

**General Education Council**

2022 – 2023 Academic Year

**Agenda for the meeting on Tuesday, November 22<sup>nd</sup>, 2022, on ZOOM**

⇒ <https://ship.zoom.us/my/gochenaur>

1. Call to order
2. Review and approve the minutes of the previous council meeting – **See Attachment A**

**MOTION:** Motion to approve the 10/25/2022 minutes.

3. Opening Remarks (GEC co-chairs, Dr. Gochenaur; Dr. Brown)
4. Old Business
  - a. Reports from our Standing Committees (*revised order*)
    - i. First Year Experience (Dr. Bennett)
      1. Minutes 9/15/2022 – **See Attachments B**
      2. Minutes 11/17/2022 – **See Attachments C**
    - ii. GEC Antiracism Task Force (Dr. Moll)
    - iii. Documentation Committee (Dr. Cornell)
    - iv. By-Laws Revision Committee (Dr. Ulrich)
      1. Bylaws revisions – **See Attachments D**

**MOTION:** Motion to approve By-laws revision  
– addition of Documentation Committee.

**MOTION:** Motion to approve By-laws revision  
– addition of interdisciplinary programs as voting members.

- v. Budget (Dr. Shirk)
  1. Minutes
    - a. 10/13/2022 – **See Attachment E**
  2. Grant Proposal - \$7042 for spring IF all are approved.
    - a. Cella-Burg – **See Attachment F**
    - b. Culbertson – **See Attachment G**
    - c. Pierce – **See Attachment H**
- vi. Assessment (Dr. Weikel)
  1. Annual AY 2022-23 Course Assessment avail. 12/5/2022 to 10/2023
- vii. GEC/UCC Liaison (Dr. Lesman)
- viii. Program Committee (Dr. Lesman)
  1. Minutes attached
    - a. 10/14/2022 – **See Attachment I**
    - b. 10/14/2022 – **See Attachment J**
  2. Calibration Meeting Minutes – H & W – **See Attachment K**
  3. Proposals
    - a. French Certificate – **See Attachment L**

- b. French Cultural Studies Minor – **See Attachment M**
- c. French Minor – **See Attachment N**
- d. French B.A. – **See Attachment O**
- e. DE Pilot – ***This was tabled until January 31<sup>st</sup> meeting.***

**MOTION:** Motion to approve proposals.

- 4. Program Revision updates
  - a. Survey – results – **See Attachment P**
  - b. Chairs survey on (1) prefix rule, and (2) N Category discussion.
- 5. New Business
  - **2023 Guidebook for Undergraduate Students** – DLG sent GE edits to update our sections. DLG asked Levinstein to ensure that individual majors checked their GE course listings, too.
    - ***GE Reps should remind their Department's Curriculum Committee*** to look at the GE courses listed on their Major course listings.  
<https://www.ship.edu/academics/academics-resources/Exploratory-Studies/exploratory/guidebook/>
  - UNIV 101
    - *Has not been assigned to a particular department; instead, faculty resources (i.e., if the FYE Steering Committee needs more faculty) are allocated by the Provost to the Associate Provost who is the manager of FYE.*
    - *Course content is managed by the FYE Steering Committee.*
    - *A subset of the student learning objectives is managed by the General Education Program.*
    - *Class size is determined by the General Education Program who then makes recommendations to the Associate Provost.*

Thinking about that last bullet and the amount of faculty resources dedicated to UNIV 101 given the current on-campus discussions about resources and program arrays, is UNIV 101 up for discussion?
- 6. Announcements
- 7. Call to adjourn

## General Education Council

2022 – 2023 Academic Year

### Agenda for the meeting on Tuesday, October 25<sup>th</sup>, 2022, in DHC 151 at 3:30 P.M.

⇒ Zoom for those in quarantine: <https://ship.zoom.us/my/gochenaur>

1. Dr. Gochenaur called the meeting to order at 3:32 PM. Attendance at the meeting included: S. Benbow, S. Bergsten, C. Botteron, L. Brown, A. Carey, L. Cella, M. Cohen, S. Cornell, B. Culbertson, Y. Edwards, C. Girard, D. Gochenaur, N. Jepsen, K. Johnson, N. Jepsen, M. Knight, W. Kubasko, R. Lesman, Y. Liu, J. Lohrey, K. Lorenz, M. McNelis, A. Mellott, D. Predecki, J. Smith, B. Ulrich, A. Vassallo, K. Weikel, J. Windholz

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

**MOTION:** Approved the 9/27/2022 minutes unanimously.

3. Opening Remarks - Dr. Gochenaur welcomed the group and moved directly into the agenda given the number of discussion and voting items.

4. Old Business

- a. Reports from our Standing Committees

- i. Budget (Dr. Shirk)

1. Minutes

- a. 9/14/2022 – **See Attachment B**

- b. 10/13/2022 – **See Attachment C**

2. Grant Proposal – The Budget Committee recommending approval for Dr. Connelly’s proposal.

**MOTION:** Connelly proposal approved unanimously.

3. Note: The Documentation Committee is working on clearing the website to include only the most recent GEC grant application.

- ii. Assessment (Dr. Weikel)

1. Minutes attached - 10/18/2022 – **See Attachment E**

2. Follow-up on ‘no data’ courses

- iii. GEC/UCC Liaison (Dr. Lesman) – No news to report at this time.

- iv. Program Committee (Dr. Lesman)

1. Minutes attached

- a. 10/14/2022 – **See Attachments F**

- b. 9/26/2022 Town Halls – **See Attachments G**

2. Proposals

- a. AEES 120 – **See Attachments H** – This is a revised course with assessment data. Program Committee recommended approval for this course.

**MOTION:** Approved AEES 120 unanimously.

- b. CSC 120 – **See Attachments I**
- c. CSC 180 – **See Attachments J**

**MOTION:** Approved courses CSC 120 and 180 to be removed. Passed unanimously

- a. DE Pilot – **See Attachments K** - Concerns raised about the impact to GEC program, seats, and data collection. The Program Committee voted to ask for clarification about the data collection, what will be collected, how will the data be shared, etc. Discussion led to questions about timing for Spring courses. Clarification was provided that the pilot study will begin in Fall 2023. Questions emerged about the purpose of moving courses online related to recruitment, class size, the number of courses that are offered within the pilot, why GEC, the program interest in teaching courses, potential bias against smaller programs, impact on student success, concerns for students who may need more support than online modality may provide, concerns for first year students, first year student agency in selecting classes, what is the data on the number of courses students are taking at other institutions, potential requirements for faculty teaching online courses, fees are different for online courses, and the balance of face to face courses and online.

GOCHENAUR motioned and ULRICH seconded that the vote be tabled until the January 31<sup>st</sup> GEC Meeting to allow discussions occur at College Councils.

**MOTION:** Table the DE Pilot vote. Passed unanimously.

- b. Blended 2 Policy Change – **See Attachments L** – The language change brings into alignment the current definition with the CBA. Dr. Dobbs clarified that the department makes decision about curriculum delivery.

**MOTION:** Approved the Blended 2 Policy Change. Yes-25, No-1, Abstention-1,

3. Program Revision updates

- a. Survey – results – Chair results are currently at 50%. Dr. Gochenaur recommended that the GEC wait until at least 2/3 of the chairs respond to the survey. This addresses 3a. and 3b.
- b. Chairs survey on (1) prefix rule, and (2) N Category discussion.
- c. Handbook revisions – **See Attachments M** – BERGSTEN offered a friendly amendment for the following minor changes to the Handbook that are non-substantive: p. 6 new date & course revisions, p. 7 update to transfer of AS's to align with PASSHE Policy #1999-01-A, p. 8 UNIV 101 recommending the cap, p. 21 updating H rubric; p. 37-8 including 2020 approved policies, p. 39 removing contact names, p. 40 adding existing policies to list, p. 41 updating course listing, footer updated to 10/25/22 approval, and various capitalizations and punctuation throughout.

**MOTION:** Approve BERGSTEN's friendly amendment for minor Handbook revisions as indicated. Passed unanimously.

WINDHOLTZ made an amendment that the statement on to adjust language for UNIV 101 description on p.8 to read, "UNIV 101 is organized around student success." ULRICH seconded.

**MOTION:** Motion to approve amendment to adjust language for UNIV 101 description to read, "UNIV 101 is organized around student success." Passed unanimously.

WINDHOLTZ made an amendment to change the language on page 31 to "in the terms in which data is collected, CORNELL seconded.

**MOTION:** Change the language on page 31 to "in the terms in which data is collected." Passed unanimously.

GOCHENAUR motioned that the GEC meeting would stop and continue at this point for the next meeting. SMITH seconded.

**MOTION:** Stop GEC Meeting and continue at this point in the agenda for the next meeting. Passed unanimously.

Dr. Gochenaur posed the following question at the close of the meeting for the group to process before the next GEC meeting. - *Is UNIV 101 on the table for program array discussion?*

Call to adjourn at 4:50 PM.

Minutes reported by Wendy Kubasko.

The remaining items for this agenda will be the first items for the next agenda.

v. First Year Experience (Dr. Bennett)

1. Minutes 9/15/2022 – **See Attachments N**

b. GEC Antiracism Task Force (Dr. Moll)

c. Documentation Committee (Dr. Cornell)

d. By-Laws Revision Committee (Dr. Ulrich) – **See Attachments O**

5. New Business

6. Announcements

7. Call to adjourn

GEC-FYE Subcommittee Meeting

09/15/22

1pm. Zoom

Attendees:

C. Bennett, S. Marschall, L. Cella, J. Lohrey, A. Mellott, Y. Edwards, J. Smith

FYE/UNIV101 Updates from faculty Co-coordinator L. Cella (with subsequent discussion for each bullet)

- Currently working on instructional staffing for the spring term (new students and repeats)
- Beginning to assemble marketing for fall 2023 teaching need
  - Projecting 50 sections of UNIV101
  - Desire to reduce the course caps (they have increased every year, as there is a growing concern the course will become less personalized). Caps in 2018-20, 2022-26
- FYE Office is working on assessment
- A syllabus refresh has occurred for fall 2022
- A small pilot utilizing co-advising in several fall UNIV101 sections
- FYE Office has implemented “Proactive Check-ins”. These are meetings between students and Peer Anchors the first couple weeks of the semester
- FYE Steering Committee meets on 9/17

Meeting adjourned at 2pm.

