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# General Education Reform

A Policy Proposal for Educational Equity

Spring 2021

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# I. Executive Summary

Our policy paper focuses on improving instructional concepts related to Penn State University's general education courses. We will enact policies to implement a portfolio system based on student athlete involvement as a replacement for certain general health and wellness courses. Our policies also aim to revise the required AP Test scores applicable for college credits. Lastly, our policy hopes to eliminate interdomain courses and encourage critical thinking and cross-linking of knowledge domains across all courses. We want general education classes to help students develop marketable and useful skills, rather than serving as a barrier to a comprehensive focus on their fields of study.



## II. Introduction & Background

The goal of general education courses is to expand a student's breadth of knowledge and to provide the student with a strong foundation for later in a student's education or professional career. At Penn State, students have the opportunity to select 45 credits, three full semesters, of general education courses. Based upon the sheer number of courses offered at Penn State, students should be able to find courses that pique their interests and that will help to round out their educations. Unfortunately, some students look at general education courses as a chore and attempt to find the easiest ones that will satisfy their academic requirements. In the 2019 General Education Survey at Penn State, 63% of students reported that only one to three of their general education stimulated them intellectually, and 83% reported they chose their general education classes "just to finish requirements" (General Education Student Survey). With this mentality, the purpose of the general education is uprooted and potential intellectual development is diminished. Since general education courses encompass such a large part of a student's college career, this paper proposes that the general education curriculum should either be reduced or made more relevant to real career paths.

While it is clear that eliminating a general education would garner many critics and likely lessen Penn State's reputation, 40% of students reported they did not believe general education courses were worthwhile pieces of their education (General Education Student Survey). With this in mind, it seems logical that a middle ground between reducing general education requirements and revising the general education curriculum would be allowing students additional paths to earn credits during their Penn State experiences. Many students participate in a large range of



knowledge domains that they do not receive credit for during college and high school, and if students are able to prove their competency then they should be able to reduce the time and money needed to earn a degree.

The policy proposed in this paper outlines three ways students can earn general education credits in ways that can be beneficial to both Penn State and its students. First, an expanded portfolio system at Penn State would allow student athletes to earn general health and wellness (GHW) credits for playing sports. The portfolio system is already utilized by several Penn State classes, and the portfolio will serve as a culmination of a student's work and knowledge. Currently, portfolios are mainly geared towards adult learners, but it does not bar portfolios from being able to be expanded in order to also give student athletes credit for areas in which they are well-versed.

Next, our policy proposes that overall requirements for AP scores should be lowered to one standard score or sliding scale system for general education credits. Psychology 100, a social and behavioural science course, only accepts an AP score of five, which is the highest grade possible. It seems nonsensical that a student should be expected to earn the highest grade, which correlates to an A in a college course, on a standardized test to earn credit for an entry level class. Moreover, forcing students that just barely missed the cutoff by earning a four will now have to take the Psychology 100 course and have a much larger wealth of initial knowledge than the other students taking the class. This will cause the class to either be trivial for the experienced students or to be taught at too high of a level for the students that have not been exposed to the subject yet. Currently, faculty for each particular subject decide what grade on an



AP test will earn credit, but we believe this system should be standardized because all AP test scores are also standardized by the College Board to have the same meanings.

Lastly, this paper proposes eliminating the integrative studies requirement and reworking most general education courses by recommending that all courses carry the themes that current integrative courses aim to achieve. The current integrative studies system at Penn State is not helpful to the Penn State student population, and it forces students to take a limited range of classes that they otherwise would not take. The goal of integrative studies is to push students to make connections between multiple subject areas and to challenge their critical thinking abilities. Unfortunately, as stated before, the nature of general education classes causes most students to take the simplest courses available to them that fit the interdomain requirements. This results in troves of students taking classes like Astronomy 7N, an art and natural science interdomain course, even if they have no interest in astronomy.

Overall, we believe that the general education system at Penn State is good, but with some tweaks it can be even better. Through implementation of the policies we are suggesting, students will be able to save time and money by having to take fewer courses in knowledge domains in which they are already proficient. Additionally, Penn State teachers will not eliminate any of their current courses, but they will be able to focus on teaching their students more effectively because the disparity between knowledge levels will be smaller. These changes will not require substantial financial commitment, but they should result in positive quality of life changes for students and teachers alike.



### III. General Education Survey Overview

In 2019, Penn State wanted to gauge its student population's satisfaction with the current general education system, so they sent a survey on that topic to 10,079 students and received 1,664 responses. The overarching sentiment of students was that they did believe in the value of general education, but that it was not always implemented favorably. Below we will summarize numbers and some figures from the survey.

First, it should be noted that the survey was sent out to all Penn State branch campuses, but it found no correlation between campus and sentiment towards general education through a chi-square test of independence. Additionally, 83% of respondents were in programs with "high prescriptiveness", which means that the student was only able to choose 0-21 of their 45 required general education credits. This is helpful to understand because it describes the amount of flexibility that most students have when currently selecting general education classes.

Students were asked if they were satisfied with the flexibility and the availability of general education courses, and in all cases at least 73% of students were either somewhat satisfied or satisfied with this criteria. This shows that Penn State has a large number of class options for students and that many of these classes are generally easy to enroll in. Therefore, Penn State should not focus much energy on adding extra classes or expanding the availability of current classes offered by the university. Additionally, 64% of students noted that general education courses encouraged them to learn about topics outside of their majors.

However, 77% and 79% of students reported that only zero to three, or 7%-25%, of their general education classes helped prepare them for their chosen career paths or for everyday life



respectively. Moreover, the most telling piece of the survey may be the themes of the responses from the open-ended questions of the survey. Analysts from the Office of Planning, Assessment, and Institutional Research (OPAIR) read written answers and organized them into more broad categories as they saw fit. Of the answers that mentioned general education courses' effects on their major, 68% reported that general education courses either had no impact or a negative impact on their major. Additionally, students were asked to provide suggestions on how to improve general education at Penn State. Just over 26% of respondents stated that making some sort of change to general education requirements would be beneficial to their education, whether that's in the form of a slight adjustment or a complete elimination of them.

This policy by no means proposes undertaking the massive and complex endeavour of wiping away the general education system as we know it and building a new one from scratch. However, the results from this survey display that there are improvements that can and should be made to the system that is currently in place. This policy seeks to increase the flexibility with which students can make their schedules and improve the practicality and relevance of their coursework and time at Penn State in general. At the time of this survey, many students seemed to select their general education classes based on superficial reasons like how well they fit into their schedule or simply if they meet their categorial quota. There is no reason to believe that has changed since then based on the fundamental makeup of the current system, and this policy would help resolve those issues and make improvements that many students are in favor of that would enhance their education (General Education Student Survey).





## IV. United Nations Sustainable Development Goals

In 2015, each of the Member States of the United Nations adopted the 2030 Agenda for Sustainable Development. This Agenda is built around 17 Sustainable Development Goals (SDG's) for which the foundation was laid by similar programs starting as early as 1992 at the Earth Summit in Rio de Janeiro, Brazil. These 17 SDG's are calls to action for people and countries around the globe to work together for a sustainable, equitable, and just future for all.

