

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
NEW GENERAL EDUCATION COURSE PROPOSAL
Summary Sheet

New General Education Courses should meet the requirements listed below. Please be sure to read the General Education Objectives and Assessment document posted on the UCC website prior to filling out this proposal. The following conditions should be met:

- General Education courses should be offered at the introductory level.
- General Education courses should be available to all students and a majority of the students taking the courses should come from majors outside the discipline of the course.
- General Education courses should be able to meet the objectives for the category as laid out by the General Education Coordinating Committee. Sponsors must provide a plan to assess the course in terms of its effectiveness in meeting the Category objectives.
- Sponsors should distribute the Summary Sheet to Chairs of departments currently offering classes in that Category. Summary Sheets should also be distributed to appropriate Deans. Departments that disapprove would have to make the case that the new course would significantly change their own enrollments or that the course would not meet the objectives of the category.

DEPARTMENT: *Various – see description; through GECC* COLLEGE: *Arts and Sciences*

SPONSOR: *Winston Crawley (Math)* PHONE/E-MAIL: x3099; jwcraw@ship.edu
also: *Alan Cresswell (Physics)* x1570; alcress@ship.edu
Carol Wellington (Computer Science) x1424; cawell@ship.edu
Jim Edwards (History/Philosophy) x1621; jgedwa@ship.edu

COURSE TITLE: *General Education Special Topics* PROPOSED COURSE NUMBER: *xxx190*
where xxx is the department offering the course

DATE: *February 28, 2008*

RESOURCE IMPACT

In order to offer a new course, departments must adjust current course offerings. State how often the new course will be taught and indicate the sections that will be dropped to accommodate this change.

This course will be an elective course in one of the "Categories of Knowledge." If in a given semester a department chooses to offer one or more sections of this course, there would be a corresponding decrease in the number of sections of its other General Education courses in that semester.

As a simple example, in Spring 2008 there are 5 sections of CHM 103 offered. If, in Spring 2009, the Chemistry department decided to offer a section of CHM 190, it might reduce the number of CHM 103 sections to 4.

Effective Semester Spring 2009

Diversity Course Distinction: Yes or No No

Offered as Distance Education only or Standard course or Both Standard

Grade Type: Standard grading system or Pass/Fail Standard

General Education Category: S = required basic skills, R = remedial, or A, B, C, D, or E A, B, C, D, or E

Credit Hours 3

Work Load Equivalency 3

Final Exam: Yes or No _____

Credits count toward degree: Yes or No Yes

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Detailed Information

DEPARTMENT: *Various – see description; through GECC* COLLEGE: *Arts and Sciences*

SPONSOR: *Winston Crawley (Math)* PHONE/E-MAIL: x3099; jwcraw@ship.edu
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IMPLEMENTATION DATE: *Spring 2009* CREDITS: **3**

PROPOSED GENERAL EDUCATION CATEGORY: *A, B, C, D, or E, depending on the department offering the course*

COURSE TITLE: *General Education Special Topics* PROPOSED COURSE NUMBER: *xxx190*
where xxx is the department offering the course

DATE: *February 28, 2008*

CATALOG COURSE DESCRIPTION:

xxx190 General Education Special Topics. This special topics course may be taken for General Education credit in Category XXX. The specific topic will vary, but in all cases the course will meet the objectives of that Category of Knowledge.

JUSTIFICATION:

The General Education elective (“special topics”) courses are designed to provide some flexibility and creativity within the General Education curriculum. Each department that offers General Education “category” courses may choose to include one of these courses (BIO 190, for example) in its course descriptions. Subject to the usual departmental procedures for offering special topics courses, faculty members may teach one or more sections of the course as part of their load, and the department adjusts its other General Education offerings accordingly for that semester.

Section I. Learning Outcomes, Assessment, Curriculum Considerations:

STUDENT LEARNING OUTCOMES AND ASSESSMENT:

A learning outcome is a statement of what a successful learner is expected to know, understand and/or be able to do at the end of a period of learning. A learning outcome specifies the level of achievement required at the point of assessment in order that a student may pass.

- A: List the learning outcomes for the course. Outcomes are developed by completing the sentence, “Upon successful completion of this course, the student will be able to...”

Depending on the category that the course fulfills, it will meet the established learning outcomes for General Education. In addition, the course will almost certainly meet other learning objectives set by the faculty member and/or the department.

- B. List the assessment methods and link the methods to the learning outcomes.