Submitted by C. Bennett

## GEC-FYE Subcommittee Meeting

11/17/22

1pm. Zoom

Attendees:

C. Bennett, S. Marschall, L. Cella, A. Mellott,

FYE/UNIV101 Updates from faculty Co-coordinators L. Cella and S. Marschall (with subsequent discussion for each bullet)

- Currently finalizing instructional staffing for the spring term (new students, transfer, and repeats)
- Marketing for fall 2023 teaching need
  - Projecting 50 sections of UNIV101 (based on projected Fall 2023 enrollment goal)
  - Continued desire to reduce the course caps (they have increased every year, as there is a growing concern the course will become less personalized). Caps in 2018-20, 2022-26
- FYE faculty coordinators are planning for course assessment (for GEC)
  - Will randomly select end of term final papers
- No updates regarding the co-advising model in several fall UNIV101 sections
  - Should have something after the end of term
- FYE office surveys:
  - One will be sending end of course survey to students regarding their first semester experience
  - The other regarding student feedback about Peer Anchor performance and impact
- UNIV101 Faculty Meetings (3 during the term): discussed student updates, faculty challenges, what works well, etc...
  - One more in two weeks
- FYE Steering Committee met in September and October

Items discussed by GEC-FYE group

- How to better infuse elements into UNIV101 to better complement the advising process.

Meeting adjourned at 1:30pm.

Submitted by C. Bennett



## GEC Bylaws

### Update History:

Sections I and II accepted by GEC on 10/6/11; Sections III through VI accepted by GEC on 11/3/11. Section I.E.5. approved by GEC on 2/2/12; Amendments to I.E.2, II.F, III.F.1, VI.B.4, III.G.1, III.B approved by GEC on 3/24/16. Addition of subsection creating Entry-Year Experience Committee approved on 3/24/16. Amendments to II.B, 4A approved by GEC on 3/23/20. Addition of section III. Elected Officers and subsection IV. I creating the Waivers and Exceptions Advisory Committee approved on 3/23/20. Sections 1.A, adding voting members of interdisciplinary programs, and III.A, adding a Documentation Committee, accepted by GEC on 10/25/2022.

These bylaws supplement the University Governance Document and describe the policies and procedures of the General Education Council (GEC).

### I. Membership.

The membership of GEC is described in the University Governance Document. For undergraduate academic departments and interdepartmental programs, the Governance Document stipulates "One representative and one alternate of each undergraduate academic department". In 2022, it is proposed that this be amended to: "One representative and one alternate (to be elected by the department or program membership) of all interdepartmental programs (defined in the by-laws of GEC), each undergraduate academic department, and the Honors College."

A. Interdepartmental programs are defined as those that offer a major, or minor and are directed by a group of faculty elected/appointed from two or more departments,

~~A-1.~~ As of Fall 2022, interdepartmental programs include: Disability Studies, Ethnic Studies, Interdisciplinary Arts, International Studies, Women's and Gender Studies.

B. The representative from APSCUF to GEC serves a one-year renewable term.

C. A "primary member" of GEC is any member other than an alternate.

D. Attendance.

1. Attendance by primary members at all GEC meetings is expected. It is the responsibility of primary members to notify the co-chairs of the committee of absence in advance, when possible. More than two (2) unexcused absences from GEC meetings per semester shall lead to automatic dismissal from GEC. The executive committee of the University Forum shall determine what constitutes an unexcused absence.
2. If the primary representative from an academic department is unable to regularly attend GEC meetings, the alternate may take over as primary representative. The department should then choose a new alternate.

E. Role of Alternates.

1. Alternate members may attend GEC meetings, but may not vote if the primary member is present.
2. Alternate members may be members of GEC committees, but the primary member and alternate from the same academic department may not both be members of the same GEC committee.

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3. Only primary members (or alternates serving in lieu of the primary member) may make or second motions.
4. All GEC members (including alternates) may attend and participate in GEC and GEC committee meetings, but voting in these meetings is restricted as noted above.
5. Alternates are not eligible to be elected to the office of Faculty Co-Chair.

## II. Meetings.

- A. The GEC will meet monthly during the fall and spring academic semesters.
- B. The final meeting of the spring semester will include organization for the following academic year. The Faculty Co-Chair, Secretary, and General Education Liaison will be elected to one-year terms at this meeting.
- C. A quorum shall consist of 2/3 of the body. In determining a quorum, alternates shall be considered only if the department's primary representative is not present. Votes may only take place when a quorum of voting members is present.
- D. A motion shall be deemed passed if a majority of the members present vote "aye." In this determination, alternates who are not eligible to vote shall not be counted.
- E. Items may be placed on the agenda by either Chairperson, by any standing or ad-hoc committee, or by petition by any five members.
- F. Notice of meetings and an agenda shall be distributed at least four (4) days before each meeting to members, alternates, and other university constituencies. The mailing list will be developed by the Council, and reviewed annually at the spring organizational meeting.
- G. If an item is discussed which was not included on the agenda, any member has the right to have the vote postponed until the next meeting.
- H. Meetings shall be conducted in accordance with the procedures set down in the revised Robert's Rules of Order except as otherwise provided in these bylaws.
- I. Agendas and minutes from each meeting will be posted on a publicly available website.

## III. Elected Officers

- A. GEC has three elected positions: Faculty Co-Chair, Secretary, and General Education Liaison. Each position shall be filled according to procedures in II.B.
- B. The Faculty Co-Chair
  1. The Faculty Co-Chair will coordinate the activities of the GEC through managing and coordinating its meetings and subcommittees as well as ensure that all decisions are communicated to relevant units.
  2. The Faculty Co-Chair will have the following responsibilities:
    - a. Provide general oversight of program revision, proposal review and approval, assessment measures, and budget procedures.
    - b. Chair monthly GEC meetings, and prepare and distribute meeting materials.
    - c. Coordinate with the General Education Liaison on communication with GEC Representatives, Departments, College Councils, Dean's Offices, University Curriculum Committee, and other relevant bodies.

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- d. Collaborate with the General Education Liaison on matters concerning the review and revision of the General Education Program and on relevant policies and procedures.
- e. Serve on all GEC committees on an ad hoc basis, regularly consult with committee chairs, and regularly attend Program Committee meetings.
- f. Consult with the Administrative Co-Chair regularly, including on the appointment of GEC members to standing committees.
- g. Maintain the GEC website and official documents.
- h. Seek out and participate in external opportunities for discussing, developing, and assessing the General Education Program.

#### C. Secretary

1. The Secretary will have the following responsibilities:
  - a. Document GEC meeting proceedings, including tracking attendance, recording votes, and writing minutes.
  - b. Submit GEC meeting minutes to the Co-Chairs and General Education Liaison in advance of the next GEC meeting.

#### D. General Education Liaison

1. The General Education Liaison will coordinate all matters concerning the implementation of the General Education curriculum across the University, including academic and administrative units.
2. The General Education Liaison will serve as the Program Committee Chair, non-voting representative to the University Curriculum Committee, and as an ex-officio member of the Waivers and Exceptions Advisory Committee.
3. The General Education Liaison will have the following responsibilities:
  - a. Chair the Program Committee in accordance with IV.G.
  - b. Review and advise on all University Curriculum Committee proposals that concern General Education.
  - c. Report the results of GEC votes on course and program proposals to the University Curriculum Committee.
  - d. Coordinate the annual review and revision of the General Education curriculum, including calibration meetings.
  - e. Draft policies for the review and revision of the General Education curriculum.
  - f. Meet with Associate Deans and the Registrar's Office to help plan the schedule and conduct a seat analysis of General Education courses.

#### IV. Committees.

- A. The GEC has ~~five~~six standing committees: Budget Committee, Assessment Committee, Program Committee, and Entry-Year Experience Committee, ~~Documentation Committee~~ and Waivers and Exceptions Advisory Committee. The purpose of each committee is to make

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recommendations to the GEC.

- B. The membership of each committee will be organized at the first GEC meeting of each academic year. Committee members from the prior academic year are considered to still be members of that committee until this organization occurs. See Sections III.E.2, III.F.6, III.G.4, ~~and III.H.3,~~ III.I.4, and III.J.4 below for the selection procedures.
- C. Each standing committee will elect a chairperson and a secretary at its first meeting of each academic year.
- D. Each committee will deliver a report on its activities at the monthly GEC meeting.
- E. Budget Committee.
  - 1. The GEC Budget Committee will serve as a resource to recommend to the GEC the allocation and distribution of any funds available to the GEC. The committee may:
    - a. Develop recommended guidelines for distribution of any available funds in the form of grants.
      - i. The committee may serve, as needed, as a review body for grants, either as a whole or as a subcommittee.
      - ii. The committee may recommend to the GEC that ad-hoc grants committees be formed, as necessary.
    - b. Develop and recommend strategic requests for funding, tying such requests to the mission and goals of the GEC.
    - c. Coordinate and assist with the seeking of external grant funding, especially when related to the mission and goals of the GEC.
  - 2. Membership.
    - a. Any member of GEC is eligible to volunteer to be a member of the Budget Committee.
    - b. The Budget Committee shall have at least 5 but not more than 8 members.
    - c. The co-chairs may jointly appoint any member of GEC (as defined in Section I.A.) to the Budget Committee if there are fewer than 5 volunteers.
    - d. If there are more than 8 volunteers, then the co-chairs will jointly determine which 8 of the volunteers will serve as members of the Budget Committee.
- F. Assessment.
  - 1. The GEC Assessment Committee will organize the assessment of general education courses in terms of: time frames (i.e., which objective to assess, and when) and department rotations (i.e., coordinating the responsibilities of various departments involved in General Education)
  - 2. The Assessment Committee will assist departments in devising and carrying out assessments according to best practices.
  - 3. The Assessment Committee will review assessment plans with departments to facilitate best practices for both general education and department goals and aim.
  - 4. The Assessment Committee will review assessment outcomes with departments and

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assist departments in improving outcomes if problems have been identified.