When constructing any policy proposal, consideration of whether or not these SDG's are being met should be on the forefront of the writer's mind. This is especially true for a policy with the overarching goal of increasing educational equity or, conversely, reducing educational inequity. Though this policy touches on a wide array of SDG's, there are three particular areas in which it makes significant progress towards the United Nation's vision through the 2030 Agenda for Sustainable Development: Quality Education (Goal 4), Decent Work and Economic Growth (Goal 8), and Reduced Inequalities (Goal 10). The UN has also established numerous targets within each SDG in order to make them more concrete and actionable, and those are explored in more detail below. In fulfilling these goals by aiming at these targets, this policy provides long-term, large-scale benefits while making a significant impact in the present as well.



**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**



Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

The key parts of Goal 4 that this policy focuses on are “quality education” and “relevant skills”. It is possible that more value can be gained through extracurricular experiences in college or upper-level class in high school than through classes at Penn State that fulfill General Education requirements. By making it easier for students to earn credit via those alternative methods, this policy enables students to increase the overall quality of their coursework and make time to focus on developing more relevant, applicable skills.

**8** DECENT WORK AND  
ECONOMIC GROWTH



**Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**

Target 8.3: Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

In a similar vein to Goal 4, this policy aims to give students more freedom in using their time for more meaningful, practical activities. Part of that is spending less time on activities that might not be seen as fruitful or relevant. For example, if a student is able to earn more college



credits for the scores they earned on their AP tests in high school, they will have less credits left to take for their degree. This opens up a plethora of opportunities for them, including but not limited to adding a major or minor, spending a semester on an internship or co-op, or even graduating early. All of these could be massively beneficial to that student's professional development and preparation for their career, not to mention the financial implications that come with taking a semester off of classes for an internship or early graduation.



### **Reduce inequality within and among countries**

Target 10.3: Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

Though there are some more specific goals that this policy would achieve as previously mentioned, its general goal is to put every student on equal ground when applying to college or earning credits in general. Students who are playing a sport for Penn State might be gaining the same amount of if not more value from their athletic requirements as a student who is signed up to take a basketball class that meets once or twice a week. A high school student at an underprivileged school with teachers who don't prepare their students for AP exams might know just as much as if not more about the subject of Psychology as another high school student from a wealthy area with teachers that only teach to the exam so the scores look good. Because of both instances, and many more, there are college students of all backgrounds who have been put at a



disadvantage because of what is accepted as credit and what does not qualify. This policy helps to solve that problem by creating more of a level playing field and opening up opportunities for students who believe their experience and knowledge should be worth more.



## V. Student Athlete Portfolios

A portfolio is something that Penn State students can produce by compiling a variety of data that demonstrates or supports their aptitude towards a certain subject. Prior knowledge could come from the workplace, military, high school, another college or university, or through self study. A portfolio may be deemed worthy of college credit by Penn State faculty. The use of a portfolio can allow for more flexibility in terms of the ways students can earn credit.

Portfolios can allow students to translate their knowledge of a certain subject into credit which in turn can accelerate their time to graduation. There are several different portfolios in existence to date. These portfolios include but are not limited to Communications, Arts, and Sciences (CAS) 100, English (ENGL) 202C, ENGL 202D, Communications (COMM) 150, and COMM 242.

In order to earn credit for CAS 100, a portfolio must include contact details (full name, email address); a table of contents; a c.v. Or resume; an example of a presentation you've given, such as a video or an audio recording; a 1-2 page summary of your public speaking training and the descriptions of a few representative speaking occasions in which you've participated; at least one letter from someone, such as a colleague or supervisor, who has observed your speaking and can attest to your abilities, and any additional items that promote your case. The credit by portfolio assessment application should also be included in the portfolio (Figure 1) ("CAS 100").

Earning credit by portfolio for ENGL 202C requires a cover page including your co-op or internship supervisor's signature (Figure 2); a credit by portfolio assessment application (Figure 1); a copy of a brief proposal explaining the portfolio; a job package including two cover letters - addressed to your current employer and another employer of your choice another employer of



your choice—for two different types of jobs, highlighting different aspects of your experience, two resumes—for the two aforementioned types of jobs—that differ significantly in content or layout (or both), interview thank-you letter, a job acceptance letter (use made-up start dates, salary, benefit amounts, etc.), a letter declining a job offer, a cover memo that gives an overview of the two jobs addressed in the first bullet point in this list, reviews what you know about these particular employers, and describes the strategies and tactics you have used to adapt your letters and resumes, printed copies of two end of semester reports detailing the events of your internship or co-op experiences, two elective assignments, a personal check for \$390 made out to “Penn State”, and a disclosure agreement if required by your employer. An Intent to Register Form (Figure 3) should be submitted along with the brief proposal within 2 weeks of the internship or co-op. The possible elective assignments that can be turned in include an empirical report, procedural instructions, a feasibility study, recommendation report, a web page, or a literature review. The brief proposal should be 3-6 pages and provide a detailed explanation of the elective assignments you plan to write for your portfolio. An empirical report should be 5-15 pages in which an experiment is presented and discussed. A literature review can be included if necessary. There should be an objective, a section detailing materials and methods, a results section, and a discussion of the significance of your test results. A set of procedural instructions should be 5-15 pages which include an introduction, materials or tools list, a list of preliminary precautions, an overview of operations, instructions to perform the task, and a troubleshooting guide. The instructions should be as user-friendly as possible and written for a person who has never performed a particular task before but who may have basic knowledge of the topic. A feasibility study/recommendation report should be 8-15 pages which includes a detailed



description of the problem's causes and consequences, a proposed solution or solutions, a set of criteria that set the standard for an ideal solution, an empirical test that helps you evaluate your solution against those criteria, and a final recommendation that your employer adopt a particular procedure, product, or course of action. In short it is a report entailing the best solution for a given problem in your field. A web page can be informative or can be used to enhance the employer's e-commerce or business - to - business commerce. It should be visually appealing while still providing enough text to answer any user questions. The layout should be easy to follow and icons should enhance the user experience. A literature review should be 5-10 pages and include a brief description of the problem, a bibliography of existing research on the problem, a taxonomy of agreements and conflicts, and a list of the significant gaps in or methodology problems associated with the existing research ("English 202C by Portfolio.").

