General Education Council
2017-2018 Academic Year

Agenda, for the meeting on Tuesday, March 27, 2018, 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 by Co-Chairs – Dean James Mike, Dr. Kirk Moll
4. Old Business
   a. Reports from our Standing Committees
      i. Assessment (Dr. Dudley Girard)
         1. CLA+ Proposal – See Attachment B
      ii. Budget (Dr. James Hamblin)
         1. Grant Proposal - Hartman – See Attachments C, D
      iii. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella)
         1. Minutes from 3/8 – See Attachment E
      iv. Program (Dr. Bergsten)
         1. Minutes from 2/20 – See Attachment F
         2. General Education Program Revision – See Attachments G, H, I, J, K
         3. UCC / General Education Policy Revision – See Attachment L
5. New Business
   a. Calibration Meetings – Dr. Moll, Dr. Bergsten, Dr. Drzyzga, Dr. Girard
   b. Formation of an Ad-Hoc Amendment Committee to review the GEC By-Laws – Dr. Moll
   c. Brief Report from Association of American Colleges and Universities – 2018 General Education
      and Assessment Conference – Philadelphia, Feb. 15-17 – Dr. Moll, Dr. Cella, Dean Mike
6. Announcements
7. Call to Adjourn
GEC Minutes
February 27, 2018 in LL 205

Call to Order
The meeting was called to order at 3:35pm.

Adoption of Agenda
Motion (Moll/Benbow) to adopt the agenda as modified (three courses that were considered late, and updated Honors course numbers. All members voted in favor.

Approval of Minutes
Motion (Drzyzga/Lesman) to approve January GEC minutes. All members voted in favor.

Remarks by Co-Chairs
Dr. Moll thanked all members for their hard work to coordinate with departments on the mammoth project of expedited Gen Ed proposals. He also thanked the Program Committee for their work in reviewing all of the proposals. He also thanked Matthew Cella from UCC and Corrine Goyt in the Registrar’s Office. Moll also addressed concerns about assessment by saying that a large number of the proposals will need additional work on assessment moving forward. The next step will be to have “calibration meetings,” where the people teaching courses in a particular program goal will discuss how those courses will be taught and coming to an agreement on consistency on how those goals will be assessed.

Assessment Report

Budget Report
The budget committee met on 2/9 to discuss the potential for drafting a budget for the General Education Council. The committee brainstormed ideas and created a draft document. The document contained several categories (or “pots”) of money for various GEC activities, including Gen Ed grants, the big annual EYE event, training, etc.

Dr. Hamblin met with CAS Dean Mike on 2/21 to discuss the proposed budget in more detail. The committee will meet again in the next month to try to attach dollar values to each of the “pots” to be included in the final proposal, which will be submitted in April or May.

EYE Report
Dr. Cella reported that the EYE group met with the three colleges, and all three approved the UNIV 101 syllabus. A D2L shell has been built containing resources (still under construction) to be used by instructors of this course. The assessment group has met and has looked over assessment issues, including community engagement (NSSE). The class will also be assessed, using a pre- and post-survey asking them how connected they feel to the university and resources. The group will also be developing common assignments that can be used. All instructors will have to do some common assignments connected to common rubrics. Dr. Cella went to an assessment conference and learned about the use of focus groups in assessing the EYE course. The peer mentoring group met, has made several presentations in search of funding, and is still waiting to hear back. There will also be a group to look into how to fairly assess faculty who are “taking a risk” to teach this new type of course. The EYE group
will also be working with residence life and the counseling center to find ways to help support the EYE courses. They are also looking for ways to connect with orientation in a meaningful way, including a possible “book club,” where students could choose from a list of books to read over the summer.

**Program Report**

Dr. Moll explained the procedure for approving the expedited proposals. The proposals will be moved to the floor in blocks, by program goal. If any member has a concern about a specific course in a block, the motion can be withdrawn upon request to consider that course separately.

Arts block: Motion (PC) to consider Arts courses. All voted in favor.

Citizenship block: Motion (PC) to consider Citizenship courses. All voted in favor.

Creative block: There were no expedited proposals submitted for the Creative tag. Course proposals can be submitted via the normal UCC process to add or revise courses for this tag.

Diversity block: Motion (PC) to consider Diversity courses. Motion (Lesman/Shirk) to amend to add SPN150 to the list of courses to be added to the Diversity block. All voted in favor of the amendment. All voted in favor of the amended motion.

Ethics: Motion (PC) to consider PHL105/HON105. All voted in favor.

Global block: Motion (PC) to consider ECO101 separately from the other listed Global courses. The motion passed with a majority of votes, 1 no, and 4 abstentions.

Motion (PC) to consider the remaining Global courses (not including FRN380, which was not an existing Gen Ed courses) All voted in favor.

History: Motion (PC) to consider HIS105/HON122. All voted in favor.

Foreign Language block: Motion (PC) to consider Foreign Language courses. All voted in favor.

Literature block: Motion (PC) to consider Literature courses. Motion (Lesman/Shirk) to amend the motion to add SPN152 to this list. All voted in favor.

Natural block: Motion (PC) to consider Natural courses (not including PHY206, PHY221, and PHY222, which were not existing Gen Ed courses) All voted in favor.
Oral Communication: Motion (PC) to consider HCS100/HON100. All voted in favor.

Quantitative block: Motion (PC) to consider Quantitative courses. All voted in favor.

Critical Analysis and Reasoning block: Motion (PC) to consider Critical Analysis and Reasoning courses. All voted in favor.

Technology block: Motion (PC) to consider Technology courses. All voted in favor, with 2 abstentions.

Writing block: Motion (PC) to consider Writing courses. All voted in favor.

New Business
- Report from AAC&U meeting
  Due to the lateness of the hour, Dr. Moll will give this report at the next meeting.

Announcements
There were no announcements.

