General Education Council
2017-2018 Academic Year

Agenda, for the meeting on Tuesday, November 28, 2017, in ELL205 at 3:30 P.M.

1. Call to order

2. Review and approve the minutes of the previous council meeting – See Attachment A

3. Remarks for Co-Chairs – Dean James Mike, Dr. Kirk Moll

4. Old Business
   a. Report from College Council sessions – Dr. Sherri Bergsten & Dr. Moll
   b. Reports from our Standing Committees
      i. Assessment (Dr. Dudley Girard)
      ii. Budget (Dr. James Hamblin)
         1. Minutes from 10/31, 11/8 – See Attachments B, C
         2. Grants Requests
            a. Crochunis/Godshalk – See Attachment D
            b. Dade – See Attachment E
            c. Hartman – See Attachment F
      iii. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella)
      iv. Program (Dr. Bergsten)
         1. Minutes from 10/24, 11/7 – See Attachments G, H
         2. Courses
            a. UCC Proposal 17-15 – Selected Topics (Deletion of Courses) - See Attachment I
b. UCC Proposal 17-64 – Selected Topics (DE Approval) - See Attachment J

c. UCC Proposal 17-49 – GEO-ESS Course Changes - See Attachment - K

d. UCC Proposal 17-72 - Exercise Science 200 – See Attachment - L

e. UCC Proposal 17-73 - Exercise Science 207 – See Attachment - M

3. Programs

a. UCC Proposal 17-62– Biology Program (Minor Revision) - See Attachment N

b. UCC Proposal 17-67 - Ethnic Studies Program (Minor Revision) – See Attachment O

5. New Business

6. Announcements

7. Call to Adjourn
MINUTES

General Education Council, 3:30 PM October 31, 2017, ELL 205


II. Dr. Moilanen motioned, seconded by Dr. Hamblin, to approve the September 26, 2017 minutes. No objections or corrections were made and the motion passed unanimously. It was noted that at last month’s meeting the proposed course was given the designation UNV100 and there is now agreement to designate it UNIV 101.

III. Old Business: Reports from Standing Committees

a. Dr. Hamblin reported that the Budget committee met and he was elected chair. Working with a $12,000 budget (same amount as last year), they reviewed two grant proposals, one of which was approved and another denied. Dr. Moll reported that the one which was denied did receive funding from the College of Arts and Sciences.

b. Dr. Cella reported that the Entry Year Experience committee met numerous times this past month. They completed learning objects and rubrics to assess the proposed UNIV101 course.

c. Dr. Girard was late to the meeting but others in the room stated that they had elected Dr. Girard as the Assessment committee chair. They had met and assigned subcommittees and departments to contact.

d. Dr. Bergsten reported that the Program committee met several times and she was elected chair and Dr. Clements secretary. She reported that after years of working on a program revision they felt it was time to move forward with the proposal. The proposal will meet Middle States standards, but more importantly, it clarifies the general education themes and goals to students. There is a tentative list of courses to accompany the proposal, which will need to go through UCC if passed, and a set of assessment rubrics. The proposal outlines calibration, assessment preparation, and assessment feedback meetings to assist departments at the beginning and the end of semesters for which specific program goals are being assessed. It was noted that this program is intended to be dynamic. Unlike the current program that remained static for thirty years, this program will be assessed every four years and adapted to meet changing needs. Dr. Moll read the letter from the President and Provost encouraging program reform and their recognition of investment of resources to the program. The letter also addressed concerns about faculty retrenchment. The program committee made a motion to recommend that we approve this proposed program change. A discussion arose about several topics, including how existing courses will be entered into the new program and how academic
freedom and multiple faculty teaching the same course will contribute to assessment. A few departments wanted to state their concerns and reservations for this proposal. Music and Theater Arts expressed that they felt it was a reduction in their courses. Exercise Science expressed concern that we are one of the three PASSHE schools that do not offer a health and wellness course as an option, and International Studies had concerns about the ambiguity of wording that may allow courses to fall into a range of categories. The discussion continued with people reiterating the dynamic nature of this program, so concerns about inclusion or exclusion can be corrected as the program evolves. Additionally, GEC remains the governing body comprised of representatives from every department and they must oversee, approve, and assess the tags and goals which will ensure that courses fit within the most appropriate categories. Human Communications expressed concern over the timing of the proposed changes, the nature of the process, and resource issues. It was restated that the President was committed to investing in student success and committed to reduce three of the essential courses (UNIV101, ENG114, HCS100) to 20-student caps with new monies, and this revision process has been going for several years with multiple outlets for departments and faculty to contribute. Dr. Hamblin made a motion, seconded by Dr. Drzyzga, to limit the time of discussion. The motion passed unanimously. The History department has concerns but is optimistic about the new opportunities. The motion to approve the new program passed with a majority vote, one no vote, and zero abstentions.

IV. Numerous thank-yous were made to everyone who has worked tirelessly on these revision for years of service and the meeting adjourned at 4:37.

Minutes submitted by Dr. Feeney
The GEC Budget Committee met on October 6, 2017.

The committee elected James Hamblin as the chairperson for the 2017-18 academic year.

The committee considered two grant proposals:

- Gretchen Pierce submitted a proposal to support a historical research project in her HIS105 class.
- Fred Dade submitted a proposal to support a Balinese gamelan ensemble performance by a group from Gettysburg College.

The committee determined that Pierce’s proposal was too limited in scope and decided not to fund the proposal.

The committee determined that Dade’s proposal was missing some required information and requested that he resubmit the proposal with the missing information. Dade subsequently submitted the information, and the committee voted via email on October 25, 2017 to approve his proposal.
GEC Budget Committee Report
The GEC Budget Committee met on Wednesday, November 8, 2017 at 1pm.

- Members in attendance: J. Hamblin, D. Hwang, S. Forlenza, D. Kalist, K. Moll (ex-oficio)
- Dr. Hamblin offered to draft a form letter with Dr. Moll to be sent to faculty whose Gen Ed grant proposals are approved. These letters would be on letterhead and would detail the procedure for obtaining grant funds.
- Dr. Moll reminded the committee members that their terms continue through the beginning of next Fall semester. Sometimes grant proposals come in during August that should be considered before the GEC forms next committees for the next academic year.
- The committee considered a grant proposal by Tom Crochunis and David Godshalk for a bus trip to Washington, D.C. The committee voted to recommend approval by the GEC.
- The committee considered a grant proposal by Mark Hartman for a lecture presentation by a violinist. The committee voted to recommend approval by the GEC.
Name: Tom Crochunis and David F. Godshalk

Department: English/History-Philosophy

Email: dfgods@ship.edu Phone: (717) 360-4877

Date of Proposed Project/Event/Excursion: April 15, 2018

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 Honors 249: Honors Intro to Literature, Section I. In addition, a small number of students enrolled in other General Education classes may also participate in this experience if any extra seats are available.

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

Brief Description of General Education Project (50 words maximum): Students will visit the United States National Holocaust Memorial Museum, the World War II Memorial, and other memorials and museums on the National Mall. Essays and class discussions on this experience, linked to course learning objectives, will be integrated into the classes’ assignments and used for assessing the grant’s outcomes.

Total Amount Requested: $1440.00

Tom Crochunis October 19, 2017

David Godshalk October 19, 2017
PROPOSAL SUMMARY:

On April 15, 2018, students enrolled in our Honors World History II: Thinking Historically in a Global Age and Honors Intro to Literature classes will travel to the National Mall in Washington, D.C. via Wolf’s Bus Lines. Students will be chaperoned by Professors Tom Crochunis and David Godshalk. 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, students will visit the United States Holocaust Memorial Museum and major monuments on the National Mall. The Holocaust Museum’s permanent collection contains approximately one thousand historic relics and videos relating to the Holocaust. These artifacts trace the Nazis’ rise to power, their attempts to exterminate European Jews and other minorities, and the efforts of Europeans to resist the Nazi’s atrocious acts. Students will also examine and analyze the National World War II Memorial, the Lincoln Memorial, the Korean War Veterans Memorial, the Vietnam Veterans Memorial, and the Martin Luther King, Jr. Memorial. During their field experience on the Mall, students will gain an awareness of the central role of genocide in recent world history, 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. Drawing upon course readings and class discussions, students will also analyze the role that biographies, novels, museums, and memorials play in shaping public memories of the past. 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 similarly 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; admission to the other museums and monuments on the National Mall is complimentary.

This field experience will also enhance students’ understandings of key themes that will be developed in Honors 123: the role of genocide in shaping modern world history and the role of competing public memories in helping to influence modern political, social, and cultural struggles. The field trip will also address major themes specific to Honors 249: the uses of memory as a literary device, the role of memory in helping to mold individual and collective identities, and the ways in which the act of remembering has been represented in narratives and other cultural products.

To assess the success of the field experience in promoting these learning objectives and outcomes for our final report, students will be required to write an essay explaining how the field experiences enriched their understandings of the material covered in our classes. In Honors 249, students will incorporate information and analyses gleaned from the field trip into their writing assignments. 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 the antislavery movement and other global human rights campaigns. The essays of participants 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 students enrolled in General Education classes 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: APRIL 15, 2018

ITEMIZED BUDGET (PROPOSED)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)</th>
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<tr>
<td>1.</td>
<td>Wolf’s Bus Transportation for 52 students and 2 faculty members</td>
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TOTAL REQUESTED: $1440.00

FACULTY MEMBERS:

TOM CROCHUNIS
OCTOBER 19, 2017

DAVID GODSHALK
OCTOBER 19, 2017
Charter Quotation

10/19/2017

David Godshalk
Department of History, Shippensburg University
Shippensburg, 17257

Dear David

Thank you for requesting a quote from Wolf's Bus Lines for your Sunday, April 15, 2018 trip. The price would be $1,440.00.

If you would like to book, we would require a $0.00 deposit and signed contract within twenty-one (21) days of booking the charter and then the balance would be due thirty (30) days prior to the date of departure Sunday, April 15, 2018. (If the final balance due date is before the deposit due date then only the final balance due date will apply.)

Our cancellation policy is thirty (30) days prior to the departure date is a full refund. Thirty (30) days to seven (7) days prior to the trips departure date a 50% of the contracted amount cancellation fee will be charged, less then seven (7) days prior to the departure date a 75% of the contracted amount cancellation fee will be charged. If the cancellation occurs after the motorcoach departs from the terminal a 100% of the contracted amount cancellation fee will be charged.

When you charter any of our deluxe Wolf’s motorcoaches, you are backed by 70 years of service and over 30 professionally trained drivers all striving to make your travel safe, comfortable and reliable. You are paying for the best, and you deserve the finest – that’s why you should call the “Friendly Wolfs.”

Please let me know if you would like to book this. Thank you and I look forward to working with you.

Yours in Travel,

Debbie Beaverson
Charter Rep/Dispatcher
www.wolfsbus.com
info@wolfsbus.com
First Pick-up
Pick-up Date  Sun 4/15/2018  Time 08:00
Single Journey No
Vehicle To Stay No

Destination
Arrival Date  Sun 4/15/2018  Time 18:00
Leave Date    Sun 4/15/2018  Time 20:00
Back Date     No

Quantity | Seats | Vehicle Description | Unit Price | Price | Tax % | Tax | Total
---------|-------|---------------------|------------|-------|-------|-----|-------
1         | 54    | Deluxe Motorcoach   | $1,440.00  | $1,440.00 | 0     | $0.00 | $1,440.00

Movement Totals
$1,440.00 $0.00 $1,440.00

Please provide a detailed itinerary.

Driver's tip is not included in the transportation cost.

Included Items
Driver Gratuity  No
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: Fred Dade
Department: Music/Theater Arts

Email: fsdade@ship.edu
Phone: 477-1643

Date of Proposed Project/Event/Excursion: November 7, 2017 at 7:30 p.m. in Old Main Chapel

If project/event is specific to your general education course sections, please provide Course # and Section number(s): World Music 261 (1-2)

General Education Category: Category B – Linguistic, Literary, Artistic and Cultural Traditions
General Education Goal: Demonstrate an appreciation of and experience with literature and the arts
Brief Description of General Education Project (50 words maximum):

Gamelan Gita Semara is a Balinese gamelan instrumental ensemble from Gettysburg College. The ensemble will be performing a program of Balinese music which is traditionally presented for ceremonial and ritual events. The ensemble is comprised of students, faculty and staff who learn this music through an aural tradition and not visual notation.

Total Amount Requested: $980.68

Faculty Member: Fred Dade
Date: 10-19-17
World Music is a general education course that provides exposure to some of the incredible variety of musical cultures from around the world. My Students are required to attend two concerts, but world music concerts are not always available on campus. I am pleased and honored to invite this Balinese gamelan ensemble from Gettysburg College. The name of the ensemble is *Gamelan Gita Semara*, which means “beautiful sound.” This ensemble is only one of five gamelan ensembles in colleges in Pennsylvania, and the only one that is a Balinese angklung, which is a particular kind of Balinese gamelan. The ensemble was founded in 2010 by Dr. Brent Talbot, who is an associate professor of music at Gettysburg College. In addition to concerts, the group does artists-in-residence programs where they bring this unique music to elementary schools in the area. The ensemble performed here at Ship for the first time in April 2014 with great success, and I know this semester the Ship students will enjoy this educational experience as well.

The concert is scheduled for November 8 at 7:30 p.m. in Old Main Chapel. The Chapel holds 270 people (200 seats on the main floor and 70 seats in the balcony) and this free concert is offered to most students who are enrolled in general education music courses. This includes two sections of World Music that I teach (50 students), nine sections of Introduction to Music (450 students), and one section of Opera and Music Theater (20 students). Since students are required to attend a certain number of concerts, it is my prediction that the Chapel will be full.

The budget for the concert includes teaching, performance and transportation of instruments. The cost is reasonable considering the type of ensemble that is being invited. Gamelan consists of instruments that are expensive, decorative and constructed in Bali, Indonesia. Great care must be taken in transporting these expensive instruments. This event is not just a performance but an education as well. Dr. Talbot gives clear precise explanations about the music. After the first performance here in 2014, Ship students had an opportunity to play the instruments and to experience the challenges of playing them. I hope our students will be able to do this again after the concert. Our department does not require students to purchase expensive tickets for off-campus concerts (such as the ticket price perhaps for a gamelan concert). In bringing concerts to campus, students are able to experience various music performances without the cost.

Through this live performance (as well as preparation in class), it is my goal that my students who are enrolled in World Music will be able to: 1) identify the category of instruments used in gamelan (idiophones – metallophones and gong), and 2) identify the connections between Balinese gamelan and its culture and social contexts. For my students who will be attending this event, I will require that they write a short reflection paper about their experience. I’m particularly interested in their reactions to the instruments (different tuning system than here in the West), the timbre (metal instruments), the layering (interlocking patterns) explanations about the music and their experience playing the instruments.

It is my belief that through this live musical performance, my students who are enrolled in World Music will be able to understand, experience and appreciate Balinese gamelan (Goal #3 in general education). In addition, I believe my students will have a better understanding of the cultural contexts of Balinese gamelan and through this musical performance and education, my students will have a better understanding of the Balinese culture (Category B – learning objectives 1 and 2).
## General Education Project Grant

### Budget Sheet

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

**Name:** Fred Dade  
**Department:** Music/Theater Arts  
**Email:** fsdaede@ship.edu  
**Phone:** 477-1643

**Month and Year of Proposed Event:** November 7, 2017, 7:30 p.m. in Old Main Chapel

### 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. Gamelan Gita Semara Performance</td>
<td>$980.68</td>
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**Total Requested:** $980.68

**Faculty Member:** Fred Dade  
**Date:** 9-25-17
Artist: Brent C. Talbot, Ph.D.
School: Shippensburg College
Dates: TBD

Artist Teaching Fee: ($150 per hour x 1.5 hours of instruction) $225
Artist Performance Fee: ($150 per hour x 1.5 hours) $225
Transportation of Instruments Fee: ($100 per trip) $100
Van Rental for 1 day: (2 Sprinter Vans $45/day and 1 Van $40/day) $130
Mileage (29.7 x 2 = 59.4 miles x $.565 IRS mileage x 3 vehicles) $100.68
Rental of Instruments Fee: ($200 per day) $200
Total Fees: $980.68

Make check payable to the artist:
Brent C. Talbot, Ph.D.
300 N. Washington St., Box 403
Gettysburg, PA 17325
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: Mark Hartman
Department: Music and Theatre Arts

Email: mlhartman@ship.edu
Phone: x1782 or cell: (717) 404-8849

Date of Proposed Project/Event/Excursion: 1:00 pm, Nov. 17, 2017

If project/event is specific to your general education course sections, please provide Course # and Section number(s): _Will be open to all sections of music general education: Introduction to Music and American Popular Music.

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

This presentation will be a Category B event.

Violinist Lin He will perform the Mendelssohn Violin Concerto in E Minor with the Shippensburg University-Community Orchestra on Sunday, Nov. 19, 2017. On Friday, Nov. 17, at 1:00 pm, he will present a one hour lecture demonstration of this concerto to General Education music students from all music professors.

Total Amount Requested: ___$300_______________________

Faculty Member       Mark Hartman       Date: September 26, 2017
NAME: MARK HARTMAN  
DEPARTMENT: MUSIC AND THEATRE ARTS

EMAIL: MLHARTMAN@SHIP.EDU  
PHONE: 1682 OR (717) 404-8849

MONTH AND YEAR OF PROPOSED EVENT: NOV. 17, 2017

**ITEMIZED BUDGET (PROPOSED)**

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<th>ITEM</th>
<th>ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)</th>
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<td>1.</td>
<td>$300 – The contract between the Shippensburg University-Community Orchestra and Dr. Lin He is for $1,500 for the flight from Louisiana to Shippensburg, presentation to music General Education students, attendance at 2 rehearsals and concert performance. If GEC will contribute $300 for this presentation, the orchestra can cover the flight, 2 rehearsals and the concert. The contract is attached.</td>
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**TOTAL REQUESTED: $300**

Faculty Member: MARK HARTMAN  
Date: September 26, 2017
LETTER OF AGREEMENT

This letter confirms the agreement between Shippensburg University-Community Orchestra and Lin He regarding a performance of a concerto with the orchestra on the concert to be performed Nov. 19, 2017 in the Luhrs Performing Arts Center of Shippensburg University. Lin will attend the following services:

1. The dress rehearsal 1, for at least one hour between 7:00 and 9:30 pm, Thursday, Nov. 16, 2018
2. Presentation to General Education Music Students, from 1:00 to 2:00 pm, Friday, Nov. 17, 2018
3. Dress rehearsal 2, for at least one hour between 9:30 am and 12:15 pm, Nov. 18, 2018
4. Perform with the orchestra on the concert, beginning at 3:00 pm, Nov. 24, 2018.
5. Housing will be provided by Shippensburg University from Friday, Nov. 18 through checkout on Nov. 19, 2018.

Salary: Payment for services will be a flat fee of $1500. This pay will be all inclusive and is intended to compensate for time and travel expenses. Payment will be on the day of the orchestra concert or by mail within 2 weeks of the concert.

The obligations of both parties as set forth in this agreement are subject to delay or prevention by weather conditions, accidents, acts of God, civil strife, illness, or other causes beyond the control of either party. With the exception of these exigencies, the contract artist will play both dress rehearsals and the concert. This agreement may be terminated at any time by the mutual consent of the orchestra director and the contract artist.

Mark Hartman, Orchestra Director  Date  Lin He, Contract Artist  Date

Department of Music and Theater Arts
Shippensburg University
1871 Old Main Drive
Shippensburg, PA 17257
(717) 477-1682
mlhartman@ship.edu
Minutes
Program Committee of the General Education Council Meeting, 10/24/17, 3:45 pm, FSC 248

The meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Program committee members, Sherri Bergsten, Doug Birsch, Karl Lorenz, Alice James, Brian Wentz, Jennifer Clements, Margaret Lucia, Michael Greenberg and Kirk Moll. Also in attendance were EYE committee members Steve Burg, Josephine Smith, Wendy Kubasko, and Sarah Stokely. In addition, Jim Delle (ex-officio) member attended the meeting.

1. Discussion of new material on UNV100 (UNIV 101). Sarah Stokely shared information about that at the Student Success meeting this week it was discussed the additional components (i.e. wellness) to the EYE program. Concerned raised by faculty about the parallel tracks planning for EYE programming but that are not being shared across all campus bodies. There was robust discussion of the current proposal and where EYE fits and if there is overlap. EYE committee will follow up with the final edits on the rubric before the full vote.