To earn credit by portfolio in the College of Communications, portfolios may differ slightly but typically include the Bellisario College credit by portfolio assessment application (Figure 2); a table of contents; resume/CV, and/or autobiography/educational goals statement; a detailed description of the experience(s); a description of the learning; direct and indirect documentation, and an annotated bibliography. If your desired major is film production then to enter the major you must have a minimum of third semester classification, a minimum 3.00 cumulative GPA, and grades of B (3.0) or better in COMM 150 and COMM 242. If you do not meet these criteria, a portfolio may be submitted for review. A grade of C or better in both COMM 150 and COMM 242 are required to submit a portfolio. The portfolio must include student information (full name, semester status, PSU email); a current Penn State advising transcript; a creative writing exercise; a video sample of creative work; and a statement



contextualizing the submitted work. COMM 150 and COMM 242 are prerequisite courses for the portfolio or they should be listed on the transcript as either completed or in progress, an official transcript is not necessary. The creative writing exercise should be a narrative inspired by a significant moment in your life from the perspective of someone other than yourself. The video sample can come from projects created in COMM 242 or something done independently. The video should be no more than 5 minutes in length. The statement should include the title, format and length, when and where made, applicant's role, other crew members or collaborators and their roles, if applicable the teacher supervisor, or mentor who supervised your project (name, title or position, phone, and email), a description of ideas you hoped to present through the piece, and a discussion of how you used image, sound, character development, and/or editing techniques to convey your concepts (100 words), and your assessment of the aesthetic and technical strengths and weaknesses of the piece (100 words) ("Film Production Portfolio Review.").

A letter grade is not received for the portfolios, just credit. Three credits by portfolio typically costs \$390. Portfolios are pass or fail. If the grader believes that some changes need to be made before credit is earned then you will be informed about that decision and be given the chance to make corrections. The portfolio for COMM 150 and COMM 242 does not have a cost associated with it, likely due to the fact that there is a prerequisite of the classes being taken already and so therefore they have been paid for.

Along with the existing portfolios, there is also a system in place that allows students in the blue band to get 1 general education credit per semester. The credits typically go toward General Arts but a student can petition for the credits to go towards General Health and





Wellness. The blue band practices for nine hours during the week and the blue band plays music at games such as football and basketball. Why doesn't a similar system exist for student athletes?

Our proposition is that student athletes should be able to earn General Health and Wellness credits and we aim to create a specific portfolio for Penn State basketball players. Figure 4 shows a typical schedule of a Penn State basketball player from the Teamworks app. In the class Kines 90B, Introduction to Team Sports/Indoor Basketball, students mainly play basketball 3 times a week. From figure 4 we can see that the Penn State basketball team does far more than that. A portfolio could be created that demonstrates the knowledge learned by the players on the Penn State basketball meets the requirements of the class Kines 90B. The class description is as follows: "KINES 90B focuses specifically and solely on basketball. It is designed to give students an understanding of the knowledge and skills necessary for successful participation in the game of basketball. This format will give students more depth and focus on the game of basketball and the communication skills that good teamwork requires. While the primary focus of the class is the skills, strategies and rules of basketball, the underlying sub-focus of the course is the development of the social skills required to be a good team member. The commitment to a team sport requires students to encounter a collaborative atmosphere where they seek to solve complex movement problems and learn to cooperate to achieve various team goals. This course provides information not only on basketball, but also on how to incorporate basketball into one's fitness plan throughout life and the potential fitness benefits of regular participation in basketball. Foundational principles of creating an effective fitness and wellness plan including appreciation for factors impacting performance, safety, and



injury prevention are addressed. Participating in team sports will help students understand that regular activity has social, emotional, and physical benefits with potential for total well-being and a better quality of life.” Figure 5 shows the class syllabus for Kines 90B (“Kinesiology (KINES)”).

Around 16 hours per week are devoted to basketball for the players on the Penn State team, this is significantly more than the time that is put into the class Kines 90B. The graded assignments for the class include attendance, participation, skill evaluation, a quiz, a short paper, practice habits, team drills, and bonus points for going to Penn State basketball games. The requirements for the portfolio for Kines 90B we propose would include a table of contents; a 1-2 page summary of a player’s basketball experience; a copy of the player’s basketball schedule; a letter from the coach; and a five minute video of the player demonstrating their skills learned through playing the sport. The letter from the coach can explain the practice habits of the player, a note on their attendance and participation, as well as an evaluation of how the player is in team drills. The video of the player will serve as the skill evaluation.

This portfolio will lay the groundwork for future portfolios. Currently, there is a soccer, swimming, golf, and tennis class in existence for which a portfolio could be created for members of the respective Penn State teams to earn GHW credits. There are two different swimming classes, Beginning Swimming - Kines 47 and Intermediate Swimming - Kines 47B. For golf, there are 3 different classes, Golf I - Kines 29, Golf II - Kines 29A, and Total Golf - Kines 29B. There is just a single tennis class, Tennis I - Kines 48. From the comparison of the Penn State basketball team’s schedule and the Kines 90B class syllabus, there are clear connections between what is learned in both environments. It could be inferred that there would be a similar



correlation with the previously listed classes and sport teams. In the future, it is possible that more portfolios could be created for various sport teams.



## VI. AP Test Score Reform

Throughout high school, students who attend an institution that offers Advanced Placement, or AP, courses can enroll in one or more classes and take the applicable culminating test(s) at year's end. If students meet the score(s) requirements for their desired postsecondary institution, he or she can then submit their scores to obtain credit and/or placement for the appropriate related course(s). Therefore, the student can effectively "test out" of college classes, which will largely serve to satisfy General Education curriculum requirements.

According to CollegeBoard, the organization that governs AP testing, credits are "a recognition of the academic work you've done- the classes you've taken and passed" ("What do 'credit' and 'advanced placement' mean?"). Students, who usually need 120 total credits to fulfill requirements of a bachelor's degree, can therefore potentially graduate early and save tuition money through accruing AP credits. Placement, on the other hand, recognizes that since he or she already has knowledge of certain concepts, the student can "skip" one or more courses ("What do 'credit' and 'advanced placement' mean?"). This helps students to free schedule space for an internship, job, or other program. Depending on college policy, which can be found on the specific university's website, both can also be implemented for particular tests and courses.

To submit their scores, students go online through CollegeBoard's 'My AP' program, where they have until June 20 of their high school senior summer to use free score send online. This means that submitters can send test results at no cost to one recipient (college) for every year that he or she takes AP exams ("Sending AP Scores"). When a student designates a university to receive his or her scores, the institution can see a full score report from all AP



Exams the student has taken unless the student requests for some to be withheld or cancelled. The ultimate deadline falls within that July, and students are required to pay a \$15 fee per test to send results during the June 20-deadline window, as well as if they plan to submit scores to multiple institutions. College deadlines do vary, and some will not accept AP scores after a student has officially entered campus, while others may ("Sending AP Scores"). All scores are archived and become unviewable online after four years, and can only be sent through a mailed or faxed request to CollegeBoard.

AP tests are scored on a scale of 1-5, with one being "no recommendation," 5 standing as "extremely well qualified." Thus, 1 can be perceived as a failing grade, while the equivalent of a 5 is an A or A+ mark. A 2 is "possibly qualified," or around a D, a 3 is "qualified," or a C, C+, or B-, and a 4 is "very well qualified," or a B, B+, or A- ("AP Exam Score"). Most colleges accept a range of scores from 3-5, depending on the course and its rigor. Multiple choice sections of the exam are scored via a computerized system, while free-response essays and short answer questions are ranked yearly at the annual AP Reading. The Reading is conducted by experienced AP teachers, as well as college faculty, who are balanced by years of teaching, race, gender, and ethnicity. The Chief Reader of each AP test develops rubrics for free-response scoring, oversees daily activities, and selects Readers and Reading leadership (always a faculty member at a college or university), who all undergo rigorous practice and training ("AP Exam Scores").

