of our 21st-century cultural reality, partisan politics is seeping into our classrooms. We must unite under the principles of Academic Freedom and call upon this University to respect and support open and candid dialogue about our shared histories and present-day experiences. Intending to censure and control content, critics have labelled such teaching approaches “divisive.” As the recognized faculty governance organization for The Pennsylvania State University, the University Faculty Senate holds as our central responsibility to teach freely, fairly, and without prejudice, and therefore reject that label.

Through its “Response to *More Rivers to Cross: Part 1 (University Park)* Report” April 24, 2020; the establishment of a Joint Curricular Task Force on Racial and Social Justice; and

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WHEREAS multiple states have already passed, are in the process of debating, and have proposed legislation to curb and limit academic freedom within primary, secondary, and higher education institutions.

WHEREAS, in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of BIPOC and LGBTQI history and the policies that contributed to inequities, Pennsylvania State University has a responsibility and opportunity to help build equity and social justice.

WHEREAS, educating about systemic barriers to realizing a multiracial and equitable democracy should be understood as central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed citizens.

WHEREAS Article 1, Section 1 (a) of the University Faculty Senate Constitution states the role of the senate is to "serve as the sole legislative body representing the University faculty as a whole. Its actions shall be authoritative on all matters that pertain to the educational interests of the University (all graduate, professional, and undergraduate instruction, research, and continuing education) and on all educational matters that concern the faculties of more than one college, subject, after consultation, to revision and orders of the president of the University."

BE IT RESOLVED that the Faculty Senate calls upon current and future leaders of Penn State University to affirm the rejection of any and all attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and to stand firm against encroachment on faculty authority.

BE IT FURTHER RESOLVED that this Faculty Senate stands with our colleagues in higher education and K-12 throughout the country who may be affected by similarly harmful legislation.

SENATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT
Douglas Bird, Chair
Nate Brown
Alison Chetlen
Felecia Davis
Sibusiwe Dube

Kaitlin Farnan
Kikora Franklin
Derek Fox
Andy Herrera
Matthew Lear
Christian Myers
Andrew Sandoval-Strausz
Lillian Schaeffer
Niharika Sharma
Margaret Signorella
Brian Patchcoski
Paula Smith
Jonte Taylor
Marcus Whitehurst
Arpan Yagnik, Vice Chair
Catherine Zhou

SENATE COMMITTEE ON FACULTY AFFAIRS

Kofi Adu
Michael Bartolacci
Kathleen Bieschke
Richard Brazier
Gary Calore
Raff Donelson
James Fairbank
Rita Foley
Joyce Furfaro
David Fusco
Julie Gallagher
Charlene Gross
Christina Grozinger
Margaret Hu
Pamela Hufnagel
Zaryab Iqbal
Sai Kakuturu
Lawrence Kass
Lisa Kitko
Angela Linse
Jozef Malysz
Jonathan Mathews, Vice Chair
Jennifer Nesbitt
John Nousek
Laura Pauley
Sue Rutherford Siegel
Raghu Sangwan
Martha Strickland

Emily Strohacker
Nathan Tallman
Andrea Tapia
Michael Tyworth
Jennifer Wagner-Lawlor
Joshua Wede, Chair

SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS

Kelly Austin
Laura Ax-Fultz
Renee Bishop-Pierce
Margherita Ciarrocca
Stephen Cohen
Laura Cruz
Jenna Cumming
Michele Duffey, Chair
Karen Eppley
Paul Frisch
Jeff Harris
Jeanmarie Higgins
Lisa Holden
Peter Hopsicker
Kelly Karpa
Karyn McKinney-Marvasti, Vice-Chair
Tiffany Petricini
Mari Pierce
Bing Ran
Dawn Pfeifer Reitz
Rajarajan Subramanian
Matthew Swinarski

SENATE COMMITTEE ON FACULTY AFFAIRS

Revision to Standing Rules, Article II – Senate Committee Structure, Section 6 (f) Committee on Faculty Affairs

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

Diversity, equity, and inclusion are fundamental to the University's values and mission to support all members of our Commonwealth and beyond. But ensuring diversity, equity, and inclusion is not the responsibility of any one individual or any one unit, task force, or committee. To truly incorporate these values into our research, teaching, learning, outreach, assessment, operations, and decision making—at all levels of the University—we must ensure that the work of the entire University Faculty Senate considers diversity, equity, and inclusion (DEI) in a meaningful and actionable way in everything we do.

During the 2020-2021 academic year, each Senate standing committee was charged with examining how DEI could be better incorporated into its duties. This legislative report seeks to revise the standing rules for the Faculty Affairs Committee in a simple but important way to reflect the dedication this committee has to advancing DEI throughout our work.

Recommendation

We recommend that the Standing Rules, Article II–Senate Committee Structure, Section 6 (f) be revised as follows.

Please note that the following contains bold text for additions and strikeouts indicating deleted text. Deleted text is notated with [Delete] [End Delete]. Added text is notated with [Add] [End Add].

(f) Committee on Faculty Affairs

1. Membership:

(i) At least 23 elected faculty senators including

(a) at least one faculty senator from each college at University Park and one faculty senator from each of the following: Abington; Altoona; Berks; Dickinson Law; Penn State Law; Erie; Great Valley; Harrisburg; University Libraries; Medicine; and University College; and

(b) At least three faculty senators who hold a non-tenure line appointment.

(ii) A representative of the Office of the President

2. Selection: By the Committee on Committees and Rules

Duties

3. Duties: The Committee on Faculty Affairs shall advise the Senate on matters of policy concerning faculty affairs; on matters regarding the cultural, social, and material welfare of the faculty; and on matters affecting the educational environment in which the faculty works. *[Add]* **In these roles, the committee shall strive to enhance diversity, equity, inclusion, and belonging in all its activities.** *[End add]* Among the policy matters of concern to the Committee on Faculty Affairs are the following:

- (a) faculty appointments
- (b) policies on promotions in rank
- (c) tenure
- (d) policies on leaves including sabbatical leaves
- (e) academic freedom
- (f) rights and responsibilities including due process
- (g) matters of faculty privacy
- (h) affirmative action and equal opportunity
- (i) faculty development
- (j) faculty/student assessment outcomes issues
- (k) issues that concern all faculty irrespective of the character of their appointment

In the area of its concern, the Committee on Faculty Affairs shall make *[Add]* **equitable** *[End Add]* recommendations for the modification of existing policies and shall assist the University administration in the formulation of new policies. It shall make recommendations to Senate Council on the establishment, reorganization, naming or discontinuation of organizational units pursuant to Council duties specified in Article II, Section 1 (d) of the Bylaws. It shall maintain liaison with the Equal Opportunity Planning Committee.

4. Standing Subcommittees: Each standing subcommittee shall consist of at least five members, all designated by the Committee, with a majority of the members also holding membership on the Committee. One non-tenure line faculty member will be appointed to each subcommittee. *[Add]* **In the roles listed below, the subcommittees shall strive to enhance diversity, equity, inclusion, and belonging in all their activities.** *[End add]* Additional duties may be assigned.

(i) Subcommittee on Promotion, Tenure, Appointments and Leaves

It shall monitor all proposed changes in policy and provide appropriate recommendations to the Committee. It shall monitor and suggest policies in all areas of faculty evaluation.

(ii) Subcommittee on Faculty Development

It shall promote the personal development of all faculty members by making recommendations concerning policies and practices related to scholarly progress, enhancement of teaching, new pedagogical initiatives, *[Add]* **equity-minded pedagogy**, *[End Add]* and mechanisms for supporting change or regeneration of professional interest. It shall have special responsibility to

ensure that expectations and resources are [Add] **equitable and** [End Add] consistent. It shall coordinate its recommendations with other subcommittees and groups, as appropriate.

(iii) Subcommittee on Faculty Rights and Privacy Issues

It shall monitor and suggest policies to the Committee on matters of faculty rights and responsibilities and faculty privacy including copyright issues and disciplinary matters.

5. Mandated reports: Tenure Flow Report (Informational, jointly with Committee on Intra-University Relations). The Committee on Faculty Affairs shall have the authority to approve the Tenure Flow Report for publication to the Senate Agenda. Co-sponsor a Promotion Flow Report (Informational, jointly with Committee on Intra-University Relations). [Add] **Where possible, data included in the aforementioned mandated reports should be disaggregated by gender identity, race, ethnicity, and other categories of concern.** [End Add] The Committee on Faculty Affairs shall send its Informational Reports to the Senate Council.

Revised Policy

(f) Committee on Faculty Affairs

1. Membership:

(i) At least 23 elected faculty senators including

(a) at least one faculty senator from each college at University Park and one faculty senator from each of the following: Abington; Altoona; Berks; Dickinson Law; Penn State Law; Erie; Great Valley; Harrisburg; University Libraries; Medicine; and University College; and

(b) At least three faculty senators who hold a non-tenure line appointment.

(ii) A representative of the Office of the President

2. Selection: By the Committee on Committees and Rules

Duties

3. Duties: The Committee on Faculty Affairs shall advise the Senate on matters of policy concerning faculty affairs; on matters regarding the cultural, social, and material welfare of the faculty; and on matters affecting the educational environment in which the faculty works. In these roles, the committee shall strive to enhance diversity, equity, inclusion, and belonging in all its activities. Among the policy matters of concern to the Committee on Faculty Affairs are the following:

- (a) faculty appointments
- (b) policies on promotions in rank
- (c) tenure
- (d) policies on leaves including sabbatical leaves

- (e) academic freedom
- (f) rights and responsibilities including due process
- (g) matters of faculty privacy
- (h) affirmative action and equal opportunity
- (i) faculty development
- (j) faculty/student assessment outcomes issues
- (k) issues that concern all faculty irrespective of the character of their appointment

In the area of its concern, the Committee on Faculty Affairs shall make equitable recommendations for the modification of existing policies and shall assist the University administration in the formulation of new policies. It shall make recommendations to Senate Council on the establishment, reorganization, naming or discontinuation of organizational units pursuant to Council duties specified in Article II, Section 1 (d) of the Bylaws. It shall maintain liaison with the Equal Opportunity Planning Committee.

4. Standing Subcommittees: Each standing subcommittee shall consist of at least five members, all designated by the Committee, with a majority of the members also holding membership on the Committee. One non-tenure line faculty member will be appointed to each subcommittee. In the roles listed below, the subcommittees shall strive to enhance diversity, equity, inclusion, and belonging in all their activities. Additional duties may be assigned.

(i) Subcommittee on Promotion, Tenure, Appointments and Leaves

It shall monitor all proposed changes in policy and provide appropriate recommendations to the Committee. It shall monitor and suggest policies in all areas of faculty evaluation.

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It shall promote the personal development of all faculty members by making recommendations concerning policies and practices related to scholarly progress, enhancement of teaching, new pedagogical initiatives, equity-minded pedagogy, and mechanisms for supporting change or regeneration of professional interest. It shall have special responsibility to ensure that expectations and resources are equitable and consistent. It shall coordinate its recommendations with other subcommittees and groups, as appropriate.

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It shall monitor and suggest policies to the Committee on matters of faculty rights and responsibilities and faculty privacy including copyright issues and disciplinary matters.

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2021-22 SENATE COMMITTEE ON COMMITTEES AND RULES

- Ann Taylor, Chair
- Julio Palma, Vice Chair
- Catherine Abendroth
- Renee Borromeo
- Stephen Browne
- Eric Novotny
- Rose Petrilla
- Rob Shannon
- Keith Shapiro
- Amit Sharma
- Samia Suliman
- Kent Vrana
- Bonj Szczygiel
- Elizabeth Seymour
- Lisa Mangel

SENATE COMMITTEE ON FACULTY AFFAIRS

- Kofi Adu
- Michael Bartolacci
- Kathleen Bieschke
- Richard Brazier
- Gary Calore
- Raff Donelson
- James Fairbank
- Rita Foley
- Joyce Furfaro
- Julie Gallagher
- Charlene Gross
- Christina Grozinger
- Margaret Hu
- Pamela Hufnagel
- Zaryab Iqbal
- Sai Kakuturu
- Lawrence Kass
- Joshua Kirby
- Lisa Kitko
- Angela Linse
- Jozef Malysz
- Jonathan Mathews, Vice Chair

- Jennifer Nesbitt
- John Nousek
- Laura Pauley
- Sue Rutherford Siegel
- Raghu Sangwan
- Martha Strickland
- Emily Strohacker
- Nathan Tallman
- Michael Tyworth
- Jennifer Wagner-Lawlor
- Joshua Wede, Chair

|

SENATE COMMITTEES ON COMMITTEES AND RULES AND
RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Revision to Standing Rules, Article II – Senate Committee Structure, Section 6 (m) Committee
on Research, Scholarship, and Creative Activity

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

Diversity, equity, and inclusion are fundamental to the University's values and mission to support all members of our Commonwealth and beyond. But ensuring diversity, equity, and inclusion is not the responsibility of any one individual or any one unit, task force, or committee. To truly incorporate these values into our research, teaching, learning, outreach, assessment, operations, and decision making—at all levels of the University—we must ensure that the work of the entire University Faculty Senate considers diversity, equity, and inclusion (DEI) in a meaningful and actionable way in everything we do.

During the 2020-2021 academic year, each Senate standing committee was charged with examining how DEI could be better incorporated into its duties. This legislative report seeks to revise the standing rules for the Committee on Research, Scholarship, and Creative Activity in a simple but important way to reflect the dedication this committee has to advancing DEI throughout our work. We are adding the Associate Dean for Graduate Educational Equity or their designate to the committee; language to the committee duties that addresses diversity, equity, and inclusion; and a mandated biennial report on DEI issues. We have also updated the title of the Senior Vice President of Research in the document.

Recommendation

We recommend that the Standing Rules, Article II–Senate Committee Structure, Section 6 (m) be revised as follows.

*Please note that the following contains **bold text for additions** and ~~strikeouts indicating deleted text~~. In addition, deleted text is delimited with [Delete] [End Delete] pairs while added text is delimited with [Add] [End Add] pairs.*

(m) Committee on Research, Scholarship, and Creative Activity

1. Membership:

(i) At least ten elected faculty senators

(ii) One graduate student senator

- (iii) One undergraduate student senator
- (iv) Six members of the Graduate Council Committee on Graduate Research including the Committee Chair
- (v) Vice President for Research
- (vi) Vice Provost for Graduate Education/Dean of the Graduate School or their designee
- (vii) Director of the Office of Sponsored Programs or their designee*
- (viii) Director of Technology Management or their designee*
- (ix) Director of Research Protections or their designee*
- (x) Representative from Undergraduate Education responsible for undergraduate research*
- (xi) Chief Sustainability Officer or designee from the Sustainability Institute*

[Add](xii) **Associate Dean for Graduate Educational Equity or their designee from the Council of College Multicultural Leadership*** [End add]

2. Selection: By the Committee on Committees and Rules. Members from the Graduate Council Committee on Graduate Research will be chosen in consultation with the Graduate Council.

3. Duties: The Committee on Research, Scholarship, and Creative Activity is charged with fostering and promoting the creation of new knowledge by faculty and students in all disciplines across the Penn State campuses, as well as with facilitating interdisciplinary and intercampus collaboration in this regard. It shall be the Senate advisory body to the [Add]**Senior**[End Add] Vice President for Research and to the Vice Provost for Graduate Education/Dean of the Graduate School. In the realm of graduate research, scholarship, and creative activity it works closely with the Graduate Council Committee on Research (whose chair and members serve on the Committee) to achieve common aims and shared objectives. Within the advisory and consultative functions of the Senate, it shall advise and consult on all matters involving research policies and services, as well as on issues relating to intellectual property and technology transfer. In conjunction with the Libraries, Information Systems, and Technology Committee, it shall ensure an active faculty role in the formulation of all research computing and information systems policies as they affect faculty and students. [Add]**The committee will work affirmatively to advance diversity, equity, and inclusion within the University's research scholarship, and creative activity enterprises.**[End Add] In collaboration with the University Planning Committee, it advises and consults on matters related to facilities, including sustainability and administration costs. It shall make recommendations to Senate Council on the establishment, reorganization, naming or discontinuation of organized research units and institutes. It will maintain a formal liaison with the University Research Council and its chair shall serve as a member of that body.

4. Mandated reports:

a. Biennial Summary of Research, Scholarship, and Creative Activity on Sustainability

[Add]**b. Biennial Summary of Research, Scholarship, and Creative Activity on Advancing Diversity, Equity, and Inclusion.**[End Add]

The Committee on Research, Scholarship, and Creative Activity shall send its Informational Reports to the Senate Council.

5. Liaison with other Senate, Administrative, Special, or Joint Committees:

One member of the committee shall serve on the Penn State Press Editorial Committee. The chair shall serve on the University Research Council and act as the committee's liaison to that body.

*nonvoting resource person for the committee

Revised Policy

(m) Committee on Research, Scholarship, and Creative Activity

1. Membership:

(i) At least ten elected faculty senators

(ii) One graduate student senator

(iii) One undergraduate student senator

(iv) Six members of the Graduate Council Committee on Graduate Research including the Committee Chair

(v) Vice President for Research

(vi) Vice Provost for Graduate Education/Dean of the Graduate School or their designee

(vii) Director of the Office of Sponsored Programs or their designee*

(viii) Director of Technology Management or their designee*

(ix) Director of Research Protections or their designee*

(x) Representative from Undergraduate Education responsible for undergraduate research*

(xi) Chief Sustainability Officer or designee from the Sustainability Institute*

(xii) Associate Dean for Graduate Educational Equity or their designee from the Council of College Multicultural Leadership*

2. Selection: By the Committee on Committees and Rules. Members from the Graduate Council Committee on Graduate Research will be chosen in consultation with the Graduate Council.

3. Duties: The Committee on Research, Scholarship, and Creative Activity is charged with fostering and promoting the creation of new knowledge by faculty and students in all disciplines across the Penn State campuses, as well as with facilitating interdisciplinary and intercampus collaboration in this regard. It shall be the Senate advisory body to the Senior Vice President for Research and to the Vice Provost for Graduate Education/Dean of the Graduate School. In the realm of graduate research, scholarship, and creative activity it works closely with the Graduate Council Committee on Research (whose chair and members serve on the Committee) to achieve common aims and shared objectives. Within the advisory and consultative functions of the Senate, it shall advise and consult on all matters involving research policies and services, as well as on issues relating to intellectual property and technology transfer. In conjunction with the Libraries, Information Systems, and Technology Committee, it shall ensure an active faculty role in the formulation of all research computing and information systems policies as they affect faculty and students. The committee will work affirmatively to advance diversity, equity, and inclusion within the University's research scholarship, and creative activity enterprises. In collaboration with the University Planning Committee, it advises and consults on matters related to facilities, including sustainability and administration costs. It shall make recommendations to Senate Council on the establishment, reorganization, naming or discontinuation of organized research units and institutes. It will maintain a formal liaison with the University Research Council and its chair shall serve as a member of that body.

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The Committee on Research, Scholarship, and Creative Activity shall send its Informational Reports to the Senate Council.

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One member of the committee shall serve on the Penn State Press Editorial Committee. The chair shall serve on the University Research Council and act as the committee's liaison to that body.

*nonvoting resource person for the committee

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SENATE COMMITTEES ON COMMITTEES AND RULES, FACULTY AFFAIRS, AND
INTRA-UNIVERSITY RELATIONS

CORRECTED COPY

(Shaded areas in [square brackets] reflect editorial revisions made by committee after the Senate meeting.)

Revisions to Senate Standing Rules, Article III, Section 6 – Senate Committee on Faculty Rights
and Responsibilities

(Legislative)

Implementation: Upon approval by the Senate

Introduction and Rationale

At its meeting on September 15, 2020, the University Faculty Senate voted to revise Standing Rules, Article III – Other Functions of the Senate, Section 6: Senate Committee on Faculty Rights and Responsibilities so that the membership of the Committee on Faculty Rights and Responsibilities (FR&R) would better reflect the makeup of the faculty at the University by including non-tenure line faculty representation.

FR&R membership requirements in the Standing Rules, Article III, Section 6 now reads as follows:

- a) Membership and Alternates: Twelve members elected by the Senate – eight faculty members and four members of the Academic Leadership Council who have signatory authority (through the college level) for promotion and tenure. For both the group of faculty members and the group of alternate faculty members, each group shall consist of
- a minimum of three employed on non-tenure line contracts
 - a minimum of three of the employed on tenure-line contracts
 - a minimum of three will be from academic voting units at University Park
 - a minimum of three faculty will be from academic voting units other than University Park of which at least one will be employed on a non-tenure-line contract and at least two will be employed on tenure-line contracts.

This change was implemented during the 2021-22 FR&R elections. Four non-tenure-line faculty now serve on FR&R, as well as two non-tenure-line alternates.

Standing Rules, Article II, Section 6 further stipulates the following for FR&R:

- (1) The term of office for members and alternates will be three years commencing on July 1. The terms will be staggered to provide for continuity.
- (2) The Committee on Committees and Rules will present a list of nominees to fill vacancies and expiring terms on the committee at the next to last meeting of the Senate each academic year. Additional nominations may be made from the floor at that time.
- (3) Election of committee members and alternates will be by secret and secure ballot.
- (4) In case an elected faculty member resigns, an alternate elected in the same year as the member resigning will complete the term. The candidate in the most recent election receiving the highest number of votes of those not elected will fill the unexpired term

of the alternate provided there are two or more eligible candidates. Otherwise, a special election will be held.

The Committee on Committees and Rules is responsible for overseeing FR&R election nominations. As the Committee looks toward the 2022-23 election cycle, it has become clear that the important change to add non-tenure-line members to FR&R, when combined with the occasional need to call upon an alternate (see 4 above), has complicated the nominations and elections process for FR&R a great deal.

Alternates are currently identified as the “runners up” for a given FR&R election and stand at the ready to fill in if a FR&R member must step aside. They currently serve as alternates for the same 3-year term as the FR&R members who were elected at the same time. If an alternate is needed, an individual is chosen from among the alternates who were elected in the same year as the individual they are replacing to provide a consistent level of committee experience. CC&R now must add an additional consideration: The alternate must have the same type of faculty appointment as the individual they are replacing (i.e., either non-tenure-line or tenure-line). An analysis of the current membership and alternate list reveals that the current structure of having both members and alternates serve 3-year terms will make it difficult to ensure the balance of committee expertise and faculty appointment type.

Recommendation

We recommend a simplification of the rules regarding faculty alternates. Instead of serving 3-year terms, alternates would serve only a 1-year term (versus the current 3-year term) unless activated to replace a committee member who has to step down. Furthermore, the activated faculty alternate would be chosen using a plurality from the unelected candidates of the most recent election who fall within the same constituency (i.e., faculty or ALC member) *but regardless of location or tenure status*. In other words, they would be chosen from among the unelected candidates based on who had the highest number of votes. If activated (a rare need), they would serve out the remainder of the committee member’s term whom they are replacing as an active committee member. Having alternates serve 1-year terms unless activated would provide the Senate with a streamlined way to reestablish the needed balance within the FR&R membership, which considers both location and faculty appointment type, during its annual elections cycle.

To accomplish this streamlined process, we recommend that the Standing Rules, Article III, Section 6 – Senate Committee on Faculty Rights and Responsibilities be revised as follows.

*Please note that the following contains **bold text for additions** and ~~strikeouts indicating deleted text~~. In addition, deleted text is delimited with [Delete] [End Delete] pairs while added text is delimited with [Add] [End Add] pairs.*

Standing Rules, Article III – Other Functions of the Senate

Section 6

Senate Committee on Faculty Rights and Responsibilities

(a) Membership and Alternates: Twelve members elected by the Senate – eight faculty members and four members of the Academic Leadership Council who have signatory authority (through the college level) for promotion and tenure. [DELETE]For both [END DELETE] The group of faculty members [DELETE] and the group of alternate faculty members, each group [END DELETE] shall consist of:

- a minimum of three employed on non-tenure line contracts
- a minimum of three of the employed on tenure-line contracts
- a minimum of three will be from academic voting units at University Park
- a minimum of three faculty will be from academic voting units other than University Park of which at least one will be employed on a non-tenure-line contract and at least two will be employed on tenure-line contracts

All members and alternates will have either earned or been hired in with at least one level of promotion. The committee chair will be chosen by the committee members from the elected faculty members and will serve a one-year term as chair. The membership criteria outlined above and the membership criteria given for the committee in AC76 will be kept in agreement.

(1) The term of office for [ADD] **regular** [END ADD] members [DELETE] and alternates [END DELETE] will be three years commencing on July 1. The terms will be staggered to provide for continuity.

[ADD] (2) **The term of service for alternate members will be one year unless activated as a regular deliberative member.**

(3) **Should a regular member be unable to complete their term of office an alternate member from their respective faculty or Academic Leadership Council category will complete the leaving member's term of office, so that the patterns set for the staggering of membership may be preserved.**

(4) **The activation of alternate members will be ranked by greatest plurality from the pool of eligible unelected candidates in the most recent Committee on Faculty Rights and Responsibilities election. Faculty alternates who are chosen to serve actively and deliberatively on the committee may come from any location and have either tenure or non-tenure status. If the activation of an alternate member temporarily and unavoidably unbalances the cohort component of the committee, that balance should be reestablished in the subsequent regular Committee on Faculty Rights and Responsibilities election.**
[END ADD]

~~(2)~~(5) The Committee on Committees and Rules will present a list of nominees to fill vacancies and expiring terms on the committee at the next to last meeting of the Senate each academic year. Additional nominations may be made from the floor at that time.

~~(3)~~(6) Election of committee members and alternates will be by secret and secure ballot.

~~[(Delete) Previously (4) In case an elected faculty member resigns, an alternate elected in the same year as the member resigning will complete the term. The candidate in the most recent election receiving the highest number of votes of those not elected will fill the unexpired term of the alternate provided there are two or more eligible candidates. Otherwise a special election will be held. (End Delete)]~~

(4)(7) No member of this committee may serve concurrently on the Standing Joint Committee on Tenure and/or the University Promotion and Tenure Review Committee.

(b) Duties and Procedures: See SR: 5-8-73 III, pp. 7-15.

Revised Policy

Standing Rules, Article III – Other Functions of the Senate

Section 6

Senate Committee on Faculty Rights and Responsibilities

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on the committee may come from any location and have either tenure or non-tenure status. If the activation of an alternate member temporarily and unavoidably unbalances the cohort component of the committee, that balance should be reestablished in the subsequent regular Committee on Faculty Rights and Responsibilities election.

(5) The Committee on Committees and Rules will present a list of nominees to fill vacancies and expiring terms on the committee at the next to last meeting of the Senate each academic year. Additional nominations may be made from the floor at that time.

(6) Election of committee members and alternates will be by secret and secure ballot.

(7) No member of this committee may serve concurrently on the Standing Joint Committee on Tenure and/or the University Promotion and Tenure Review Committee.

(b) Duties and Procedures: See SR: 5-8-73 III, pp. 7-15.

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SENATE COMMITTEE ON CURRICULAR AFFAIRS

Editorial Separation of Existing Curricular Policies and Procedures, Creating Policies 100 – 10, 130-00, 130-10, 130-50, 130-70, etc.

(Legislative)

(Implementation upon approval by Senate)

Background and Rationale.

The Senate Committee on Curricular Affairs is engaged in a multi-phase project to review and make recommendations for the organization and update of Senate curricular policies and procedures. At the September plenary session this year, Senate approved the recommendation that we create the new section “Senate Policies and Rules on Instruction and Curriculum” to create a new set of numbered policies, beginning with 100-00, in which to organize existing policies. In this phase of our project existing curricular policies, which are largely housed within the Guide to Curricular Procedures or are dispersed within the policies for undergraduates, are being collected and separated from procedures for curricular proposal and reviews.

The changes in this legislative report are editorial in nature: no policy changes are proposed. In some instances, more than one version of a curricular policy was found and only the most recent (determined by the approval date of Senate legislation) was retained. Light editing is limited to only gross grammatical and typographical errors. This phase is essential to make clear and visible our existing policies, to call attention to them as we next invite further dialog and work toward considering possible updates.

Recommendations. To clarify existing curricular policies, we recommend creating a series of newly numbered policies within the Senate policy section “Policies and Rules on Instruction and Curriculum” and removing these policies from the Guide to Curricular Procedures. The policies are enumerated below and described in Appendix A; Appendix B contains the marked-up Guide to Curricular Procedures; a clean copy of the Guide to Curricular Procedures is in Appendix C.

100 – 10 Curriculum Principles and Policies

130-00 BACCALAUREATE DEGREE

130-10 Credits in a Baccalaureate Degree.

130-20 Types of Baccalaureate Degrees.

130-50 Bachelor of Arts Degree Requirements.

130-51 Structure of Bachelor of Arts.

132-00 Majors in Baccalaureate Degrees.

132-10 Options in the Major.

132-20 Course requirements in the major.

132-30 ROTC Credits.
133-00 Concurrent Majors.
134-00 Retention and Transfer Requirements.
135-00 Minors and Certificates in Baccalaureate Degrees
136-00 Requirements for Minors.
136-10 Grade Requirements for Minors.
137-00 Requirements for Certificates.
140-00 General Education.
141-00 General Education Learning Objectives
142-00 Baccalaureate Degree Requirements in the General Education Program.
143-00 Breadth in General Education
150-00 University Requirements.
150-20 United States Cultures (US) and International Cultures (IL) Course Requirements
150-40 Writing Across the Curriculum.
150-60 First-Year Seminars/Engagement Plans
150-65. Review of FYE.

160-00 ASSOCIATE DEGREE CURRICULUM

160-10 United States Cultures (US) and International Cultures (IL) Course Requirement for Associate Degrees
160-20 General Education Requirements for Associate Degrees.
160-30 Writing Across the Curriculum for Associates Degrees

170-00 POLICIES ON COURSES AND COURSE CURRICULUM

170-10 Course Uniformity/Course Coherence.
171-00 Course Numbers
171-10 Course numbering system.
171-20 Reuse of Course Numbers.
171-30 Common Course Numbers.
171-40 First Year Seminar Course Numbers.
171-50 Crosslisted Courses.
171-60 Teaching of Existing Courses in Colleges in Which They Have Not Been Taught Before.
171-70 Five-Year Automatic Drop Policy.
171-80 Full- and Half-Semester Courses.
171-90 Honors (H) Courses.
172-00 Prerequisites, Concurrent Courses, Co-requisite Courses, and Recommended Preparation.
173-00 Course Credit Expectations.
174-00 Variations in Approved Credit.
175-00 Courses with Alternative Grades.
175-10 Research (R) Grades.
175-20 Satisfactory/Unsatisfactory (SA/UN) Grading.

**180-00 COURSE DESIGNATIONS AND CRITERIA for UNIVERSITY
REQUIREMENTS**

180-10 Objectives for United States Cultures (US) and International Cultures (IL) Courses.

180-20 US Cultures Courses.

180-30 International Cultures.

190-00 GENERAL EDUCATION COURSE DESIGNATIONS AND CRITERIA

190-10 Criteria for General Education Courses.

190-20 General Education Foundations Course Criteria.

190-40 General Education Knowledge Domain Course Criteria.

192-00 General Education Integrative Studies Criteria.

192-10 General Principles for the Linked Courses Pathway.

192-20 General Principles for the Inter-Domain Pathway.

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APPENDIX A.

100 – 10 Curriculum Principles and Policies

There is one faculty at Penn State and the titles of individual faculty members are based on the disciplines in which they specialize or the departments or schools in which they hold positions.

All faculty members, regardless of their location or academic home, are considered part of the University faculty in their discipline. In the context of the curriculum, faculty in a common discipline across the different colleges are expected to work together collegially in the development of new and revised academic programs and courses. Efforts on the part of the faculty in this regard must be supported by the academic leadership.

In the design of the curriculum every effort should be made to create consistency across the campuses to enable students, where practical, to move readily among Penn State locations without undue loss of credits.

A common University course numbering system will be followed.

All courses taught under the same name and number will necessarily have the same objectives, follow the same broad outline, and pursue the same learning outcomes, notwithstanding difference of campus. However, the detailed course outlines need not be identical. In fact, the specific approach to course topics is expected to vary to reflect the specialization of the individual instructors.

If an academic program is offered in several colleges, the academic requirements for the completion of the program are not expected to be identical, but they should be comparable in all colleges. The differences in programs with the same name can reflect different areas of emphasis or specialization. These differences must be clearly evident in the Bulletin.

130-00 BACCALAUREATE DEGREE

A baccalaureate degree is an award signifying a rank or level of educational attainment. All Penn State baccalaureate degrees fulfill common general education and university learning goals for undergraduates. A baccalaureate program of study includes the major, general education, and university requirements, and shall consist of no fewer than 120 credits. Degree programs may provide academic, preprofessional, or professional experiences and preparation. Each student must select a major within a baccalaureate degree type. If options are offered within a major, a student selects one.

The student may also elect to enroll in a minor(s) or certificate program(s) to supplement the major. Alternatively, the student may seek to enroll in multiple majors within the same type of baccalaureate degree or to enroll in a concurrent or sequential degree program (see *Policies and Rules*, 60-00).

130-10 Credits in a Baccalaureate Degree. The range of credits required for graduation from 8-semester baccalaureate majors is 120 to 144 credits, from 10-semester baccalaureate majors, 150 to 180 credits. (SR:4/6/65) Students may elect to take courses beyond the minimum requirements of a degree program.

130-20 Types of Baccalaureate Degrees. Particular types of baccalaureate degrees, which identify educational programs having common objectives and requirements, are:

- Bachelor of Architectural Engineering (B.A.E.) (five-year program)
- Bachelor of Architecture (B.ARCH.) (five-year program)
- Bachelor of Arts (B.A.)
- Bachelor of Design (B.DES.)
- Bachelor of Elementary Education (B.EL.ED.)
- Bachelor of Fine Arts (B.F.A.)
- Bachelor of Humanities (B.HUM.)
- Bachelor of Landscape Architecture (B.L.A.) (five-year program)
- Bachelor of Music (B.M.)
- Bachelor of Music Education (B.M.E.)
- Bachelor of Musical Arts (B.M.A.)
- Bachelor of Philosophy (B. PH.)
- Bachelor of Science (B.S.)
- Bachelor of Science in Nursing (B.S.N.)
- Bachelor of Social Science (B.SOSC.)

Bachelor of Social Work (B.S.W.)

130-50 Bachelor of Arts Degree Requirements.

The Bachelor of Arts degree requirements go beyond the General Education requirements to enhance the Bachelor of Arts student's liberal education in the central fields of arts, humanities, social and behavioral sciences, natural sciences, and quantification, and serve to increase the student's international knowledge and expertise in the area of Other Cultures. Bachelor of Arts students are required to attain proficiency in a foreign language at the 12th-credit-level. Students may choose to develop their foreign language skills beyond the 12th-credit-level proficiency, or to start another foreign language.

Courses approved as fulfilling the B.A. requirements can, but are not required to, meet the General Education Learning Objectives that General Education courses must meet.

130-51 Structure of Bachelor of Arts. Bachelor of Arts degree majors require 9-24 credits distributed among three categories. In addition, students are expected to complete credits required by their college and major.

Foreign Language (0-12 credits): Must attain 12th credit level of proficiency in one language. This proficiency must be demonstrated by either examination or course work.

The B.A. Fields (9 credits): Humanities, Social and Behavioral Sciences, Arts, Foreign Languages, Natural Sciences, Quantification. Courses may not be taken in the area of the student's primary major. Foreign language credits in this category must be in a second foreign language or beyond the 12th credit level of proficiency in the first language. Credits must be selected from the list of approved courses.

Other Cultures (0-3 credits): Students must select 3 credits from the list of approved Other Cultures courses. Students may count courses in this category in order to meet other major, minor, elective, or General Education requirements, except for the General Education US/IL requirement.

These B.A. requirements are listed at the beginning of the descriptions of each college or school that offers the majority of the B.A. majors, or are listed under individual B.A. majors.

The B. A. requirements will be shown in the Blue Book Description as follows:

BACHELOR OF ARTS DEGREE REQUIREMENTS: 24 credits (3 of these 24 credits are included in the REQUIREMENTS FOR THE MAJOR, GENERAL EDUCATION, or ELECTIVES and 0-12 credits are included in ELECTIVES if foreign language proficiency is demonstrated by examination.) (See description of Bachelor of Arts Degree Requirements in front of Bulletin.)

132-00 Majors in Baccalaureate Degrees. A major is a plan of study in a field of concentration within a type of baccalaureate degree. Colleges and other degree-granting units may have common requirements for all of their majors.

Each major may have requirements identified in the following categories: Prescribed Courses, Additional Courses, and Supporting Courses and Related Areas.

Prescribed Courses: Specific courses which must be taken with no choice allowed.

Additional Courses: Lists of courses from which the student must choose a specified number.

Supporting Courses and Related Areas: Areas from which the student is required to develop supplemental knowledge or competencies but in which considerable choice is permitted.

Elective credits are not considered part of the major; these credits are reserved for the student's unrestricted choice of any baccalaureate degree course. (SR:1/23/90, Appendix IV); (Agenda Appendix G, 7/1/75)

132-10 Options in the Major. An option is a specialization within a major that involves at least one-third of the course credits required for the major but need not be more than 18 credits. A major with options must include a minimum of two options. The requirements for the options may include the three categories Prescribed, Additional, and Supporting Courses and Related Areas, or any combination of the three. A student can only be enrolled in one option within their major. (SR:1/23/90; Appendix IV)

All options in the major must have as Common Requirements at least one-fourth of the total required course credits for the major.

132-20 Course requirements in the major.

1. There must be at least 15 credits of C-required courses designated for each baccalaureate degree major, although at Penn State Capital College at Harrisburg, there must be at least 9 credits during the junior and senior years.
2. SCCA urges the faculty of the academic unit to include a minimum of 15 credits at the 400 level, or the equivalent of a 400-level course, before submitting the proposal to the committee. If this 15-credit recommendation is not met, the committee may request a justification as to why it is not deemed necessary. (SR:5/1/79)

132-30 ROTC Credits. All baccalaureate majors must provide within the number of credits required for graduation, at least 6 credits which may be substituted with basic ROTC. (SR:4/6/65)

133-00 Concurrent Majors. Students may take courses to concurrently meet the requirements of more than one baccalaureate degree level major. Colleges and departments may identify and should publish any combinations of majors that would not be approved for more than one major program. In general, an undergraduate student may not combine a general major with a departmental major within the same college.

134-00 Retention and Transfer Requirements. The faculty in an academic unit may want to impose more restrictive academic requirements for entrance into or retention in a college/major/option/minor. The criteria for making such requests must be based on academic considerations. (Agenda Appendix C, 2/18/92)

135-00 Minors and Certificates in Baccalaureate Degrees. Minors and certificates are available to help Penn State students showcase their various interests, abilities, specializations, intellectual curiosity, and skills. Both minors and certificates are course-based and indicated on a transcript. Minors are more robust; like majors, a minor requires advanced 400 level course work and may only be earned by degree candidates.

Certificates are intended to foster incremental or targeted development in an area of specialty or competency within a discipline or field of study. A certificate, though typically a smaller number of credits than a minor, should not be confused with professional certification or licensure.