2. Minutes from 10/3/17: Motion to approve Lucia and second Lorenz. All moved to approve with 1 opposed.

3. UCC proposals: 17-15 and 17-64 proposal numbers No comments or concerns noted in the distance education approval. Second proposal is about deleting courses that have not been taught. Chemistry 190 is in agreement for the course deletion. Clements moved to approve and Wentz seconded the motion. All were in favor.

4. Proposal Review and vote: Birsch motioned “Program committee recommends approval of the proposal for the general education revision, as delineated in the attached proposal dated 10/24/2017, with the stipulation that the levels of competency on the UNV 100 rubric be completed and reviewed by the program committee and GEC. Greenberg seconded the motion. Unanimously approved.

5. Discussion of timeline for proposal: Kirk Moll is going to send an email by 10/25 outlining the changes to the GEC reps that have changed. By 3:30 on Thursday evening, an email with the latest revision of the EYE component will come out to the committee. GEC-PC will vote on the last part via email. The total proposal will go out to the full faculty on early evening on Thursday, October 26, 2017 which is more than 4 days before the meeting based on current GEC by laws.

6. Suggestions for campus wide discussion of assessment at conference 10/27/2017 were discussed.

Respectfully Submitted,
Jen Clements
GEC-PC

Final Approved 11/7/2017
Minutes
Program Committee of the General Education Council Meeting, 11/7/17, 3:45 pm, FSC 248

The meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Program committee members, Sherri Bergsten, Doug Birsch, Karl Lorenz, Brian Wentz, Jennifer Clements, Margaret Lucia, and Kirk Moll. In addition, Jim Delle (ex-officio) member attended the meeting.

1. Approved the minutes from 10/24/17 with the minor edits. Moved to approve by Lorenz and seconded by Birsch. All approved.
2. UCC proposals for review:
   a. UCC proposal 17-62. No concerns noted. Shirk moved to approve and Lorenz seconded. All approved.
   b. UCC proposal 17-49. Shirk moved to approve and Birsch seconded. All voted in favor.
3. The committee discussed the GEC meeting and continued concerns about general education program proposal. Discussed the idea of putting a moratorium on new courses entering the existing (old) program. Birsch motioned that once the new program is approved by the President’s signature the program committee recommends that the GEC no longer approve new courses into the old program but instead redirects those courses to apply to the new program. Shirk seconded. Motioned pass with all in favor.

Respectfully submitted,
Jen Clements
GEC-PC Program Committee

FINAL APPROVED version 11/21/17
COURSE PROPOSAL

(New Course or Revision of Existing Course)

DEPARTMENT: Multiple/UCC
COLLEGE: Arts & Sciences / Education & Human Services

SPONSOR: Matthew Cella
PHONE/E-MAIL: mjcella@ship.edu

APPROVAL DATE:
ACTION (check one): Delete Course __x__  Add Course ______  Revise Course __________

IMPLEMENTATION DATE: Fall 2018
LEVEL: Undergraduate____  Graduate __________  Mixed Graduate and Undergraduate:____

<table>
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<th>Department</th>
<th>Course Code</th>
<th>Title</th>
<th>Level</th>
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<td>CHM393</td>
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<td>ESC493</td>
<td>Sel Top/Exercise Sci</td>
<td>U &amp; G</td>
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**Justification:** After consultation with the Registrar’s Office and the Professional, Continuing, and Distance Education (PCDE) office regarding the proliferation of Selected Topics courses over the past few years, we contacted department chairs and asked them to review their Selected Topics course offerings to determine which courses might be eliminated. With Banner it is now possible to offer (and to earn) credits for various topics even if they use the same Selected Topics course number (for example, a student could take CRJ 390 in both the fall and spring semesters if offered provided they were different topics with different material). This was not possible in the past, so many departments created multiple Selected Topics courses with unique course numbers. The list of courses above represent the courses that are now redundant and no longer necessary; they have all been approved by the individual departments to be deleted.
## DISTANCE EDUCATION COURSE PROPOSAL FORM: EXISTING CATALOGED COURSES

<table>
<thead>
<tr>
<th>DEPARTMENT: UCC/Multiple</th>
<th>COLLEGE: Arts &amp; Sciences</th>
<th>FACULTY SPONSOR: Matthew Cella</th>
<th>PHONE/E-MAIL: <a href="mailto:mjcella@ship.edu">mjcella@ship.edu</a></th>
</tr>
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<table>
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</table>
Justification:
There has been significant growth of selected topics courses over the past few years, many of which are offered as online/DE courses. As a result, we have seen many proposals from individual departments requesting DE approval for existing and new Selected Topics courses coming through the UCC workflow. After deliberation with both the Registrar’s Office and the Professional, Continuing, and Distance Education Office (PCDE), it was decided that a good course of action would be to contact all the departments and have them review a list of their existing Selected Topics courses. We asked them to deliberate and decide as a department which of their Selected Topics courses could work successfully as Distance Education courses (with the understanding that DE approval provides the option of teaching the course online, but it is not required). This gives departments the flexibility to teach variations of their Selected Topics courses that they feel would work well in an online format. Because individual topics do not need separate DE approval (only the course number itself needs this approval), individual syllabi do not need to be reviewed. This second blanket proposal is intended to alleviate some of the confusion surrounding DE approval of Selected Topics courses, and to remove the burden of submitting individual proposals from individual departments. The list of courses above represent a second list of courses that were approved by those departments who responded to our request.

Note: In order to comply with the CBA, the decision regarding UCC approval will take place within 30 days of being approved by all appropriate departments and councils.
COURSE PROPOSAL
(New Course or Revision of Existing Course)

DEPARTMENT: Geography-Earth Science

COLLEGE: Arts and Sciences

SPONSOR: Kurt Fuellhart

PHONE/E-MAIL: x1309, kgfuel

COURSE TITLE: Cultural Geography

PROPOSED COURSE NUMBER: 140

TITLE ABBREVIATION (Limited to 30 characters): Cultural Geography

APPROVAL DATE: Spring 2018

ACTION (check one): Delete Course _______ Add Course _______ Revise Course ___X______

IMPLEMENTATION DATE: Spring 2018

LEVEL: Undergraduate__X__ Graduate __________ Mixed Graduate and Undergraduate: __________

DESCRIPTION CHANGE: (Change in course number, name, or catalog description only): Yes or No __YES____
(Existing Courses Only — See Section I)

FACULTY RESOURCES TO DELIVER COURSE: ___Existing Course Dropped ___Verification Grid
(New Courses Only — See Section IV)

DIVERSITY COURSE DISTINCTION: Yes or No ___YES____

GRADE TYPE: Standard grading system or Pass/Fail ___Standard_____

CREDIT HOURS: ___3_____

WORK LOAD EQUIVALENCY: ___3 hours_____

SCHEDULE TYPE (see the instructions for the code to enter here): ______LE_____

INSTRUCTION METHOD (see the instructions for the code to enter here): 99

EQUIVALENT COURSE(S): None

CO-REQUISITE(S): None

PRE-REQUISITES (Include Minimum Grade and Concurrency): None

RESTRICTIONS (Notate Include or Exclude): None
SECTION I. INFORMATION FOR MINOR REVISION OF EXISTING COURSES
(Sponsors of New Courses may skip to Section II)

Note: Minor Revisions are defined by the UCC as course name changes, course number changes, or updating or rewording a course’s catalog description in a way that does not significantly alter the nature of a course’s content. All other revisions constitute the creation of a new course. Please answer all sections, indicating “not applicable” to any items that do not apply to your proposal.

A. CURRENT NUMBER AND TITLE OF COURSE:
   a. Proposed Change
      Change course name from Cultural Geography to Human Geography
   b. Justification
      The rationale is that cultural geography is a subdivision of human geography, but one that has a very particular and politicized agenda. Human Geography is a more appropriate course name for an introductory class that focuses on a broad swath of human activity, diversity, and change across space. Cultural Geography and its content would be more consistent with an upper-level class.

B. CURRENT CATALOG COURSE DESCRIPTION:
   a. Proposed Change
      OLD: Examines the diverse cultural landscapes and behavioral patterns of the world. The dynamic aspects of our technological era are viewed as they influence cultural realms differing in race, language, religion, economy, and population distribution. The origin and diffusion of skills and tools used by societies to transform and adjust to their environments will be surveyed.
      NEW: Examines the diverse spatial and cultural landscapes of the world. The spatial behavioral patterns of people, groups, and nations are viewed through the lenses of ethnicity, race, language, religion, environment, and technology, among others. The course focuses on spatial and regional differences created by diverse populations on the one hand, and the connections and collaborations between them on the other.
   b. Justification
      The new description puts the course more in line topically with modern issues in human geography and makes clearer the links between them and the impacts/influences of a diverse population.

C. PROGRAM CHANGE:
   a. Proposed Change
      None
   b. Justification
      N/A
   c. Impact on other programs or departments
      N/A
   d. Impact on resources
      None
   e. Impact on Student Learning Outcomes and Assessment
      The course has already successfully moved in this direction over the past few years. The focus on student writing and exams has dovetailed nicely with the stronger links to more current topics of human geography that relate to students’ connections to the world, technology, and spatial analysis.
SECTION II: NEW COURSE INFORMATION AND CURRICULUM CONSIDERATIONS

CATALOG COURSE DESCRIPTION:

CREDITS:

JUSTIFICATION FOR NEW COURSE:

STUDENT LEARNING OUTCOMES AND ASSESSMENT:

A: List the learning outcomes for the course (Outcomes are developed by completing the sentence “Upon successful completion of this course, the student will be able to…”)
B. List the assessment methods and link the methods to the learning outcomes.

CURRICULUM CONSIDERATIONS:

1. How will this course impact General Education?
2. For whom is this course intended, e.g., your department majors? Non-majors currently taking your department's courses? Non-majors currently taking courses outside your department?
3. How may the credit be counted in a degree program? How does the course fit into your curriculum?
4. What is the estimated frequency of the course offering? How many sections of this course will be offered initially? How often will this course be offered, e.g., every semester, once per year, once every two years . . . ? What are the projected offerings over the next five years?
5. Do similar courses exist in other departments? If so, which course(s)? Explain how this course does not duplicate the course in another department. Provide justification that this course is needed and does not conflict with offerings in other departments. What resource impact will this course have on other departments? Provide details regarding impact. (Consult with other departments prior to making the proposal.)
6. Does this course replace or overlap an existing course? If so, which course and how? If this is a new course, how will it be accommodated into the existing course structure? Please attach a three-year verification grid (Section IV--see sample grid at the end of the proposal) that will demonstrate how the course will be accommodated.
7. What course(s) will not be taught as a result of shifting resources to this new course?
8. If you project growth in the offerings, what is the expected impact on other courses, sections, or students?
9. What methods of instruction and learning will be used?

SECTION III. SUPPORT SERVICES: Complete this section for ALL new course proposals.

1. Can this course be taught by several members of the faculty in the department, or is it restricted to a specialist in the field? Indicate likely instructors. (If a specialist is needed to teach this course, please provide the rationale.)
2. What additional costs are anticipated over the next calendar year by instituting this course? (Faculty, supplies, equipment, facilities, e.g.: classroom space, laboratory space, or support personnel.)
3. Will this course require any computing resources? (use of a microcomputer laboratory, use of the mainframe computer, additional software or recommendation that students should buy computers and/or software)
4. What additional library resources will be required? Has the library been consulted to determine the adequacy of library holdings or to estimate the cost to improve these sufficiently?

SECTION IV: RESOURCE IMPACT: In order to offer a new course, departments must adjust current course offerings. State how often the new course will be taught and indicate the sections that will be dropped to accommodate this change by completing a VERIFICATION GRID like the one below that will show how the course will fit into a department’s existing teaching load. Include all faculty likely to be affected by the new course.

<table>
<thead>
<tr>
<th>TERM</th>
<th>FACULTY</th>
<th>COURSE</th>
<th>CREDITS</th>
<th>PROJECTED ENROLLMENT</th>
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<tr>
<td>Fall Year 1</td>
<td>Faculty A</td>
<td>etc., through three years</td>
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SECTION V: COURSE SYLLABUS: Please provide a detailed syllabus showing course objectives, assessment methods, and assignments. The syllabus should provide enough detail so that readers can obtain a reasonable understanding of the course’s workload, topics, and structure. Please note that syllabi for all 400-level courses must clearly differentiate additional requirements and expectations for students planning to register for graduate credit.

Note: UCC will not act on proposals until the minutes of all appropriate councils documenting approval have been received. If suggestions or recommendations have been made at the council level, a revised proposal must be provided to UCC. If revisions are recommended by UCC, a final copy must be provided to the UCC Chair and Secretary before the proposal will be presented to the Forum.
New General Education Courses should meet the requirements listed below. Please be sure to read the General Education Objectives and Assessment document posted on the UCC website prior to filling out this proposal. The following conditions should be met:

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

DEPARTMENT: Exercise Science
COLLEGE: Education and Human Services

SPONSOR: Sally Paulson
PHONE/E-MAIL: 1274 / sapaul@ship.edu

COURSE TITLE: Lifestyle Management
PROPOSED COURSE NUMBER: ESC 200

DATE: November 2, 2017

RESOURCE IMPACT

The course being proposed in the General Education category is not a new course offered by the Exercise Science Department. ESC 200 (Lifestyle Management) is currently offered as a free elective option for all undergraduate students. Therefore, we will not be adjusting the course offerings. The course is taught two times per year face-to-face and up to four times per year online in the summer and winter terms (two courses in each term). The Exercise Science Department will not be dropping any courses to add additional sections of ESC 200.

Effective Semester: Fall 2018
Diversity Course Distinction: Yes or No
Offered as Distance Education only or Standard course or Both (ESC 200 is DE approved)
Grade Type: Standard grading system or Pass/Fail: Standard
General Education Category: S = required basic skills, R = remedial, or A, B, C, D, or E: Category E
Credit Hours: 3
Work Load Equivalency: ¼
Final Exam: Yes or No: Yes
Credits count toward degree: Yes or No: No this will not count toward the Exercise Science Major
DEPARTMENT: Exercise Science

COLLEGE: Education and Human Services

SPONSOR: Sally Paulson

PHONE/E-MAIL: 1274 / sapaul@ship.edu

COURSE TITLE: Lifestyle Management

PROPOSED COURSE NUMBER: ESC 200

IMPLEMENTATION DATE: Fall 2018

CREDITS: 3 credits

PROPOSED GENERAL EDUCATION CATEGORY: Category E

CATALOG COURSE DESCRIPTION: Designed to assist young adults in the understanding of and planning for a lifelong healthful lifestyle. Wellness topics discussed include the five components of health-related fitness, chronic disease prevention, stress management, nutrition, and weight management with an emphasis on lifetime fitness. Students will design and implement an individualized fitness and behavior modification program.

JUSTIFICATION:
The concept of wellness has evolved over the years where having good health does not only include physical health but also emotional, social, and environmental health. Having a thorough understanding of wellness-related topics, implementing acquired wellness knowledge, and developing strategies to lead a healthful lifestyle are crucial to the prevention of chronic diseases and improving the quality of life. In addition, students will learn the impact of being an informed citizen and ultimately a responsible consumer of health-related information. This will have a significant impact on the health, vitality and happiness of the individual which will in turn allow for a greater contribution to community service and social responsibility. Currently, there is a lack of opportunities in this area within General Education. Thus, inclusion of Lifestyle Management will aid in the fulfillment of “comprehensive breadth of knowledge” the General Education curriculum aims for.

Furthermore, according to the National College Health Assessment, within the last 12 months 12.0% of students reported experiencing “tremendous stress” with another 43.6% reporting “more than average” amounts of stress (ACHA, 2017). Based on these numbers, it is unsurprising that 34.4% of students reported stress negatively affected their academics (i.e., lower exam or course grades, dropped courses, significant disruptions in work). Students also reported negative impacts on academics from anxiety (26.5%), sleep difficulties (22.4%), and depression (16.4%), all of which stress can cause, or at the very least, exacerbate. Thus, being able to manage stress is a skill that will pay immediate and lifelong dividends for our students.

Section I. Learning Outcomes, Assessment, Curriculum Considerations:

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

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

1. Understand factors that contribute to physical and mental health and wellness.
2. Develop an understanding of the basic components for physical fitness; examine methods for assessing individual fitness.
3. Outline the general components of an exercise prescription and design an exercise program.
4. Discuss various aspects of cardiorespiratory and muscular fitness as well as flexibility and discuss training benefits and adaptation.
5. Understand different components of body composition and body weight
6. Describe different components that make up nutrients and able to analyze dietary/nutritional intake
7. Discuss the interaction between energy intake and energy depletion during exercise.
8. Explore concepts of energy expenditure and the complexity of caloric balance. Evaluate methods for achieving weight control, treating overweight conditions and describe psychological disorders associated with weight control.
9. Learn to recognize and manage stress, and modify behavior to reduce stress.
10. Discuss other special topics related to health and wellness (e.g., self-esteem, critical thinking, communication skills, caring for others, and reducing pollution and waste).

B. List the assessment methods and link the methods to the learning outcomes.
   1. Completion of lab assessments and internet labs
      Learning outcomes: 1-10
   2. Fitness programming and log
      Learning outcomes: 2, 3, 4, 5, 8
   3. Class presentation
      Learning outcomes: 1, 4, 6, 7, 8, 9, 10
   4. Simple writing assignments
      Learning outcomes: 1-10
   5. Written examinations / Quizzes
      Learning outcomes: 1-10

CURRICULUM CONSIDERATIONS:
A: General Philosophy
   1. How does this course meet the broad goals of general education as stated in the GECC document?
      The course content in Lifestyle Management supports General Education (GE) goals 1, 3, 4, 8, and 9.

      Goal 1: Demonstrate effective reading, writing, oral communications, and critical thinking
      Within Lifestyle Management, students are asked to examine healthy lifestyle behaviors as well as discuss wellness topics using the above skills. The lab assessments and homework assignments involve reading, writing, and critical thinking; which require the students to reflect on their own lifestyle behaviors. Further, students engage in conversations within the course and may conduct presentations, all of which build oral communication skills.

      Goal 3: Use numerical data and mathematical methods for analysis and problem solving
      Many of the labs in this course require basic math abilities (adding, subtracting, multiplying and dividing) using numerical data to solve and analyze a fitness or lifestyle component. Students are then asked to interpret the results and compare their findings to normative data. For instance, students would calculate body mass index and then compare their finding to normative data for their age. Other examples include calculating target heart rate zones, cardiorespiratory endurance, flexibility, body composition, dietary analysis, and energy needs. These labs / activities all use data to mathematically analyze, interpret results, and draw conclusions.

      Goal 4: Find and use information using abstract logical thinking, inductive reasoning, and critical analysis
      Students in Lifestyle Management draw conclusions based on logical thinking and critically analyzing concepts to achieve a desired outcome. For instance, students learn how aging impacts certain physiological variables as well as how making simple, everyday choices can positively influence their health, energy, and vitality across the lifespan. Thus, students use logic and reasoning to analyze the concept to reach a conclusion about their own lifestyle behaviors.

      Goal 8: Demonstrate an understanding of the social sciences and their significance in contemporary society
Lifestyle behaviors have a significant impact on our society in many ways. For example, unhealthy lifestyle behaviors are prevalent throughout society and contribute to increases in medical care costs, rising rates of obesity, and the early onset of certain diseases and illnesses. More specifically, course content addresses the relationship between unhealthy lifestyle behaviors and the onset or risk of certain diseases and illnesses like cardiovascular disease, diabetes, joint and skeletal problems, obesity, and even death. Within this course, students learn how performing healthy lifestyle behaviors (e.g., eating a healthy diet, exercising regularly, avoiding excessive alcohol consumption, not smoking) positively impacts their overall health and physical functioning, lowering their risk for several diseases and illnesses. Learning how to make positive lifestyle changes to improve our quality of life is an important theme of the course.

Goal 9: understand how people's experience and perspectives are shaped by gender, ethnicity, culture, and other factors
The course explores the influence gender, ethnicity, culture, and environment have on healthy and unhealthy lifestyle behaviors as well as the risk factors associated with certain diseases. For example, a close examination takes place exploring the gender differences in body type and the make-up of muscle tissues, differences in the perception of body image, obesity trends and pattern, and disease risk factors. Similar topics, mentioned above, are explored and compared based on ethnicity, culture and socio-economic status. Examining from the angle of health perspective, students learn to understand a close relationship between these areas and how they influence (or are influenced by) one’s lifestyle and health in unique ways.

