General Education Council
2014-2015 Academic Year

Agenda for the meeting on Tuesday, February 24, 2015, in ELL 205 at 3:30 P.M.

1. Call to order
2. Approve the Minutes of the previous meeting
   a. Attachment A: Minutes from the meeting on Jan. 27, 2015
3. Old Business
   a. Report from our GEC representative at the UCC (Dr. Kate Shirk)
   b. Reports from our Standing Committees
      i. Budget (Dr. Joseph Beck)
         1. Grant proposals
            a. Attachment B: Dr. Benbow – Social Work and Gerontology
            b. Attachment C: Dr. Clark – Sociology and Anthropology
            c. Attachment D: Drs. Godshall and Harrow – History/English
      ii. Assessment (Dr. Dudley Girard)
         1. Report re: the AACU’s General Education Assessment Conference
      iii. Program (Dr. Sherri Bergsten)
         1. Meeting minutes
            b. Attachment F: Jan. 20, 2015
      2. Course proposals
         a. Attachment H: MAT-190: Math to Save the World
         b. Attachment I: MUS-130: American Popular Music (UCC#14-168)
      iv. First Year Experience (Dr. Kirk Moll)
4. New Business
5. Announcements
   a. The March meeting will be held on Thursday, Mar. 26. Nominations for GEC faculty co-chair and GEC secretary, AY 2015-2016.
   b. Apr. 1, 2015 is the effective deadline for departments to submit new 190-type proposals to be considered before and for Fall 2015.
   c. The April meeting will be held on Tuesday, Apr. 21. Elections for AY 2015-2016. This meeting will be the final meeting of AY 2014-2015.
6. Call to adjourn
General Education Council Minutes
2014-2015 Academic Year
Tuesday, January 27, 2015, in ELL 205 at 3:30 P.M.

1. Call to order

The meeting was called to order by Dr. Drzyzga at 3:35pm. Members in attendance were Drs. J. Mike, M. Moilanen, S. Bergsten, A. Predecki, D. Girard, B. Finucane, L. Cella, W. Kingsley, J. Hamblin, L. Bryant, R. Lesman, M. Lucia, K. Shirk, C. Botteron, A. Seibert, K. Lorenz, B. Wentz, B. Henson, B. Meyer, J. Clements, K. Johnson, and K. Moll.

Dr. Drzyzga announced that Dr. Hamblin will be filling in as secretary while Dr. Feeney is on sabbatical.

2. Approve the Minutes of the previous meeting

    a. Attachment A: Minutes from the meeting on Nov. 25, 2014

Motion to approve (Moilanen). No corrections were given. Motion passed.

3. Old Business

    a. Report on the 2014 Annual Meeting of the Middle States Commission for Higher Education (Dr. Scott Drzyzga)


Dr. Drzyzga reported that he traveled to this meeting with several other members of the campus community including Dr. Tracy Schoolcraft (Associate Provost), Sara Grove, Jose Ricardo, Gretchen Pierce and Brian Wentz. Drzyzga gave some highlights of what he learned at the meeting, including the fact that there is no longer a separate General Education standard. The number of standards has been reduced from 14 to 8, and Gen Ed has been folded into the Assessment standard, which is much more highly emphasized. Some members discussed how, in the past, Middle States was content for institutions to simply be making efforts on assessment, but that it now seems that the requirements are much higher. Drzyzga’s full report is attached as Appendix A.

There was a great deal of discussion on item 2c of Drzyzga’s report, which gives a minimum list for what a Gen Ed curriculum should include. Members discussed the meaning of “information literacy” and the implications of humanities, arts, and social sciences not being explicitly listed. Several members argued that Ship should not remove or lessen the importance of these subjects in the Gen Ed program.

    b. Report from our GEC representative at the UCC (Dr. Kate Shirk)

Dr. Shirk reported that UCC met on 12/2/14, and their next meeting will be next week. There were two history proposals for HIS 105 and HIS 106 that passed UCC (14-90, 14-91). CHN 202 was not considered for GEC; it was discussed as a possible 190 Gen Ed but that did not happen. Dr. Shirk expects no Gen Ed activity at the next UCC meeting.

Dr. Botteron requested that Dr. Shirk ask UCC when they will put up a blank template for course proposals.

    c. Reports from our Standing Committees
i. Budget (Dr. Joseph Beck)

Dr. Beck was not present, no report was given.

ii. Assessment (Dr. Dudley Girard)

Dr. Girard reported that the Assessment Committee is looking more into TracDat. They are trying to coordinate with other people who are using it currently to get a sense of how we can use it. The committee is also working on skills assessment (standardized testing); specifically looking for proctors, who is paying for it, etc.

iii. Program (Dr. Sherri Bergsten)

1. Attachment C: Minutes from the meeting on Nov. 18, 2014.

2. Attachment D: Minutes from the meeting on Dec. 02, 2014

Dr. Bergsten reported that the focus of the Program Committee has been to work on learning objectives and rubrics that would be consistent across Gen Ed. The committee has a format that they really like, with a set of 3 learning objectives and 5 levels of achievement. They are currently trying to set up example rubrics for several topics (tags). The committee is close to providing those to GEC, and anticipates having something at the February GEC meeting. The Program Committee intends to meet with interested departments to revise/review these rubrics.

Dr. Drzyzga mentioned that last semester there was discussion of having open meetings on campus related to the proposed program revision. Dr. Bergsten replied that this is still planned.

Related to Dr. Drzyzga’s earlier report, one member asked if technological competency is planned to be part of proposed Gen Ed program. Dr. Bergsten reported that it has been discussed, but that it is not part of the current proposal draft. In the ensuing discussion, members mentioned that the “information literacy” from the MSCHE standards could include this technological component. Several members also discussed how technology is already being used broadly across several different Gen Ed courses and categories.

iv. Ad-hoc EYE committee (Dr. Kirk Moll)

Dr. Moll reported that many of the EYE Committee’s previous ideas are not feasible in the current economic environment. The committee is now looking at how EYE can be better articulated/embedded into existing classes (WIFYS, World History, HCS 100) or activities (residence life, other “features” of the university). The committee will be meeting regularly with stakeholders to discuss options. Assessment will be a central part of whatever experience is developed, and work will have to be done to determine how assessment of these EYE objectives fit into the overall Gen Ed (tag) assessment. PC and EYE committees will have to work together on this.

