

General Education Perspectives (P) Course Expedited Review Process

(Revised 9/24/08 -- Approved by GERC 9/26/08)

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

If a department wishes a course to retain the “P” Gen Ed label, the department must submit each existing “P” course to the review process described below during the fall of the year designated for recertification of its courses. A previously approved schedule of recertification reviews rotates the timing of each Department’s review to coincide with the PASSHE Five-Year Program Reviews. The Associate Provost for Academic Administration will send a reminder to Department Chairs about the need to submit courses for recertification.

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

The above process is used only for courses which already carry the “P” Gen Ed label. Courses that wish to add the “P” label or newly proposed courses that wish to include the “P” label will need to follow the appropriate course approval process found at <http://www.millersville.edu/~fsenate/Committees/UCPRC/guidelines.html>.

Courses labeled with a “P” that are not taken through the scheduled recertification process will lose the “P” label beginning with fall semester of the following academic year. Such courses will need to follow the process for adding a General Education label to an existing course should they desire to add the “P” label back at a later date.

Criteria for Perspectives Courses

Based on the

2008 Governance & Policies

(<http://www.millersville.edu/about/administration/policies/pdf/academics/Academic%20Program-UD%20-%20General%20Education%20Program.pdf>)

Perspectives Course Criteria:

1. Must be 3 credit hours at the 300 level or above
2. Must have a meaningful oral¹ and written² communication component but may not carry a “W” label.
3. Must be interdisciplinary and/or multicultural in content.
4. Requires the students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/technological, and/or aesthetic) that require the application of knowledge from two or more academic disciplines and/or cultures.
5. May not have a narrow technical, professional, or career orientation.
6. Must enable quality interaction.
7. No Perspectives course may have more than two prerequisites from a single department.
8. No Perspectives course may be counted within the Critical Thinking across the Liberal Arts component of general education.
9. No Perspectives course may be required of a student by his/her major and also fulfill that student’s general education Perspectives requirement.
10. Perspectives courses must be designed to be accessible to non-majors as well as majors. Appropriately prepared students from outside the major must be capable of benefiting from the course on an equal basis with students from within the major.

¹ To have a meaningful oral component, the teaching and learning strategies adopted by the course should involve students in active speaking and listening roles, including such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions. Students should be in roles that place them in interaction with an audience of their peers so that communication is interactive and reciprocal. The assessment of student learning through these roles should contribute to students’ overall course grades.

² To have a meaningful writing component, the teaching and learning strategies adopted by the course should involve students in writing activities, such as research papers, analytical essays, position papers, lab reports, personal journals, and the like. The assessment of student learning through these activities should constitute a substantial portion ($\geq 20\%$) of students’ overall course grades.

Evaluation Form for Existing Courses to Retain “P” Label

Subject and Course Number	Course Title

Proposing Department	Proposal Representative’s Name	Contact Email	Campus Phone Extension

Approval/Submission Record:

	Name	Signature	Date
Proposal Representative			
Department Chair			
Perspectives Subcomm. Chair			
UCPRC Chair			
Assoc. Provost/President’s Designee			

Please feel free to copy and paste information directly from the course syllabus (syllabi) for any of the items below.

1. Please confirm that this course meets all of the following basic Perspectives course requirements:
 - a. This course must involve 3 semester hours at 300-level or above. (1)
 - b. This course has no more than two prerequisites from a single department. (7)
 - c. This course may not be counted within the Critical Thinking Across the Liberal Arts component of General Education. (8)
 - d. This course may not be required by a student’s major while also fulfilling that student’s General Education Perspectives requirement. (9)
 - e. This course must be designed to be accessible to non-majors as well as majors. Appropriately prepared students from outside the major must be capable of benefiting from the course on an equal basis with students from within the major. (10)
 - f. This course does not contain a “W” label. (2b)

2. Explain how the course will have meaningful oral³ and written⁴ components and will enable quality interaction. (2a, 6)

3. Explain how the course does not have a narrow technical, professional, or career orientation. (5)

4. Explain how the course will require the students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/technological, and/or aesthetic) that require the application of knowledge from two or more academic disciplines and/or cultures. (4)

5. Explain how the proposed course is interdisciplinary and/or multicultural in content. Using specific examples, your proposal must demonstrate that the course applies different perspectives. (3)

³ To have a meaningful oral component, the teaching and learning strategies adopted by the course should involve students in active speaking and listening roles, including such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions. Students should be in roles that place them in interaction with an audience of their peers so that communication is interactive and reciprocal. The assessment of student learning through these roles should contribute to students’ overall course grades.

⁴ To have a meaningful writing component, the teaching and learning strategies adopted by the course should involve students in writing activities, such as research papers, analytical essays, position papers, lab reports, personal journals, and the like. The assessment of student learning through these activities should constitute a substantial portion (≥ 20%) of students’ overall course grades.