136-00 Requirements for Minors. The requirements for a minor may include the three categories, Prescribed, Additional, or Supporting Courses and Related Areas, or any combination of the three, in an academic program of at least 18 credits, and:

- A. A minor program may consist of course work in a single area or from several disciplines but must include at least six credits but ordinarily not more than half of the credits at the 400-level.
- B. The total requirements for a minor are to be specified and generally limited to 18 to 21 credits.
- C. All courses for a minor must be completed with a grade of 'C' or above.
- D. At least six (6) credits of the minor must be completed in courses offered by the University or in cooperative degree programs that have been established by formal agreement and approved by the University Faculty Senate.
- E. At least six (6) credits of the minor must be unique from the Prescribed Courses required by the student's major program(s).
- F. Any prerequisites necessary to complete minor requirements must be clearly detailed in the minor description.

Minors should be reviewed by the Senate Committee on Curricular Affairs every five (5) years for enrollment and currency.

136-10 Grade Requirements for Minors. The qualitative standards of a minor and the method of communicating to students the University's academic expectations are as follows: Departmental grade requirements for the minor shall conform at least with the minimum requirements for the major. In the case of minor programs where there is no corresponding major, minimum requirements for the minor must be established following the normal procedures for curriculum approval. (SR:4/26/88)

137-00 Requirements for Certificates. A certificate consists of a group of courses, typically 9-15 credits, developed, supervised, and evaluated by the offering faculty.

- A. At least two-thirds (2/3) of the credits used to complete a certificate must be earned at Penn State.
- B. In exceptional circumstances, a certificate may have fewer than 9 credits or more than 15 credits, provided adequate justification is given to explain why.

Certificates are earned either in conjunction with a major or independently of associate or baccalaureate degrees, so they may be suitable for both degree-candidates and non-degree candidates.

Certificates should be reviewed by the Senate Committee on Curricular Affairs every 5 years for enrollment and currency.

140-00 General Education. The General Education curriculum will enable students to acquire skills, knowledge, and experiences for living in interconnected contexts, so they can contribute to making life better for others, themselves, and the larger world. General Education encompasses the breadth of knowledge involving the major intellectual and aesthetic skills and achievements of humanity. This must include understanding and appreciation of the pluralistic nature of knowledge epitomized by the natural sciences, quantitative skills, social and behavioral sciences, humanities, and arts. To achieve and share such an understanding and appreciation, skills in self-expression, quantitative analysis, information literacy, and collaborative interaction are necessary. General Education aids students in developing intellectual curiosity, a strengthened

ability to think, and a deeper sense of aesthetic appreciation. General Education, in essence, aims to cultivate a knowledgeable, informed, literate human being.

141-00 General Education Learning Objectives. An effective General Education curriculum shall facilitate teaching and learning seven key 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.

142-00 Baccalaureate Degree Requirements in the General Education Program. The General Education program consists of 45 credits distributed among two General Education components: Foundations (15 credits) in Writing/Speaking and Quantification and Knowledge Domains (30 credits) in the Natural Sciences, Arts, Humanities, Social and Behavioral Sciences, and Health and Wellness. A six-credit requirement in Integrative Studies, through completion of linked or inter-domain coursework, is required within the Knowledge Domain general education credits.

Each approved course is identified in the *Undergraduate Degree Programs Bulletin* and the [Course Catalog](#) by descriptive suffixes/ attributes as follows:

Foundations (15 credits)

Foundations courses must be completed with a grade of “C” or better.

- **WRITING/SPEAKING (9 credits)**
Courses designated with the GWS attribute satisfy this component.
- **QUANTIFICATION (6 credits)**
Courses designated with the GQ attribute satisfy this component. (3-6 credits are selected

from mathematics, applied mathematics, and statistics; 3 credits may be selected from computer science or symbolic logic.)

Knowledge Domains (30 credits)

Students must complete a minimum of 3 credits in each the Knowledge Domain; additional credits within the Knowledge domains may either be fulfilled through a single domain course(s) or inter-domain course(s).

- NATURAL SCIENCES (9 credits)
Courses designated with the GN attribute satisfy this component.
- ARTS (6 credits)
Courses designated with the GA attribute satisfy this component.
- HUMANITIES (6 credits)
Courses designated with the GH attribute satisfy this component.
- SOCIAL AND BEHAVIORAL SCIENCES (6 credits)
Courses designated with the GS attribute satisfy this component.
- HEALTH AND WELLNESS (3 credits)

Courses designated with the GHW attribute satisfy this component.

Integrative Studies (6 credits of either Inter-domain or Linked coursework, these credits may overlap with the knowledge domain requirement)

Inter-domain

Courses designated with the Gen Ed Integrative: Interdomain attribute satisfy this requirement. (The attribute of N is commonly used on inter-domain courses for degree audit purposes.)

Linked

Courses designated with the Gen Ed Integrative: Linked attribute satisfy this requirement. (The attribute of Z is commonly used on linked courses for degree audit purposes.)

143-00 Breadth in General Education All General Education courses are to help students explore and integrate information *beyond the special focuses of their majors*. Students may not meet the General Education Knowledge Domains components by taking courses in the department or program identical to that of the academic major.

143-10 General Education Statement. Each program may identify courses that may double count between the major and General Education. The courses should satisfy the intention of General Education as well as serve a curricular purpose for the major. The General Education statement should not exceed the number of credits for a General Education domain that exceeds the stated requirement for General Education (e.g., 9 GN credits or 6 GS credits).

143-20 Intentional Breadth in General Education. Students whose academic majors are in the areas of natural sciences, arts, humanities, and social and behavioral sciences may not meet the General Education Knowledge Domains components by taking courses in the department or program identical to that of the academic major (this is commonly referred to as the General Education Firewall). All General Education courses are to help students explore and integrate information beyond the special focuses of their majors. For example, an Economics major may not use an economics course to fulfill his/her social and behavioral sciences requirement. Also, students may not count courses cross-listed with courses in their major to fulfill one of the General Education Knowledge Domain, e.g., a Theatre major may not register for THEA 208/AFAM 208 Workshop: Theatre in Diverse Cultures and have it count in the Arts requirement. (*General Education Planning and Oversight Task Force report 4/28/15*)

150-00 University Requirements. Every baccalaureate student completes three additional University requirements within the courses in the major, general education, or elective credits:

- 3 credits of United States Cultures and 3 credits of International Cultures
- 3 credits of Writing Across the Curriculum course work
- at least 1 credit of First-Year Seminars

150-20 United States Cultures (US) and International Cultures (IL) Course Requirements. Baccalaureate students complete a 3-credit course designated as United States Cultures (US) and a 3-credit course designated as International Cultures (IL), and/or a course that meets both the

United States and International Cultures (US;IL) requirement. Since 6 credits are required, a single 3-credit course may not fulfil both requirements.

These requirements—United States Cultures (3 credits) and International Cultures (3 credits)—may be fulfilled by double-counting with other General Education courses, courses in the major or minor, electives, or such approved three-credit options such as Study Abroad, internships, etc., to the extent permitted by the student’s college, major, or degree program.

150-40 Writing Across the Curriculum. Students are required to complete at least 3 credits of writing-intensive courses selected from a selection of courses approved with the writing suffix/attribute offered within a major or college of enrollment. (Senate Agenda Appendix E, 3/19/91)

150-60 First-Year Seminars/Engagement Plans

The University Faculty Senate, at its meeting on December 2, 1997, approved a requirement that each student complete, during the first academic year, a seminar course for a minimum of one credit. These First-Year Seminars are expected to be taught by full-time, regular Penn State faculty (Fixed Term I appointments with at least 3 years of teaching experience at Penn State, instructors and tenure-line faculty) and are expected to be taught in small sections. General Education [First-Year Seminar requirement implementation](#).

At the April 29, 2008 meeting, the University Faculty Senate replaced the existing First-Year Seminar requirement as follows: Each University Park academic college, each of the 19 Commonwealth campuses, and the Division of Undergraduate Studies (DUS), all of which are called “units” for the purposes of this report, shall submit a *First-Year Engagement Plan* for achieving the goals and objectives of first-year engagement, as stated in the 1997 report of the SCGE, for all first-year baccalaureate students.

To fulfill the requirements for First-Year Seminars/Engagement Plans, as established by the University Faculty Senate, all First-Year Seminar courses must possess the following characteristics:

1. They will have academic content and be offered for academic credit.
2. They will be the responsibility of the colleges, but once taken, all other colleges will accept them.
3. They will be taught in small classes, with an expected maximum enrollment of 25.

4. They are expected to be taught by full-time, regular Penn State faculty.
5. They should be taken during the student's first academic year.

150-65 Goals and Objectives of the Penn State First-Year Seminar/Engagement Plan. The goals of the Penn State First-Year Seminar/Engagement Plans, as stated in the supporting information from the Senate Legislation:

- To engage students in learning and orient them to the scholarly community from the outset of their undergraduate studies in a way that will bridge to later experiences in their chosen majors.
- To facilitate students' adjustment to the high expectations, demanding workload, increased liberties, and other aspects of the transition to college life.

The objectives of the Penn State First-Year Seminar/Engagement Plan, as stated in the supporting information from the Senate Legislation:

- To introduce students to university study.
- To introduce students to Penn State as an academic community, including fields of study and areas of interest available to students.
- To acquaint students with the learning tools and resources available at Penn State.
- To provide an opportunity for students to develop relationships with full-time faculty and other students in an academic area of interest to them.
- To introduce students to their responsibilities as part of the University community.

The implementation of the FYE plans can be found in the informational report by the Committee on Undergraduate Education.

150-68. Review of FYE. According to the April 2008 Senate legislation, FYE will next be reviewed in five years.

160-00 ASSOCIATE DEGREE CURRICULUM

Associate majors lead to the following degrees: Associate in Arts, Associate in Engineering Technology, or Associate in Science. (SR:9/13/88) For associate degree majors, the offering unit must indicate a minimum of 7 credits that require a grade of C or better, as specified in Senate Policy 82-44.

160-10 United States Cultures (US) and International Cultures (IL) Course Requirement for Associate Degrees. Associate degree students complete a 3-credit course designated as United States Cultures (US), designated as International Cultures (IL), or designated as both United States Cultures and International Cultures (US;IL).

160-20 General Education Requirements for Associate Degrees.

The General Education program for Penn State associate degree students consists of 21 credits distributed among communication and quantification skills (6 credits), the Knowledge Domain areas (15 credits), including courses in the natural sciences (3 credits), arts (3 credits), humanities (3 credits), and social and behavioral sciences (3 credits), and an additional 3 credits in any General Education area, including Health and Wellness (GHW). Up to six credits of Inter-domain courses may be used for any Knowledge Domain requirement, but when a course is used to satisfy more than one requirement, the credits from the course can be counted only once.

FOUNDATIONS

Total 6 credits

Requirement: Writing/Speaking (GWS)* – 3 Credits

Requirement: Quantification (GQ)* – 3 Credits

*Requires a grade of C or better

KNOWLEDGE DOMAINS

Total 15 credits

Requirement: Natural Sciences (GN) – 3 Credits

Requirement: Arts (GA) – 3 Credits

Requirement: Humanities (GH) – 3 Credits

Requirement: Social and Behavioral Sciences (GS) – 3 Credits

Any additional General Education course – 3 Credits

NOTE: Up to six credits of Inter-domain courses may be used for any Knowledge Domain requirement, but when a course is used to satisfy more than one requirement, the credits from the course can be counted only once.

The General Education program extends the concept of flexibility to all aspects of the degree program. Penn State wants students to use General Education as an opportunity to experiment and explore, to take academic risks, to discover things they did not know before, and to learn to do things they have not done before.

To these ends, students may, with the permission of their adviser and dean's representative, substitute a 200- to 499-level course for an Arts, Humanities, Natural Sciences, or Social and Behavioral Sciences course found on the General Education list. For example, a student may take a 400-level course in history and use it to meet the General Education requirement satisfied by a comparable lower-level history course.

160-25 intentional Breadth in General Education in Associates Degrees. Students whose academic majors are in the areas of natural sciences, arts, humanities, and social and behavioral sciences may not meet the General Education Knowledge Domains components by taking courses in the department or program identical to that of the academic major. All General Education courses are to help students explore and integrate information beyond the special focuses of their majors.

160-30 Writing Across the Curriculum for Associates Degrees. All associate degree candidates complete at least 3 credits of writing intensive (W) courses offered within General Education or the major.

170-00 POLICIES ON COURSES AND COURSE CURRICULUM

170-10 Course Uniformity/Course Coherence. Courses approved by SCCA may be offered across the university through various delivery modes and at all locations. Despite possible variation in pedagogical style, course materials, delivery mode, or location, courses offered within Penn State must include a minimum of 80% of the core content and learning objectives described in the most current course proposal as approved by Faculty Senate.

171-00 Course Numbers

171-10 Course numbering system.

001-399 – General courses accepted in fulfillment of requirements for the bachelor's degree.

400-499 – Advanced undergraduate courses open to graduate students and to juniors and seniors (students with fifth- to eighth semester standing) and, with the special permission of the head of the department or the chairperson of the program sponsoring the course, to qualified students in earlier semesters. Courses at the 400 level are generally distinguished from courses at the 001-399 level by an increased depth, by a more mature approach, and by a greater and more independent effort on the part of the student. Where, however, the goals of the course also include breadth, rather than solely depth, the total comprehension that the course demands should set it apart from lower-level courses. (Senate Agenda Appendix D: 5/1/79)

A 400-level course generally includes as a prerequisite another course, a specific number of credits in an area, or some other type of prerequisite. A 400-level course that does not include a prerequisite must explain why the course is not a 001-399-level course.

500-699; 800-899 – Graduate level courses.

Courses in the series 500-699 and 800-899 are restricted to students registered in the Graduate School, senior undergraduate students with an average of at least 3.50, and certain other students with averages of at least 3.00 who have been granted special permission to enroll through the Office of Graduate Student Programs.

The numbers 600 (on campus) and 610 (off-campus) are available for credit in thesis research in all graduate major programs. The numbers 601 and 611 do not denote conventional courses but are used for noncredit special registration for thesis preparation by a Ph.D. candidate. (Note that 596 course numbers may not be used for thesis research work.) Registration under these numbers will maintain status as a full-time (601) or part-time (611) student.

The number 602 is reserved for Supervised Experience in College Teaching.

The number 603 is reserved for Foreign Academic Experience (1-12 credits). Foreign study and/or research approved by the graduate program for students enrolled in a foreign university constituting progress toward the degree.

700-799 – Courses restricted to medical students in the medical curriculum at the Milton S. Hershey Medical Center. (Senate Record Appendix C: 11/13/79)

900-999 – Courses restricted to law students at the Dickinson School of Law. (Senate Agenda Appendix B: 4/2/98)

171-20 Reuse of Course Numbers. Course numbers that have been dropped may not be reused for 6 years in order to avoid confusion on student records.

171-30 Common Course Numbers. Common course numbers must first be established through the normal approval process. The following is a list of common course numbers used throughout the University:

294,494 Research Topics Courses (1-12 credits)

Supervised student activities on research projects identified on an individual or small group basis. A specific title may be used in each instance and will be entered on the student's transcript. (Agenda Appendix D, 6/2/81)

195,295,395,495 Internship (1-18 credits)

Supervised off-campus, nongroup instruction including field experiences, practicums, or internships. Written and oral critique of activity required. A specific title may be used in each instance and will be entered on the student's transcript. Prerequisite: prior approval of proposed assignment by instructor. (Agenda Appendix C, 6/3/80)

296, 496 Independent Studies (1-18 credits)

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. A specific title may be used in each instance and will be entered on the student's transcript. Students may not register for

these courses without prior written approval of a faculty member in the department in which the courses are listed. (Agenda Appendix I, 11/1/77)

097/098, 197/198, 297/298, 397/398, 497/498 Special Topics (1-9 credits)

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest. Several different topics may be taught in one year or semester. A specific title may be used in each instance and will be entered on the student's transcript. (Senate Agenda Appendix H, 3/17/92)

A special topics course may be offered only two times. If the department wishes to continue to offer the course, it should be proposed as a permanent course.

99, 199, 299, 399, 499 Foreign Studies (1-12 credits)

Courses offered in foreign countries by individual or group instruction. A specific title may be used in each instance and will be entered on the student's transcript. (Senate Agenda Appendix D, 6/2/81)

The following is a list of available suffixes for courses with special attributes:

A-G, I, K – Special topics courses

H – Honors courses or sections

J – Individualized instruction courses

L, P, R – Lecture, practicum (or laboratory), recitation sections

M – Both an honors and a writing-intensive course

N – Inter-domain course in General Education

Q- Both honors and Inter-domain

S – First-Year Seminar courses

T – Both an honors and a first-year seminar course

U – United States cultures and/or international cultures and honors

W – Writing-intensive courses

X – First-Year Seminar courses and writing-intensive courses

Y – United States cultures and/or international cultures and writing course

Z – Linked courses in General Education

Faculty who seek to offer a special topics/one-semester title course that satisfies either the integrative studies or the writing across the curriculum requirements must submit a proposal to the Senate Office for approval.

171-40 First Year Seminar Course Numbers. The one credit “Penn State First-Year Seminar” may be offered under PSU XXX for academic units wishing to approach this offering in this manner. Each college has been assigned a unique number for its use in offering these seminars. Academic units may also use their own numbers for these courses. An appropriate suffix/attribute will be appended to unit specific course numbers. Colleges which have provided in their plan a description of the specific objectives to be achieved through the 1 credit seminar and a set of criteria through which the attainment of these objectives can be assessed, may use either the PSU number or the unit specific number to teach the First-Year Seminars. No additional course proposal will be required.

The following course numbers have been assigned by SCCA:

PSU 001 First-Year Seminar Abington

PSU 002 First-Year Seminar Agricultural Science

PSU 003 First-Year Seminar Altoona

PSU 004 First-Year Seminar Arts and Architecture

PSU 005 First-Year Seminar Berks

PSU 006 First-Year Seminar Business

PSU 007 First-Year Seminar Behrend

PSU 008 First-Year Seminar University College

PSU 009 First-Year Seminar Communications

PSU 010 First-Year Seminar Earth and Mineral Sciences

PSU 011 First-Year Seminar Education

PSU 012 First-Year Seminar Engineering

PSU 013 First-Year Seminar Harrisburg

PSU 014 First-Year Seminar Health and Human Development

PSU 015 First-Year Seminar Liberal Arts

PSU 016 First-Year Seminar Science

PSU 017 First-Year Seminar Information Sciences and Technology

First-Year Seminars that are to be offered for more than one credit will require a full course proposal addressing the criteria for the First-Year Seminar/Engagement Plans. It is important that these proposals address the impact, if any, of the use of a seminar of more than 1 credit, on the total credits in programs for which the seminar might be required. If the number of credits in a program is changed as a result of the multiple credit First-Year Seminar requirement, a program revision will need to be submitted for each of the affected programs at the same time as the proposed course. Multiple credit First-Year Seminar courses will have regular program course numbers from the academic unit offering the course, with the appropriate S (Seminar), T (Honors Seminar) or X (Writing Across the Curriculum Seminar) suffix/attribute.

171-50 Crosslisted Courses. Crosslisting courses should be for reasons that are of academic benefit to students and to course offering units involved. (SR:4/7/70)

171-60 Teaching of Existing Courses in Colleges in Which They Have Not Been Taught Before. The Dean of the college in which the course is to be taught requests the necessary course and faculty information from the Dean (or his/her designate for curricular matters) in which the course was first developed. The information about the course that is to be made available should include the material requested in regular course proposals that are submitted to the SCCA for approval.

While it is expected that the course objectives, the broad course outline, and the desired outcomes of student learning would be the same for the courses offered in different colleges, the individual course outlines may vary from instructor to instructor.

If difficulties should arise in the acquisition of the necessary course information, the SCCA will offer its good offices to assist in the matter.

171-70 Five-Year Automatic Drop Policy. Courses that have not been offered for a period of five years are dropped from the University's approved course offerings after consultation with appropriate academic units. Exceptions may be made in extraordinary circumstances.

171-80 Full- and Half-Semester Courses. In general, credit courses offered through undergraduate education should be full-semester courses. Half-semester courses may also be authorized to permit academic units to offer, for example, special summer courses, coordinated courses, or integrated studies programs. When offering courses for less than a full semester, care must be taken to make sure students expected to schedule the courses may do so without impacting their ability to schedule a normal full-time load, as specified in [Academic Administrative Policy C-1](#).

171-90 Honors (H) Courses. To obtain approval of an honors course on a permanent basis, an endorsement from the Schreyer Honors College must be obtained. Criteria describing general attributes of an honors course may be found at this [website](#).

172–00 Prerequisites, Concurrent Courses, Co-requisite Courses, and Recommended Preparation. Prerequisites, concurrent courses, and co-requisite courses approximate the necessary specific coursework or general academic knowledge, background, or semester classification required to succeed academically in a given course.

Prerequisites are courses or other requirements that must be completed prior to the start of a given course.

Concurrent Courses are similar to prerequisites except that they may be taken prior to, or in the same semester as, the given course.

Co-requisite Courses are pairs of courses required to be taken together in the same semester.

Recommended Preparation relates to preparatory skills or companion courses deemed useful, but not necessary, for successful completion of a course. Recommended preparation has no bearing on registration in a given course.

173-00 Course Credit Expectations. Course credit may be achieved by a variety of educational experiences that allow the student to work toward mastery of the course objectives. To be in compliance with the Federal definition of a credit hour used for the purpose of awarding Federal student aid, however, some common minimum requirements that must be established and these should be consistent for all credit earned by instruction regardless of delivery method. With the acknowledged goal of educational excellence, more than the minimum established here may be required for mastery of course objectives.

1. The course must be in the charge of a qualified member of the University's instructional staff, and formal evaluation of the student's achievement must be included in the course.
2. For the typical student, a total of forty-five (45) hours of work planned and arranged by the University faculty is required to gain 1 credit.

The distribution of time between class activities and outside preparation may vary from course to course and examples of this division of time for sample types of instruction are detailed below. This is intended to include all forms of educational experiences in courses, which may include in-person, electronic, or pre-recorded content delivered through resident, on-line, or hybrid instruction.

Lecture, Discussion, Seminar, or Recitation. A combination of formal and informal instruction may occur and when combined with outside preparation must sum to the minimum of 45 hours of work per credit hour. A typical distribution of time is approximately one-third instruction and two-thirds outside preparation.

Laboratory Courses. The distribution of time may vary from twenty-five (25) to forty-five (45) hours of laboratory instruction per credit with sufficient additional outside preparation.

Undergraduate theses, projects, service learning, individualized instruction, and other forms of educational experience through courses. At least forty-five (45) hours of work are required per credit with varying amounts of individual instruction and may include courses delivered off-campus at locations either domestic or abroad.

Student Teaching and Internships. At least forty-five (45) hours of work are required per credit. Prior written approval of the appropriate University faculty is required for subsequent granting of credit.

174-00 Variations in Approved Credit. An academic unit may schedule an entire section of an undergraduate course for fewer credits than the maximum authorized. For 400-level courses, an offering unit may schedule an individual student for fewer credits than the maximum authorized. In no case, however, may the course be scheduled for 0 credit or may the total credits scheduled for any student exceed the maximum number authorized for the course.

If a course may be repeated, the words *per semester* follow the number of credits, e.g., 3 per semester. These courses may be repeated indefinitely unless the credits are followed by the maximum number of credits allowed, such as 3 per semester, maximum of 12.

Courses may have variable credits, such as 1-3, 2-6, or 3-10. The largest number signifies the total credits that can be accumulated for the course over an indefinite number of semesters unless otherwise specified. For example, a course listed with (1-6) could be taken six semesters for 1 credit each semester, or three semesters for 2 credits each semester, or once for 6 credits. In some courses with variable credits, students may be permitted to accumulate more than the largest number shown, e.g., 1-3 per semester, maximum of 12.

175-00 Courses with Alternative Grades

175-10 Research (R) Grades.

An R grade may be used for courses that meet all of the following criteria: (a) variable credit, (b) continuing for more than one semester, (c) involving extensive research on a problem, and (d) a required thesis or major paper on which the final grade will largely depend.

To obtain approval to use an R grade on an indefinite basis, a request should be addressed to the Senate Committee on Curricular Affairs and forwarded to the University Curriculum Coordinator at the Senate Office.

At the discretion of the instructor, R grades may be used for Honors courses that are numbered 294H, 296H, 494H, and 496H.

A notation on the University Course Master (UCM) will indicate if a specific course has been approved to be offered with an R grade.

175-20 Satisfactory/Unsatisfactory (SA/UN) Grading.

Academic units that want to have courses designated as only SA/UN grading must request approval through the Senate Committee on Curricular Affairs. The request must include a justification for why the course should be graded only SA/UN, and why the course is not suitable for standard grades. (SR: 3/25/86; see also, Senate Policy 49-60)

Courses approved by SCCA for offering only with an SA/UN grade will be so identified in the [Course Catalog](#) as part of the course description.

180-00 COURSE DESIGNATIONS AND CRITERIA for UNIVERSITY REQUIREMENTS

180-10 Objectives for United States Cultures (US) and International Cultures (IL) Courses. Courses will be designated as 1) United States Cultures, 2) International Cultures, or 3) United States and International Cultures.

The following principles will be adopted to make the approval criteria clear, the approval process as quick as possible, and the course designations readily understandable to both students and advisors. The following criteria will be used in determining course designations:

1. The course is designed to fulfill the required objectives, as indicated in the previous descriptions.
2. At least one-half of the course is oriented toward fulfilling the objectives of the requested designation as United States Cultures, International Cultures, or United States and International Cultures. For a course seeking both designations, each 50 percent must be satisfied for a total of 100% percent.
3. The objectives are included in the graded evaluation of student performance.
4. Every undergraduate course meeting these requirements will be eligible for the appropriate designation(s), regardless of course level, offering unit, or other University designations.

180-20 US Cultures Courses. United States Cultures (US) (3 credits)

A wide variety of social, cultural, and political forces have shaped the culture and institutions of the United States. As a result, it is important for university students to be exposed to the historical background, development, and current configurations of various groups in our pluralistic American culture. Such exposure will promote an understanding of the many complex issues of inter-group relations and the many kinds of cultural contributions that have shaped our nation.

A course that fulfills the United States Cultures requirement must strive to increase students' understanding of contemporary United States society. Such a course need not focus exclusively on the present and may concern a historical subject.

Courses with the United States Cultures designation will include two or more of the following components and will include those components in the graded evaluation of student performance.

United States Cultures courses will have at least 50% of the course content addressed by the US course designation criteria:

1. Cultivate student knowledge of issues of social identity such as ethnicity, race, class, religion, gender, physical/mental disability, age, or sexual orientation;
2. Convey to students a knowledge of different United States values, traditions, beliefs, and customs;
3. Increase student knowledge of the range of United States cultural achievements and human conditions through time;
4. Increase student knowledge of United States social identities not in isolation, but in relation to one another (for example, the interaction of race or gender with socioeconomic status.)
5. Introduce students to interpersonal communication and interaction issues among United States cultures. (Senate Agenda Appendix C, 3/13/12)
6. Increase student understanding of the nature of societal justice, and equity in the United States at the societal, institutional, and individual levels. (Senate Agenda Appendix D, 4/19/16)

180-30 International Cultures (IL) (3 credits). A wide variety of social, cultural, and political forces have shaped the cultures, nations, and institutions of the modern world. As a result, it is important for university students to be exposed to the historical backgrounds, cultural and scientific contributions, and economic, social, psychological, and political circumstances of civilizations, cultures, and nations outside of the United States, to promote understanding of the variety of world cultures.

A course that fulfills the International Cultures requirement must strive to increase student knowledge of the variety of international societies and may deal to some extent with U.S. culture in its international connections. It need not focus exclusively on the present and may, indeed, be a historical subject. Courses with the International Cultures designation will do two or more of the following with at least 50% of the course content addressed by the IL course designation criteria:

1. Cultivate student knowledge of the similarities and differences among international cultures;
2. Convey to students a knowledge of other nations' cultural values, traditions, beliefs, and customs;

3. Increase students' knowledge of the range of international cultural achievements and human conditions through time;
4. Increase students' knowledge of nations and cultures not in isolation, but in relation to one another.
5. Introduce students to interpersonal communication and interaction issues among International cultures. (Senate Agenda Appendix C, 3/13/12)
6. Increase student understanding of the nature of societal justice, and equity in international nations at the societal, institutional, and individual levels. (Senate Agenda Appendix D, 4/19/16)

180-40 Writing Across the Curriculum Course Criteria/Goals. Penn State writing-intensive courses reflect that students:

- (1) write to learn in ways that help them think about new material; and
- (2) learn to write in discipline-specific genres.

A writing-intensive course must balance those two writing activities. "Write to learn" means that students use informal, writing early in the process to think and explore without regard to formal elements of writing (e.g., Thomas Edison's lab notebooks fraught with misspellings, fragments, and cross-outs). "Learn to write" means that students learn to use writing standards such as unity, coherence, development, style, and mechanics that their discipline requires of formal documents (e.g., Thomas Edison's patent applications). The criteria for writing-intensive courses have been derived from the goals outlined in the writing-intensive course legislative report presented to the Senate on April 18, 1989. The Senate recommends a maximum enrollment of 25 students per section.

Pending Senate approval, courses may be offered as writing-intensive on a permanent or one-semester basis.

190-00 GENERAL EDUCATION COURSE DESIGNATIONS AND CRITERIA

No one course must achieve every General Education Learning Objective, but each proposal must specify clearly which objectives it proposes to meet. A minimum of two and not more than four General Education Learning Objectives be addressed in a course with General Education designation(s). Foundations and Knowledge Domain courses along with Integrative Studies courses must meet specified criteria based on designation(s) sought.

190-10 Criteria for General Education Courses. Criteria for determining whether a course meets the general learning objectives of General Education.

All General Education Course proposals must be responsive to the following prompts:

1. 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).
2. 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.
3. 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.
4. Please provide a copy of the current or proposed syllabus.

190-20 General Education Foundations Course Criteria

WRITING/SPEAKING (GWS)

In Writing and Speaking (GWS) courses, students do more than improve their abilities to communicate information clearly. They learn to set forth arguments persuasively and well, both orally and in writing. Students should emerge from their GWS courses as more accomplished writers and speakers, competent in a wide variety of settings. (Senate Agenda March 15, 2016) To help students achieve GWS goals, the university provides GWS courses and an appropriate learning environment that will:

- Provide opportunities for students to become increasingly effective communicators as they enter new contexts and address new audiences
- Provide opportunities for students to become increasingly accomplished in written, oral, digital, and visual communication.

GWS Student Learning Criteria. Upon successful completion of the General Education Writing and Speaking requirements, students will have increased their abilities to:

- Demonstrate rhetorical and analytical skills as they explore, compose, interpret, and present a variety of texts
- Communicate effectively and persuasively to a range of audiences
- Demonstrate capacities for critical thinking, listening, and generating ideas
- Demonstrate proficiency in composing processes
- Employ the conventions of both spoken and written communication with sensitivity to context and venue.

QUANTIFICATION (GQ)

In Quantification (GQ) fields, students practice and master basic mathematical and statistical skills of lifelong value in solving real world problems. Students should learn to apply mathematical skills appropriate to solve such problems. (Senate Agenda March 15, 2016)

To help students achieve GQ goals and master foundational quantification skills, the university provides GQ coursework and an appropriate learning environment that will:

- Provide experience in assessing and interpreting quantitative data and information
- Guide students to recognize patterns, establish relations, exercise conceptual thinking, develop problem-solving skills, and think logically and critically
- Support students in their efforts to draw accurate and useful conclusions; make informed decisions based on quantitative analysis; and use basic mathematical and statistical skills to solve conceptual problems.

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

- Use mathematical, statistical, or computational models, principles, and processes to integrate, synthesize, generalize, or make judgments about real world problems
- Recognize patterns, establish mathematical relations, apply problem-solving skills, and think logically and critically
- Develop, explore, analyze, and reason about multi-variable relationships using quantitative tools
- Use probability to reason and make judgments based on data that exhibit variability
- Communicate and explain mathematical and statistical ideas.

190-40 General Education Knowledge Domain Course Criteria. General Education courses in the Knowledge Domains may be either courses that cover an area of knowledge of a field of study in a broad context or courses that treat a certain topic or field of study in greater depth or detail.

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. (Senate Agenda March 15, 2016)

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

- 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.

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. (Senate Agenda March 15, 2016)

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.

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. (Senate Agenda March 15, 2016)

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. (Senate Agenda March 15, 2016)

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.

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.

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. (Senate Agenda March 15, 2016)

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.

192-00 General Education Integrative Studies Criteria. Within General Education, students must complete 6 credits in Integrative Studies and must choose to fulfill this requirement through the Linked Courses Pathway or the Inter-Domain Pathway.

192-10 General Principles for the Linked Courses Pathway.

1. Linked Courses are interrelated General Education Knowledge Domain courses, each meeting the criteria of its own Knowledge Domain (GA, GH, GHW, GN, or GS), that approach similar subject matter from different intellectual perspectives or are connected in some other purposeful way to provide opportunities for students to experience and practice integrative thinking across Knowledge Domains. Each Linked Course is approved for only one Knowledge Domain and is also part of a Linkage that includes courses from different Knowledge Domains.
2. The student must complete courses that are linked with each other, each in a different General Education Knowledge Domain (thus including at least two Knowledge Domains), for the linked set to fulfill the Integrative Studies requirement. A single course alone does not count for the Linked Courses Pathway in the Integrative Studies requirement even if that course has been approved to be part of a Linkage. However, because each Linked Course satisfies a Knowledge Domain requirement, the student can use it within that Domain (or perhaps elsewhere in the student's program) whether or not the Linkage is completed. Although, students will usually fulfill the 6-credit Linked Courses Pathway by taking two 3-credit courses in this Pathway students may also use courses carrying anywhere from 1 to 5 credits towards the total of 6 Linked Courses credits.
3. More than two courses may participate in a Linkage; having more than two courses available in a Linkage will provide flexibility and may facilitate students' abilities to complete the package. Each such course is taught by an instructor, or team of instructors, with appropriate expertise in the course's Knowledge Domain.
4. Linkages are proposed by faculty (or teams of faculty) with expertise in the relevant disciplines of each Knowledge Domain; proposals will follow the established curricular processes for course approvals.
5. Either single-offering or permanent approval for the Linked Courses designation may be requested. A course may be offered using single-offering approval a maximum of 3 times at a given location.
6. Proposals for Linked Courses will:
 - a. Request (or have received) approval as a General Education course in a particular Knowledge Domain, following the standard curricular processes.
 - b. 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.
7. 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.

8. 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).
9. 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.
10. Describe the assessments that will be used to determine students' ability to apply integrative thinking.

192-20 General Principles for the Inter-Domain Pathway.

1. An Inter-Domain course integrates, within one course, selected perspectives, concepts, information, and knowledge from two of the following Knowledge Domains: GA, GH, GHW, GN, GS.
2. An Inter-domain course counts towards the General Education requirement in both of its two Knowledge Domains and it provides opportunities for students to experience and to practice integrative thinking across those two Domains.
3. Students must complete 6 credits of Inter-Domain coursework in order to fulfill the Integrative Studies requirement. Because these courses integrate two Knowledge Domains, and need time to do so, they will each carry at least 3 credits. Although students will usually take two 3-credit courses to fulfill this Pathway, students can also use Inter-Domain courses carrying more than 3 credits, if available.
4. Each of the two Knowledge Domains in an Inter-Domain course will receive approximately equal attention (in course topics, assignments, or other course components). Each such course is taught by an instructor, or team of instructors, with appropriate expertise in the two Knowledge Domains for which the course is approved. Inter-Domain courses may be cross-listed or concurrent-listed but this is not required.
5. Although each Inter-Domain course will satisfy a Domain requirement in both of the Knowledge Domains for which it is approved, the number of credits it contributes towards the total of 30 credits required in the Knowledge Domains is not doubled. (For example, a 3-credit course approved as both Natural Science and Social Science will satisfy a Domain requirement in both of those categories; however, this course will contribute 3 credits, not 6, to the total of 30 needed).
6. Inter-Domain courses are proposed by faculty (or teams of faculty) with expertise in the relevant disciplines of each Knowledge Domain represented; proposals will follow the established curricular processes for course approvals. Consultation and support from faculty in relevant fields within both Knowledge Domains where the course will count is required.
7. Single-offering or permanent approval for the Inter-Domain Courses designation may be requested. A course may be offered using single-offering approval a maximum of 3 times at a given location.
8. Proposals for Inter-Domain courses will:
 - a. Request (or have received) approval as a General Education course and satisfy the criteria for two Knowledge Domains, following the standard curricular processes. Course proposals will not be approved for more than two Knowledge Domains.

- b. Explain how the intellectual frameworks and methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.
9. 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.
10. 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).
11. 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).
12. 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.
13. Describe the assessments that will be used to determine students' ability to apply integrative thinking.

APPENDIX B. Marked Version Guide to Curricular Procedures

A. Majors, Options, and Minors

The addition of a major, option, IUG, or minor to the University curriculum requires academic and administrative approval.

The first step in the process is the completion of the Administrative Council on Undergraduate Education (ACUE) Curricular Programs Prospectus. A prospectus must be completed to change the name or discontinue offering a major, option, IUG, or minor. A [P-1](#) prospectus is completed/submitted for new major, options, IUGs, or minors. A [P-2](#) is completed/submitted to update a current major, option, IUG, or minor. A [P-3](#) is completed/submitted to move/share/discontinue majors, options, IUGs, or minors at different locations. A [P-4](#) is completed/submitted to drop majors, options, IUGs, or minors. And a [M-12](#) is submitted for undergraduate certificates. Once the ACUE memo indicating approval is obtained, the department may initiate the program proposal form in the Curriculum Review and Consultation System (www.curriculum.psu.edu) ; the ACUE memo must be included in the program proposal submission to the senate office.

Proposals to add, change, or drop majors/options/IUGs/minors are initiated by completing the [SCCA Major, Option, or Minor Proposal Form](#). It is important to note before new majors, options, IUGs, or minors, or changes in existing ones can be approved by the SCCA, all required courses need to be approved. If new courses or changes in existing ones are being proposed as a part of this package, those proposals need to be included with the package. A [Costing Analysis Form](#) must be submitted with the proposal to add a new major, add an option to an existing major, or add a new minor.

The preparation of the proposal should include a review of similar and related programs already offered across the University. The proposing unit must address the question of whether this major, option, or minor will be offered by other colleges. If the answer to this question is yes, [consultation](#) with faculty in the appropriate Penn State colleges should be sought and documented in the proposal.

If a Penn State college wishes to include an existing course in a program which it plans to offer, and this course has not been taught within the college, or in the University College at a particular campus, the following guidelines apply. The dean of the college in which the program is being developed should request from the unit in which the course was originally created the necessary course and faculty information. The process of [consultation](#) should be documented as part of the new program proposal.

All course and program proposals appearing on the Senate Curriculum Report are kept on file in the Senate Office for four years after the publication. Original proposals are then forwarded to the University Archives at Paterno Library, University Park.