Dr. Drzyzga mentioned that the EYE Committee has an opportunity to bridge the gap between academic programs and non-academic learning activities

4. New Business

Dr. Drzyzga announced last time that $1750 had been reallocated from the budget so that two GEC members could travel to a conference in Kansas City. He reports that the Provost has agreed to cover the difference in cost.
5. Announcements
   

6. Call to adjourn
   
The meeting was adjourned at 4:35pm.
Appendix A: Drzyzga’s Report from MSCHE 2014 Annual Meeting

The following is the contents of a report given by Dr. Scott Drzyzga to GEC on Tuesday, January 27, 2015.

1. Higher Ed in general, and Middle States in particular, is responding to exogenous forces that are clamoring for greater accountability in Higher Ed.

2. According to the new standards, “an accredited institution possesses or demonstrates [among other things] .... “
   a. “...student learning experiences that are designed, delivered and assessed by faculty ... who are rigorous and effective in: teaching, assessment of student learning, scholarly inquiry, and service.”
   b. “organized and systematic assessments, conducted by faculty and/or appropriate professionals ... define meaningful curricular goals with defensible standards for evaluating whether [or not] students are achieving those goals.”
   c. [it offers] “a general education curriculum that ... at least ...” (i.e., a minimum list and not a complete checklist)...
      i. Oral communication
      ii. Written communication
      iii. Scientific and quantitative reasoning
      iv. Critical analysis and reasoning
      v. Technological competency
      vi. Information literacy
      vii. Study of values, ethics and diverse perspectives

3. The GenEd Program is (ought to be) the signature program at each institution. By extension, GenEd program assessment ought to be the signature assessment effort at each institution.

4. MSCHE is prompting institutions to develop GenEd program assessment into a cultural norm. The culture can be identified by two defining characteristics:
   a. The institution is having a continuous conversation about its GenEd Program
   b. The institution is taking action to redress weaknesses in its GenEd program.

5. MSCHE is not concerned with particular strengths or particular weaknesses [at SHIP]. MSCHE is most interested in the integrity of the process by which [SHIP] identifies strengths and weaknesses, and redresses weaknesses in its General Education Program.
GENERAL EDUCATION PROJECT GRANT

TITLE PAGE

Please note: The summary narrative with a clear description of the project, including how the learning objectives of the appropriate General Education category are met, should be attached to this form.

Name: Samuel R. Benbow                                      Department: Social Work and Gerontology Department

Email: Srbenh@ship.edu                                      Phone: 717-477-1781

Date of Proposed Project/Event/Excursion: March 21, 2015

If project/event is specific to your general education course sections, please provide Course # and Section number(s): SWK265: Section 01

General Education Category: (Skills and competencies, A-E, Diversity requirement)
Brief Description of General Education Project (50 words maximum):

The excursion is to take a bus trip to the National Holocaust Museum in Washington D.C. with students enrolled in the SWK265 Understanding Diversity for Social Work Practice. Students would be able to extend learning and develop a greater awareness of the oppression diverse ethnic groups experienced during WWII.

Total Amount Requested: $1401.00

Faculty Member: Dr. Samuel R. Benbow                                      Date February 2, 2015
Summary Narrative

Summary Narrative of the Project:

The proposed project is a bus excursion to the National Holocaust Museum in Washington D.C. on April 11, 2015. This excursion is designed to directly support the course objectives, which are to assist students to develop tools for increased understanding of and sensitivity to human diversity and cultures different from their own. This "human behavior in the social environment lens" approach calls for students to examine their own cultural roots, learn more about other cultures/human diversities, and be exposed to the role of history on present day diversity issues. Students will also be asked to self-investigate and identify areas where differing customs or values could have an impact upon intervention, identify their own biases, and be willing to develop "a reversible mind set".

Visiting the National Holocaust Museum will assist students to extend their knowledge-base of assigned readings, class discussions and course assignments in a way that would not be possible through a virtual tour or by showing available videos of the museum. There are a large number of exhibits which require one too physically and emotionally be in the moment in order to really understand and appreciate the experience. Three such exhibits that have been emphasized in the course are “The Tower of Faces”, The Science of Race”, and “The Final Solution of the Jewish Question (floor dedicated to the concentration camps).” These exhibits amongst many others specifically address racist doctrine, historical mistreatment of people who were different based on race, ethnicity and sexual orientation. Upon completion of the entire exhibit, it is expected that students will better understand how cultural, ethnic and racial heritage, as well as gender, age social class, sexual orientation and abilities have helped to shape our American society and the students’ perspective in present day.

Course Assignment and Connection to General Education Program Diversity Objectives:

There is one specific assignment that directly relates to this trip and it is called the Cultural Diversity Awareness Paper. It is an assignment that has been divided into two written assignments in which student are required to directly apply classroom readings, and activities to (first) conduct, then analyze an Ethnographic interview. The second assignment is a culminating assignment in which students must reflect on their entire educational experience in the course (what they have learned about themselves, family, community and nation regarding race & ethnicity), and then create a plan of what they need and will do to further develop their professional as well as personal areas needing improvement.

Both assignments have been created to specifically address attitudes, perspectives, beliefs and values associated with race and ethnicity of oppressed groups in the United States. Additionally, both assignments require students to explore historical aspects of diversity and oppression as a means to develop ways to effectively impact change in their professional lives as social workers as well as in their personal lives. These assignments are in direct alignment to the goals and objectives of the course as well as the General Education Program and the Diversity requirement. More specifically, the diversity objectives in a synthesized manner, states that the activity/ excursion should assist student to understand their own attitudes, beliefs and values and take that knowledge to learn how to effectively interact with diverse
individuals and communities to enhance social justice and equality. SWK 265: Understanding Diversity for Social Work Practice is a course that has been approved for a number of years to be included as one of several courses approved under the General Education Program Diversity requirement course options. The course objectives called Core Competencies and Practice Behaviors have been developed to meet our national accrediting body (Council on Social Work Education/CSWE) standards and are in direct alignment with the Course Learning Objectives established by the General Education Committee. The Core Competencies and Practice Behaviors for this course and the described two assignments are as follows:

**Core Competency 2.1.4. Engage diversity and difference in practice**

Practice Behavior: 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 2. Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups. 3. Recognize and communicate their understanding of the importance of difference in shaping life experiences. 4. View themselves as learners and engage those with whom they work as informants.