2. How does this course compare to and/or complement the descriptions listed under the “Commonalities among the Courses” section of the Category with which this course will be listed?
Category E focuses on “disciplines which examine and analyze group and individual behavior” along with “the causes of human interaction and the diversity of its organizations” in order to help students “see the connection between his or her own perspective and that of society.” As a discipline, Exercise Science is very much concerned with individual behaviors related to physical activity and movement. However, Exercise Science is a fundamentally applied field that involves working with people in both one-on-one and group settings. Exercise scientists also understand that environments can work to help or hinder activity levels and that part of their role as physical therapists, personal trainers, strength and conditioning coaches, cardiac rehabilitation specialists, and so on, is to work with people to help them achieve their health and fitness goals at home, work, and leisure settings. Within Exercise Science, the connections between individuals and their wider context are inescapable, making Category E the ideal spot for Exercise Science courses.

3. How does this course compare to and/or complement the “Learning Objectives” section of the Category with which this course will be listed?
The course content of Lifestyle Management fits well with the learning objectives of Category E.

Objective 1: Students will be able to summarize, analyze, and evaluate relevant principles, theories, and research essential for understanding the behavior of individuals and groups. This is a fundamental element within Lifestyle Management. Most the lab assessments require students to analyze, evaluate, and summarize principles, theories, and concepts associated with healthy living. Further, students learn about behavior change theories and how to apply these to real-world situations. Finally, the course does address both group and individual behaviors.

Objective 2: Students will be able to identify patterns and processes of human activity within and across cultures. This objective is clearly demonstrated within Lifestyle Management. For example, students will identify and discuss barriers to exercise. This is used to recognize patterns associated with why one does not participate in a regular exercise program (human activity). Then they reflect on the process of why that is a barrier and develop strategies to overcome the blockade to exercise. In addition, lifestyle behaviors are compared across various cultures to identify differences.
Objective 3: Students will be able to identify causes of human action. A good portion of this course is for students to determine the “why” behind their action as well as the development of a behavior change action plan. This is accomplished by analyzing health and fitness behaviors they are currently exhibiting. By reviewing their behavior from various angles, students are able to recognize ways to change or modify an unhealthy lifestyle behavior.

Objective 4: Students will be able to identify examples of diversity in human organizations and structures and their impact on human behavior. The Lifestyle Management course explores the diversity in different human organizations and structures specifically related to the way they influence health lifestyle choices. For example, students examine different demographic and ethnic groups, and socio-economic status on fitness facility and how these factors can impact fitness opportunities, nutrition, disease risk factors, and obesity trends.

Objective 5: Students will be able to identify the impact of social forces on individuals and groups. This course discusses the impact of social forces in various ways. For instance, one way to begin an exercise program is to find a “buddy” to exercise with or ways that families can exercise together. Further, the class discusses how the social environment (playing basketball at a local park or riding bikes around a neighborhood) affects exercise and physical activity habits.

B: Practical Considerations

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

The development and continuation of a healthy lifestyle is extremely important! The purpose of the Lifestyle Management course is to help students develop ways to become and remain active across the lifespan. It is critical for students to be able to understand the importance of lifetime fitness as this directly impacts their personal health and wellness. Further, the course also speaks to the five components of health-related fitness, chronic disease prevention, stress management, nutrition, and weight management.

The opportunity to learn lifelong strategies to promote a healthy lifestyle aligns well with the general education curriculum. As mentioned previously, it fits well with the general education goals as well as the goals and learning objectives of Category E. While other courses in this category may touch on the development of a healthy lifestyle, none go into as much depth and breath as this course does. The inclusion of Lifestyle Management as an option for students is a much needed course to encourage the development of positive behaviors across the lifespan.

Furthermore, after reviewing the general education curriculum of all the Pennsylvania State System of Higher Education (PASSHE) universities, Shippensburg University is one of three that does not include a health/wellness option (Table 1). Some universities make these courses mandatory, while others have it as one option amongst many within a category. Either way, the absence of courses focused on topics like lifestyle management and how to lead a healthful life is a significant hole in our general education curriculum. That other PAASHE universities have recognized the importance of these topics for academic and lifelong success suggests that the inclusion of these topics into our general education program is warranted and would be a beneficial option for our students.
<table>
<thead>
<tr>
<th>University</th>
<th>Category</th>
<th>Course Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomsburg University</td>
<td>Healthy Living</td>
<td>Personal Health: A Multi-Dimensional Perspective</td>
</tr>
<tr>
<td>California University of Pennsylvania</td>
<td>Health &amp; Wellness</td>
<td>Psychology of Stress Management</td>
</tr>
<tr>
<td>Cheyney University</td>
<td>Health &amp; Wellness</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Clarion University</td>
<td>Health and Wellness</td>
<td>Health Education</td>
</tr>
<tr>
<td>East Stroudsburg University</td>
<td>Wellness</td>
<td>Health Promotion &amp; Lifetime Wellness</td>
</tr>
<tr>
<td>Edinboro University</td>
<td></td>
<td>No health/wellness component</td>
</tr>
<tr>
<td>Indiana University of Pennsylvania</td>
<td>Dimensions of Wellness</td>
<td>Healthy People-Promoting Wellness</td>
</tr>
<tr>
<td>Kutztown University</td>
<td>Wellness</td>
<td>Personal Health Management</td>
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<tr>
<td>Lock Haven University</td>
<td>Wellness</td>
<td>Leisure, Wellness, and Personal Lifestyle</td>
</tr>
<tr>
<td>Mansfield University</td>
<td>Environmental, Economic, Social, and Personal Sustainability</td>
<td>Personal and Community Health</td>
</tr>
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<td>Millersville University</td>
<td>Connections &amp; Exploration / Cultural Diversity</td>
<td>Wellness: Concepts of Health &amp; Fitness</td>
</tr>
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<td>Shippensburg University</td>
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<td>No health/wellness component</td>
</tr>
<tr>
<td>West Chester University</td>
<td></td>
<td>No health/wellness component</td>
</tr>
</tbody>
</table>

5. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department? There are no plans to increase the number of sections offered in the Fall or Spring semesters or summer and winter terms. Thus, the addition of Lifestyle Management to the general education program should not affect the teaching load of faculty in the department. Similarly, this will not impact our curricular offerings. This course is currently offered as a free elective, open to all students, and it is an option in the Gerontology minor. It is anticipated this will not impact enrollment for the Exercise Science Major.

6. Will this course be a significant addition to General education in terms of subject and number of sections? How many sections will be offered each semester? Currently, Lifestyle Management is offered 2 times per year face-to-face and 5 sections are offered online; for a total of 7 sections per year. The Exercise Science Department is planning to change the major and this will reduce the number of face-to-face sections per year, potentially to zero. The Department is not planning on increasing the number of online sections offered per year (keeping it at 5 sections per year). This is because current faculty will teach new courses during the Fall and Spring semesters.
In total, Lifestyle Management may be offered a total of 5-7 times per academic year (fall, winter, spring, and summer). This represents a small, 5.4% to 7.5% increase in the number of Category E offerings each year. Refer to Table 1 for a listing of all Category E course offerings.

7. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of other departments currently offering courses in the Category in which this course will be listed? Currently, face-to-face sections of Lifestyle Management have an enrollment cap of 35 students, meaning 70 face-to-face seats each year. However, the Exercise Science Department is looking to relocate classrooms which will impact the number of available seats. (We are currently planning to cap the course at 30 seats per section). Online courses are capped at 25 students, meaning 125 online seats per year. In total, this is 195 seats per year. Once the Exercise Science Department’s curriculum changes go into effect, the number of face-to-face seats will drop to 0, while the number of online seats will remain at 125 seats.

The addition of this course in Category E could potentially take seats away from other Category E courses. However, some departments prescribe or require students in their program to take one or two specific courses in this category.

8. What is the estimated frequency of the course offering? How many sections of this course will be offered initially? How often will this course be offered, e.g., every semester, once per year, once every two years . . .? What are the projected offerings over the next five years? The Exercise Science Department offers 7 sections of Lifestyle Management per year (2 face-to-face and 5 online). The plan is to continue offering the same number of courses until the Department revises its major curriculum. Then the number of sections would drop to 5 per year as faculty will be needed to teach major courses.

Table 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Winter</th>
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<th>Summer B</th>
<th>Summer A</th>
<th>Spring</th>
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<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>5</strong></td>
<td><strong>36</strong></td>
<td><strong>93</strong></td>
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</table>
It is anticipated the Department would continue to offer 5 sections per year. Should the Department secure a tenure-track line for the planned change to the Exercise Science major curriculum, then 1-2 face-to-face may be offered again.

9. Do similar courses exist in other departments? (Consult with other departments prior to making the proposal.) If so, which course(s)? Explain how this course does not duplicate the course in another department. Provide justification that this course is needed and does not conflict with offerings in other departments. What resource impact will this course have on other departments? Provide details regarding impact.
No similar courses exist in other departments. Lifestyle Management has been a course at Shippensburg University for a long time. It was originally offered in the Health and Physical Education Department.

10. What course(s) will not be taught as a result of shifting resources to this new course?
None. The Department currently offers this course.

11. If you project growth in the offerings, what is the expected impact on other courses, sections, or students?
The Department will not be able to offer more sections of this course, with its current FTEF, beyond what was discussed in this proposal.

12. What methods of instruction and learning will be used?
The course is primarily a lecture format. However, course instructors use active learning strategies throughout the semester via short activities or discussions of their own creation or from the textbook. Additionally, class time is devoted to the completion of various assessments.

13. Include a syllabus with a course content outline.

Section II. Support Services:

1. Can this course be taught by several members of the faculty in the department, or is it restricted to a specialist in the field? Indicate likely instructors. (If a specialist is needed to teach this course, please provide the rationale.)
Yes, the course can be taught by multiple faculty members in the Exercise Science Department. All of the faculty in the department can teach the course.

2. What additional costs are anticipated over the next calendar year by instituting this course? (Faculty, supplies, equipment, facilities, e.g.: classroom space, laboratory space, or support personnel.)
No additional costs are anticipated with offering this course as a part of the general education curriculum. This course is already being taught by the Department at the level proposed (7 sections per year). Thus, the resources needed to instruct these courses are already part of our Department budgeting process.

3. Will this course require any computing resources? (use of a microcomputer laboratory, use of the mainframe computer, additional software or recommendation that students should buy computers and/or software)
No.

4. What additional library resources will be required? Has the library been consulted to determine the adequacy of library holdings or to estimate the cost to improve these sufficiently?
No additional library resources will be needed. The Department has been very proactive in the purchasing of materials over the years to support the instruction of this course.
SELECTED REFERENCES:
National College Health Assessment

General Education program pages and requirements for:
- Bloomsburg University
  - http://intranet.bloomu.edu/general_education
- California University of Pennsylvania
- Cheyney University
- Clarion University
- East Stroudsburg University
  - http://www4.esu.edu/academics/general_education/index.cfm
- Edinboro University
- Indiana University of Pennsylvania
  - https://www.iup.edu/liberal/
- Kutztown University
  - https://www.kutztown.edu/academics/general-education.htm
- Lock Haven University
  - http://www.lockhaven.edu/generaleducation/
- Mansfield University
  - https://www.mansfield.edu/academic-affairs/student-resources/general-education-portfolios.cfm
- Millersville University
  - https://www.millersville.edu/services/advisement/gened/index.php
- Shippensburg University
  - http://www.ship.edu/CAS/General_Education_Requirements/
- West Chester University
  - http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/

APPENDIX A
- The information from the material is easy to connect to and is useful and necessary information to have.
- Positive learning environment, Dr. Meyer cares about the well-being of his students and encourages them to do well.
- Even though this course is not required by my major, it has many benefits for me.
- The activities we learn in class can be brought to the real world.
- Real life examples help the student relate and understand.
- This course is useful in everyday life and the professor made the concepts easy to understand.
- I would recommend this class to others.
- This class is beneficial to young adults so they can see where they stand with their physical health.
- A combination of gym and classroom time was helpful in application to real life.
- I learned a lot of new things about nutrition and fitness that I did not previously know about.
- This class was motivating and encouraged me to work and improve my everyday life. It is beneficial to know how to properly diet and workout.
ESC 200: LIFESTYLE MANAGEMENT

Course Professor
Dr. Ben Meyer

Course Information
Structure: Online at the following locations: (ESC 200-62; CRN 41204)

Desire 2 Learn (D2L): https://d2l.ship.edu

(You will need to go to the address above and click the “register now” button)

Credits: 3 credits
Dates: Monday May 22 through Friday June 23

Course Materials
The course textbook is Fit and Well 12th edition by Fahey, Insel, and Roth. You will need to purchase Connect Plus access, and you have a choice between (1) the Connect Plus version with e-book access or (2) a loose-leaf version with Connect Plus. Course announcements, content, and discussion boards will be available on D2L.

Course Description
This is a five-week, fully online course for those who would like to learn how lifestyle can be altered to achieve a high degree of wellness. A lifestyle based on good choices and healthy behaviors maximizes quality of life. It helps people avoid disease, remain strong and fit, and maintain their physical and mental health as long as they live.

Technology Requirements
A computer and broadband internet connection is required to access D2L and Connect. In order to be successful in this course, you will need to be able to view online media content. In the past, students have experienced difficulty when using smartphones to complete course activities; you are advised to use a laptop or desktop computer.

Goals and Objectives
Students will learn about the six dimensions of wellness (physical, emotional, intellectual, interpersonal, spiritual, and environmental). Special attention is given to nutrition, exercise, self-esteem, critical thinking, communication skills, caring for others, and reducing pollution and waste.

Communication
I look forward to reading your course questions posted in the course D2L Discussion Board. Please post your course-related questions to the Virtual Office Hours area. I will try to respond to your posting within a 24-hour period during weekdays. If you have a private course issue you wish to discuss, please contact me via email. Email: bwmeyer@ship.edu
Technical Support
Technical Support for D2L is available 24/7 online and 717-477-3499

Connect Troubleshooting:
http://connect.mcgraw-hill.com/connect/troubleshoot.do

McGraw-Hill Customer Support:
http://mpss.mhhe.com/contact.php

McGraw-Hill Help:
http://connect.mcgraw-hill.com/help/instructor/#page=student/home.html&type=page

Academic Dishonesty
It is the policy of Shippensburg University to expect academic honesty. Students who commit breaches of academic honesty will be subject to the various sanctions outlined in the Student Handbook. As used in this policy, the term academic dishonesty means deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit by a means that is not authorized by the course professor or university policy. A breach of academic honesty is committed by students who give, as well as receive, unauthorized assistance in course and laboratory work and/or who purposefully evade, or assist other students in evading, the university’s policy against academic dishonesty.

Academic dishonesty includes but is not limited to:
• Bribing, or attempting to bribe, faculty or staff personnel in order to attain an unfair academic advantage
• Possessing course examination materials prior to administration of the examination by the instructor without the instructor’s consent
• Using unauthorized materials or devices such as crib notes during an examination
• Providing and/or receiving unauthorized assistance during an examination
• Using a substitute to take an examination online
• Allowing others to conduct research for you or prepare your work without advance authorization from the instructor, including, but not limited to, the services of commercial term paper companies
• Plagiarism (taking someone else’s work or ideas and passing them off as one’s own)
• Intentionally (and without authorization) falsifying or inventing any information or citation in an academic exercise, such as making up data in an experiment or observation

The preceding list is only for purposes of illustration. Other forms of inappropriate conduct may also be subject to charges of academic dishonesty.
Weekly Procedures
Students should plan to participate by logging in to the online learning sites a minimum of three times each week of the five-week term. The primarily asynchronous (not in real-time) nature of most activities will permit students the opportunity to complete course activities at times most convenient to them. Each week, participants should do the following:

1. Read the assigned chapters in the course textbook and complete the assigned homework, laboratory, and post-test activities by the due date (11:59 pm on Sunday of each week).
2. Post an initial response to each weekly Discussion Board by 11:59 pm Wednesday and respond to at least one of your classmate’s postings by 11:59 pm Sunday of each week. Be sure to review the discussion board policies.

Course Expectations
Please use proper spelling and grammar, and make sure to be professional in your content and tone when posting to the Discussion Board and communicating with the instructor. Remember, don’t ever put anything in writing, especially on computer systems (including email) that you would not want everyone to see.

What you should get out of this course
Throughout the course, you will have opportunities to gain practical experience in fitness by participating in lab activities. By the end of the term, you should be able to apply your knowledge of the course content to create an appropriate personal exercise program based on personal needs, goals, and interests.

It is my hope that you will leave the course with a greater appreciation of the role of fitness and wellness in activities in your daily life. The fitness and wellness strategies that you will encounter in this course should prove to be useful in activities outside of the course. Many of the problems in this course require critical thinking, and with any luck, you will be more prepared to face the difficult challenges that you will encounter in your future.

Grades
Grading scale (10000 points possible)

10000 – 9300 = A
9299 – 9000 = A-
8999 – 8700 = B+
8699 – 8300 = B
8299 – 8000 = B-
7999 – 7700 = C+
7699 – 7000 = C
6999 – 6000 = D
5999 – 0 = F
Assignments

<table>
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<tr>
<th></th>
<th>DISCUSSIONS</th>
<th>HOMEWORK</th>
<th>LABS</th>
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<td>___/60</td>
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Please refer to the Connect website for details on specific assignments.
## Course Schedule

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<td></td>
<td><strong>Week 1</strong></td>
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<tr>
<td>1</td>
<td>Introduction to Wellness, Fitness, and Lifestyle Management</td>
<td>May 22</td>
</tr>
<tr>
<td>2</td>
<td>Principles of Physical Fitness</td>
<td>to</td>
</tr>
<tr>
<td>3</td>
<td>Cardiorespiratory Endurance</td>
<td>May 28</td>
</tr>
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<td></td>
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<td><strong>Week 2</strong></td>
</tr>
<tr>
<td>4</td>
<td>Muscular Strength and Endurance</td>
<td>May 29</td>
</tr>
<tr>
<td>5</td>
<td>Flexibility and Low-Back Health</td>
<td>to</td>
</tr>
<tr>
<td>6</td>
<td>Body Composition</td>
<td>June 4</td>
</tr>
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<td><strong>Week 3</strong></td>
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<tr>
<td>7</td>
<td>Putting Together a Complete Fitness Program</td>
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<tr>
<td>8</td>
<td>Nutrition</td>
<td>to</td>
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<td>9</td>
<td>Weight Management</td>
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<tr>
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<td>Stress</td>
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<tr>
<td>11</td>
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<tr>
<td>12</td>
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<td>to</td>
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<tr>
<td>15</td>
<td>Environmental Health</td>
<td>June 23</td>
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**Week 1**

During Week 1, you will complete the following activities in Connect.

**Chapter 1 (Connect = 610 points)**

- CH-01 Questions
- CH-01 LAB 1.1 Your Wellness Profile
- CH-01 LAB 1.2 Lifestyle Evaluation
- CH-01 Chapter 1 Exam

**Chapter 2 (Connect = 610 points)**

- CH-02 Questions
- CH-02 LAB 2.1 Safety of Exercise Participation
- CH-02 LAB 2.2 Overcoming Barriers to Being Active
- CH-02 Chapter 2 Exam

**Chapter 3 (Connect = 630 points)**

- CH-03 Questions
- CH-03 LAB 3.1 Assessing Your Current Level of Cardiorespiratory Endurance
- CH-03 LAB 3.2 Developing an Exercise Program for Cardiorespiratory Endurance
- CH-03 Chapter 3 Exam
Week 2

During Week 2, you will complete the following activities in Connect.

Chapter 4 (Connect = 770 points)

- **CH-04 Questions**
- **CH-04 LAB 4.1 Assessing Your Current Level of Muscular Strength**
- **CH-04 LAB 4.2 Assessing Your Current Level of Muscular Endurance**
- **CH-04 LAB 4.3 Designing and Monitoring a Strength Training Program**
- **CH-04 Chapter 4 Exam**

Chapter 5 (Connect = 700 points)

- **CH-05 Questions**
- **CH-05 LAB 5.2 Creating a Personalized Program for Developing Flexibility**
- **CH-05 LAB 5.3 Assessing Muscular Endurance for Low-Back Health**
- **CH-05 Chapter 5 Exam**

Chapter 6 (Connect = 600 points)

- **CH-06 Questions**
- **CH-06 LAB 6.1 Assessing Body Mass Index and Body Composition**
- **CH-06 LAB 6.2 Setting Goals for Target Body Weight**
- **CH-06 Chapter 6 Exam**
Week 3

During Week 3, you will complete the following activities in Connect.