All proposals are reviewed, approved, or rejected by SCCA. All major/option/minor proposals will receive a “full” review with the exception of the following:

- (1) Changes in requirements for a major in response to a name and/or number change with no substantive content change.
- (2) Changes in requirements for a major in response to another curricular change where there is some actual change in content. (Example: A program changes the content of an introductory course, so all other majors requiring the content of the old course may have to reevaluate the prerequisites.)
- (3) Addition or deletion of a course to a selection list for a major due to changes previously approved. These proposals should include a letter of [consultation](#) from the relevant department.
- (4) The addition or deletion of a course to an existing supporting course list (i.e., courses that are not published in the program description) does not require approval by or notification to SCCA. Departments should notify the Registrar’s office with updates to these lists for inclusion in the Degree Audit.
- (5) Changes to the description of a major/minor/option. (Examples: a program description changes to include revised program objectives based on an assessment or accreditation review.) SCCA reserves the right to request a full review if the changes are deemed substantive.

In addition to SCCA approval, administrative approval is required (the provisions of [Academic Administrative Policy P-1](#) should be followed) when adding new majors/options/minors, when dropping majors/options/minors, and when changing the name of a major/option/minor. This step includes costing by the Office of Budget and Resource Analysis (for new

majors/options/minors), approval by the Executive Vice President and Provost, and review, as an informational item, by the Board of Trustees. Only after the approval of the Executive Vice President and Provost may these proposals be implemented and published in the [*Undergraduate Degree Programs Bulletin*](#).

If a college wishes to offer an SCCA-approved academic program (major, option, minor) which it has not offered before, this needs to be authorized by the Provost (the provisions of [*Academic Administrative Policy P-3*](#) should be followed).

Proposals to change requirements of majors, options, or minors approved by SCCA, and that do not require administrative approval, may be implemented. If the major, option, or minor is offered in several colleges, a joint proposal should be submitted. The implementation date may be the first semester following approval, if students are properly informed of these changes; otherwise, students are held to what appears in the [*Bulletin*](#) when the student matriculated. Archived program descriptions are available in the Web [*Bulletin*](#). These archived descriptions can be found by College under the listing of Majors and Minors. The implementation date will be the same for all colleges offering the changed major, option or minor.

Diplomas show the name of the major, the degree received, and the name of the college granting the degree. Transcripts show the name of the major, the degree received, and option, minor, and certificate, where appropriate.

The General Education Component of the Baccalaureate degree consists of 45 credits, which may include one credit of a First-Year Seminar. Colleges or departments that require First-Year Seminars for more than one credit and that propose a course that cannot be completed within the 45 credits of General Education need to account clearly for the additional credits in their academic programs under the categories of College or Major Requirements.

Major, Option, and Minor program codes (often considered program acronyms) are assigned by the Registrar's Office. The change in a program name does not guarantee a change to the code.

1. New Majors

~~A major is a plan of study in a field of concentration within a type of baccalaureate degree. Colleges and other degree-granting units may have common requirements for all of their majors. Each major may have requirements identified in the following categories: [Prescribed Courses](#), [Additional Courses](#), and [Supporting Courses and Related Areas](#). (SR:1/23/90, Appendix IV)~~

After receiving feedback on the ACUE prospectus, the proposal can be prepared. Guidelines for preparing the proposal are outlined below and on the [Major, Option, or Minor Proposal Form](#). A [Costing Analysis Form](#) must be submitted with the proposal to add a new major, add an option to an existing major, or add a new minor. If more restrictive academic requirements, than those approved by the Senate, are needed for entrance or retention in the program, a [Retention and Transfer Proposal Form \(PDF\)](#) must be completed as well.

The proposal must be presented in the following format for new majors, options, and minors:

- a. Provide a complete set of requirements in the [Bulletin](#) format ([see program description outline \(PDF\)](#)).
Include a description limited to about 200 words or approximately 15 lines. If there are options (or additional special features, e.g., dual degree programs, cooperative programs such as work study), the description should be limited to an additional 75 words per option. The description should contain objective language, not generalized, colorful, or vague statements that might be ambiguous or misleading. The description should cover the following items:
 - 1.a statement of objectives that describes learning outcomes for the major;
 - 2.fields of study within the major, emphasizing any unique aspects or facilities specifically related to this major;
 - 3.requirements and recommendations or limitations regarding competencies, skills, or abilities needed for admission, retention, transfer, and graduation; and
 - 4.if space remains, a general statement about subsequent academic or professional work possible in the field.

Include total number of credits required for graduation.

Include an arrangement of courses along with the recommended scheduling pattern.

- a. For baccalaureate majors, indicate a minimum of 15 credits in the major that require a grade of C or better, as specified by Senate Policy 82-44.
- b. Provide a list of new courses to be established as part of the new offering.
- c. Provide a list of changed or dropped courses.
- d. In instances where a requirement is selected from a department list, or area, include a copy of the list of courses that are acceptable for meeting the requirement.
- e. Provide an explanation of how the proposal meets the educational objectives and/or strengthens existing programs of the college(s) and the University, and indicate what

students may expect to accomplish through the new program.

All or part of this information will be published in the Board of Trustees agenda.

- f. Provide a justification statement that explains how the proposal fits within the strategic planning goals of the college.
- g. Provide a statement of consultation with affected units.

2. New Options

~~An option is a specialization within a major that involves at least one-third of the course credits required for the major, but need not be more than 18 credits. All options within a major must have in common at least one-fourth of the total required course credits in the major. A student can only be enrolled in an option within his/her own major. (SR:1/23/90; Appendix IV)~~

~~A major with options must include a minimum of two options. All options in the major must have a common General Education component (45 credits) and a Common Requirements for the Major (All Options) component. The Common Requirements for the Major (All Options) must include at least one-fourth of the total required credits for the major. The requirements may include the three categories Prescribed, Additional, and Supporting Courses and Related Areas; or any combination of the three.~~

A Costing Analysis Form must be submitted for each option.

3. New Minors

~~A minor is defined as a supplemental academic program of at least 18 credits. A minor program may consist of course work in a single area or from several disciplines, with at least six but ordinarily not more than half of the credits at the 400-course level. Total requirements are to be specified, and generally limited to 18 to 21 credits. Any program proposing a new minor or changing an existing minor such that more than 21 total credits will be required or more than half of the requirements will be at the 400 level must include a written justification explaining why the requirements for the minor must exceed the generally accepted parameters for a minor. Entrance to some minors may require the completion of a number of prerequisite courses that are not included in the total requirements for the minor; the potential need for completion of additional prerequisites to successfully complete the minor should be noted in the description of the minor. Grade requirements for the minor shall consist of 'C' or above for all courses required for the minor. (SR:6/2/81; Appendix IV)~~

~~If a minor is sponsored by one academic unit, it would consist of course work in that single area. If a minor has an interdisciplinary focus and is sponsored by a program committee composed of faculty from several departments, it would include course work from several discipline areas. All~~

~~minors are identified in the [Bulletin](#) with a general description prepared in accordance with the guidelines. Requirements for a minor may include the three categories, Prescribed, Additional, or Supporting Courses and Related Areas, or any combination of the three.~~

~~The qualitative standards of a minor and the method of communicating to students the University's academic expectations are as follows: "Departmental grade requirements for the minor shall conform at least with the minimum requirements for the major. In the case of minor programs where there is no corresponding major, minimum requirements for the minor must be established following the normal procedures for curriculum approval." (SR:4/26/88)~~

The [Academic Administrative Policy L-6](#) gives a detailed explanation of admission and certification procedures. A student's academic transcript will record the successful completion of the minor at the time of baccalaureate graduation. A Costing Analysis form should be included.

4. Changes in Majors, Options, and Minors

Guidelines for preparing the proposal are outlined below and are available with the Major, Option, or Minor Proposal Form. As part of the revision request, the unit making the request must demonstrate that other Penn State colleges offering the major, minor, or option have been involved in the revision process. If more restrictive academic requirements, than those approved by the Senate, are needed for entrance or retention in the program, a [Retention and Transfer Proposal Form \(PDF\)](#) must be completed as well.

A Costing Analysis form should be included.

The proposal must be presented in the following format for changes in majors, options, and minors:

- a. The section that is being revised must be shown as it currently appears in the [Bulletin](#) (or most recent revision).
- b. Provide a list of newly created courses; a list of current courses, which are being added to the program; a list of changed courses; and a list of courses that will be removed from the program.
- c. In instances where a requirement is selected from a department list, or area, include a list of courses that are acceptable for meeting that requirement.

- d. Provide a justification statement that explains the reason for each of the changes. An estimate of expected enrollment and effects, if any, on existing programs should be addressed. Course changes necessitated by the program revision should be submitted simultaneously with the program proposal.
- e. Documentation of the necessary [consultation](#).

5. Dropping of Majors, Options, and Minors

Majors—To drop a major (i.e., phase-out all University offerings) both Senate and administrative approval is required. A proposal must be submitted following the procedures outlined in [Academic Administrative Policy P-4](#).

The approval process requires submission of a Major, Option, or Minor Proposal Form. If the Major, Option, IUG, or Minor is offered within several colleges, a joint proposal should be prepared by the colleges. The proposal goes to the Vice President and Dean for Undergraduate Education and to the University Curriculum Coordinator at the Senate Office.

The approval process is (a) proposal originates in the offering unit(s); (b) is approved by Dean(s)/Chancellor(s) and for non-University Park campuses the Vice President for Commonwealth Campuses; (c) forwarded to the Vice President and Dean for Undergraduate Education, for recommendation on behalf of the Provost, who transmits the request to the Senate Chair, (d) the Senate Chair seeks input from appropriate Senate committees prior to review and recommendation by Senate Council (at this time the proposal is listed on the *Senate Curriculum Report*); (e) the Senate Chair reports the recommendation of Senate Council to the Vice President and Dean for Undergraduate Education; (f) the Vice President and Dean for Undergraduate Education acts on the request; (g) the Provost, via the Vice President and Dean for Undergraduate Education, informs the President, the Board of Trustees, the College Dean(s)/Chancellor(s), the Vice President for Commonwealth Campuses, and the Senate Executive Secretary when the decision is made to drop and phase out a program. In no case should students be informed of a *defacto* closing prior to Provost's approval.

The supporting documentation in the proposal should include evidence that consideration has been given to the following:

- a. Students—admissions/entrance, advising, academic outcomes
Enrollment data—5-year actual enrollments
Planned date to stop offering students entrance to program, planned date to stop offering required courses, planned date for Registrar to stop awarding degrees

Students currently in program need to be given reasonable options for completing the program or enrolling in alternative programs

- b. Tenured and untenured faculty—availability, notification, and consultation
- c. [consultation](#) with personnel responsible for other academic programs, their concurrence, or objections and how they have been addressed
- d. [consultation](#) with appropriate organizational support units of the University, their concurrence, or objections and how they have been addressed

Options and Minors—To drop an option or minor, submit the Major, Option, or Minor Proposal Form to the University Curriculum Coordinator at the Senate Office. The proposal must include a justification statement that explains the reasons for dropping the option or minor. If the Option or Minor is offered by several colleges a joint proposal should be prepared.

~~B. Senate Policies Concerning Majors, Options, and Minors~~

1. Certificates

Certificates are issued in the name of the University for the successful completion of a degree program or a baccalaureate minor. The certificate to be awarded will be of standard format and will be provided by the Office of the University Registrar.

Transcripts will include a notation that a certificate was issued, where appropriate.

2. Consultation with Adviser Statement

Effective with the 1982-83 University Baccalaureate and Associate Degree [Bulletins](#) (currently called the Undergraduate Degree Programs Bulletin), the reference to “approval of the adviser” was reworded to read either “consultation with the adviser” or “departmental approval.” The change is consistent with Senate legislation regarding the role of the adviser. (SR:5/5/81; see also, Senate Policy 34-27)

~~3. 400-Level Credits Required in a Major~~

~~SCCA urges the faculty of the academic unit to include a minimum of 15 credits at the 400 level, or the equivalent of a 400-level course, before submitting the proposal to the committee. If this 15-credit recommendation is not met, the committee may request a justification as to why it is not deemed necessary. (SR:5/1/79)~~

4. Retention and Transfer Requirements

~~The faculty in an academic unit may want to impose more restrictive academic requirements for entrance into or retention in a college/major/option/minor. The criteria for making such requests must be based on academic considerations. (Agenda Appendix C, 2/18/92)~~

The request for more stringent entrance, transfer, and/or retention requirements must be submitted to the dean of the college. If approved by the dean, the [Retention and Transfer Proposal Form \(PDF\)](#) is submitted to the University Curriculum Coordinator at the University Faculty Senate Office, 101G Kern Graduate Building, for review by the Subcommittee on Retention and Transfer. If approved, the more restrictive requirements are published in the *Senate Curriculum Report* and will be included in the [Bulletin](#).

When enrollment controls are needed for administrative (resource based) purposes, [Administrative Policy P-5](#) should be followed. If the administrative enrollment control is to be published in the [Bulletin](#), the information must be sent to the University Curriculum Coordinator for publication in the *Senate Curriculum Report*. After being published to the University community for 30 days, the enrollment control information will be incorporated into the [Bulletin](#) listing.

5. ROTC Credits

~~All baccalaureate majors must provide within the number of credits required for graduation, at least 6 credits which may be substituted with basic ROTC. (SR:4/6/65)~~

6. Total Credits Required for Graduation

~~The range of credits required for graduation from 8-semester baccalaureate majors is 120 to 144 credits; from 10-semester baccalaureate majors, 150 to 180 credits. (SR:4/6/65)~~

C. Courses

All course proposals must be submitted electronically through <https://curriculum.psu.edu/>. A User's Manual and a Quick-Start Guide are also available. Courses seeking a university designation (e.g. United States cultures, international cultures, writing across the curriculum), bachelor of arts, general education, or integrative studies require additional documentation in the course proposal; such courses require vetting in the appropriate SCCA subcommittee(s).

Course proposals will receive one of two types of reviews: Full or Expedited Review.

An expedited review will be conducted for course proposals under the following circumstances:

1. Limited changes in name or number (without substantive change in course content)
2. Prerequisite changes affecting only courses within a department
3. Updated course descriptions of a limited nature
4. Course drops affecting only majors in the department
5. Creation of standard common course numbers

All course changes must be approved by the Senate in order to be included in the [Course Catalog](#).

1. Course Adds

Guidelines for the creation of new course abbreviations:

Course abbreviations should not be campus/college specific.

A new course abbreviation should not be created for one or two courses within a minor.

Faculty are encouraged to use disciplinary course abbreviations already in existence.

Guidelines for preparing proposals are outlined below.

- a. The heading as it would appear in the [Course Catalog](#)
 1. Abbreviation
 2. Number
 3. Title
 4. Abbreviated title (18 bytes or less)
 5. Credits
 6. Prerequisite(s), concurrent(s), co-requisite(s), and recommended preparation
- b. Course outline

The course outline should include the following:

1. A brief outline of the course content.
2. A listing of the major topics to be covered with an approximate length of time allotted for their discussion.
3. A succinct stand-alone course description (up to 400 words) is to be made available to students and faculty in the Course Catalog. This single description must encompass all course sections at all locations over a period of time and, therefore, must focus on the common and durable aspects of the course. The description should include the course objectives and relationship to courses and programs of study (but generally without course numbers). Similarly, descriptions may indicate the desirability or necessity for certain facilities needed for the course offering. Any course seeking a course attribute/ a specific letter or designation (e.g. H, U, W, GA, GH, etc.) should contain a brief statement describing this content.

4. The name(s) of the faculty member(s) responsible for the development of the course.
- c. Justification statement
- The justification statement covers nine major concerns and each area must be addressed separately.
1. Instructional, educational, and course objectives:
This section should define what the student is expected to learn and what skills the student will develop. **Additional materials are required for courses in special categories such as General Education, United States Cultures, International Cultures, and Writing (refer to appropriate section of the *Guide* for details).**
 2. Evaluation methods:
Include a statement that explains how the achievement of the educational objectives identified above will be assessed. The procedures for determining students' grades should be specifically identified.
 3. 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 courses' role as a prerequisite for other courses.
 4. 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. If applicable, indicate if course is remedial and may not be used to satisfy the basic requirements for graduation for any baccalaureate degree program.
 5. [consultation](#) with appropriate departments and academic support units:
The unit originating the proposal should consult all units with a known interest in the subject field, not simply those in the same college. Consultation should take place at the department and/or college level and should include department members at all locations. Some duplication of instruction is inevitable, but SCCA is concerned with keeping such duplication to a minimum.
 6. If the course is to be offered by several colleges, consultation from the other colleges should be provided.
 7. A description of any special facilities (e.g. labs or equipment) required to teach the course effectively should be included in the proposal.
 8. List needed library resources.
 9. Frequency of offering and enrollment:
Indicate how many students are expected to enroll and how often the course will be taught.
- d. Effective date:
The standard effective date for new courses is the first semester following approval on the *Senate Curriculum Report*.

2. Course Changes

Guidelines for preparing the proposal are outlined below. Evidence of [consultation](#) with units affected by the course change must be included. The guidelines are as follows:

If the course is offered by several colleges, consultation from the other colleges should be provided.

- a.
 - a. The heading as it would appear in the [Course Catalog](#)**(Include the current heading.)**
 1. Abbreviation
 2. Number
 3. Title
 4. Abbreviated title (18 bytes or less)
 5. Credits
 6. Prerequisite(s), concurrent(s), co-requisite(s), and recommended preparation

(Include the items in the new headings that will be changed.)

7. Abbreviation
8. Number
9. Title
10. Abbreviated title (18 bytes or less)
11. Credits
12. Prerequisite(s), concurrent(s), co-requisite(s), and recommended preparation

- a. Course outline
Include both the old and new course outline, if change listing the major topics to be covered with an approximate length of time allotted for their discussion, if changed.
- b. Description of the course (if a current long-course description is not on file)
Include a succinct stand-alone course description (up to 400 words) to be made available to students and faculty in the Course Catalog. This single description must encompass all course sections at all locations over a period of time and, therefore, must focus on the common and durable aspects of the course. The description should include the course objectives; and relationship to courses and programs of study (but generally without course numbers). Similarly, descriptions may indicate the desirability or necessity for certain facilities needed for the course offering. Any course seeking a course attribute/ a specific letter or designation (e.g. H, U, W, GA, GH, etc.) should contain a brief statement describing this content.
- c. Faculty names include the name(s) of the faculty member(s) responsible for making the proposed changes in the course.
- d. Justification statement
Include a justification for each change. The extent of the proposed changes will

determine the extent of supporting documentation required. Particular attention should be paid to the effects of the change within the unit and in other units where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be included. For courses in which all or major elements (such as credits, description, prerequisites and General Education designations) are changing, follow the justification procedure for new courses. Minor changes such as renumbering a course or changing a course title for clarity can be justified with a single sentence stating the reasons for the change.

- e. Include a completed copy of the Technology Needs for Course Proposals (www.curriculum.psu.edu), if appropriate.

- f. Effective date

The standard date for all changes is the date of the first published *Schedule of Courses* listing the changed course following approval on the *Senate Curriculum Report*.

3. Course Drops

Guidelines for preparing the proposal are outlined below. Evidence of [consultation](#) with units affected by the course drop must be included with the proposal. The guidelines are as follows:

If the course to be dropped is offered by several colleges, a joint proposal should be submitted.

- a. Heading as it appears in the [Course Catalog](#)
 - 1. Abbreviation
 - 2. Number
 - 3. Title
 - 4. Abbreviated title (18 bytes or less)
 - 5. Credits
 - 6. Prerequisite(s), concurrent(s), co-requisite(s), and recommended preparation

- b. Justification statement

Include a statement setting forth reasons for the proposed drop and evidence of [consultation](#) with any unit affected by the drop.

- c. Effective date

The standard effective date for dropping courses is the first semester following approval on the *Senate Curriculum Report* (unless otherwise specified).

D. Senate Policies and Procedures Concerning Courses

~~1. Course Credits~~

~~An academic unit may schedule an entire section of an undergraduate course for fewer credits than the maximum authorized. For 400-level courses, an offering unit may schedule an individual student for fewer credits than the maximum authorized. In no case, however, may the course be scheduled for 0 credit or may the total credits scheduled for any student exceed the maximum number authorized for the course.~~

~~If a course may be repeated, the words *per semester* follow the number of credits, e.g., 3 per semester. These courses may be repeated indefinitely unless the credits are followed by the maximum number of credits allowed, such as 3 per semester, maximum of 12.~~

~~Courses may have variable credits, such as 1-3, 2-6, or 3-10. The largest number signifies the total credits that can be accumulated for the course over an indefinite number of semesters unless otherwise specified. For example, a course listed with (1-6) could be taken six semesters for 1 credit each semester, or three semesters for 2 credits each semester, or once for 6 credits. In some courses with variable credits, students may be permitted to accumulate more than the largest number shown, e.g., 1-3 per semester, maximum of 12.~~

2. Course Numbers

Reuse of Course Numbers:

~~Course numbers that have been dropped may not be reused for 6 years, in order to avoid confusion on student records. The LionPath Course Catalog can be used to verify the end date of a course number.~~

Common Course Numbers:

Common course numbers must first be established through the normal approval process (with a proposal in curriculum.psu.edu). The title, description, and credits for common course numbers have been established by the Senate and are listed below. Therefore, backup documentation is not needed in the proposal and an “NA” can be listed in most of the fields ([see example proposal \(PDF\)](#)). Once the specific number(s) is approved, the course(s) is available for offering on a semester-by-semester basis by the academic area within different colleges. Titles may be added for a given semester by requesting that an alpha suffix be attached to the course number. The LionPath Course Catalog should be accessed to verify that a particular course number and suffix/attribute is available. A unit wishing to use a common course number submits the request to the University Curriculum Coordinator via the college dean’s office. The Honors Courses Request Form and the [One-Semester Titles Course Request Form](#) are available on the web. The completed form should be sent to the college dean’s office. Upon approval, the form will be forwarded by the dean’s office to the University Curriculum Coordinator at e-mail ID univfs@psu.edu. The University Curriculum Coordinator assures that no unintentional duplication of course titles will occur and then updates the University Course Master. The recommended deadline for requesting special titles is four weeks prior to registration for the semester in which the course will be offered.

~~Special titled courses may be offered only two times. If the department wishes to continue to offer the course, it should be proposed as a permanent course.~~

~~The following is a list of common course numbers used throughout the University:~~

~~294,494 Research Topics Courses (1-12 credits)~~

~~Supervised student activities on research projects identified on an individual or small group basis. A specific title may be used in each instance and will be entered on the student's transcript. (Agenda Appendix D, 6/2/81)~~

~~195,295,395,495 Internship (1-18 credits)~~

~~Supervised off-campus, nongroup instruction including field experiences, practicums, or internships. Written and oral critique of activity required. A specific title may be used in each instance and will be entered on the student's transcript. Prerequisite: prior approval of proposed assignment by instructor. (Agenda Appendix C, 6/3/80)~~

~~296, 496 Independent Studies (1-18 credits)~~

~~Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. A specific title may be used in each instance and will be entered on the student's transcript. Students may not register for these courses without prior written approval of a faculty member in the department in which the courses are listed. (Agenda Appendix I, 11/1/77)~~

~~097/098, 197/198, 297/298, 397/398, 497/498 Special Topics (1-9 credits)~~

~~Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest. Several different topics may be taught in one year or semester. A specific title may be used in each instance and will be entered on the student's transcript. (Senate Agenda Appendix H, 3/17/92)~~

~~99, 199, 299, 399, 499 Foreign Studies (1-12 credits)~~

~~Courses offered in foreign countries by individual or group instruction. A specific title may be used in each instance and will be entered on the student's transcript. (Senate Agenda Appendix D, 6/2/81)~~

~~The following is a list of available suffixes for special titled courses:~~

~~A-G, I, K—special topics courses~~

~~H—honors courses or sections~~

~~J—individualized instruction courses~~

~~L, P, R—lecture, practicum (or laboratory), recitation sections~~

~~M—both an honors and a writing intensive course~~

~~S—First Year Seminar courses~~
~~T—both an honors and a first year seminar course~~
~~U—United States cultures and/or international cultures and honors~~
~~W—writing intensive courses~~
~~X—First Year Seminar courses and writing intensive courses~~
~~Y—United States cultures and/or international cultures and writing course~~

[back to top](#)

~~3. Crosslisted Courses~~

~~Crosslisting courses should be for reasons that are of academic benefit to students and to course offering units involved.(SR:4/7/70) Proposals should be prepared in curriculum.psu.edu. The following guidelines should be used when preparing crosslist proposals:~~

New Courses:

A course add proposal needs to be prepared. The academic unit responsible for the course must submit the course proposal.

Existing Courses:

To add a crosslisting to an existing course, a course change proposal should be completed. The course proposal should include the course outline, objectives, etc., from the original course proposal. The academic unit responsible for the course should submit the proposal.

Change Courses:

To change existing crosslisted courses, one change course proposal, which lists all of the crosslistings, should be prepared. The academic unit responsible for the course must submit proposal through curriculum.psu.edu.

Drop Courses:

A separate drop proposal must be prepared for each crosslisted course being removed from the University course offerings.

If the course is retained by one of the units, a course change proposal must be prepared by that unit to remove the crosslisting reference(s). The academic unit proposing to drop the course must submit a drop proposal via curriculum.psu.edu.

~~4. Teaching of Existing Courses in Colleges in Which They Have Not Been Taught Before~~

~~The dean of the college in which the course is to be taught requests the necessary course and faculty information from the Dean (or his/her designate for curricular matters) in which the course was first developed. The information about the course that is to be made available should~~

include the material requested in regular course proposals that are submitted to the SCCA for approval (see Section One, C.1, Course Adds)

While it is expected that the course objectives, the broad course outline, and the desired outcomes of student learning would be the same for the courses offered in different colleges, the individual course outlines may vary from instructor to instructor.

If difficulties should arise in the acquisition of the necessary course information, the SCCA will offer its good offices to assist in the matter.

5. Definition of a 400-Level Course

An advance course built on lower division undergraduate courses, the content of an approach to which is more sophisticated than lower division courses, but not beyond the level of current textbooks or their equivalent. Independent or original work may be expected of the student. Honors courses and Senior thesis work would correspond more closely to 500-level courses. (SR: 4/7/70)

In addition to the definition approved by the Senate, a 400-level course is defined as an advanced undergraduate course open to graduate students, students with fifth to eight semester standing and, with the special permission of the offering unit, to qualified students in earlier semesters. Courses at the 400-level are generally distinguished from courses at the 001-399 level by increased depth and by the requirement of a greater and more independent effort on the part of the student.

A 400-level course generally includes as a prerequisite another course, a specific number of credits in an area (noting LionPath cannot currently enforce such a prerequisite), some other type of prerequisite, or a semester standing of seven or higher. A 400-level course that does not include a prerequisite must explain why the course is not a 001-399-level course.

6. Five-Year Automatic Drop Policy

Courses that have not been offered for a period of five years are dropped from the University's approved course offerings after consultation with appropriate academic units. Exceptions may be made in extraordinary circumstances.

7. Full and Half-Semester Courses

In general, credit courses offered through undergraduate education should be full-semester courses. Half-semester courses may also be authorized to permit academic units to offer, for example, special summer courses, coordinated courses, or integrated studies programs. When offering courses for less than a full semester, care must be taken to make sure students expected to schedule the courses may do so without impacting their ability to schedule a normal full-time load, as specified in [Academic Administrative Policy C-1](#).

8. Honors (H) Courses

~~To obtain approval of an honors course on a permanent basis, an endorsement from the Schreyer Honors College must be obtained. Criteria describing general attributes of an honors course may be found at this [website](#).~~

Creating a permanent honors course requires the submission of a COURSE ADD proposal, not a COURSE CHANGE proposal, unless the offering unit intends to discontinue the non-honors version of the course. Honors courses should include the word “honors” in the short and long titles of the course, with abbreviations HNR or HN, if needed. The *Course Catalog* description of the course should also describe durable elements of the course that distinguishes it as an honors course.

If a non-honors version of the same course exists, content that an honors and a non-honors course proposal have in common may be identical; however, the honors course proposal should also include an explanation of the differences between the honors and non-honors versions. An honors course is expected to meet all the same requirements (e.g., general education, major, minor, etc.) and must include the same prerequisites as the non-honors course. The honors course may include additional prerequisites, if additional skills are expected.

Honors course designations typically have a suffix/attribute of “H”. A course that is an honors course and a first-year seminar will have the suffix/attribute “T.” A course that is an honors course and a writing intensive course will have the suffix/attribute “M.” A course that is an honors course and a US and/or IL course will have the suffix/attribute “U.”

For more information, an offering unit should consult with the Schreyer Honors College before preparing the documentation. To obtain approval of an honors course on a permanent basis, an endorsement of the course proposal from the Schreyer Honors College must be obtained during the consultation process.

9. Research (R) Grades

~~An R grade may be used for courses that meet all of the following criteria: (a) variable credit, (b) continuing for more than one semester, (c) involving extensive research on a problem, and (d) a required thesis or major paper on which the final grade will largely depend.~~

~~To obtain approval to use an R grade on an indefinite basis, a request should be addressed to the Senate Committee on Curricular Affairs and forwarded to the University Curriculum Coordinator at the Senate Office.~~

~~At the discretion of the instructor, R grades may be used for Honors courses that are numbered 294H, 296H, 494H, and 496H.~~

~~A notation on the University Course Master (UCM) will indicate if a specific course has been approved to be offered with an R grade.~~

10. Satisfactory/Unsatisfactory (SA/UN) Grading

Academic units that want to have courses designated as only SA/UN grading must request approval through the Senate Committee on Curricular Affairs. The request must include a justification for why the course should be graded only SA/UN, and why the course is not suitable for standard grades. (SR: 3/25/86; see also, Senate Policy 49-60)

Courses approved by SCCA for offering only with an SA/UN grade will be so identified in the [Course Catalog](#) as part of the course description.

~~E. Bachelor of Arts Degree Requirements~~

The Faculty Senate first initiated discussion of a Bachelor of Arts degree in 1964 and the B.A. degree was formally established by the Senate at Penn State on March 27, 1967. The original Bachelor of Arts requirements have been adjusted over the years, most recently on October 26, 2004 (SR:10/26/04, Appendix E).

The Bachelor of Arts degree requirements go beyond the General Education requirements to enhance the Bachelor of Arts student's liberal education in the central fields of arts, humanities, social and behavioral sciences, natural sciences, and quantification, and serve to increase the student's international knowledge and expertise in the area of Other Cultures. Bachelor of Arts students are required to attain proficiency in a foreign language at the 12th credit level. Students may choose to develop their foreign language skills beyond the 12th credit level proficiency, or to start another foreign language.

Courses approved as fulfilling the B.A. requirements can, but are not required to, meet the General Education Learning Objectives that General Education courses must meet.

~~1. Structure~~

Bachelor of Arts degree majors require 9-24 credits distributed among three categories. In addition, students are expected to complete credits required by their college and major.

Foreign Language (0-12 credits): Must attain 12th credit level of proficiency in one language. This proficiency must be demonstrated by either examination or course work.

The B.A. Fields (9 credits): Humanities, Social and Behavioral Sciences, Arts, Foreign Languages, Natural Sciences, Quantification. Courses may not be taken in the area of the student's primary major. Foreign language credits in this category must be in a second foreign language or beyond the 12th credit level of proficiency in the first language. Credits must be selected from the list of [approved courses](#).

Other Cultures (0-3 credits): Students must select 3 credits from the list of [approved Other Cultures courses](#). Students may count courses in this category in order to meet other major, minor, elective, or General Education requirements, except for the General Education US/IL requirement.

~~These B.A. requirements are listed at the beginning of the descriptions of each college or school that offers the majority of the B.A. majors, or are listed under individual B.A. majors.~~

The B. A. requirements will be shown in the Blue Book Description as follows:

~~**BACHELOR OF ARTS DEGREE REQUIREMENTS:** 24 credits (3 of these 24 credits are included in the REQUIREMENTS FOR THE MAJOR, GENERAL EDUCATION, or ELECTIVES and 0-12 credits are included in ELECTIVES if foreign language proficiency is demonstrated by examination.) (See description of Bachelor of Arts Degree Requirements in front of Bulletin.)~~

2. Procedures for Submitting BA Course Proposals

Courses proposed for designation in the six central fields must:

1. follow general course proposal guidelines to include documentation of support from all colleges in which the course is to be taught in the preparation of the proposal.
2. meet the criteria for designation as a GA, GH, GS, GN or GQ course (without the General Education learning objectives) or, if the course is for foreign language designation, involve a significant amount of speaking, reading and/or writing in that language (i.e. not courses taught in the English language that focus on culture, literature, civilization, etc.).
3. include pertinent information on the B.A. aspects of the course in the long course description (see item b.3. under Course Add).

Courses proposed for Other Cultures designation

In addition to items 1 and 3 above, courses seeking the Other Cultures designation should document how the course will address the criteria for this requirement.

The Other Cultures requirement denotes courses devoted to a culture or cultures differing significantly from the North American-European tradition. This requirement ensures that students have some familiarity with one or more of these cultures, which constitute a large majority of the earth's population. Examples would include courses focused on Asia, Africa, Latin America, and/or indigenous cultures.

As a set of basic criteria, courses appropriate to the requirement should:

1. be limited to content that is fundamentally “non-Western” and devoted to a culture or cultures differing significantly from the North American-European tradition. (For example, a course on “The Origins of African Drama” would be viewed as applicable, while a course on “The Origins of English Drama” would not.)
2. be predominately centered on “non-Western” concerns in regards to course content and overall focus. Courses can include a small amount of Western material for the purposes of comparison, but courses that have only partial content in non-Western areas are not applicable. (For example, a course in “Asian Art” would be viewed as appropriate while a

course in “World Art” that had only a portion of its content devoted to non-Western art would not.) For guidance, a requirement of at least 85% non-Western content is expected.

3. be specifically concerned with aspects of non-Western culture rather than holding a primary interest in Western responses or reactions to non-Western cultures. This does not mean that Western influences, reactions, responses, or perceptions should not play a role in course content but, rather, they should not be the principal focus or concern of the course.

Mechanism for action on proposal:

1. The proposal will follow the standard University procedures for curricular proposals.
2. The Faculty Senate’s Bachelor of Arts Subcommittee will review and make recommendations to the Senate Committee on Curricular Affairs.
3. SCCA will act on the proposal and publish the results in a subsequent issue of the Senate Curriculum Report.

~~F. First-Year Seminars/Engagement Plans~~

~~The University Faculty Senate, at its meeting on December 2, 1997, approved a requirement that each student complete, during the first academic year, a seminar course for a minimum of one credit. These First-Year Seminars are expected to be taught by full-time, regular Penn State faculty (Fixed Term I appointments with at least 3 years of teaching experience at Penn State, instructors and tenure-line faculty) and are expected to be taught in small sections. General Education [First-Year Seminar requirement implementation](#).~~

~~At the April 29, 2008 meeting, the University Faculty Senate replaced the existing First-Year Seminar requirement as follows: Each University Park academic college, each of the 19 Commonwealth campuses, and the Division of Undergraduate Studies (DUS), all of which are called “units” for the purposes of this report, shall submit a *First-Year Engagement Plan* for achieving the goals and objectives of first-year engagement, as stated in the 1997 report of the SCGE, for all first-year baccalaureate students.~~

~~To fulfill the requirements for First-Year Seminars/Engagement Plans, as established by the University Faculty Senate, all First-Year Seminar courses must possess the following characteristics:~~

- ~~1. They will have academic content and be offered for academic credit.~~
- ~~2. They will be the responsibility of the colleges, but once taken, all other colleges will accept them.~~
- ~~3. They will be taught in small classes, with an expected maximum enrollment of 25.~~
- ~~4. They are expected to be taught by full-time, regular Penn State faculty.~~
- ~~5. They should be taken during the student’s first academic year.~~

~~The goals of the Penn State First-Year Seminar/Engagement Plans, as stated in the supporting information from the Senate Legislation:~~

- To engage students in learning and orient them to the scholarly community from the outset of their undergraduate studies in a way that will bridge to later experiences in their chosen majors.
- To facilitate students' adjustment to the high expectations, demanding workload, increased liberties, and other aspects of the transition to college life.

The objectives of the Penn State First-Year Seminar/Engagement Plan, as stated in the supporting information from the Senate Legislation:

- To introduce students to university study.
- To introduce students to Penn State as an academic community, including fields of study and area of interest available to students.
- To acquaint students with the learning tools and resources available at Penn State.
- To provide an opportunity for students to develop relationships with full-time faculty and other students in an academic area of interest to them.
- To introduce students to their responsibilities as part of the University community.

The implementation of the FYE plans can be found in the [informational report by the Committee on Undergraduate Education](#).

[Approved First-Year Engagement Plans](#)

1. Modes of Delivery for the First-Year Seminar/Courses

Academic units may offer courses meeting this requirement in several ways. The Senate Committee on Curricular Affairs (SCCA) foresees four basic approaches to these offerings:

- a. Specially designed 1 credit First-Year Seminar courses. (See special PSU course numbers)
- b. Specially designed 2 to 4 credit First-Year Seminar courses offered by academic units, with unit course name and number, which exceed the minimum University-wide requirement of one credit.
- c. General Education courses, or sections of General Education courses, that meet the objectives of the First-Year Seminar/Engagement Plans.
- d. Other existing courses which meet the objectives of the First-Year Seminar/Engagement Plans.

According to the April 2008 Senate legislation, FYE will next be reviewed in five years.

2. Course Numbers and Proposals

The one credit "Penn State First-Year Seminar" may be offered under PSU XXX for academic units wishing to approach this offering in this manner. Each college has been assigned a unique number for its use in offering these seminars. Academic units may also use their own numbers for these courses. An appropriate suffix/attribute will be appended to unit specific course numbers. Colleges which have provided in their plan a description of the specific objectives to be

achieved through the 1-credit seminar and a set of criteria through which the attainment of these objectives can be assessed, may use either the PSU number or the unit specific number to teach the First-Year Seminars. No additional course proposal will be required.

The following course numbers have been assigned by SCCA:

- PSU 001 First-Year Seminar Abington
- PSU 002 First-Year Seminar Agricultural Science
- PSU 003 First-Year Seminar Altoona
- PSU 004 First-Year Seminar Arts and Architecture
- PSU 005 First-Year Seminar Berks
- PSU 006 First-Year Seminar Business
- PSU 007 First-Year Seminar Behrend
- PSU 008 First-Year Seminar University College
- PSU 009 First-Year Seminar Communications
- PSU 010 First-Year Seminar Earth and Mineral Sciences
- PSU 011 First-Year Seminar Education
- PSU 012 First-Year Seminar Engineering
- PSU 013 First-Year Seminar Harrisburg
- PSU 014 First-Year Seminar Health and Human Development
- PSU 015 First-Year Seminar Liberal Arts
- PSU 016 First-Year Seminar Science
- PSU 017 First-Year Seminar Information Sciences and Technology

First-Year Seminars that are to be offered for more than one credit will require a full course proposal addressing the criteria for the First-Year Seminar/Engagement Plans. It is important that these proposals address the impact, if any, of the use of a seminar of more than 1-credit, on the total credits in programs for which the seminar might be required. If the number of credits in a program is changed as a result of the multiple credit First-Year Seminar requirement, a program revision will need to be submitted for each of the affected programs at the same time as the proposed course. Multiple credit First-Year Seminar courses will have regular program course numbers from the academic unit offering the course, with the appropriate S (Seminar), T (Honors Seminar) or X (Writing Across the Curriculum Seminar) suffix/attribute.