**Core Competency 2.1.5. Advance human rights and social and economic justice**


As stated previously, the two assignments connected to the excursion to the National Holocaust Museum
# General Education Project Grant

**Budget Sheet**

**Name:** Samuel R. Benbow  
**Email:** Srbenb@ship.edu  
**Department:** Social Work & Gerontology  
**Phone:** 717-477-1781  
**Month and Year of Proposed Event:** April 11, 2015  
**Itemized Budget (Proposed)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Amount (Written Estimate Attached)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lincoln Bus Lines: Estimated cost of 47 passenger coach bus</td>
<td>$1401.00</td>
</tr>
</tbody>
</table>

**Total Requested:** $1401.00

**Faculty Member:** Samuel R. Benbow  
**Date:** February 2, 2015
February 2, 2015

Shippensburg University
Attention: Sam Benbow

To whom it may concern:

The total cost to Charter a 47 passenger Coach to go from Shippensburg University to Washington, DC (Holocaust Museum) on April 11, 2015 with no stops to and from would be $1401.00.

310 miles + 5% = $1351.00

Washington, DC permit fee = $50.00

Totaling: $1401.00

If I can be of any further assistance please let me know.

Thanks,

Jacki – Lincoln Bus Lines
GENERAL EDUCATION PROJECT GRANT
2014-15 ACADEMIC YEAR

PURPOSE:
This grant funds projects and events that advance the objectives of the General Education program. Two types of projects are funded by this grant program. The first supports projects and excursions directly related to a faculty member’s general education sections (i.e., trips to Washington, D.C., etc.). The second are those projects, programs, and/or events which benefit the general education program or students within a discipline and/or the community at large (i.e., performances that General Education students in a Department are required to attend, events where the work of General Education students are featured, and so forth.) This grant can now support projects that have been funded previously. The deadline is a rolling date until funds are exhausted.

GRANT APPLICATION

PROPOSALS MUST CONTAIN THE FOLLOWING:

- Title Page
- Summary: The Summary must provide a clear description of the project. It must then explain how the project advances the learning objectives of the appropriate General Education Category (Attached). For projects/programs/excursions specific to a faculty member’s General Education Sections, it is suggested that an ‘assignment’ of some type be required (i.e., reaction paper, exam question, etc.)
- Budget Page: The Budget Page must be completed. In addition, for each budget item you MUST include a written estimate produced by the vendor. The grant will NOT be evaluated without written estimates attached.
- Written Estimates or Receipts (The grant WILL NOT be evaluated by the Committee without these.)

AWARD CRITERIA

- Summary statement that clearly and concisely explains how the project will meet established objectives of BOTH the General Education program and appropriate Category Objectives.
- Budget feasibility and reasonableness.
- Quality of overall proposal (well organized and presented, proofread, etc.)

GRANT POLICIES

Receipts must be retained and submitted for reimbursement.

General Education Project Grants can be submitted once a semester and for General Education course sections taught by a faculty member.

Grant Awards are limited to:

- $1,500 per General Education class section (For example, 2 sections of a Gen Ed class going to Washington D.C. is limited to a $3,000 grant.)
- $2,000 per ‘Project’ that falls outside the direct purview of a faculty member’s course sections.

If your project is funded, you must complete a final report at the end of the semester assessing your program/project. Guidelines for this will be given out with award letters.

QUESTIONS AND SUBMISSION INSTRUCTIONS

Questions can be directed to Joseph Beck at jbeck@ship.edu. Please submit the grant application as an attachment to me. The electronic submission does not need signatures or vendor estimates. However, you must send a single hard copy of the entire proposal that includes original signatures and vendor estimates to 211 Grove Hall.
Please note: The summary narrative with a clear description of the project, including how the learning objectives of the appropriate General Education category are met, should be attached to this form.

Name: Robert L. Clark                   Department: Sociology and Anthropology

Email: rlclark@ship.edu                   Phone: 203-530-9331

Date of Proposed Project/Event/Excursion: March 18-21

If project/event is specific to your general education course sections, please provide Course # and Section number(s): __ANT 111-01, -02, -06__________________, ________________________

General Education Category: (Skills and competencies, A-E, Diversity requirement) E

Brief Description of General Education Project (50 words maximum):

The project features an expert in flintknapping (making stone tools) who will demonstrate to students their importance in understanding the development of human cognitive abilities and technologies. The expert will (a) give short lectures both in-class and open to the campus community; (b) during these talks, demonstrate the making of stone tools from various traditions (Oldowan, Acheulean, Mousterian, etc.); and (c) offer two workshops on stone tool making that will be open to the campus community.

Total Amount Requested: $1356.55__________________

Faculty Member       Robert L. Clark       Date 1-8-2015
**GENERAL EDUCATION PROJECT GRANT**

**Budget Sheet**

*(Written estimates from vendors must be attached to hard copy)*

Name: Robert L. Clark  
Department: Sociology and Anthropology

Email: rlclark@ship.edu  
Phone: 203-530-9331

Month and Year of Proposed Event: March 2015

**Itemized Budget (Proposed)**

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<tr>
<th>Item</th>
<th>Item Amount (Written Estimate Attached)</th>
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<tr>
<td>1. 4 nights hotel in Shippensburg</td>
<td>$309 ($77.25 x 4, per Jill Heberlig)</td>
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<tr>
<td>2. Per Diem (2014)</td>
<td>$184 ($46 x 4)</td>
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<tr>
<td>3. Transportation from Hartford, CT</td>
<td>$376.05 (327 mi. x .575c / mi, x 2, auto)</td>
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<tr>
<td>4. Honorarium</td>
<td>$350</td>
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<tr>
<td>5. Materials (raw flint, quartz, protective, etc)</td>
<td>$137.50</td>
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</table>

**Total Requested: $1356.66**

Faculty Member: Robert L. Clark  
Date: 1-8-2015
Project Description

Flintknapping, i.e. the manufacture of stone tools by hand, has been a fundamental technology of humanity for at least 3.5 million years. From the simplest percussion style of Australopithecines in the Central Rift Valley of Africa, through the advanced spear points of the super-predator Homo neandertalensis, to fully modern Homo sapiens sapiens, the creation of stone tools enabled early humans to stalk, kill, and efficiently process game; scrape hides, catch fish, girdle trees, and even plant seeds.

As anthropology is the study of humanity in all its breadth and depth, and culture is a broadly construed concept describing the cultural norms and technologies that define us as human, in Cultural Anthropology we cover the stone tool technology of early humans in detail. This project will bring an expert in flintknapping to Cultural Anthropology class at Shippensburg this semester. The expert will accomplish three goals:

1) Give a short lecture (20-30 min.) to each of my three sections of Cultural Anthropology on the manufacture, uses, and varieties of stone tool technologies, and a lecture in an open forum geared toward the campus. Additional lectures will also be made available to my colleagues in the anthropology program, who may utilize them for either Cultural Anthropology or other courses, such as Archaeology or Physical Anthropology.