Call to Adjourn
The meeting was adjourned at 4:45pm.
CLLA+ Executive Summary 2015-2017 Test Period

Created by Dudley Girard

All data for this summary can be found on the S drive under: GEC/Assessment

- Seniors have performed consistently across all three years. Only thing that stands out is the percent of seniors that said they did their best on the Performance Task (see Table 4).
- Freshmen have performed consistently across both years so far. The only difference was a noticeable increase in the Performance Task score (Table 2) in fall 2016, but they also performed worse on the Selected Response (Table 3). As such the overall score was very similar to fall 2015.
- Seniors are presently performing at a noticeable level above the Freshmen (See Table 1).
- Total number of students tested dropped in 2016-2017. Two main changes: a different recruitment tool and time period in which testing is conducted (changed from 4-6 weeks to 2 weeks). Most of the drop is attributed to no longer trying to recruit students beyond the two-week window. The extra 25 students gained from the additional testing time consumed too many resources to be worth the effort. Only 100 students are needed for CLA+ to generate a useful report.
- Field of study of students (not displayed here) has remained consistent and spread out across all 6 fields of study designated by CLA+ for Freshmen and 5 of the 6 fields for Seniors (nearly none in Undecided). The six fields are: Sciences and Engineering, Social Sciences, Humanities and Languages, Business, Helping/Services, and Undecided.
- Scores remaining similar the past three years is to be expected given there have been no changes to the core design of the General Education program. The sample size of students from individual programs is too small to determine if any changes to a specific major has had an effect.

<table>
<thead>
<tr>
<th>Group</th>
<th>Tested</th>
<th>Number Tested</th>
<th>CLA+ Mean Score</th>
<th>Mean Mastery Level</th>
<th>25th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>Spring 2015</td>
<td>148</td>
<td>1133</td>
<td>Proficient</td>
<td>1045</td>
<td>1233</td>
</tr>
<tr>
<td>Freshmen</td>
<td>Fall 2015</td>
<td>150</td>
<td>1040</td>
<td>Basic</td>
<td>955</td>
<td>1122</td>
</tr>
<tr>
<td>Seniors</td>
<td>Spring 2016</td>
<td>147</td>
<td>1133</td>
<td>Proficient</td>
<td>1038</td>
<td>1219</td>
</tr>
<tr>
<td>Freshmen</td>
<td>Fall 2016</td>
<td>127</td>
<td>1031</td>
<td>Basic</td>
<td>951</td>
<td>1093</td>
</tr>
<tr>
<td>Seniors</td>
<td>Spring 2017</td>
<td>123</td>
<td>1149</td>
<td>Proficient</td>
<td>1058</td>
<td>1212</td>
</tr>
</tbody>
</table>

Table 1

"The Performance Task presents students with a real-world situation that requires a purposeful written response. Students are asked to address an issue, propose the solution to a problem, or recommend a course of action to resolve a conflict. They are instructed to support their responses by utilizing information provided in a Document Library. This repository contains a variety of reference materials, such as technical reports, data tables, newspaper articles, office memoranda, and emails. A full PT includes four to nine documents in the library. Students have 60 minutes to complete this constructed-response task." (From CLA+)
### Performance Task - Mean Scores (1 to 6 range)

<table>
<thead>
<tr>
<th>Group</th>
<th>Scientific and Quantitative Reasoning</th>
<th>Critical Reading and Evaluation</th>
<th>Critique an Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors - 2015</td>
<td>3.43</td>
<td>3.61</td>
<td>3.83</td>
</tr>
<tr>
<td>Freshmen - 2015</td>
<td>3.15</td>
<td>3.06</td>
<td>3.38</td>
</tr>
<tr>
<td>Seniors - 2016</td>
<td>3.58</td>
<td>3.51</td>
<td>3.7</td>
</tr>
<tr>
<td>Freshmen - 2016</td>
<td>3.19</td>
<td>3.29</td>
<td>3.57</td>
</tr>
<tr>
<td>Seniors - 2017</td>
<td>3.67</td>
<td>3.78</td>
<td>3.89</td>
</tr>
</tbody>
</table>

Table 2

"In the second part of the examination, students are asked to answer 25 Selected-Response Questions. Ten questions measure scientific and quantitative reasoning, and ten measure critical reading and evaluation. Another five questions call for students to critique arguments by identifying logical flaws and questionable assumptions. Like the PT, the 25 SRQs are document-based and require students to draw information from provided materials. Students have 30 minutes to complete this section of the assessment. " (From CLA+)

### Selected-Response - Mean Scores (200 to 800 range)

<table>
<thead>
<tr>
<th>Group</th>
<th>Scientific and Quantitative Reasoning</th>
<th>Critical Reading and Evaluation</th>
<th>Critique an Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors - 2015</td>
<td>538</td>
<td>545</td>
<td>548</td>
</tr>
<tr>
<td>Freshmen - 2015</td>
<td>496</td>
<td>490</td>
<td>520</td>
</tr>
<tr>
<td>Seniors - 2016</td>
<td>541</td>
<td>537</td>
<td>549</td>
</tr>
<tr>
<td>Freshmen - 2016</td>
<td>474</td>
<td>483</td>
<td>520</td>
</tr>
<tr>
<td>Seniors - 2017</td>
<td>542</td>
<td>544</td>
<td>566</td>
</tr>
</tbody>
</table>

Table 3

### Effort - Performance Task

<table>
<thead>
<tr>
<th>Group</th>
<th>None</th>
<th>Little</th>
<th>Moderate</th>
<th>Lot</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors - 2015</td>
<td>1</td>
<td>5</td>
<td>25</td>
<td>43</td>
<td>26</td>
</tr>
<tr>
<td>Freshmen - 2015</td>
<td>1</td>
<td>0</td>
<td>33</td>
<td>37</td>
<td>29</td>
</tr>
<tr>
<td>Seniors - 2016</td>
<td>0</td>
<td>2</td>
<td>33</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>Freshmen - 2016</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td>Seniors - 2017</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>40</td>
<td>47</td>
</tr>
</tbody>
</table>

Table 4

### Effort - Selected Response
<table>
<thead>
<tr>
<th>Group</th>
<th>None</th>
<th>Little</th>
<th>Moderate</th>
<th>Lot</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors - 2015</td>
<td>2</td>
<td>11</td>
<td>46</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>Freshmen - 2015</td>
<td>1</td>
<td>13</td>
<td>43</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>Seniors - 2016</td>
<td>1</td>
<td>11</td>
<td>45</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>Freshmen - 2016</td>
<td>0</td>
<td>7</td>
<td>40</td>
<td>35</td>
<td>18</td>
</tr>
<tr>
<td>Seniors - 2017</td>
<td>0</td>
<td>4</td>
<td>30</td>
<td>40</td>
<td>26</td>
</tr>
</tbody>
</table>

Table 5

Approximate Budget

The CLA+ testing is supported through the provost's office. Checked with Tracy and they plan to continue supporting it.