General Education courses, or sections of a General Education course, which are offered by an academic unit and which were identified in the units as meeting the objectives of the First-Year Seminar/Engagement Plan do not need to be submitted to the SCCA for review and approval. The appropriate suffix/attribute will be appended to the course number upon request to the University Curriculum Coordinator. The unit should monitor the achievement of the First-Year Seminar/Engagement Plan objectives and should include these courses in their two-year college report.

Existing 1 credit courses, offered by an academic unit, that fulfill the First-Year seminar requirement and that were identified in the units as meeting the objectives of the First-Year Seminar/Engagement Plan do not need to be submitted to the SCCA for review and approval.

Upon request, the appropriate suffix/attribute will be appended to the course number. The unit should monitor the achievement of the First-Year Seminar/Engagement Plan objectives and should include these courses in their two-year college report. Existing multiple credit courses that are intended to be used for the First-Year Seminar/Engagement Plan will require a full course proposal addressing the criteria for the First-Year Seminar course. Both 1 credit and multiple credit courses in this category will be identified with the appropriate suffix/attribute.

[back to top](#)

3. Criteria for First-Year Seminars/Engagement Courses

Proposals for First-Year Seminar courses must address the objectives stated above in this section. They must show that the course will:

- a. Have academic content;
- b. Introduce students to University study;
- c. Introduce students to Penn State as an academic community, including fields of studies and areas of interest available to them;
- d. Acquaint students with the learning tools and resources available at Penn State;
- e. Provide opportunities for the students to develop relationships with full-time faculty and other students in academic areas of interest to them;
- f. Introduce students to their responsibilities as members of the University community.

[back to top](#)

~~G. General Education Component~~

~~The University Faculty Senate, at its meeting on April 30, 1985, adopted a comprehensive definition of General Education. This definition was most recently revised in the General Education report adopted by the Senate on, April 28, 2015 as follows:~~

~~The General Education curriculum will enable students to acquire skills, knowledge, and experiences for living in interconnected contexts, so they can contribute to making life better for others, themselves, and the larger world. General Education encompasses the breadth of knowledge involving the major intellectual and aesthetic skills and achievements of humanity. This must include understanding and appreciation of the pluralistic nature of knowledge epitomized by the natural sciences, quantitative skills, social and behavioral sciences, humanities, and arts. To achieve and share such an understanding and appreciation, skills in self-expression, quantitative analysis, information literacy, and collaborative interaction are necessary. General Education aids students in developing intellectual curiosity, a strengthened ability to think, and a deeper sense of aesthetic appreciation. General Education, in essence, aims to cultivate a knowledgeable, informed, literate human being.~~

~~Beginning with the incoming class in Summer 2018, Learning Objectives are the foundation of the General Education curriculum. First, all General Education courses need to demonstrate alignment with the new Learning Objectives; faculty and administration need to be aware of how~~

~~courses will be evaluated with respect to this alignment. Second, faculty and students need to recognize when they are engaging with the General Education curriculum and students should to be clearly informed of what Learning Objectives they can expect to practice and achieve in for each General Education course. Third, all current General Education courses need to reviewed under the new criteria.~~

~~An effective General Education curriculum shall facilitate teaching and learning through seven key 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.

Courses taken to meet General Education program requirements may not be taken under the Satisfactory-Unsatisfactory option.

The following describes the processes by which the Senate legislation on General Education is to be implemented. Most of it originated from the 3/25/86 Informational and Legislative reports to the Senate. (SR:3/25/86). On April 28, 2015, the legislation was modified to establish such changes as new learning objectives as the foundation of the General Education curriculum, to include an Integrative Studies requirement, and to introduce the “Move 3” component.

[back to top](#)

1. Structure of General Education

Baccalaureate Degree Summary of the General Education Program:

The General Education program consists of 45 credits distributed among two General Education components: Foundations (15 credits) in Writing/Speaking and Quantification and Knowledge Domains (30 credits) in the Natural Sciences, Arts, Humanities, Social and Behavioral Sciences, and Health and Wellness. A six-credit requirement in Integrative Studies through completion of linked or inter-domain coursework is required within the Knowledge Domain general education credits. There are three additional University requirements that may be completed as a part of either General Education courses or courses required in the major. These requirements, which every baccalaureate degree student must complete, are at least 1 credit of First-Year Seminar, 3 credits of United States Cultures, 3 credits of International Cultures, and 3 credits of Writing Across the Curriculum course work.

To help students and advisers identify approved courses in each General Education category, as well as First-Year Seminar, United States Cultures, International Cultures, and Writing Across the Curriculum courses, each approved course is identified in the *Undergraduate Degree Programs Bulletin* and the [Course Catalog](#) by descriptive suffixes/ attributes as follows:

GENERAL EDUCATION

Foundations (15 credits)

Foundations courses must be completed with a grade of “C” or better.

- **WRITING/SPEAKING (9 credits)**
Courses designated with the GWS suffix/ attribute satisfy this component.
- **QUANTIFICATION (6 credits)**
Courses designated with the GQ suffix/ attribute satisfy this component. (3–6 credits are

~~selected from mathematics, applied mathematics, and statistics; 3 credits may be selected from computer science or symbolic logic.)~~

Knowledge Domains (30 credits)

~~Students must complete a minimum of 3 credits in each the Knowledge Domain; additional credits within the Knowledge domains may either be fulfilled through a single domain course(s) or inter domain course(s). Using a “Move 3” substitution, students may substitute 3 credits from one Knowledge Domain for a course in one of the other Knowledge Domains. Students must fulfill 6 credits of Integrative Studies through linked or inter domain coursework. Students may not eliminate all single domain coursework in any General Education area by using the Move 3, the World Language Substitution, Inter Domain courses, or other forms of flexibility.~~

- ~~NATURAL SCIENCES (9 credits)~~
~~Courses designated with the GN suffix/ attribute satisfy this component.~~
- ~~ARTS (6 credits)~~
~~Courses designated with the GA suffix/ attribute satisfy this component.~~
- ~~HUMANITIES (6 credits)~~
~~Courses designated with the GH suffix/ attribute satisfy this component.~~
- ~~SOCIAL AND BEHAVIORAL SCIENCES (6 credits)~~
~~Courses designated with the GS suffix/ attribute satisfy this component.~~
- ~~HEALTH AND WELLNESS (3 credits)~~
~~Courses designated with the GHW suffix/ attribute satisfy this component.~~

~~A student may, in consultation with the adviser and the approval of the student’s college dean,~~

- ~~substitute 200– to 499 level courses.~~
- ~~substitute 3 credits from one Knowledge Domain for a course in one of the other Knowledge Domains not in the student’s major field of study, provided this will not lead to the complete elimination of any area of Knowledge Domain in the student’s General Education program.~~
- ~~substitute 3 credits of study in a foreign/second language at the third or higher level for 3 credits in any of the categories of General Education, provided this will not lead to the complete elimination of any area of Knowledge Domain in the student’s General Education program.~~

~~Students whose academic majors are in the areas of Natural Sciences, Arts, Humanities, and Social and Behavioral Sciences may not meet the General Education Knowledge Domains components by taking courses in the department or program identical to that of the academic major. All General Education courses are to help students explore and integrate information beyond the special focuses of their majors.~~

NOTE: ~~When a course is used to satisfy more than one requirement, the credits in the course can be counted only once.~~

Additional Baccalaureate Degree Requirements:

FIRST-YEAR SEMINAR (1-credit)

Courses with the designation PSU will fulfill this requirement, as will other courses with the suffix/ attribute S (seminar), T (honors seminar), or X (writing across the curriculum seminar).

UNITED STATES AND INTERNATIONAL CULTURES (6 credits)

Courses with the US suffix/ attribute will satisfy the 3-credit United States cultures requirement and courses with the IL suffix/ attribute will satisfy the 3-credit international cultures requirement.

WRITING ACROSS THE CURRICULUM (3 credits)

Courses with the writing across the curriculum (W) suffix/ attribute satisfy this component, as will other courses with the combined suffixes/ attributes of honors and writing across the curriculum (M), combined suffixes/ attributes of first year seminar and writing across the curriculum (X), or combined suffixes/ attributes of United States cultures and/or international cultures and writing across the curriculum (Y).

Bulletin Description:

The program description published in the *Undergraduate Degree Programs Bulletin* must indicate how the General Education, First Year Seminar, United States Cultures, International Cultures, and Writing requirements are satisfied within the major; i.e., included in the REQUIREMENTS FOR THE MAJOR, included in the GENERAL EDUCATION course selection, and/or included in ELECTIVES ([see program description outline \(PDF\)](#)).

[back to top](#)

2. Criteria for General Education Courses

The criteria given below have been derived from the objectives for General Education approved by the Senate on March 15, 2016.

No one course must achieve every General Education Learning Objective, but each proposal must specify clearly which objectives it proposes to meet. The Senate legislation of March 15, 2016 (see Appendix “B” of the 3/15/16 Agenda and 3/15/16 Senate Record), requires that a minimum of two and not more than four General Education Learning Objectives be addressed in a course with General Education designation(s). Foundations and Knowledge Domain courses along with Integrative Studies courses must meet specified criteria based on designation(s) sought.

Criteria for determining whether a course meets the general learning objectives of General Education

All General Education Course proposals must be responsive to the following prompts:

1. 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).

2. 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.
3. 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.
4. Please provide a copy of the current or proposed syllabus.

Criteria for determining whether a course meets the Foundations objectives of General Education

WRITING/SPEAKING (GWS)

In Writing and Speaking (GWS) courses, students do more than improve their abilities to communicate information clearly. They learn to set forth arguments persuasively and well, both orally and in writing. Students should emerge from their GWS courses as more accomplished writers and speakers, competent in a wide variety of settings. (Senate Agenda March 15, 2016)

To help students achieve GWS goals, the university provides GWS courses and an appropriate learning environment that will:

- Provide opportunities for students to become increasingly effective communicators as they enter new contexts and address new audiences
- Provide opportunities for students to become increasingly accomplished in written, oral, digital, and visual communication.

GWS Student Learning Criteria. Upon successful completion of the General Education Writing and Speaking requirements, students will have increased their abilities to:

- Demonstrate rhetorical and analytical skills as they explore, compose, interpret, and present a variety of texts
- Communicate effectively and persuasively to a range of audiences
- Demonstrate capacities for critical thinking, listening, and generating ideas
- Demonstrate proficiency in composing processes
- Employ the conventions of both spoken and written communication with sensitivity to context and venue.

QUANTIFICATION (GQ)

In Quantification (GQ) fields, students practice and master basic mathematical and statistical skills of lifelong value in solving real-world problems. Students should learn to apply mathematical skills appropriate to solve such problems. (Senate Agenda March 15, 2016)

To help students achieve GQ goals and master foundational quantification skills, the university provides GQ coursework and an appropriate learning environment that will:

- Provide experience in assessing and interpreting quantitative data and information
- Guide students to recognize patterns, establish relations, exercise conceptual thinking, develop problem-solving skills, and think logically and critically
- Support students in their efforts to draw accurate and useful conclusions; make informed decisions based on quantitative analysis; and use basic mathematical and statistical skills to solve conceptual problems.

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

- Use mathematical, statistical, or computational models, principles, and processes to integrate, synthesize, generalize, or make judgments about real world problems
- Recognize patterns, establish mathematical relations, apply problem-solving skills, and think logically and critically
- Develop, explore, analyze, and reason about multi-variable relationships using quantitative tools
- Use probability to reason and make judgments based on data that exhibit variability
- Communicate and explain mathematical and statistical ideas.

Criteria for determining whether a course meets the General Education objectives of the

Knowledge Domains for which it is intended.

General Education courses in the Knowledge Domains may be either courses that cover an area of knowledge of a field of study in a broad context or courses that treat a certain topic or field of study in greater depth or detail.

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. (Senate Agenda March 15, 2016)

- 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. (Senate Agenda March 15, 2016)

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.

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. (Senate Agenda March 15, 2016)

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. (Senate Agenda March 15, 2016)

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.

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.

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. (Senate Agenda March 15, 2016)

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.

Criteria for determining whether a course meets the Integrative Studies objectives of General Education

Within General Education, students must complete 6 credits in Integrative Studies and must choose to fulfill this requirement through the Linked Courses Pathway or the Inter-Domain Pathway.

The Senate endorses the following General Principles for the **Linked Courses Pathway**.

1. Linked Courses are interrelated General Education Knowledge Domain courses, each meeting the criteria of its own Knowledge Domain (GA, GH, GHW, GN, or GS), that approach similar subject matter from different intellectual perspectives or are connected in some other purposeful way to provide opportunities for students to experience and practice integrative thinking across Knowledge Domains. Each Linked Course is approved for only one Knowledge Domain and is also part of a Linkage that includes courses from different Knowledge Domains.
2. The student must complete courses that are linked with each other, each in a different General Education Knowledge Domain (thus including at least two Knowledge Domains), for the linked set to fulfill the Integrative Studies requirement. A single course alone does not count for the Linked Courses Pathway in the Integrative Studies requirement even if that course has been approved to be part of a Linkage. However, because each Linked Course satisfies a Knowledge Domain requirement, the student can use it within that Domain (or perhaps elsewhere in the student's program) whether or not the Linkage is completed. Although, students will usually fulfill the 6-credit Linked Courses Pathway by taking two 3-credit courses in this Pathway students may also use

~~courses carrying anywhere from 1 to 5 credits towards the total of 6 Linked Courses credits.~~

- ~~3. More than two courses may participate in a Linkage; having more than two courses available in a Linkage will provide flexibility and may facilitate students' abilities to complete the package. Each such course is taught by an instructor, or team of instructors, with appropriate expertise in the course's Knowledge Domain.~~
- ~~4. Linkages are proposed by faculty (or teams of faculty) with expertise in the relevant disciplines of each Knowledge Domain; proposals will follow the established curricular processes for course approvals.~~
- ~~5. Either single offering or permanent approval for the Linked Courses designation may be requested. A course may be offered using single offering approval a maximum of 3 times at a given location.~~
6. Proposals for Linked Courses will:
 - ~~1. Request (or have received) approval as a General Education course in a particular Knowledge Domain, following the standard curricular processes.~~
 - ~~2. 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.~~
- 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.
1. 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).
2. 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.
3. Describe the assessments that will be used to determine students' ability to apply integrative thinking.

The Senate endorses the following General Principles for the **Inter-Domain Pathway**.

- ~~1. An Inter-Domain course integrates, within one course, selected perspectives, concepts, information, and knowledge from two of the following Knowledge Domains: GA, GH, GHW, GN, GS.~~
- ~~2. An Inter-domain course counts towards the General Education requirement in both of its two Knowledge Domains and it provides opportunities for students to experience and to practice integrative thinking across those two Domains.~~
- ~~3. Students must complete 6 credits of Inter-Domain coursework in order to fulfill the Integrative Studies requirement. Because these courses integrate two Knowledge Domains, and need time to do so, they will each carry at least 3 credits. Although~~

~~students will usually take two 3-credit courses to fulfill this Pathway, students can also use Inter-Domain courses carrying more than 3 credits, if available.~~

- ~~4. Each of the two Knowledge Domains in an Inter-Domain course will receive approximately equal attention (in course topics, assignments, or other course components). Each such course is taught by an instructor, or team of instructors, with appropriate expertise in the two Knowledge Domains for which the course is approved. Inter-Domain courses may be cross-listed or concurrent-listed but this is not required.~~
- ~~5. Although each Inter-Domain course will satisfy a Domain requirement in both of the Knowledge Domains for which it is approved, the number of credits it contributes towards the total of 30 credits required in the Knowledge Domains is not doubled. (For example, a 3-credit course approved as both Natural Science and Social Science will satisfy a Domain requirement in both of those categories; however, this course will contribute 3 credits, not 6, to the total of 30 needed).~~
- ~~6. Inter-Domain courses are proposed by faculty (or teams of faculty) with expertise in the relevant disciplines of each Knowledge Domain represented; proposals will follow the established curricular processes for course approvals. Consultation and support from faculty in relevant fields within both Knowledge Domains where the course will count is required.~~
- ~~7. Single-offering or permanent approval for the Inter-Domain Courses designation may be requested. A course may be offered using single-offering approval a maximum of 3 times at a given location.~~
8. Proposals for Inter-Domain courses will:
 1. Request (or have received) approval as a General Education course and satisfy the criteria for two Knowledge Domains, following the standard curricular processes. Course proposals will not be approved for more than two Knowledge Domains.
 2. Explain how the intellectual frameworks and methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.
- 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.
1. 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).
2. 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).
3. 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.
- Describe the assessments that will be used to determine students' ability to apply integrative thinking.

[back to top](#)

3. Procedures for Submitting General Education Course Proposals

Proposed courses must:

1. be consistent with the definition of General Education.
2. include a complete course outline including a statement of course objectives.
3. explain how the course meets General Education criteria (see section #2).
4. identify and explain any intended linkages, thematic or sequential, between the proposed course and other courses.
5. indicate what size student audience will be addressed and whether there will be specific limits set for enrollment in the course; if the course includes discussion or lab sections their enrollment limits should be given.
6. include pertinent information on the General Education aspects of the course in the long course description (see item b.3. under Course Add).
7. include documentation of participation of all colleges in which the course is to be taught in the preparation of the proposal.
8. include the name(s) of the faculty member(s) who has major responsibility for the development of the course.
9. include a syllabus for the course including at minimum a detailed course description, course objectives and identification of the course's General Education Learning Objectives and General Education domain(s); other pertinent information required in a syllabus at the time of submission is welcome but not required.
10. include evidence of support and curricular consultation; integrative studies proposals require consultation and support among faculty with expertise in appropriate Knowledge Domains and disciplines

Mechanism for action on proposal:

1. The proposal is submitted through curriculum.psu.edu.
2. The General Education Subcommittee reviews and makes recommendations to SCCA.
3. If the course seeks Integrative Studies review, the Integrative Studies Subcommittee reviews and makes recommendations to SCCA following approval of General Education designation(s).
4. SCCA acts on the proposal and publishes the results in a subsequent issue of the *Senate Curriculum Report*.
5. General Education courses will undergo a recertification process each 5 years to maintain the General Education designation(s).

[back to top](#)

H. United States Cultures (US) and International Cultures (IL) Course Requirements

~~On March 20, 1990, the University Faculty Senate established a Cultural Diversity graduation requirement effective Summer Session 1991 for all students entering the University as~~

baccalaureate degree candidates. Students had to take either 3 credits of Diversity Focused (DF) courses or 12 credits of Diversity Enhanced (DE) courses. The legislation was modified on April 26, 1994, eliminating the Diversity enhanced requirement. This action became effective Summer Session 1994. On December 2, 1997, the University Faculty Senate recommended an enlargement in the scope of this part of the student's education and named it the "Intercultural and International Competence Requirement". Courses fulfilling this requirement had a GI suffix. Students could satisfy the Intercultural and International Competence requirement with experiential learning, including University approved study abroad, specific and structured internships, Peace Corps experiences, and their equivalents.

On April 27, 2004, the University Faculty Senate adopted legislation that replaced the Intercultural and International Competence Requirement with two requirements. Baccalaureate students enrolling Summer Session 2005 and thereafter must complete a 3-credit course designated as United States Cultures (US) and a 3-credit course designated as International Cultures (IL), and/or a course that meets both the United State and International Cultures (US;IL) requirement. Since 6 credits are required, a single 3-credit course may not fulfill both requirements. Associate degree students must complete a 3-credit course carrying either designation. Students may still satisfy either or both of these requirements through experiential learning. Students may petition for other forms of credit acquisition to satisfy the United States Cultures or International Cultures requirements through their college advising office or college dean's office.

The goal of Cultural Diversity courses was to encourage students through their studies in many disciplines to (a) consider the various historical backgrounds, cultural and scientific contributions, economic, psychological, and political situations of a wide range of diverse peoples; and (b) appreciate the impact of the developing global community on American society (SR: 3/20/90). The report of December 1997 accepted this view but asked to sharpen the focus of the requirement and to include courses or experiences (study abroad, in-service work, etc.) that pertain to what students come to know and learn to do (SR: 12/2/97). In April 2016, the University Faculty Senate updated the language in the US/IL requirement including mandating at least 50% of course content addressed by the designation criteria (SR: 4/19/16).

The current requirements were adopted in order to:

1. Provide our students with a better education by ensuring that students have both United States and international coursework.
2. Make the requirements more readily understandable through their titles than was the case with the Intercultural and International Competence requirement.
3. Allow students to choose from a richer array of courses (SR: 4/27/04).
4. Encourage greater cohesion around programmatic and policy consistency (SR: 4/19/16).

[back to top](#)

1. Objectives for United States Cultures (US) and International Cultures (IL) Courses

The criteria for the approval of United States Cultures and International Cultures courses have been derived from the legislation of April 19, 2016. The guidelines for the implementation accompanying this legislation asked that courses fulfilling this requirement require students to make comparisons, particularly with their own realm of experience. Each course must meet the objectives stated below for United States Cultures, International Cultures, or both.

Associate degree students will continue to have a three-credit requirement and may choose either a United States Cultures course or an International Cultures course.

United States Cultures (US) (3 credits)

~~A wide variety of social, cultural, and political forces have shaped the culture and institutions of the United States. As a result, it is important for university students to be exposed to the historical background, development, and current configurations of various groups in our pluralistic American culture. Such exposure will promote an understanding of the many complex issues of inter-group relations and the many kinds of cultural contributions that have shaped our nation.~~

~~A course that fulfills the United States Cultures requirement must strive to increase students' understanding of contemporary United States society. Such a course need not focus exclusively on the present and may concern a historical subject.~~

~~Courses with the United States Cultures designation will include two or more of the following components and will include those components in the graded evaluation of student performance.~~

~~United States Cultures courses will with at least 50% of the course content addressed by the US course designation criteria:~~

- ~~1. Cultivate student knowledge of issues of social identity such as ethnicity, race, class, religion, gender, physical/mental disability, age, or sexual orientation;~~
- ~~2. Convey to students a knowledge of different United States values, traditions, beliefs, and customs;~~
- ~~3. Increase student knowledge of the range of United States cultural achievements and human conditions through time;~~
- ~~4. Increase student knowledge of United States social identities not in isolation, but in relation to one another (for example, the interaction of race or gender with socioeconomic status.)~~
- ~~5. Introduce students to interpersonal communication and interaction issues among United States cultures.(Senate Agenda Appendix C, 3/13/12)~~
- ~~6. Increase student understanding of the nature of societal justice, and equity in the United States at the societal, institutional, and individual levels. (Senate Agenda Appendix D, 4/19/16)~~

International Cultures (IL) (3 credits)

~~A wide variety of social, cultural, and political forces have shaped the cultures, nations, and institutions of the modern world. As a result, it is important for university students to be exposed to the historical backgrounds, cultural and scientific contributions, and economic, social, psychological, and political circumstances of civilizations, cultures, and nations outside of the United States, to promote understanding of the variety of world cultures.~~

~~A course that fulfills the International Cultures requirement must strive to increase student knowledge of the variety of international societies and may deal to some extent with U.S. culture in its international connections. It need not focus exclusively on the present and may, indeed, be a historical subject. Courses with the International Cultures designation will do two or more of the following with at least 50% of the course content addressed by the IL course designation criteria:~~

- ~~1. Cultivate student knowledge of the similarities and differences among international cultures;~~
- ~~2. Convey to students a knowledge of other nations' cultural values, traditions, beliefs, and customs;~~
- ~~3. Increase students' knowledge of the range of international cultural achievements and human conditions through time;~~
- ~~4. Increase students' knowledge of nations and cultures not in isolation, but in relation to one another.~~
- ~~5. Introduce students to interpersonal communication and interaction issues among International cultures. (Senate Agenda Appendix C, 3/13/12)~~
- ~~6. Increase student understanding of the nature of societal justice, and equity in international nations at the societal, institutional, and individual levels. (Senate Agenda Appendix D, 4/19/16)~~

Principles of Implementation

- ~~1. These requirements United States Cultures (3 credits) and International Cultures (3 credits) may be fulfilled by double-counting with other General Education courses, courses in the major or minor, electives, or such approved three-credit options such as Study Abroad, internships, etc., to the extent permitted by the student's college, major, or degree program. Courses will be designated as 1) United States Cultures, 2) International Cultures, or 3) United States and International Cultures. A student may use a course in the third category to fulfill either the United States Cultures requirement or the International Cultures requirement. Since 6 credits are required, a single 3-credit course may not fulfill both requirements.~~
- ~~2. The following principles will be adopted to make the approval criteria clear, the approval process as quick as possible, and the course designations readily understandable to both students and advisors. The following criteria will be used in determining course designations:~~
 - ~~1. The course is designed to fulfill the required objectives, as indicated in the previous descriptions.~~
 - ~~2. At least one-half of the course is oriented toward fulfilling the objectives of the requested designation as United States Cultures, International Cultures, or United~~

~~States and International Cultures. For a course seeking both designations, each 50 percent must be satisfied for a total of 100% percent.~~

- ~~3. The objectives are included in the graded evaluation of student performance.~~
- ~~4. Every undergraduate course meeting these requirements will be eligible for the appropriate designation(s), regardless of course level, offering unit, or other University designations.~~

[back to top](#)

2. Procedures for Submitting United States Cultures (US) and International Cultures (IL) Course Proposals

A.

- A. Course proposals must follow the appropriate course proposal form format for new or changed courses. ***A US and/or IL course proposal must be consistent with the objectives of the United States Cultures and/or International Cultures requirements.*** Specifically, each proposal must:
 - 1.State whether the course meets the definition of 1) a United States cultures course, 2) an international cultures course, or 3) both a United States cultures and international cultures course.
 - 2.Include a complete course outline including a statement of course objectives that reflect the US and/or IL content, and a listing of major topics with an approximate length of time for their discussion.
 - 3.Include pertinent information on the US/IL aspects of the course in the long course description (Item B.3. on Course Add proposal form).
 - 4.Describe how the course encourages students to develop understanding of the historical backgrounds, cultural and scientific contributions, economic, social, psychological, and political circumstances of the group being studied. While no one course or section is expected to achieve every criterion, each course proposal must clearly specify which criteria it proposes to meet. Thus the proposal should explain how students, within the context of the course, will be encouraged to do or achieve three or more of the following:
 - a. see nations, cultures, and/or social identities not in isolation, but in relation to each other;
 - b. cultivate awareness of the pluralism and diversity within the United States and international cultures;
 - c. increase knowledge of different cultural values, traditions, beliefs and customs;
 - d. appreciate the diversity that exists among persons who share a particular social identity;
 - e. increase knowledge about the range of cultural achievements and human conditions through time;
 - f. recognize and be sensitive to the different ways social identities have been valued;

- g. re-examine beliefs and behaviors about social identities (ethnicity, race, class, religion, gender, physical/mental disability, or sexual orientation);
 - h. increase understanding of the nature of stereotypes and biases of other cultures and other nations;
 - i. interact successfully with representatives of other nations and with persons of different social groups;
 - j. increase ability to locate and evaluate information and gain knowledge about other peoples of the world.
 - k. Increase understanding of the nature of social justice, and equity at the societal, institutional, and individual levels.
5. Include a statement that explains how the achievement of the US/IL educational student objectives will be assessed (e.g. grading procedures).
- B. The sequence of action on US and/or IL proposals is:
- 1. The proposal is submitted following the standard course procedures.
 - 2. The United States and International Cultures Subcommittee (and the subcommittee for General Education, Integrative Studies, and/or Writing Intensive proposals, if necessary) reviews the proposal and makes recommendations to the Senate Committee on Curricular Affairs.
 - 3. The Senate Committee on Curricular Affairs acts on the proposal and publishes the results in the *Senate Curriculum Report*.
 - 4. The United States and International Cultures courses will undergo a recertification process each 5 years to maintain the designation(s); implementation of the recertification process is pending.

[back to top](#)

I. Writing Across the Curriculum

1. On April 18, 1989, the University Faculty Senate established a Writing Across the Curriculum graduation requirement effective Summer Session 1990 for all students entering the University as baccalaureate degree candidates and Summer 1992 for all associate degree candidates. Students are required to complete at least 3 credits of writing-intensive courses selected from a selection of courses approved with the writing suffix/ attribute offered within a major or college of enrollment. (Senate Agenda Appendix E, 3/19/91)
Pending Senate approval, courses may be offered as writing-intensive on a permanent or one-semester basis. Writing-intensive courses are reviewed by the University Writing Subcommittee which makes a recommendation to the Senate Committee on Curricular Affairs. (SR:4/18/89)

[back to top](#)

~~1. Supporting Documentation for Writing Intensive Course Proposals~~

~~Penn State writing-intensive courses reflect that students (1) write to learn in ways that help them think about new material and (2) learn to write in discipline-specific genres. A writing-intensive course must balance those two writing activities. “Write to learn” means that students use informal, writing early in the process to think and explore without regard to formal elements of writing (e.g., Thomas Edison’s lab notebooks fraught with misspellings, fragments, and cross-outs). “Learn to write” means that students learn to use writing standards such as unity, coherence, development, style, and mechanics that their discipline requires of formal documents (e.g., Thomas Edison’s patent applications). The criteria for writing-intensive courses have been derived from the goals outlined in the writing-intensive course legislative report presented to the Senate on April 18, 1989. These criteria are used by the University Writing Subcommittee in reviewing course proposals. The Senate recommends a maximum enrollment of 25 students per section. (see [Writing Across the Curriculum Sample Proposal \(PDF\)](#))~~
Each course proposal must include the following supporting materials:

A.

- a. A statement of the expected course enrollment and the number of sections offered per semester.
- b. A concise explanation (in about one page) of how the proposed course will fulfill each of the following criteria:
 1. Writing Assignment Design
Both informal and formal writing assignments should relate clearly to the course objectives and should serve as effective instruments for learning the subject matter of the course. Instructors should communicate to students the requirements of formal, graded writing assignments in writing, not just orally. In writing-intensive courses, writing assignments are characteristically designed to help students investigate the course subject matter, gain experience in interpreting data or the results of research, shape writing to a particular audience, or practice the type of writing associated with a given profession or discipline. Much of the writing may be informal and ungraded, yet meaningful, so students are encouraged to think and discover through a process in which mistakes are a natural part of learning. Examples of such writing include one-minute papers at the beginning, middle, or end of class; reactions to lectures, labs, and readings; journals, logs, and notebooks of observations, readings, and other experiential activities; letters to classmates; weekly digests; e-mail dialogues; records of peer group discussions; and stories of one’s thinking on a problem.
 2. Treatment of Writing as a Developmental Process
Students will be afforded opportunities to practice writing throughout the semester, with emphasis given to writing as a process that develops through several iterations. Typically, writing-intensive courses require multiple writing assignments, a sequence of preparatory writings (outline, formulation of thesis,

first draft) leading to a final product, or informal writing assignments (e.g., regular journal entries, field notes, short in-class papers, revision of first draft) that aid students in developing other written documents. Experimentation with assignments is encouraged.

3. Written Feedback from the Instructor

Opportunities for students to receive written feedback from the instructor and to apply the instructor's feedback to their future writing will be built into the course. The instructor will clearly identify and explain the type of writing required in the course and will provide guidance as needed. A writing-intensive course may also include peer review of written work, tutorial assistance, instructor conferences, group writing projects, the use of writing or learning centers, teaching assistant feedback, and classroom discussions of assigned readings about writing. The use of diverse feedback mechanisms is encouraged, but none of these mechanisms should substitute for the instructor as the principal source of written feedback to the student.

4. Evaluation of Writing

Writing will be evaluated by the instructor, and writing quality will be a factor in determining each student's final grade. Before students begin writing, instructors will communicate to students the criteria by which their writing will be evaluated. Sound criteria for assessing writing quality include, but are not limited to, the writer's ability to direct the material to an intended audience, the employment of organizational strategies, the development of both content and reasoning, adherence to conventions of a particular discipline, accuracy of the information presented, citation and integration of sources, grammar, diction and syntax, and spelling. Writing assignments should be worth at least 25 percent of each student's final grade.

- c. A copy of the course syllabus, which should include a statement of course objectives, a definition of writing-intensive teaching that helps students see how this "W" course is different from other courses that assign writing, a sequence of class activities, references to writing assignments, and weight of writing assignments in relation to the final course grade.
- d. One or two examples of the actual writing assignment sheets the instructor plans to use in the course.

2. Procedures for Submitting Writing-Intensive Course Proposals

Faculty may request SCCA approval for either a one-semester Writing Course offering or permanent Writing Course. The documentation for both a permanent and a one-semester W-

course offering is the same. The procedures for submitting permanent and one-semester course proposals are slightly different and are listed below.

Permanent Proposals

Proposals are submitted to the University Curriculum Coordinator at the Senate Office following the standard Curricular Affairs procedures. Proposals must be completed through curriculum.psu.edu. The University Curriculum Coordinator transmits the proposals to the University Writing Subcommittee. The University Writing Subcommittee reviews the proposals and makes a recommendation to SCCA before they are published in the *Senate Curriculum Report*.

One-Semester Proposals

Proposals must include a completed Course Proposal Form via curriculum.psu.edu. The documentation must be presented in the format shown above (1 through 4). In addition, all proposals must include the instructor's name, course section number, and if it has been taught before, indicate the semester and year.

While both the permanent writing course proposals and the one-semester writing course proposals are treated identically when they reach the Senate Office, the prior process differs with location.

University Park—The department head submits 2 copies of the proposal to the University Curriculum Coordinator at the Senate Office, simultaneously forwarding an informational copy to the college assistant/associate dean for undergraduate education.

University College Campuses—The Director of Academic Affairs submits 2 copies of the proposal to the University Curriculum Coordinator at the Senate Office, simultaneously forwarding informational copies to the college assistant/associate dean for undergraduate education.

Campus Colleges—The division head submits 2 copies of the proposal to the University Curriculum Coordinator at the Senate Office, simultaneously forwarding informational copies to the college assistant/associate dean for undergraduate education.

The associate deans for undergraduate education can put a hold on the requested proposal by informing the University Curriculum Coordinator. The hold would require discussion and possible revision. A need for substantial revisions would probably postpone the potential W listing until the next semester in which the proposer is scheduled to teach the course. If the University Curriculum Coordinator receives no written objection, it will be assumed the informed parties have approved the proposal.

If the course is to be offered with a special topics number, rather than a permanent number, the proposal should be submitted to the Senate Office for approval by the Writing subcommittee.

If an instructor has offered a one-semester writing-intensive course or course section and would like to offer the previously approved course a second time, he/she should state this in a memorandum to the Chair of the University Subcommittee on Writing and submit it along with one copy of the course documentation to the University Curriculum Coordinator at the Senate Office. If a third offering is requested, the subcommittee will ask the offering unit to consider proposing the course as a permanent W course.

APPENDIX C. Clean copy Guide to Curricular Procedures

A. Majors, Options, and Minors

The addition of a major, option, IUG, or minor to the University curriculum requires academic and administrative approval.

The first step in the process is the completion of the Administrative Council on Undergraduate Education (ACUE) Curricular Programs Prospectus. A prospectus must be completed to change the name or discontinue offering a major, option, IUG, or minor. A [P-1](#) prospectus is completed/submitted for new major, options, IUGs, or minors. A [P-2](#) is completed/submitted to update a current major, option, IUG, or minor. A [P-3](#) is completed/submitted to move/share/discontinue majors, options, IUGs, or minors at different locations. A [P-4](#) is completed/submitted to drop majors, options, IUGs, or minors. And a [M-12](#) is submitted for undergraduate certificates. Once the ACUE memo indicating approval is obtained, the department may initiate the program proposal form in the Curriculum Review and Consultation System (www.curriculum.psu.edu) ; the ACUE memo must be included in the program proposal submission to the senate office.

Proposals to add, change, or drop majors/options/IUGs/minors are initiated by completing the [SCCA Major, Option, or Minor Proposal Form](#). It is important to note before new majors, options, IUGs, or minors, or changes in existing ones can be approved by the SCCA, all required courses need to be approved. If new courses or changes in existing ones are being proposed as a part of this package, those proposals need to be included with the package. A [Costing Analysis Form](#) must be submitted with the proposal to add a new major, add an option to an existing major, or add a new minor.

The preparation of the proposal should include a review of similar and related programs already offered across the University. The proposing unit must address the question of whether this major, option, or minor will be offered by other colleges. If the answer to this question is yes, [consultation](#) with faculty in the appropriate Penn State colleges should be sought and documented in the proposal.

If a Penn State college wishes to include an existing course in a program which it plans to offer, and this course has not been taught within the college, or in the University College at a particular campus, the following guidelines apply. The dean of the college in which the program is being developed should request from the unit in which the course was originally created the necessary

course and faculty information. The process of [consultation](#) should be documented as part of the new program proposal.

All course and program proposals appearing on the Senate Curriculum Report are kept on file in the Senate Office for four years after the publication. Original proposals are then forwarded to the University Archives at Paterno Library, University Park.

All proposals are reviewed, approved, or rejected by SCCA. All major/option/minor proposals will receive a “full” review with the exception of the following:

- (1) Changes in requirements for a major in response to a name and/or number change with no substantive content change.
- (2) Changes in requirements for a major in response to another curricular change where there is some actual change in content. (Example: A program changes the content of an introductory course, so all other majors requiring the content of the old course may have to reevaluate the prerequisites.)
- (3) Addition or deletion of a course to a selection list for a major due to changes previously approved. These proposals should include a letter of [consultation](#) from the relevant department.
- (4) The addition or deletion of a course to an existing supporting course list (i.e., courses that are not published in the program description) does not require approval by or notification to SCCA. Departments should notify the Registrar’s office with updates to these lists for inclusion in the Degree Audit.
- (5) Changes to the description of a major/minor/option. (Examples: a program description changes to include revised program objectives based on an assessment or accreditation review.) SCCA reserves the right to request a full review if the changes are deemed substantive.

In addition to SCCA approval, administrative approval is required (the provisions of [Academic Administrative Policy P-1](#) should be followed) when adding new majors/options/minors, when dropping majors/options/minors, and when changing the name of a major/option/minor. This step includes costing by the Office of Budget and Resource Analysis (for new majors/options/minors), approval by the Executive Vice President and Provost, and review, as an informational item, by the Board of Trustees. Only after the approval of the Executive Vice President and Provost may these proposals be implemented and published in the [Undergraduate Degree Programs Bulletin](#).

If a college wishes to offer an SCCA-approved academic program (major, option, minor) which it has not offered before, this needs to be authorized by the Provost (the provisions of [Academic Administrative Policy P-3](#) should be followed).

Proposals to change requirements of majors, options, or minors approved by SCCA, and that do not require administrative approval, may be implemented. If the major, option, or minor is offered in several colleges, a joint proposal should be submitted. The implementation date may be the first semester following approval, if students are properly informed of these changes; otherwise, students are held to what appears in the [Bulletin](#) when the student matriculated. Archived program descriptions are available in the Web [Bulletin](#). These archived descriptions can be found by College under the listing of Majors and Minors. The implementation date will be the same for all colleges offering the changed major, option or minor.