Chapter 7 (Connect = 500 points)

CH-07 Questions
CH-07 LAB 7.1 A Personal Fitness Program Plan and Contract
CH-07 LAB 7.2 Getting to Know Your Fitness Facility
CH-07 Chapter 7 Exam

Chapter 8 (Connect = 630 points)

CH-08 Questions
CH-08 LAB 8.2 Dietary Analysis
CH-08 LAB 8.3 Informed Food Choices
CH-08 Chapter 8 Exam

Chapter 9 (Connect = 640 points)

CH-09 Questions
CH-09 LAB 9.1 Calculating Daily Energy Needs
CH-09 LAB 9.2 Identifying Weight-Loss Goals and Ways to Meet Them
CH-09 LAB 9.3 Checking for Body Image Problems and Eating Disorders
CH-09 Chapter 9 Exam
**Week 4**

During Week 4, you will complete the following activities in Connect.

Chapter 10 (Connect = 630 points)

- CH-10 Questions
- CH-10 LAB 10.1 Identifying Your Stress Level and Key Stressors
- CH-10 LAB 10.2 Stress-Management Techniques
- CH-10 LAB 10.3 Developing Spiritual Wellness
- CH-10 Chapter 10 Exam

Chapter 11 (Connect = 480 points)

- CH-11 Questions
- CH-11 LAB 11.1 Cardiovascular Health
- CH-11 Chapter 11 Exam

Chapter 12 (Connect = 550 points)

- CH-12 Questions
- CH-12 LAB 12.1 Cancer Prevention
- CH-12 Chapter 12 Exam
Week 5

During Week 5, you will complete the following activities in Connect.

Chapter 13 (Connect = 610 points)

CH-13 Questions
CH-13 LAB 13.1 Is Alcohol a Problem in Your Life?
CH-13 Chapter 13 Exam

Chapter 14 (Connect = 410 points)

CH-14 Questions
CH-14 LAB 14.1 Behaviors and Attitudes Related to STDs
CH-14 Chapter 14 Exam

Chapter 15 (Connect = 530 points)

CH-15 Questions
CH-15 LAB 15.1 Environmental Health Checklist
CH-15 Chapter 15 Exam
**Exam Policies**

At the end of each chapter, you are required to take a post-test in the Connect website. For each exam, you are allowed 120 minutes. Each exam must be completed before the due date (11:59pm on Sunday). Detailed feedback and solutions will be available 1 hour after the due date. Each chapter exam is worth approximately 200 points.

**Discussion Board Policies**

By 11:59pm Wednesday of each week, you are required to post an initial response to the D2L Discussion Board. Your response should be at least 3 sentences and directly relevant to the week’s course content. By 11:59pm Sunday of each week, you need to post a response to at least one of your classmate’s postings. Each week’s discussion is worth 200 points (100 points for the initial posting, and 100 points for the response to a classmate’s post).
**Special Instructions**

**Week 1**
Perform either the 1 mile walk OR the 1.5 mile run test for Lab 3.1
Track your activity for 1 week in Lab 3.2

**Week 2**
Perform Functional Leg Strength tests for Lab 4.1
Perform Push Up and Squat Endurance tests for Lab 4.2
Track your activity for 1 week in Lab 4.3
Track your activity for 1 week in Lab 5.2
Perform Side Bridge test for Lab 5.3
Perform BMI and Waist Circumference & Waist-to-Hip Ratio for Lab 6.1
Use BMI for Lab 6.2

**Week 3**
Perform the Dietary Analysis for 3 days for Lab 8.2
Perform Parts 1 and 2 for Lab 8.3
Perform Parts 1, 2, and 3 for Lab 9.1

**Week 4**
Perform Parts 1 and 2 for Lab 10.2
Perform Parts 1 and 2 for Lab 10.3
Perform Parts 1 and 2 for Lab 12.1

**Week 5**
Perform Parts 1 and 2 for Lab 13.1
Perform Parts 1 and 2 for Lab 14.1
New General Education Courses should meet the requirements listed below. Please be sure to read the General Education Objectives and Assessment document posted on the UCC website prior to filling out this proposal. The following conditions should be met:

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

DEPARTMENT: Exercise Science  
COLLEGE: Education and Human Services

SPONSOR: Samuel Forlenza  
PHONE/E-MAIL: x1713 / stforlenza@ship.edu

COURSE TITLE: Stress Management  
PROPOSED COURSE NUMBER: ESC 207

DATE: November 2, 2017

RESOURCE IMPACT

The course we are proposing be added into the General Education curriculum is not a new course. ESC 207: Stress Management is currently offered as a free elective option for all undergraduate students. Therefore, we will not be adjusting the course offerings. The course is taught two times per year face-to-face and up to four times per year online in the summer and winter terms (two courses in each term). The Exercise Science Department will not be dropping any courses to add additional sections of ESC 207.

Effective Semester: Fall 2018

Diversity Course Distinction: Yes or No

Offered as Distance Education only or Standard course or Both (ESC 207 is DE approved)

Grade Type: Standard grading system or Pass/Fail: Standard

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

Credit Hours: 3

Work Load Equivalency: ¼

Final Exam: Yes or No: Yes

Credits count toward degree: Yes or No: No, this course will not count toward the Exercise Science Major. It is an elective option in the Coaching Minor.
DEPARTMENT: Exercise Science  
COLLEGE: Education and Human Services

SPONSOR: Samuel Forlenza  
PHONE/E-MAIL: x1713 / stforlenza@ship.edu

COURSE TITLE: Stress Management  
PROPOSED COURSE NUMBER: ESC 207

IMPLEMENTATION DATE: Fall 2018  
CREDITS: 3 credits

PROPOSED GENERAL EDUCATION CATEGORY: Category E

CATALOG COURSE DESCRIPTION: Explores stress reaction and its relationship to illness and disease. Provides intervention strategies to limit harmful effects in addition to other such skills necessary for successful life management.

JUSTIFICATION: Stress is something that people will deal with their entire life. Developing effective strategies for coping with stress is crucial for maintaining a good quality-of-life and minimizing the risk of major health concerns like cardiovascular disease. Therefore, the inclusion of Stress Management will add an important component to our General Education curriculum that is currently missing, which is an emphasis on the connection between mind and body to promote health and wellbeing.

Furthermore, according to the National College Health Assessment, within the last 12 months 12.0% of students reported experiencing “tremendous stress” with another 43.6% reporting “more than average” amounts of stress (ACHA, 2017). Based on these numbers, it is unsurprising that 34.4% of students reported stress negatively affected their academics (i.e., lower exam or course grades, dropped courses, significant disruptions in work). Students also reported negative impacts on academics from anxiety (26.5%), sleep difficulties (22.4%), and depression (16.4%), all of which stress can cause, or at the very least, exacerbate. Thus, being able to manage stress is a skill that will pay immediate and lifelong dividends for our students.

SECTION I

LEARNING OUTCOMES, ASSESSMENT, CURRICULUM CONSIDERATIONS

STUDENT LEARNING OUTCOMES AND ASSESSMENT

Part A: Course Learning Outcomes

Upon successful completion of this course, the student will be able to…

1. Understand the body’s stress response and how it affects our physical, psychological, social, and emotional wellness.
2. Evaluate the factors that influence your own stress levels, including lifestyle behaviors.
3. Apply stress management techniques discussed and/or practiced in class to your own life to manage stress levels.
4. Describe and discuss the physiological and psychosocial effects of stress management techniques.
5. Identify how different characteristics of being human (e.g., gender, age, race/ethnicity) and different contexts (e.g., work, school, family) affect one’s experience of stress throughout the lifespan.

Part B: Assessment Methods Linked to Learning Outcomes

1. Completion of lab assessments / worksheets
   Learning outcomes: 1-5
2. Participate and practice in stress management techniques
   Learning outcomes: 3, 4
3. Class presentation / Discussions
   Learning outcomes: 1-5
4. Simple writing assignments
   Learning outcomes: 1-5
5. Written examinations / Quizzes
   Learning outcomes: 1-5

CURRICULUM CONSIDERATIONS

Part A: General Philosophy

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

Stress Management fits with General Education (GE) Goals 1, 3, 4, 8, and 9.

Goal 1, demonstrating effective reading, writing, oral communications, and critical thinking, is a large part of Stress Management. For students to appreciate their own levels of stress, how it affects them, what causes their stress, and how they manage it, they must critically examine and reflect on their own lives. In-class and homework assignments regularly have students write about the above topics and provide them with opportunities to think about their beliefs and behaviors about stress. Concerning oral communication, the course covers effective interpersonal communication for managing stress, discussing topics such as being assertive, emotional intelligence, and family stress. Course presentations also give students a chance to work on how they communicate researched information to others.

Goal 3, using numerical data and mathematical methods for analysis and problem solving, is a part of the course. Many of the small in-class activities from the textbook require students to complete surveys or questionnaires. Once completed, students must score the surveys themselves, interpret their results, and connect it back to their life. Oftentimes these surveys help students to identify personal areas of strength and areas that need improvement. Students are also able to see how their scores compare to normative data.
Goal 4, findings and using information based on logical thinking, inductive reasoning, and critical analysis, is also met by this course and goes along with Goal 3. Results from the daily activities that have students reflect on their own specific experiences are tied to wider patterns of stress and stress management in themselves as college students, family members, and so on.

Goal 8, demonstrating an understanding of the social sciences and their significance in contemporary society, is central to the course. Many topics center on how social environments impact stress, ranging from work settings to family situations to college. Several content areas also draw from the field of psychology, itself a social science, to inform students about topics like effective behavior change strategies, mental health issues, and relaxation techniques.

Goal 9, understanding how people’s experience and perspectives are shaped by gender, ethnicity, culture, and other factors, also features regularly in this course. Much of the discussion surrounding occupational and family stress centers on issues like isolation (e.g., being the only female executive), expectations regarding work and child rearing (e.g., stay-at-home mothers versus stay-at-home fathers), and stereotype threat. Class time is also devoted to exploring how being a racial or ethnic minority can cause one to experience unique stressors (e.g., racial profiling, adjusting to a new culture, health disparities). Finally, the course also explores stressors associated with aging and older adulthood, like retirement and ending one’s life with integrity.

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

Category E focuses on “disciplines which examine and analyze group and individual behavior” along with “the causes of human interaction and the diversity of its organizations” in order to help students “see the connection between his or her own perspective and that of society.” As a discipline, Exercise Science is very much concerned with individual behaviors related to physical activity and movement. However, Exercise Science is a fundamentally applied field that involves working with people in both one-on-one and group settings. Exercise scientists also understand that environments can work to help or hinder activity levels and that part of their role as physical therapists, personal trainers, strength and conditioning coaches, cardiac rehabilitation specialists, and so on, is to work with people to help them achieve their health and fitness goals at home, work, and leisure settings. Within Exercise Science, the connections between individuals and their wider context are inescapable, making Category E the ideal spot for Exercise Science courses.

The first commonality, that courses promote an understanding of human behavior from the discipline’s perspective, is shared by this course. Stress Management is an interdisciplinary course, drawing from other areas like physiology, psychology, human communications, and gerontology. However, a large emphasis of the course is on the reciprocal relationship between mind and body, which is fundamental to Exercise Science. This course discusses what happens in our mind and body when we experience stress, and how we can use our body (via exercise, diaphragmatic breathing, yoga, tai chi, etc.) to reduce our stress levels.
The second commonality, that courses provide theoretical and methodological approaches for understanding human behavior, is shared by this course. Stress Management touches on several theories of stress and stress management throughout the material, ranging from the Transactional Model of Stress & Coping (Lazarus) to the General Adaptation Syndrome (Selye) to the Transtheoretical Model (Prochaska & DiClemente). The course also has students engage in self-regulatory strategies to understand their own behaviors. These strategies include monitoring how stressful their daily activities are, practicing stress management techniques on their own, and reflecting on any behavioral and emotional changes.

This course also shares the third and fourth commonalities, that courses provide an insight to normative and non-normative behaviors within and across cultures, and that courses promote an understanding of diversity within and across cultures. As mentioned in the discussion surrounding GE Program Goal 9, many topics touch on issues of diversity, behavioral norms and expectations, and cultural issues. In addition to this, many of the stress management strategies we practice in class originate from other cultures and are practiced differently elsewhere (e.g., mantra meditation), which is discussed in class.

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

The content discussed in Stress Management fits well within Category E’s learning objectives.

The first objective, that students be able to summarize, analyze, and evaluate relevant principles, theories, and research essential for understanding the behavior of individuals and groups, is accomplished by this course. Many of the textbook activities involve completing established questionnaires (or simplified versions) to give students greater insight to why they behave the way they do. As mentioned previously, students learn about various theories related to stress and stress management, and more importantly, learn how to apply those theories to real-world situations. While much of this content focuses on individual behavior, how our behavior affects and is affected by other people is also discussed in many places. Finally, students must include two research articles in their presentation.

The second objective, that students be able to identify patterns and processes of human activity within and across cultures, is accomplished by this course. As mentioned previously, Stress Management focuses on the different ways people experience and manage stress, which includes discussions of gender, race and ethnicity, age, and sexual orientation.

The third objective, that students be able to identify causes of human action, is accomplished by this course. A large part of being able to manage stress effectively, whether in oneself or in another person, is determining why stress is being experienced in the first place and how it affects someone. This is accomplished by looking at theories of stress, the body’s physiological response to stress, how stress impacts different aspects of our wellness, and how we can change our behavior to reduce or eliminate stress.

The fourth objective, that students be able to identify examples of diversity in human organizations and structures and their impact on human behavior, is accomplished by this course.
Stress Management explores the different ways that humans organize themselves (e.g., family units, workplaces, race and ethnicity) and how these organizations can cause or mitigate stress.

The fifth objective, that students be able to identify the impact of social forces on individuals and groups, is also accomplished by this course. A major topic is interpersonal relationships and stress that may result from those relationships. Understanding how other people stress us out (and how we stress out other people) is important for managing our stress levels. The course also includes material on the role that social environments (work, school, home, etc.) play in the cause and management of stress.

**Part B: Practical Considerations**

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

Stress is a large part of the college student experience – balancing academics with a job and extracurricular activities and athletics and a social life and family responsibilities is no simple feat. On top of the normal stressors associated with college, many of our students are first-generation college students and/or from disadvantaged backgrounds, adding extra obstacles to an already challenging experience. While there are situations where stress is beneficial, repeatedly experiencing large amounts of stress over long periods of time (such as during four years of college) can damage health and wellness physically, psychologically, academically, socially, and so on. Therefore, it is crucial that college students are able to manage their stress effectively and have opportunities for learning how to do so.

ESC 207: Stress Management provides such opportunities. The overall purpose of Stress Management is to help students understand why they experience stress, think about what stressors they may experience in the future, and identify strategies for how they can manage their stress effectively to avoid the ill effects of chronic stress. To accomplish this purpose, the course emphasizes the practical application of stress management strategies. Throughout the semester, students are led through various exercises and must practice them on their own. Doing so gives students opportunities to learn skills that they can use as soon as they step outside of the classroom and throughout the rest of their lives.

The opportunity to learn lifelong stress management strategies fits well with the mission of the GE program and is not offered by other GE courses. Stress Management is aligned with the goals of a liberal education by helping students to: prepare for life-long learning, face challenges throughout their lives, and think about issues outside of their major; learn skills and knowledge that are useful in a rapidly changing world; and use information drawn from disciplines across the arts, sciences, education, and human services sectors. This course also takes a very broad and diverse look at how stress affects behavior in different populations, covering all aspects of our wellness (e.g., occupational, spiritual, physical). While other GE courses may touch on the stress response and/or how it contributes to health problems, no other course discusses the numerous ways stress affects our daily lives and how we can manage it healthfully. Including Stress Management as an option in the GE program adds much-needed breadth to students’ education.
and encourages the development of positive habits that can only help our students live a better life and do better academically.

Furthermore, after reviewing the GE curriculum of all the Pennsylvania State System of Higher Education (PASSHE) universities, Shippensburg University is one of three that does not include a health/wellness option. (Please refer to Table 1 for an overview of which schools have this option in their GE curriculum along with one example of a course from that category). Some universities make these courses mandatory, while others have it as one option amongst many within a category. Either way, the absence of courses focused on topics like stress management and how to lead a healthful life is a significant hole in our GE curriculum. That other PAASHE universities have recognized the importance of these topics for academic and lifelong success suggests that the inclusion of these topics into our GE program is warranted and would be a beneficial option for our students.

Table 1

<table>
<thead>
<tr>
<th>University</th>
<th>Category</th>
<th>Course Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomsburg University</td>
<td>Healthy Living</td>
<td>Personal Health: A Multi-Dimensional Perspective</td>
</tr>
<tr>
<td>California University of Pennsylvania</td>
<td>Health &amp; Wellness</td>
<td>Psychology of Stress Management</td>
</tr>
<tr>
<td>Cheyney University</td>
<td>Health &amp; Wellness</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Clarion University</td>
<td>Health and Wellness</td>
<td>Health Education</td>
</tr>
<tr>
<td>East Stroudsburg University</td>
<td>Wellness</td>
<td>Health Promotion &amp; Lifetime Wellness</td>
</tr>
<tr>
<td>Edinboro University</td>
<td></td>
<td>No health/wellness component</td>
</tr>
<tr>
<td>Indiana University of Pennsylvania</td>
<td>Dimensions of Wellness</td>
<td>Healthy People-Promoting Wellness</td>
</tr>
<tr>
<td>Kutztown University</td>
<td>Wellness</td>
<td>Personal Health Management</td>
</tr>
<tr>
<td>Lock Haven University</td>
<td>Wellness</td>
<td>Leisure, Wellness, and Personal Lifestyle</td>
</tr>
<tr>
<td>Mansfield University</td>
<td>Environmental, Economic, Social, and Personal Sustainability</td>
<td>Personal and Community Health</td>
</tr>
<tr>
<td>Millersville University</td>
<td>Connections &amp; Exploration / Cultural Diversity</td>
<td>Wellness: Concepts of Health &amp; Fitness</td>
</tr>
</tbody>
</table>
5. **How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department?**

There are no plans to increase the number of sections offered in the Fall or Spring semesters. Thus, the addition of Stress Management to the GE program should not affect the teaching load of faculty in the department. Similarly, this will not impact our curricular offerings.

While Stress Management is an approved elective option for students in the Coaching Minor, Stress Management is a free elective for all other students, open to anyone on campus. This means that a majority of students who take the course are from majors other than Exercise Science. Thus, adding Stress Management to the GE program should not affect our department’s enrollment.

6. **Will this course be a significant addition to General Education in terms of subject and number of sections? How many sections will be offered each semester?**

Currently, Stress Management is offered face-to-face once per semester in the Fall and Spring semesters. Stress Management is also offered online twice in the Winter semester and once in the Summer semester, for a total of five sections each year.

However, the Exercise Science Department is currently in the process of making significant revisions to its Major. A short-term result of these revisions will be that the number of face-to-face offerings decrease to zero while the number of online offerings increases to two per Winter and Summer semesters, for a total of four sections each year. This is because current faculty will teach new courses during the Fall and Spring semesters. A hoped-for medium-term result of these revisions is the addition of a new faculty member, which will allow the number of face-to-face offerings during the Fall and Spring semesters to return to once per semester.

In total, then, Stress Management may be offered once per semester, for a total of four or five offerings each year. This represents a small, 4.3% to 5.4% increase in the number of Category E offerings each year. Refer to Table 1 for a listing of all Category E course offerings.