Rough break down of the costs are:

- Approximately 250 exams each year (125 freshmen and 125 seniors) @ $40 per exam = $10,000
- $25 Gift Cards for each student taking the exam (250 students) = $6,250
- $100 special prizes (e.g. A cap and gown usually for the seniors, 10 handed out - 5 per group) = $1000

Approximate Total Yearly Cost: $17,250
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: (717) 404-8849

Date of Proposed Project/Event/Excursion: April 11, 2018

If project/event is specific to your general education course sections, please provide Course # and Section number(s): MUS 121, sections 01 – 09 and MUS 129, section 01

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

A performance in Old Main Chapel by Lithuanian violinist and holocaust survivor, Borisas Traubas and his piano accompanist on the theme of .

Total Amount Requested: $400

Faculty Member: Mark Hartman
Date: February 25, 2018
On April 11th, 2018, Borisas Traubas a world class violinist from Lithuania and a pianist will present a recital in Old Main Chapel that will be open to all of the students in the nine sections of Introduction to Music and the one section of American Popular Music. The students are given free admission to several concerts over the course of the semester and near the end of the semester it is expected that the concert will draw 200 - 225 students.

The concert is intended to honor Days of Remembrance, which were established by the United States Congress and are promoted by the United States Holocaust Memorial Museum (https://www.ushmm.org/remember/days-of-remembrance). The concert and the theme will be introduced by Charles Borowsky, the founder of Intermuse International Music Institute and Festival. Mr. Traubas will perform pieces by Lithuanian and Jewish composers and a piece created by his three adult children entitled “In Memoriam.”

Students will be exposed to a world class music performance that is connected to history and human culture. Introduction to Music students study the elements of music, such as musical form, melody, harmony, texture, and timbre as well as style and even concert deportment and this concert is intended to bring these concepts to life. While American Popular Music students study non-classical styles of music, they also study the elements of music and in addition, they are required to write a review of the concert in which they demonstrate their ability to use descriptive musical terminology to analyze a live concert and to express a personal response to the concert.

This concert will promote student learning in a variety of ways. Specifically, by presenting students with a concert experience that will be new, unique and will demonstrate the musical concepts that they are learning about in class. The concert will also expose students to social norms of classical music. More broadly, this concert will connect this musical and social event with important historical events that stem from the Holocaust and that have enormous relevancy to political and social trends that are contemporary to 2018.

I have copied and pasted a description of purpose and some of the content of this concert from an email sent by Charles Borowsky:

Dear Mark,

All of the MD/PA/DC performances will take place during The Week of Remembrance, established by US Congress. See the below links:
https://www.ushmm.org/remember/days-of-remembrance
https://www.ushmm.org/remember/days-of-remembrance/remembrance-day-calendar

Borisas is a Holocaust survivor (his parents survived). He performed all music for Holocaust-themed movies (e.g. Gitel). The music on the program is written by Lithuanian and Jewish composers. The final work on the program (In Memoriam) was written by Elizabeth, Emmanuel, and Frances, and was premiered in Lithuania at a festival under the auspices of the President on the "Day of Mourning and Hope."

Best,
Charles
IN MEMORIAM

Composed by Elizabeth, Emmanuel, and Frances Borowsky in May 2013.
Premiered in Kaunas, Lithuania on June 14, 2013 - the Day of Mourning and Hope - at the foremost
Lithuanian music festival, under the patronage of the President of Lithuania, and then performed throughout
Lithuania, Estonia, and Latvia.

This composition (which includes arrangements of symbolic songs associated with this chapter of history)
was acknowledged as the most expressive venue honoring the victims of the Nazi and Communist
inhumanities. The music depicts the deportations, suffering, and liberation of the Baltic nations. As the
Supreme Rabbi of Estonia, Shmuel Kot, concluded, "It is not only honoring the victims, but the best bridge
for all people to live in harmony and peace."

I. Deportations. This movement depicts the terrifying experience of sudden capture and forced evacuation of
homes at gunpoint. Countless people -- including women and children -- were deported by train in the
middle of the night. Crammed into the wagons, they endured a hopeless journey.

II. Gulag. Arriving at their destination imposed by their oppressors, their worst fears were realized. They
would not be going home anytime soon, if ever. The abhorrent conditions of the slave-labor camps meant
that excruciating suffering and death was a daily experience. Those that survived have been haunted by the
trauma and the ghosts of their family, friends, and neighbors that they were helpless to protect.

III. (Resurrection) The blood and tears became the seeds for freedom of the next generation. Estonia, Latvia,
and Lithuania regained freedom and independence in the 1990s, most famously portrayed through the
singing revolution. This is an arrangement of the song, "Wake Up, Baltics" that was sung across three
nations in three languages.

The Days of Remembrance Concert's Advancement of General Education Learning Objectives:

Category B: Objective #1: Upon completion of any Category B course in Literature or the Humanities,
students will be able to identify styles, genres, and techniques in literature (English or foreign languages) or
in the visual or performing arts: Students will be exposed to music written by Lithuanian and Jewish
composers from Eastern Europe. The primary genre will be the violin and piano duo and solo violin with
piano accompaniment. There will also be one longer composition that will be performed by the three young
American composers from the Borowsky family with the Mr. Traubas. Students will be able to experience the
richness of these chamber music forms, the creativity of the performing composers, as well as the variety of
styles of modern classical music created in response to the Holocaust. These pieces will give students an
opportunity to notice the similarities this music shares with the music they are learning to understand in their
music classes and yet the uniqueness of the music in this particular concert will broaden their understanding
of what classical music can be.

Category B: Objective #2: Upon completion of any Category B course in Literature or the Humanities,
students will be able to recognize literary movements or other cultural contexts in which literature or works
from the visual or performing arts were produced: This program will expose students to chamber music
written in response to the Holocaust. The context of this music is what takes it beyond just another musical
experience to one in which the human need to create art rises from the ashes of fascism. In this concert all of
the musical elements of form, melody, harmony, texture, and timbre will serve the larger purpose of
remembrance and hopefully touch the deepest core of humanity in the listeners.
GENERAL EDUCATION PROJECT GRANT
BUDGET SHEET
(Written estimates from vendors must be attached to Hard Copy)

NAME: INTERMUSE
DEPARTMENT: MUSIC AND THEATRE ARTS

EMAIL: mlhartman@ship.edu
PHONE: x1682 (C: 717-404-8849)

MONTH AND YEAR OF PROPOSED EVENT: APRIL 11, 2018

ITEMIZED BUDGET (PROPOSED)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ITEM AMOUNT (Writing Estimate Attached)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Payment to the musicians. Total payment is $700. The Music and Theatre Arts Department will cover $300, but $400 more will be needed.</td>
<td>TOTAL REQUESTED: $400</td>
</tr>
</tbody>
</table>

FACULTY MEMBER – MARK HARTMAN
DATE: FEBRUARY 27, 2018
Letter of Understanding/Contract

This Letter of Understanding/Contract is made between Intermuse Performing Artists Bureau Inc (hereafter Intermuse) and Mark Hartman at Shippensburg University (hereafter Shippensburg) as a follow-up of several communications between Dr. Charles H. Borowsky, President of Intermuse and Dr. Mark Hartman, Associate Professor and Conductor at Shippensburg. Both sides agree to cooperate in arranging a special concert at Shippensburg on **Wednesday, April 11, 2018** in honor of Holocaust and Gulag victims.