Diplomas show the name of the major, the degree received, and the name of the college

granting the degree. Transcripts show the name of the major, the degree received, and option, minor, and certificate, where appropriate.

The General Education Component of the Baccalaureate degree consists of 45 credits, which may include one credit of a First-Year Seminar. Colleges or departments that require First-Year Seminars for more than one credit and that propose a course that cannot be completed within the 45 credits of General Education need to account clearly for the additional credits in their academic programs under the categories of College or Major Requirements.

Major, Option, and Minor program codes (often considered program acronyms) are assigned by the Registrar's Office. The change in a program name does not guarantee a change to the code.

1. New Majors

After receiving feedback on the ACUE prospectus, the proposal can be prepared. Guidelines for preparing the proposal are outlined below and on the [Major, Option, or Minor Proposal Form](#).

A [Costing Analysis Form](#) must be submitted with the proposal to add a new major, add an option to an existing major, or add a new minor. If more restrictive academic requirements, than those approved by the Senate, are needed for entrance or retention in the program, a [Retention and Transfer Proposal Form \(PDF\)](#) must be completed as well.

The proposal must be presented in the following format for new majors, options, and minors:

- a. Provide a complete set of requirements in the [Bulletin](#) format ([see program description outline \(PDF\)](#)).

Include a description limited to about 200 words or approximately 15 lines. If there are options (or additional special features, e.g., dual degree programs, cooperative programs such as work study), the description should be limited to an additional 75 words per option. The description should contain objective language, not generalized, colorful, or vague statements that might be ambiguous or misleading. The description should cover the following items:

1. a statement of objectives that describes learning outcomes for the major;
2. fields of study within the major, emphasizing any unique aspects or facilities specifically related to this major;
3. requirements and recommendations or limitations regarding competencies, skills, or abilities needed for admission, retention, transfer, and graduation; and
4. if space remains, a general statement about subsequent academic or professional work possible in the field.

Include total number of credits required for graduation.

Include an arrangement of courses along with the recommended scheduling pattern.

- a. For baccalaureate majors, indicate a minimum of 15 credits in the major that require a grade of C or better, as specified by Senate Policy 82-44.
- b. Provide a list of new courses to be established as part of the new offering.
- c. Provide a list of changed or dropped courses.
- d. In instances where a requirement is selected from a department list, or area, include a copy of the list of courses that are acceptable for meeting the requirement.
- e. Provide an explanation of how the proposal meets the educational objectives and/or strengthens existing programs of the college(s) and the University, and indicate what students may expect to accomplish through the new program.
All or part of this information will be published in the Board of Trustees agenda.
- f. Provide a justification statement that explains how the proposal fits within the strategic planning goals of the college.
- g. Provide a statement of [consultation](#) with affected units.

2. New Options

A Costing Analysis Form must be submitted for each option.

3. New Minors

The [Academic Administrative Policy L-6](#) gives a detailed explanation of admission and certification procedures. A student's academic transcript will record the successful completion of the minor at the time of baccalaureate graduation. A Costing Analysis form should be included.

4. Changes in Majors, Options, and Minors

Guidelines for preparing the proposal are outlined below and are available with the Major, Option, or Minor Proposal Form. As part of the revision request, the unit making the request must demonstrate that other Penn State colleges offering the major, minor, or option have been involved in the revision process. If more restrictive academic requirements, than those approved by the Senate, are needed for entrance or retention in the program, a [Retention and Transfer Proposal Form \(PDF\)](#) must be completed as well.

A Costing Analysis form should be included.

The proposal must be presented in the following format for changes in majors, options, and minors:

- a. The section that is being revised must be shown as it currently appears in the [Bulletin](#) (or most recent revision).
- b. Provide a list of newly created courses; a list of current courses, which are being added to the program; a list of changed courses; and a list of courses that will be removed from the program.
- c. In instances where a requirement is selected from a department list, or area, include a list of courses that are acceptable for meeting that requirement.
- d. Provide a justification statement that explains the reason for each of the changes. An estimate of expected enrollment and effects, if any, on existing programs should be addressed. Course changes necessitated by the program revision should be submitted simultaneously with the program proposal.
- e. Documentation of the necessary [consultation](#).

5. Dropping of Majors, Options, and Minors

Majors—To drop a major (i.e., phase-out all University offerings) both Senate and administrative approval is required. A proposal must be submitted following the procedures outlined in [Academic Administrative Policy P-4](#).

The approval process requires submission of a Major, Option, or Minor Proposal Form. If the Major, Option, IUG, or Minor is offered within several colleges, a joint proposal should be prepared by the colleges. The proposal goes to the Vice President and Dean for Undergraduate Education and to the University Curriculum Coordinator at the Senate Office.

The approval process is (a) proposal originates in the offering unit(s); (b) is approved by Dean(s)/Chancellor(s) and for non-University Park campuses the Vice President for Commonwealth Campuses; (c) forwarded to the Vice President and Dean for Undergraduate Education, for recommendation on behalf of the Provost, who transmits the request to the Senate Chair, (d) the Senate Chair seeks input from appropriate Senate committees prior to review and recommendation by Senate Council (at this time the proposal is listed on the *Senate Curriculum Report*); (e) the Senate Chair reports the recommendation of Senate Council to the Vice President and Dean for Undergraduate Education; (f) the Vice President and Dean for Undergraduate Education acts on the request; (g) the Provost, via the Vice President and Dean for Undergraduate Education, informs the President, the Board of Trustees, the College Dean(s)/Chancellor(s), the Vice President for Commonwealth Campuses, and the Senate Executive Secretary when the decision is made to drop and phase out a program. In no case should students be informed of a *defacto* closing prior to Provost's approval.

The supporting documentation in the proposal should include evidence that consideration has been given to the following:

- a. Students—admissions/entrance, advising, academic outcomes
Enrollment data—5-year actual enrollments
Planned date to stop offering students entrance to program, planned date to stop offering required courses, planned date for Registrar to stop awarding degrees
Students currently in program need to be given reasonable options for completing the program or enrolling in alternative programs
- b. Tenured and untenured faculty—availability, notification, and consultation
- c. [consultation](#) with personnel responsible for other academic programs, their concurrence, or objections and how they have been addressed
- d. [consultation](#) with appropriate organizational support units of the University, their concurrence, or objections and how they have been addressed

Options and Minors—To drop an option or minor, submit the Major, Option, or Minor Proposal Form to the University Curriculum Coordinator at the Senate Office. The proposal must include a justification statement that explains the reasons for dropping the option or minor. If the Option or Minor is offered by several colleges a joint proposal should be prepared.

B. Senate Procedures Concerning Majors, Options, and Minors

1. Certificates

Certificates are issued in the name of the University for the successful completion of a degree program or a baccalaureate minor. The certificate to be awarded will be of standard format and will be provided by the Office of the University Registrar.

Transcripts will include a notation that a certificate was issued, where appropriate.

2. Consultation with Adviser Statement

Effective with the 1982-83 University Baccalaureate and Associate Degree [Bulletins](#) (currently called the Undergraduate Degree Programs Bulletin), the reference to “approval of the adviser” was reworded to read either “consultation with the adviser” or “departmental approval.” The change is consistent with Senate legislation regarding the role of the adviser. (SR:5/5/81; see also, Senate Policy 34-27)

3. Retention and Transfer Requirements

The request for more stringent entrance, transfer, and/or retention requirements must be submitted to the dean of the college. If approved by the dean, the [Retention and Transfer Proposal Form \(PDF\)](#) is submitted to the University Curriculum Coordinator at the University Faculty Senate Office, 101G Kern Graduate Building, for review by the Subcommittee on Retention and Transfer. If approved, the more restrictive requirements are published in the *Senate Curriculum Report* and will be included in the [Bulletin](#).

When enrollment controls are needed for administrative (resource based) purposes, [Administrative Policy P-5](#) should be followed. If the administrative enrollment control is to be published in the [Bulletin](#), the information must be sent to the University Curriculum Coordinator for publication in the *Senate Curriculum Report*. After being published to the

University community for 30 days, the enrollment control information will be incorporated into the [Bulletin](#) listing.

C. Courses

All course proposals must be submitted electronically through <https://curriculum.psu.edu/>. A User's Manual and a Quick-Start Guide are also available. Courses seeking a university designation (e.g. United States cultures, international cultures, writing across the curriculum), bachelor of arts, general education, or integrative studies require additional documentation in the course proposal; such courses require vetting in the appropriate SCCA subcommittee(s).

Course proposals will receive one of two types of reviews: Full or Expedited Review.

An expedited review will be conducted for course proposals under the following circumstances:

1. Limited changes in name or number (without substantive change in course content)
2. Prerequisite changes affecting only courses within a department
3. Updated course descriptions of a limited nature
4. Course drops affecting only majors in the department
5. Creation of standard common course numbers

All course changes must be approved by the Senate in order to be included in the [Course Catalog](#).

1. Course Adds

Guidelines for the creation of new course abbreviations:

Course abbreviations should not be campus/college specific.

A new course abbreviation should not be created for one or two courses within a minor.

Faculty are encouraged to use disciplinary course abbreviations already in existence.

Guidelines for preparing proposals are outlined below.

- a. The heading as it would appear in the [Course Catalog](#)
 1. Abbreviation
 2. Number
 3. Title
 4. Abbreviated title (30 bytes or less)
 5. Credits
 6. Prerequisite(s), concurrent(s), co-requisite(s), and recommended preparation

b. Course outline

The course outline should include the following:

1. A brief outline of the course content.
2. A listing of the major topics to be covered with an approximate length of time allotted for their discussion.
3. A succinct stand-alone course description (up to 400 words) is to be made available to students and faculty in the Course Catalog. This single description must encompass all course sections at all locations over a period of time and, therefore, must focus on the common and durable aspects of the course. The description should include the course objectives and relationship to courses and programs of study (but generally without course numbers). Similarly, descriptions may indicate the desirability or necessity for certain facilities needed for the course offering. Any course seeking a course attribute/ a specific letter or designation (e.g. H, U, W, GA, GH, etc.) should contain a brief statement describing this content.
4. The name(s) of the faculty member(s) responsible for the development of the course.

c. Justification statement

The justification statement covers nine major concerns and each area must be addressed separately.

1. Instructional, educational, and course objectives:
This section should define what the student is expected to learn and what skills the student will develop. **Additional materials are required for courses in special categories such as General Education, United States Cultures, International Cultures, and Writing (refer to appropriate section of the *Guide* for details).**
2. Evaluation methods:
Include a statement that explains how the achievement of the educational objectives identified above will be assessed. The procedures for determining students' grades should be specifically identified.
3. 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 courses' role as a prerequisite for other courses.
4. 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. If applicable, indicate if course is remedial and may not be used to satisfy the basic requirements for graduation for any baccalaureate degree program.
5. consultation with appropriate departments and academic support units:
The unit originating the proposal should consult all units with a known interest in the subject field, not simply those in the same college. Consultation should take place at the department and/or college level and should include department members at all locations. Some duplication of instruction is inevitable, but SCCA is concerned with keeping such duplication to a minimum.

6. If the course is to be offered by several colleges, consultation from the other colleges should be provided.
 7. A description of any special facilities (e.g. labs or equipment) required to teach the course effectively should be included in the proposal.
 8. List needed library resources.
 9. Frequency of offering and enrollment:
Indicate how many students are expected to enroll and how often the course will be taught.
- d. Effective date:
The standard effective date for new courses is the first semester following approval on the *Senate Curriculum Report*.

2. Course Changes

Guidelines for preparing the proposal are outlined below. Evidence of [consultation](#) with units affected by the course change must be included. The guidelines are as follows:

If the course is offered by several colleges, consultation from the other colleges should be provided.

- a.
- a. The heading as it would appear in the [Course Catalog](#) **(Include the current heading.)**
 1. Abbreviation
 2. Number
 3. Title
 4. Abbreviated title (30 bytes or less)
 5. Credits
 6. Prerequisite(s), concurrent(s), co-requisite(s), and recommended preparation

(Include the items in the new headings that will be changed.)

7. Abbreviation
8. Number
9. Title
10. Abbreviated title (18 bytes or less)
11. Credits
12. Prerequisite(s), concurrent(s), co-requisite(s), and recommended preparation

- b. Course outline
Include both the old and new course outline, if change listing the major topics to be covered with an approximate length of time allotted for their discussion, if changed.
- c. Description of the course (if a current long-course description is not on file)
Include a succinct stand-alone course description (up to 400 words) to be made available to students and faculty in the Course Catalog. This single description must encompass all course sections at all locations over a period of time and, therefore, must focus on the common and durable aspects of the course. The description should include the course objectives; and relationship to courses and programs of study (but generally without course numbers). Similarly, descriptions may indicate the desirability or necessity for certain facilities needed for the course offering. Any course seeking a course attribute/ a specific letter or designation (e.g. H, U, W, GA, GH, etc.) should contain a brief statement describing this content.
- d. Faculty names include the name(s) of the faculty member(s) responsible for making the proposed changes in the course.
- e. Justification statement
Include a justification for each change. The extent of the proposed changes will determine the extent of supporting documentation required. Particular attention should be paid to the effects of the change within the unit and in other units where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be included. For courses in which all or major elements (such as credits, description, prerequisites and General Education designations) are changing, follow the justification procedure for new courses. Minor changes such as renumbering a course or changing a course title for clarity can be justified with a single sentence stating the reasons for the change.
- f. Include a completed copy of the Technology Needs for Course Proposals (www.curriculum.psu.edu), if appropriate.
- g. Effective date
The standard date for all changes is the date of the first published *Schedule of Courses* listing the changed course following approval on the *Senate Curriculum Report*.

3. Course Drops

Guidelines for preparing the proposal are outlined below. Evidence of [consultation](#) with units affected by the course drop must be included with the proposal. The guidelines are as follows:

If the course to be dropped is offered by several colleges, a joint proposal should be submitted.

- a. Heading as it appears in the [Course Catalog](#)
 - 1. Abbreviation
 - 2. Number
 - 3. Title
 - 4. Abbreviated title (18 bytes or less)

5. Credits
 6. Prerequisite(s), concurrent(s), co-requisite(s), and recommended preparation
- b. Justification statement
Include a statement setting forth reasons for the proposed drop and evidence of [consultation](#) with any unit affected by the drop.
- c. Effective date
The standard effective date for dropping courses is the first semester following approval on the *Senate Curriculum Report* (unless otherwise specified).

D. Course Number Procedures

1. Course Numbers

Common Course Numbers:

Common course numbers must first be established through the normal approval process (with a proposal in curriculum.psu.edu. The title, description, and credits for common course numbers have been established by the Senate and are listed below. Therefore, backup documentation is not needed in the proposal and an “NA” can be listed in most of the fields ([see example proposal \(PDF\)](#)). Once the specific number(s) is approved, the course(s) is available for offering on a semester-by-semester basis by the academic area within different colleges. Titles may be added for a given semester by requesting that an alpha suffix be attached to the course number. The LionPath Course Catalog should be accessed to verify that a particular course number and suffix/attribute is available. A unit wishing to use a common course number submits the request to the University Curriculum Coordinator via the college dean’s office. The Honors Courses Request Form and the [One-Semester Titles Course Request Form](#) are available on the web. The completed form should be sent to the college dean’s office. Upon approval, the form will be forwarded by the dean’s office to the University Curriculum Coordinator at e-mail ID univfs@psu.edu. The University Curriculum Coordinator assures that no unintentional duplication of course titles will occur and then updates the University Course Master. The recommended deadline for requesting special titles is four weeks prior to registration for the semester in which the course will be offered.

2. Crosslisted Courses

New Courses:

A course add proposal needs to be prepared. The academic unit responsible for the course must submit the course proposal.

Existing Courses:

To add a crosslisting to an existing course, a course change proposal should be completed. The course proposal should include the course outline, objectives, etc., from the original course proposal. The academic unit responsible for the course should submit the proposal.

Change Courses:

To change existing crosslisted courses, one change course proposal, which lists all of the crosslistings, should be prepared. The academic unit responsible for the course must submit proposal through curriculum.psu.edu.

Drop Courses:

A separate drop proposal must be prepared for each crosslisted course being removed from the University course offerings.

If the course is retained by one of the units, a course change proposal must be prepared by that unit to remove the crosslisting reference(s). The academic unit proposing to drop the course must submit a drop proposal via curriculum.psu.edu.

Creating a permanent honors course requires the submission of a COURSE ADD proposal, not a COURSE CHANGE proposal, unless the offering unit intends to discontinue the non-honors version of the course. Honors courses should include the word “honors” in the short and long titles of the course, with abbreviations HNR or HN, if needed. The *Course Catalog* description of the course should also describe durable elements of the course that distinguishes it as an honors course.

If a non-honors version of the same course exists, content that an honors and a non-honors course proposal have in common may be identical; however, the honors course proposal should also include an explanation of the differences between the honors and non-honors versions. An honors course is expected to meet all the same requirements (e.g., general education, major, minor, etc.) and must include the same prerequisites as the non-honors course. The honors course may include additional prerequisites, if additional skills are expected.

Honors course designations typically have a suffix/attribute of “H”. A course that is an honors course and a first-year seminar will have the suffix/attribute “T.” A course that is an honors course and a writing intensive course will have the suffix/attribute “M.” A course that is an honors course and a US and/or IL course will have the suffix/attribute “U.”

For more information, an offering unit should consult with the Schreyer Honors College before preparing the documentation. To obtain approval of an honors course on a permanent basis, an endorsement of the course proposal from the Schreyer Honors College must be obtained during the consultation process.

E. Bachelor of Arts Courses

1. Procedures for Submitting BA Course Proposals

Courses proposed for designation in the six central fields must:

1. follow general course proposal guidelines to include documentation of support from all colleges in which the course is to be taught in the preparation of the proposal.
2. meet the criteria for designation as a GA, GH, GS, GN or GQ course (without the General Education learning objectives) or, if the course is for foreign language designation, involve a significant amount of speaking, reading and/or writing in that language (i.e. not courses taught in the English language that focus on culture, literature, civilization, etc.).
3. include pertinent information on the B.A. aspects of the course in the long course description (see item b.3. under Course Add).

Courses proposed for Other Cultures designation

In addition to items 1 and 3 above, courses seeking the Other Cultures designation should document how the course will address the criteria for this requirement.

The Other Cultures requirement denotes courses devoted to a culture or cultures differing significantly from the North American-European tradition. This requirement ensures that students have some familiarity with one or more of these cultures, which constitute a large majority of the earth's population. Examples would include courses focused on Asia, Africa, Latin America, and/or indigenous cultures.

As a set of basic criteria, courses appropriate to the requirement should:

1. be limited to content that is fundamentally “non-Western” and devoted to a culture or cultures differing significantly from the North American-European tradition. (For

example, a course on “The Origins of African Drama” would be viewed as applicable, while a course on “The Origins of English Drama” would not.)

2. be predominately centered on “non-Western” concerns in regards to course content and overall focus. Courses can include a small amount of Western material for the purposes of comparison, but courses that have only partial content in non-Western areas are not applicable. (For example, a course in “Asian Art” would be viewed as appropriate while a course in “World Art” that had only a portion of its content devoted to non-Western art would not.) For guidance, a requirement of at least 85% non-Western content is expected.
3. be specifically concerned with aspects of non-Western culture rather than holding a primary interest in Western responses or reactions to non-Western cultures. This does not mean that Western influences, reactions, responses, or perceptions should not play a role in course content but, rather, they should not be the principal focus or concern of the course.

Mechanism for action on proposal:

1. The proposal will follow the standard University procedures for curricular proposals.
2. The Faculty Senate’s Bachelor of Arts Subcommittee will review and make recommendations to the Senate Committee on Curricular Affairs.
3. SCCA will act on the proposal and publish the results in a subsequent issue of the Senate Curriculum Report.

F. First-Year Seminars/Engagement Plans

1. Modes of Delivery for the First-Year Seminar/Courses

Academic units may offer courses meeting this requirement in several ways. The Senate Committee on Curricular Affairs (SCCA) foresees four basic approaches to these offerings:

- a. Specially designed 1 credit First-Year Seminar courses. (See special PSU course numbers)
- b. Specially designed 2 to 4 credit First-Year Seminar courses offered by academic units, with unit course name and number, which exceed the minimum University-wide requirement of one credit.
- c. General Education courses, or sections of General Education courses, that meet the objectives of the First-Year Seminar/Engagement Plans.
- d. Other existing courses which meet the objectives of the First-Year Seminar/Engagement Plans.

According to the April 2008 Senate legislation, FYE will next be reviewed in five years.

General Education courses, or sections of a General Education course, which are offered by an academic unit and which were identified in the units as meeting the objectives of the First-Year Seminar/Engagement Plan do not need to be submitted to the SCCA for review and approval. The appropriate suffix/attribute will be appended to the course number upon request to the University Curriculum Coordinator. The unit should monitor the achievement of the First-Year Seminar/Engagement Plan objectives and should include these courses in their two-year college report.

Existing 1 credit courses, offered by an academic unit, that fulfill the First-Year seminar requirement and that were identified in the units as meeting the objectives of the First-Year Seminar/Engagement Plan do not need to be submitted to the SCCA for review and approval. Upon request, the appropriate suffix/attribute will be appended to the course number. The unit should monitor the achievement of the First-Year Seminar/Engagement Plan objectives and should include these courses in their two-year college report. Existing multiple credit courses that are intended to be used for the First-Year Seminar/Engagement Plan will require a full course proposal addressing the criteria for the First-Year Seminar course. Both 1 credit and multiple credit courses in this category will be identified with the appropriate suffix/attribute.

2. Criteria for First-Year Seminars/Engagement Courses

Proposals for First-Year Seminar courses must address the objectives stated above in this section. They must show that the course will:

- a. Have academic content;
- b. Introduce students to University study;
- c. Introduce students to Penn State as an academic community, including fields of studies and areas of interest available to them;
- d. Acquaint students with the learning tools and resources available at Penn State;
- e. Provide opportunities for the students to develop relationships with full-time faculty and other students in academic areas of interest to them;
- f. Introduce students to their responsibilities as members of the University community.

G. General Education Courses

1. Procedures for Submitting General Education Course Proposals

Proposed courses must:

1. be consistent with the definition of General Education.
2. include a complete course outline including a statement of course objectives.
3. explain how the course meets General Education criteria (see section #2).
4. identify and explain any intended linkages, thematic or sequential, between the proposed course and other courses.
5. indicate what size student audience will be addressed and whether there will be specific limits set for enrollment in the course; if the course includes discussion or lab sections their enrollment limits should be given.
6. include pertinent information on the General Education aspects of the course in the long course description (see item b.3. under Course Add).
7. include documentation of participation of all colleges in which the course is to be taught in the preparation of the proposal.
8. include the name(s) of the faculty member(s) who has major responsibility for the development of the course.
9. include a syllabus for the course including at minimum a detailed course description, course objectives and identification of the course's General Education Learning Objectives and General Education domain(s); other pertinent information required in a syllabus at the time of submission is welcome but not required.
10. include evidence of support and curricular consultation; integrative studies proposals require consultation and support among faculty with expertise in appropriate Knowledge Domains and disciplines

Mechanism for action on proposal:

1. The proposal is submitted through curriculum.psu.edu.
2. The General Education Subcommittee reviews and makes recommendations to SCCA.
3. If the course seeks Integrative Studies review, the Integrative Studies Subcommittee reviews and makes recommendations to SCCA following approval of General Education designation(s).
4. SCCA acts on the proposal and publishes the results in a subsequent issue of the *Senate Curriculum Report*.
5. General Education courses will undergo a recertification process each 5 years to maintain the General Education designation(s).

H. United States Cultures (US) and International Cultures (IL) Course Requirements

1. Objectives for United States Cultures (US) and International Cultures (IL) Courses

The criteria for the approval of United States Cultures and International Cultures courses have been derived from the legislation of April 19, 2016. The guidelines for the implementation accompanying this legislation asked that courses fulfilling this requirement require students to make comparisons, particularly with their own realm of experience. Each course must meet the objectives stated below for United States Cultures, International Cultures, or both.

Associate degree students will continue to have a three-credit requirement and may choose either a United States Cultures course or an International Cultures course.

2. Procedures for Submitting United States Cultures (US) and International Cultures (IL) Course Proposals

- A. Course proposals must follow the appropriate course proposal form format for new or changed courses. ***A US and/or IL course proposal must be consistent with the objectives of the United States Cultures and/or International Cultures requirements.*** Specifically, each proposal must:
1. State whether the course meets the definition of 1) a United States cultures course, 2) an international cultures course, or 3) both a United States cultures and international cultures course.
 2. Include a complete course outline including a statement of course objectives that reflect the US and/or IL content, and a listing of major topics with an approximate length of time for their discussion.
 3. Include pertinent information on the US/IL aspects of the course in the long course description (Item B.3. on Course Add proposal form).
 4. Describe how the course encourages students to develop understanding of the historical backgrounds, cultural and scientific contributions, economic, social, psychological, and political circumstances of the group being studied. While no one course or section is expected to achieve every criterion, each course proposal must clearly specify which criteria it proposes to meet. Thus the proposal should explain how students, within the context of the course, will be encouraged to do or achieve three or more of the following:
 - a. see nations, cultures, and/or social identities not in isolation, but in relation to each other;
 - b. cultivate awareness of the pluralism and diversity within the United States and international cultures;
 - c. increase knowledge of different cultural values, traditions, beliefs and customs;
 - d. appreciate the diversity that exists among persons who share a particular social identity;

- e. increase knowledge about the range of cultural achievements and human conditions through time;
 - f. recognize and be sensitive to the different ways social identities have been valued;
 - g. re-examine beliefs and behaviors about social identities (ethnicity, race, class, religion, gender, physical/mental disability, or sexual orientation);
 - h. increase understanding of the nature of stereotypes and biases of other cultures and other nations;
 - i. interact successfully with representatives of other nations and with persons of different social groups;
 - j. increase ability to locate and evaluate information and gain knowledge about other peoples of the world.
 - k. Increase understanding of the nature of social justice, and equity at the societal, institutional, and individual levels.
5. Include a statement that explains how the achievement of the US/IL educational student objectives will be assessed (e.g. grading procedures).
- B. The sequence of action on US and/or IL proposals is:
- 1. The proposal is submitted following the standard course procedures.
 - 2. The United States and International Cultures Subcommittee (and the subcommittee for General Education, Integrative Studies, and/or Writing Intensive proposals, if necessary) reviews the proposal and makes recommendations to the Senate Committee on Curricular Affairs.
 - 3. The Senate Committee on Curricular Affairs acts on the proposal and publishes the results in the *Senate Curriculum Report*.
 - 4. The United States and International Cultures courses will undergo a recertification process each 5 years to maintain the designation(s); implementation of the recertification process is pending.

I. Writing Across the Curriculum

On April 18, 1989, the University Faculty Senate established a Writing Across the Curriculum graduation requirement effective Summer Session 1990 for all students entering the University as baccalaureate degree candidates and Summer 1992 for all associate degree candidates. Students are required to complete at least 3 credits of writing-intensive courses selected from a selection of courses approved with the writing suffix/ attribute offered within a major or college of enrollment. (Senate Agenda Appendix E, 3/19/91)

Pending Senate approval, courses may be offered as writing-intensive on a permanent or one-semester basis. Writing-intensive courses are reviewed by the University Writing Subcommittee which makes a recommendation to the Senate Committee on Curricular Affairs. (SR:4/18/89)

1. Each course proposal must include the following supporting materials:

- A. A statement of the expected course enrollment and the number of sections offered per semester.
- B. A concise explanation (in about one page) of how the proposed course will fulfill each of the following criteria:
 - a. Writing Assignment Design
Both informal and formal writing assignments should relate clearly to the course objectives and should serve as effective instruments for learning the subject matter of the course. Instructors should communicate to students the requirements of formal, graded writing assignments in writing, not just orally. In writing-intensive courses, writing assignments are characteristically designed to help students investigate the course subject matter, gain experience in interpreting data or the results of research, shape writing to a particular audience, or practice the type of writing associated with a given profession or discipline. Much of the writing may be informal and ungraded, yet meaningful, so students are encouraged to think and discover through a process in which mistakes are a natural part of learning. Examples of such writing include one-minute papers at the beginning, middle, or end of class; reactions to lectures, labs, and readings; journals, logs, and notebooks of observations, readings, and other experiential activities; letters to classmates; weekly digests; e-mail dialogues; records of peer group discussions; and stories of one's thinking on a problem.
 - b. Treatment of Writing as a Developmental Process
Students will be afforded opportunities to practice writing throughout the semester, with emphasis given to writing as a process that develops through several iterations. Typically, writing-intensive courses require multiple writing assignments, a sequence of preparatory writings (outline, formulation of thesis, first draft) leading to a final product, or informal writing assignments (e.g., regular journal entries, field notes, short in-class papers, revision of first draft) that aid students in developing other written documents. Experimentation with assignments is encouraged.
 - c. Written Feedback from the Instructor
Opportunities for students to receive written feedback from the instructor and to apply the instructor's feedback to their future writing will be built into the course. The instructor will clearly identify and explain the type of writing required in the course and will provide guidance as needed. A writing-intensive course may also include peer review of written work, tutorial assistance, instructor conferences, group writing projects, the use of writing or learning centers, teaching assistant feedback, and classroom discussions of assigned readings about writing. The use of diverse feedback mechanisms is encouraged, but none of these mechanisms should substitute for the instructor as the principal source of written feedback to the student.

d. Evaluation of Writing

Writing will be evaluated by the instructor, and writing quality will be a factor in determining each student's final grade. Before students begin writing, instructors will communicate to students the criteria by which their writing will be evaluated. Sound criteria for assessing writing quality include, but are not limited to, the writer's ability to direct the material to an intended audience, the employment of organizational strategies, the development of both content and reasoning, adherence to conventions of a particular discipline, accuracy of the information presented, citation and integration of sources, grammar, diction and syntax, and spelling. Writing assignments should be worth at least 25 percent of each student's final grade.

- C. A copy of the course syllabus, which should include a statement of course objectives, a definition of writing-intensive teaching that helps students see how this "W" course is different from other courses that assign writing, a sequence of class activities, references to writing assignments, and weight of writing assignments in relation to the final course grade.
- D. One or two examples of the actual writing assignment sheets the instructor plans to use in the course.

2. Procedures for Submitting Writing-Intensive Course Proposals

Faculty may request SCCA approval for either a one-semester Writing Course offering or permanent Writing Course. The documentation for both a permanent and a one-semester W-course offering is the same. The procedures for submitting permanent and one-semester course proposals are slightly different and are listed below.

Permanent Proposals

Proposals are submitted to the University Curriculum Coordinator at the Senate Office following the standard Curricular Affairs procedures. Proposals must be completed through curriculum.psu.edu. The University Curriculum Coordinator transmits the proposals to the University Writing Subcommittee. The University Writing Subcommittee reviews the proposals and makes a recommendation to SCCA before they are published in the *Senate Curriculum Report*.

One-Semester Proposals

Proposals must include a completed Course Proposal Form via curriculum.psu.edu. The documentation must be presented in the format shown above (1 through 4). In addition, all

proposals must include the instructor's name, course section number, and if it has been taught before, indicate the semester and year.

While both the permanent writing course proposals and the one-semester writing course proposals are treated identically when they reach the Senate Office, the prior process differs with location.

University Park—The department head submits 2 copies of the proposal to the University Curriculum Coordinator at the Senate Office, simultaneously forwarding an informational copy to the college assistant/associate dean for undergraduate education.

University College Campuses—The Director of Academic Affairs submits 2 copies of the proposal to the University Curriculum Coordinator at the Senate Office, simultaneously forwarding informational copies to the college assistant/associate dean for undergraduate education.

Campus Colleges—The division head submits 2 copies of the proposal to the University Curriculum Coordinator at the Senate Office, simultaneously forwarding informational copies to the college assistant/associate dean for undergraduate education.

The associate deans for undergraduate education can put a hold on the requested proposal by informing the University Curriculum Coordinator. The hold would require discussion and possible revision. A need for substantial revisions would probably postpone the potential W listing until the next semester in which the proposer is scheduled to teach the course. If the University Curriculum Coordinator receives no written objection, it will be assumed the informed parties have approved the proposal.

If the course is to be offered with a special topics number, rather than a permanent number, the proposal should be submitted to the Senate Office for approval by the Writing subcommittee.

If an instructor has offered a one-semester writing-intensive course or course section and would like to offer the previously approved course a second time, he/she should state this in a memorandum to the Chair of the University Subcommittee on Writing and submit it along with one copy of the course documentation to the University Curriculum Coordinator at the Senate Office. If a third offering is requested, the subcommittee will ask the offering unit to consider proposing the course as a permanent W course.

SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS

Report on Access to University-Wide Online Resources that Support Education

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction and Rationale

The University Faculty Senate committee on Intra-University Relations (IRC) was charged with identifying gaps and/or opportunities around access to current resources across all campuses in the Commonwealth and proposing processes for increasing awareness on resource availability. Through discussions with stakeholders at all levels of the university, discrepancies and challenges to uniform access were identified. To address these issues, a series of suggestions is recommended.

When COVID-19 abruptly forced Penn State University to transition entirely to online instructional methods in March 2020, faculty across the Commonwealth were required to convert what had typically been hands-on, in-person, instructional learning methods to online-accessible, educational resources that could substitute for classroom or laboratory settings.

Through conversations with students, faculty, librarians, learning designers, and administrators across the university, it became apparent that knowledge of alternative resources (e.g. their existence, where to look, how to access, etc.) differs greatly across campuses and professions. The purchase or existence of resources is often obscured due to the lack of a common housing of these resources.

For example, we heard stories of one Commonwealth campus struggling to identify digital alternatives to teaching anatomy when their cadaver lab could no longer be used, but faculty were able to find a suitable replacement when deliberately directed to experts at another Commonwealth campus. We learned of students distraught over “losing data” that was saved to their campus WebFiles U: drive because they did not know that they could access their information through WebApps. We heard stories of graduate students purchasing their own \$700 software license for a product that could have been downloaded for free at the university software store. Stories of differential access to educational resources, based upon Commonwealth campus location or course professors’ knowledge and/or prior arrangements with a specific vendor were numerous with student access being granted to some simulation resources only by contacting department heads and/or direct communication with individual vendors through arrangements made by their faculty.

When instructional designers, faculty, or students search for an education resource, there are currently numerous different Penn State sites that may be explored, yet there is not a central repository that contains all the resources in their entirety. The mere existence of these various websites is currently unknown to many staff, faculty, and students. Moreover, with so many

different options, it is impossible to know precisely where to look, since none of these sites is comprehensive in scope. Additionally, most of these sites are not easily searchable, and none of the sites catalog or group similar resources together for faculty or students to compare/contrast or make informed decisions.

Some Penn State sites where staff, faculty, or students might search for educational resources include:

- <https://open.ems.psu.edu/> This site houses high quality learning materials written by Penn State faculty that can be used or revised under a creative commons license.
- <https://oer.psu.edu/> This site houses open and affordable (< \$50) educational resources such as textbooks, course materials, as well as audio and visual resources.
- <https://courseware.psu.edu> Faculty and students may locate digital applications or software used in classes, for homework, and/or taking quizzes or tests. Although the site is searchable, it is not a complete repository; a number of simulation programs that engineering students described using for their classes once COVID-19 forced remote learning, were absent from this list.
- <https://lat.tlt.psu.edu> Teaching and Learning with Technologies (TLT) has created this site to access a variety of learning applications and technologies.
- <https://www.software.psu.edu/> Penn State students, faculty or staff can access software at reduced or no cost on this site.
- <https://sites.psu.edu/eta/> An educational technology advisor can help faculty match pedagogical needs with educational technology resources that are available at the university level.

In summary, when faculty or students are searching for educational technologies, there are numerous locations they may search. None of these sites is home to a complete set of all resources. Additionally, there are resources and simulation software used for instructional purposes that are currently missing from all these sites. Moreover, there is a lack of effective categorization and cataloging across all sites.

Recommendations

Based upon our findings, the following are recommended at the university level:

- Create a central, searchable repository of all courseware, software, and educational technologies available to students and faculty.
 - Each semester, when faculty/departamental schedulers indicate intent to teach a course and submit textbook and ISBN information, an additional query should be included and incorporated into the scheduling process that ascertains details of all educational technologies that will be used in the course. This information should be pulled into the central repository and cataloged appropriately.
 - The central repository should be available/searchable in multiple formats including cataloging by categories that allow for comparisons of different products (e.g., circuit simulations, statistical analysis, etc.), the types of courses

the products may be applicable for, the campus/department/faculty member championing use of the resources, and accessibility of the resource (e.g., open to all PSU students for free, accessible only with additional student fee, campus-specific license only, through special arrangements only due to collaboration between faculty member and vendor, etc.).

- Identify a standing group to maintain this repository.
- Prior to university or unit purchase of new educational resources, technologies or software, an educational technology advisor should review the request and meet with the requesting faculty/unit to review existing resources that may meet educational needs to decrease duplication of resources.
- Prior to acquisition of new educational technologies, faculty/departments with similar use-cases should be notified to determine if collaboration/cost-sharing or improved licensing contracts can be negotiated to improve fiscal responsibility.
- Develop a communication format for informing faculty, students, and staff about new resources.
- Develop and implement an educational program available to the faculty at large but focused to inform resource teams such as, but not limited to, personnel responsible for technology (e.g., librarians, instructional designers, etc.).

These recommendations are consistent with the Middle States Commission on Higher Education (our accreditor) recognition that Penn State is one university, geographically dispersed. Having a central repository for tracking and accessing educational technologies and resources is in alignment with Faculty Senate Policy 42-10 that seeks to “ensure that a Penn State course is a Penn State course no matter where or how the student is enrolled.” Furthermore, a central repository of education resources is in alignment with One Penn State 2025 goals specifically Guiding Principles Two, Three, and Five which aim to (a) to achieve curricular coherence; (b) design relevant and responsive programs; and (c) achieve the highest level of efficiency of university resources, respectively.

SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS, 2021-2022

- Kelly Austin
- Laura Ax-Fultz
- Margherita Ciarrocca
- Stephen Cohen
- Laura Cruz
- Jenna Cumming
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- Karen Eppley
- Paul Frisch
- Jeff Harris
- Jeanmarie Higgins
- Lisa Holden

- Peter Hopsicker
- Kelly Karpa
- Laura Klein
- Karyn McKinney-Marvasti, Vice Chair
- Tiffany Petricini
- Mari Pierce
- Dawn Pfeifer Reitz
- Rajarajan Subramanian
- Matthew Swinarski

SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS, 2020-2021*

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- Tyler Dare
- Paul Frisch
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- Karyn McKinney-Marvasti, Vice Chair
- Lakyn Meeder
- Bing Ran
- Paul Riccomini
- Rajarajan Subramanian
- Aakash Viramgama
- Mary Vollero
- Robert Zambanini

*Because the work done for this report spans two academic years, we want to make sure last year's committee members are recognized as well.