<table>
<thead>
<tr>
<th>University</th>
<th>Health/Wellness Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shippensburg University</td>
<td>No health/wellness component</td>
</tr>
<tr>
<td>West Chester University</td>
<td>No health/wellness component</td>
</tr>
</tbody>
</table>
Table 2  
**Number of Category E Course Offerings in the 2017 Calendar Year, by Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Winter</th>
<th>Fall</th>
<th>Summer B</th>
<th>Summer A</th>
<th>Spring</th>
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<td>2</td>
<td>4</td>
</tr>
<tr>
<td>DS 100</td>
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<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ETH 100</td>
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<td>1</td>
<td>13</td>
<td>5</td>
<td>1</td>
<td>12</td>
<td>32</td>
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<tr>
<td>SOC 101</td>
<td>1</td>
<td>14</td>
<td>4</td>
<td>1</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>WST 100</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
<td><strong>36</strong></td>
<td><strong>10</strong></td>
<td><strong>5</strong></td>
<td><strong>36</strong></td>
<td><strong>93</strong></td>
</tr>
</tbody>
</table>

7. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of other departments currently offering courses in the Category in which this course will be listed?

Currently, face-to-face sections of Stress Management have an enrollment cap of 35 students, meaning 70 face-to-face seats each year. Online courses are capped at 25 students, meaning 75 online seats per year. In total, this is 145 seats per year. Once the Exercise Science Department’s curriculum changes go into effect, the number of face-to-face seats will drop to 0, while the number of online seats will increase to 100, for a total of 100 seats.

Additionally, future face-to-face sections will be capped at 30 students. When this course goes back to being offered once per semester face-to-face plus two or three times online, that sums to a maximum of 135 seats per year.

While this could potentially take seats away from other Category E courses, we do not expect there to be a significant impact. Popular courses in Category E will continue to be in high demand and it is unlikely that students interested in the other areas would replace those classes with Stress Management.
8. **What is the estimated frequency of the course offering? How many sections of this course will be offered initially? How often will this course be offered, e.g., every semester, once per year, once every two years...? What are the projected offerings over the next five years?**

Currently, five sections of Stress Management are offered each year (two face-to-face, three online). After the Exercise Science Department’s curriculum revisions go into effect, this will drop to four offerings each year (two in Winter, two in Summer, all online) because faculty will be needed to teach other courses.

Over the next five years, four offerings per year will continue. Should an additional tenure track faculty or full-time adjunct be secured, the number of offerings could return to what currently exists, with two face-to-face and three online offerings each year.

9. **Do similar courses exist in other departments? If so, which course(s)? Explain how this course does not duplicate the course in another department. Provide justification that this course is needed and does not conflict with offerings in other departments. What resource impact will this course have on other departments? Provide details regarding impact?**

No similar courses exist in other departments.

10. **What course(s) will not be taught as a result of shifting resources to this new course?**

No resources will be shifted to teach this course, thus, current courses will continue to be taught.

11. **If you project growth in the offerings, what is the expected impact on other courses, sections, or students?**

We are not projecting growth in the number of offerings.

12. **What methods of instruction and learning will be used?**

The course is primarily lecture format. However, course instructors use active learning strategies throughout the semester via short activities or discussions of their own creation or from the textbook. Additionally, class time is devoted to practicing a variety of stress management techniques, including diaphragmatic breathing, progressive muscle relaxation, mindfulness meditation, yoga, and more.

13. **Include a syllabus with a course content outline.**

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**SECTION II**

**SUPPORT SERVICES**
1. Can this course be taught by several members of the faculty in the department, or is it restricted to a specialist in the field? Indicate likely instructors. (If a specialist is needed to teach this course, please provide the rationale).

Yes, the course can be taught by multiple faculty members in the Exercise Science Department. Likely instructors include Drs. Sam Forlenza, Sally Paulson, and Russell Robinson.

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

We do not anticipate any additional costs by including this course in the GE program.

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

The Exercise Science Department has access to a shared cart of laptops for its classes, which is adequate for our purposes. Therefore, we do not need any additional resources.

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

No additional library resources are necessary. Our current holdings are adequate.

SELECTED REFERENCES

National College Health Assessment

General Education Program Pages for All PAASHE Universities

- Bloomsburg University
  - http://intranet.bloomu.edu/general_education
- California University of Pennsylvania
- Cheyney University
- Clarion University
- East Stroudsburg University
  - http://www4.esu.edu/academics/general_education/index.cfm
- Edinboro University
- Indiana University of Pennsylvania

- Stress management was an amazing course that taught practical application of skills we should be using everyday. This course could greatly improve any course of study and I would highly recommend it to anyone. I learned so much about how to manage my own stress as well as how to help future clients manage their stress.
- I had an overall positive experience in this class. He provided examples for everything and always gave opportunities for questions. We also had opportunities for hands-on experience.
- The class as a whole would be useful to anyone in any major and I would highly recommend it.
- Very effective in teaching us the different terms and making sure to use real world issues or scenarios when going through the chapters. I enjoyed the course and would recommend everyone take it.
- Practical application. Stress management helps college students a lot.
- I really like that we do in class assignments because it makes students come to class and listen to the lectures.
- I really liked how certain stress ways to help reduce stress were applied in the classroom along with going to the gym and being able to try out stress reducing methods.
- This is one of the best classes I’ve taken at Ship and probably the most effective on giving a better outlook on stress, college, and life in general. I recommended this class to a lot of my friends. [Note left on final exam]
- Did a good job making us apply things that we were learning to our everyday lives. Very informative and easy to relate to.
- I think the different types of assignments make it possible for everyone to succeed in the course.
- I learned how to manage my stress to help me throughout life, very well needed course for all college students.
- I enjoyed the course. I was able to apply some of the stress management techniques to cope with my stress.
- I have learned so much during this course.
- The course allowed us to learn the material and analyze the material based on own our lives.
ESC 207: STRESS MANAGEMENT

COURSE DESCRIPTION
This course will explore how people react to stress and its relationship with illness and disease. Intervention strategies and stress reduction techniques (such as changing your perceptions, meditation, exercise, and several others) will be discussed and sometimes demonstrated in order to build successful stress management skills for life.

INSTRUCTOR INFORMATION
Dr. Sam Forlenza, stforlenza@ship.edu (I usually reply within 1 day)
Office: Henderson Gym 107E, Phone: 717.477.1713
Office Hours: Mondays 1:00 – 3:30, Wednesdays 8:00 – 9:30, Thursdays 2:00 – 3:00, or by appointment
Contact: When sending an email, include the course title in the subject, and sign your first and last name.
Grading: I am the instructor of record (IR) for this course. Only the IR can properly grade coursework and issue midterm and final grades.

COURSE INFORMATION
Section 01: T/R 12:30 – 1:45pm in Gilbert Hall 210 (CRN #64358)
Fall 2016, 3 credits
Prerequisite Courses: None

LEARNING OBJECTIVES
1. Understand the stress response process and how it affects our physical, psychological, social, and emotional wellness.
2. Evaluate the factors that influence your own stress levels and apply stress management techniques discussed and/or practiced in class to your own life in order to manage your stress levels.
3. Identify how lifestyle decisions and behaviors influence various peoples’ experience of stress throughout the lifespan.

TEXTBOOK (REQUIRED)


Note: We will complete many lab activities from the textbook, so it is essential that whichever copy you rent or buy does not have the labs already completed or ripped out.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>Course Introduction</td>
<td>Introduction to Stress Management (Chapter 1)</td>
</tr>
<tr>
<td>September 5</td>
<td>Physiology of Stress (Chapter 2)</td>
<td>Stress and Illness (Chapter 3)</td>
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<td>September 12</td>
<td>Stress and College Students (Chapter 4)</td>
<td>Unit I Presentations</td>
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<tr>
<td>September 19</td>
<td>Stress Interventions (Chapter 5)</td>
<td>Intrapersonal Stress Interventions (Chapter 6)</td>
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<td>September 26</td>
<td>Perception Interventions (Chapter 8)</td>
<td>NO CLASS</td>
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<td></td>
<td>Activity and Stress Log due</td>
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<td>October 3</td>
<td>Interpersonal Stress Interventions (Chapter 7)</td>
<td>Spirituality and Stress (Chapter 9)</td>
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<td>October 10</td>
<td>Exam 1 Review</td>
<td>Exam 1</td>
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<tr>
<td>October 17</td>
<td>FALL BREAK</td>
<td>Unit II Presentations</td>
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<tr>
<td>October 24</td>
<td>Relaxation Techniques (Chapters 10 – 12)</td>
<td>Relaxation Techniques In Henderson Gym (Chapters 10 – 12)</td>
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<td>Stress Management Application due</td>
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<td>October 31</td>
<td>Relaxation Techniques In Henderson Gym (Chapters 10 – 12)</td>
<td>Unit III Presentations</td>
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<td>November 7</td>
<td>Using Exercise to Manage Stress (Chapter 13)</td>
<td>Decreasing Stressful Behaviors (Chapter 14)</td>
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<td>November 14</td>
<td>Diversity and Stress (Chapter 15)</td>
<td>Unit IV Presentations</td>
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<td>November 21</td>
<td>Occupational Stress (Chapter 16)</td>
<td>THANKSGIVING BREAK</td>
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<td>Stress Management Application due</td>
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<tr>
<td>November 28</td>
<td>Family Stress (Chapter 17)</td>
<td>Stress and Older Adults (Chapter 18 – on D2L)</td>
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<tr>
<td>December 5</td>
<td>Unit V Presentations</td>
<td>Exam 2 Review</td>
</tr>
</tbody>
</table>

**Exam 2**

Tuesday, December 13 @ 1:00 – 3:00pm

The final day for withdrawal from classes with "W" grade is November 7.

Note: The schedule for this course may be adjusted for severe weather events or other unforeseen circumstances. Additional readings may be assigned. You will be notified of any changes.
GRADING & ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Lab Activities</td>
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<tr>
<td>Stress Topic Presentation</td>
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</tr>
<tr>
<td>Activity and Stress Log</td>
<td>50</td>
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<td>Stress Management Applications</td>
<td>50</td>
</tr>
<tr>
<td>Exam 1</td>
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<tr>
<td>Exam 2</td>
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<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
<th>PERCENT</th>
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<tbody>
<tr>
<td>A</td>
<td>372 +</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>360 – 371</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>348 – 359</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>332 – 347</td>
<td>83%</td>
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<td>B-</td>
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<td>C+</td>
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<tr>
<td>C</td>
<td>280 – 307</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>240 – 279</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;240</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

Determining Your Grade
This class uses a points-based system to calculate grades. So, you need to earn at least 372 points for an A, at least 360 points for an A-, and so on. The best way to determine where you stand during the semester is to calculate how many points you have lost. For example, because you cannot lose more than 28 points for an A, if you have lost 32 points, the highest point total you can achieve is 368, which is an A-. Points will not be bumped up to bring you to a higher grade, so do not ask.

Lab Activities
Throughout the semester, we will break away from the traditional lecture format and conduct active learning experiences. These will provide you with more in-depth experiences on the associated topics. These activities will occur both during class and outside of class. Most of the lab activities will be from the textbook, so ensure your book has all of them and that you bring your book to class each day.

Stress Topic Presentation
Throughout the semester there will be five presentation days. Students will work together in small groups of 2-3 people to create a 20 minute presentation. Groups will be able to choose their own topics; however, it must be related to topics in the assigned unit.

Activity and Stress Log
You will record all of the activities you do for three days and then rate your stress levels in response to each activity. This assignment will help you identify your major sources of stress and reflect on your current stress and time management practices.

Stress Management Application
This assignment will have you apply two different stress management techniques to your own life in 1 week periods. After each week is over, you will reflect on your experience. This will help you identify which stress management methods are most effective for you.

Exams
Two exams will be given throughout the semester. Content for these assessments will come from lectures, class discussions, in-class activities, and associated readings. Questions will be written to address lower and higher levels of learning. Being able to apply, analyze, synthesize, and evaluate the material will be crucial for doing well in this course.
COURSE POLICIES & RESOURCES

EXPECTATIONS
1. Attend class regularly and on time (if late, please be considerate of the class when entering).
2. Complete all assigned readings prior to class, and review readings/notes after class as needed.
3. Participate in all class activities, including small and large group discussions.
4. Ask and answer questions during class to enhance understanding of the material.
5. Complete all work outside of the classroom individually (unless stated otherwise).
6. Speak with or email me if you have questions pertaining to the material or the course.

ASSIGNMENT SUBMISSIONS
- All assignments are due by the start of class the day the assignment is due
- Submit assignments electronically into the appropriate dropbox on D2L (unless stated otherwise)
  - If the assignment is submitted late, or placed into the wrong dropbox, I will not grade it
- All written assignments should have a cover/title page, use 1” margins on all sides, and use a standard font and font size (e.g., Times New Roman, size 12)

MAKE-UP POLICY
- No make-ups or extensions will be offered for missed in-class activities, assignments, exams, etc., except in one of the following situations, provided that I am notified in advance in writing with signatures from the appropriate personnel (as needed). Please provide this information to me within the first week of class, or as soon as you are aware of the conflict. Make-ups may be for partial credit only.
  - University sponsored trips (athletic, academic, etc.)
  - Religious observances
  - Extenuating circumstances: This includes family emergencies, severe illnesses, accidents, etc. Whether or not you will be allowed to complete a make-up or receive an extension will be up to my discretion. Proof the event occurred (e.g., signed doctor’s note) may be required.
- For all absences, you are responsible for obtaining any missed material from a classmate

TECHNOLOGY

 Desire2Learn and Shippensburg University Email
- This course will use D2L and Shippensburg email for all information/communication
- You should check your email regularly (i.e., daily) to stay informed about class updates
- Grades will be updated regularly on D2L; if you notice any discrepancies or have questions, do not wait until the end of the semester – let me know right away

Laptops, Tablets, Cell Phones, and Other Distracting Technologies
- You are welcome to take notes on your laptop, tablet, etc. However, if your use of technology during class is disruptive or interferes with other students’ learning, it will not be tolerated.
- I also study sport psychology and the essence of sport psychology is focusing through distractions to perform well. We can work on that in class: if a phone goes off or if someone is using social media and you become distracted, practice refocusing by bringing your attention back to class. Likewise, if you are tempted to check your email or browse the internet, resist and direct your focus back onto the material. Research has shown that students who focus on class (compared to those who multitask) do better on course assessments.
  - Remember, you control your focus, not some expensive piece of technology.
ACADEMIC INTEGRITY

All students should conduct themselves with the highest standards of academic honesty. Academic honesty is using one’s own new and unique thoughts, ideas, words, and materials in the completion of one’s own assignments, projects, and exams, and giving credit to others when it is due.

In contrast, academic dishonesty is “deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit by a means that is not authorized by the course instructor or university policy. A breach of academic honesty is committed by students who give, as well as receive, unauthorized assistance in course and laboratory work and/or who purposefully evade or assist other students in evading, the university’s policy against academic dishonesty” (Shippensburg University 2013-2015 Undergraduate Catalog, p. 25).

Plagiarism is a specific type of academic dishonesty. “Plagiarism is your unacknowledged use of another writer’s own words or specific facts or propositions or materials in your own writing. When other writers’ words or materials (even short phrases or specific terminology) are used, you should put these words, phrases, or sentences inside quotation marks (or else indent and single-space more extended quotations) and you should then cite the source of the quotation either in the text of your writing or in footnotes” (SU UG Catalog, p. 26).

All incidences of questionable academic integrity are a serious matter and may result in a failing grade for the assignment or for the course. For more information, please refer to the latest version of the Shippensburg University Undergraduate Catalog.

ACCOMMODATIONS

Please speak to me within the first week of class if any of the following apply:

STUDENTS WITH DISABILITIES
If you have a diagnosed disability or believe that you have a disability that may require reasonable accommodation, please call The Office of Disability Services (ODS) to speak with the director or associate director. As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation. Their contact information is:

The Office of Disability Services (ODS)
Horton Hall 120; Phone: 717.477.1364

ENGLISH LANGUAGE LEARNERS
If English is a secondary language and you believe it may hinder your ability to participate in class or learn the material, please let me know. Additionally, consider taking advantage of the Learning Center’s writing tutoring program for international students.

MEDICAL CONDITIONS OR OTHER CONCERNS
You have a medical condition that may affect your class participation, or if other significant conditions or problems are ongoing (e.g., an ill parent), please let me know.

WRITING STUDIO
The assignments and exams in this course involve writing. I am happy to skim through assignment drafts at least 3 days before they are due, but I do not have the time to perform a thorough review as I do when grading. If you are unsure of your writing ability, or want someone to perform a thorough review of your papers before submission, consider utilizing the Writing Studio. Their contact information is:

Shippensburg University Writing Studio
Lehman Library, behind Starbucks; Phone: 717.477.1420
SHIP SAYS NO MORE

Shippensburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report allegations of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Such reporting must be made to the Shippensburg University Police at 477-1444, the Department of Human Services (DHS) at 800-932-0313, and the University’s Office of the Vice President of Student Affairs at 717-477-1308. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence can be found at: http://www.ship.edu/no_more/
SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

(Use for program changes which involve multiple revisions; changes to core, minor, concentrations; realignment of courses; and other extensive revisions.)

COLLEGE: Arts and Sciences

DEPARTMENT: Biology

SPONSOR: Emily Kramer

PROPOSED REVISION:
(List and explain all changes. Attach copy of current program and proposed program.)

1. Changing MAT 117 to MAT 117 or MAT 217 under the Category A, Logic and Numbers for Rational Thinking, requirement the following 6 concentrations in the Biology program: Biology, Health Professions, Biotechnology, Clinical Sciences, Ecology and Environmental Biology, and Secondary Education certification

JUSTIFICATION:
Adding MAT 217 as an option for the Category A requirement would allow Biology students to complete the data science minor.

RESOURCE CONSIDERATIONS:

1. How will this change affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?
These changes should not affect program resources.

2. Will this change affect resources of other departments? If so, how? Provide details regarding impact.
(Consult with other departments prior to making proposal.)
This change will potentially impact the Math department since some Biology students may choose to take MAT 217 instead of MAT 117. The Math department is aware and supportive of this change to our curriculum.

3. How will this program be assessed?
The program will be assessed as it has previously.

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

Old Program Sheets:
B.S. - Biology (general program)  
(Effective Fall 2012, updated Fall 2016)

GENERAL EDUCATION PROGRAM

I. Required Skills and Competencies (16 cr.)
   Fluency in Writing
   ENG 114 - WIFYS (3) ____
   Fluency in Speech
   HCS 100 – Human Communication (3) ____
   Historical Perspective
   HIS 105 - His Foun Glob Cul (3) ____
   HIS 106 – Thin His Glob Age (3) ____
   Mathematical Competency –
   MAT 211 - Calculus I (4) ____
   Reading Comprehension (required only
   if the student needs additional
   instruction; credits do NOT count
   towards graduation)

II. Categories of Knowledge* (34 cr.)
   A. Logic and Numbers for Rational Thinking
      MAT 117 - Applied Statistics (3) ____
   B. Linguistics, Literary, Artistic,
      Cultural Traditions (9)
      ___________________(lit.)
      ___________________(humanity)
      ___________________(humanity)
   C. Biological and Physical Sciences
      BIO 161 – Principles of Biology: Cell
      Structure & Function (4) ____
      CHM 121 - Chemical Bonding (3) ____
      PHY 121 - Intro. to Physics I (3) ____
   D. Political, Economic, Geographic
      Sciences(6)
      ______________________
      ______________________
   E. Social and Behavioral Sciences (6)
      ______________________

* Refer to the Undergraduate Catalog to
  determine the courses that can be counted
  under each section.

MAJOR REQUIREMENTS

Biology Requirements* (37 cr.)

Core Courses:

- BIO 161 - Princ. Bio: Cell Structure & Function (4) see Category C
- BIO 162 - Princ. Bio: Organismal Diversity (4) ____
- BIO 260 - Genetics (4) ____
- BIO 499 - Capstone Seminar in Biology (1) ____

Ecology/Evolution elective (3 cr.) - choose:

- BIO 242 – Ecology (3) ____
- BIO 430 – Principles of Evolution (3) ____

Physiology elective (4 cr.) - choose:

- BIO 350 - Human Physiology (4) ____
- BIO 351 - Animal Physiology (4) ____

Organismal elective (3 cr.) - choose:

- BIO 230 – Botany (3) ____
- BIO 317 - Parasitology (3) ____
- BIO 362 - Invertebrate Zoology (3) ____
- BIO 363 - Vertebrate Zoology (3) ____

Cellular elective (3-4 cr.) - choose:

- BIO 220 – Microbiology (4) ____
- BIO 385 - Cell Biology (3) ____

Additional Biology Electives (14-15 cr.)