2) Demonstrate the manufacture and use of stone tools during the above talks.

3) Host open-enrollment workshops on practical flintknapping outside of class time. Two to three workshops will be held, in which students will be invited to make stone tools themselves, using a choice of materials and techniques. Participants will be able to retain the stone tools they create. Since it will be outside of class time, this workshop will be for extra credit, and obtaining credit will involve writing a response paper relating the experience to the importance of stone tool manufacture to human cultural development. A comparable paper opportunity will also be made available to students who see only the in-class presentation. Colleagues in anthropology and other fields may also employ the lecture and workshops in an extra credit capacity.

4) Weather and time permitting, an add-on trip may also be organized by the Sociology/Anthropology club to nearby Carbaugh Run, an Archaic-era rhyolite quarry in the Michaux State Forest, where the professor and the expert will explain the significance of the site to prehistoric, regional Native American trade networks.

This project meets the goals of the General Education program in the following ways:

1) Demonstrate effective reading, writing, oral communications, and critical thinking:

Students participating in the workshop (and even those who simply hear the lecture and demonstration) will be asked to write an extra-credit paper connecting stone tool manufacture with the development of culture. In order to do so they will need to connect relevant research with their own experiences making stone tools in the workshop. They will also be offered the option of giving an oral presentation of their findings.

2) Develop an understanding of ideas, events, persons, and creative expressions from history:
With a 3.5 million year history, flintknapping has long been considered a definitive industry of humanity, as we are some of the only animals that habitually make complex tools from the environment. Flintknapping was a trailhead that facilitated the development of the modern human mind—a mind now capable of devising artifacts that allow humans to explore outer space and walk on the bottom of the ocean. Students will be exposed to these concepts and explore their own inherent ability to knap stone tools.

3) Find and use information using abstract logical thinking, inductive reasoning, and critical thinking:

Students will use these skills to write a paper about the workshop experience, as well as to experiment with flintknapping itself. Despite popular misconceptions, flintknapping requires an understanding of the workable properties of stone, as well as applied geometry; it also requires the ability to learn from experience.

5) Demonstrate an understanding of the social sciences and their significance in contemporary society.

Within Category E of the Gen Ed Curriculum (Social Sciences), the following learning objectives are relevant:

2) Students will be able to identify patterns and processes of human activity within and across cultures.

Flintknapping was, until approximately 10,000 years BP (before present) a universal human activity. It is the ancestor of nearly all later technological forms and so holds a global, cross-cultural significance.

3) Students will be able to identify causes of human action.

Artifacts manufactured through knapping show intent and specificity, meaning that each one was constructed with a specific goal in mind, whether that be to kill a mastodon, chop wood, or scrape a hide. Therefore, from examining stone tools and making them ourselves we can gain important insights into the mental processes of early humans.
Name: David F. Godshalk and Sharon Harrow

Email: dfgods@ship.edu

Department: History/English

Phone: (717) 360-4877

Date of Proposed Project/Event/Excursion: March 28, 2015

If project/event is specific to your general education course sections, please provide Course # and Section number(s): Students from Honors 123—World History II: Thinking Historically in a Global Age, Sections 1 and 2, and from Honors 249: Honors Intro to Literature, Section I. In addition, a small number of students currently enrolled in HIS 106: Thinking Historically in a Global Age and English 250: Introduction to Literature may also participate in this experience if any extra seats are available.

General Education Categories: Skills and Competencies: History 106 (Honors 123); Category B, Literature: English 249 (Honors 250).

Brief Description of General Education Project (50 words maximum):

Students will visit the United States National Holocaust Memorial Museum, and other museums and monuments on the National Mall. For lunch, students will sample food from the cultures covered in their classes. Essays on this experience, linked to course learning objectives, will be integrated into the classes’ assignments.

Total Amount Requested: $2,650.

David F. Godshalk/Sharon Harrow
February 9, 2015
PROPOSAL SUMMARY:

On March 28, 2015, students enrolled in our Honors World History II: Thinking Historically in a Global Age and Honors Intro to Literature sections will travel to the National Mall in Washington, D.C. via Bailey Coach Lines. Students will be chaperoned by Professors Sharon Harrow, David Godshalk, and Chandrika Paul. The bus will leave campus for Washington, D.C. at 8:00 A.M. and return at approximately 8:00 P.M.

During the field trip, all students will visit the United States Holocaust Memorial Museum. The Holocaust Memorial Museum’s permanent collection contains approximately one thousand historical relics from the Holocaust as well as video footage and eyewitness testimonies of the Nazis’ rise to power, their racist ideology, their attempts to exterminate European Jews and other minorities, and the efforts of Europeans to resist their atrocious acts. In addition, students will tour two other temporary exhibits: “Some Were Neighbors: Collaboration and Complicity in the Holocaust,” and “Genocide: The Threat Continues.” Students will also be required to visit at least one additional museum devoted to global cultures and/or a collection of monuments on the National Mall devoted to global leaders or events. During their field experience on the Mall, students will gain an awareness of the central role of genocide in recent world history and art, and they will gain an enhanced knowledge of major global events, leaders, and cultures that have shaped our past and continue to influence our future. This experience will clearly advance the three learning objectives of Honors World History II: “a foundational understanding of world history since 1500,” “an ability to write clearly and think critically about world history since 1500,” and “an ability to analyze historical events and trends effectively.” The experience will also address a central learning objective of Honors Intro to Literature and other Category B courses—that is to “Recognize literary movements or other cultural contexts in which literature or works from the visual or performing arts were produced.” Note: the Holocaust Museum is waiving the traditional service charge for timed tickets for our group; the other National Mall museums and monuments are free.

In keeping with the learning objectives and outcomes for our courses, both professors are emphasizing the significance of food for understanding the societies and readings that we are analyzing. During lunch at a restaurant, students will have the choice of experiencing one of three types of foods associated with three cultures that are central to our courses’ major readings—India and East Asia, the Middle East, and Native America.

This field experience will also play a crucial role in enhancing students’ understandings of three themes that are being developed in Honors 123: the role of World Wars I and II in contemporary political and social struggles, the historical experiences of laborers and enslaved workers in areas across the globe, and the worldwide impact of genocidal acts. This field trip will also address a number of themes specific to the literature studied in Honors 249: the effects of anti-Semitism on European and English Jews in Mendoza, the Jew, the cultural dislocations experienced by an Iranian immigrant in Europe as recounted in Persepolis, and the struggles of colonial and postcolonial people across the globe.