SENATE COMMITTEE ON UNIVERSITY PLANNING

Annual Budget Report

(Informational)

Background/Introduction

The University Planning Committee reviews, approves, and sponsors the annual Penn State Budget Report. Data for this budget presentation is assembled by the University Office of Finance and Business and contains charts and tables that explain the Penn State budget and important subcomponents. One featured subcomponent is the Education and General Budget, which funds undergraduate, graduate, and College of Medicine education. The Penn State budget report is traditionally delivered by the Provost at the Faculty Senate plenary meeting. The UPC members acknowledge the challenging work assembling these budget data and thank the members of University Office of Finance and Business and the Provost for this presentation.

SENATE COMMITTEE ON UNIVERSITY PLANNING

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- Frantisek Marco, Vice Chair
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- Randy Hauck
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- Agnes Kim
- Kathleen Mulder
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- Alok Sinha
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- Gary Thomas
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- Richard Bundy
- Megan Hoskins
- Nicholas Jones
- David Leib
- Daniel Newhart
- Mary Lou Ortiz
- Paul Shirvastavo
- William Sitzabee
- Sarah Thorndike

2021-22 Approved Operating Budget

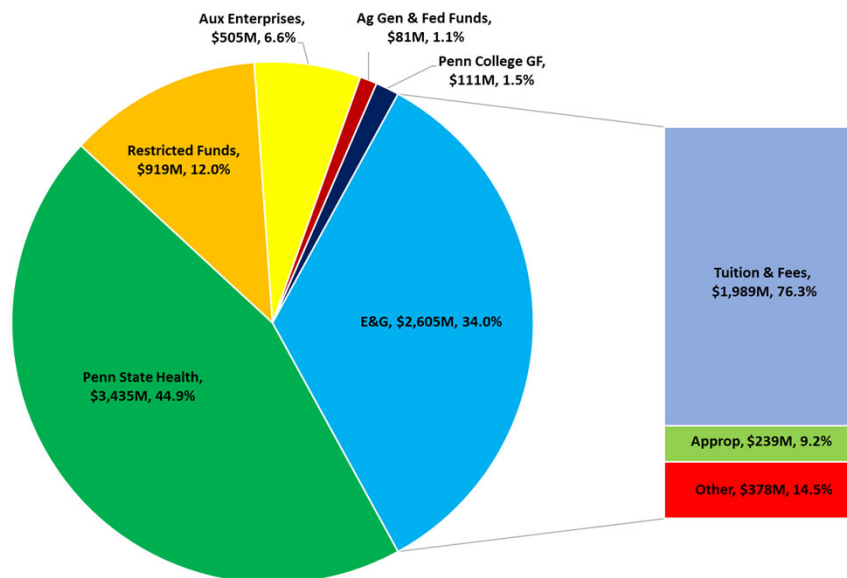
Dr. Nicholas P. Jones, Executive Vice President and Provost
Meeting of the University Faculty Senate
Tuesday, January 25, 2022



PennState

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2021-22 Total Revenue: \$7.7B

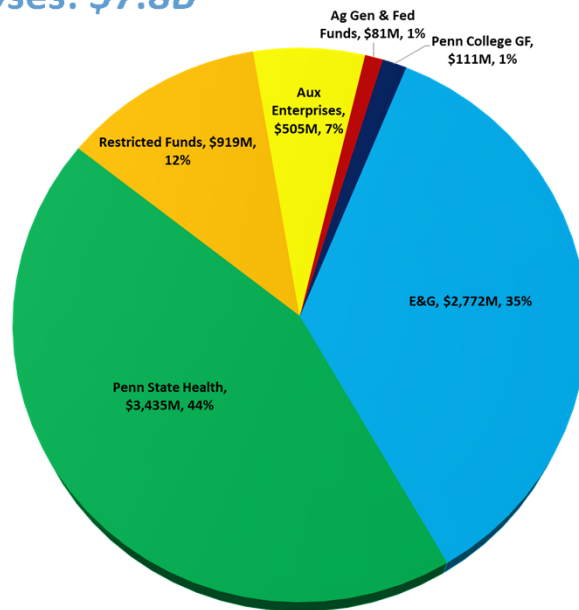


PennState

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2021-22 Total Uses: \$7.8B



2021-22 E&G Planning Assumptions: Sources

- Tuition: \$41.9M
 - Full return to in person delivery of instruction in Fall 2021
 - 2.5% increases for PA undergraduate
 - 2.75% for non-PA undergraduate and all graduate students
 - Recovery to AY 2019-20 undergraduate enrollment levels starting in FY 2022-23 (e.g., international enrollments)*
- Appropriation: 0% increase
- All Other Income
 - 0% increase in F&A and Investment Income
 - \$22K increase in Student Initiated Fee
 - Final year of reduction of College of Medicine subsidy (\$1M)

*Sensitivity: 1% change in undergraduate enrollment: = \$13.5M
1% change in tuition rate (average): \$16M

2021-22 State Appropriation (\$000's)

	2020-21 Appropriation	Requested Increase*	2021-22 Requested Appropriation	Approved Change	Approved 2021-22 Appropriation
Penn State (excl PS Health & Penn College)					
General Support	\$242,096	\$7,263	\$249,359	\$0	\$242,096
Agricultural Research & Extension	54,960	3,298	58,258	0	54,960
Special Request: Economic Development	0	2,350	2,350	0	0
Total Penn State University	297,056	12,911	309,967	0	297,056
Penn State Health and College of Medicine	15,112	453	15,565	0	15,112
Pennsylvania College of Technology	26,736	802	27,538	0	26,736
TOTAL APPROPRIATION	\$338,904	\$14,166	\$353,070	\$0	\$338,904
% Increase			4.2%		0.0%

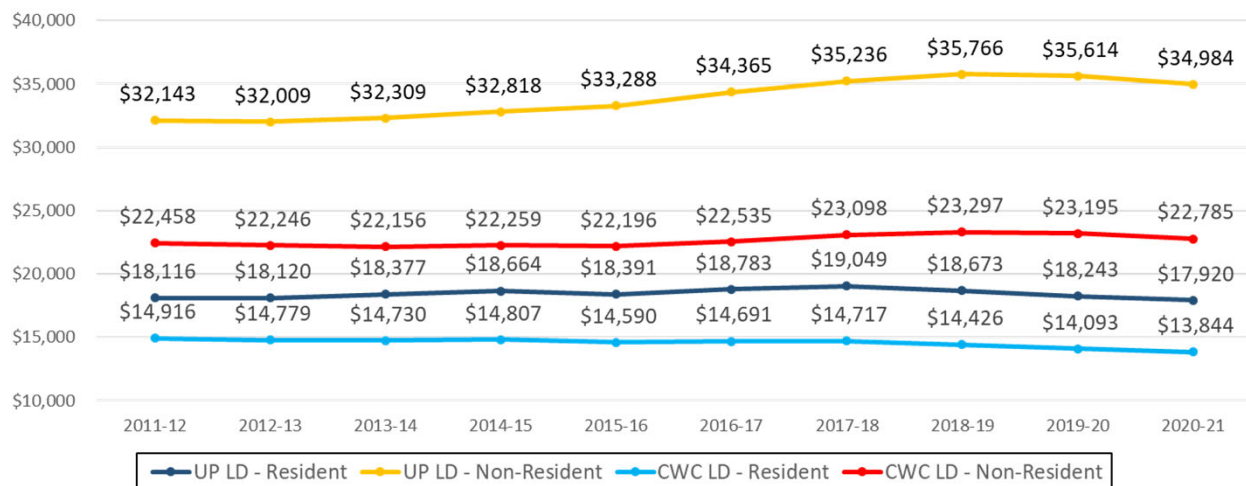
*PSU's September 2021 submission assumed a 6% appropriation increase for Ag Research & Extension, new funding to support economic development through Invent Penn State, and a 3% increase for all other line items.



5

5

Penn State Historical Tuition Rates in 2021 Dollars*



*Lower Division tuition rates adjusted to 2021 dollars based on annual CPI growth.



6

6

Approved 2021-22 Tuition and Fee Schedule*

Approved Tuition Increases and Rates per Semester	PA Residents			Non-PA Residents		
	% Inc	\$ Inc	Rate	% Inc	\$ Inc	Rate
Lower Division						
University Park	2.50%	\$224	\$9,184	2.75%	\$481	\$17,973
Altoona, Berks, Erie, Harrisburg	2.50%	\$184	\$7,543	2.75%	\$336	\$12,550
Abington	2.50%	\$176	\$7,198	2.75%	\$319	\$11,935
Brandywine, Hazleton, Lehigh Valley, Schuylkill, Scranton, York, World Campus	2.50%	\$175	\$7,169	2.75%	\$316	\$11,805
Beaver, DuBois, Fayette, Greater Allegheny, Mont Alto, New Kensington, Wilkes-Barre	2.50%	\$165	\$6,776	2.75%	\$300	\$11,207
Shenango	2.50%	\$162	\$6,651	2.75%	\$294	\$10,995
Undergraduate Aggregate Increase	2.50%			2.75%		

Student Fee changes: Student Initiated Fee: \$1 at campuses, \$0 at UP
(combination of former Activities and Facilities Fee)

*Tuition and fee rates apply regardless of the method of instruction (that is, whether in-person or otherwise) and will not be refunded in the event instruction occurs remotely for any part of the Academic Year.



7

7

Sources of Student Aid (Total University)*

- Federal student aid: \$617M with 49K recipients
- State student aid: \$43.7M with 14K recipients
- Private/external funds and third-party payments: \$285.7M with 22K recipients
- Institutional aid: \$322M with 42K recipients, including:
 - Provost Awards and Discover Awards
 - Multi-year awards to students at all locations to offset tuition expenses
 - Open Doors Programs
 - RaiseMe, STEP, PaSSS, Smart Track, and Complete Penn State
 - Trustee Awards
 - Bunton Waller Merit Awards and Scholarships
 - LiveOn Housing Grant

* Source: 2019-20 Office of Student Aid Annual Report



8

8

Expense Management and Revenue Enhancement Activities

- Centrally Managed Savings
 - SERS Liability: \$42.5M annually
- Ongoing Unit-Level Savings
 - FY 2019-20: 1% rescission (\$11.3M)
 - FY 2020-21: 3% rescission (\$33.8M)
 - FY 2021-22: 2% rescission (\$22.1M)
 - Centralized efforts to reduce procurement and IT spend have facilitated the ability to absorb these across-the-board rescissions
- Increased Revenues
 - World Campus provides budget resources to participating units
 - Professional Master's programs (e.g., Engineering, Business)
 - Commonwealth Campuses – Tuition Task Force and Enrollment Modeling Task Force

2021-22 E&G Planning Assumptions: Uses

- Salaries
 - 2% GSI (\$23.7M) increases
 - Contractually obligated increases and promotions: \$3.8M
- Benefits: 6% health care increase and 1.5% retirement decrease (\$10.1M)
 - Additional SERS savings as a result of lower interest rates
- Insurance: 18% increase (\$4.8M)
- Facilities: 0% major maintenance increase and \$9.1M debt service increase
- New facilities and utilities: 5% increase (\$4.0M)
- Student aid: \$10M increase for need-based students
- Strategic investments: \$12M
- Across-the-board budget rescission: 2% (\$22M)
 - Additional 1% rescission may be imposed depending on actual tuition revenue received for Fall 2021 term

2021-22 Approved Centrally Managed E&G Changes

	<u>% Change</u>	<u>\$ Change</u>
Revenue Assumptions		
Appropriation	0.0%	0
Tuition		
PA Residents - Undergraduate	2.50%	20,016
Non-PA Residents - Undergraduate	2.75%	18,800
Graduate and Other Tuition	2.75%	3,089
All Other Income		1,022
TOTAL REVENUE		42,927
Non-Discretionary Costs		27,537
Cost Savings & Expense Adjustments		(28,481) *
Total Fixed Costs		(944)
BALANCE AVAILABLE FOR DISCRETIONARY EXP		43,871
Discretionary Expenses		
Salary Incr & Related Benefits - Merit	2.00%	23,723
Facilities: Maintenance		0
Facilities: Capital Plan		9,117
Priority & Strategic Investments		12,000
Student Aid		10,000
Total Discretionary Expenses		54,840
OPERATING SURPLUS/(DEFICIT) INCL DISCR EXP		(10,969)

* Includes \$22M in across-the-board rescissions

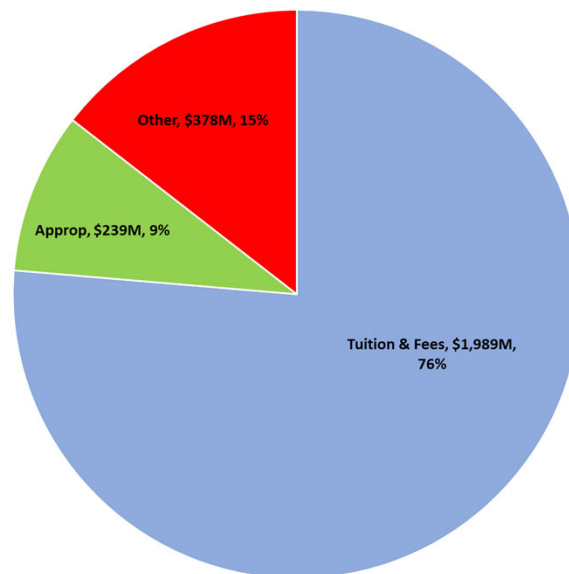


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2021-22 Education & General Revenues

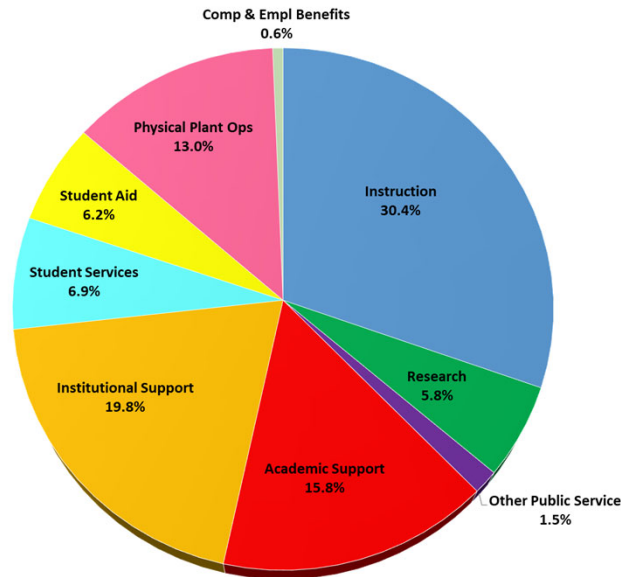


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12

12

2021-22 Education & General Expenditures by Function



E&G Budget: 2020-21 Projected and 2021-22 Approved

	2020-21 Budget and Projected Year-End				2021-22 Approved		
	Initial Oper Budget	Projected Year-End			Centrally Managed	Unit Managed	Total E&G
		Central	Unit	Total			
<u>Sources</u>							
State Appropriation	242,096	237,064	5,032	242,096	238,580	3,516	242,096
Tuition & Fees	1,872,072	1,670,223	269,029	1,939,252	1,712,129	276,590	1,988,719
F&A Recovery	112,963	86,556	20,000	106,556	91,810	22,000	113,810
Invest Income	22,445	22,594	0	22,594	22,445	0	22,445
All Other Sources	297,039	0	283,600	283,600	0	251,016	251,016
Budget Allocations	0	(1,234,405)	1,234,405	0	(1,237,676)	1,237,676	0
All Other E&G Transfers	0	(114,855)	174,806	59,951	(162,636)	149,691	(12,945)
TOTAL SOURCES	2,546,615	667,177	1,986,872	2,654,049	664,652	1,940,489	2,605,141
<u>Uses</u>							
Salaries	1,274,189	0	1,292,020	1,292,020	0	1,315,753	1,315,753
Benefits	521,821	504,558	0	504,558	558,579	0	558,579
Facilities O&M	114,383	73,048	39,465	112,513	94,113	42,283	136,396
Debt Service	71,542	71,542	0	71,542	80,659	0	80,659
Innovation and Access & Affordability	0	0	0	0	22,000	0	22,000
All Other Expenses	753,583	21,991	659,330	681,321	25,970	632,168	658,138
TOTAL USES	2,735,518	671,139	1,990,815	2,661,954	781,321	1,990,204	2,771,525
Operating Surplus/(Deficit)	(188,903)	(3,962)	(3,943)	(7,905)	(116,669)	(49,715)	(166,384)
Balance From/(To) Reserves	188,903	3,962	3,943	7,905	116,669	49,715	166,384

Questions/Discussion



SENATE COMMITTEE ON ADMISSIONS, RECORDS,
SCHEDULING, AND STUDENT AID

Annual Report on Faculty Senate Scholarships Awarded to Undergraduates 2020 - 2021
(Informational)

Introduction

On behalf of the Faculty Senate, the Office of Student Aid facilitates the awarding of University Scholarships designated as ‘Faculty Senate Scholarships.’ Twenty-one endowments and one annually funded source generate the support for these undergraduate awards. As a whole, the Faculty Senate endowments require recipients to be academically talented and demonstrating financial need. Individually, most of the endowments have a unique eligibility *preference* that we are required to honor. Donors agree to scholarship guidelines that can include both general eligibility criteria and specific *preferences* that donors have chosen. For instance, several guideline preferences specify students from a particular high school, city, or county; more specify students who have demonstrated leadership skills, service to community and school, and/or participation in extra-curricular activities.

Faculty and staff at each campus nominate students who have reached at least their third semester of enrollment at Penn State. In most cases, financial aid officers solicit nominations from faculty, rank order the nominees, and submit names and brief comments about the academic merit and extra-curricular activities of each nominee. The Office of Student Aid then matches a pre-determined number of nominees to appropriate guidelines funds based on the available funds. Typically, in late July or early August, students receive formal scholarship award letters. Each letter identifies the name of the Faculty Senate Scholarship, the award value, and the one-year term of the award, as well as provides the donor’s name and a request for a thank you note.

In consultation with the Faculty Senate Office and under guidelines developed by the committee on Admissions, Records, Scheduling and Student Aid (ARSSA), the Office of Student Aid ensures the equitable distribution of scholarships across all campuses. Campus allotments are in proportion to campus undergraduate enrollments.

In the 2020-21 academic year, Penn State undergraduates received a total of \$278,219 in Faculty Senate Scholarship awards. The majority of recipients are from Pennsylvania (85%), and they are enrolled in 19 different academic colleges. Available spending tends to fluctuate year to year based on the value of the University’s investment pool and the available endowment earnings. A three-year comparison follows and confirms this fluctuation in available dollars and resulting awards.

Faculty Senate Scholarship Awarding: A Three-Year Comparison			
	2020-21	2019-20	2018-19
Student Recipients	255	255	247
Dollars Awarded	\$278,219	\$278,590	\$267,342
Median Award Value	\$1,000	\$1,000	\$1,000
Average Award Value	\$1,095	\$1,076	\$1,082
Median GPA	3.87	3.83	3.72

The attached report shows the distribution of scholarships across campuses, colleges, and class.

2020-21 Faculty Senate Fund Distribution

Student Recipients	255
Dollars Awarded	\$278,211
Median Award Value	\$1,000
Average Award Value	\$1,095
Median GPA	3.87
Average Need Index	74

A. Faculty Senate Scholarships are awarded to undergraduates across all campuses.

The number of awards made per campus is in proportion to campus vs. total full-time undergraduate enrollment figures from the University Budget Office's fall head count, prior to the year of awarding.

Campus Distribution				
Campus	# of Awards	% of Total Awards	Fall '19 Enrollment	% of Total Enrollment
Abington	13	5.10%	3,085	5.06%
Altoona	12	4.71%	2,925	4.80%
Beaver	2	0.78%	529	0.87%
Berks	9	3.53%	2,145	3.52%
Brandywine	5	1.96%	1,143	1.88%
Dubois	2	0.78%	438	0.72%
Erie	15	5.88%	3,774	6.19%
Fayette	2	0.78%	543	0.89%
Greater Allegheny	2	0.78%	403	0.66%
Harrisburg	16	6.27%	3,775	6.16%
Hazleton	2	0.78%	554	0.91%
Lehigh Valley	3	1.18%	723	1.19%
Mont Alto	2	0.78%	563	0.92%
New Kensington	2	0.78%	467	0.77%
Schuylkill	2	0.78%	469	0.77%
Scranton	3	1.18%	839	1.38%
Shenango	1	0.39%	215	0.35%
University Park	158	61.96%	37,271	61.16%
Wilkes Barre	1	0.39%	357	0.59%
World Campus	0	0%		
York	3	1.18%	740	1.21%
Total	255		60,938	

B. The majority of Faculty Senate Scholarship recipients are from Pennsylvania.

Residency Distribution		
	# of Awards	% of Total
PA	216	85
Non-PA	39	15
Total	255	

C. Faculty Senate Scholarship recipients represent each of the Academic Colleges.

The table below shows the distribution of recipients for the last three years across all academic colleges. This table is not intended to compare to Table A since the student's academic college is not a factor in the selection of Faculty Senate Scholarship recipients. Although the College distribution is not an exact representation of the enrolled College attendance, an effort is made to closely distribute awards to all Academic Colleges.

College Distribution			
College	2020-21	2019-20	2018-19
Abington College	12	13	10
Agricultural Sciences	8	9	9
Altoona College	10	8	10
Arts & Architecture	5	5	4
Behrend College	12	13	12
Berks College	9	8	9
Smeal Business	19	20	21
Capital College	12	15	14
University College	29	21	26
Bellisario College of Communications	9	9	8
Division of Undergraduate Studies	6	8	9
Earth & Mineral Science	7	7	7
Eberly College of Science	14	16	15
Education	8	10	12
Engineering	36	37	32
Health & Human Development	16	18	16
Information Sciences & Technology	7	5	6
Liberal Arts	27	22	19
Nursing	9	11	8
Total	255	255	247

D. Faculty Senate Scholarship recipients are predominantly juniors and seniors.

Class Distribution			
Semester Standing	# of Awards	% of Total	
3	0		
4	7	3%	Sophomores
5	15		
6	30	18%	Juniors
7	41		
8	97		
9	41		
10	14		
11	10	79%	Seniors
Total	255		

Senate Committee on Admissions, Records, Scheduling, and Student Aid (ARSSA)

- Eli Byrne
- Penny Carlson
- Wei-Fen Chen
- Michelle Corby
- Tracy Fausnight
- Sam Findley
- Katherine Garren
- Sydney Gibbard
- Marissa Gillespie
- Edward Glantz
- Daniel Gross
- Richard Harnish
- Robert Kubat
- Melissa Kunes
- Kathleen Phillips, Chair
- Lisa Scalzi
- Maura Shea, Vice Chair
- Rob Springall
- Matthew Strupczewski
- Douglas Wolfe

SENATE COMMITTEE ON CURRICULAR AFFAIRS
SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS

One Penn State 2025 Guiding Principle Two Committee Update on Educational Communities

(Informational)

The Senate Committees on Curricular Affairs and Intra-University Relations invited the leadership of the One Penn State 2025 Guiding Principle Two team to a joint committee meeting to present the results of a survey on educational communities with the intent to co-sponsor an informational report. Those results will be shared with the University Faculty Senate during the January 2022 plenary.

[One Penn State 2025 \(OPS 2025\)](#), developed from the University Strategic Plan, was introduced to University Faculty Senate in an informational session in [September 2019](#) and includes five guiding principles. Guiding Principle Two (GP2) was charged to focus on “Achieving Curricular Coherence,” reflecting the ongoing commitment to a shared and coherent curriculum accessed at multiple locations through potentially different modes of delivery.

Appendix A of this report contains the 2020 report from GP2 that describes the committee’s shared understanding of a coherent curriculum, and which reflects input from Senate that was gathered in [2019-2020](#). A coherent curriculum provides students with opportunities to engage their education at multiple locations and through different modalities, and is not a fragmented experience.

Faculty have central responsibility for the development and maintenance of a coherent curriculum, which is implemented in coordination with staff and administrators. The product of collaborative **educational communities** – faculty, staff, and administrators working together - is coherent curriculum. Together, educational communities are empowered to design, implement, review and revise curriculum that allows students at Penn State to flourish.

A goal of GP2’s work is to identify ways to empower and support faculty and educational communities to do the work needed to engage with each other for curricular ideation and revision. This is the learning phase for GP2: the first step is to understand which strong educational communities exist at Penn State, how they came to be, how they are sustained, and what resources are available to them and/or are still needed. Therefore, during the spring and summer of 2021 GP2 worked with the Office of Planning Assessment and Institutional Research (OPAIR), the Social Science Research Institute (SSRI), and Survey Research Center (SRC) to deliver a survey to faculty across the University that addressed the following questions:

1. Why do educational communities develop, particularly when they did not exist previously?
2. What are the various purposes and composition of these communities?

3. What is needed to support educational communities?
4. How do we identify strong educational communities and what are their distinguishing factors? What data is needed?

The survey results will serve as a basis for further research as we seek to encourage and support faculty and staff to engage in communities that foster a coherent curriculum. In this informational presentation, the OPS 2025 GP2 leadership team will provide Senate with an update on the work of the committee and the findings of the university-wide survey and invite continued Senate engagement in the ongoing conversations around supporting educational communities' curricular work.

SENATE COMMITTEE ON CURRICULAR AFFAIRS

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SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS

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Appendix A – GP2 Narrative Report

GP2 Summary and Recommendations

July 23, 2020

A university with a coherent curriculum prioritizes providing holistic and equitable educational experiences to all its students. A coherent curriculum has transparency and clear paths to navigate. A coherent curriculum is evident when students understand and actively engage in decisions about their education. It is also evident when students know the learning outcomes of their programs of study and how they have achieved them. A coherent curriculum involves iterative and purposeful experiences that build on one another, and it also provides opportunities to revisit and critique concepts and skills in order to deepen learning experiences. A coherent curriculum presents opportunities for students to think about what they learned and to reflect on their learning. A coherent curriculum provides flexibility for students to engage the curriculum on their own terms and in ways that allow them to develop meaning of topics of unique interest that contribute to their overall learning. This approach also views advising as an integral part of the teaching mission by helping students make informed choices rather than trying to gate those choices through curricular rules.

At Penn State, a coherent curriculum provides students with opportunities to engage their education at multiple locations and through different modalities. The University Faculty Senate has responsibility for the undergraduate curriculum and associated policies, and the Administrative Council on Undergraduate Education has responsibility for the procedures that accompany these policies. The Graduate Council has responsibility for graduate curriculum and the Graduate School has responsibility for associated procedures.

For students, a coherent curriculum is not a fragmented experience where requirements are checked off one-by-one or where pre-requisite courses and experiences are disconnected from upper division courses¹, internships, or other culminating experiences. A coherent curriculum is not overly prescriptive nor is it focused on penalties. A coherent curriculum does not present persistent institutional barriers, whether intended or unintended. A coherent curriculum is not experienced as a series of hurdles. A coherent curriculum does not create situations where students who are first generation, economically disadvantaged or from underrepresented groups receive explicit or unintended messages that they do not belong.

A coherent *graduate* curriculum shares these important goals. However, at the graduate level, study is much more focused in specific disciplines allowing students to develop a deep understanding of their chosen field. As consequence of this focus, graduate faculties are typically much smaller than undergraduate faculties, even in interdisciplinary fields. Given both those realities, designing a coherent curriculum that meets our high standards, while equally important, can be less challenging. Over the past few years, Graduate Council, with the support

¹ One example involves “W” classes.

of the Graduate School, has been refining many of the policies related to graduate curricular standards; these efforts will continue over the next year.

Over the past year, the University Faculty Senate has explicitly addressed and supported a coherent curriculum through its analysis and recommendations in reports that include the Curricular Process Reform Task Force Report, which provided a rationale for reforming curricular process; identified opportunities for process reform, for example, in terms of efficiency or continuity; and recommended both short-term and long-term changes to curricular process. In 2020-21, the Senate Committee on Curricular Affairs will undergo a holistic review of the charges, duties and focus of the Committee with an eye toward creating a stronger and more collaborative curricular process. The Committee will also review and edit the Guide to Curricular Procedures to make it clearer and easier to use.

Faculty have the central responsibility for the development and maintenance of a coherent curriculum, and this curriculum is implemented in coordination with staff. Faculty communities are empowered to design and implement curriculum that allows faculty, staff, and students to flourish. Faculty communities involve trust, collaboration, open and clear communication, and a shared commitment to reaching agreed upon the learning outcomes that distinguish a program of study. Faculty communities are distinguished by kindness, trust, and respect for one another. They engage formative assessments that advance the mission of teaching and learning. Faculty communities also take into account the perspectives of staff in units such as advising and career services as they develop and revise a coherent curriculum.

Faculty communities should involve engagement with “curricular neighborhoods²,” or degree programs that are similar to one another, so that students may move from one degree program to another without unintended negative consequences³ as their education journey evolves. Faculty communities may also form around signature programs such as LEAP or PaSSS. These communities can also connect with graduate education and research through curricular approaches such as Integrated Undergraduate -Graduate Degree programs (IUG’s).

University leaders can create space and leverage resources for faculty communities to develop. Procedures should reward productive engagement in faculty communities and work to advance curricular coherence. Faculty should be trusted with the responsibility of teaching students and feel safe to engage new pedagogies and approaches to teaching.

University leaders can leverage technologies and strategically plan across locations to optimize resources. The University can limit policy and budgetary barriers that may interfere with or disrupt a coherent curriculum.

² These neighborhoods may include student engagements like study abroad/study away, interdisciplinary communities bound by research, or other experiences related to education goals.

³ Some unintended consequences may include added costs, added time to degree, or the accumulation of courses that do not apply to an academic program.

In 2020-21, faculty will be encouraged to use flexible teaching strategies and multiple modalities to deliver instruction to students who may be in person or remote. This provides a unique opportunity to learn more about faculty communities as faculty and staff organize around this purpose. In the year ahead, study teams should be established to understand the following:

1. Why do faculty communities develop, particularly when they did not exist previously?
2. What are the various purposes and composition of these communities?
3. What is needed to support faculty communities?
4. How do we identify strong faculty communities and what are their distinguishing factors?
What data is needed?

The study teams should approach this work through critical ethnographic methods and social research to better understand faculty communities as cultures. This type of study necessarily avoids overly mechanistic or technical analyses and relies largely on qualitative approaches that focus on features we have observed over the past few months as new faculty communities and collaboration has formed. This includes trust, relationship building, climate, and sociopolitical contexts. An RFP to engage in study of the faculty communities should be issued by August 15, 2020.

Information from these study teams should be disseminated to the University at large, and faculty accomplishments in this area should be highlighted.

One Penn State 2025 Guiding Principle 2: Curriculum

Jacqueline Edmondson, Suzanna Linn and
David Callejo Pérez
On behalf of Guiding Principle Two Group

1

GP2 and Faculty Senate

- From the onset, GP2 from One Penn State sought to build a partnership with the Senate
- University Faculty Senate has explicitly addressed and supported a coherent curriculum through its analysis and recommendations in reports that include the Curricular Process Reform Task Force Report.

2

A coherent curriculum

- is a narrative rather than discrete, isolated 'sound bytes' and involves iterative and purposeful experiences that build on one another.
- prioritizes providing holistic and equitable educational experiences to all its students.
- has transparency and clear paths to navigate.
- is evident when students understand and actively engage in decisions about their education.
- presents opportunities for students to think about what they learned and to reflect on their learning.
- provides flexibility for students to engage the curriculum on their own terms and in ways that allow them to develop meaning of topics of unique interest that contribute to their overall learning.
- at Penn State, has the added dimension of being seamless across location and modalities.

3

Defining an Educational Community

- An educational community is defined as a group of individuals who come together on a regular basis to develop, plan, and deliver an education program to Penn State undergraduate or graduate students. Such communities include faculty and staff responsible for a specific academic major or minor (for example, faculty who teach in the same degree program), or more universal programs (for example, PaSSS and LEAP). At Penn State, groups of faculty who work together on curricula were traditionally referred to as, 'disciplinary communities,' but increasingly such groups extend beyond a distinct discipline or field of study to also include staff who serve as academic advisers, learning center coordinators, or in other student support roles.

4

Process

- Knowing what already exists and benchmarking can help University leaders and faculty create and provide for educational communities to develop and collaborate across Penn State.
- GP2 developed a survey to identify Penn State educational communities toward advancing understanding of the conditions that support effective educational communities as well as the challenges educational communities face in promoting a coherent education curriculum for Penn State.

5

Survey of Faculty

- As a goal, GP2 began a survey of instructors to provide information about the education communities that support curricular work at Penn State.
- The survey will serve as a basis for further research as we seek to encourage and support faculty and staff engagement in communities that foster a coherent curriculum.

6

Foundational Questions

1. Why do faculty communities develop, particularly when they did not exist previously?
2. What are the various purposes and composition of these communities?
3. What is needed to support faculty communities?
4. How do we identify strong faculty communities and what are their distinguishing factors? What data is needed?

7

Survey Goals

- The survey data will provide preliminary information on the extent to which faculty and staff are engaged in these communities, how they are engaged, and how the communities are sustained.

8

Summary of Survey

- Participants (N = 1,395) were predominately faculty
 - (95%; staff = 4%; Academic administrator = 1%)
- Relatively equal distribution between tenure and non-tenure line faculty
 - (Tenure track = 46%; Non-tenure track = 48%; No response = 7%).
- Nearly 1/3 of respondents were assistant professors or assistant teaching professors.
- Most participants had been in their current position for over 8 years (<1 year = 9%; 1-3 years = 19%; 4-7 years = 21%; 8-10 years = 9%; >10 years = 39%; no response = 4%).

9

Results

- Most participants reported participation in one or more educational communities over the past 3 years, with a relatively even distribution in the number of educational communities they had been involved with (i.e., 1, 2, 3 or more).
- The main reasons that stood out as to why participants have not participated in educational communities included
 - a lack of understanding of educational communities,
 - a lack of time and opportunity to participate.

10

Results

- Approximately 20% of participants indicated that they would be interested in participating in an educational community (of these 20% participants, 21% would like to participate, 14% were not interested and 66% provided no response).
- Goals or expectations for participating in an educational community focused mainly on collaboration and learning and developing new skills and knowledge.
- Main benefits of belonging to an educational community were benefits to students and curriculum.

11

Overarching Challenges Experiences: Infrastructure, resources, and support

- The most frequently noted challenges centered on infrastructure, resources, and support.
- The institutional and administrative structure was described as a barrier, particularly true for those trying to work across units within Penn State.
- The challenge with the institutional and administrative structure was described as a centralized, top-down structure, with onerous and burdensome processes
- A lack of administrative support, resources and support, difficulty sharing resources, administrative support problems, and limited value, recognition or compensation, and support for personnel who devote time to designing these programs.
- Challenge surrounding the burden of enacting change also emerged. Most notably, curricular processes take too long and is quite burdensome.

12

Overarching Challenges Experiences: Coordination and Functioning

- Respondents noted competing priorities in their own schedules and in those of educational community members. As one respondent noted, “because it’s a large group of faculty across the state, coordination and cooperation is always a challenge.” Communication challenges were also detailed: “there are always communication challenges.” There was also a feeling by a few that the large group size added to these challenges. Many respondents also noted a lack of time as a challenge to involvement, with COVID adding additional demands to already overextended responsibilities.
- A lack of guidance and leadership was also component of this theme. This was noted both in relation to coordinating the group and in supporting effective guidance for group functioning.
- Additional challenges involved a feeling that there were challenges with cohesion (e.g., “it is not really a community but a collection of individuals”) and that individuals were not working toward the same goal or that there was generally a lack of clear goals..

13

Overarching Challenges Experiences: Differing goals and Competing Priorities

- This challenge centering on differing goals and competing priorities was also detailed independently of group leadership.
- This was noted as a lack of a shared vision within the educational community, especially when communities were comprised of cross-campus collaborations. A “power-struggle” was described within this challenge of competing priorities in addition to a faculty divide between:
 - (1) junior and senior faculty and
 - (2) “old fashioned” faculty members or those with “rigid ideas about the curriculum” and those with “new perspectives on education and our professional field,” and
 - (3) faculty with successful research lines (described as a “curricular feather-bedding”) and other faculties perspectives on student learning opportunities, topics.

14

Overarching Challenges Experiences: Collegiality

- Perhaps most concerning challenge to participation centered on collegiality, both within the department and within the educational community. One respondent stated:
 - “I have often felt dismissed or disregarded. Many ideas were scoffed at, and I have been treated poorly by my colleagues.”
- Other faculty described a lack of respect for diverging views, political pushback, and intragroup competition. Respondents’ experiences ranged from: “un-collegial behavior by one colleague,” and feeling “disregarded”, to “bullying,” “discrimination,” and “marginalization.”

15

Overarching Challenges Experiences: Differing goals and Competing Priorities

- This challenge centering on differing goals and competing priorities was also detailed independently of group leadership.
- This was noted as a lack of a shared vision within the educational community, especially when communities were comprised of cross-campus collaborations. A “power-struggle” was described within this challenge of competing priorities in addition to a faculty divide between:
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 - (3) faculty with successful research lines (described as a “curricular feather-bedding”) and other faculties perspectives on student learning opportunities, topics.

16

Tenure-Line Faculty Responses

- **As our Committee began the survey process, feedback provided included that tenure-line faculty responses would be different than teaching-line faculty. Responses from tenure-line faculty in the survey demonstrate similar priorities to all survey respondents.**
- Under one-third ($N = 97$) of tenure-line faculty reported challenges related to their participation in the educational communities in which they identified participating. Reported challenges fell into 4 overarching themes:
 - Infrastructure, resources and support,
 - Coordination and functioning,
 - Differing goals and competing priorities, and
 - Collegiality.
- 255 Tenure-line faculty reported no involvement with learning communities and provided information about why they have not participated.
 - 117 indicated they might have future interest in participation.

17

Tenure-Line Faculty Interest in Communities

- For those who are not participating, they cited the following reasons:
 - Lack of awareness regarding what defines or constitutes an educational community,
 - Not relevant generally or to position,
 - Lack of time, and
 - Lack of opportunity.

18

Next Steps

- Conduct Focus Groups in early 2022 with the 100+ faculty who provided contact information.
- Develop a portal for educational communities to share successes.
- Develop an RFP process to support Educational Communities.
- Begin educational conversations around faculty promotion and/or tenure reporting for dossiers.
- Develop a shared process for Educational Communities to become involved in the Senate Consultation process.

SENATE COMMITTEE ON LIBRARIES, INFORMATION
SYSTEMS, AND TECHNOLOGY

Presentation on Data Digest (formerly known as
Fact Book)
(Informational)

PURPOSE

To inform faculty of the variety of valuable data and information available about Penn State students, faculty, and staff on the OPAIR website.