Currently, The Pennsylvania State University excels in availability. It not only offers credit or placement for the 38 existing AP Subject Tests ("AP Subjects"), but also, includes options for credit for Computer Science AB (if certain criteria are met), French: Literature, and



Latin: Literature, three tests formerly offered by CollegeBoard which have since been discontinued ("Credit from Advanced Placement (AP) Exams"). However, these upcoming policies aim to address an area in which the University has a large amount of room for improvement: consistency and realism in how AP test scores translate to credit.

At Penn State, AP transfer equivalents serve as sporadic at best. After researching each individual AP test and its Penn State equivalent through the university's admissions website, ("Credit from Advanced Placement (AP) Exams"), test score-course requirements could be classified into four distinct areas: placement, straight transfer credits, sliding scale "or" credits, and sliding scale "and" credits.

Shockingly, but positively, placement rather than credit is only offered for one course of the up to 41 possible for AP test-outs. "For a grade of three, four, or five" on the English: Language and Composition test, a student is "invited by the English Department to schedule English 030- Honors Freshman Composition ("Credit from Advanced Placement (AP) Exams),

Aside from placement, Penn State offers several courses with direct equivalent transfer scores. This means that if a student achieves a certain AP score, he or she will receive full credit for a given college course that equates to said subject test. A notable discipline in this category which will later be pertinent in this document is psychology. According to Penn State admissions, "for a grade of three or four, no credit is awarded" for psychology, and "for a grade of five, credit is awarded for [three credit] Psychology 100" ("Credit from Advanced Placement (AP) Exams").

Lastly, several domains at Penn State boast a plethora of sliding scale credit opportunities. In several courses, students can obtain credits, depending on how well they



perform, for either one class **or** another. This is evidenced through classes like Art: History of Art, where a three fulfills the three credit course Art History 100, while Art 112 is fulfilled with a four or five mark. Similarly, no credit is awarded for a three in biology, a four fulfills four credits in Biology 011 and 012, and a five satisfies Biology 110, a four credit course ("Credit from Advanced Placement (AP) Exams").

However, other sliding scale domains allow students to pick up a certain number of credits for a baseline score, with additional credits accumulating as the students' AP test scores rise. In Chemistry, for example, a three does not equate to credits, a four awards four credits for Chemistry 110 and 111, and a five fulfills Chemistry 110, 111, 112, and 113 for a total of eight credits ("Credit from Advanced Placement (AP) Exams"). Foreign languages, such as Chinese, French, German, Italian, Japanese, Latin, and Spanish Language tests, are sliding scale **and** courses like Chemistry, as is Mathematics: Calculus BC.

With the aforementioned knowledge in mind, for a more impactful and equitable system at Penn State, this policy proposes the following three motions regarding the AP testing score system:

- Ensure every AP test counts for credit, and not placement, at Penn State.

Therefore, a three, four, or five in English: Language and Composition should satisfy credit for ENGL 15 and ENGL 30, or Rhetoric and Civic Life (also known as RCL, represented by codes ENGL/CAS 137H and 138T) at the student's discretion. Rather



than still needing to take an extremely similar course, students should obtain credit for courses they are more than capable of passing, or even acing. Though some students could benefit from ENGL 30, specifically, Schreyer Honors College and Paterno Fellow students are required to enroll in year-long RCL. This is a mandated Honors English course, which cannot be tested out of, and thus, negates the idea of placement for a significant demographic of students anyways.

- Eliminate sliding scale "or" course equivalents.

Students who demonstrate prowess through high proficiency in AP testing should not be met with a "one or the other" situation regarding credits. If a student is capable of obtaining an A or A+ equivalent in a domain area which is largely broader than that of a college course, he or she should get credit for all courses that would be satisfied at a lower level score. Accordingly, students who earn a score of five on the AP Art: History of Art subject test should receive credit for **both** Art History 100 **and** Art History 112, and those who earn a five in AP Biology should Earn credit for the Biology 011, Biology 012, **and** Biology 110 classes at Penn State.

- Reduce the minimum score for any AP subject test to fulfill a **General Education requirement** (not an entrance to major or major requirement) to a three.

In the most ambitious tenet of this proposed AP policy, all AP scores of a three





(equivalent to a C, C+, or B-) and above should satisfy all appropriate requirements for **General Education** courses. Throughout college courses, students do not have to earn an A or A+ score (a five) to pass. Students undoubtedly do need a more thorough understanding of a major-related course than a General Education class, and, as evidenced by departmental data and research, current AP score requirements should stand in these instances. However, a student attempting to transfer a score for a course like Psychology for General Social and Behavioral Science (GS) credit **should be able to do so if they have obtained a three or higher**. It is evidently ideal for students to display a higher capacity of knowledge, but consideration for inequitable high school experiences, coupled with the inequity of national standardized testing like the AP system, must all be taken into account to set a realistic barometer for credit and achievement.

Upon meeting with David R. Smith, the Executive Director of the Division of Undergraduate Studies, members of our group gleaned invaluable information about the structure of the General Education system, as well as with AP testing. At Penn State, all changes to AP score requirements are determined by curricular committees, which are nested within each department for each of the university's smaller colleges. All changes must go through the Faculty Senate, and the Board of Trustees has a vested interest as well. Since the Faculty Senate is composed of teachers, both General Education and AP requirements can get contentious. All professors want to keep their classes, and this can only be accomplished through continued student enrollment. However, forcing people to take courses just so they stay around is undoubtedly contrary to Penn State's overall and GE missions.



As Executive Director Smith noted, AP is not accessible to all in the K-12 system, and often privileges some students and demographics over others. Therefore, a lot of people and educators, such as the curricular committees, faculty senators, and board members turn their head to any and all AP problems because of these equity issues. To enact these AP policies, students and faculty members aiming to drive change should stress, as in the case of SAT adversity scores, the notion of taking manageable steps to close broad and wide gaps.

Expanding leniency and promoting realistic and consistent scores is a much-needed initial step to overhaul a much greater set of deep-rooted issues within the United States AP system. Penn State can place itself on the frontier of pertinent and prudent change by eliminating AP for placement, thus giving students credit where credit is literally due. The university can appropriately award competency, preparation, and thoroughness by eliminating all sliding scale "or" credit options, and converting them to a sliding scale "and" system instead. Finally, Penn State can catalyze a movement of more-improved educational equity by weighting General Education and major-related courses appropriately, accordingly accounting for diverse high school backgrounds, experiences, and opportunities.



## VII. Integrative Studies Elimination

Within the last few years, the Faculty Senate added a new requirement to Penn State General Education: Integrative Studies, of which a student must successfully complete at least six qualifying credits. There are two subcategories that fall under Integrative Studies: Inter-Domains and linked courses. Inter-Domains combine at least two of the Knowledge Domains (GA, GH, GHS, GN, GS) within a single class. Linked courses involve two different courses that have a direct connection to a particular topic.