To assess the success of the field experience in promoting these learning objectives and outcomes for our final report, all students will be required to write an essay explaining how the field experience enriched their understandings of the material covered in our classes. In Honors 123, students will have the option of writing their final paper on an aspect of the Holocaust. In addition, an essay on their final exam will require students to analyze the relationship between acts of resistance to the Holocaust and acts of resistance undertaken during other global human rights campaigns. The essays of those participating in the field trip will be compared to those of the students who do not participate in the field trip. Anonymous summaries of the students’ essays will be included in our final report.
To ensure that all available seats on the bus are occupied, the professors will compile a waiting list of History 106 and English 250 students to fill any seats not used by students enrolled in our Honors courses.

**GENERAL EDUCATION PROJECT GRANT**

**BUDGET SHEET**

*(WRITTEN ESTIMATES FROM VENDORS MUST BE ATTACHED TO HARD COPY)*

**NAME:** DAVID F. GODSHALK  
**DEPARTMENT:** HISTORY-PHILOSOPHY

**EMAIL:** DFGODS@SHIP.EDU  
**PHONE:** (717) 360-4877

**MONTH AND YEAR OF PROPOSED EVENT:** MARCH 28, 2015

**ITEMIZED BUDGET (PROPOSED)**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bailey Coach Bus Transportation for 55 students</td>
<td>$1,660.00</td>
</tr>
<tr>
<td>2. Lunch Subsidy for 55 students/chaperones at up to $18 per person</td>
<td>$990.00</td>
</tr>
</tbody>
</table>

(In order to receive a subsidy, students will be required to eat at one of the following restaurants on or near the National Mall: Mitsitam Café (Native American food); Zaytinya (Middle Eastern food); or Rasika (Indian food). The estimate for lunch reimbursements reflects the costs established on the menus of the three restaurants. This estimated cost also represents the maximum reimbursements for lunch established by PASSHE for Washington, D.C.Receipts will be submitted and the participants will accept responsibility for any tips and service fees. Participants will also accept responsibility for any meal costs above $18.00 per participant).

**TOTAL REQUESTED:** $2,650.00

**FACULTY MEMBERS:**

DAVID GODSHALK  
FEBRUARY 9, 2015
Minutes
Program Committee of the General Education Council, 1/14/15, 9:30 am, FSC 248

I. Meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Allison Predecki, Karl Lorenz, Cynthia Botteron, Jennifer Clements, Sherri Bergsten, Paris Peet and David Godshalk.

II. Dr. Lorenz motioned to approve the minutes from the 12/2/14 meeting with the amendment of a sentence to section IV stating that open meetings with the campus community will be held to discuss the rubrics for each tag. The motion was seconded by Dr. Godshalk. The minutes were approved unanimously.

III. Rough drafts of rubrics for the following tags were presented and discussed: Arts/Humanities, Historical, Global, Logic and critical reasoning, and Natural Science. The discussions focused on the learning objectives for each tag and the language of the descriptive terms for the rubrics. Each rubric will be revised and discussed further at the next meeting. Due to time constraints, the Social and Behavioral Sciences and Numeracy rubrics were not discussed but will be at the next meeting.

IV. The Program Committee will meet this semester on the 1st and 3rd Tuesdays of each month at 3:30 pm in FSC 248. The next meeting will be Tuesday, January 20.

VI. The meeting was adjourned at 12:30 pm.

Minutes submitted by Allison Predecki
Minutes
Program Committee of the General Education Council, 1/20/15, 3:30 pm, FSC 248

I. Meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Allison Predecki, Karl Lorenz, Cynthia Botteron, Jennifer Clements, Sherri Bergsten, Paris Peet and Alice James.

II. The committee discussed plans for sharing these draft rubrics with the campus community and soliciting feedback. The committee plans to ask the GEC for approval to hold open meetings for any faculty interested in contributing to the discussion and revision of the rubrics.

III. Rough drafts of rubrics for the following tags were presented and discussed: Social and Behavioral Science, Global and Numeracy. The discussions focused on the learning objectives for each tag and the language of the descriptive terms for the rubrics. Rubrics for all the tags will be revised and discussed further at the next meeting.

IV. The meeting was adjourned at 5:00 pm.

Minutes submitted by Allison Predecki
Minutes
Program Committee of the General Education Council, 2/3/15, 3:30 pm, FSC 248

I. Meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Allison Predecki, Karl Lorenz, Sherri Bergsten, Paris Peet, Brian Wentz, David Godshalk and Scott Drzyzga.

II. Dr. Peet motioned to approve the minutes from the 1/14/15 meeting. The motion was seconded by Dr. Lorenz. The minutes were approved unanimously.

III. Dr. Godshalk motioned to approve the minutes from the 1/20/15 meeting. The motion was seconded by Dr. Wentz. The minutes were approved unanimously.

IV. Dr. Ben Galluzzo from the Mathematics Department presented the syllabus for a MAT 190 course that he is currently teaching this semester. This course was allowed to be taught without prior approval from the General Education Council. Dr. Godshalk motioned that the committee recommend to the GEC that this course should count as a Category A general education course. Dr. Lorenz seconded the motion and the motion was unanimously approved. Dr. Bergsten and Dr. Drzyzga will contact the Registrar’s Office to remind them of the approval process for 190 courses.

V. Dr. Dudley Girard, Chair of the GEC Assessment Committee, joined the meeting to discuss the draft rubrics that the committee has been developing for the draft model of the new General Education Program. Dr. Girard and the committee agreed that the Assessment Committee would review the draft rubrics before they are shared with department chairs. The current draft rubrics will be placed on the S drive to be made available for further revision by the Program Committee members before the next meeting.

VI. The committee reviewed the new Middle States Standards for General Education that make specific references to Information Literacy and Technological Competency. Our draft model for the new General Education Program does not clearly address either of those areas. The committee discussed where each of these might fit into our model. The committee felt that Information Literacy could be achieved across the curriculum and that certain learning objectives could be revised to include Information Literacy. The committee also suggested that Technological Competency could be achieved by a tagged course. Perhaps the 2nd Communication Skills Tag could become an “either Technological Competency or Language Competency Tag”. Brian Wentz agreed to develop a draft rubric for Technological Competency.

VII. The next meeting will be on Tuesday, February 17th at 3:30 pm. A process for addition of new courses into the new General Education Program will be discussed. The meeting was adjourned at 5:00 pm.