Cognate Courses Required for the Biology Major

Chemistry Requirements (13 cr.)

- CHM 121 - Chemical Bonding (Cat. C)
  with CHM 125 lab IB (1) ____
- CHM 122 - Chemical Dynamics (3) with
  CHM 126 lab IIB (1) ____
- CHM 221 - Organic Chemistry I (3) with
  CHM 225 lab IIIB (1) ____
- CHM 227 - Introduction to Biochemistry (4) ____
  OR
- CHM 222 - Organic Chemistry II (3)
  with CHM 226 lab IVB (1) ____

Physics Requirements (5 cr.)

- PHY 121 - Introductory Physics I (Cat. C)
  with PHY 123 - Physics I lab (1) ____
- PHY 122 - Introductory Physics II (3)
  with PHY 125 - Physics II lab (1) ____

Math Requirements (listed under the
  general education program)

- MAT 117 - Applied Statistics
- MAT 211 - Calculus I

Free Electives (15 credits)

A minimum of 120 credits are required
for graduation.

* Students must earn a C or higher in BIO
  161 & 162 before upper division Biology
  courses may be taken. Only 3 credits of
  internship/research may be counted for
  Biology credit; with all additional
  internship/research credits counting as free
  elective credit.

Revised Sept. 2016
B.S. - Biology – Health Professions concentration
(Effective Fall 2012, updated Fall 2016)  (An overall GPA of at least 2.8 is required to remain in this concentration)

**GENERAL EDUCATION PROGRAM**

I. Required Skills and Competencies (16 cr.)

- Fluency in Writing
  - ENG 114 - WIFYS (3) __

- Fluency in Speech
  - HCS 100 – Human Communication (3) ___

- Historical Perspective
  - HIS 105 - His Foun Glob Cul (3) ___
  - HIS 106 - Thin His Glob Age (3) ___

- Mathematical Competency –
  - MAT 211 - Calculus I (4) ___

- Reading Comprehension (required only if the student needs additional instruction; credits do NOT count towards graduation)

II. Categories of Knowledge* (34 cr.)

A. Logic and Numbers for Rational Thinking
  - MAT 117 – Applied Statistics (3) ___

B. Linguistics, Literary, Artistic, Cultural Traditions
  - __________________________ (lit.)
  - __________________________ (humanity)
  - __________________________ (humanity)

C. Biological and Physical Sciences
  - BIO 161 - Princ. Bio: Cell Structure & Function (4) __
  - CHM 121 - Chemical Bonding (Cat. C) (3) ___
  - PHY 121 - Intro. to Physics I (3) ___

D. Political, Economic, Geographic Sciences (6)

E. Social and Behavioral Sciences (6)

* Refer to the Undergraduate Catalog to determine the courses that can be counted under each section.

**MAJOR REQUIREMENTS**

Biology Requirements* (37 cr.)

Core Courses:
- BIO 161 - Princ. Bio: Cell Structure & Function (4) __
- BIO 162 - Princ. Bio: Organismal Diversity (4) ___
- BIO 220 - Microbiology (4) ___
- BIO 260 - Genetics (4) ___
- BIO 499 - Capstone Seminar in Biology (1) ___

**Physiology elective (4 cr.) - choose:**
- BIO 350 - Human Physiology (4) ___
- BIO 351 - Animal Physiology (4) ___

**Anatomy elective (3-4 cr.) - choose:**
- BIO 370 - Comparative Anatomy (4) ___
- BIO 371 - Human Anatomy (4) ___
- BIO 375 - Histology (3) ___

**Molecular/Cellular elective (3 cr.) - choose:**
- BIO 385 - Cell Biology (3) ___
- BIO 418 - Molecular Biology (3) ___

**Breadth elective (3 cr.) - choose one:**
- BIO 210 - Field Zoology (3) ___
- BIO 230 - Botany (3) ___
- BIO 242 - Ecology (3) ___
- BIO 330 - Animal Behavior (3) ___
- BIO 362 - Invertebrate Zoology (3) ___
- BIO 363 - Vertebrate Zoology (3) ___
- BIO 406 - Mammalogy (3) ___
- BIO 412 - Ichthyology (3) ___
- BIO 417 - Herpetology (3) ___
- BIO 419 - Ornithology (3) ___
- BIO 430 - Princ. of Evolution (3) ___

**Additional Biology Electives (10-11 cr.)**

- __________________________
- __________________________
- __________________________
- __________________________
- __________________________

**COGNATE COURSES REQUIRED FOR THE BIOLOGY MAJOR**

Chemistry Requirements (13-16 cr.)
- CHM 121 - Chemical Bonding (Cat. C) with CHM 125 lab IB (1) ___
- CHM 122 - Chemical Dynamics (3) with CHM 126 lab IIB (1) ___
- CHM 221 - Organic Chemistry I (3) with CHM 225 lab IIB (1) ___
- CHM 227 - Intro. to Biochemistry (4) ___
- OR (based on educational goals**)
  - CHM 222 - Organic Chemistry II (3) with CHM 226 lab IVB (1) ___
  - and
  - CHM 301 - Biochemistry I (3) ___

**Physics Requirements (5 cr.)**
- PHY 121 - Introductory Physics I (Cat. C) with PHY 123 – Physics I lab (1) ___
- PHY 122 - Introductory Physics II (3) with PHY 125 - Physics II lab (1) ___

Math Requirements (listed under the general education program)
- MAT 117 - Applied Statistics
- MAT 211 - Calculus I

**Free Electives (12-15 credits)**
A minimum of 120 credits are required for graduation.

Additional Biology courses may also be used as free electives.

- __________________________
- __________________________
- __________________________
- __________________________

* Students must earn a C or higher in BIO 161 & 162 before upper division Biology courses may be taken. Only 3 credits of internship/research may be counted for Biology credit, with all additional internship/research credits counting as free elective credit.

BIO 300 - Careers in the Health Professions (1 cr.) is strongly recommended.

Revised Sept. 2016
B.S. - Biology - Biotechnology concentration
(Effective Fall 2012, updated Fall 2016) (An overall GPA of at least 2.5 is required to remain in this concentration)

GENERAL EDUCATION PROGRAM
I. Required Skills and Competencies (16 cr.)
   Fluency in Writing
   ENG 114 - WIFYS (3) ____
   Fluency in Speech
   HCS 100 - Human Communication (3) ____
   Historical Perspective
   HIS 105 - His Foun Glob Cul (3) ____
   HIS 106 - Thin His Glob Age (3) ____
   Mathematical Competency -
   MAT 211 - Calculus I (4) ____
   Reading Comprehension (required only if the student needs additional instruction; credits do NOT count towards graduation)

II. Categories of Knowledge* (34 cr.)
   A. Logic and Numbers for Rational Thinking
      MAT 117 - Applied Statistics (3) ____
   B. Linguistics, Literary, Artistic, Cultural Traditions (9)
      ___________________________ (lit.)
      ___________________________ (humanity)
      ___________________________ (humanity)
   C. Biological and Physical Sciences
      BIO 161 - Princ. Bio: Cell Structure & Function (4) ____
      CHM 121 - Chemical Bonding (3) ____
      PHY 121 - Intro. to Physics I (3) ____
   D. Political, Economic, Geographic Sciences (6)
      ___________________________
   E. Social and Behavioral Sciences (6)
      ___________________________

* Refer to the Undergraduate Catalog to determine the courses that can be counted under each section.

MAJOR REQUIREMENTS
Biology Requirements* (37 cr.)
Core Courses:
   BIO 161 - Princ. Bio: Cell Structure & Function (4) see Category C
   BIO 162 - Princ. Bio: Organismal Diversity (4) ____
   BIO 230 - Botany (3) ____
   BIO 260 - Genetics (4) ____
   BIO 385 - Cell Biology (3) ____
   BIO 418 - Molecular Biology (3) ____
   BIO 461 - Techniques in Biotechnology (3) ____
   BIO 499 - Capstone Seminar in Biology (1) ____

Physiology elective (4 cr.) - choose:
   BIO 350 - Human Physiology (4) ____
   or
   BIO 351 - Animal Physiology (4) ____

Experiential Requirement (3 cr)
   BIO 397 - Intro to Research (3) or
   BIO 391 - Internship (3) ____

Additional Biology Electives (9 cr.)
   ___________________________
   ___________________________
   ___________________________

Strongly recommended electives:
   BIO 220 - Microbiology
   BIO 324 - Pathogenic Microbiology
   BIO 371 - Human Anatomy
   BIO 408 - Virology
   BIO 409 - Immunology

   * Students must earn a C or higher in BIO 161 & 162 before upper division Biology courses may be taken. Only 3 credits of internship/research may be counted for Biology credit, with all additional internship/research credits counting as free elective credit.

COGNATE COURSES REQUIRED FOR THE BIOLOGY MAJOR
Chemistry Requirements (19-20 cr.)
   CHM 121 - Chemical Bonding (Cat. C) with CHM 125 lab IB (1) ____
   CHM 122 - Chemical Dynamics (3) with CHM 126 lab IIIB (1) ____
   CHM 221 - Organic Chemistry I (3) with CHM 225 lab IIIB (1) ____
   CHM 222 - Organic Chemistry II (3) with CHM 226 lab IVB (1) ____
   CHM 301 - Biochemistry I (3) ____
   CHM 420 - Biochemistry II (3) ____
   or
   CHM 371 - Analytical Chemistry (4) ____
   or
   CHM XXX - Forensic Chemistry (4) ____

Physics Requirements (5 cr.)
   PHY 121 - Introductory Physics I (Cat. C) with PHY 123 - Physics I lab (1) ____
   PHY 122 - Introductory Physics II (3) with PHY 125 - Physics II lab (1) ____

Math Requirements (listed under the general education program)
   MAT 117 - Applied Statistics
   MAT 211 - Calculus I

Free Electives (8-9 credits)
   * A minimum of 120 credits are required for graduation.
   ___________________________
   ___________________________
   ___________________________

Strongly recommended free elective:
   CHM 421 - Biochemistry Laboratory

Revised Sept. 2016
B.S. – Biology / Clinical Sciences concentration

This concentration requires completion of a clinical sciences program at an affiliated institution in order to earn the BS in Biology.

(Effective Fall 2012, updated Fall 2016)  (An overall GPA of at least 2.5 is required to remain in this concentration)

GENERAL EDUCATION PROGRAM

I. Required Skills and Competencies (16 cr.)
   Fluency in Writing
      ENG 114 – WIFYS (3) ____
   Fluency in Speech
      HCS 100 – Human Communication (3) ____
   Historical Perspective
      HIS 105 – His Foun Glob Cul (3) ____
      HIS 106 – Thin His Glob Age (3) ____
   Mathematical Competency –
      MAT 211 – Calculus I (4) ____
   Reading Comprehension (required only if the student needs additional instruction; credits do NOT count towards graduation)

II. Categories of Knowledge* (34 cr.)
   A. Logic and Numbers for Rational Thinking
      MAT 117 – Applied Statistics (3) ____
   B. Linguistics, Literary, Artistic, Cultural Traditions (9) ____
      ___________________________ (lit.)______
      ___________________________ (humanity)______
      ___________________________ (humanity)______
   C. Biological and Physical Sciences
      BIO 161 – Principles of Biology: Cell Structure & Function (4) ____
      CHM 121 – Chemical Bonding (3) ____
      PHY 121 – Intro. to Physics I (3) ____
   D. Political, Economic, Geographic Sciences (6)
      ____________________________
      ____________________________
   E. Social and Behavioral Sciences (6)
      ____________________________
      ____________________________

* Refer to the Undergraduate Catalog to determine the courses that can be counted under each section.

50 credits

MAJOR REQUIREMENTS

I.  Biology Requirements*
   Core Courses:
      BIO 161 – Princ. Bio: Cell Structure & Function (4) see Category C
      BIO 162 – Princ. Bio: Organismal Diversity (4)
      BIO 220 – Microbiology (4) ____
      BIO 260 – Genetics (4) ____
      BIO 350 – Human Physiology (4) ____
      BIO 385 – Cell Biology (3) ____
      BIO 300 – Careers/Health Professions(1) ____
   Plus a minimum of 7 additional biology credits. See additional electives required/recommended for each clinical concentration.**

   * Students must earn a C or higher in BIO 161 & 162 before upper division Biology courses may be taken.
   ** Specific courses to meet Clinical Science concentration requirements

II. Math Requirements (listed under the general education program)
      MAT 117 – Applied Statistics
      MAT 211 – Calculus I

III. Chemistry Requirements (13 credits)
      CHM 121 – Chemical Bonding (Cat. C) with CHM 125 lab IB (1) ____
      CHM 122 – Chemical Dynamics (3) with CHM 126 lab IIB (1) ____
      CHM 221 – Organic Chemistry I (3) with CHM 225 lab IIIB (1) ____
      CHM 227 – Intro. to Biochemistry (4) ____
      + Organic II w/lab may be substituted for CHM 227, however, CHM 227 is recommended.

IV. Physics Requirements (5 credits)
      PHY 121 – Introductory Physics I (Cat. C) with PHY 123 – Physics I lab (1) ____
      PHY 122 – Introductory Physics II (3) with PHY 125 – Physics II lab (1) ____

** Specific courses to meet
Clinical Science concentration requirements

-----------------------------------
MEDICAL TECHNOLOGY:
   REQUIRED:
      BIO 409 – Immunology (3) ____
      BIO 324 – Pathogenic Microbiology (3) ____
      BIO 374 – Hematology (2) ____
   ALSO RECOMMENDED IF TIME PERMITS:
      BIO 317 – Parasitology (3) ____
      BIO 418 – Molecular Biology (3) ____
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CYTOTECHNOLOGY:
   STRONGLY RECOMMENDED:
      BIO 371 – Human Anatomy (4)
      BIO 418 – Molecular Biology (3) ____
-----------------------------------
HISTOTECHNOLOGY:
   REQUIRED:
      BIO 371 – Human Anatomy (4)
      BIO 375 – Histology (3) ____
-----------------------------------
RESPIRATORY THERAPY:
   REQUIRED:
      BIO 350 – Human Anatomy (4) ____
   STRONGLY RECOMMENDED IF TIME PERMITS:
      BIO 409 – Immunology (3) ____
      Also recommended:
      ENG 248 – Technical/Professional Writing (3) ____
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All SU coursework must be successfully completed prior to beginning the clinical program.
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Credits from the Clinical Year.
Up to 30 credits will be transferred back to SU after successful completion of the clinical program.

   45-46 credits

Revised Sept. 2016
B.S. - Biology – Ecology and Environmental Biology concentration
(Effective Fall 2012, updated Fall 2016)

GENERAL EDUCATION PROGRAM
I. Required Skills and Competencies (16 cr.)
   Fluency in Writing
   ENG 114 - WIFYS (3) ___
   Fluency in Speech
   HCS 100 – Human Communication (3) ___
   Historical Perspective
   HIS 105 - His Foun Glob Cul (3) ___
   HIS 106 - Thin His Glob Age (3) ___
   Mathematical Competency –
   MAT 211 - Calculus I (4) ___
   Reading Comprehension (required only if the student needs additional
   instruction; credits do NOT count towards graduation)

II. Categories of Knowledge* (34 cr.)
   A. Logic and Numbers for Rational Thinking
   MAT 117 – Applied Statistics (3) ___
   B. Linguistics, Literary, Artistic, Cultural Traditions (9) ___
   _______________________________ (lit.)
   _______________________________ (humanity)
   _______________________________ (humanity)
   C. Biological and Physical Sciences
   BIO 161 – Principles of Biology: Cell Structure & Function (4) ___
   CHM 121 - Chemical Bonding (Cat. C) with CHM 125 lab IB (1) ___
   PHY 121 – Intro. to Physics I (3) ___
   D. Political, Economic, Geographic Sciences (6) ___
   _________________________________
   E. Social and Behavioral Sciences (6) ___
   _________________________________

   * Refer to the Undergraduate Catalog to determine the courses that can be counted
   under each section.

MAJOR REQUIREMENTS
Biology Requirements* (37 cr.)
Core Courses:
   BIO 161 - Princ. Bio: Cell Structure & Function (4) see Category C
   BIO 162 - Princ. Bio: Organismal Diversity (4) ___
   BIO 230 - Botany (3) ___
   BIO 242 - Ecology (3) ___
   BIO 260 - Genetics (4) ___
   BIO 499 - Capstone Seminar in Biology (1) ___
   Cellular elective (3-4 cr.) – choose:
   BIO 220 - Microbiology (4) ___
   or
   BIO 385 - Cell Biology (3) ___

   Physiology elective (4 cr.) – choose:
   BIO 350 - Human Physiology (4) ___
   or
   BIO 351 - Animal Physiology (4) ___

   Ecology and Conservation electives
   (9 cr.) – choose any 3:
   BIO 362 - Invertebrate Zoology (3) ___
   BIO 363 - Vertebrate Zoology (3) ___
   BIO 406 - Mammalogy (3) ___
   BIO 412 - Ichthyology(3) ___
   BIO 417 - Herpetology (3) ___
   BIO 419 - Ornithology (3) ___
   BIO 430 - Princ. of Evolution (3) ___
   BIO 442 - Aquatic Ecology (3) ___
   BIO 444 - Conservation Biology (3) ___
   BIO 448 - Field Botany and Plant Taxonomy (3) ___

   Experiential Elective (3 cr.) – choose:
   BIO 396-398 - Research ___
   or
   BIO 391-392 - Internship ___

   Additional Biology Electives (2-3 cr.)

   * Students must earn a C or higher in BIO 161 & 162
   before upper division Biology courses may be taken.
   Only 3 credits of internship/research may be counted
   for Biology credit, with all additional
   internship/research credits counting as free elective
   credit.

COGNATE COURSES REQUIRED FOR THE BIOLOGY MAJOR

Chemistry Requirements (13 cr.)
   CHM 121 - Chemical Bonding (Cat. C)
   with CHM 125 lab IB (1) ___
   CHM 122 - Chemical Dynamics (3) with
   CHM 126 lab IIB (1) ___
   CHM 221 - Organic Chemistry I (3) with
   CHM 225 lab IIIB (1) ___
   CHM 227 - Introduction to Biochemistry
   (4) ___
   OR
   CHM 222 - Organic Chemistry II (3)
   with CHM 226 lab IVB (1) ___

Physics Requirements (5 cr.)
   PHY 121 - Introductory Physics I (Cat. C)
   with PHY 123 - Physics I lab (1) ___
   PHY 122 - Introductory Physics II (3)
   with PHY 125 - Physics II lab (1) ___

Math Requirements (listed under the
general education program)
   MAT 117 - Applied Statistics
   MAT 211 - Calculus I

Geography-Earth Science Requirement
   (3 cr.) – choose any 1:
   ESS 110 – Intro. to Geology (3) ___
   ESS 210 - Physical Geology (3) ___
   GEO 202 - Introduction to GIS (3) ___
   GEO 224 – Soils (3) ___
   GEO 226 - Hydrology (3) ___

Free Electives (12 credits)
A minimum of 120 credits are required
for graduation.

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Revised Sept. 2016
B.S. - Biology – Secondary Education certification
(Effective Fall 2012, updated Fall 2016)  (An overall GPA of at least 3.0 is required to remain in this concentration)

GENERAL EDUCATION PROGRAM

I. Required Skills and Competencies (16 cr.)

Fluency in Writing
ENG 114 - WIFYS (3) ____

Fluency in Speech
HCS 100 - Human Communication (3)____

Historical Perspective
HIS 105 - His Foun Glob Cul (3) ____
HIS 106 - Thin His Glob Age (3) ____

Mathematical Competency –
MAT 211 - Calculus I (4) ____

Reading Comprehension (required only if the student needs additional instruction; credits do NOT count towards graduation)

II. Categories of Knowledge* (34 cr.)

A. Logic and Numbers for Rational Thinking
MAT 117 - Applied Statistics (3) ____

B. Linguistics, Literary, Artistic, Cultural Traditions (9)

_____________________________ (lit.)
_____________________________ (humanity)
_____________________________ (humanity)

C. Biological and Physical Sciences
BIO 161 - Princ. Bio: Cell Structure & Function (4) ____
CHM 121 - Chemical Bonding (3) ____
PHY 121 - Intro. to Physics I (3) ____

D. Political, Economic, Geographic

______________________________

______________________________

E. Social and Behavioral Sciences (6)
PSY 101 - General Psychology (3) ____

* Refer to the Undergraduate Catalog to determine the courses that can be counted under each section.