Penn State describes the purpose of Integrative Studies as follows: “They aim to advance the student’s ability to comprehend things from multiple perspectives, to see connections, and to grasp the concept that one must employ different modes of thinking, different epistemologies to understand more adequately the nature of things” (PSU Integrative Studies).

In order to evaluate the Integrative Studies system, it is necessary to first consider the individual Knowledge Domains as listed and described by Penn State.

- A. **Arts:** “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” (PSU Domains).
- B. **Humanities:** “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” (PSU Domains).

- C. **Health and Wellness:** “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” (PSU Domains).
- D. **Natural Sciences:** “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” (PSU Domains).
- E. **Social and Behavioral Sciences:** “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” (PSU Domains).

On a separate but related topic, the General Education requirement of Penn State mandates that at least 3 credits must be taken within each of the five knowledge domains, and these 3 credits *cannot* include any class which falls under multiple Knowledge Domain categories. This arguably defeats the entire purpose of requiring Integrative Studies as a category, and makes the class selection process needlessly complicated. One of the writers of this paper actually had to explain during an advising session that a particular class, suggested by the advisor, would not qualify for the GA requirement. The advisor was forced to consult with their superior, who affirmed that the class initially suggested would not properly fill the 3 credit minimum requirement of a pure Knowledge Domain. If even Penn State’s advisors do not understand the full consequences of the Integrative Studies requirements, then the students certainly cannot be expected to do so, nor should they suffer the financial consequence of a fifth year of study owing to misinformed or confused class scheduling.

Regarding Integrative Studies, the simplest and most effective approach to improving the quality of Penn State General Education is to drop this requirement category altogether. Additionally, the purity requirements that prohibit an Inter-Domain class from fulfilling a covered Knowledge Domain requirement should be removed, as they oppose the university’s proclaimed mission to develop cross-course competency, and it fails to demonstrate added value to the quality of the Gen Ed course selection made by students.



This solution presents a variety of potential outcomes, and not all positive. By loosening or altering existing General Education requirements, Penn State will need to reallocate staff and other resources, which entails some short term cost, and could make some class sections unnecessary. There could be a reduced demand for certain professors, and a simultaneous increase in demand for professors covering different subjects and classes. This is why it is all the more important to reverse the newly instated Integrative Studies requirement, which is only a few years old; the longer it sits in place, the more disruptive another change could be.

It also could be argued that the Integrative Studies, while imperfect, do fulfill the university's aim to push students to view issues from multiple disciplines and perspectives. Removing the category could potentially reduce the breadth of study that students opt to choose. That said, the university's decision to not count Inter-Domain classes to fill individual Knowledge Domain requirements demonstrates that Penn State's philosophical mission is currently at odds with itself. Additionally, it can be argued that many classes which promote a true multi-faceted approach to a given issue are not counted as Integrative Studies, and that most students are choosing to fill this requirement with the easiest classes and not a class that actually delivers cross-field competency.

Moving on to the justifications for the proposed solution, it would grant Penn State students the ability to pursue more useful, rigorous, diverse, and interesting courses, encouraging learning over checklist completion. Professors will have more competent and engaged students to work with, and will not have to balance teaching for a huge spectrum in ability and interest. This is especially helpful for major requirement classes, which are supposed to build foundations



for students of that field, and are sometimes watered down for the benefit of students who are only completing a General Education requirement.

An important but easily overlooked factor is student retention and graduation rates. Students could be less likely to have to stay for a fifth year if they do not have such stringent graduation requirements as the interdomain classes. For the class of 2016, only 69.8% of students graduated within 4 years, compared with 84.4% within 5 years and 86.3% within 6 years; just 1.3% of students graduated within 3 years. This data demonstrates that either from changing majors, retaking prerequisite classes, or fitting specific required courses into their schedules, thousands of students are forced to stay beyond their fourth year, and of these, only about half get their degree within 150% of the standard time. By removing the integrative studies requirement, students will not be forced to shoulder the staggering financial cost of a fifth year of schooling, and by making it more possible to graduate early, historically disadvantaged and low income students are more likely to apply to and successfully graduate from Penn State.

In the long run, Penn State will earn a better reputation and attract better students by removing the Integrative Studies requirement. From a financial perspective, more students can choose to come to Penn State without the fear of being unable to finish or afford their degrees. From a student perspective, graduation requirements will be less convoluted, avoiding needless confusion and frustration on the part of students and advisors alike. From an educational perspective, the Integrative Studies is philosophically sound but fails in practice to achieve its goal of leading students to analyze topics from multiple lenses.



## VIII. Conclusion

With support from the faculty senate, we believe that the policies proposed in this paper will help to elevate Pennsylvania State University's General Education System from good to great. The proposed changes will allow students to earn credit for proficiency in knowledge domains that they bring into college and for extracurricular work that meets or exceeds the requirements of other college courses. In addition, removing the integrative studies requirement from classes should allow students to have more flexibility in choosing classes that truly pique their interests. These policies will not require substantial financial support, and if they are accepted, then they will bring positive changes to both students and teachers. Students will be able to shorten their college careers, learn among peers with similar levels of knowledge to themselves, and choose classes that align with their interests.





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# X. Appendix

Figure 1.

**PENNSTATE**  
 **CREDIT BY PORTFOLIO ASSESSMENT APPLICATION**

**Student completes this section of the form and submits it along with the portfolio and correct payment to the academic department for assessment.**

PSU ID	Last Name	First Name	Middle Initial
Local Address	Street	City/State	Zip Code
Student Signature			Date

Department's Budget #	ROCR #	Fee Paid	\$ <input type="text"/>
-----------------------	--------	----------	-------------------------

**For use by academic department**

**-- To be completed by the faculty member conducting the assessment --**

Department Name \_\_\_\_\_

I have assessed the student's portfolio and recommend the addition of the following credit to the student's Penn State record:

Course Designation	Course Number	Number of credits **
--------------------	---------------	----------------------

Faculty Member's name (Please print) \_\_\_\_\_

Signature of Faculty Member assessing Portfolio \_\_\_\_\_ Date \_\_\_\_\_

**FACULTY MEMBER SUBMITS A SUMMARY OF THE ASSESSMENT OF THE PORTFOLIO, ALONG WITH THE PORTFOLIO, TO THE DEPARTMENT/DIVISION HEAD (SEE UNIVERSITY PROCEDURE AM2009)**

**-- To be completed by the Department/Division Head --**

I authorize the awarding of credit.

Department/Division Head's Name (Please Print)	Signature of Department/Division Head	Date
--	---------------------------------------	------

**COMPLETED FORM MUST BE SENT TO THE UNDERGRADUATE ADMISSIONS OFFICE, 201 SHIELDS BUILDING**

If no credit is to be awarded or the department recommends that modifications be made and the portfolio be resubmitted, please communicate directly with the student.