A. **Intermuse** will provide:
   1. Internationally acclaimed musicians: Borisas Traubas (violinist) from Lithuania, and The American Virtuosi/The Borowsky Family. In addition, Dr. Charles Borowsky will make a short commentary related to the program.
   2. Publicity material including notes about the artists, a description of the concert, and photos.

B. **Shippensburg** will provide:
   1. Concert venue with a tuned grand piano.
   2. Concert setup:
      a. Two flat-seated chairs for cellists
      b. Microphone
      c. Music stands (4)
d. Access to performance space for rehearsal (3 hours prior to concert)

3. Contribution towards covering artists expenses ($700; payable to Intermuse, P.O. Box 28060, Baltimore MD 21239)

4. Publicity in local media.

Dr. Mark Hartman (Shippensburg)  2/4/18
Date

Dr. Charles Borowsky  
President, Intermuse

Date
Notes

EYE Committee Meeting—March 8, 2018

1. Housekeeping
   a. Next scheduled meeting—4/19/2018 at 3:30
   b. Move to change name from EYE to FYE at next GEC meeting
   c. Make sure everyone is added to D2L shell... we can start adding resources

2. Update on UCC: Passed UCC. Last committee to pass it is Forum

3. Brainstorming of FYE & FYS Funding Opportunities (For SU Foundation)
   - Funds to support experiential learning & service learning (travel, supplies, food)
   - Funds to support faculty-student meals (funds for coffee, pizza, lunches, dinners)
   - Funds to help students purchase textbook see UNIV Faculty Training
   - Funds to support experience of commuter students (lounge, microwaves, lockers, couches). >> survey commuter students to assess needs... maybe talk to Mark Pilgrim
   - Funds for on-campus professional development and training in engaging pedagogies
   - Other ideas?
     * Nametags or some other way to label
     * UNIV101 Speaker
     * UNIV101 Van(s) for transport
     * Library resources
     * Tech resources—Tophat or other apps to facilitate student/faculty interaction

4. Update on Peer Mentors: Peer Anchors posting up, closes by end of Spring Break, Interviews (two major sessions) after break.

5. Update on Faculty Evaluation Met with Kara, Observations OPTIONAL. The purpose would be more as a way for professional development and /or padding packet. See on the S drive

   - March 23: Detailed review of syllabus, common assignments, common topics/skills to be addressed by all sections of UNIV 101
     * Skills that we will have partners in Student Life & Residential Life address
     * Updates on Committees & opportunities for faculty to sign up
     * Add using affordable text books
   - Training Sessions: March/April
     * Helping First Year students strengthen their reading and writing skills
     * Teaching Wellness & Resilience
- May 14: 9-3 pm: UNIV 101 Faculty Training (Model Lessons & Resources for Teaching Skills and Common Assignments)
  - Career/Major Exploration and First-Year Resume (Victoria Kerr)
  - Teaching Students Metacognition & Bloom’s Taxonomy (Karl Lorentz)
  - Assigning & Evaluating Reflective Essays & Portfolio (Steve Burg)
  - Integrating Engaging Pedagogy, Experiential Learning and Service
  - Embedding Health & Wellness in UNIV 101
  - Tour of Residence Halls
  - Information Literacy

- May 16: 9-3 pm: UNIV 101 Syllabus workshop & paired course consultations >> meet with teaching teams

- TBD: UNIV 101 faculty & Peer Mentor event
Minutes
Program Committee of the General Education Council Meeting, 2/20/2018, 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, Michael Greenberg, Brian Wentz, Jennifer Clements, Doug Birsch, Alice James, Margaret Lucia, Scott Drzyzga and Kirk Moll.

1. Minutes from 2/6/18: Alice James moved to approve with second from Michael Greenberg. All were in favor, except one abstain.

2. Course Proposals:
   a. Title and Catalog description change: 17-146. Removing the word seminar so students are not confusing this with UNIV 101. Shirk/Clements moved and seconded to approve. All in favor with 1 abstain.
   b. Title and Catalog description change: 17-147. Question about placement test for this course and how students get placed into ENG 115. If they score a 4 on the placement test they get invited into the ENG 115. Shirk/Greenburg moved to approved. All in favor.

3. Expedited review: Please see attached excel file to votes and results.

Respectfully submitted,
Jen Clements
GEC-PC Program Committee

DRAFT Version 2/6/18
UCC CONTROL # 

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: 

DATE: 3-6-18

DEPARTMENT: General Education Council

IMPLEMENTATION DATE: Fall 2018

SPONSOR: GEC co-chair Kirk Moll and GECPC chair Sherri Bergsten

PHONE/E-MAIL: X1772, seberg@ship.edu

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

See attached General Education learning objectives and the checksheet listing courses recommended for approval through the expedited process open to all existing general education courses, for inclusion in the new general education program to be implemented Fall 2018.

JUSTIFICATION:

All courses were reviewed based on description of how the course will address the three learning objectives associated with the requested program goal, and the assessment plan for the course including brief description of assignments that could be assessed with the associated rubric.

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?

All of the courses approved through the expedited process are existing general education courses. There are some existing general education courses that did not apply for inclusion in the new program (see attached list). All except 6 of the courses that did not apply are math courses. The math department carefully considered the courses that students in different majors need to take, and has indicated that “As the catalog currently stands every program that requires a specific MAT course for their program has at least one of their required courses falling under the Q umbrella.” Courses that did not apply for inclusion in the new General Education program through this expedited process will not be available as General Education courses for new students enrolling Fall 2018, although courses can continue to be added to the new program through the normal UCC course revision approval process.

2. Will this change affect resources of other departments? If so, how? Provide details regarding impact. (Consult with other departments prior to making proposal.)