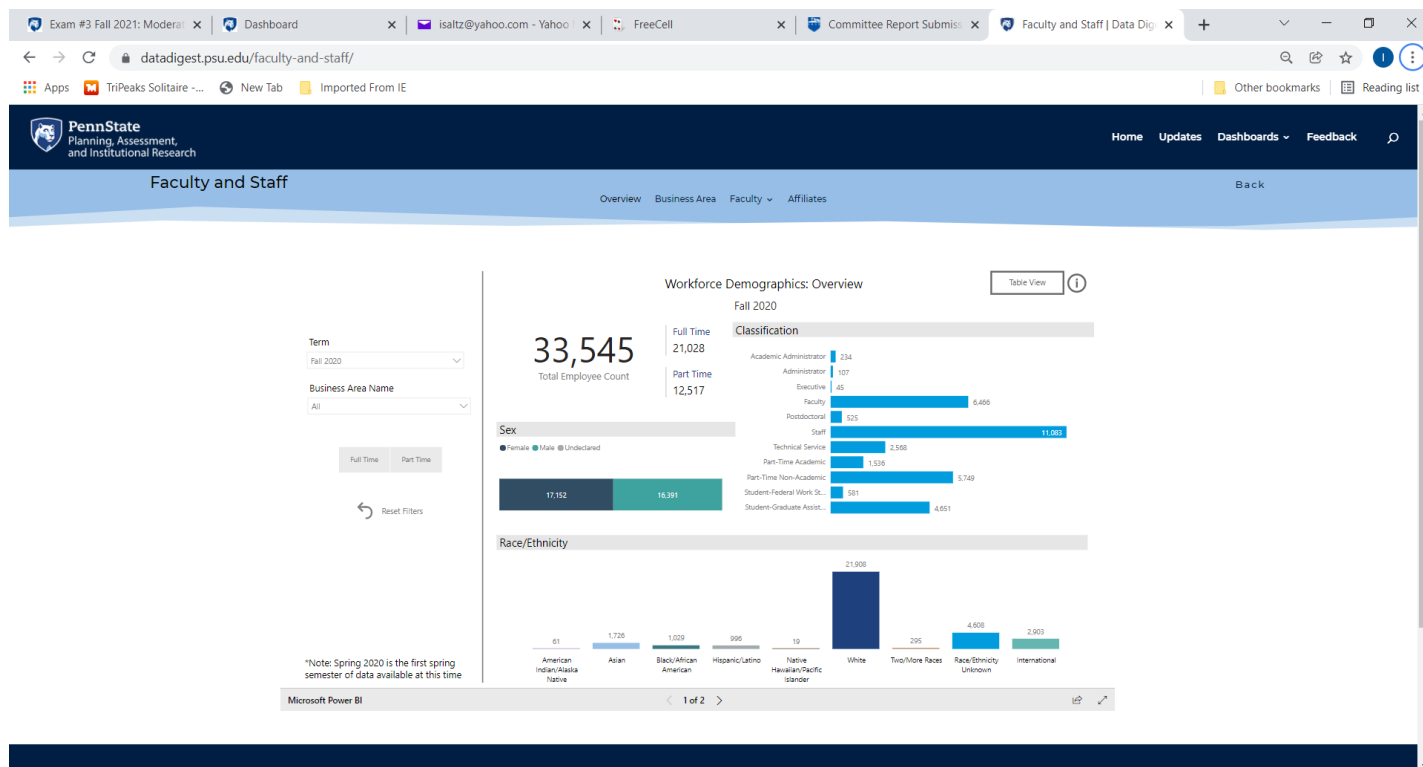
BACKGROUND

Data Digest was previously known as Fact Book. The data is now presented in Dashboards where the reader can filter the data in many ways. The dashboards available to all include:

- Student Enrollment.
- Degrees Awarded.
- Graduation and Retention.
- Faculty and Staff.
- Undergraduate Admission.
- Alumni Earnings and Employment.
- Faculty Salaries (Internal data only).
- Community Survey.
- Peer Comparisons.
- Penn State Voters by PA County and Legislative District.

Within each dashboard the data is usually presented graphically and in table form. As noted earlier, the reader can choose a variety of filters which allow the investigator to aggregate or disaggregate the data in a variety of ways.

A sample dashboard is provided on the next page. There is no text to this report, just a Power Point presentation and demonstration by a member of OPAIR.



Senate Committee on Libraries, Information Systems, and Technology

Melba Amador
Kevin Bowley
Michael Busges
Faye Chadwell
Samuel Frederick
Dace Freivalds
Andrew Freiberg
Galen Grimes
Mihoko Hosoi
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Kimlyn Patishnock
Crystal Ramsay
Francesca Ruggiero, Vice Chair
Ira Saltz, Chair
Jenn Stedelin
Rebecca Waltz
Alison Watts

Data Digest Overview Fall 2021

1

Today's Overview



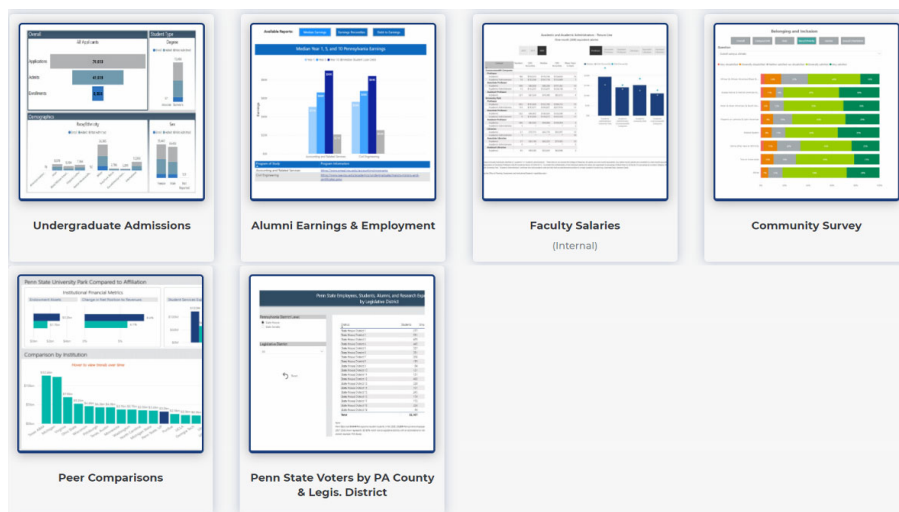
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Original Factbook Reports



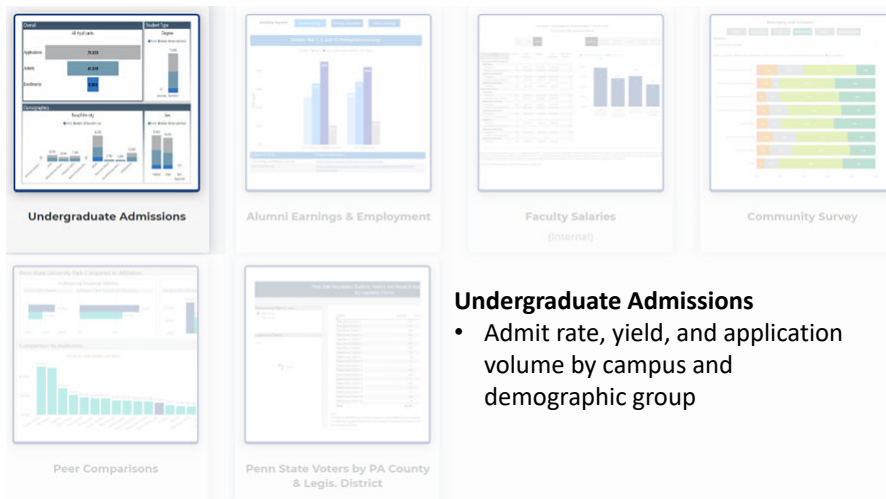
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Other Reports



4

Other Reports



Undergraduate Admissions

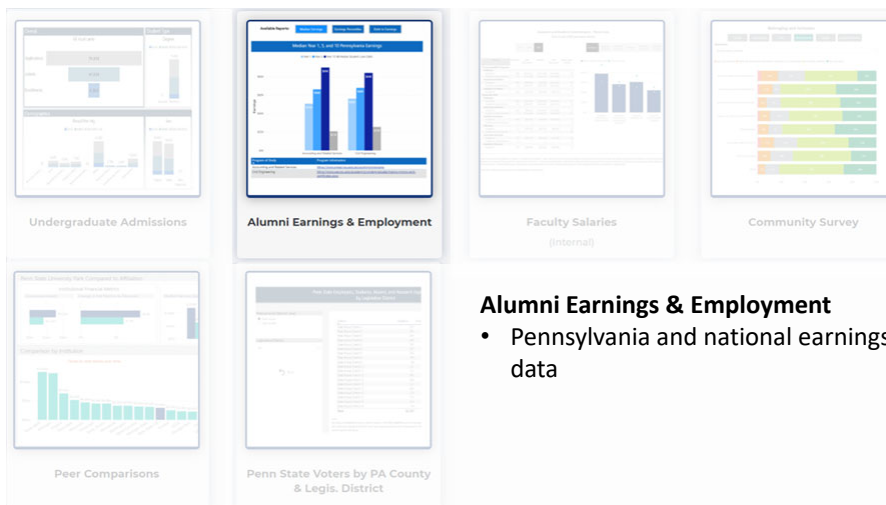
- Admit rate, yield, and application volume by campus and demographic group



PennState
Planning, Assessment,
and Institutional Research

5

Other Reports



Alumni Earnings & Employment

- Pennsylvania and national earnings data



PennState
Planning, Assessment,
and Institutional Research

6

Other Reports



Faculty Salaries

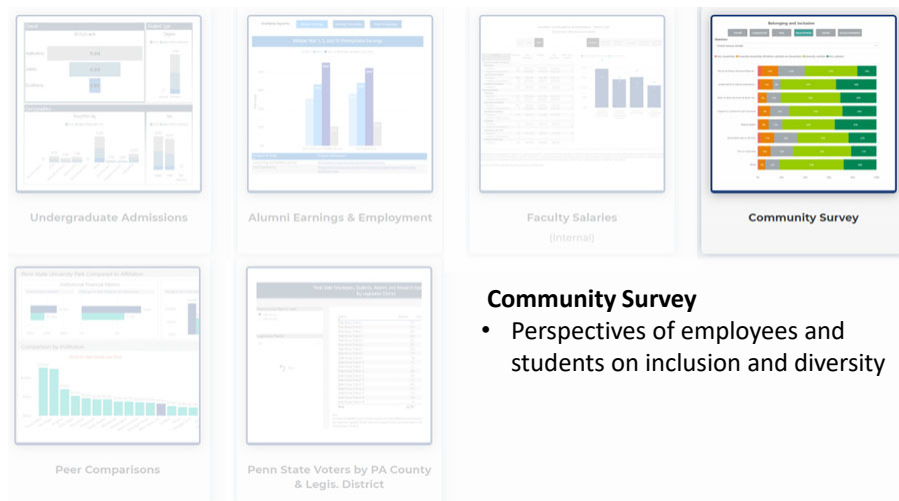
- An annual analysis of Penn State faculty salaries by campus, rank, tenure track, and demographics, including gender (as well librarian and college of medicine faculty views)



PennState
Planning, Assessment,
and Institutional Research

7

Other Reports



Community Survey

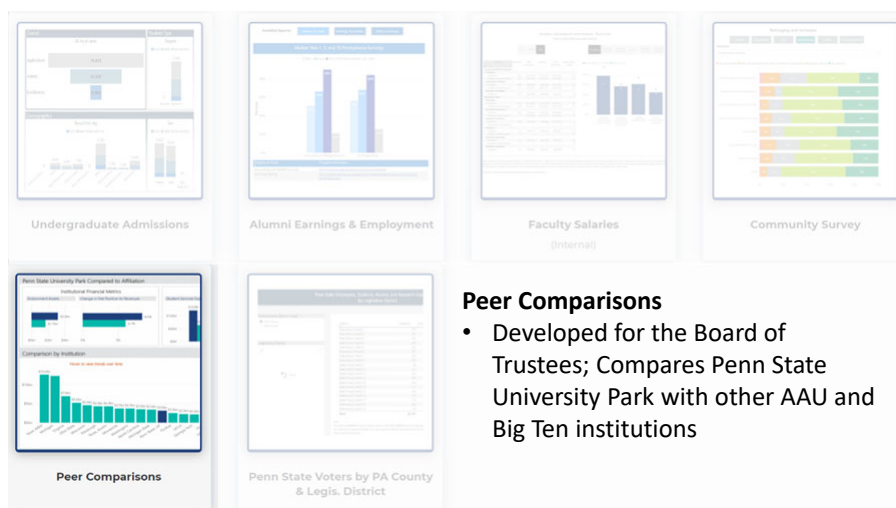
- Perspectives of employees and students on inclusion and diversity



PennState
Planning, Assessment,
and Institutional Research

8

Other Reports



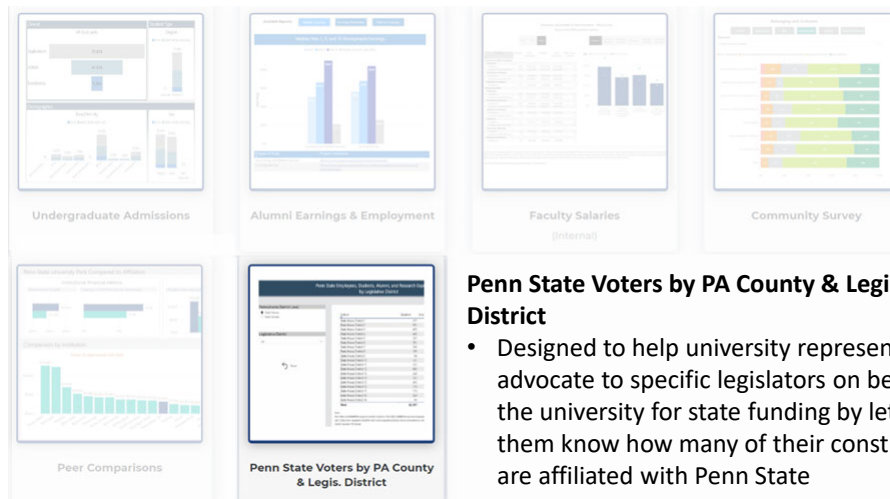
Peer Comparisons

- Developed for the Board of Trustees; Compares Penn State University Park with other AAU and Big Ten institutions



PennState
Planning, Assessment,
and Institutional Research

Other Reports

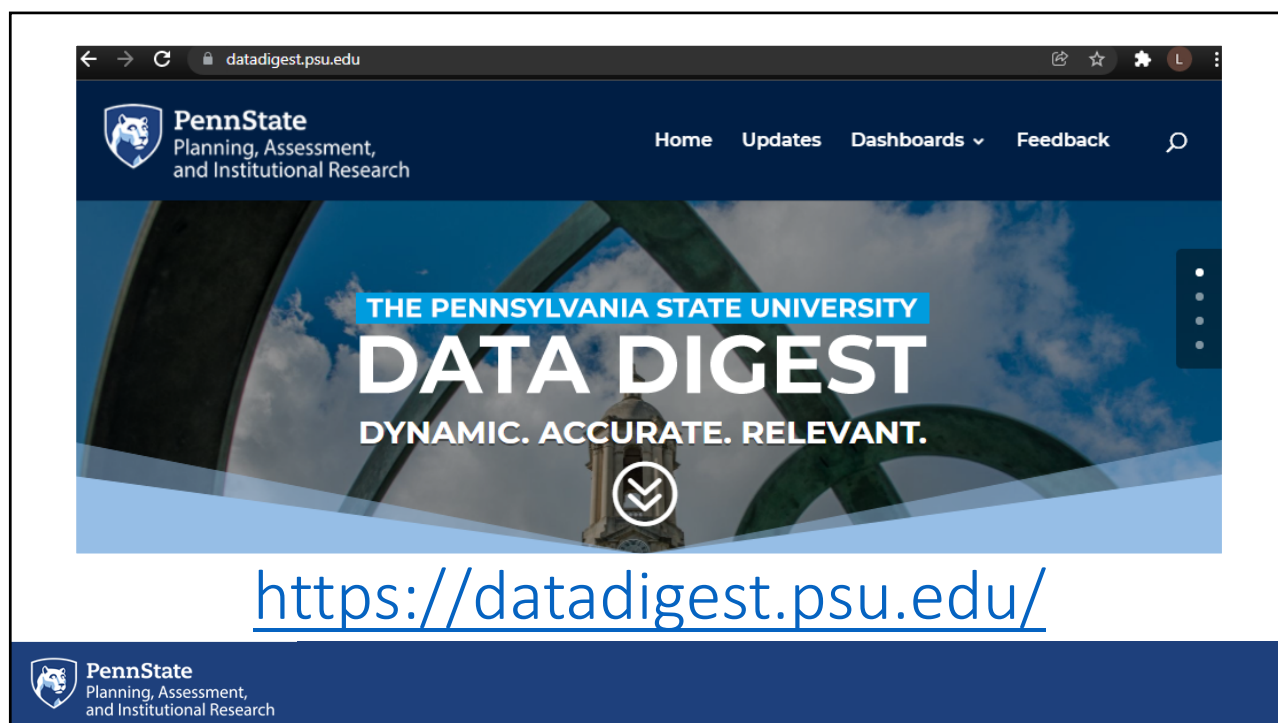


Penn State Voters by PA County & Legislative District

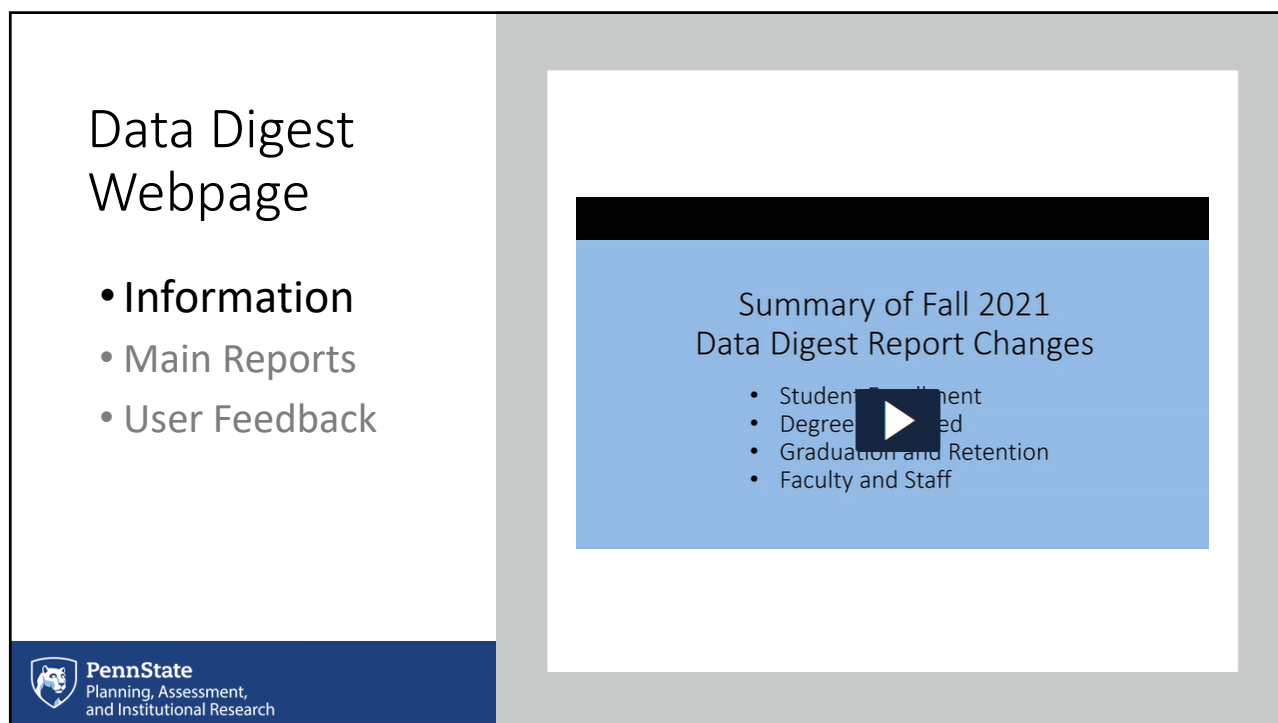
- Designed to help university representatives advocate to specific legislators on behalf of the university for state funding by letting them know how many of their constituents are affiliated with Penn State



PennState
Planning, Assessment,
and Institutional Research



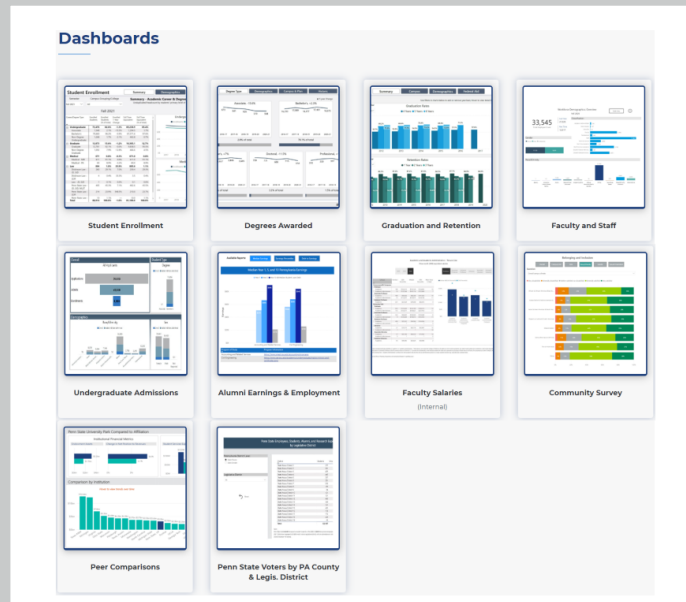
11



12

Data Digest Webpage

- Information
- Main reports
- User Feedback



13

Data Digest Webpage

- Information section
- Main reports
- User feedback

Let's Discover More Together

Do you have an idea, feedback, or a question? The Data Digest is important to us and we are always open to discussions. Here is how you can reach us...

[WRITE TO US](#)

14

Report Navigation

- Navigation pane
- Report filters
- Report information & data downloads
- Table view

Degrees Awarded

Reset

Academic Year
2020-21

Semester
All

Campus or College

Demographics

Count by Race/Ethnicity & Sex, 2020-21

Race/Ethnicity	Man	Woman	Unknown	Total
American Indian/Alaska Native	17	21		38
Asian	771	644		1,415
Black/African American	465	586		1,051
Hispanic/Latino	681	830	1	1,512
Native Hawaiian/Pacific Islander	8	12		20
White	7,173	6,758		13,931

Table View

Hover to view trend lines

Charts & tables can be used as filters (control/click to select multiple values; click on white space to reset)

PennState
Planning, Assessment,
and Institutional Research

15

Report Navigation

- Navigation pane
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Degrees Awarded

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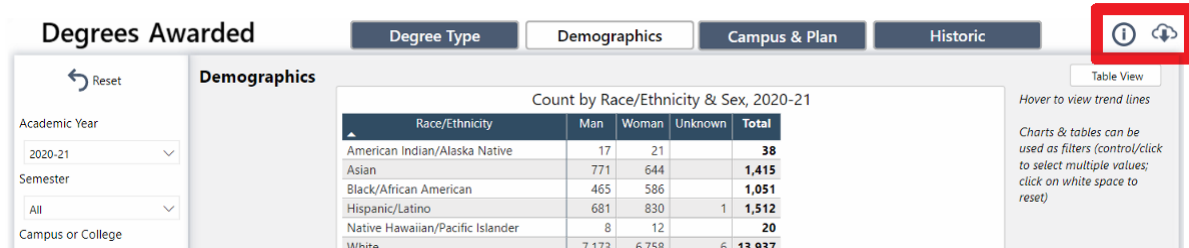
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PennState
Planning, Assessment,
and Institutional Research

16

Report Navigation

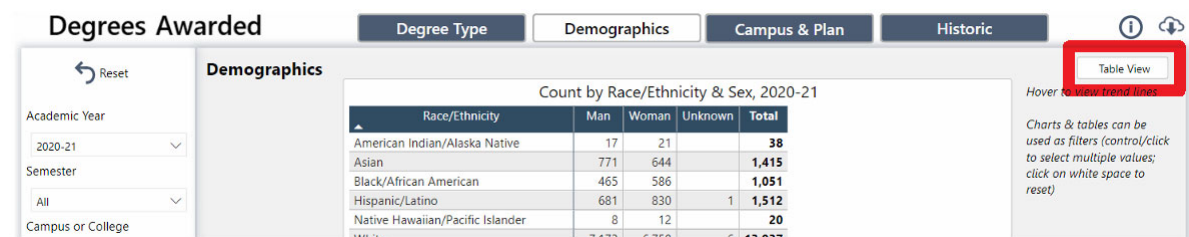
- Navigation pane
- Report filters
- Report information & data downloads
- Table view



17

Report Navigation

- Navigation pane
- Report filters
- Report information & data downloads
- **Table view**



18

<https://datadigest.psu.edu/>

Questions?

Lisa Brooks
Data and Research Analyst
ldb125@psu.edu

Karen Vance
Associate Vice Provost for
Institutional Research
ksv21@psu.edu

SENATE COMMITTEE ON UNIVERSITY PLANNING

STARS: Assessing Sustainability Progress and Opportunities at Penn State

(Informational)

Background/Introduction

The University Planning Committee reviews, approves, and sponsors the tri-annual STARS Report, assessing sustainability progress and opportunities at Penn State. The UPC committee enthusiastically recommends this report, which offers tangible definitions and explanations of sustainability measurements across multiple domains, and compares Penn State scores against Big Ten peer institutions and “platinum ranked” institution standards. The UPC membership acknowledges the challenging work assembling extensive sustainability data and thanks the members of the Sustainability Institute, Paul Shirvastavo, Chief Sustainability Officer and Director of the Sustainability Institute, and Meghan Hoskins Director of Operations and Partnerships of the Sustainability Institute, for this presentation.

SENATE COMMITTEE ON UNIVERSITY PLANNING

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- Paul Shirvastavo
- William Sitzabee
- Sarah Thorndike

Assessing Sustainability Progress and Opportunities at Penn State

Overview of Recent Assessment Results



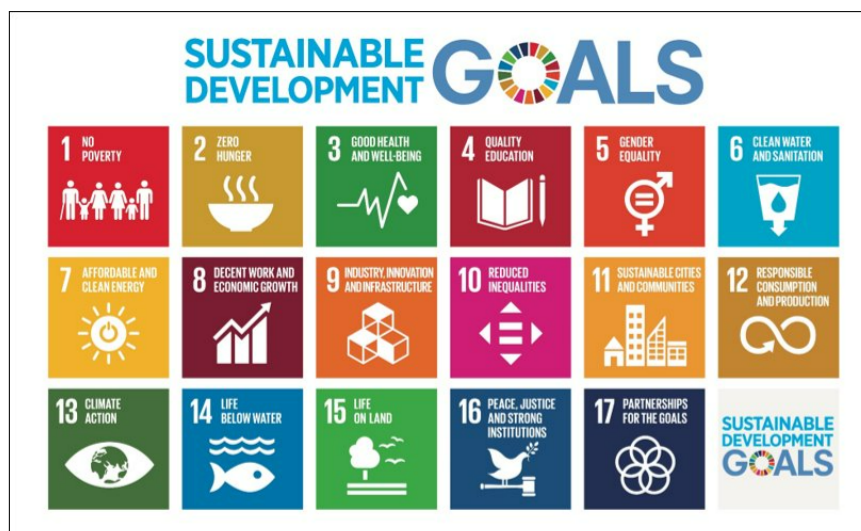
Faculty Senate
November 30, 2021

Thanks to Mary Easterling and David Cullmer for their efforts



1

What does sustainability mean?



The Sustainable Development Goals:

A shared blueprint for peace, prosperity and a healthy planet by 2030

2

What does sustainability mean at Penn State?

Penn State's Strategic Plan embraces sustainability as defined by the SDGs as a critical part of our mission:

- *Ensuring a Sustainable Future*
- *Stewarding Our Planet's Resources*
- *Enhancing Health*
- *Enabling Access to Education*
- *Advancing Inclusion, Equity and Diversity*
- *Driving Economic Development*



'Sustainability is the simultaneous pursuit of human health and happiness, environmental quality, and economic well-being for current and future generations.'

3

Implementing sustainability at Penn State

- The Sustainability Institute serves as the office of Penn State's Chief Sustainability Officer
- Office of just 12 people covering sustainability in five core work areas for 24 campuses and 117,000+ faculty, staff, and students – can't do it alone, supported by 21 Sustainability Councils
- Sustainability Institute staff supports Penn State by serving as consultants and coaches who guide and facilitate sustainability efforts across the University.



sustainability
INSTITUTE

sustainability.psu.edu

4

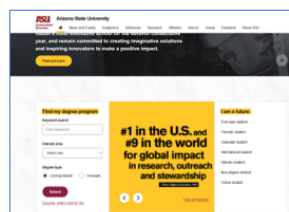
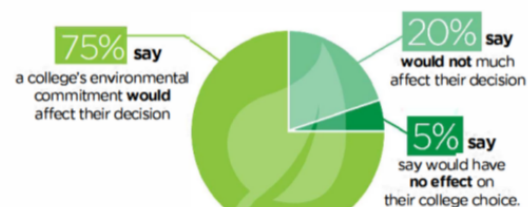
Sustainability is, increasingly, a concern and priority for many of our stakeholders, especially students.

Value of Assessing Sustainability:

- ✓Track & encourage progress
- ✓ID opportunities for improvement
- ✓Student Enrollment & green reputation
- ✓Learn from peers' best practices

Going Green

School commitment to the environment affecting school choice



ASU's Main Page
Highlighting their THE performance

2021 College Hopes & Worries Survey | The Princeton Review

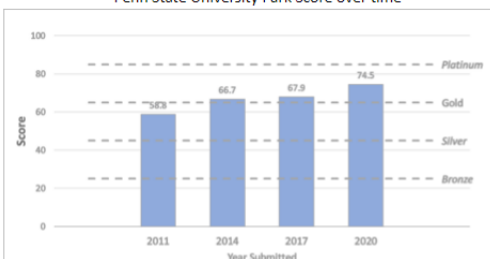
5

Sustainability Tracking Assessment & Rating System (STARS)

- **December 2020 submission included:**
 - Quantitative data from 2018-19 academic year, or 2019 calendar year
 - Qualitative data: most recent 3 years
 - Baseline year: 2005-06
- Reviewed by AASHE staff following initial submission
- Submission is for University Park only

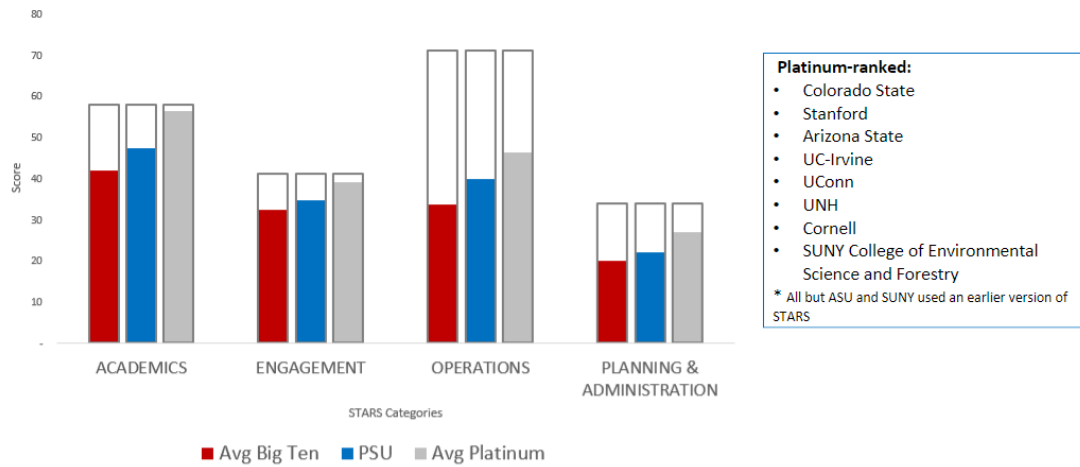


Penn State University Park Score over time



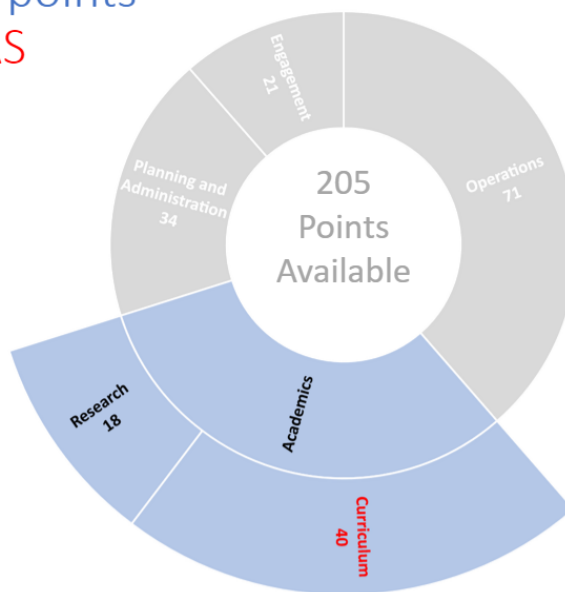
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STARS: Penn State vs Big Ten and Platinum-ranked Institutions



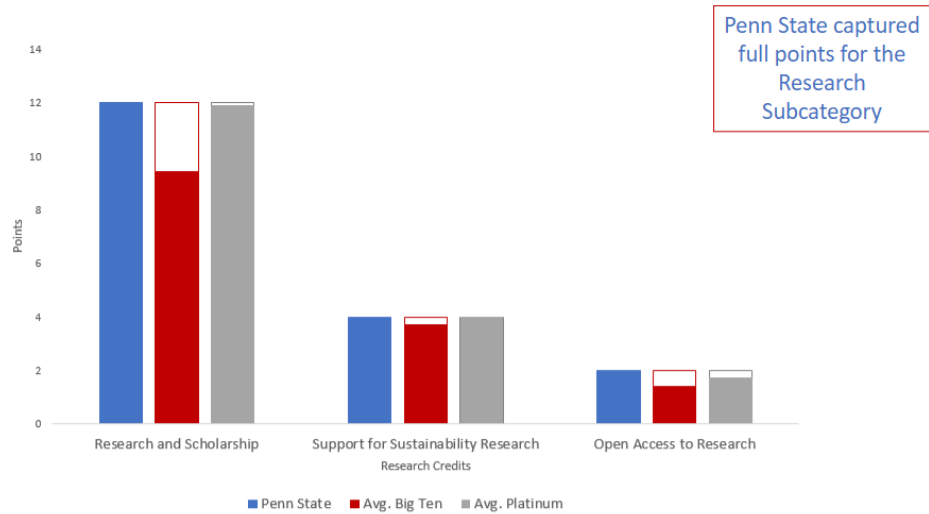
7

58 Academics points
28.3% of STARS



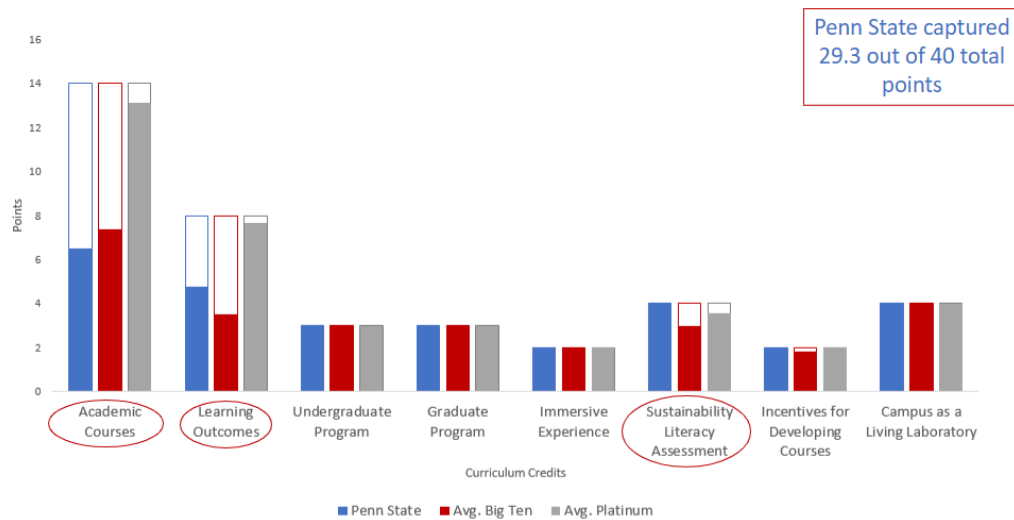
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2020 Research Performance