MAJOR REQUIREMENTS

Biology Requirements* (34 cr.)

Core Courses:
BIO 161 - Princ. Bio: Cell Structure & Function (4) see Category C
BIO 162 - Princ. Bio: Organismal Diversity (4)____
BIO 208 - Field Biology (3) ____
BIO 242 - Ecology (3) ____
BIO 260 - Genetics (4) ____
BIO 385 - Cell Biology (3) ____
BIO 430 - Princ. of Evolution (3) ____
BIO 499 - Capstone Seminar in Biology (1) ____

Physiology elective (4 cr.) - choose:
BIO 350 - Human Physiology (4) ____
or
BIO 351 - Animal Physiology (4) ____

Additional Biology Electives (9 cr.)

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* Students must earn a C or higher in BIO 161 & 162 before upper division Biology courses may be taken. Only 3 credits of internship/research may be counted for Biology credit, with all additional internship/research credits counting as free elective credit.

Chemistry Requirements (9 cr.)

CHM 121 - Chemical Bonding (Cat. C) with CHM 125 lab IB (1) ____
CHM 122 - Chemical Dynamics (3) with CHM 126 lab IIB (1) ____
CHM 221 - Organic Chemistry I (3) with CHM 225 lab IIIB (1) ____
CHM 227 - Intro. to Biochemistry (4) ____
** Intro. to Biochemistry is not required but is strongly recommended.

Physics Requirements (1 cr.)

PHY 121 - Introductory Physics I (Cat. C) with PHY 123 - Physics I lab (1) ____

** Physics II and lab are not required but are strongly recommended.

Professional Education Requirements (33 cr.)

NOTE: Students must maintain a 3.0 GPA to enroll in EDU 440 AND EDU 441.

TCH 207 - Organizational and Psychological Foundations in Secondary Education (3) ____
EEC 273 - Introduction to Exceptionality (3) ____
EEC 423 - Effective Instructional Strategies (3) ____
EEC 483 - Assessing Students for Curriculum Decision Making (3) ____
EDU 440 - Teaching Science in Secondary Schools (3) ____
EDU 441 - Curriculum and Evaluation in the Secondary Classroom (3) ____
RDG 413 - Teaching Reading to ELL (3) ____
EDU 495 - Student Teaching and Professional Practicum (12) ____

Revised Sept. 2016
New Program Sheets:
B.S. - Biology (general program)
(Effective Fall 2012, updated Fall 2017)

GENERAL EDUCATION PROGRAM
I. Required Skills and Competencies (16 cr.)
   Fluency in Writing
   ENG 114 - WIFYS (3) ____
   Fluency in Speech
   HCS 100 - Human Communication (3)____
   Historical Perspective
   HIS 105 - His Foun Glob Cul (3) ____
   HIS 106 - Thin His Glob Age (3) ____
   Mathematical Competency -
   MAT 211 - Calculus I (4) ____
   Reading Comprehension (required only
   if the student needs additional
   instruction; credits do NOT count
   towards graduation)

II. Categories of Knowledge* (34 cr.)
   A. Logic and Numbers for Rational Thinking
       MAT 117 - Applied Statistics (3) ____
       or
       MAT 217 - Statistics I (3) ____
   B. Linguistics, Literary, Artistic, Cultural Traditions (9)
       ___________________________ (lit.)
       ___________________________ (humanity)
       ___________________________ (humanity)
   C. Biological and Physical Sciences
       BIO 161 - Principles of Biology: Cell Structure & Function (4)
       CHM 121 - Chemical Bonding (3) ____
       PHY 121 - Intro. to Physics I (3) ____
   D. Political, Economic, Geographic Sciences(6)
       ___________________________
   E. Social and Behavioral Sciences (6)
       ___________________________

* Refer to the Undergraduate Catalog to
determine the courses that can be counted
under each section.

MAJOR REQUIREMENTS
Biology Requirements* (37 cr.)
Core Courses:
   BIO 161 - Princ. Bio: Cell Structure & Function (4) see Category C
   BIO 162 - Princ. Bio: Organismal Diversity (4)____
   BIO 260 - Genetics (4)____
   BIO 499 - Capstone Seminar in Biology (1) ____

Ecology/Evolution elective (3 cr.) -
   choose:
   BIO 242 - Ecology (3) ____
   or
   BIO 430 - Principles of Evolution (3) ____

Physiology elective (4 cr.) - choose:
   BIO 350 - Human Physiology (4) ____
   or
   BIO 351 - Animal Physiology (4) ____

Organismal elective (3 cr.) - choose:
   BIO 230 - Botany (3) ____
   or
   BIO 317 - Parasitology (3) ____
   or
   BIO 362 - Invertebrate Zoology (3)____
   or
   BIO 363 - Vertebrate Zoology (3) ____

Cellular elective (3-4 cr.) - choose:
   BIO 220 - Microbiology (4) ____
   or
   BIO 385 - Cell Biology (3) ____

Additional Biology Electives (14-15 cr.)
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* Students must earn a C or higher in BIO 161 & 162 before upper division Biology courses may be taken. Only 3 credits of internship/research may be counted for Biology credit, with all additional internship/research credits counting as free elective credit.

COGNATE COURSES REQUIRED FOR THE BIOLOGY MAJOR

Chemistry Requirements (13 cr.)
   CHM 121 - Chemical Bonding (Cat. C)
   with CHM 125 lab IB (1) ____
   CHM 122 - Chemical Dynamics (3) with
   CHM 126 lab IIIB (1) ____
   CHM 221 - Organic Chemistry I (3) with
   CHM 225 lab IIIIB (1) ____
   CHM 227 - Introduction to Biochemistry (4) ____
   OR
   CHM 222 - Organic Chemistry II (3)
   with CHM 226 lab IVB (1) ____

Physics Requirements (5 cr.)
   PHY 121 - Introductory Physics I (Cat. C)
   with PHY 123 - Physics I lab (1) ____
   PHY 122 - Introductory Physics II (3)
   with PHY 125 - Physics II lab (1) ____

Math Requirements (listed under the
general education program)
   MAT 117 or 217 - statistics elective
   MAT 211 - Calculus I

Free Electives (15 credits)
A minimum of 120 credits are required
for graduation.
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Revised Nov. 2017
B.S. - Biology – Health Professions concentration
(Effective Fall 2012, updated Fall 2017) (An overall GPA of at least 2.8 is required to remain in this concentration)

GENERAL EDUCATION PROGRAM
I. Required Skills and Competencies (16 cr.)
   Fluency in Writing
   ENG 114 - WIFYS (3) ____
   Fluency in Speech
   HCS 100 – Human Communication (3) ____
   Historical Perspective
   HIS 105 - His Foun Glob Cul (3) ____
   HIS 106 - Thin His Glob Age (3) ____
   Mathematical Competency –
   MAT 211 - Calculus I (4) ____
   Reading Comprehension (required only
   if the student needs additional
   instruction; credits do NOT count
   towards graduation)

II. Categories of Knowledge* (34 cr.)
   A. Logic and Numbers for Rational Thinking
      MAT 117 - Applied Statistics (3) ____
      or
      MAT 217 – Statistics I (3) ____
   B. Linguistics, Literary, Artistic, Cultural Traditions (9)
      ___________________________ (lit.)
      ___________________________ (humanity)
      ___________________________ (humanity)
   C. Biological and Physical Sciences
      BIO 161 - Principles of Biology: Cell
      Structure & Function (4) ____
      CHM 121 - Chemical Bonding (3) ____
      PHY 121 - Intro. to Physics I (3) ____
   D. Political, Economic, Geographic
      Sciences (6)
      ___________________________
   E. Social and Behavioral Sciences (6)
      ___________________________
   * Refer to the Undergraduate Catalog to
determine the courses that can be counted
under each section.

MAJOR REQUIREMENTS
Biology Requirements* (37 cr.)
Core Courses:
   BIO 161 - Princ. Bio: Cell Structure &
   Function (4) see Category C
   BIO 162 - Princ. Bio: Organismal
   Diversity (4) ____
   BIO 220 - Microbiology (4) ____
   BIO 260 - Genetics (4) ____
   BIO 499 - Capstone Seminar in Biology
   (1) ____
   Physiology elective (4 cr.) - choose:
   BIO 350 - Human Physiology (4) ____
   or
   BIO 351 - Animal Physiology (4) ____
   Anatomy elective (3-4 cr.) - choose:
   BIO 370 - Comparative Anatomy (4) ____
   or
   BIO 371 - Human Anatomy (4) ____
   or
   Bio 375 - Histology (3) ____
   Molecular/Cellular elective (3 cr.) -
   choose:
   BIO 385 - Cell Biology (3) ____
   or
   BIO 418 - Molecular Biology (3) ____
   Breadth elective (3 cr.) - choose one:
   BIO 208 - Field Biology (3) ____
   BIO 210 - Field Zoology (3) ____
   BIO 230 - Botany (3) ____
   BIO 242 - Ecology (3) ____
   BIO 330 - Animal Behavior (3) ____
   BIO 362 - Invertebrate Zoology (3) ____
   BIO 363 - Vertebrate Zoology (3) ____
   BIO 406 - Mammalogy (3) ____
   BIO 412 - Ichthyology (3) ____
   BIO 417 - Herpetology (3) ____
   BIO 419 - Ornithology (3) ____
   BIO 430 - Princ. of Evolution (3) ____

Additional Biology Electives (10-11 cr.)
   ___________________________
   ___________________________
   ___________________________
   ___________________________
   ___________________________
   BIO 300 - Careers in the Health Professions
   (1 cr.) is strongly recommended.

COGNATE COURSES REQUIRED FOR
THE BIOLOGY MAJOR
Chemistry Requirements (13-16 cr.)
   CHM 121 - Chemical Bonding (Cat. C)
   with CHM 125 lab IB (1) ____
   CHM 122 - Chemical Dynamics (3) with
   CHM 126 lab IIB (1) ____
   CHM 221 - Organic Chemistry I (3) with
   CHM 225 lab IIIB (1) ____
   CHM 227 - Intro. to Biochemistry (4) ____
   OR (based on educational goals**)
   CHM 222 - Organic Chemistry II (3)
   with CHM 226 lab IVB (1) ____
   and
   CHM 301 - Biochemistry I (3) ____

** Organic II w/lab and Biochemistry I are
required for pre-med, pre-dental, pre-vet, and
pre-pharmacy students. Pre-meds are urged to
also take CHM 420 - Biochemistry II. Some
veterinary programs require a “full course” in
biochemistry, i.e., Biochemistry I & II.

Physics Requirements (5 cr.)
   PHY 121 - Introductory Physics I (Cat. C)
   with PHY 123 – Physics I lab (1) ____
   PHY 122 - Introductory Physics II (3)
   with PHY 125 - Physics II lab (1) ____

Math Requirements (listed under the
general education program)
   MAT 117 or 217 – statistics elective
   MAT 211 - Calculus I

Free Electives (12-15 credits)
A minimum of 120 credits are required
for graduation.
Additional Biology courses may also be
used as free electives.
   ___________________________
   ___________________________
   ___________________________
   ___________________________
   ___________________________

* Students must earn a C or higher in BIO
161 & 162 before upper division Biology
courses may be taken. Only 3 credits of
internship/research may be counted for
Biology credit, with all additional
internship/research credits counting as free
elective credit.

Revised Nov. 2017
B.S. - Biology – Biotechnology concentration
(Effective Fall 2012, updated Fall 2017) (An overall GPA of at least 2.5 is required to remain in this concentration)

GENERAL EDUCATION PROGRAM

I. Required Skills and Competencies (16 cr.)

| Fluency in Writing |
| ENG 114 - WIFYS (3) |

| Fluency in Speech |
| HCS 100 – Human Communication (3) |

| Historical Perspective |
| HIS 105 - His Foun Glob Cul (3) |
| HIS 106 - Thin His Glob Age (3) |

| Mathematical Competency – |
| MAT 211 – Calculus I (4) |

| Reading Comprehension (required only if the student needs additional instruction; credits do NOT count towards graduation) |

II. Categories of Knowledge* (34 cr.)

A. Logic and Numbers for Rational Thinking
| MAT 117 – Applied Statistics (3) |
| or |
| MAT 217 – Statistics I (3) |

B. Linguistics, Literary, Artistic, Cultural Traditions (9)

| (lit.) |
| (humanity) |
| (humanity) |

C. Biological and Physical Sciences
| BIO 161 – Principles of Biology: Cell Structure & Function (4) |
| CHM 121 - Chemical Bonding (3) |
| PHY 121 – Intro. to Physics I (3) |

D. Political, Economic, Geographic Sciences(6)

E. Social and Behavioral Sciences (6)

* Refer to the Undergraduate Catalog to determine the courses that can be counted under each section.

MAJOR REQUIREMENTS

Biology Requirements* (37 cr.)

| Core Courses: |
| BIO 161 - Princ. Bio: Cell Structure & Function (4) see Category C |
| BIO 162 - Princ. Bio: Organismal Diversity (4) |
| BIO 230 - Botany (3) |
| BIO 260 - Genetics (4) |
| BIO 385 - Cell Biology (3) |
| BIO 418 - Molecular Biology (3) |
| BIO 461 - Techniques in Biotechnology (3) |
| BIO 499 - Capstone Seminar in Biology (1) |

| Physiology elective (4 cr.) - choose: |
| BIO 350 – Human Physiology (4) |
| or |
| BIO 351 - Animal Physiology (4) |

| Experiential Requirement (3 cr) |
| BIO 397 – Intro to Research (3) or |
| BIO 391 - Internship (3) |

| Additional Biology Electives (9 cr.) |

| Strongly recommended electives: |
| BIO 220 – Microbiology |
| BIO 324 – Pathogenic Microbiology |
| BIO 371 – Human Anatomy |
| BIO 408 – Virology |
| BIO 409 - Immunology |

* Students must earn a C or higher in BIO 161 & 162 before upper division Biology courses may be taken. Only 3 credits of internship/research may be counted for Biology credit, with all additional internship/research credits counting as free elective credit.

COGNATE COURSES REQUIRED FOR THE BIOLOGY MAJOR

Chemistry Requirements (19-20 cr.)
| CHM 121 - Chemical Bonding (Cat. C) |
| or |
| CHM 125 lab IB (1) |
| CHM 122 - Chemical Dynamics (3) |
| CHM 126 lab IIB (1) |
| CHM 221 - Organic Chemistry I (3) |
| CHM 225 lab IIIB (1) |
| CHM 222 - Organic Chemistry II (3) |
| CHM 226 lab IVB (1) |
| CHM 301 - Biochemistry I (3) |
| CHM 420 - Biochemistry II (3) |
| or |
| CHM 371 - Analytical Chemistry (4) |
| or |
| CHM XXX - Forensic Chemistry (4) |

Physics Requirements (5 cr.)
| PHY 121 - Introductory Physics I (Cat. C) |
| with PHY 123 – Physics I lab (1) |
| PHY 122 - Introductory Physics II (3) |
| with PHY 125 – Physics II lab (1) |

Math Requirements (listed under the general education program)
| MAT 117 or 217 – statistics elective |
| MAT 211 – Calculus I |

Free Electives (8-9 credits)
A minimum of 120 credits are required for graduation.

| Strongly recommended free elective: |
| CHM 421 - Biochemistry Laboratory |

Revised Nov. 2017
B.S. – Biology / Clinical Sciences concentration
This concentration requires completion of a clinical sciences program at an affiliated institution in order to earn the BS in Biology.
(Effective Fall 2012, updated Fall 2017)  (An overall GPA of at least 2.5 is required to remain in this concentration)

GENERAL EDUCATION PROGRAM
I. Required Skills and Competencies (16 cr.)
   Fluency in Writing
   ENG 114 - WIFYS (3) ___
   Fluency in Speech
   HCS 100 – Human Communication (3) ___
   Historical Perspective
   HIS 105 - His Foun Glob Cul (3) ___
   HIS 106 - Thin His Glob Age (3) ___
   Mathematical Competency –
   MAT 211 – Calculus I (4) ___
   Reading Comprehension (required only if the student needs additional instruction; credits do NOT count towards graduation)

II. Categories of Knowledge* (34 cr.)
   A. Logic and Numbers for Rational Thinking
      MAT 117 – Applied Statistics (3) ___
      or
      MAT 217 – Statistics I (3) ___
   B. Linguistics, Literary, Artistic, Cultural Traditions (9)
      ______________________ (lit.)
      ______________________ (humanity)
      ______________________ (humanity)
   C. Biological and Physical Sciences
      BIO 161 – Principles of Biology: Cell Structure & Function (4) ___
      CHM 121 - Chemical Bonding (3) ___
      PHY 121 - Intro. to Physics I (3) ___
   D. Political, Economic, Geographic Sciences (6)
      ______________________
   E. Social and Behavioral Sciences (6)
      ______________________

* Refer to the Undergraduate Catalog to determine the courses that can be counted under each section.

50 credits

MAJOR REQUIREMENTS

I. Biology Requirements*
   Core Courses:
   BIO 162 – Princ. Bio: Organismal Diversity (4) ___
   BIO 218 – Microbiology (4) ___
   BIO 260 – Genetics (4) ___
   BIO 260 – Human Physiology (4) ___
   BIO 350 – Cell Biology (3) ___
   BIO 300 - Careers/Health Professions (1) ___

   Plus a minimum of 7 additional biology credits. See additional electives required/recommended for each clinical concentration.**
   * Students must earn a C or higher in BIO 161 & 162 before upper division Biology courses may be taken.

II. Math Requirements (listed under the general education program)
   MAT 117 or 217 – Statistics elective
   MAT 211 – Calculus I

III. Chemistry Requirements (13 credits)
   CHM 121 - Chemical Bonding (Cat. C) with CHM 125 lab IB (1) ___
   CHM 122 - Chemical Dynamics (3) with CHM 126 lab IIB (1) ___
   CHM 221 - Organic Chemistry I (3) with CHM 225 lab IIIB (1) ___
   CHM 227 – Intro. to Biochemistry (4) ___
   + Organic II w/lab may be substituted for CHM 227, however, CHM 227 is recommended.

IV. Physics Requirements (5 credits)
   PHY 121 - Introductory Physics I (Cat. C) with PHY 123 - Physics I lab (1) ___
   PHY 122 - Introductory Physics II (3)
   with PHY 125 – Physics II lab (1) ___

45-46 credits

** Specific courses to meet Clinical Science concentration requirements

MEDICAL TECHNOLOGY:
   REQUIRED:
   BIO 409 - Immunology (3) ___
   BIO 324 - Pathogenic Microbiology (3) ___
   BIO 374 - Hematology (2) ___
   ALSO RECOMMENDED IF TIME PERMITS:
   BIO 317 – Parasitology (3) ___
   BIO 418 – Molecular Biology (3) ___

CYTOTECHNOLOGY:
   STRONGLY RECOMMENDED:
   BIO 371 – Human Anatomy (4)
   BIO 418 – Molecular Biology (3)

HISTOTECHNOLOGY:
   REQUIRED:
   BIO 371 – Human Anatomy (4)
   BIO 375 – Histology (3)

RESPIRATORY THERAPY:
   REQUIRED:
   BIO 350 – Human Anatomy (4)
   STRONGLY RECOMMENDED IF TIME PERMITS:
   BIO 409 - Immunology (3) ___
   Also recommended:
   ENG 248 – Technical/Professional Writing (3)

All SU coursework must be successfully completed prior to beginning the clinical program.

Credits from the Clinical Year.
Up to 30 credits will be transferred back to SU after successful completion of the clinical program.