All current general education courses that applied for inclusion in the new general education program through the expedited process are being recommended for approval.

3. How will this program be assessed?
See approved general education proposal for detailed description of 4 year assessment cycle, and rubrics associated with each program goal.

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).

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.
**GEC APPROVED** course distribution (as of Feb. 27, 2018, corrected on Feb. 28, 2018) with all Honors variants. Courses in the table below were submitted by departments, thoroughly considered by the GEC’s Program Committee, discussed openly on the Council floor, and approved by vote.

<table>
<thead>
<tr>
<th>Broad theme</th>
<th>Credits required</th>
<th>Goal, Rubric</th>
<th>Credits distributed</th>
<th>Courses approved by the GEC *</th>
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<tbody>
<tr>
<td><strong>FOUNDATIONS</strong></td>
<td>15</td>
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<tr>
<td>First yr. sem., U</td>
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<td>UNIV101</td>
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<td>Writing, W</td>
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<td>ENG114,115; HON106</td>
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<td>Oral Comm., O</td>
<td>3</td>
<td>HCS100; HON100</td>
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<tr>
<td>History, H</td>
<td>3</td>
<td>HIS105; HON122</td>
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<tr>
<td>Quantitative, Q</td>
<td>3</td>
<td>MAT105,107,111,117,181,211,217</td>
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<td>Diversity, D</td>
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<td>DS100; ETH100,101,102; FRN150; GEO103; HON102,140,151; PSY101; SPN150; SWK265; WST100</td>
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<td>Global persp., G</td>
<td>at least 3</td>
<td>ANT105,111; ECO101; FRN204; GEO101; GER150,204; HIS106; HON123,141,160,165,274; PLS141; SPN153,204,385</td>
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<td>Foreign Lang., F</td>
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<td>CHN101,102,103; FRN101,102,103,202,320; GER101,102,103,203,215; SPN101,102,103,202,330</td>
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<td><strong>CITIZENSHIP &amp; RESPONSIBILITY</strong></td>
<td>6 **</td>
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<td>ESS108; HIS201; HON279; PLS100</td>
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<td>HON105; PHL105</td>
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<tr>
<td>Crit. reason, R</td>
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<td>ECO113; GEO140; HCS125; HON130,161; MAT225; PHL101,102; SOC101</td>
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<tr>
<td><strong>NATURAL WORLD &amp; TECHNOLOGY</strong></td>
<td>9</td>
<td>Nat. world, N</td>
<td>at least 6</td>
<td>ANT121; BIO100,145,150,161,162,208,237; CHM103,105,121; ESS,110,111,210; HON108,142,145,159,180,186,196,244; PHY108,110,121,122,205</td>
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<td>CSC103,104,120,180; ECO102; HON166,182; MAT219</td>
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<tr>
<td><strong>CREATIVITY &amp; EXPRESSION</strong></td>
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<td>Literature, L</td>
<td>at least 3</td>
<td>ENG243,248,250; FRN330,331; GER151; HON101,224,249 SPN152,360,361; THE121</td>
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<td>ART101,231,232,233,339; HON111,135,208,210,261; IAP111; MUS121,129,227,261</td>
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<tr>
<td>Creative, C</td>
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<td>{none at this time}</td>
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<td></td>
<td>45</td>
<td>30</td>
<td>TOTALS</td>
<td></td>
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</tbody>
</table>

* all students are prohibited from counting more than two (2) courses from the same participating academic program toward their General Education requirements.

** Students are required to complete 2 courses in the Citizenship & Responsibility curriculum, with no more than 1 course being attributed to the same program goal.

e – indicates an elective and not a rigid requirement. Students may choose so long as the rules above are followed.
GENERAL EDUCATION PROGRAM GOALS AND LEARNING OBJECTIVES

ARTS CURRICULUM Program goal: Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.

Descriptive Communication
The student writes or speaks clearly and precisely, with sufficient observational detail about the work of art.

Analysis and Context
The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.

Interpretation and Response
The student provides interpretation that expresses an articulate, thoughtful and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].

CREATIVE CURRICULUM Program goal: Guide and prompt students to demonstrate and apply creative competencies, problem solving and preparation in the realization of a creative work.

Artistic/Creative Competencies
The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the artistic work.

Problem Solving and Process
The student demonstrates the ability to successfully imagine, plan and cultivate a work.

Creativity and Transformation
The student exhibits a unique interpretive and conceptual approach to creating a work.

DIVERSITY CURRICULUM Program goal: Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

Human Diversity (Individual, Group, Institutional) and its Impact on Behavior
The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

Historical and Cultural Roots of Inequality
The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.

Attitudes, Beliefs, Behaviors Regarding Diversity
The student demonstrates awareness of and manages the influence of personal biases.

ETHICAL REASONING CURRICULUM Program goal: Guide and prompt students to identify ethical theories or approaches and apply appropriate ethical reasoning to reach conclusions and support moral judgments.

Conceptualization
The student identifies and explains the ethical theory’s or approach’s essential moral principle or value and its relation to the theory as a whole.

Application
The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.

Comparison and Evaluation
The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.
**FOREIGN LANGUAGE CURRICULUM** Program goal: Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.

**Oral Communication**
The student communicates ideas and thoughts orally at the Intermediate-Low level minimum according to the ACTFL proficiency guidelines.

**Written Communication**
The student communicates ideas and thoughts in writing at the Intermediate-Low level minimum according to the ACTFL proficiency guidelines.

**Cultural Awareness**
The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives.

**GLOBAL PERSPECTIVES CURRICULUM** Program goal: Guide and prompt students to develop global perspectives by analyzing systems and evaluating interrelationships.

**Factors and Interactions**
The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions among/between groups, cultures, states, regions or nations.

**Representation and Sources**
The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.

**Perspectives**
The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems.

**HISTORICAL THEMES CURRICULUM** Program goal: Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.

**Knowledge and Understanding**
The student demonstrates knowledge and understanding of major historical themes or trends.

**Sources and Evidence**
The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.

**Application of Language and Critical Thinking Skills in an Historical Context**
The student uses language that is organized and clear, and demonstrates an ability to draw comparisons and/or construct historical arguments.

**LITERATURE CURRICULUM** Program goal: Guide and prompt students to comprehend, analyze, and determine the significance of works of literature.

**Comprehension**
The student comprehends the author’s message or purpose.

**Analysis**
The student identifies and explains relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.

**Interpretation and Significance**
The student articulates an understanding of the multiple ways of reading and the range of interpretive strategies, and uses texts in the context of scholarship to raise and explore important questions.
**NATURAL WORLD CURRICULUM** Program goal: Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world.