\*\* Total number of credits that may be earned by an individual student via credit by portfolio assessment: a candidate for an associate degree may be awarded a maximum of 15 credits; a candidate for a baccalaureate degree may be awarded a maximum of 30 credits by portfolio assessment. A maximum of 6 credits may be awarded for a single portfolio for a course.

(09-20-02)

("CAS 100")



Figure 2.

**English 202C(p) Credit by Portfolio  
Portfolio Cover Sheet/Verification Form**

If you completed work assignments at more than one company, you must submit a separate Verification Form from each company.

Name: \_\_\_\_\_

Major: \_\_\_\_\_

Penn State Student ID Number: \_\_\_\_\_

Penn State E-mail Address: \_\_\_\_\_

Daytime Phone #: \_\_\_\_\_

Co-op/Internship Company: \_\_\_\_\_

Co-op/Internship Location: \_\_\_\_\_

Co-op/Internship E-mail Address: \_\_\_\_\_

I, \_\_\_\_\_, verify that I am the author of the assignments in this portfolio. I may have received guidance or assistance from my internship or co-op supervisor(s) and/or from my peers at my work assignment; however, I ultimately planned and wrote the assignments on my own. I did not copy them from a textbook, style guide, or any other source. My portfolio was reviewed by a representative of my co-op or internship company and it has been approved for release to Penn State. If any proprietary information is contained herein and a disclosure agreement was needed, a copy is included in this portfolio.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Employer Representative Name: \_\_\_\_\_

Employer Representative Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(“English 202C By Portfolio”)



Figure 3.

**English 202C(p) Credit by Portfolio  
Intent to Register Form**

I am an engineering student who is currently registered for either my third internship course (ENGR 195 or 595) or my third co-op rotation (ENGR 495). I am interested in completing my English 202C (Technical Writing) requirement through the English 202C(p) Credit by Portfolio option. I intend to submit a portfolio at the end of this semester.

Name (Last, First, MI): \_\_\_\_\_

Penn State Student ID Number: \_\_\_\_\_

Major: \_\_\_\_\_

Penn State E-mail Address: \_\_\_\_\_

Employer Name: \_\_\_\_\_

Employer Address: \_\_\_\_\_  
\_\_\_\_\_

Daytime Phone #: \_\_\_\_\_

Work E-mail Address: \_\_\_\_\_

For which semester(s) do you plan to be jointly registered for your third work rotation and English 202C(p)?

*(Circle appropriate semester/semesters)* *(Fill in year)*

FALL                  SPRING                  SUMMER                  20\_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

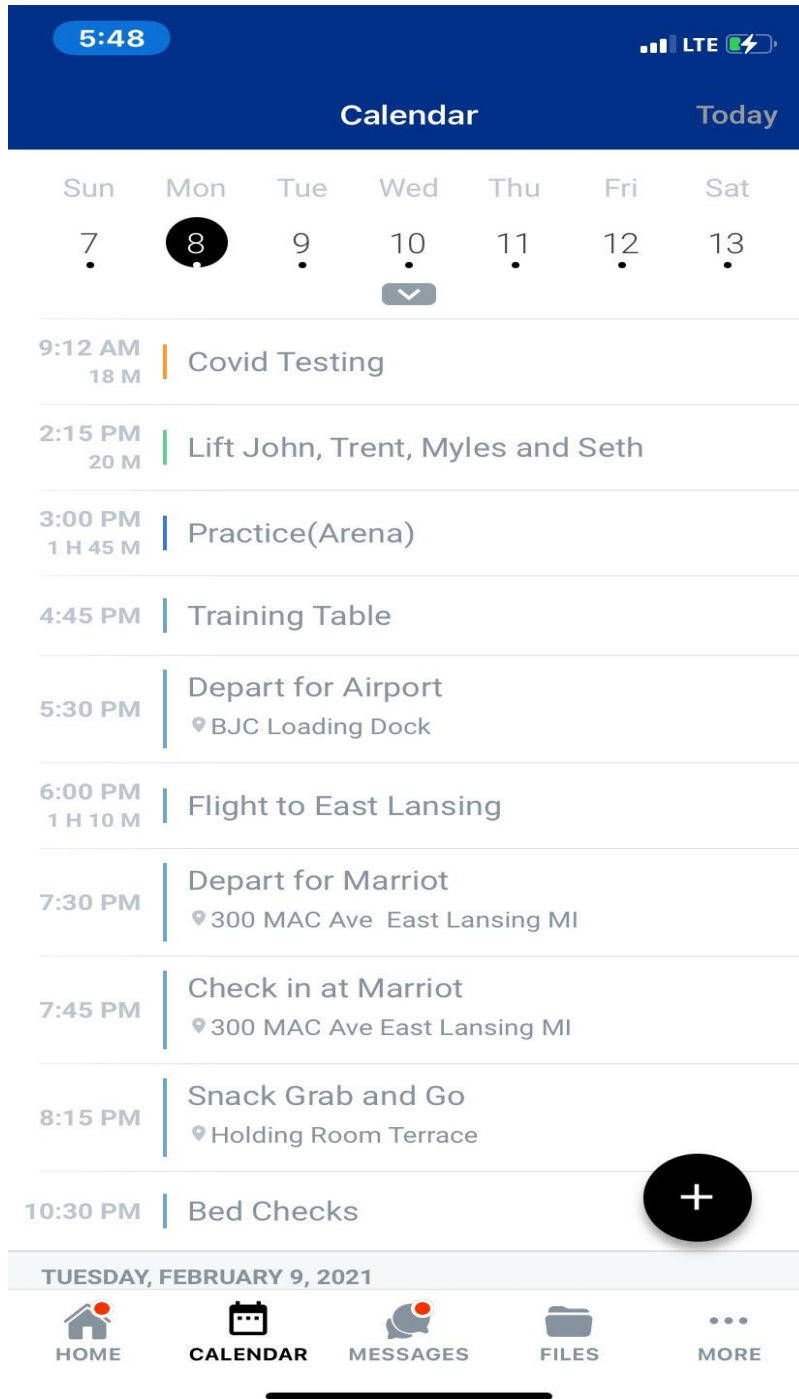
Engineering Career Resources & Employer Relations Approval: \_\_\_\_\_

Date: \_\_\_\_\_

(“English 202C By Portfolio”)



Figure 4.