----Minutes submitted by Allison Predecki
MAT 190: Math to Save the World

Spring term, general education special topic course proposal

Instructor:
Dr. Ben Galluzzo
Associate Professor
Department of Mathematics
bjgalluzzo@ship.edu

To the General Education Council,

I am proposing a spring 2015 term, introductory-level mathematics course entitled MAT 190: Math to Save the World (syllabus attached) and seek your approval. I designed this course to meet the general education, category A learning objectives. The objectives for category A courses are to:

- Build, interpret, and use mathematical models;
- Solve problems, including problem formulation, solution, and interpretation of the resulting answers;
- Apply algorithmic reasoning to aid in problem solving;
- Apply logical reasoning to aid in problem solving; and/or
- Apply logical reasoning to aid in understanding and analyzing discourse.

Through the support of the Mathematical Association of America (MAA) and a National Science Foundation (NSF) grant, I have organized multiple workshops on the theme of “sustainability and mathematics”. I have also used sustainability topics, many of which will be addressed in more detail in MAT 190, as assignments and projects in SU general education courses such as College Algebra (MAT 140) and Applied Statistics (MAT 117). This course represents my first attempt to organize these resources into a single class.

MAT 190 is a project-based course designed to encourage in-depth investigation of environmental sustainability focused problems using accessible, quantitative methods. Projects on topics including population growth, climate change, solid waste storage, water resources and energy use will serve as the basis for quantitative analysis and discussion. Each topic in MAT 190 addresses multiple, and in some cases all, category A learning objectives.

For example, the topic entitled Global Warming: Calculating a Carbon Foodprint will have students examine how meal choices impact the emission of carbon dioxide CO₂ (frequently cited as the most abundant greenhouse gas) into the earth’s atmosphere from micro and macro perspectives. In particular, during this project students will:

- Solve multiple problems all related to estimating the amount of carbon dioxide gas emitted due to the production and preparation of the food they and other Americans regularly eat. (see all three attached carbon foodprint worksheets)
- Organize and identify appropriate information for use with specific mathematical operations in order to obtain a result (i.e., an estimate of a carbon foodprint). (see all three attached carbon foodprint worksheets)
Communicate, compare and interpret results. Students will share their foodprint value and work to identify factors that lead to higher/lower values. (in class discussion that kicks-off the attached “Projections” worksheet)

Build a mathematical model to project future national food-related CO₂ output. Moreover, the model will be used to identify dietary changes that, if enacted, could result in significant reductions in food-related CO₂ emissions. (see attached “Projections” worksheet)

Apply logical reasoning, with the newfound perspective acquired through their recently developed mathematical model, to understand and analyze international greenhouse gas emission agreements.

Work in small groups to build a mathematical model to investigate a question arising from analysis of food related CO₂ emissions. Questions such as
  o How does the average American’s food-related CO₂ foodprint compare to those of citizens of other countries?
  o How effective are carbon offset programs at reducing total greenhouse gas emissions?
  o What is the sequestration equivalent (a plant, tree, volume of water, etc.) of my personal carbon foodprint? What does this mean for overall greenhouse gas emissions?

Additional MAT 190 units contain activities such as: “Recycling on Campus”, “Water Bottle Savings x2”, and “What Does it take to Kilo-watt?” All of which similarly highlight the value of quantitative reasoning in real world decision making.

Please feel free to contact me with any questions concerning this course at your earliest convenience. Thank you for considering my proposal.

Sincerely,

[Signature]

Attachments:

MAT 190 Syllabus
Worksheet 1 - Individual Foodprint
Worksheet 2 - Average Foodprint
Worksheet 3 - Projections
Math to Save the World – spring 2015

Instructor
Dr. Ben Galluzzo  
Office: MCT 275  
Phone: 717-477-1468
E-mail: bigalluzzo@ship.edu  
Webpage: http://webspace.ship.edu/bjgalluzzo

Meeting Times
Class: Tuesday and Thursday in MCT 263 from 2:00-3:15
Office Hours: TBD

Math to Save the World (MAT 190) is a project-based course that explores how mathematics can be used as a tool for in-depth investigation of environmental sustainability focused problems. We will use a variety of mathematical techniques to analyze topics including population growth, climate change, and energy. In addition to performing mathematical calculations we will also emphasize the importance of effective communication of quantitative results. We will read articles and reports “ripped from the headlines” in which inferences are being made from raw data, prepared statistics or an underlying math model. Key to our analysis will be to identify the accuracy and reasonableness of the model used to draw a conclusion.

Materials
Text: No textbook is required. We will frequently refer to Math Modeling: Getting Started & Getting Solutions, which can be downloaded for free at: http://m3challenge.siam.org/resources/modeling-handbook. Additional readings will consist of selections chosen by the instructor and will be made available to students in class and online via d2l.
Technology: Technology will be used frequently in this class. Calculators, iPads with appropriate mobile applications, in addition to software such as Microsoft Excel will be used to assist with calculations and mathematical model development and analysis. Similarly, take-home projects and presentations should be prepared using word processing software (e.g. Microsoft Word, Microsoft PowerPoint) of your choice.

Grading
I am the instructor of record for this class. Only the instructor of record for this class can issue a final grade. The following activities will be used to determine your overall course grade (specific percentages as listed):

| Daily class participation | 25% |
| "Math &Science in the News" Journal | 15% |
| Class projects | 50% |
| Final project | 20% |

| Total | 100% |

The final letter grade will be determined using the following “+/−”grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>93-100</td>
<td>90-92</td>
<td>87-89</td>
<td>83-86</td>
<td>80-82</td>
<td>77-79</td>
<td>70-76</td>
<td>60-69</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>
Daily class participation
Frequently, there will be problems for the class to work on after we set up a basic model. Working through these problems will help you understand the model better and explore its potential for additions and improvements. Much of the class time will be spent working on these problems. At the end of many classes you will submit a copy of your model (or appropriate work as defined in class) to the d2l drop box. If you miss class, you can still receive full credit for the class work if you complete all the problems and submit a copy of your model (via d2l) by midnight the day it is due. An assignment that is turned in late is eligible to receive partial credit if not turned in excessively late.

“Math and Sustainability in the News” Journal
Environmental sustainability issues are frequently reported and debated on the air and online. Moreover, specific aspects associated with these real world problems are commonly quantified to emphasize a point or justify an argument. Throughout the semester you will keep an online journal of links to articles that use quantitative means to address environmental concerns. For each article we will address specific questions regarding the use of mathematics as a problem solving tool. For example, questions such as “how was math used?” “Do the results make sense?” and “Were results explained in an easy-to-understand way?” will be addressed in each journal entry.