**Scientific Method**
The student understands how the scientific method involves experimentation or empirical observations that are used for the development, testing, and application of models, theories, or laws.

**Scientific Principles**
The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.

**Data and Problem-Solving**
The student critically evaluates scientific information and/or solves problems using scientific data.

**ORAL COMMUNICATION CURRICULUM** Program goal: Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.

**Organization**
The student clearly organizes text to convey a central message.

**Supporting Material**
The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.

**Delivery**
The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance the effectiveness.

**QUANTITATIVE REASONING CURRICULUM** Program goal: Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.

**Interpretation**
The student is able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).

**Analysis**
The student is able to perform calculations and draw appropriate conclusions based on them.

**Communication**
The student can express quantitative evidence in support of an argument (considering what evidence is used, and how evidence is formatted, presented, and contextualized).

**CRITICAL ANALYSIS AND REASONING CURRICULUM** Program goal: Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.

**Conceptualization**
The student identifies and explains an essential concept, as well as the relation to other relevant concepts.

**Analysis**
The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.

**Evaluation**
The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications.
CITIZENSHIP AND SOCIETY CURRICULUM Program goal: Guide and prompt students to understand responsible citizenship, how society protects or fails to protect basic rights, and the avenues for individual or collective action.

Civil Rights and Civil Liberties
The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.

Individual and Collective Action
The student understands how societies and communities address collective issues.

Responsibilities of Citizenship
The student understands that individuals and societies have responsibilities to each other and to the common good.

TECHNOLOGICAL COMPETENCY CURRICULUM Program goal: Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.

Information Technology
The student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile technology).

Software and Systems
The student is able to use software and systems to collect, gather and analyze data for projects and tasks.

Appropriate Use
The student is able to apply an awareness of ethics and/or security standards while using information technology.

WRITTEN COMMUNICATION CURRICULUM Program goal: Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication of ideas.

Logic and Order
The student employs disciplinary expectations to produce clearly worded and organized text that makes a valid assertion.

Sources and Evidence
The student uses appropriate evidence to support assertions, with documentation of sources in accordance disciplinary conventions.

Control of Language and Syntax
The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>ART</td>
<td>ART274 Intro Cultur Studio</td>
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<tr>
<td>BIO</td>
<td>BIO142 Intro to Ecology</td>
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<tr>
<td>GER</td>
<td>GER320 Berlin</td>
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<tr>
<td>GER</td>
<td>GER322 Readings In German Literature</td>
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<tr>
<td>MAT</td>
<td>MAT110 Fund of Math I</td>
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<td>MAT140B College Algebra - 3 Credits</td>
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<td>MAT</td>
<td>MAT205 Concept Math for Mid Lvl Tchrs</td>
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<td>MAT</td>
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<td>MAT317 Statistics II</td>
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<td>MAT</td>
<td>MAT318 Elem Linear Algebra</td>
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<td>MAT320 Intro Abstr Algebra</td>
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<td>MAT</td>
<td>MAT322 Diff Equations</td>
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<td>MAT</td>
<td>MAT326 Mathematic Modeling</td>
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<td>MAT</td>
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<td>MAT</td>
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<td>MAT450 Combinatorics</td>
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<td>MAT456 Determ Meth Oper Res</td>
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<td>MAT491 Topics in Applied Mathematics</td>
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<td>MAT493 Topics in Applied Mathematics</td>
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<td>SOC</td>
<td>SOC370 Sociology The Arts</td>
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<tr>
<td>SPN</td>
<td>SPN215 Inter Spanish Native Speakers</td>
<td>Did not Apply</td>
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Existing General Education Program (from online undergraduate catalog)

**Fluency in Writing**
Students must take one of the following for 3 credits:

- [ENG 114 - Writing Intensive First-Year Seminar Credits: 3](#)
- [ENG 115 - Advanced Placement Writing Credits: 3](#)

**Fluency in Speaking**
Students must take the following for 3 credits:

- [HCS 100 - Introduction to Human Communication Credits: 3](#)

**Historical Perspectives**
Students must take the following two courses for a total of 6 credit hours:

- [HIS 105 - Historical Foundation of Global Cultures Credits: 3](#)
- [HIS 106 - Thinking Historically in a Global Age Credits: 3](#)

**Mathematical Competency**
Students must take one mathematics course numbered 100 or higher, for 3-4 credit hours, or must place at the Advanced Level through the university placement policy.
Categories of Knowledge

Category A-Logic and Numbers for Rational Thinking

(One course - 3-4 credit hours)

The courses in this category emphasize the use of symbols as a means of expressing complex thoughts and information lucidly and accurately. Many involve computational and mathematical operations—that is, the use of mathematics as a symbolic language where each element and rule of operation is defined very clearly in order to obtain precise understanding. Similarly, the remainder of the courses which may be taken to fulfill this requirement stress precise, logical approaches to reasoning; for example, the study of those aspects of philosophy involving the exposition of abstract ideas.

One course must be taken from any of the following, with the exception the mathematics course selected under Basic Skills and Competencies may not be used for this requirement.

- CSC 103 - Overview of Computer Science Credits: 3
- CSC 104 - Programming in Python Credits: 3
- CSC 120 - Introduction to Computer Science and Metacognition Credits: 3
- CSC 180 - Microcomputer Basic Credits: 3
- MAT 105 - Mathematics for Liberal Studies Credits: 3
- MAT 107 - Mathematical Models Applied to Money Credits: 3
- MAT 110 - Fundamentals of Mathematics I Credits: 3
- MAT 117 - Applied Statistics Credits: 3
- MAT 140A - College Algebra Credits: 4
- MAT 140B - College Algebra Credits: 3
- MAT 175 - Precalculus Credits: 3
- MAT 181 - Applied Calculus Credits: 3
- MAT 211 - Calculus I Credits: 4
- MAT 217 - Statistics I Credits: 4
- PHL 101 - Introduction to Philosophy Credits: 3
- PHL 102 - Critical Thinking Credits: 3
- PHL 105 - Ethical Theories and Problems Credits: 3
- Special Topics in General Education, Category A

Category B-Linguistic, Literary, Artistic and Cultural Traditions
Culture is the human-made part of the environment and the spoken and written word, together with the visual and performing arts, are its foundation. The courses required in this category are designed to acquaint the student with the richness and diversity of these aspects of culture, especially with the recognized standards of literary and artistic excellence. The emphasis in this category is also on the breadth and extent of the many cultural experiences and heritages that make up our world. Knowing only the traditions of our own immediate surroundings or even simply those of our country is no longer enough to function effectively in a world where contact between varied cultures and knowledge of their interaction has become normal and expected.