As is the nature of special topics courses, the individual instructor will design the course and its assessment methods. Course assessment methods will not differ from those used in other General Education courses (i.e., a combination of exams, quizzes, oral reports, projects, or essays might be used).

Since the GECC is charged with assessment of general education courses, the department must notify the GECC of its intent to offer a course under this proposal. The GECC may request assessment directly linked to the objectives of the specific General Education Category, with the results to be reported to the GECC. The GECC may also refer the course to the UCC if it has concerns relating to the course’s appropriateness as a course in that specific General Education Category.

CURRICULUM CONSIDERATIONS:

A: General Philosophy

1. How does this course meet the broad goals of general education as stated in the GECC document?

Since the course must be designed to meet the objectives of a specific Category, it will automatically meet the broad goals, since the category objectives are derived from the broad goals.

2. How does this course compare to and/or complement the descriptions listed under the “Commonalities among the Courses” section of the Category with which this course will be listed?

Since the course must be designed to meet the objectives of a specific Category, it will automatically meet the commonalities for that category, since the category objectives are derived from the commonalities.

3. How does this course compare to and/or complement the “Learning Objectives” section of the Category with which this course will be listed?

Every course offered under this “general education special topics” number is required to meet those learning objectives; it becomes the responsibility of the offering department to ensure this happens.

B: Practical Considerations

4. Why is this course needed in addition to other General Education courses offered in this General Education category? Give reasons related to academic content.

The General Education special topics courses are designed to provide some flexibility and creativity within the General Education curriculum.

5. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department?

Each section of this course will be offset by offering one fewer section of some other course the department offers in that category of general education.

6. Will this course be a significant addition to General education in terms of subject and number of sections? How many sections will be offered each semester?
We believe this will generate significant additions to General Education in terms of "subject," since the course offers the opportunity for flexibility. There will be no impact on number of sections.
7. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of other departments currently offering courses in the Category in which this course will be listed?
Not at all.
8. What is the estimated frequency of the course offering? How many sections of this course will be offered initially? How often will this course be offered, e.g., every semester, once per year, once every two years . . . ? What are the projected offerings over the next five years?
This question cannot be answered, as the choice of whether and when to offer a special topics course always belongs to the individual department; this general education special topics course is no exception.
9. Do similar courses exist in other departments? (Consult with other departments prior to making the proposal.) If so, which course(s)? Explain how this course does not duplicate the course in another department. Provide justification that this course is needed and does not conflict with offerings in other departments. What resource impact will this course have on other departments? Provide details regarding impact.
Not applicable.
10. What course(s) will not be taught as a result of shifting resources to this new course?
Each section of this course will result in one fewer section of some other general education course in that category and by that department, in that particular semester. As always in planning general education offerings, department must keep in mind the need for an adequate number of sections of its courses that are required for particular constituencies.
11. If you project growth in the offerings, what is the expected impact on other courses, sections, or students?
Not applicable.
12. What methods of instruction and learning will be used?
The methods of instruction will vary by category, department and instructor. Each course section will always, however, provide students with the knowledge and skills appropriate to the General Education Category under which it is listed.
13. **Include a syllabus with a course content outline.**
Since this is a special topics course, there is no single syllabus.

Section II. Support Services:

1. Can this course be taught by several members of the faculty in the department, or is it restricted to a specialist in the field? Indicate likely instructors. (If a specialist is needed to teach this course, please provide the rationale.)
It is anticipated that any instantiation of the course would be taught by a single tenure-track faculty member with an interest in offering a special topics course in general education.

2. What additional costs are anticipated over the next calendar year by instituting this course? (Faculty, supplies, equipment, facilities, e.g.: classroom space, laboratory space, or support personnel.)

Additional costs will have to be determined on a course-by-course basis, and should be considered as part of the department's decision to offer the special topics course. In case of significant costs, we would expect the faculty member to apply for a General Education grant to cover them.

3. Will this course require any computing resources? (use of a microcomputer laboratory, use of the mainframe computer, additional software or recommendation that students should buy computers and/or software)

No requirements are anticipated beyond those that occur in other general education courses in the same category offered by the same department.

4. What additional library resources will be required? Has the library been consulted to determine the adequacy of library holdings or to estimate the cost to improve these sufficiently?

This will have to be determined on a course-by-course basis.

SELECTED REFERENCES:

Note: UCC will not act on proposals until the minutes of all appropriate councils documenting approval have been received. If suggestions or recommendations have been made at the council level, a revised proposal must be provided to UCC. If revisions are recommended by UCC, a final copy must be provided to the UCC Chair and Secretary before the proposal will be presented to the Forum.