5:48

LTE

### Calendar

Today

Sun	Mon	Tue	Wed	Thu	Fri	Sat
7	8	9	10	11	12	13

9:00 AM | Wake Up Call

9:05 AM | RPTM-370  
1 H 15 M | ZOOM

9:15 AM | Breakfast Grab and Go  
| Holding Room Terrace

10:00 AM | Depart for Covid Testing/Shoot-Around...  
| 534 Birch Rd, East Lansing, MI 48824

10:15 AM | Covid Testing @ Breslin Center  
| 534 Birch Rd, East Lansing, MI 48824

10:45 AM | Scout Film/Shoot-Around @ Breslin Ce...  
1 H | 534 Birch Rd, East Lansing, MI 48824

12:00 PM | Lunch Grab and Go  
| Holding Room Terrace

12:05 PM | RPTM-334  
1 H 15 M | ZOOM

3:55 PM | Pre Game Meal Grab and Go  
| Holding Room Terrace

5:20 PM | Depart for Arena



5:48

LTE

### Calendar

Today

Sun	Mon	Tue	Wed	Thu	Fri	Sat
7	8	9	10	11	12	13

#### WEDNESDAY, FEBRUARY 10, 2021

8:00 AM | PLAYERS OFF No Covid Testing

9:05 AM | AEE-360  
50 M | ZOOM

#### THURSDAY, FEBRUARY 11, 2021

9:05 AM | RPTM-370  
1 H 15 M | ZOOM

9:12 AM | Covid Testing  
18 M

12:05 PM | RPTM-334  
1 H 15 M | ZOOM

2:55 PM | Lift John, Trent, Myles and Seth  
20 M

3:30 PM | Film  
30 M | Training Table

4:00 PM | Practice(Arena)  
1 H



#### FRIDAY, FEBRUARY 12, 2021

HOME

CALENDAR

MESSAGES

FILES

MORE





5:48

LTE

### Calendar

Today

Sun	Mon	Tue	Wed	Thu	Fri	Sat
7	8	9	10	11	12	13

#### FRIDAY, FEBRUARY 12, 2021

9:05 AM | AEE-360  
50 M | ZOOM

9:12 AM | Covid Testing  
18 M

3:00 PM | Practice(PF)  
2 H 30 M

#### SATURDAY, FEBRUARY 13, 2021

9:00 AM | Covid Testing  
10 M

10:30 AM | Practice(PF)  
1 H 45 M

#### SUNDAY, FEBRUARY 14, 2021

10:00 AM | Covid Testing  
15 M

11:00 AM | Scout Film/Shoot Around  
1 H

12:00 PM | Prayer/Pre Game Meal  
1 H

3:00 PM | PENN STATE vs NEBRASKA  
2 H



#### MONDAY, FEBRUARY 15, 2021



Figure 5.

## KINES 90B, Section 001: TeamSpt Basketball (21911--UP---P-KINES---90B-----001-)

[Jump to Today](#)

Kinesiology 90B-Team Sports: Basketball  
Spr 2019

T/R IM Bldg Gym 3

1.5 credits towards GHW (General Health & Wellness)

Instructor: Brenna O'Connor

9:05am/10:35am

E-Mail Contact: [Bao10@psu.edu](mailto:Bao10@psu.edu)  
appointment

office hrs. by

### **Prerequisites/Co-requisites/Concurrent Requirements/ Recommended Preparation:**

There are no courses required for completion prior to or concurrent to enrolling in KINES 90B.

### **General Education Learning Objectives:**

This course will expose students to General Education Learning Objectives (GELO). The learning objectives addressed in this course are:

- Critical and Analytical Thinking
- Key Literacy

### **Course Description**

This course is active and competitive. It is designed to give students an introduction to team sports. Students will be introduced to the basic skills, strategies, overall concepts, and rules of the game of basketball. Emphasis will be on individual skills and team play. Skills, drills, and game situations are designed to help improve the student's skill level. Once completed successfully, the course provides a foundation for a lifetime of sport activity through recreational programs.

KINES 90B focuses specifically and solely on basketball. It is designed to give students an understanding of the knowledge and skills necessary for successful participation in the game of basketball. This format will give students more depth and focus on the game of basketball and the communication skills that good teamwork requires. While the primary focus of the class is the skills, strategies and rules of basketball, the underlying sub-focus of the course is the development of the social skills required to be a good team member. The commitment to a team sport requires students to encounter



a collaborative atmosphere where they seek to solve complex movement problems and learn to cooperate to achieve various team goals.

This course provides information not only on basketball, but also on how to incorporate basketball into one's fitness plan throughout life and the potential fitness benefits of regular participation in basketball. Foundational principles of creating an effective fitness and wellness plan including appreciation for factors impacting performance, safety, and injury prevention are addressed. Participating in team sports will help students understand that regular activity has social, emotional, and physical benefits with potential for total well-being and a better quality of life.

### **Objectives**

Upon completion of the course, students will develop the following:

- Students will perform basketball skills through drills, game-like situations, and games during class.
- Students will learn various offensive plays, defensive strategies, general rules and information about the game of basketball.
- Students will learn modified games of basketball in order to incorporate them in future lifetime social settings.
- Students will understand the development and progression of the necessary skills to participate in the game of basketball.
- Students will be able to articulate & understand the rules and strategies of basketball.
- Students will learn how to practice the skills required to play basketball.
- Students will learn the importance of team membership and the role of the individual on the team.
- Students will understand the basic care and prevention of common injuries in basketball.
- Value team membership and the role of each individual in the team concept
- Understand how basketball can fit into one's personal fitness plan



- 
- Be able to articulate and apply basic principles in fitness and wellness plan development
  - Understand the history and development of basketball
  - Understand the impact of participation in basketball on their personal fitness and wellness
  - Explain how to select appropriate equipment for basketball
  - Understand safe participation to prevent possible associated injuries
  - Describe the social benefits acquired from regular participation in team sports

**Course Goals:**

- Students will learn the rules of the game, the basic skills and a variety of game play strategies through practicing and playing basketball.
- Students will acquire the knowledge and skills necessary to continue playing basketball beyond this course, whether it is recreational leagues, friendly pick-up games, or advanced instruction in this sport.
- Students will learn about personal wellness and how various behaviors contribute to wellness and the body's performance (i.e. nutrition, injury prevention, training practices, sleep).
- Students will learn the knowledge and skills to lead a healthy and active lifestyle throughout their lifespan.

**Requirements**

Students must attend class and participate in all activities. Appropriate attire, especially footwear, is to be worn at all times.

Evaluation of students will be determined by the following:

1. 40 pts. Attendance and class participation. Must attend and participate in class activities.
2. 20 pts. Skills evaluation. Based on execution of skills during class drills and play.



3. 20 pts. Quiz. Written quiz-knowledge of class content. Date TBD and completed towards the end of the semester. Content includes but is not limited to the following: components of fitness, basketball terminology and various strategies/concepts.
4. 20 pts. Practice habits. Proper warm-up before the start of each class (1 pt. per week)
5. 10 pts. Team drill. Plan, demonstrate, and teach drill. **Must be present. This is a group activity.**
6. 10 pts. Short paper. Due date: (completed and turned in April 18). (late paper: -1 pt per day) Hand-out to follow with specifics of basketball topics, etc.
7. Bonus pts. 1 pt. per attendance of PSU basketball game (turn in ticket w/ final score and high scorer from each team)

The following grading scale will be used to determine final grades.

A >93.5%, A- 90-93.49, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 70-76, D 60-69, F < 60

#### **Additional Requirements**

Participation is expected. Participation is determined by the students performing the skills during the drills and games during class throughout the semester.

Skills are evaluated predominantly during game situations. The main areas of evaluation are: shooting, ball movement (dribbling and passing), defense, strategy/concepts, and effort. The following scale is used for each category: 4=excellent, 3= good, 2= fair, and 1= poor

At the midpoint of the semester, students will be notified individually if their score is less than 15/20. They will also be given specific drills to practice so they may improve their score by the end of the semester.