All students completing a Bachelor of Arts (B.A.) program will be required to attain intermediate level of proficiency in a foreign language. Intermediate proficiency may be satisfied by the completion of three years of a foreign language in high school, a 103-level college course in a foreign language, or satisfactory completion of an intermediate-level proficiency examination. Even if you are not completing a B.A. degree, the university encourages study of a foreign language as a means of fulfilling the requirement of this category. Foreign language study introduces students to the way language works, why words matter, and aids them in understanding more about their own language and its intricacies. Such study also fosters greater appreciation of peoples and cultures by crossing the language barrier and seeing more deeply how others live.

One course must be taken from those listed under Literature and two courses in different disciplines from those listed under Humanities.

**Literature**

(one course)

- **ENG 243** - The Art of the Film Credits: 3
- **ENG 248** - Introduction to Culturally Diverse Literature of the U.S. Credits: 3
- **ENG 250** - Introduction to Literature Credits: 3
- **FRN 330** - Masterpieces of French Literature Credits: 3
- **FRN 331** - Masterpieces of Francophone Literature Credits: 3
- **GER 151** - German Cinema Credits: 3
- **GER 320** - Berlin Credits: 3
- **GER 322** - Readings in German Literature Credits: 3
- **SPN 152** - Latino Literature Credits: 3
- **SPN 360** - Masterpieces of Spanish Literature Credits: 3
- **SPN 361** - Masterpieces of Spanish-American Literature Credits: 3
- Special Topics in General Education, Category B Literature
Humanities
(two courses - different disciplines)

- ART 101 - Art Appreciation Credits: 3
- ART 231 - Art History I Credits: 3
- ART 232 - Art History II Credits: 3
- ART 233 - Art History III Credits: 3
- ART 274 - Introduction to Cultural Studio Credits: 3
- ART 339 - History of American Art Credits: 3
- CHN 101 - Beginner's Chinese Credits: 3
- CHN 102 - Beginner's Chinese II Credits: 3
- CHN 103 - Intermediate Chinese Credits: 3
- FRN 101 - Beginning French I Credits: 3
- FRN 102 - Beginning French II Credits: 3
- FRN 103 - Intermediate French Credits: 3
- FRN 150 - French Civilization Credits: 3
- FRN 202 - Intermediate Conversation Through the Media Credits: 3
- FRN 204 - Ideas and Cultures from the French-Speaking World Credits: 3
- FRN 320 - French for the Professions Credits: 3
- GER 101 - Beginning German I Credits: 3
- GER 102 - Beginning German II Credits: 3
- GER 103 - Intermediate German Credits: 3
- GER 150 - German Civilization and Culture Credits: 3
- GER 203 - Intermediate German Communication Credits: 3
- GER 204 - Contemporary German Culture Credits: 3
- GER 215 - German for the Professions Credits: 3
- IAP 111 - Introduction to Interdisciplinary Arts Credits: 3
- MUS 121 - Introduction to Music Credits: 3
- MUS 129 - American Popular Music Credits: 3
- MUS 227 - Opera and Music Theatre Credits: 3
- MUS 261 - World Music Credits: 3
- SOC 370 - Sociology of the Arts Credits: 3
- SPN 101 - Beginning Spanish I Credits: 3
- SPN 102 - Beginning Spanish II Credits: 3
- SPN 103 - Intermediate Spanish Credits: 3
- SPN 150 - Spanish Civilization and Culture Credits: 3
- SPN 153 - Latino Pop Culture Credits: 3
- SPN 202 - Intermediate Conversation Credits: 3
- SPN 204 - Ideas and Cultures from the Spanish-Speaking World Credits: 3
- SPN 215 - Intermediate Spanish For Heritage and Native Speakers Credits: 3
- SPN 330 - Spanish for the Professions Credits: 3
Basic scientific literacy is necessary for knowledge of ourselves as a species and of the universe in which we live. The courses in this category have two comprehensive objectives to make clear what kinds of problems in the physical world are susceptible to scientific investigation and what kinds of solutions such investigation can produce and to provide an appreciation of the practice of scientific research and methodology, with its interaction of experiment and hypothesis. While the requirements of this category may be satisfied without a course containing a laboratory component, the university strongly encourages the selection of such courses. Experimentation in the laboratory allows the student both to observe and to participate directly in the systematic observation of nature and the principles of its investigation.

One course must be taken from those listed in three of the following disciplines.*

- **ANT 121 - Physical Anthropology Credits: 3**
- **BIO 100 - Basic Biology Credits: 3**
- **BIO 142 - Introduction to Ecology Credits: 3**
- **BIO 145 - Environmental Biology Credits: 3**
- **BIO 150 - Human Biology Credits: 3**
- **BIO 161 - Principles of Biology: Cell Structure and Function Credits: 4**
- **BIO 162 - Principles of Biology: Organismal Diversity Credits: 4**
- **BIO 208 - Field Biology Credits: 3**
- **BIO 237 - Human Anatomy & Physiology I Credits: 4**
- **CHM 103 - A Cultural Approach Credits: 3**
- **CHM 105 - An Observational Approach Credits: 3**
- **CHM 121 - Chemical Bonding Credits: 3**
- **ESS 108 - Conservation of Natural Resources Credits: 3**
- **ESS 110 - Introduction to Geology Credits: 3**
- **ESS 111 - Introduction to the Atmosphere Credits: 3**
- **ESS 210 - Physical Geology Credits: 3**
- **PHY 108 - Astronomy Credits: 3**
- **PHY 110 - Physics for Society Credits: 3**
- **PHY 121 - Introductory Physics I - Lecture Credits: 3**
- **PHY 122 - Introductory Physics II - Lecture Credits: 3**
- **PHY 205 - Intermediate Physics I Credits: 3**
• Special Topics in General Education, Category C

*Students majoring in the biological or physical sciences are permitted to count one course from their major department toward satisfying this requirement. Natural science courses that carry one of the above courses as a prerequisite and required science courses for Early Childhood/Elementary Education PK-4 and Elementary/Middle Level Education majors may also be counted toward this requirement.