5. In addition to the course-level assessment described above, the Assessment Committee will develop and carry out program-level assessment using appropriate strategies. These strategies may include, but are not limited to:
  - a. National standardized tests
  - b. Surveys
  - c. Public forums
  - d. Ongoing analysis of connections between course goals and program goals
  - e. General education curricula at other universities
  - f. Published best practices
6. Membership.
  - a. Any member of GEC is eligible to volunteer to be a member of the Assessment Committee.
  - b. The Assessment Committee shall have at least 5 but not more than 8 members.
  - c. The co-chairs may jointly appoint any member of GEC (as defined in Section I.A.) to the Assessment Committee if there are fewer than 5 volunteers.
  - d. If there are more than 8 volunteers, then the co-chairs will jointly determine which 8 of the volunteers will serve as members of the Assessment Committee.

#### G. Program.

1. The GEC Program Committee will consider all curriculum matters related to General Education, with a particular emphasis on long-term planning. This charge includes, but is not limited to:
  - a. Developing guidelines according to which curriculum proposals related to general education are drafted and evaluated
  - b. Crafting statements regarding program vision, mission, and goals
  - c. Crafting curriculum consistent with the vision, mission, and goals
  - d. Documenting the vision, mission, goals, and curriculum, and the connections among them
  - e. Continually evaluating the vision, mission, and goals with the intention of proposing revisions whenever it is deemed appropriate
  - f. Continually evaluating the curriculum with the intention of proposing revisions whenever it is deemed appropriate; the evaluation should include the delivery of the curriculum, as well as the content and its connection to the vision, mission, and goals
  - g. Evaluate UCC proposals related to General Education and make recommendations to GEC.
2. In evaluating the vision, mission, goals, and curriculum, the Program Committee will use any and all resources available to it, including but not limited to the data and

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information generated by the activities of the Assessment Committee.

3. All decisions made by the Program Committee are recommendations, with approval authority resting with the entire Council.
4. Membership.
  - a. Any member of GEC is eligible to volunteer to be a member of the Program Committee.
  - b. The Program Committee shall have at least 5 but not more than 8 members, and must include one member from each of the three Arts and Sciences divisions (Arts and Humanities, Behavioral and Social Sciences, Math and Natural Sciences), one member from the College of Business, and one member from the College of Education and Human Services.
  - c. The co-chairs may jointly appoint any member of GEC to the Program Committee if there are fewer than 5 volunteers. The co-chairs will also appoint a member of GEC from an appropriate college/division (see III.G.4.ii) if no such member volunteers.
  - d. If there are more than 8 volunteers, then the co-chairs will jointly determine which 8 of the volunteers will serve as members of the Program Committee.

#### H. Entry-Year Experience.

1. The GEC Entry-Year Experience Committee will investigate the possible creation of an entry-year experience for Shippensburg University and report its findings to the GEC.
2. If/when such an experience is created, the Entry-Year Experience Committee will work with the Assessment and Program Committees to monitor and manage the experience to ensure that it meets the goals set by the General Education program.
3. Membership.
  - a. Any member of GEC is eligible to volunteer to be a member of the Entry-Year Experience Committee.
  - b. The Entry-Year Experience Committee shall have at least 5 but not more than 8 members.
  - c. The co-chairs may jointly appoint any member of GEC (as defined in Section I.A.) to the Entry-Year Experience Committee if there are fewer than 5 volunteers.
  - d. If there are more than 8 volunteers, then the co-chairs will jointly determine which 8 of the volunteers will serve as members of the Entry-Year Experience Committee.

#### I. Documentation Committee

1. The Documentation Committee will review documentation for the General Education program, policies, procedures, reports, and assessments, updating the information management plan as needed, including a records management plan, documentation workflows, and guidelines for sharing information.
2. The Documentation Committee will work with other GEC Standing Committees to

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ensure that necessary documentation is occurring and following the records management plan.

3. The Documentation Committee will oversee General Education records on the s:\ drive and, the University web site, and other digital group workspaces such as Microsoft Teams or other.

4. Membership.

- a. Any member of GEC is eligible to volunteer to be a member of the Documentation Committee.
- b. The Documentation Committee shall have at least 3 but not more than 5 members.
- c. The co-chairs may jointly appoint any member of GEC (as defined in Section I.A.) to the Documentation Committee if there are fewer than 3 volunteers.
- d. If there are more than 5 volunteers, then the co-chairs will jointly determine which additional volunteers will serve as members of the Documentation Committee.

IV.1. Waivers and Exceptions Advisory Committee

1. The GEC Waivers and Exceptions Advisory Committee will provide guidance and/or recommendations to Dean's Offices concerning course substitutions, waivers, exceptions, or other similar measures, as they relate to the General Education curriculum.
2. In addition to the above role, the Waivers and Exceptions Advisory Committee will collect data on course substitutions, waivers, exceptions, and other similar measures, as they relate to the General Education curriculum. These data will be shared with GEC and the Program Committee as part of the annual review and revision process.
3. The Waivers and Exceptions Advisory Committee will also develop criteria for granting course substitutions, waivers, exceptions, and other similar measures.
4. Membership
  - a. Any member of GEC is eligible to volunteer to be a member of the Waivers and Exceptions Advisory Committee.
  - b. The Waivers and Exceptions Advisory Committee shall have 3 permanent members, and must include one member each from the College of Arts & Sciences, College of Education & Human Services, and College of Business. Representatives from each Dean's Office shall also have a seat on the committee.
  - c. The General Education Liaison shall serve as an ex-officio member.
  - d. The co-chairs may jointly appoint any member of GEC to the Waivers and Exceptions Advisory Committee if there are fewer than 3 volunteers. The co-chairs will also appoint a member of GEC from an appropriate college (see IV.I.4.b) if no such member volunteers.

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- e. If there are more than 3 volunteers, then the co-chairs will jointly determine which 3 volunteers will serve as members of the Waivers and Exceptions Advisory Committee.

~~J.K.~~ The GEC will create ad-hoc committees as necessary to perform its duties as described in the governance document.

~~K.L.~~ The co-chairs of GEC will serve as ex-officio members of each of the standing committees.

#### V. Curriculum Proposals.

- A. In accordance with the Governance Document, the University Curriculum Committee will refer all proposals that relate to general education to the GEC.
- B. A standard part of each GEC meeting's agenda will be consideration of proposals which have been received prior to distribution of the agenda.
- C. Once the GEC has made a decision, it will forward its recommendations on to the University Curriculum Committee.

#### VI. Interdisciplinary Programs.

- A. Interdisciplinary major and minor programs have an impact on General Education, therefore the GEC invites a representative from each program to participate as a non-voting member at each monthly meeting.
- B. Each program is encouraged to select a representative who is not already a member of GEC and who is interested in participating for at least one year.

#### VII. Amendments.

- A. By a motion from the floor or a joint recommendation from the co-chairs, the GEC may form an Ad-Hoc Amendment Committee to review and make recommendations to the GEC for amendments to these bylaws.
- B. Membership of Ad-Hoc Amendment Committee.
  - 1. Any member of GEC is eligible to volunteer to be a member of the Ad-Hoc Amendment Committee.
  - 2. The Ad-Hoc Amendment Committee shall have at least 5 but not more than 8 members.
  - 3. The co-chairs may jointly appoint any member of GEC (as defined in Section I.A.) to the Ad-Hoc Amendment Committee if there are fewer than 5 volunteers.
  - 4. If there are more than 8 volunteers, then the co-chairs will jointly determine which 8 of the volunteers will serve as members of the Ad-Hoc Amendment Committee.
- C. Proposed amendments must be presented in writing to the Council at least ten (10) days before the Council meeting at which they will be considered.
- D. An affirmative secret vote of 2/3 of the voting membership is required for enactment. The APSCUF representative will be charged with administering this vote. Votes will be counted jointly by the APSCUF and the GEC co-chairs.
- E. The bylaws should be reviewed at least every five years.



General Education Committee: Budget Sub-Committee Meeting Minutes  
October 13, 2022

Start Time: 2:00 pm

End Time: 2:23

In attendance: Samuel Benbow, Allison Carey, Kathryn Shirk, Andrew Vassallo

- I. Review and approval of minutes: A. Carey motioned to approve, S. Benbow seconded. A. Vassallo not present for the vote as it was necessary to step out briefly to address student concern. Motion passed.
- II. Review of grant proposal:
  - a. L. Cella /S. Burg (Proposal 2882): Proposal was tabled until the next scheduled sub-committee meeting as the sponsor did not provide the assessment tool/instrument as communicated by the committee directly after the September subcommittee meeting.
  - b. N. Connolly (Proposal 2923): Discussion was held regarding the proposal and upon completion, A. Carey motioned to recommend approval of the application and the awarding of the GEC grant in the amount of \$2,000.00 grant. S. Benbow seconded the motion, which was then unanimously approved.
  - c. B. Culberson (No proposal number because applicant did not use the current grant proposal): Discussion was held regarding the application and upon completion of the discussion, it was recommended to approve the proposal in the amount of \$4,150.00 contingent upon completion of revisions. The revisions include clearing defined learning objectives, and plan of assessment. Applicant stated a “written assignment”, which needs to include how the assignment will be assessed. K. Shirk will e-mail the sponsor to discuss the recommended revisions.
- III. GEC grant: Discussion was held regarding the challenges with accessing the GEC grant application, it’s location and update form. K. Shirk will e-mail the website manager (Debbie) as well as D. Ward to update GEC website, that includes the newest version of the application, updated names of committee members, and location of the grant proposal, which is located on the “info” ready website.
- IV. GEC program goals/rubrics can be found at [https://www.ship.edu/academics/academics-resources/general\\_education/](https://www.ship.edu/academics/academics-resources/general_education/)
- V. Reminder: Next GEC meeting scheduled for October 25, 2022

Respectfully submitted,  
Samuel R. Benbow, Secretary  
GEC Grant Budget Committee

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# Application Summary

## Competition Details

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**Competition Title:** General Education Grant Program

**Category:** General Education @SHIP

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## Application Information

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**Submitted By:** Laurie Cella

**Application ID:** 2882

**Application Title:** Building Bridges for Fall 2022

**Date Submitted:** 04/25/2022 7:25 PM

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## Personal Details

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**Applicant First Name:** Laurie

**Applicant Last Name:** Cella

**Email Address:** ljcella@ship.edu

**Phone Number:** (717) 448-3561

**Primary Organization:** English

**Contact Person's Name:** Laurie Cella

**Contact Person's Email Address:** ljcella@ship.edu

**Contact Person's Phone Number:** 7174483561

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## Co-Applicant(s)

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Name	Email	College	Department
Steve Burg	Ssburg@ship.edu	Arts and Sciences	History

## Application Details

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### Proposal Title

Building Bridges for Fall 2022

### Proposal Abstract

**Building Bridges** focuses on small group discussion and interaction as a means to openly and frankly discuss issues of diversity. The program is designed to develop safe forums for students to discuss topics that might be sensitive or challenging to discuss. Student Facilitators are selected to be part of the Building Bridges based on experience, availability, expressing willingness to learn, and cultural orientation. They will go through a mandatory training process to become facilitators and they will be trained to discuss multicultural issues. Faculty members have the opportunity to schedule facilitators to come into their classes to educate and enlighten students about diversity, stereotyping, racism, and white privilege. This atmosphere is unique these topics are so charged that very few people are willing to discuss them without a safe space. These sessions challenge student to open their minds to understanding these issues.