Revised Nov. 2017
B.S. - Biology – Ecology and Environmental Biology concentration
(Effective Fall 2012, updated Fall 2017)

GENERAL EDUCATION PROGRAM

I. Required Skills and Competencies (16 cr.)

Fluency in Writing
ENG 114 - WIFYS (3) ____

Fluency in Speech
HCS 100 – Human Communication (3)____

Historical Perspective
HIS 105 - His Foun Glob Cul (3) ____
HIS 106 - Thin His Glob Age (3) ____

Mathematical Competency –
MAT 211 - Calculus I (4) ____

Reading Comprehension (required only
if the student needs additional
instruction; credits do NOT count
towards graduation)

II. Categories of Knowledge* (34 cr.)

A. Logic and Numbers for Rational Thinking
MAT 117 – Applied Statistics (3) ____  
OR
MAT 217 – Statistics I (3) ____

B. Linguistics, Literary, Artistic,
Cultural Traditions (9)
_______________________________ (lit.)
_______________________________ (humanity)
BIO 161 – Principles of Biology: Cell Structure &
Function (4) see Category C

B. Biological and Physical Sciences
BIO 161 – Principles of Biology: Cell Structure & Function (4)
CHM 121 - Chemical Bonding (Cat. C) with CHM 125 lab IB (1) ____
CHM 122 - Chemical Dynamics (3) with
CHM 126 lab IIB (1) ____
CHM 221 - Organic Chemistry I (3) with
CHM 225 lab IIIB (1) ____

C. Biological and Physical Sciences
BIO 161 – Principles of Biology: Cell Structure & Function (4)
CHM 121 - Chemical Bonding (Cat. C) with CHM 125 lab IB (1) ____
CHM 122 - Chemical Dynamics (3) with
CHM 126 lab IIB (1) ____

D. Political, Economic, Geographic
Sciences (6)

ECN 101 - Macroeconomics is recommended

E. Social and Behavioral Sciences (6)

* Refer to the Undergraduate Catalog to
determine the courses that can be counted
under each section.

MAJOR REQUIREMENTS

Biology Requirements* (37 cr.)

Core Courses:
BIO 161 - Princ. Bio: Cell Structure & Function (4) see Category C
BIO 162 - Princ. Bio: Organismal Diversity (4)____
BIO 230 - Botany (3) ____
BIO 242 - Ecology (3) ____
BIO 260 - Genetics (4)____
BIO 499 - Capstone Seminar in Biology (1) ____

Cellular elective (3-4 cr.) – choose:
BIO 220 - Microbiology (4) ____
or
BIO 385 - Cell Biology (3) ____

Physiology elective (4 cr.) – choose:
BIO 350 - Human Physiology (4) ____
or
BIO 351 - Animal Physiology (4) ____

Ecology and Conservation electives
(9 cr.) – choose any 3:
BIO 362 - Invertebrate Zoology (3)____
BIO 363 - Vertebrate Zoology (3) ____
BIO 406 - Mammalogy (3) ____
BIO 412 - Ichthyology(3) ____
BIO 417 - Herpetology (3) ____
BIO 419 - Ornithology (3) ____
BIO 430 - Princ. of Evolution (3) ____
BIO 442 - Aquatic Ecology (3) ____
BIO 444 - Conservation Biology (3) ____
BIO 448 - Field Botany and Plant Taxonomy (3) ____

Experiential Elective (3 cr.) – choose:
BIO 396-398 - Research ____
or
BIO 391-392 - Internship ____

Additional Biology Electives (2-3 cr.)

* Students must earn a C or higher in BIO 161 & 162
before upper division Biology courses may be taken.
Only 3 credits of internship/research may be counted
for Biology credit, with all additional
internship/research credits counting as free elective
credit.

COGNATE COURSES REQUIRED FOR
THE BIOLOGY MAJOR

Chemistry Requirements (13 cr.)
CHM 121 - Chemical Bonding (Cat. C)
with CHM 125 lab IB (1) ____
CHM 122 - Chemical Dynamics (3) with
CHM 126 lab IIB (1) ____
CHM 221 - Organic Chemistry I (3) with
CHM 225 lab IIIB (1) ____

OR
CHM 222 - Organic Chemistry II (3)
with CHM 226 lab IVB (1) ____

Physics Requirements (5 cr.)
PHY 121 - Introductory Physics I (Cat. C)
with PHY 123 - Physics I lab (1) ____

PHY 122 - Introductory Physics II (3)
with PHY 125 - Physics II lab (1) ____

Math Requirements (listed under the
general education program)
MAT 117 or 217 - statistics elective 
MAT 211 - Calculus I

Geography-Earth Science Requirement
(3 cr.) – choose any 1:
ESS 110 - Intro. to Geology (3) ____
ESS 210 - Physical Geology (3) ____
GEO 202 - Introduction to GIS (3) ____
GEO 224 - Soils (3) ____
GEO 226 - Hydrology (3) ____

Free Electives (12 credits)
A minimum of 120 credits are required
for graduation.

* Refer to the Undergraduate Catalog to
determine the courses that can be counted
under each section.

Revised Nov. 2017
B.S. - Biology – Secondary Education certification
(Effective Fall 2012, updated Fall 2017)  (An overall GPA of at least 3.0 is required to remain in this concentration)

GENERAL EDUCATION PROGRAM
I. Required Skills and Competencies (16 cr.)
   Fluency in Writing
   ENG 114 - WIFYS (3) ____
   Fluency in Speech
   HCS 100 – Human Communication (3)____
   Historical Perspective
   HIS 105 - His Foun Glob Cul (3) ____
   HIS 106 - Thin His Glob Age (3) ____
   Mathematical Competency –
   MAT 211 - Calculus I (4) ____
   Reading Comprehension (required only if the student needs additional instruction; credits do NOT count towards graduation)

II. Categories of Knowledge* (34 cr.)
   A. Logic and Numbers for Rational Thinking
      MAT 117 - Applied Statistics (3) ____
      or
      MAT 217 - Statistics I (3) ____
   B. Linguistics, Literary, Artistic, Cultural Traditions (9)
      ________________________ (lit.)
      ________________________ (humanity)
      ________________________ (humanity)
   C. Biological and Physical Sciences
      BIO 161 - Principles of Biology: Cell Structure & Function (4)
      CHM 121 - Chemical Bonding (3)____
      PHY 121 - Intro. to Physics I (3) ____
   D. Political, Economic, Geographic Sciences(6)
      ________________________
   E. Social and Behavioral Sciences (6)
      PSY 101 – General Psychology (3) ____

   * Students must earn a C or higher in BIO 161 & 162 before upper division Biology courses may be taken. Only 3 credits of internship/research may be counted for Biology credit, with all additional internship/research credits counting as free elective credit.

MAJOR REQUIREMENTS
Biology Requirements* (34 cr.)
Core Courses:
   BIO 161 - Princ. Bio: Cell Structure & Function (4) see Category C
   BIO 162 - Princ. Bio: Organismal Diversity (4)____
   BIO 208 - Field Biology (3) ____
   BIO 242 - Ecology (3) ____
   BIO 260 - Genetics (4) ____
   BIO 385 - Cell Biology (3) ____
   BIO 499 - Capstone Seminar in Biology (1) ____

   Physiology elective (4 cr.) - choose:
   BIO 350 - Human Physiology (4) ____
   or
   BIO 351 - Animal Physiology (4) ____

Additional Biology Electives (9 cr.)
   ________________________
   ________________________
   ________________________
   ________________________
   ________________________

   * Refer to the Undergraduate Catalog to determine the courses that can be counted under each section.

COGNATE COURSES REQUIRED FOR THE BIOLOGY MAJOR
Chemistry Requirements (9 cr.)
   CHM 121 - Chemical Bonding (Cat. C)
      with CHM 125 lab IB (1) _____
   CHM 122 - Chemical Dynamics (3) with
      CHM 126 lab IIB (1) _____
   CHM 221 - Organic Chemistry I (3) with
      CHM 225 lab IIIB (1) _____
   CHM 227 - Intro. to Biochemistry(4) ____
   **Intro. to Biochemistry is not required but is strongly recommended.

Physics Requirements (1 cr.)
   PHY 121 - Introductory Physics I (Cat. C)
      with PHY 123 - Physics I lab (1) _____
   PHY 122 - Introductory Physics II (3)
      with PHY 125 - Physics II lab (1) _____
   ** Physics II and lab are not required but are strongly recommended.

Professional Education Requirements (33 cr.)

   NOTE: Students must maintain a 3.0 GPA
to enroll in EDU 440 AND EDU 441.

   TCH 207 - Organizational and Psychological Foundations in Secondary Education (3) _____
   EEC 273 - Introduction to Exceptionality (3)
   EEC 423 - Effective Instructional Strategies (3) _____
   EEC 483 - Assessing Students for Curriculum Decision Making (3) _____
   EDU 440 - Teaching Science in Secondary Schools (3) _____
   EDU 441 - Curriculum and Evaluation in the Secondary Classroom (3) _____
   RDG 413 - Teaching Reading to ELL (3)
   EDU 495 - Student Teaching and Professional Practicum (12) _____

Revised Nov. 2017
SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

(Use for program changes which involve multiple revisions; changes to core, minor, concentrations; realignment of courses; and other extensive revisions.)

COLLEGE: Arts and Sciences DATE: 10/31/2017

DEPARTMENT: Ethnic Studies program IMPLEMENTATION DATE: Fall 2018

SPONSOR: Ana Moraña PHONE/E-MAIL: 477 1196
anmora@ship.edu

PROPOSED REVISION: Add a course to list of electives of Ethnic Studies minor.
(List and explain all changes. Attach copy of current program and proposed program.)

Course to be added: SPN 152 Latino Literature

There is no abundance of courses exclusively focused on Latino culture, history or literature available for the students of Ethnic Studies minor to choose as electives in order to fulfill the 18 credits required. This course focuses on Latino literature; in other words, literature written by Latin Americans or their descendants and published in English in the United States for the American public. These novels, poetry or short stories are a shared patrimony of American and Latin American cultures. They narrate real or fictional stories of identity, culture, ethnicity and experiences that can be related to a great segment of American society.

There is no pre-requisite. The ETH 102 Latino Studies is a more comprehensive, introductory course on the general experience and cultural manifestations of the Latino and Latin Americans in the United States.

JUSTIFICATION: The students will benefit greatly from an enriching course on Latino literature, taught in English by a member of the Spanish section of the Department of Modern Languages, who possesses deep knowledge of the Latin American cultures in conjunction with the experience of Latinos in the United States. There are no similar courses, fully focused on Latino literature, in the university curriculum (with the exception of ETH 102 Introduction to Latino Studies). This course will also attract a great number of students interested in or belonging to Latin American and Latino communities. The Department of Modern Languages, Spanish section, has widened the array of courses about Spanish and Latin American cultures taught in English for General Education or as electives, and it is being a very successful experience so far.

RESOURCE CONSIDERATIONS:

1. How will this change affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted? No changes will be necessary; no new sessions of courses should be added or deleted.

2. Will this change affect resources of other departments? If so, how? Provide details regarding impact. (Consult with other departments prior to making proposal.) No new resources will be needed. Dr Àngela Bagués and Dr Ana Moraña and some other members of the Department of Modern Languages, Spanish section, are prepared to teach this class when scheduled.

3. How will this program be assessed? This course will be assessed with oral presentations, written assignments and research papers on the subject of study.
Attach appropriate forms (new courses, course revisions) for any additional changes involved in the program revision (current and new program sheets; verification grid outlining how program changes will be covered, etc.).

CURRENT PROGRAM SHEET

2015-2017 Undergraduate Catalog > College of Arts and Sciences > Ethnic Studies > Ethnic Studies Minor

MyCatalog | Add this page | Print this page

Ethnic Studies Minor

18 crs.

To complete a minor in Ethnic Studies, students must take all three core classes and three approved electives. All students are required to take at least six credits of upper level (300/400 level) courses. Two courses must be taken from at least two different disciplines. All courses must be taken at Shippensburg University.

Core Requirements (9 crs.)

ETH 100  Introduction to Ethnic Studies
ETH 101  Introduction to African-American Studies
ETH 102  Introduction to Latino Studies

Approved Electives (9 crs.)

ANT 111  Cultural Anthropology
ANT 341  North American Indians
ART 274  Introduction to Cultural Studio
COM 245  Diversity and the Media
CRJ 411  Terrorism
CRJ 452  Race, Ethnicity, and Crime
CRJ 464  Popular Culture, Crime and Justice
ENG 248  Introduction to Culturally Diverse Literature of the U.S.
ENG 358  Ethnic Literature
ENG 375  African-American Literature
ETH 390  Ethnic Studies Internship
GRN 480  Valuing Diversity in Later Life
HIS 201  Early History of the United States
HIS 202  Recent History of the United States
HIS 305  The Civil War Era
HIS 341  African-American History
HIS 342  U.S. Immigration and Ethnicity
HIS 430  U.S. Cultural History
HCS 270  Intergroup/Intercultural Communication
HCS 310  African-American Communication
PROPOSED PROGRAM SHEET

Ethnic Studies Minor

18 crs.

To complete a minor in Ethnic Studies, students must take all three core classes and three approved electives. All students are required to take at least six credits of upper level (300/400 level) courses. Two courses must be taken from at least two different disciplines. All courses must be taken at Shippensburg University.

Core Requirements (9 crs.)

ETH 100 Introduction to Ethnic Studies
ETH 101 Introduction to African-American Studies
ETH 102 Introduction to Latino Studies

Approved Electives (9 crs.)

ANT 111 Cultural Anthropology
ANT 341 North American Indians
ART 274 Introduction to Cultural Studio
COM 245 Diversity and the Media
CRJ 411 Terrorism
CRJ 452 Race, Ethnicity, and Crime
CRJ 464 Popular Culture, Crime and Justice
ENG 248 Introduction to Culturally Diverse Literature of the U.S.
ENG 358 Ethnic Literature
ENG 375 African-American Literature
ETH 390 Ethnic Studies Internship
GRN 480 Valuing Diversity in Later Life
HIS 201 Early History of the United States
SYLLABUS OF PROPOSED ADDED ELECTIVE

Shippensburg University

SPANISH 152
Latino Literature
Instructor:

Catalog Course Description:
Study of important texts by Latinos of Mexican, Cuban, Puerto Rican, and Dominican descent living in the U.S. Emphasis on the historical, political and social context of literary works. Taught in English.

Course Description: This course examines the complex question of Latino identity in the U.S. through the lens of literary texts written by people of Mexican, Puerto Rican, Cuban and Dominican ancestry. The course will ground an appreciation of unique literary accomplishments in an understanding of the shared historical experiences of different Latino groups. We will take into account the experiences of both Latinos born in the U.S. and those who have immigrated to the country for political or economic reasons. Complex questions of intersectionality—the reality that any individual represents an overlapping of various social categories—will be analyzed, so that due attention can be paid to how gender, class, race, sexual identity/orientation and religion complicate the
question of what it means to be Latino. The experience of belonging, often in internally conflicting ways, to two antagonistic cultures is a common theme, and will receive significant attention. This course will be taught in English.

**Primary Texts**
Rudolfo Anaya. *Bless Me, Ultima!
Sandra Cisneros. *The House on Mango Street*
Cristina García. *Dreaming in Cuban*
Gustavo Pérez Firmat. *Bilingual Blues* (poems)
Poems by poets of the Nuyorican Poets Café
Junot Díaz. *Drown* (selected short stories)

**Secondary Texts**
Ilán Stavans. *The Hispanic Condition* (selection)
Héctor Calderón and José David Saldívar, *Criticism in the Borderlands: Studies in Chicano Literature, Culture, and Ideology* (selection)
Gustavo Pérez Firmat. *Life on the Hyphen* (selection)
Lisa Sánchez González. *Boricua Literature* (selection)
Ana Aparicio *Dominican Americans and the Politics of Empowerment* (selection)

**Goals:**
Upon completion of the course:
1) Students can distinguish between different Latino groups in the U.S. and explain crucial components of their historical experience.
2) Students can explain how certain important literary texts reflect distinct Latino realities.
3) Students can carry out a close reading of a literary text, explaining the unique perspectives and techniques found therein.

**Course Policy**
- **Attendance.** Class participation is a key part of our course, as is punctuality. A strict absence policy is applied.
- **Participation** in class is also essential, and all questions are welcome! YOU ARE EXPECTED TO PARTICIPATE IN CLASS AND MISTAKES OR QUESTIONS ARE NOT A PROBLEM!

**Criteria for evaluation of participation:**

| The student participates and helps to move the class forward: A range; the student does not participate frequently and makes some mistakes: B range; the student rarely participates and/or makes too many mistakes, C range; the student does not participate, D or F range. |

**Quizzes.** You will have 5 short quizzes. The purpose of the quizzes is to verify and grade your comprehension of the texts assigned for the class.
- **Presentation.** A presentation on a topic found in one of the course readings will be required. **It will take between 5 to 10 minutes and will include visuals (poster, artifacts, PowerPoint). It will be required that the rest of the students ask questions of the presenter at the end.** If you do not know what topic to choose, I will help you, ask me!

- **Paper.** You will have to write a short 6 to 8 page paper (including an adequate bibliography). You will have to follow any quotation style (MLA, Chicago, etc). The paper will be submitted in 2 parts: 1) Submission of paper project (30 points) in Dropbox. 2) Submission of Paper (Dropbox) on the exam day. **No submissions by email or hard copy will be accepted.** (60 points). This system is designed to help you to make sure that your topic, point of view and general ideas in the paper that you are going to write are adequate, before you submit the final paper. **See rubric below.**

- **Extra help.** Make sure that you ask for extra help, see me during my office hours or make an appointment.

- **NO cell phones, text messaging, or any similar disruptions will be allowed in the class.** The use of cell phones during the exam will be considered cheating and the student will face the consequences explained in the Policies. Any form of academic dishonesty will not be allowed and it be taken to the Dean of Students.

- Computers, iPads- They are allowed in class if you are downloading the book or taking notes. The moment I spot you using other sites besides the D2L website, you will not be allowed to use the device in class anymore.

- If you have any kind of disability, contact Horton Hall 312 ext. 1364 ods@ship.edu or Sherry Hillyard at Horton Hall 323 ext. 1326, sahillyard@ship.edu

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### Academic Dishonesty

It is the responsibility of the student to understand the policy on academic dishonesty, which is spelled out in the student handbook (it can be found at 2015-2017 Undergraduate Catalog). If at any time you are unsure if a form of student collaboration would be considered a form of dishonesty, you must consult your professor for clarification.

### Grading

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30</td>
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<tr>
<td>Presentation</td>
<td>20</td>
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<tr>
<td>Quizzes (5 x12 points each)</td>
<td>60</td>
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<tr>
<td>Paper Project</td>
<td>30</td>
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<td>Paper</td>
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<td><strong>Total</strong></td>
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<table>
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<th>Grade</th>
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<tr>
<td>Week 1.</td>
<td>Introduction. <em>Hispanic Condition</em></td>
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<tr>
<td>Week 2.</td>
<td>Anaya. <em>Bless Me, Ultima!</em></td>
</tr>
<tr>
<td>Week 3</td>
<td><em><strong>Quiz 1.</strong></em> Anaya. <em>Bless Me, Ultima!</em></td>
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<td>Week 4.</td>
<td><em>The House on Mango Street</em></td>
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<tr>
<td>Week 5</td>
<td><em>The House on Mango Street</em></td>
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<td>Week 7</td>
<td><em>Dreaming in Cuban</em></td>
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<tr>
<td>Week 8</td>
<td><em>Dreaming in Cuban</em></td>
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<td>Week 9</td>
<td><em><strong>Quiz 3.</strong></em> <em>Boricua Literature</em> Nuyorican poetry</td>
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| Week 10. | Rosario Ferre  
| Week 11 | Rosario Ferre  
| Week 12 | 16. ***Quiz 4.*** *Dominican Americans.* |
| Week 13 | 23. *Thanksgiving* |
| Week 15. | 7. ***Quiz 5*** Diaz, short stories. |
| | **Final paper submitted in Finals Week** |

**Rubric for Assessment of Paper/Presentation**

<table>
<thead>
<tr>
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<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
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</thead>
<tbody>
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<td>Interesting topic</td>
<td>Interesting topic and the student presents problematic sides of the issue under discussion Promotes discussion</td>
<td>Interesting topic. Some aspects are discussed in depth</td>
<td>Poor choice of the topic</td>
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<tr>
<td>Style and composition</td>
<td>Excellent writing style that presents problematic and multiple sides of the issue under discussion Good presentation of ideas, clear expression and constant eye contact</td>
<td>Good writing style with some discussion. Eye contact half of the time/ Fair presentation of ideas Some visuals are presented.</td>
<td>Poor writing and few ideas are discussed on the paper. Read or memorized the paper Poor or no visuals</td>
</tr>
<tr>
<td>Quality of the research</td>
<td>Good and abundant sources of information. Proper citation</td>
<td>Good sources of information. Proper citation with some mistakes</td>
<td>Few sources of information. Citation does not meet expectations.</td>
</tr>
</tbody>
</table>
Shippensburg University faculty supports 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/.