Students will be allowed 3 absences, no questions asked. HOWEVER...if you use up these absences, starting with the 4th absence, you will lose 3 pts. per absence and so on. Attendance will be taken. 3 "lates" equals one absence. Ten minutes late or later is marked as an absence. Appropriate dress for class: shorts and/or sweatpants, t-shirt and/or sweatshirt, and sneakers.

Students are encouraged to use the day lockers or the lockers in the locker room to secure their belongings. You must provide your own lock for the lockers in the locker room.



***Please carry your PSU ID with you, you will need it to enter the IM BLDG. No exceptions. PSU is stricter about access to their facilities.***

#### **Additional Policies**

If you have had prior injuries which required you to wear a brace (i.e. knee brace, ankle brace, etc.) following the injury, you are **STRONGLY ENCOURAGED** to wear the brace during class activities.

You must check your **PSU email** daily.

If you missed class, you missed something. It is your responsibility to get information you missed either from a classmate or the instructor.

A "class absence" form for an "exception request" may be submitted within 48 hours of the missed class for the following: injury, family emergency, religious observance, PSU trip, or varsity athletics. You may submit this request via email or directly handing me a hard copy. Submission of the request **ONLY** ensures the ability to make up missed assignments for the missed class.

It is your responsibility to monitor your grades and absences throughout the semester.

#### **Schedule of Activity**

Please note that the syllabus is subject to change due to unforeseen circumstances. Students will be notified in writing and verbally in class of any changes.

Your comfort level during exercise can be improved greatly through hydration. Please drink plenty of water before, during, and after basketball class.

Additionally, for your safety, comfort, and physical performance, **you need to eat breakfast or have a snack prior to coming to class.**

#### **Academic Integrity and Personal Responsibilities**

Academic integrity is defined as the pursuit of scholarly activity in an open, honest, and responsible manner and is a basic guiding principle for all academic activity at Penn State University. Academic dishonesty includes but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Penalties for academic dishonesty are outlined in Policies and Rules: A Handbook for Students, and may lead to disciplinary sanctions including a failing grade for the course.

<http://tlt.psu.edu/suggestions/cyberplag/cyberplagstudent.html> (Links to an external site.)Links to an external site. A summary of this policy is posted on Angel. If you need to review topics that include plagiarism, complete the following tutorial: <http://tlt.psu.edu/pagiarrism/tutorial> (Links to an external site.)Links to an external site.



Cheating of any kind will not be tolerated. University policies in the Policies and Rules: a Handbook for Students and the Penn State Principles will be followed in the event of academic dishonesty or failure to take responsibility for one's actions. If you are caught committing any form of academic dishonesty, an Academic Integrity Form will be completed and submitted to the university. Infractions of academic integrity includes but is not limited to, signing other students' names to the attendance sheet, signing the attendance sheet and then leaving class without the instructor's knowledge. Students charged with academic dishonesty will automatically be given a grade of "F" for the assignment/quiz in question and processed in accordance with University guidelines. If the university confirms academic dishonesty, you will earn a failing grade for the course.

All class members will take personal responsibility for their actions or lack of action, show respect toward all others, and act in a courteous manner. Behavior that interferes with the learning experience of other students in the class is inappropriate and unacceptable. Violation of these guidelines will result in a reduction of the final grade and/or removal from the course.

Life happens so plan for the unexpected. Be responsible. If you are unable to abide by the course guidelines, you should consider dropping the course.

#### **Syllabus Subject to Change:**

All of the above is a general outline of the course and some adaptations to the course may vary at the discretion of the instructor. Students will be notified verbally and in writing.

#### **Students with Disabilities**

"Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources Web site provides contact information for every Penn State campus: <http://equity.psu.edu/sdr/disability-coordinator> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site. For further information, please visit the Student Disability Resources Web site: <http://equity.psu.edu/sdr> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/applying-for-services> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in



your courses as possible. You must follow this process for every semester that you request accommodations.”

## **CRISIS RESOURCES FOR STUDENTS IN DISTRESS**

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

- 814- 863-0395 Counseling and Psychological Services (CAPS) or 501 Student Health Center during regular office hours (8 am-5 pm, Monday-Friday)
- 877-229-6400 Penn State Crisis Line (24 hours/7 days/week)
- Text LIONS to 741741 Crisis Text Line (24 hours/7 days/week)
- Mental Health Providers (all campuses) <https://elections.psu.edu/caps-cpd/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

For more information on services at CAPS visit <http://studentaffairs.psu.edu/counseling/services/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

To learn how to schedule an appointment at CAPS see this link: <http://studentaffairs.psu.edu/counseling/appointments.shtml> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

If you or someone you know is experiencing a crisis situation, information on resources at CAPS and other local groups that can help is found at <http://studentaffairs.psu.edu/counseling/crisis/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

- 1-800-643-5432 Centre County Can Help – 24 hours
- 814-234-6110 Mt. Nittany Medical Center ER





- 814-863-4463 University Health Services
- 814-863-2027 Center for Women Students
- 814-863-1111 University Police 911 – Emergency General
- 814-863-0342 Office of Student Conduct
- 814-863-4926 Student & Family Services – Joe Puzycki AVP
- 814-867-0099 Office of Sexual Misconduct...Title IX
- 1-800-932-0313 Childline – Child Abuse Reporting

### REPORTING BIAS

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated.

Students, faculty, or staff who experience or witness a possible bias motivated incident are urged to report the incident immediately through Educational Equity at the [Report Bias](#) ([Links to an external site.](#))[Links to an external site.](#) ([Links to an external site.](#))[Links to an external site.](#) webpage: <http://equity.psu.edu/reportbias/> ([Links to an external site.](#))[Links to an external site.](#) ([Links to an external site.](#))[Links to an external site.](#)

### Weekly Schedule

Week 1 (week of 1/7)	Introductions/Syllabus/warm-up/dribbling/shooting
Week 2 (week of 1/14)	Review syllabus/passing/defense/health benefits
Week 3 (week of 1/21)	Tournament 1/care & prevention of common injuries
Week 4 (week of 1/28)	Tournament 1/What makes a good teammate



Week 5 (week of 2/4)	Tournament 1/rebounding/boxing out/defense
Week 6 (week of 2/11)	Zone defenses/presses/press breakers
Week 7 (week of 2/18)	Tournament 2
Week 8 (week of 2/25)	Tournament 2
Week 9 (week of 3/4)	SPRING BREAK
Week 10 (week of 3/11)	Team Activity Drills
Week 11 (week of 3/18)	Special situations/Tournament 3
Week 12 (week of 3/25)	Tournament 3/handout for paper & quiz
Week 13 (week of 4/1)	Tournament 3
Week 14 (week of 4/8)	Tournament 3
Week 15 (week of 4/15)	Quiz/paper/pick-up games
Week 16 (week of 4/22)	Housekeeping/pick-up