### **Comments to the Administrator(s)**

If funded, we will be able to offer Building Bridges to most, if not ALL sections of UNIV 101. That means, this GEC Grant has the potential to have a positive impact of every First Year student in Fall 2022. The fund may even allow Building Bridges to visit UNIV 101 classes in the Spring - something they have not been able to do yet.

### **General Education Program Goal**

First Year Seminar, Diversity, Citizenship & Responsibility

### **Collaboration**

Currently, Building Bridges and MSA reach out to 101 faculty to advertise Building Bridges. With this model -- allowing EVERY 101 class to invite Building Bridges, Miss Di and Kapri have said that MSA, housed in Gilbert Hall, can host ALL of the Building Bridges presentations. They would bring a much needed visibility to the Multicultural Student Association.

### **Student reach**

Potentially, every single first year student would be impacted in a positive way by this grant.

### **Student learning objectives (SLOs)**

One of the learning objectives for the UNIV 101 Seminar is to **Practice Civility in a Diverse Society**. This course is charged with "promoting understanding of diversity and social responsibility." In this course, "the student will engage with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community." The Building Bridges program allows faculty to customize the topic that he/she would like addressed in the classroom. This customized lesson allows faculty the freedom to shape the discussion around diversity, and to create a truly safe space to share individual perspectives and ideas. Many students are very new to the topic of diversity, and so creating this focused, respectful environment provides an important foundation for a sustained conversation throughout their time at Shippensburg.

One of the learning objectives connected to the GEC grant is to **Promote Civic Responsibility**. Students develop a stronger and more meaningful engagement with the Shippensburg campus community. The Student Facilitators will become leaders on campus. Research shows that leadership positions have a positive impact on retention and graduation rates. Moreover, the students who participate in the classroom dialogues will feel more connected to students from different backgrounds and thus they will have a stronger, more meaningful connection to the campus as a whole.

Finally, one of the learning objectives for UNIV 101 Seminar is a focus on **Wellness**. Faculty will encourage students "to develop strategies and goals to support their personal wellness and academic success." There is a direct connection between a welcoming and supportive community climate and overall student wellness. A stronger sense of support and ongoing dialogue contributes in a positive way to students' physical and mental health.

### **Assessment of student learning outcomes**

There will be several modes of assessment for this program:

Students will evaluate the Building Bridges program immediately after the Student Facilitators visit the classroom through a Qualtrics link

. We will observe the student facilitators.

Faculty response to the program will also be assessed. They will be asked the following questions via Qualtrics: Did the facilitator meet your expectations for your course? Was this experience beneficial to your students? Would you recommend this program to other faculty? First Year Experience Programmatic Assessment will ask questions regarding diversity. The students will be asked PRE and POST questions regarding their perspectives on diversity. These are the POST questions: Did this course and classroom dialogue prompt you to re-think your notions of diversity? What have you learned about diversity on the Shippensburg campus and community after taking UNIV 101?

### **Matching funds**

0

### **Sources of matching funds**

First Year Experience Office

## **Acknowledgment**

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### **Required summary and assessment results**

[Acknowledged] General Education Grant awardees are required to submit a summary of their completed project, event, or activity AND the results of their student learning assessment(s). Members of the GEC are eager to foster collaborations among faculty members and to provide guidance regarding assessment. The [General Education Handbook](#) is also a good resource.

General Education Grant recipients who do not comply with the final report requirement will not be eligible for future General Education Grant awards.

## Building Bridges Budget Proposal

Facilitators:	7 students @ \$750 stipend per semester	\$5,250
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Dear Shippensburg University 101 Faculty,

The Multicultural Student Affairs Office (MSA) would like to extend to the campus community the opportunity to become involved in the Building Bridges Program. The Building Bridges Program is designed to enhance levels of human understanding through discussing issues of diversity and identity. We firmly believe that to create a positive multicultural environment we must first create an atmosphere of cultural competency – this can only be done by discussing societal issues and individual differences.

We offer to you the chance to have members of our team present to your students in Gilbert Hall, where MSA is located and facilitate a conversation on the topics of diversity. This is a chance for students to discuss sensitive topics with their peers, and to challenge their own ideals in a safe space.

If you are interested in the Building Bridges Program for Fall 2022. please fill in the registration below and return it to the MSA Office in Gilbert Hall, 200, or via email to Mrs. Kapri Brown, Assistant Director of MSA at [klbrown@ship.edu](mailto:klbrown@ship.edu). Classroom sessions will begin on August 27, 2022 and continue throughout the semester.

Please contact our office with any questions. Thank you in advance for your consideration.

Ms. Diane L. Jefferson  
Director of Multicultural Student Affairs

Mrs. Kapri Brown  
Assistant to the Director

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Faculty/Staff Name \_\_\_\_\_

Contact # \_\_\_\_\_ Email \_\_\_\_\_

Class Name/Topic \_\_\_\_\_

Date of class \_\_\_\_\_ Time \_\_\_\_\_ Length \_\_\_\_\_

Days of the week \_\_\_\_\_

Number of students \_\_\_\_\_

Specific topic/issue you would like discussed

\_\_\_\_\_  
\_\_\_\_\_

# Anonymous Evaluation of Building Bridges In-Class Discussion

Name of class: \_\_\_\_\_ Professor: \_\_\_\_\_ Meeting day & Time: \_\_\_\_\_

Gender: M F Other \_\_\_\_\_ Age: \_\_\_\_\_

Year: Fr Soph. Jr. Sr. Grad Ethnicity: \_\_\_\_\_

**This was the first time I have experienced an open discussion of racial issues in a racially mixed group: \_\_\_ Yes \_\_\_ No \_\_\_**

**Was this your first Building Bridges discussion? \_\_\_ Yes \_\_\_ No**

**If no, how many Building Bridges discussions have you participated in before? \_\_\_\_\_**

**The facilitators made me feel comfortable about asking questions and expressing my views.**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**Some of my questions about racial/cultural issues were answered during the discussion.**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**I felt that any students did not state their honest opinions because they were afraid of offending the facilitators or the professor.**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**We spent too much time on the topic.**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**This discussion gave me an opportunity to discover my own feelings about some of the issues addressed.**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**I felt attacked and blamed for being white (skip this question if you are not white).**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**The facilitators seemed to be defensive.**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**One or two facilitators dominated the discussion too much.**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**The facilitators seemed "preachy".**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**I got the opportunity to say what I wanted to.**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**This discussion stimulated me to discuss racial issues with my friends/family.**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much

**Other ethnic groups besides blacks and white were mentioned in the discussion.**

1 2 3 4 5 6 7 8 9 10  
Not at all Very Much



## GENERAL EDUCATION GRANT

# INSTRUCTIONS PAGE

The purpose of General Education (GE) Grants is to support projects, events, and other activities that advance the objectives of the GE program. This includes off-campus excursions, on-campus performances, events highlighting the work of GE students, and other projects related to the GE curriculum.

## SUBMISSION INSTRUCTIONS

Grant applications are due by 11:59pm on the 15<sup>th</sup> of each month starting in August and ending in April, or until funds are exhausted. This will ensure that the General Education Council's (GEC) Budget Committee has adequate time to review the applications before the next full GEC meeting, held on the last Tuesday of each month. Applications received after the 15<sup>th</sup> will be considered during the following review cycle.

Direct any questions and submit grant applications (with supporting documents) to the current GEC Budget Committee Chair, **Carrie Sipes**, [casipes@ship.edu](mailto:casipes@ship.edu).

## GRANT APPLICATIONS

In order for review by the Budget Committee, submitted grant applications must contain the following items:

- Information and Summary Page: Please provide the requested information and submit a written summary of what the grant is for and what you are requesting. The summary should provide a clear description of the project/event and how it advances the learning objectives of a specific Program Goal. We also suggest describing an assignment that students will complete after participating.
- Budget Page with Supporting Documents: Complete the budget page and for each item listed, provide a written estimate from the vendor. Your proposal will **not** be evaluated without supporting documents.

The Budget Committee will review your grant based on the criteria in the evaluation rubric (see final page).

## GRANT POLICIES

- Receipts must be retained and submitted for reimbursement to your department/office secretary
- Retroactive funding can be granted up to 30 days after your event
- Faculty teaching GE courses may submit one proposal per semester
  - If multiple faculty are contributing to the same project, please submit a joint application
- Grant awards are limited to:
  - \$1,500 per GE class section (e.g., two sections of a class going to a museum are limited to \$3,000)
  - \$2,000 per project/event that encompasses multiple GE courses
  - Please note that partial funding may be awarded as the GEC nears the end of its allotted funds
- If your project/event is funded, you must submit a final report to the GEC Budget Committee Chair by the end of the semester that the project/event is held. This report should summarize the event and assess its impact on student learning. Specific guidelines will be provided with the award letter. If a final report is not submitted, you will not be allowed to apply for another GE grant until the report is received.