Class Projects
Projects come in two varieties
1. Our “In – class” projects are similar to exams. They take place in class and you independently (i.e., no collaboration allowed). However, you will be allowed your book, your notes, a calculator and a computer-like device such as an iPad (as a result, anything else accessible on the computer is also allowed, such as models from earlier classes and internet references).
2. “Take – home” or group projects allow for collaboration with (up to three) fellow classmates; so long as all team members are listed when the final solution is turned in. Late take-home projects will be penalized at 10% per calendar day (place in the d2l dropbox as soon as possible).

Class Schedule (by topic)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date(s)</th>
<th>Unit Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population: Capacity of Earth =?</td>
<td>Weeks 1 – 3</td>
<td>Project “0” - getting started with math modeling</td>
</tr>
<tr>
<td>Global Warming: Calculating a Carbon “Foodprint”</td>
<td>Weeks 4 – 6</td>
<td>Exam 1 - in class</td>
</tr>
<tr>
<td>Solid Waste: Reuse vs. Recycle vs. Refuse</td>
<td>Weeks 7 – 9</td>
<td>Group Project 1 - paper</td>
</tr>
<tr>
<td>Water Resources: Aren’t “Seven Seas” Enough?</td>
<td>Weeks 10 – 12</td>
<td>Group Project 1 - presentation</td>
</tr>
<tr>
<td>Energy: Are Renewable Sources Viable?</td>
<td>Weeks 13 – 15</td>
<td>Exam 2 - in class</td>
</tr>
<tr>
<td>Final Project (student choice)</td>
<td>Final Exam Date (TBD)</td>
<td>Presentation &amp; paper</td>
</tr>
</tbody>
</table>
Special Accommodations

If you are a student who has been identified by the Office of Social Equity as requiring special arrangements for test-taking or note-taking, you will be accommodated. Please contact me privately so that we may make these arrangements.

Expectations

- Attend class every day, and arrive on time.
- When in class, give your full attention to the assigned project.
- Participate in class; ask and answer questions.
- Let me know if you need help.
- Practice academic integrity consistent with Shippensburg University’s academic honesty policy.

Shippensburg University faculty support a safe campus environment for all. No one on this campus has the right to threaten you or make you feel intimidated in any way. More specifically, unwanted advances, harassment, aggressive or violent behavior, and sexual assault will not be tolerated. A comprehensive list of reporting options and support services, including confidential resources, can be found at www.ship.edu/no_more/.

I reserve all rights to make changes (at any time) to this course, even if contrary to the syllabus.
MUS 130: American Popular Music

Preliminary

<table>
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<th>Proposal Category</th>
<th>New Course</th>
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<td>Distance Ed Status</td>
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<tr>
<td>Proposed Abbreviation</td>
<td>Amer. Pop. Music</td>
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<td>Proposed Subject Code</td>
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<td>Proposed Course Number</td>
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<td>Proposed Course Title</td>
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<td>College</td>
<td>Arts and Sciences</td>
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<td>Department</td>
<td>Music and Theatre Arts</td>
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<tr>
<td>Sponsor</td>
<td>Mark Hartman</td>
</tr>
<tr>
<td>Sponsor Email</td>
<td><a href="mailto:mlhartman@ship.edu">mlhartman@ship.edu</a></td>
</tr>
<tr>
<td>Sponsor Phone</td>
<td>(717) 477-1682</td>
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<tr>
<td>Departmental Approval Date</td>
<td>08/20/2014</td>
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<td>Proposed Implementation Date</td>
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<td>UCC Sequence Number</td>
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Syllabus

| Syllabus | AmerPopSyllabus.docx.docx |

Distance Education

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<td>Brief Description</td>
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<td>Proposed Course Length in Weeks</td>
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<td>Course Will Be Taught</td>
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<td>Instructor Information</td>
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<td>Justification</td>
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<td>Program In Which Course Will Be Offered</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>(empty)</td>
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<td>Target Audience</td>
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Course Information and Curriculum Considerations

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<tr>
<th>New Degree Credits Sheet</th>
<th>MT UG Program Sheet.pdf.pdf</th>
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<tbody>
<tr>
<td>Catalog Course Description</td>
<td>This course is a survey of American Popular Music of the 20th century and the early 21st century. A particular emphasis will be placed on following the threads from styles such as blues, country, jazz, and rock and roll as they grow and develop through the 20th century and are affected by the growth of sound technology and ever more sophisticated forms of mass communication.</td>
</tr>
<tr>
<td>Co-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Proposed Credits</td>
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</tr>
<tr>
<td>Degree Credit</td>
<td>It will count as a Gen. Ed. course and an elective to the music minor and as an elective for Interdisciplinary Arts Majors.</td>
</tr>
<tr>
<td>Impact on Other Academic Units</td>
<td>Interdisciplinary Arts</td>
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<tr>
<td>Description</td>
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<tr>
<td>Equivalent Courses</td>
<td>GE, Cat B2</td>
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<tr>
<td>Estimated Frequency</td>
<td>Every semester</td>
</tr>
<tr>
<td>General Education Impact</td>
<td>GE, Cat B2</td>
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<tr>
<td>Proposed Grading System</td>
<td>Standard</td>
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<tr>
<td>Growth Impact</td>
<td>Students will be offered more options in the study of music.</td>
</tr>
<tr>
<td>Initial Number of Sections</td>
<td>Two</td>
</tr>
<tr>
<td>Instruction Method</td>
<td>99 - Face to Face</td>
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<tr>
<td>Intended Audience</td>
<td>Students who need a Category B course.</td>
</tr>
<tr>
<td>Justification for Proposal</td>
<td>This course will fulfill the expectations of a category B course. Students will be introduced to a variety of musical styles and the subcultures from which they came. This study will encompass great musical and social diversity and students will</td>
</tr>
</tbody>
</table>
be encouraged to better understand their place within the 
multicultural milieu that is American culture. This course aims to 
encourage musical, cultural, and personal discovery in students 
and develop basic musical knowledge that will help them to 
function as educated musical consumers and participants in 
modern American culture.

Proposed Level  
Undergraduate

Methods of Instruction  
Lecture, online quizzes and exams and writing assignments.

Pre-Requisites  
None

Projected Offerings for Next Five Years  
Two per/semester. 20 over five years.

Replace or Overlap Existing Course  
This course functions the same as Intro to Music, providing a 
category B Gen. Ed. credit. This provides an alternative without 
replacing Intro to Music.