Category D-Political, Economic and Geographic Sciences

(Two courses - 6 credit hours)

Institutions are formal ways societies and cultures create over time to pursue activities important to them. Two of the most basic institutions in any large, collective society are its governmental structure and its economic system—that is, the ways which a society has chosen to regulate the interaction between individuals and groups and the ways which it has chosen to satisfy and organize its material needs. Both of these frameworks and the remaining institutions of any society are all affected and shaped by their physical environment, the geography in which they are set. In an era of increasingly complex global interaction, an understanding of these institutions in today's society and the influences that have helped to pattern their development are vital to the citizens of a participatory democracy.

One course must be taken from those listed in two of the following disciplines.

• ECO 101 - Principles of Macroeconomics Credits: 3
• ECO 102 - Principles of Microeconomics Credits: 3
• ECO 113 - Principles of Economics Credits: 4
• GEO 101 - World Geography Credits: 3
• GEO 103 - Geography of the United States and Canada Credits: 3
• PLS 100 - U.S. Government and Politics Credits: 3
• PLS 141 - World Politics Credits: 3
• Special Topics in General Education, Category D

Category E-Social and Behavioral Sciences

(Two courses - 6 credit hours)

An awareness and recognition of the disciplines that examine and analyze group and individual behavior is of increasing importance for all who seek to understand and to predict the patterns and processes of human activity. These disciplines examine the
causes of human action and the diversity of its organization and structure. Their study will help the student to see the connection between his or her own perspective and that of society and to appreciate the effect social forces have on the individual. The courses in this category will also consider the theoretical frameworks of each discipline and the methods and results of current research.

One course must be taken from those listed in two of the following disciplines.

- **ANT 105 - Great Discoveries in Archaeology Credits: 3**
- **ANT 111 - Cultural Anthropology Credits: 3**
- **DS 100 - Introduction to Disability Studies Credits: 3**
- **ETH 100 - Introduction to Ethnic Studies Credits: 3**
- **ETH 101 - Introduction to African-American Studies Credits: 3**
- **ETH 102 - Introduction to Latino Studies Credits: 3**
- **GEO 140 - Cultural Geography Credits: 3**
- **HCS 125 - Survey of Communication Studies Credits: 3**
- **PSY 101 - General Psychology Credits: 3**
- **SOC 101 - Introduction to Sociology: Society and Diversity Credits: 3**
- **WST 100 - Introduction to Women’s and Gender Studies Credits: 3**
- **Special Topics in General Education, Category E**
University Diversity Requirement

Shippensburg University expects its students to understand the diverse nature of the United States-its currently diverse society as well as its diverse historical and cultural roots. Students should also gain awareness of how the country continues to emerge and be shaped by the interaction of people with different views. Finally, students should understand how cultural, ethnic and racial heritage, as well as gender, age, social class, sexual orientation, and abilities have shaped their attitudes, perspectives, beliefs, and values.

To complete the university diversity requirement, undergraduates are required to take one approved diversity course for a total of 3 credit hours. The following courses currently satisfy the university's diversity requirement.

- ART 101 - Art Appreciation Credits: 3
- CRJ 452 - Race, Ethnicity, and Crime Credits: 3
- DS 100 - Introduction to Disability Studies Credits: 3
- ECH 460 - Family School and Community Partnerships Credits: 3
- EEC 273 - Introduction to Exceptionalities: Understanding Diverse Learners Credits: 3
- ENG 248 - Introduction to Culturally Diverse Literature of the U.S. Credits: 3
- ETH 100 - Introduction to Ethnic Studies Credits: 3
- ETH 101 - Introduction to African-American Studies Credits: 3
- ETH 102 - Introduction to Latino Studies Credits: 3
- GEO 103 - Geography of the United States and Canada Credits: 3
- GEO 140 - Cultural Geography Credits: 3
- HIS 201 - Early History of the United States Credits: 3
- HIS 342 - U.S. Immigration and Ethnicity Credits: 3
- MGT 447 - Business and Society Credits: 3
- SOC 101 - Introduction to Sociology: Society and Diversity Credits: 3
- SWK 265 - Understanding Diversity for Social Work Practice Credits: 3
- WST 100 - Introduction to Women's and Gender Studies Credits: 3
SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
POLICY PROPOSAL (New or Revised)

DEPARTMENT: General Education Council COLLEGE:

SPONSOR: GECPC, chair Sherri Bergsten PHONE/E-MAIL X1772/seberg@ship.edu

DATE: 3/6/18

POLICY TITLE/DESCRIPTION:

Is this a NEW policy or a REVISION of a current policy? _____ NEW ___X___ REVISION

(Explain the new or revised policy in detail. Attach additional documentation as necessary)

UCC policy manual Appendix
4/4/06 New General Education Course Requirements and proposal form.

• 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.

Revised General Education Policy:
• General Education courses can be offered at any level, 100-400, keeping in mind that prerequisites should be consistent with the policy that students can only count 2 courses from the same academic program toward their general education requirements.
• Courses specified as directed general education cannot double count as credits toward a major, therefore programs must determine and communicate clearly with the registrar’s office how a given course will count for their majors. This directed general education policy only applies to majors, not minors.
• General Education courses should be able to meet the objectives for the program goal as laid out by the General Education Council. Sponsors must provide a plan to assess the course in terms of its effectiveness in meeting the objectives outlined in the appropriate rubric.

• Sponsors should distribute the Summary Sheet to Chairs of departments currently offering classes in the same program goal. 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 outlined in the appropriate rubric.

JUSTIFICATION:

The general education revision proposal approved 2017 specifies inclusion of courses at all levels, 100-400, therefore UCC policy needs to be updated to be consistent with the approved general education program.

PASSHE’s directed general education policy prevents double counting courses as both general education and credits toward the major, with the default being general education. An example provided in the policy additionally states “However, if the … course is not counted or considered to meet a general education requirement, then it may be considered a “cognate course” in the requirements for the major.” This indicates that programs can determine whether a given course counts toward the major or as directed general education, and such a decision must be communicated to the registrar’s office.

In the current general education program, and anticipated in the revised general education program that will be implemented Fall 2018, some general education courses are intended for a particular major or subset of majors. This means the previous policy suggesting that general education courses be available to all students and that the majority of students taking the courses should come from majors outside the discipline of the course is not consistent with current practice, nor is it consistent with the mission to provide students with a flexible general education program that works in concert with major programs.

Terminology has changed from the General Education Coordinating Committee to the General Education Council, and the new general education program is organized as a set of program goals rather than categories A-E. Terminology in the UCC general education policy should be changed accordingly.

PROPOSED IMPLEMENTATION DATE: Fall 2018