GENERAL EDUCATION GRANT

**INFORMATION AND SUMMARY PAGE**

Title of Project/Event: Washington DC Fieldtrip- National Gallery, Smithsonian, Area museums

Date of Project/Event: Sunday November 6, 2022

Your Name: Ben Culbertson- Art and Design  
Dr. Chrissy Senecal- History  
Prof. Kate Keely- Art History

Department: Art and Design, Department of  
History & Philosophy

Email: [brculb@ship.edu](mailto:brculb@ship.edu) Phone: 717-491-3172 cell  
[cksene@ship.edu](mailto:cksene@ship.edu) Ext: 1262  
[krkeely@ship.edu](mailto:krkeely@ship.edu) Ext: 1215

General Education Program Goal Supported:

- 1. Historical Themes:** Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.
- 2. Creative:** Guide and prompt students to demonstrate and apply creative competencies, problem solving and preparation in the realization of a creative work.
- 3. Written Communication:** Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication of ideas.

List the GE course(s) and sections you are teaching (or will teach) that this proposal is for:

ART101-01 & ART101-02 Art Appreciation  
ART 233 History of Art III (Taught by Prof. Kate Keely)

If the project/event is open to the entire campus, list any additional students/populations who may be interested in attending:

Art History Students  
Art and Design majors  
History majors (with special focus on students of Dr. Senecal interested in Byzantine, and Medieval history)

Total Amount Requested: **\$4150**

**PROJECT/EVENT SUMMARY**

In your project/event summary, please include: (1) a clear description of the project/event, (2) who will or can participate (e.g., students of specific courses, open to campus community), (3) how it will support the learning objectives of the specified GE Program Goal, and (4) if there are any assignments associated with this project/event. You may start writing in the space below (continuing onto new pages as needed) or attach the summary as a separate document.

## GENERAL EDUCATION GRANT

### 1) Description of the project/event:

This event is a fieldtrip to Washington D.C. to visit the National Gallery of Art and surrounding museums on the Mall which may include the National Museum of Asian Art, the African Art Museum, the Hirshhorn Museum, and the American Art Museum. Additionally, the National Museum of the American Indian and the National Museum of African American History and Culture are within reasonable walking distance.

### (2) Who will or can participate?:

Current Art Appreciation and Art History III students will fulfill required writing assignments while visiting the National Gallery of Art or one of the aforementioned museums. All Art Majors are invited to participate. Prof. Keely and I have approximately 110 Gen-Ed students combined.

Since D.C. has so many opportunities to study art, history and culture, Dr. Chrissy Senecal's class was invited to participate. She is currently teaching HIS321 History of Late Medieval Europe. The National Gallery's notable holdings from this time period will allow students to see works up close; they can study historical and stylistic progressions in the arts that correspond to their in-class lectures and readings.

The National Gallery holdings include:

Icon paintings- Madonna and Child, Portraits of Saints

Triptychs and altarpieces

Unusual works from Vanni, Gentile da Fabriano, Bosch, Van Eyck and the Netherlandish painters

Additionally, any open seats can be filled by students or faculty from other majors. Students need to get out of the classroom periodically to broaden their worldview. An informal survey of my ART101 classes showed that 95% of students had never been to The National Gallery.

### (3) how it will support the learning objectives of the specified GE Program Goal?:

**Historical Themes** Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.

Art is a product of culture and culture is a product of time and place. This field trip will expose students to the idea that the visual arts are not simply placeholders in history but an evolving visual essay on the essence of humanity and our place in the cosmos. In an era of camera phones and disposable images the act of observing and analyzing a single image for its many layers of meanings is, in a way, iconoclastic. We are not taught nor encouraged to scrutinize images much beyond the "swipe". Yet, questions of truth, faith and meaning persist. Students need practice in visual literacy that uses an historically informed critique of past works in order to decipher through critical thinking, the works of their own time.

**2. Creative:** Guide and prompt students to demonstrate and apply creative competencies, problem solving and preparation in the realization of a creative work.

If want to make your art work better, expand your sources! This my advice to students. Study technique. Study composition. Study history. Study the present and new approaches. All this, ultimately, to "know thy self".

**3. Written Communication:** Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication of ideas.

The Major Museum assignment in Art 101 and the writing assignments in ART233 Art History III serve to sharpen students' ability to articulate what the sum of visual components chosen by an artist, at that historical moment, communicated then and what they may communicate now.

## GENERAL EDUCATION GRANT

### **(4) Assignments associated with this project/event:**

Art Appreciation students are required to complete the “Major Museum Assignment”.

This assignment requires students to tour the National Gallery of Art and find one 2D work and one 3D work from any time period that holds their interest. Students will write a critique of each work using a set of guidelines to prompt them to explore three main areas: 1. Historical context 2. Visual elements and design principles at work 3. Content or meaning that emerges when engaged with work and a meaningful attempt to articulate the interrelations in writing. (please see attached for more details)

Art History III students have a required critical writing assignment with this fieldtrip.

**GENERAL EDUCATION GRANT**

**BUDGET PAGE**

For each item, attach a written estimate from the vendor or a supporting document (such as an email message) that outlines the cost. Additionally, if you are requesting less than the total amount, please state where the remaining funds are coming from.

**ITEMIZED BUDGET**

	<b>Item</b>	<b>Cost</b>	<b>Quantity</b>	<b>Amount</b>
1	Charter Bus Transportation roundtrip to Wash. DC (including gratuity)	\$ 2075	2	\$ 4150
2		\$		\$
3		\$		\$
4		\$		\$
5		\$		\$
6		\$		\$
7		\$		\$
8		\$		\$

<b>TOTAL AMOUNT OF PROJECT/EVENT: \$4150</b>
<b>TOTAL AMOUNT REQUESTED: \$4150</b>

**GRANT EVALUATION**  
**COMPLETED BY GE BUDGET COMMITTEE**

Date of Submission:	Date of Evaluation:
---------------------	---------------------

<b>Required Elements</b>	<b>Complete proposal?</b>	<b>Linked to GE Program Goal?</b>	<b>Itemized budget?</b>	<b>Supporting documentation for all budget items?</b>
	Yes/No	Yes/No	Yes/No	Yes/No

**GENERAL EDUCATION GRANT**

	<b>2 – Excellent</b>	<b>1 – Adequate</b>	<b>0 – Poor</b>	<b>Rating</b>
<b>Quality of Application</b>	Clear and detailed description of project/event; All information provided; Free of typographical errors	Clear but general description of project/event; Details missing; Contains a few typographical errors	Unclear what project/event is; Information missing; Contains several typographical errors	
<b>Relevance to General Education</b>	Clear that proposed project fits with specified Program Goal; Explains how project connects to specific learning objectives	General links to Program Goal made; Connections with specific learning objectives not clear	How project fits with Program Goal not explained; Connections with learning objectives absent	
<b>Students Impacted</b>	Open to campus community or students across different GE courses; Students from different disciplines could benefit	Open to students across different GE courses or multiple course sections	For students in one section of one GE course	
<b>Project/Event Budget</b>	Budget for project is reasonable; Costs are essential and relevant to project	Budget is generally reasonable; Some costs not essential or relevant to project	Budget unreasonable given the project; Many expenses are not essential	
<b>Assessment of Student Learning</b>	Requires student assignment based on participation in project; Assignment described clearly and fits with project	Requires student assignment based on participation, but not described clearly or does not fit with project	Student assignment not required	
<b>Comments</b>				
	<b>TOTAL</b>			

**Recommendation:** Approve / Do Not Approve

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# Application Summary

## Competition Details

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**Competition Title:** General Education Grant Program

**Category:** General Education @SHIP

**Submission Deadline:** 04/14/2023 11:59 PM

## Application Information

---

**Submitted By:** Gretchen Pierce

**Application ID:** 3081

**Application Title:** Historical Architecture Project Fall 2022

**Date Submitted:** 11/12/2022 3:22 PM

## Personal Details

---

**Applicant First Name:** Gretchen

**Applicant Last Name:** Pierce

**Email Address:** GKPierce@ship.edu

**Phone Number:** (717) 477-1729

**Primary Organization:** History / Philosophy

**Contact Person's Name:** same as above.

**Contact Person's Email Address:**

**Contact Person's Phone Number:**

## Co-Applicant(s)

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Name	Email	College	Department
No Co-Investigator(s)			

## Application Details

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### Proposal Title

Historical Architecture Project Fall 2022

### Proposal Abstract



I did a research and construction project in my HIS 105 sections. The roughly 80 students were divided into ten groups in each section, each with four-five people in them. Each group had to pick a different culture: Ancient Egypt, Ancient Israel, Ancient Mesopotamia, Classical Greece, Classical Maya, Hellenistic Egypt, Maurya India, the Persian Empire, Qin China, or the Roman Empire. They then picked one piece of architecture—a wall, temple, or pyramid, for example—to study. Each student was responsible for researching basic information about their object: When was it built? Where was it built? Who commissioned it, designed it, or built it? How was it built? What was it used for? Is it still there today? What is it used for today? Each student then had a different theme of their own to research. One student in each group examined the building's connection to religion. Another looked at politics. A third researched gender. A fourth person focused on social structure. For teams with five people, the theme of geography was added. Each student was expected to use at least four sources and their paper had to discuss both the history of their object and its connection to their theme. As a group, the team physically built a replica of their object. Because I did not want them to spend any of their own money, I gave each team a \$30 budget. They had to decide what they needed to build their object and present me with a formal budget. Finally, each group presented their object, providing the basic history of the piece of architecture, but connecting it back to the four-five main themes as well.

### **Comments to the Administrator(s)**

**This is for Category 2. I am requesting \$558.**

### **General Education Program Goal**

Historical Themes

### **Collaboration**

N/A

### **Student reach**

Around 80 in my two sections of HIS 105-04/05. The best projects will be selected to present at Minds@Work. Students from across the university will be able attend the conference and learn from the poster presentations. Especially students in History (including those in the Gen Ed courses HIS 105, 106, and 201), as well as International Studies, Ethnic Studies, Art, and Interdisciplinary Arts will benefit by attending.

### **Student learning objectives (SLOs)**

The project as a whole achieved several General Education (GE) learning objectives. These include:

1. demonstrate effective reading, writing, oral communications, and critical thinking;
  2. demonstrate an understanding of ideas, events, persons, and creative expressions from history; and
- It also met the GE Historical (GEH) learning objectives:

1. The student demonstrates knowledge and understanding of major historical themes or trends;
2. The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards;
3. The student uses language that is organized and clear and demonstrates an ability to draw comparisons and/or construct historical arguments.