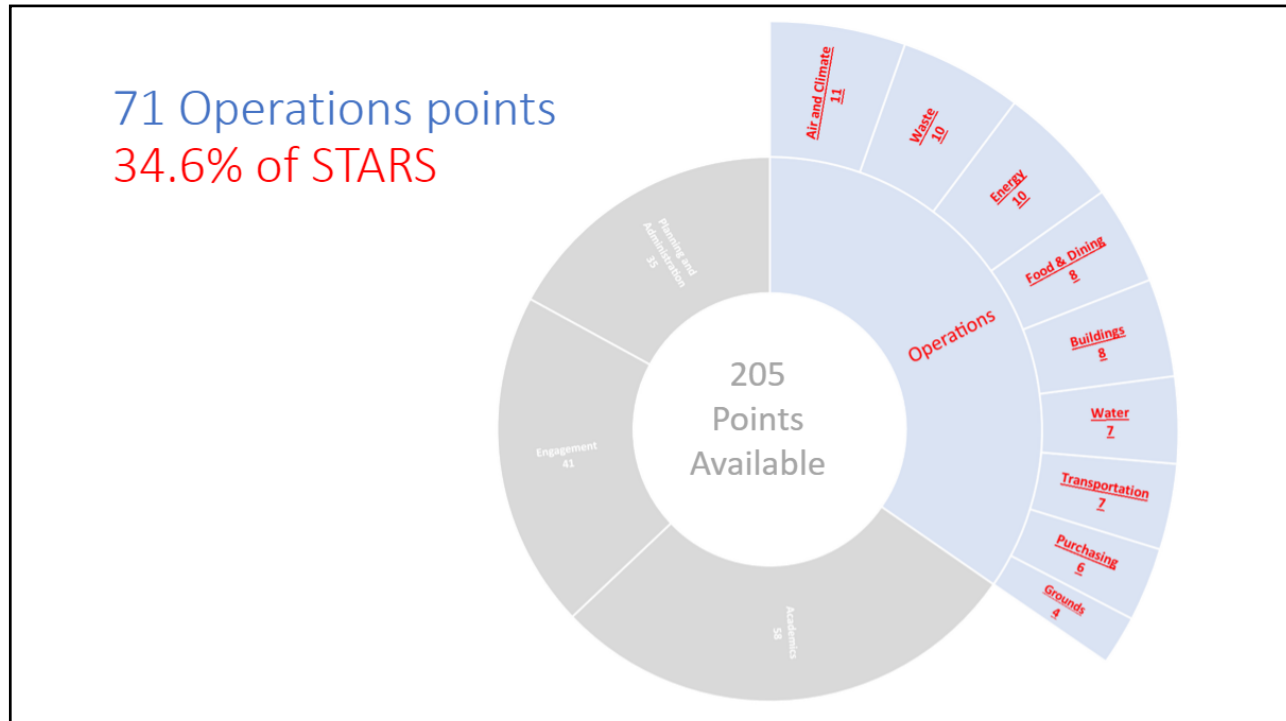


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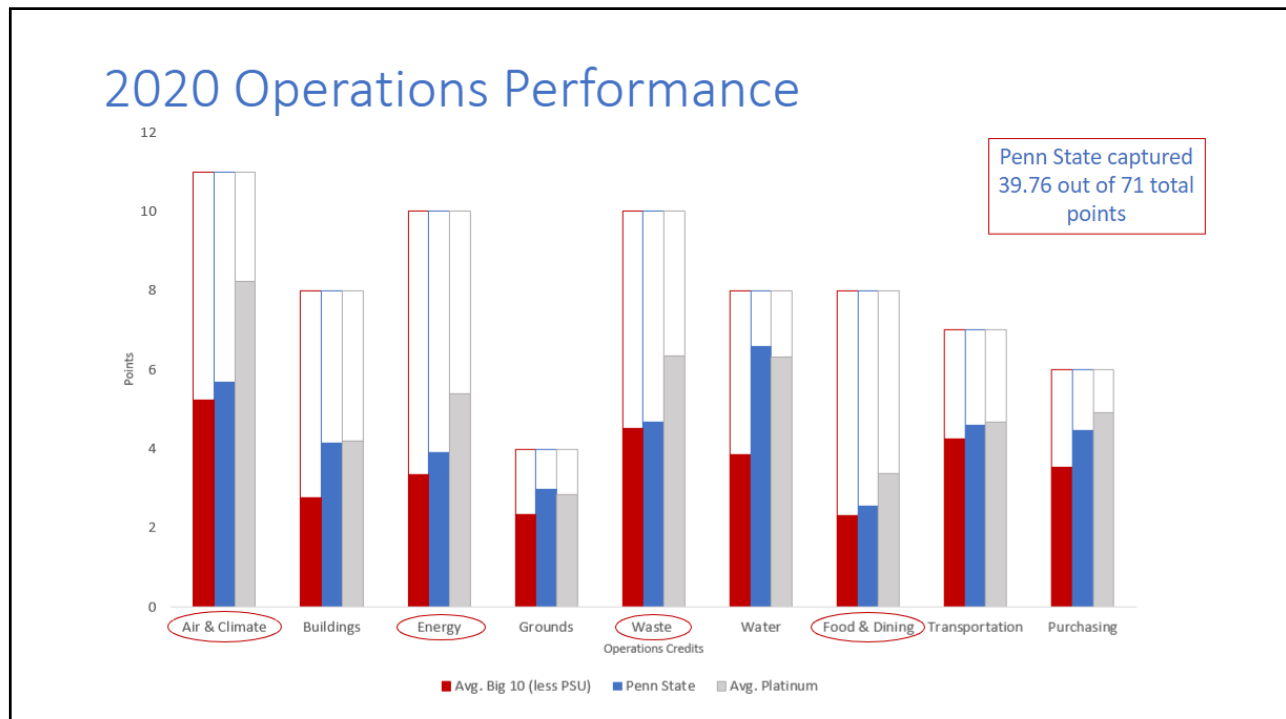
2020 Curriculum Performance



10

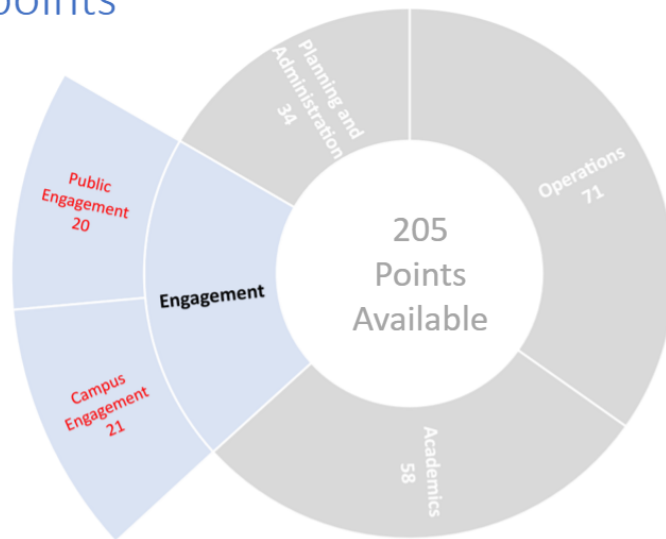


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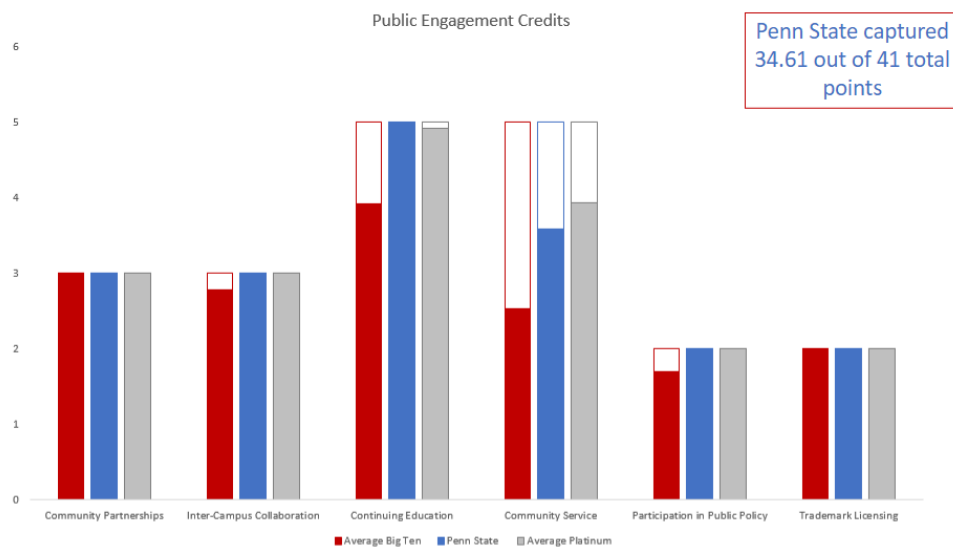
12

41 Engagement points
20% of STARS



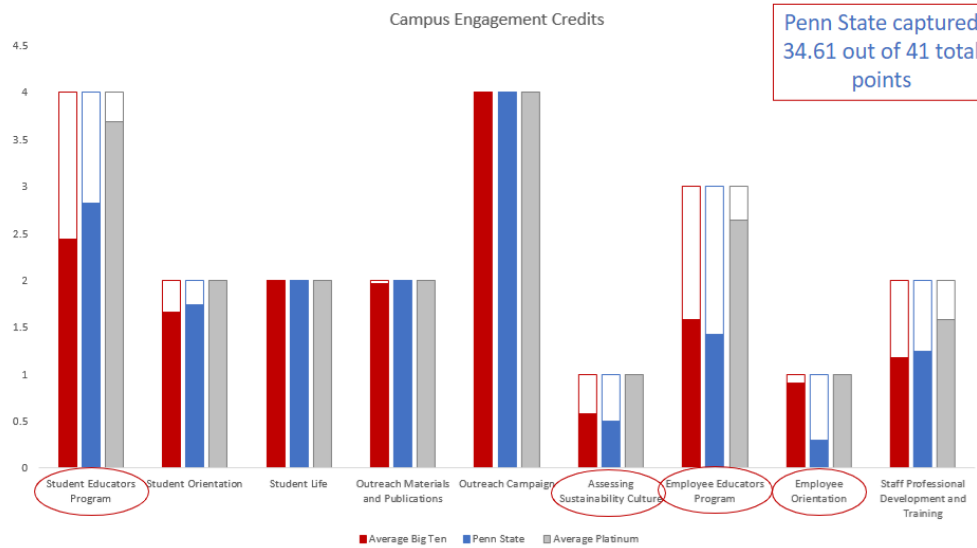
13

2020 Public Engagement Performance



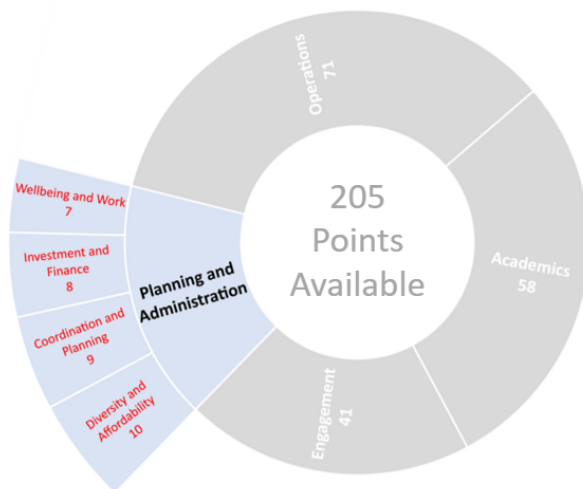
14

2020 Campus Engagement Performance

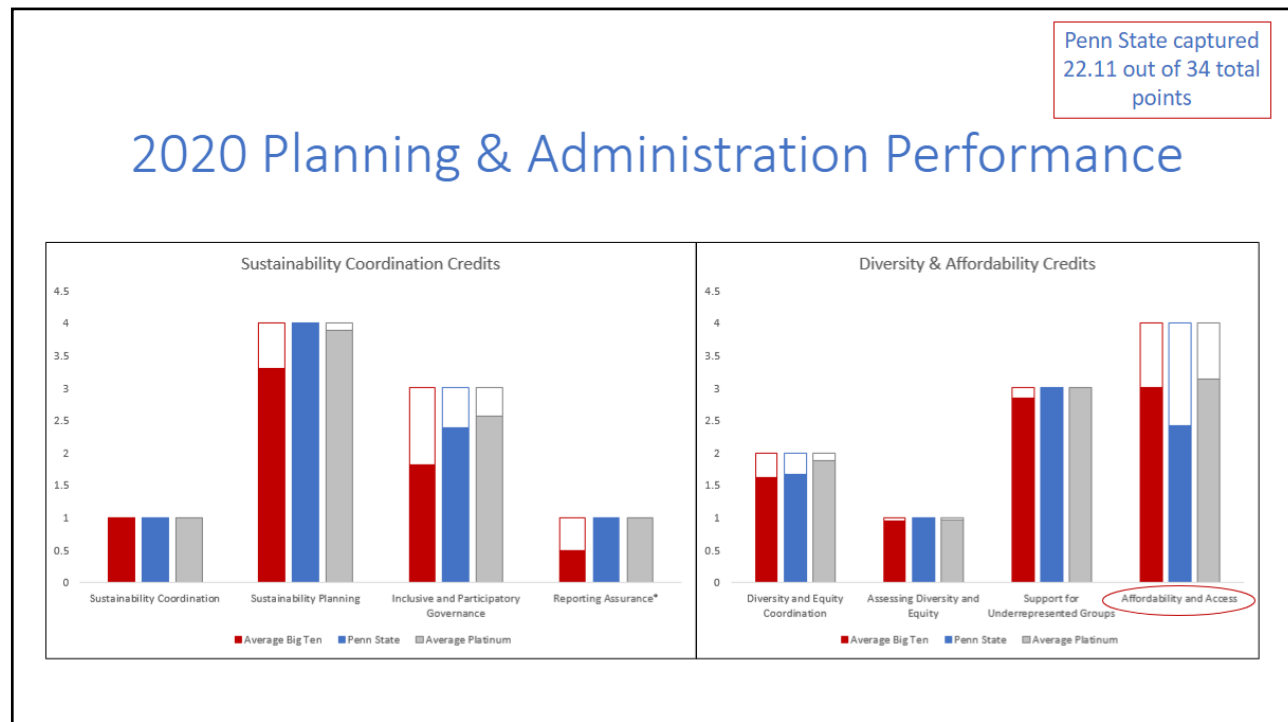


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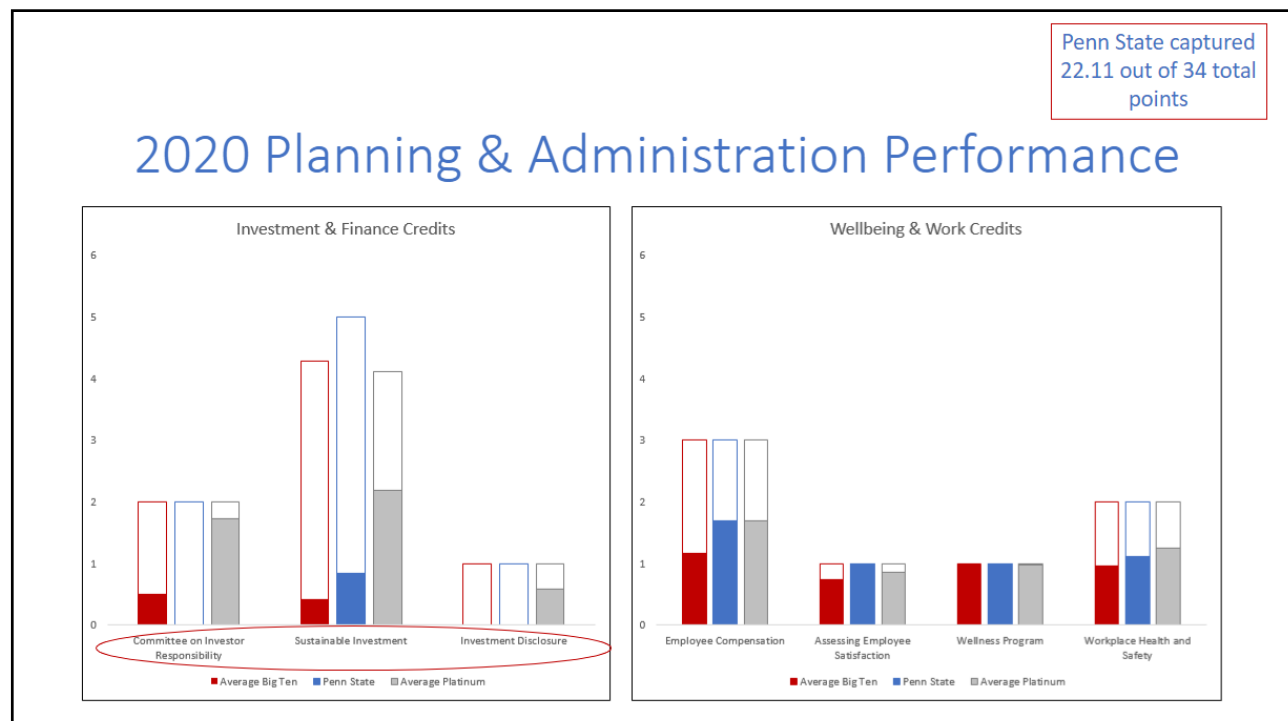
34 Planning and Administration points
16.6% of STARS



16



17



18

Times Higher Education Impact Ranking



Assessment Characteristics

- Structured around the 17 UN SDGs
- Assessment of IMPACT of university research, policies, practices, community outreach, and educational programs
- To participate, need data for 4 to 17 SDGs

Penn State's Performance

- Results of 2020 submission released April 2021
 - Ranked 32nd among 1,115 global universities
 - Ranked 4th among U.S. participants
 - Ranked 35th/ 3rd in 2019

19

Highlights of THE Impact Ranking

Almost all SDGs include 7 points for Research – this includes a CiteScore, FWCI, number of papers published related to the SDG, plus sometimes an SDG-related research metric (ie. Number of papers published with researchers in developing countries, female authors, etc)



- Graduates in agriculture/ aquaculture w/sustainability component?
- Campus food waste data
- Food insecurity and healthy options
- Access to local food producers



- Access and support for Arts & Heritage
- Expenditure on Arts & Heritage
- Remote work/Sustainable transit
- Affordable housing options
- Sustainable buildings standards



- Support for aquatic ecosystems through education
- Sustainable seafood policies
- Watershed management
- Aquatic stewardship programs



- Sustainably farmed food offerings
- Sustainable land-use policies
- IUCN and conservation species monitoring
- Policies on plastic reduction and hazardous waste disposal



- Education for the SDGs?
- Collaborate with NGOs?
- Have input into national policy?
- Publication of SDG reports

20

What can the Faculty Senate do?

- **Support data collection for the Academics credits:**
 - Academic Courses: create a database that reviews the courses to edit descriptions, remove courses that were not being offered and/or did not meet the criteria, and add courses that may have been missed during the course catalog inventory
 - Learning Outcomes: work to develop and adopt a *Sustainability Focused* learning outcome for the University
 - Literacy Assessment: repeat a sustainability literacy assessment or develop a new one
- **Support sustainability throughout the University**
- **Potential areas for improvement in assessments:**
 - Air & Climate, Energy, Waste (Operations)
 - Employee Orientation, Peer-to-Peer Training programs (Engagement)
 - Affordability, Investment Management (Planning & Admin)
 - Consider affordable housing policies for faculty and staff. For example, Ohio State's [Homeownership Incentives](#) (THE SDG 11)

21

Thank you!

Questions? Comments?

22

Issue for Consideration of the University Faculty Senate

Background:

As a former campus Ombudsperson and a senior faculty member, I've been approached for guidance repeatedly in recent months by colleagues alarmed by disruptive and inappropriate student behaviors in both face-to-face and on-line courses.

At the October state-wide meeting of the Bachelor of Science in Business (BSB) program which I attended, an announcement of an upcoming faculty training session on dealing with disruptive classroom behaviors sparked a flood of discussion. Faculty from across the 18 campuses represented at the meeting were vocal in expressing concerns that they are increasingly exposed to harassing and inappropriate student behaviors, that students are acting in manners which violate the Penn State Values, that on-line and remote behaviors in particular don't seem to be addressed in the Code of Conduct, and that the Office of Student Conduct (OSC) has not been helpful in appropriately addressing student conduct towards maintaining safe and civil classroom environments.

Both at my home campus and during the BSB meeting, faculty members have stated they don't feel safe. Further, they don't believe their safety concerns are being addressed.

The verbiage of our Penn State Timely warnings cautions to *"Trust your instincts. If you feel unsafe, get to a safe place and call for help"* (see: <http://timely-warnings.police.psu.edu/university-park/434>) for standardized wording). Does this apply only to students?

How do we reconcile the dissonance of directing individuals to trust their instincts while asking faculty to ignore those same instincts? The University declares *"At all Penn State campuses, extensive efforts are taken to promote a safe and secure place for living and learning. The safety of students, faculty, and staff has been, and continues to be a top priority"* (see: <https://admissions.psu.edu/life/safety/>).

In virtually every instance of which I've been made aware, the faculty member indicated that an incident form had been filed with Penn State's OSC. Generally, there seems to be a pattern of concern that the OSC:

- is not adequately attending to faculty perceptions of situations and behaviors;
- considers violations of the Penn State Values to be academic rather than conduct issues, unless an overt threat is expressed;
- is sometimes taking weeks to investigate and respond to reported incidents. During the investigative phase, faculty members have indicated they are expected to continue to deal with inappropriate and escalating behavior in a "business as usual" atmosphere, further denigrating safety. Requests to move courses to remote learning, to remove disruptive students from the immediate environment, or to implement other practical safety considerations have not been approved;
- is not resolving issues in a manner which addresses faculty members' concerns, de-escalates situations, and stabilizes the safety and security of course-related interactions.

There is a real and growing concern that disruptive and inappropriate student behaviors are degrading expectations of in-person and remote classroom safety to a point which may escalate to violence and culminate in a preventable tragedy.

Accordingly, the Greater Allegheny Faculty Senate asks that:

The Pennsylvania State University Faculty Senate (UFS) request the Office of Student Conduct (OSC) to coordinate with them to:

1. Revise the University Code of Conduct to specifically address appropriate behavior:
 - a. In on-line and web settings
 - b. For Zoom and other remote formats
 - c. In email and written communication, including comments on Student Rating of Teaching Effectiveness (SRTE) evaluations;
2. Evaluate the effectiveness of current policy, particularly with respect to addressing instructor concerns for safety and security in both face-to-face and remote environments;
3. Include in OSC incident investigation process a mechanism to enable faculty input and approval toward determining the appropriate resolution of incidents;
4. Provide on a regular basis a summary to the UFS detailing instructor-initiated (non-academic integrity) Incident Reports. The summary should address:
 - a. The number of incidents reported
 - b. General categories of incidents
 - c. The classroom setting (on-line, Zoom, face-to-face, etc.)
 - d. Duration of resolution process (from initiation of Incident Report to closure by OSC)
 - e. Disposition of incident (no action, warning, counseling, student sanction, removal from course, etc.).

Respectfully Submitted,

Michelle Gordon, D.Sc.
Professor of Business Administration
Business Programs Coordinator
Penn State Greater Allegheny



MINUTES OF SENATE COUNCIL

Tuesday, January 11, 2022 – 1:30 p.m.
Remote via Zoom

Members Present: K. Blockett, V. Brunsten, W. Coduti, M. Duffey, C. Eckhardt, W. Kenyon, B. King, L. Kitko, L. Mangel, F. Marko, S. Maximova, J. Ozment, T. Palmer, L. Posey, B. Seymour, A. Sinha, S. Snyder, K. Sprow-Forte, J. Strauss, M. Swinarski, B. Szczygiel

Guests/Others: K. Austin, K. Bieschke, R. Bishop-Pierce, E. Eckley, R. Egolf, R. Engel, Y. Gaudelius, C.N. Jackson, N. Jones, L. Pauley, F. Ruggiero, K. Shapiro, A. Taylor, K. Vrana, M. Whitehurst,

Absent: P. Birungi, D. Wolfe

A. CALL TO ORDER. Chair Szczygiel, called the meeting to order at 1:30 p.m. on Tuesday, January 11, 2022.

B. MINUTES OF THE MEETING OF NOVEMBER 9, 2021

[Senate Council Meeting Minutes 10-5-21](#)

Senate Council Minutes were approved on a Blockett/Brunsten motion

C. ANNOUNCEMENTS AND REMARKS

Chair Szczygiel. It is my pleasure to introduce a special addition to our family, tho' many of you already know her, Laura Pauley has joined us as of the beginning of this year as interim Exec Dir. Laura has served on the Senate in many capacities, secretary, when our colleague Jim Strauss was chair-elect and Mohmad Ansari was chair (must have been an interesting time) etc The **Faculty Advisory Committee to the President** met this morning. The topics covered were:

1. Discussion items from the President and the Provost: COVID and Budget update
2. Discussion items from the Faculty: was follow up on and discussion on several of the MRTC recommendations and SIMBA

Please submit any topics for FAC consideration to any of the Senate or the elected FAC members: Renee Bishop-Pierce, Judy Ozment, and Doug Wolfe

Provost, Nicholas Jones

Home testing ordered from Penn State is now taking four days to arrive at home. Efforts are being made to assure that all campuses have testing capability, including the rapid antigen testing under supervision.

A new Covid dashboard is being used in spring semester that provides more information. There is currently a 10% positivity rate for Covid tests at University Park. Testing rates, hospital cases, and quarantine and isolation numbers at each campus are being closely monitored.

A plan is being considered to require mandatory vaccine or approved exemption with testing at many locations. There was also a reminder about mandatory masking in the Penn State News.

Vice Presidents' and Vice Provosts' Comments

Vice Provost for Faculty Affairs, Kathy Bieschke

Searches updates

Vice President for the Commonwealth Campuses-in the final stages and I expect an announcement about the outcome of this search soon.

Vice Provost and Dean of the Graduate School-the first stage of the search was not successful, and we decided to move forward with an interim dean while the search continues. Kathy Draeger, Associate Dean for Research and Graduate Studies in the College of Health and Human Development has been appointed to serve as interim, effective January 1, 2022.

Dean of Penn State Law-that search is ongoing and we are moving forward with zoom interviews and hope to bring candidates to campus in February/March. We are working with Isaacson Miller on this search.

Dean of the College of Medicine-charged right before the break and a position description is being developed. We hope to do zoom interviews prior to the end of the semester and conduct interviews in May. We are working on Witt Kiefer on this search.

Executive Director for the Faculty Senate- Jonna Kulkowich will serve as the chair of this committee, and many thanks to Michael Berube, Kim Blockett, Ingrid Blood, Erin Eckley, Judy Ozment, Mari Pierce, Kent Vrana, and me (Kathy Bieschke) for serving on the committee. The committee will be charged in the next couple of weeks or so and review of applications will occur in begin in early February.

Chief Information Security Officer: Keith Bradigan is the new interim CISO and the search is up and running. Dan Heist, Director of Internal Audit, will chair the search.

CIO-Michael Busges is the interim, Tom LaPorta will chair this committee and was charged recently.

Flexible work arrangements for staff

HR107 (Flexible Work Arrangements) is a new proposed draft policy and focuses on staff (e.g., “the purpose of this policy is to provide guidance on how to create and implement Flexible Work Arrangements for full- and part-time staff”).

The Scope of the policy is outlined and pertains to all full-time and part-time appointments, EXCEPT for the following (bolded language refers to faculty):

- Faculty. **Please note that although flexibility is inherent in most faculty members’ work schedules, the University expects full-time faculty members to participate fully in their on-campus intellectual and educational community and generally does not permit remote work arrangements. Faculty members seeking a temporary change in their on-campus work expectations must make a request to their unit executive (dean/chancellor).**
- Postdoctoral Appointments.
- Any staff requesting to work outside of the United States.

Consequences for non-compliance

- Will continue with the process established this past fall. This spring, faculty who were non-compliant in the fall will get one additional conversation prior to being placed on leave. All other faculty will participate in two conversations prior to being placed on leave.
- A fairly low number of employees, including some faculty, misrepresented their vaccine status. Conversations about consequences for such behavior are ongoing.

Interim Vice President and Executive Chancellor for Commonwealth Campuses, Kelly Austin

- COVID updates with CWC Chancellors and Academic Officers – current topics
 - contingency planning
 - athletics
- Dubois, Hazleton and Great Valley Chancellor search updates
- Enrollment conversations and CWC updates
- Spring budget discussions with Commonwealth campuses

Vice President and Dean of Undergraduate Education, Yvonne Gaudelius

Enrollment

The Penn State enrollment reflecting the first day of class enrollment. Note that the official census date on Saturday, February 19, 2022. My thanks to Karen Vance in OPAIR for providing

these data and summary. The following highlights compare Spring 2022 to Spring 2021 enrollment.

- Across the 24 campuses, enrollment decreased by 1,455 students or 1.7% from 84,447 in spring 2021 to 82,992 in spring 2022. This decline is slightly higher than the spring 2020 to spring 2021 decline, which stood at 0.9%. Since spring 2020, enrollment has declined by 2.6% (-2,255). Resident instruction enrollment decreased by 1.2% (-801) and World Campus enrollment decreased by 4.3% (-654). This year's fall to spring decline is similar what we have seen in prior years. For example, the University saw a decline in enrollment of 6.2% from fall 2019 to spring 2020. In spring 2021, the decrease from the fall 2020 semester was 5.2%, and in spring 2022, we see a 6.1% decrease in enrollment from fall 2021.
- More Detail on Campus Enrollments:
 - University Park overall headcount increased by 0.2% from 53,828 to 53,927 (+99). Commonwealth Campus enrollment, including Great Valley, decreased by 5.6% from 28,942 to 27,332 (-1,610).
 - Penn State's law schools saw enrollment increases of 6.6% (+16) for Dickinson Law and 7.3% (+37) for Penn Law.
 - The College of Medicine had an enrollment increase of 0.2% (+2).
- Degree Level:
 - Declines in enrollment occurred at both the undergraduate and graduate levels. Undergraduate enrollment declined by 889 students or -1.3% from 69,511 to 68,622 and Graduate School enrollment decreased by 4.5% from 13,538 to 12,933 (-605).
- International Student Enrollment:
 - International student enrollment remained steady at 8,753 compared to the spring 2021 enrollment of 8,771 (-0.2%). The impact of the COVID pandemic is clearly still being seen in a decline in international enrollment, which was 9,569 in spring 2020.

Undergraduate Applications:

We are seeing very, very strong interest from potential students although the focus has shifted from applications to offers. We'll still work to recruit students and encourage applications, especially at the CWC as those applicants, especially adult learners, often apply later than our UP applicants. Applicants who had submitted their materials by the Early Action deadline of November 1st received their decision prior to the December break, with the exception of some international students in situation where we needed more information.

First-year baccalaureate applications for 2022 summer and fall admission are up 21.52% percent over 2019 cycle with 100,176 applications received so far. This is an 9.56% increase over 2020. Earlier we had avoided comparing to 2020 because of pushing the Early Application date back to 11/15 last year due to complexities of the pandemic but this shift has now is evened out so we can use comparisons to 2020.

To further break this down and comparing to 2020, **for the CWC**, international applications are up 23.28% at 1,202 applicants (+227), OSS applications are up 1.56% at 8,355 applicants (+128), and PA applicants are down 1.53% at 6,442 applicants (-100). We are hearing concerns from potential PA applicants about the value proposition of higher education and this is an area where Undergraduate Admissions is working hard with the OVPCC and the CWC DEMs. **For UP**, international applications are up 12.88% at 9,103 applicants (+1,039), OSS applications are up 13.2% at 55,693 applicants (+6,494), and PA applicants are up 5.23% at 18,815 applicants (+935).

Offers:

Compared to 2020, we have 49,641 offers of admission out, an increase of 5.59% (+2,630 offers). Of those 21,027 are at the **CWC** (+1,092 offers over 2020, an increase of 5.48%). We have made 28,456 offers of admission at **UP** (+1,564 offers over 2020, an increase of 5.82%).

Offers Accepted:

We have 3,172 applicants who have accepted their offer an increase of 9.34% over 2020 (+271). Of those, 1,406 are at a **CWC** (+84 acceptances, +6.35% over 2020). **UP** has 1,703 students who have accepted (+198 acceptances, +13.16% over 2020).

Note that it is important at this stage to remember that the numbers are small so a relatively small change in the number of accepted offers can look like a big percentage change. We need to continue our focus of working with each student who has an offer of admission in order to yield these students.

New Student Orientation

Held NSO last weekend, which was complicated due to Omicron and the weather. My thanks to the crews in OPP that worked diligently through the night and early morning hours to clear sidewalks and roads.

Most new students in the spring are those who start at UP. That said, at UP we had 357 new first-year students participate in virtual NSO. We had a successful Resource Fair in the HUB and 25 units joined that with about 275 students participating, including new international students who arrived to being the spring semester. Dean's Meetings were also held this afternoon, but many were held on Zoom due to the weather.

Spring Student Testing COVID Compliance

For the Spring semester, we are moving away from immediately using the Interim Suspension process to achieve student compliance with COVID testing requirements. Instead, as soon as a student misses a required COVID test, their access to Canvas will be turned off. Once a student gets tested, this access can immediately be restored. If students continue not to comply or if they are not taking any classes that use Canvas, they will be referred to the Office of Student Conduct for follow up actions.

Vice Provost for Educational Equity, Marcus Whitehurst.

Input for possible MLK activities was received from several impacted groups. Many were not comfortable having in-person activities at this time. There will be limited MLK activities this year. Plans are being started for MLK in 2023.

Vice Provost of On-line Education, Renata Engel

Trends: Undergraduate applications are trending up when compared to 2021 (+1% for SP22, +3% for SU22, +8% for FA22); Graduate applications are trending down when compared to 2021, which saw a 25% increase over 2020. But when looking at 2021 they are still trending down (-23% for SP 22 and -9% for FA22). This fluctuation has been something we're seeing in the graduate programs.

World Campus continues to play a role in providing a path for international and domestic students who are still unable return to campus. The numbers of students requesting a temporary change of campus to World Campus increased to over 1,000 (usually around 400 pre-pandemic) with over 800 students enrolled as temporary change of campus in World Campus.

I would like to conclude with two pieces of good news: Penn State through the World Campus provides access to its degree programs. We are delighted to have students realize their goals by graduating. In fall 2021, across the disciplines World Campus offers, 1,499 students graduated having earned their degrees online. Of those, 96 earned associate degrees, 671 earned a bachelor's degree, and 732 earned a master's degrees. Reaching these students is so important for Penn State's mission. While the average age of WC students is 32, this fall graduation group included a 20 year-old and a 77 year-old.

As you know these individuals are pursuing their degrees while they are doing other things: serving our nation, working full-time, raising families. I'm always impressed with the commitment students have to their education when they have other demands. This fall Penn State enrolled the youngest member of the Montana House of Representatives—20-year-old Mallerie Stromswold who was enrolled in the political science program. Another type of student that is supported through World Campus brings me to the second piece of good news. One of Penn State's World Campus students will represent the US in the Winter Olympics as a member of the ice dance team of competitors: Kaitlin Hawayek from New York will compete at the 2022 Winter Olympics.

Senate Officers: None

Executive Director, Laura Pauley: None

D. ACTION ITEMS: none.

E. DISCUSSION ITEMS:

Faculty Senate Census and Portal Discussion. B. Seymour and E. Eckley presented information about the Census portal. E. Eckley demonstrated the data available in the Portal. A discussion focused on who would have access to the data on the Portal.

SENATE COMMITTEES ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT, EDUCATION, FACULTY AFFAIRS, INTRA-UNIVERSITY RELATIONS

Resolution in Support of Academic Freedom and Rejection of Attempts to Interfere with the Teaching of Racial and Social Justice

B. Szczygiel introduced this report and the background for development of the resolution. This report will be changed from a Legislative Report to a Provisional Report. (The first one ever presented after this type of report was established in the October 19, 2021 Senate meeting.) The concept of the resolution was discussed in each sponsoring committee in their November meetings. The concept had support from all three committees. A subcommittee was formed with two members from each committee to develop the resolution and report. The report was sent to the members of each committee by email in December and the members of each committee supported the report unanimously or nearly unanimously with only one dissenting vote in the committee. In the Senate Council discussions, there was some concern that the sponsoring committees didn't discuss the report in a meeting but only voted by email. There was also concern about including a reference to the Pennsylvania State Legislature bill that was not approved. A vote taken for Senate Council to co-sponsor the report as written did not pass. A second vote for Senate Council to co-sponsor the report with paragraph 2 removed received more votes but also did not pass. A vote to approve the report for the Senate agenda without Senate Council sponsorship also did not pass. B. Szczygiel will contact the committee chairs and discuss the next step. The committee chairs will be asked to consider deleting or modifying resolution paragraph 2 and sending it back to Senate Council.

F. REPORT OF GRADUATE COUNCIL

Kent is the Senate's representative on the search committee for the Vice Provost and Dean of the Graduate School. Dr. Bieschke announced that the prior search was not successful and that an interim had been named (Dr. Kathryn Drager from HHD).

G. SENATE AGENDA ITEMS FOR JANUARY 25, 2022

FORENSIC BUSINESS

None.

UNFINISHED BUSINESS

None.

LEGISLATIVE REPORTS

SENATE COMMITTEES ON COMMITTEES AND RULES AND CURRICULAR AFFAIRS

Revision to Standing Rules, Article II, Senate Committee Structure – Addition of DEI language to Curricular Affairs.

Approved on an Ozment/Brunsdan motion.

SENATE COMMITTEES ON COMMITTEES AND RULES AND FACULTY AFFAIRS

Revision to Standing Rules, Article II, Senate Committee Structure – Addition of DEI language to Faculty Affairs.

Approved on an Ozment/Duffey motion.

SENATE COMMITTEES ON COMMITTEES AND RULES, FACULTY AFFAIRS, AND INTRA-UNIVERSITY RELATIONS

Revisions to Senate Standing Rules, Article III, Section 6 Senate Committee on Faculty Rights and Responsibilities.

Approved on an Ozment/Brunsdan motion.

SENATE COMMITTEES ON COMMITTEES AND RULES AND RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Revision to Standing Rules, Article II, Senate Committee Structure – Addition of DEI language to Research, Scholarship, and Creative Activity.

Approved on an Ozment/Palmer motion.

SENATE COMMITTEE ON CURRICULAR AFFAIRS

Editorial Separation of Existing Curricular Policies and Procedures, Creating Policies 100-10, 130-00, 130-10, 130-50, 130-70, etc.

Approved on a Kenyon/Ozment motion.

ADVISORY/CONSULTATIVE REPORTS

SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS

Report on Access to University-Wide Online Resources that Support Education

Approved on an Eckhardt/Brunsdan motion.

INFORMATIONAL REPORTS

SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

Annual Report on Faculty Senate Scholarships Awarded to Undergraduates 2020-2021

The committee requested that this be web only.

Approved on an Ozment/Palmer motion.

SENATE COMMITTEES ON CURRICULAR AFFAIRS AND INTRA-UNIVERSITY RELATIONS

One Penn State 2025 Guiding Principle Two Committee Update on Educational Communities

The committee requested 15 minutes for presentation and this was approved
Approved on an Ozment/Duffey motion.

SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS, AND TECHNOLOGY

Presentation on Data Digest (formerly known as Fact Book)

Data Digest Powerpoint Presentation

The committee requested 15 minutes for presentation and this was approved
Approved on an Ozment/Palmer motion.

SENATE COMMITTEE ON STUDENT LIFE

Student Sustainability Literacy Project

The committee requested 7 minutes for presentation and this was approved
Approved on a Palmer/Ozment motion.

SENATE COMMITTEE ON UNIVERSITY PLANNING

Annual Budget Report

Annual Budget Report Powerpoint Presentation

Approved on an Ozment/Marko motion.

STARS Report: Assessing Sustainability Progress and Opportunities at Penn State

STARS Report Powerpoint Presentation

The committee requested 15 minutes for presentation and this was approved
Approved on a Marko/Ozment motion.

APPROVAL OF AGENDA FOR JANUARY 25, 2022

E. Eckley displayed the requested presentation times and all requested times were approved by Senate Council. B. Szczygiel requested that the Student Sustainability Literacy Project be presented during the Announcements by the Chair. B. Szczygiel requested that the Annual Budget Report be moved to the beginning of the Informational Reports. The Plenary Agenda with these changes in report order was accepted on an Ozment motion

NEW BUSINESS: NONE

ADJOURNMENT

On a Forte motion, the meeting was adjourned at 4:17 p.m.

Minutes respectfully submitted by Laura Pauley, 1/17/2022.



Date: January 17, 2022

To: Commonwealth Caucus Senators (includes all elected Campus Senators)

From: Frantisek Marko and Judith Ozment, Caucus Co-Chairs

Commonwealth Caucus Forum

January 24, 2022, 8:15 p.m. – 9:15 p.m. via Zoom

Topic: One Penn State 2025 Guiding Principle 2: Achieve Curricular Coherence

Panelist:

David Callejo Pérez, Co-Chair, Associate Vice President and Senior Associate Dean for Academic Programs, OVPCC

Zoom Connectivity Information:

Join from PC, Mac, Linux, iOS, or Android: <https://psu.zoom.us/j/92989520449>

Or iPhone one-tap (US Toll): +16468769923,92989520449# or +13017158592,92989520449#

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

Meeting ID: 929 8952 0449

Commonwealth Caucus Business Meeting

January 25, 2022, 11:15 a.m. – 12:45 p.m. via Zoom

Agenda of the meeting:

- I. Call to Order
- II. Announcements
- III. Committee Reports
- IV. Other Items of Concern/New Business
- V. Adjournment

Zoom Connectivity Information:

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