Restrictions  
(empty)

Schedule Type  
LE - Lecture

Similar Courses in Other Departments  
None

Student Learning Outcomes and 
Assessment  
A: “Upon successful completion of this course, the student will 
be able to…” 1. demonstrate knowledge of music history. This 
includes: a. musical vocabulary appropriate to popular music 
discussion and analysis b. musical historical periods and 
connections to social/political developments in American 
society c. musical genres d. composers, performers, producers, and other influential figures e. significant recordings that 
represent various styles and musicians 2. demonstrate aural 
knowledge of a. basic elements of music appropriate for 
American popular music. b. genres c. particular recordings of 
historical/cultural importance and represent stylistic periods. 3. 
develop their own responses and opinions to music that 
synthesize historical and aural learning. B. List the assessment 
methods and link the methods to the learning outcomes. 1. Oral 
communications a. In-class emphasis on combining lecture with 
class discussion that responds to both historical information and 
recordings b. Student in-class participation is tracked to show 
which students contribute to discussions of historical and aural 
information 2. Written assessment a. Students take online 
quizzes that are linked to each new chapter of the text and 
include historical and aural assessment. b. Students take a 
midterm and a final exam that summarize historical and aural 
information taught. 3. Written assignments a. Students are 
given several short writing assignments that assess their ability 
to synthesize information learned in the text and in class. b. 
Writing assignments allow students the opportunity to develop 
personal responses to music studied.

Verification Grid  
Course Rotation GridMusic Theatrepdf.pdf

Courses Not Taught  
None.

Proposed Workload Equivalency  
.25

Core Support Services

Additional Computing Resources Required  
None

Additional Costs  
None beyond those required to teach Intro to Music.

Additional Library Resources Required  
No additional materials are required at this time.

Faculty Coverage  
Because this is a survey course it could be taught by several of 
the current music faculty. However, because the area of 
popular music is a departure from the traditional university 
training anyone teaching this course would need to put 
considerable time into preparing to teach it. Therefore, while 
several current faculty members could theoretically teach this 
course, it would not be practical for them to do so unless I was 
not longer at Shippensburg University. Not only have I put a 
considerable amount of time into preparing to teach this course 
by surveying texts, engaging in a broad practice of reading, 
listening, and watching documentaries and performances from 
a variety of sources, but I also grew up intensely and personally 
involved in listening to and performing rock, blues, progressive 
and jazz music. I continue to listen, watch, and observe a large 
variety of popular music, primarily motivated by the desire to
teach this course from a secure and broad based knowledge of the field.

**Standard Proposal Fields**

<table>
<thead>
<tr>
<th>Course Reference Number</th>
<th>(empty)</th>
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</thead>
</table>

**General Ed and Diversity**

<table>
<thead>
<tr>
<th>Commonalities among the Courses</th>
<th>This course is a category B course. It is similar to Intro to Music as a course that teaches students to comprehend a musical tradition. Intro to Music teaches the classical music tradition while this course teaches various streams of the American popular music tradition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Count Toward Degree</td>
<td>Yes</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Yes</td>
</tr>
<tr>
<td>Gen Ed Category</td>
<td>B2 (Humanities)</td>
</tr>
<tr>
<td>Gen Ed Goals Met</td>
<td>Of the goals in the GECC document, the primary one is that of number 5, demonstrate an appreciation of and experience with literature and the arts. While this course is organized around popular or what could be considered commercial music, the intent is to introduce students to popular music that has artistic properties and thus, enduring cultural value. The approach taken is that students will gain appreciation of the more artistic aspects of popular musical styles as they are taught to understand the music itself and its social context. The course also helps students develop broad intellectual, cultural, and personal learning through many of the goals listed under numbers 1, 2, 7, and 9. Touched on are reading, writing, oral communications, critical thinking, understanding of ideas, events, persons, creative expressions from history, gender, ethnicity, and more.</td>
</tr>
</tbody>
</table>

| Justification for Status        | This course will fulfill the expectations of a category B course. Students will be introduced to a variety of musical styles and the subcultures from which they came. This study will encompass great musical and social diversity and students will be encouraged to better understand their place within the multicultural milieu that is American culture. This course aims to encourage musical, cultural, and personal discovery in students and develop basic musical knowledge that will help them to function as educated musical consumers and participants in modern American culture. |
| Learning Objectives             | This course teaches styles, genres, and musical techniques associated with American popular music. This includes blues, jazz, rock and roll, many types of rock, fusion, country, and hip-hop. Also, taught is the social/historic context that the music comes out of. |
| Need for Course                 | As a course that teaches music appreciation, this course provides an alternative to classical music. Many students have a difficult time taking a required course of which the basic expectation is that they begin with an open mind to learn about music that they previously had an aversion to. Teaching popular music allows the learning process to take place within a cultural collection of arts that nearly all students can find one style that they can already relate to. The breadth of this course requires, however, that these students are able to learn outside of their comfort zone as well and therefore will hopefully begin to develop a more open attitude towards the process of learning which can keep developing over a lifetime. I believe that learning to understand popular music can transfer to other kinds of music and the broader world of the arts in general. |
| Other Departments Impact        | This will not affect other departments.                       |
|Own Department Impact           | It will not affect it. It will simply provide an alternative learning path for students taking a Category B music course. |
|Sections                        | This will add variety to the course offerings since this subject has not been taught in the past. Each section of this course will replace a section of Intro to Music. The intention is to offer 2 sections each semester. |
|Similar Courses                 | There are no other courses like this at Shippensburg University. |

http://ship.cmsiq.com/?sc_itemid=%7bE2B2E29A-23B6-42FE-9F54-32114233AA1B%7d&item=%7bB57DE45B-6017-42BE-A8D7-3E9A6FFB7A88%7d
## Council Approvals

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<tr>
<th>Sub委员会</th>
<th>Status</th>
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<tbody>
<tr>
<td>Academic Outreach Subcommittee</td>
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<tr>
<td>UCC Academic Policies and Standards Subcommittee</td>
<td>(empty)</td>
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<tr>
<td>College Council</td>
<td>(empty)</td>
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<td>General Education Council</td>
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<td>Graduate Council</td>
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<td>Teacher Education Council</td>
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<tr>
<td>Developmental Education Council</td>
<td>(empty)</td>
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<tr>
<td>Revisions Recommended</td>
<td>(empty)</td>
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## Workflow History & Comments

2/6/2015 2:13 PM:
Anonymous moved the proposal from (no workflow state) to Department Review with the following comment:

- Item created

2/11/2015 1:42 PM:
mespic moved the proposal from Department Review to Council Review with the following comment:

- (no comment provided)