Because the project centered around architecture, it taught students about creative expressions from history as well as culture (GE 2, 9). Since it required research, reading, writing, and critical thinking skills were enhanced. They also had to use evidence to make their arguments in clear and organized language (GE 1, GEH 2, 3). By tying their projects to issues such as religion, politics, social structure, gender, and geography, students learn about how perspectives shape one's lived experiences and demonstrate their understanding of historical themes and context (GE 9, GEH 1, 2).

### **Assessment of student learning outcomes**

I do assessment in a variety of ways.

First, I use a formal survey (see pages 3-4) of all students who completed the project. My goal is to have at least 80% of students select an 8 or higher for questions about how useful the project was to their learning. These two questions correspond to GE 2 and GEH1. **I have not distributed the survey yet this semester but will provide the results in the After Report.**

Second, students write a paper, deliver a presentation, and build a model (see rubrics on pages 5-7). As I grade these items, I will be able to assess GE 1 and 2 and GEH 1-3. **The only portion of the assignment I have graded so far is the models, so I will analyze the results in the After Report. My goal is to have at least 80% of students get a B or higher on each portion of the assignment being assessed.**

#### **Matching funds**

0

#### **Sources of matching funds**

N/A

### **Acknowledgment**

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#### **Required summary and assessment results**

[Acknowledged] General Education Grant awardees are required to submit a summary of their completed project, event, or activity AND the results of their student learning assessment(s). Members of the GEC are eager to foster collaborations among faculty members and to provide guidance regarding assessment. The General Education Handbook is also a good resource.

General Education Grant recipients who do not comply with the final report requirement will not be eligible for future General Education Grant awards.

General Education Council Grant  
 “Historical Architecture Project”  
 Budget  
 Gretchen Pierce  
 Fall 2022

Line	Item	Cost/unit	Quantity	Amount	Comment
	Apple Barrel, Acrylic Paint, Khaki, 2 fl oz	0.54	3	1.62	Amazon
	Krafty Kids, mini wood craft sticks, 2.13 x .25 in, 150 count	5.55	1	5.55	“
	Krylon, fusion all in one spray paint, satin khaki beige, 12 oz	16.05	1	16.05	“
	Krylon, Colormaxx Spray Paint, Gloss True Blue, 12 oz	5.98	1	5.98	“
	Rust-Oleum, textured spray paint, Desert Bisque, 12 oz	9.98	1	9.98	“
	Sharpie, Permanent Markers, Fine Tip, Metallic, 3 pack	7.30	1	7.30	“
	Hiawbon, cow figurines, 20 pieces	8.99	1	8.99	“
	Apple Barrel, acrylic paint, red, 2 fl oz	0.50	1	0.50	“
	Juvale, e-flute boards, 8 x 10 in x 2 mm, 25 pack	12.99	1	12.99	“
	Apple Barrel, Acrylic Paint, Toasted Marshmallow, 2 fl oz	1.49	1	1.49	“
	Apple Barrel, acrylic paint, brown oxide, 2 fl oz	0.54	1	0.54	“
	Mr. Pen, craft paper, brown 8.5 x 11 in, 50 pack	5.99	1	5.99	“
	Juvale, 6 pack foam rectangles, white, 12 x 6 x 1 in	13.99	1	13.99	“
	Apple Barrel, Acrylic Paint, Golden Sunset, 2 fl oz	0.54	2	1.08	“

General Education Council Grant  
 “Historical Architecture Project”  
 Budget  
 Gretchen Pierce  
 Fall 2022

	Apple Barrel, acrylic paint, territorial beige, 2 fl oz	5.96	2	11.92	“
	Apple Barrel, acrylic paint, black, 2 fl oz	5.09	1	5.09	“
	Hasbro, Jenga game	10.27	1	10.27	“
	Be Good, natural sand, 1.5 lbs	7.99	2	15.98	“
	Gorilla glue, micro precise, clear, 5 g, 2 pack	13.24	1	13.24	“
	Hopelf, wooden dowel rods, 12 x ¼ in, 50 count	9.99	1	9.99	“
	Calpamy, Foam clay, white, 300 g	12.99	2	25.98	“
	Crayola, Air Dry Clay, White, 5 lb	12.99	2	25.98	“
	Elmer’s, Multipurpose glue, 16 oz	4.94	1	4.94	“
	Perfectware, craft sticks, 4.5 in, 1000 count	11.15	1	11.15	“
	Deco Art, Extreme Sheen Paint, 24 K Gold, 2 fl oz	2.68	1	2.68	“
	Apple Barrel, acrylic paint, jack-o-lantern, 2 fl oz	0.54	1	0.54	“
	Apple Barrel, acrylic paint, dark gray, 2 fl oz	0.97	1	0.97	“
	Sub-total		34	230.78	
	Taxes			13.84	
	<b>Total 1</b>		<b>34</b>	<b>244.62</b>	
	HGP, corrugated cardboard sheets, 5 x 7 in, 30 pack	8.48	1	8.48	Amazon
	Sub-total		1	8.48	
	Taxes			0.51	
	<b>Total 2</b>		<b>1</b>	<b>8.99</b>	

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	Floracraft, smooth styrofoam sheet, white, 1 x 16 x 12 in	4.64	1	4.64	Amazon
	Sub-total		1	4.64	
	Taxes			0.28	
	<b>Total 3</b>		<b>1</b>	<b>4.92</b>	
	Floracraft, smooth foam half ball, white, 2.2 x 4.5 in	5.30	1	5.30	Amazon
	RAAM, acrylic paints and brushes, 24 pack	10.99	1	10.99	“
	Elmer’s, multipurpose glue, 1.25 oz	4.95	1	4.95	“
	DIYSelf, box cutter and 10 blades, yellow	4.49	1	4.49	“
	Apple Barrel, acrylic paint set, red, yellow blue, 2 oz each	7.14	1	7.14	“
	Good Living, bamboo skewers, 12 in, 100 count	4.99	1	4.99	“
	Youking, masking tape, white, 0.7 in x 55 yd	5.99	1	5.99	“
	Comfy, jumbo craft sticks, 6 in, 100 count	5.99	1	5.99	“
	Ffchuanhe, foam circles, white, 6 in, 10 pack	12.59	1	12.59	“
	Crafjie, foam ball, white, 6 in, 2 pack	12.99	1	12.99	“
	Sub-Total		10	75.42	
	Taxes			4.54	
	<b>Total 4</b>		<b>10</b>	<b>79.96</b>	
	Plaid, nylon chip brush set, white, 3 count	2.87	1	2.87	Amazon
	Sub-Total		1	2.87	
	Taxes			0.17	
	<b>Total 5</b>		<b>1</b>	<b>3.04</b>	

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	Crafter’s Square, air-dry modeling clay, 8.8 oz	1.25	2	2.50	Dollar Tree
	Sub-Total		2	2.50	
	Taxes			0.10	
	<b>Total 6</b>		<b>2</b>	<b>2.60</b>	
	Readi-Board, foam board, white, 20 x 30	1.25	3	3.75	Dollar Tree
	Sub-Total		3	3.75	
	Taxes			0.23	
	<b>Total 7</b>		<b>3</b>	<b>3.98</b>	
	Vigoro, bagged pea gravel, tan 4.5 cu in	4.68	1	4.68	Home Depot
	Sub-Total		1	4.68	
	Taxes			0.29	
	<b>Total 8</b>		<b>1</b>	<b>4.97</b>	
	Elmer’s Foam Board, white, 20 x 30, 6 pack	23.94	1	23.94	Michaels
	Sub-Total		1	23.94	
	Taxes			1.44	
	<b>Total 9</b>		<b>1</b>	<b>25.38</b>	
	Creatology, corrugated paperboard, brown, 20 x 30 in	3.78	1	3.78	Michaels
	Elmer’s, foam board, white, 20 x 30 in	6.035	2	12.07	“
	Artist’s Loft, acrylic paint, ivory black, 4 oz	3.78	1	3.78	“
	Celebrate, tissue paper, navy, 20 x 20 in, 12 pack	3.39	1	3.39	“
	Artist’s Loft, acrylic paint, grey, 4 oz	3.77	1	3.77	“
	Artist’s Loft, acrylic paint, parchment, 4 oz	3.77	1	3.77	“
	Artist’s Loft, acrylic paint, titanium white, 4 oz	3.77	1	3.77	“
	Ashland, Fine Stone granules, white, 28 oz	3.77	1	3.77	“

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	Ashland, Raffia, natural, 108.5 cu in	4.52	1	4.52	“
	Ashland, fine stone granules, tan, 28 oz	3.77	1	3.77	“
	Sub-Total		11	46.39	*Reflects a \$15 discount
	Shipping			7.95	
	Taxes			3.26	
	<b>Total 10</b>		<b>11</b>	<b>57.60</b>	
	Pen + Gear, Poster Board, white, 22 x 28	0.97	1	0.97	Walmart
	Panacea, River Pebbles, Natural	4.67	1	4.67	“
	AdTech, Hot Glue Gun, full size	5.67	1	5.67	“
	Crayola, Construction Paper, 10 colors, 240 sheets	5.34	1	5.34	“
	Mainstays, Indoor LED Fairy String Lights, Copper, 6 ft	4.97	1	4.97	“
	Ad Tech, glue gun sticks, 10 count	2.62	1	2.62	“
	Crayola, Classic Crayons, 24 count	1.44	1	1.44	“
	Sub-Total		7	25.68	
	Shipping			6.99	
	Taxes			1.95	
	<b>Total 11</b>		<b>7</b>	<b>34.62</b>	
	Elmer’s, glue, extra strong, 4 ounces	1.34	1	1.34	Walmart
	Sub-Total		1	1.34	
	Taxes			0.08	
	<b>Total 12</b>		<b>1</b>	<b>1.42</b>	
	Go Create, natural wood craft sticks, 1000 count	2.91	1	2.91	Walmart
	Sub-Total		1	2.91	
	Taxes			0.17	
	<b>Total 13</b>		<b>1</b>	<b>3.08</b>	
	X-acto #2 Medium Duty Knife, Standard	5.38	1	5.38	“

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	Pen + Gear, recycled moving box, 12 x 8 x 10 in	0.98	3	2.94	“
	X-Acto #1 Knife, red	3.44	1	3.44	“
	Apple Barrel, acrylic paint, caramel, 2 oz	0.97	1	0.97	“
	Elmer’s, glue, extra strong, 4 ounces	1.34	3	4.02	“
	Pen + Gear, poster board, white, 22 x 28 in, 5 pack	4.88	2	9.76	“
	Elmer’s, school glue, washable, clear, 5 oz	1.88	1	1.88	“
	Rust-Oleum, spray paint, flat brown, 12 oz	6.98	1	6.98	“
	Colorshot, aerosol spray paint, Skinny Dip, tan satin, 10 oz	4.97	1	4.97	“
	Spring Park, coconut palm trees figurines, 16 cm	7.86	1	7.86	“
	Rust-Oleum, gloss spray paint, brilliant blue, 12 oz	9.63	1	9.63	“
	Balsa Circle, craft sand, yellow, 1 lb	4.99	1	4.99	“
	Elmer’s, multipurpose spray adhesive, 4 oz	3.44	1	3.44	“
	Sub-Total		18	66.26	
	Shipping			11.91	
	Taxes			4.65	
	<b>Total 14</b>		<b>18</b>	<b>82.82</b>	
	<b>Grand Sub-Total</b>		<b>92</b>	<b>499.64</b>	
	<b>Grand Total Shipping</b>			<b>26.85</b>	
	<b>Grand Total Taxes</b>			<b>31.51</b>	
	<b>Grand Total</b>		<b>92</b>	<b>558.00</b>	



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**Applicant Name:** Gretchen Pierce

**Email Address:** [gkpierce@ship.edu](mailto:gkpierce@ship.edu)

**Campus Phone:** 717-477-1729

**Primary Organization:** College of Arts and Sciences (History / Philosophy)

**Collaborators:** N/A

**Title:** Historical Architecture Project

**Category:** 2

**Abstract:** I did a research and construction project in my HIS 105 sections. The roughly 80 students were divided into ten groups in each section, each with four-five people in them. Each group had to pick a different culture: Ancient Egypt, Ancient Israel, Ancient Mesopotamia, Classical Greece, Classical Maya, Hellenistic Egypt, Maurya India, the Persian Empire, Qin China, or the Roman Empire. They then picked one piece of architecture—a wall, temple, or pyramid, for example—to study. Each student was responsible for researching basic information about their object: When was it built? Where was it built? Who commissioned it, designed it, or built it? How was it built? What was it used for? Is it still there today? What is it used for today? Each student then had a different theme of their own to research. One student in each group examined the building’s connection to religion. Another looked at politics. A third researched gender. A fourth person focused on social structure. For teams with five people, the theme of geography was added. Each student was expected to use at least four sources and their paper had to discuss both the history of their object and its connection to their theme. As a group, the team physically built a replica of their object. Because I did not want them to spend any of their own money, I gave each team a \$30 budget. They had to decide what they needed to build their object and present me with a formal budget. Finally, each group presented their object, providing the basic history of the piece of architecture, but connecting it back to the four-five main themes as well.

**Gen Ed Program Goal:** Historical Themes

**Student Reach:** Around 80 in my two sections of HIS 105-04/05. The best projects will be selected to present at Minds@Work. Students from across the university will be able attend the conference and learn from the poster presentations. Especially students in History (including those in the Gen Ed courses HIS 105, 106, and 201), as well as International Studies, Ethnic Studies, Art, and Interdisciplinary Arts will benefit by attending.

**Student Learning Objectives:** The project as a whole achieved several General Education (GE) learning objectives. These include:

1. demonstrate effective reading, writing, oral communications, and critical thinking;
2. demonstrate an understanding of ideas, events, persons, and creative expressions from history; and

It also met the GE Historical (GEH) learning objectives:

1. The student demonstrates knowledge and understanding of major historical themes or trends;

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2. The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards;
3. The student uses language that is organized and clear and demonstrates an ability to draw comparisons and/or construct historical arguments.

Because the project centered around architecture, it taught students about creative expressions from history as well as culture (GE 2, 9). Since it required research, reading, writing, and critical thinking skills were enhanced. They also had to use evidence to make their arguments in clear and organized language (GE 1, GEH 2, 3). By tying their projects to issues such as religion, politics, social structure, gender, and geography, students learn about how perspectives shape one’s lived experiences and demonstrate their understanding of historical themes and context (GE 9, GEH 1, 2).

**Assessment:** I do assessment in a variety of ways.

First, I use a formal survey (see pages 3-4) of all students who completed the project. My goal is to have at least 80% of students select an 8 or higher for questions about how useful the project was to their learning. These two questions correspond to GE 2 and GEH1. **I have not distributed the survey yet this semester but will provide the results in the After Report.**

Second, students write a paper, deliver a presentation, and build a model (see rubrics on pages 5-7). As I grade these items, I will be able to assess GE 1 and 2 and GEH 1-3. **The only portion of the assignment I have graded so far is the models, so I will analyze the results in the After Report. My goal is to have at least 80% of students get a B or higher on each portion of the assignment being assessed.**

**Matching Funds:** N/A

**Requested Total:** \$558

**Itemized Budget:** see pages 8-13

**Supporting Materials:** for receipts, see pages 14-26

**After Action Report:** Please note that I was unable to submit my After Report on time for my Spring 2022 grant. I sent multiple emails from May until September 2022 that went unanswered trying to figure out what information to include and where to submit it. I hope this does not count against me for this round of grants. I can document my attempts to get it done on time, if needed.

HIS 105  
Research Project Assessment  
Spring 2022

**Highlighted areas correspond to GE 2 and GEH 1**

Please answer questions about how much you enjoyed the various parts of the project on a 1 to 10 scale, with 10 being “a lot” and 1 being “not at all.” Feel free to leave a comment if you need to explain anything.

1. How much did you enjoy researching and writing your paper?  
1      2      3      4      5      6      7      8      9      10

Comments:

2. How much did you enjoy designing and building your model?  
1      2      3      4      5      6      7      8      9      10

Comments:

3. How much did you enjoy preparing and delivering your presentation?  
1      2      3      4      5      6      7      8      9      10

Comments:

4. How much did you enjoy listening to other people’s presentations?  
1      2      3      4      5      6      7      8      9      10

Comments:

5. How much did you enjoy the project as a whole?  
1      2      3      4      5      6      7      8      9      10

Comments:

Please answer questions about how useful the project was for helping you to learn or reinforce information from class on a 1 to 10 scale, with 10 being “a lot” and 1 being “not at all.” Feel free to leave a comment if you need to explain anything.

6. How much did the project help you to learn NEW INFORMATION about your particular architectural object, the country it was built in, people associated with the object, or big themes like religion/politics/gender, etc.?

1      2      3      4      5      6      7      8      9      10

Comments:

7. How much did the project help you to REINFORCE information you already learned in class about your particular architectural object, the country it was built in, people associated with the object, key terms or themes like cultural tolerance/covenant/patriarchy, etc. or big themes like religion/politics/gender, etc.?

1      2      3      4      5      6      7      8      9      10

Comments:

8. What were the most POSITIVE elements of this project?

9. What areas of IMPROVEMENT would you like to see?

10. Would you recommend that I assign this project again in future semesters?

Yes

No

**Thesis (Th.) /20 CORRESPONDS TO GEH 3**

1. Lacks an argument
2. Weak argument—needs to answer “why?,” “how?,” or “what were they?” etc.
3. Thesis does not answer the question (or only does so partially)

**Topic Sentences (TS.) /10**

1. No topic sentence
2. Topic sentence does not summarize the paragraph
3. Topic sentence does not reinforce the thesis

**Organization (O.) /20 CORRESPONDS TO GEH 3**

1. The organization of the paragraphs differs from the order set out in the thesis
2. Paragraph contains more than one idea
3. Paragraph jumps back and forth between ideas

**Evidence (E.) /20 CORRESPONDS TO GEH 2**

1. Provide more evidence/give an example/explain
2. Did not use the requisite sources
3. Introduce the quote in your own words, do not just “drop” the quote in the middle of the paragraph
4. Provide context for the quote—who is speaking? What is happening?
5. Give a person’s full name/explain who they are the first time you mention them
6. Relevance of evidence **CORRESPONDS TO GEH 2**
7. Redundant
8. Incorrect evidence
9. Contradiction
10. Date(s) needed

**Analysis (A.) /20**

1. PIE-point, illustration, evidence: (P), a quote should be preceded by an argumentative point.
2. PIE: (E), explain HOW the illustration proves the point

**Mechanics /10 CORRESPONDS TO GEH 3**

1. (#)-Spell out numbers that are less than 100
2. (1<sup>st</sup>/2<sup>nd</sup>)-Do not use 1<sup>st</sup> person (I, we) or 2<sup>nd</sup> person (you)
3. (Ag.)-agreement: subject/verb or noun/pronoun
4. (Ap.)-incorrect use of apostrophes
5. (Awk.)-awkward phrasing
6. (Caps.)-capitalization
7. (Cit.)-citation needed
8. (Coll.)-language too colloquial
9. (Don’t)-Do not use contractions
10. (G.)-grammar
11. (List)-items in a list need to have the same part of speech in each part of the list
12. (Punc.)-punctuation
13. (Rep)-repetitive language
14. (R.O.)-run-on sentence
15. (S.F.)-sentence fragment
16. (Sp.)-spelling
17. (Title)-book/movie titles are italicized, article titles go in between quotation marks
18. (U.)-unclear phrasing, meaning
19. (Unc. Ant.)-unclear antecedent
20. (W.C.)-word choice

**Total /100 CORRESPONDS TO GE 1**

**Presentation Rubric  
Corresponds to GE 1**

<b>Name</b>	<b>Object</b>	<b>Theme</b>
<b><u>Content</u></b>	<b><u>Comments</u></b>	<b><u>Score</u></b>
Object: Yes/No	<b>CORRESPONDS TO GE 2</b>	<b>/8</b>
Theme: Yes/No	<b>CORRESPONDS TO GEH 1</b>	
Connections: Yes/No		
Thesis: Yes/No		
<b><u>Slides</u></b>	<b><u>Comments</u></b>	<b><u>Score</u></b>
Images: Yes/No		<b>/5</b>
Text: Too Much/ Too Little/Just Right		
<b><u>Referenced Model</u></b>	<b><u>Comments</u></b>	<b><u>Score</u></b>
Yes/No		<b>/2</b>
<b><u>Mechanics</u></b>	<b><u>Comments</u></b>	<b><u>Score</u></b>
Volume: Too Quiet/JR		<b>/5</b>
Pacing: Slow/Fast/JR		
Clarity: Clear/Not Clear		

Model Rubric  
**CORRESPONDS TO GE 2**

Accuracy: /7.5  
Creativity: /7.5  
**Total: /15**

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Line	Item	Cost/unit	Quantity	Amount	Comment
	Apple Barrel, Acrylic Paint, Khaki, 2 fl oz	0.54	3	1.62	Amazon
	Krafty Kids, mini wood craft sticks, 2.13 x .25 in, 150 count	5.55	1	5.55	“
	Krylon, fusion all in one spray paint, satin khaki beige, 12 oz	16.05	1	16.05	“
	Krylon, Colormaxx Spray Paint, Gloss True Blue, 12 oz	5.98	1	5.98	“
	Rust-Oleum, textured spray paint, Desert Bisque, 12 oz	9.98	1	9.98	“
	Sharpie, Permanent Markers, Fine Tip, Metallic, 3 pack	7.30	1	7.30	“
	Hiawbon, cow figurines, 20 pieces	8.99	1	8.99	“
	Apple Barrel, acrylic paint, red, 2 fl oz	0.50	1	0.50	“
	Juvale, e-flute boards, 8 x 10 in x 2 mm, 25 pack	12.99	1	12.99	“
	Apple Barrel, Acrylic Paint, Toasted Marshmallow, 2 fl oz	1.49	1	1.49	“
	Apple Barrel, acrylic paint, brown oxide, 2 fl oz	0.54	1	0.54	“
	Mr. Pen, craft paper, brown 8.5 x 11 in, 50 pack	5.99	1	5.99	“
	Juvale, 6 pack foam rectangles, white, 12 x 6 x 1 in	13.99	1	13.99	“
	Apple Barrel, Acrylic Paint, Golden Sunset, 2 fl oz	0.54	2	1.08	“



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	Apple Barrel, acrylic paint, territorial beige, 2 fl oz	5.96	2	11.92	“
	Apple Barrel, acrylic paint, black, 2 fl oz	5.09	1	5.09	“
	Hasbro, Jenga game	10.27	1	10.27	“
	Be Good, natural sand, 1.5 lbs	7.99	2	15.98	“
	Gorilla glue, micro precise, clear, 5 g, 2 pack	13.24	1	13.24	“
	Hopelf, wooden dowel rods, 12 x ¼ in, 50 count	9.99	1	9.99	“
	Calpamy, Foam clay, white, 300 g	12.99	2	25.98	“
	Crayola, Air Dry Clay, White, 5 lb	12.99	2	25.98	“
	Elmer’s, Multipurpose glue, 16 oz	4.94	1	4.94	“
	Perfectware, craft sticks, 4.5 in, 1000 count	11.15	1	11.15	“
	Deco Art, Extreme Sheen Paint, 24 K Gold, 2 fl oz	2.68	1	2.68	“
	Apple Barrel, acrylic paint, jack-o-lantern, 2 fl oz	0.54	1	0.54	“
	Apple Barrel, acrylic paint, dark gray, 2 fl oz	0.97	1	0.97	“
	Sub-total		34	230.78	
	Taxes			13.84	
	<b>Total 1</b>		<b>34</b>	<b>244.62</b>	
	HGP, corrugated cardboard sheets, 5 x 7 in, 30 pack	8.48	1	8.48	Amazon
	Sub-total		1	8.48	
	Taxes			0.51	
	<b>Total 2</b>		<b>1</b>	<b>8.99</b>	

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	Floracraft, smooth styrofoam sheet, white, 1 x 16 x 12 in	4.64	1	4.64	Amazon
	Sub-total		1	4.64	
	Taxes			0.28	
	<b>Total 3</b>		<b>1</b>	<b>4.92</b>	
	Floracraft, smooth foam half ball, white, 2.2 x 4.5 in	5.30	1	5.30	Amazon
	RAAM, acrylic paints and brushes, 24 pack	10.99	1	10.99	“
	Elmer’s, multipurpose glue, 1.25 oz	4.95	1	4.95	“
	DIYSelf, box cutter and 10 blades, yellow	4.49	1	4.49	“
	Apple Barrel, acrylic paint set, red, yellow blue, 2 oz each	7.14	1	7.14	“
	Good Living, bamboo skewers, 12 in, 100 count	4.99	1	4.99	“
	Youking, masking tape, white, 0.7 in x 55 yd	5.99	1	5.99	“
	Comfy, jumbo craft sticks, 6 in, 100 count	5.99	1	5.99	“
	Ffchuanhe, foam circles, white, 6 in, 10 pack	12.59	1	12.59	“
	Crafjie, foam ball, white, 6 in, 2 pack	12.99	1	12.99	“
	Sub-Total		10	75.42	
	Taxes			4.54	
	<b>Total 4</b>		<b>10</b>	<b>79.96</b>	
	Plaid, nylon chip brush set, white, 3 count	2.87	1	2.87	Amazon
	Sub-Total		1	2.87	
	Taxes			0.17	
	<b>Total 5</b>		<b>1</b>	<b>3.04</b>	

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	Crafter’s Square, air-dry modeling clay, 8.8 oz	1.25	2	2.50	Dollar Tree
	Sub-Total		2	2.50	
	Taxes			0.10	
	<b>Total 6</b>		<b>2</b>	<b>2.60</b>	
	Readi-Board, foam board, white, 20 x 30	1.25	3	3.75	Dollar Tree
	Sub-Total		3	3.75	
	Taxes			0.23	
	<b>Total 7</b>		<b>3</b>	<b>3.98</b>	
	Vigoro, bagged pea gravel, tan 4.5 cu in	4.68	1	4.68	Home Depot
	Sub-Total		1	4.68	
	Taxes			0.29	
	<b>Total 8</b>		<b>1</b>	<b>4.97</b>	
	Elmer’s Foam Board, white, 20 x 30, 6 pack	23.94	1	23.94	Michaels
	Sub-Total		1	23.94	
	Taxes			1.44	
	<b>Total 9</b>		<b>1</b>	<b>25.38</b>	
	Creatology, corrugated paperboard, brown, 20 x 30 in	3.78	1	3.78	Michaels
	Elmer’s, foam board, white, 20 x 30 in	6.035	2	12.07	“
	Artist’s Loft, acrylic paint, ivory black, 4 oz	3.78	1	3.78	“
	Celebrate, tissue paper, navy, 20 x 20 in, 12 pack	3.39	1	3.39	“
	Artist’s Loft, acrylic paint, grey, 4 oz	3.77	1	3.77	“
	Artist’s Loft, acrylic paint, parchment, 4 oz	3.77	1	3.77	“
	Artist’s Loft, acrylic paint, titanium white, 4 oz	3.77	1	3.77	“
	Ashland, Fine Stone granules, white, 28 oz	3.77	1	3.77	“

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	Ashland, Raffia, natural, 108.5 cu in	4.52	1	4.52	“
	Ashland, fine stone granules, tan, 28 oz	3.77	1	3.77	“
	Sub-Total		11	46.39	*Reflects a \$15 discount
	Shipping			7.95	
	Taxes			3.26	
	<b>Total 10</b>		<b>11</b>	<b>57.60</b>	
	Pen + Gear, Poster Board, white, 22 x 28	0.97	1	0.97	Walmart
	Panacea, River Pebbles, Natural	4.67	1	4.67	“
	AdTech, Hot Glue Gun, full size	5.67	1	5.67	“
	Crayola, Construction Paper, 10 colors, 240 sheets	5.34	1	5.34	“
	Mainstays, Indoor LED Fairy String Lights, Copper, 6 ft	4.97	1	4.97	“
	Ad Tech, glue gun sticks, 10 count	2.62	1	2.62	“
	Crayola, Classic Crayons, 24 count	1.44	1	1.44	“
	Sub-Total		7	25.68	
	Shipping			6.99	
	Taxes			1.95	
	<b>Total 11</b>		<b>7</b>	<b>34.62</b>	
	Elmer’s, glue, extra strong, 4 ounces	1.34	1	1.34	Walmart
	Sub-Total		1	1.34	
	Taxes			0.08	
	<b>Total 12</b>		<b>1</b>	<b>1.42</b>	
	Go Create, natural wood craft sticks, 1000 count	2.91	1	2.91	Walmart
	Sub-Total		1	2.91	
	Taxes			0.17	
	<b>Total 13</b>		<b>1</b>	<b>3.08</b>	
	X-acto #2 Medium Duty Knife, Standard	5.38	1	5.38	“

General Education Council Grant  
 “Historical Architecture Project”  
 Budget  
 Gretchen Pierce  
 Fall 2022

	Pen + Gear, recycled moving box, 12 x 8 x 10 in	0.98	3	2.94	“
	X-Acto #1 Knife, red	3.44	1	3.44	“
	Apple Barrel, acrylic paint, caramel, 2 oz	0.97	1	0.97	“
	Elmer’s, glue, extra strong, 4 ounces	1.34	3	4.02	“
	Pen + Gear, poster board, white, 22 x 28 in, 5 pack	4.88	2	9.76	“
	Elmer’s, school glue, washable, clear, 5 oz	1.88	1	1.88	“
	Rust-Oleum, spray paint, flat brown, 12 oz	6.98	1	6.98	“
	Colorshot, aerosol spray paint, Skinny Dip, tan satin, 10 oz	4.97	1	4.97	“
	Spring Park, coconut palm trees figurines, 16 cm	7.86	1	7.86	“
	Rust-Oleum, gloss spray paint, brilliant blue, 12 oz	9.63	1	9.63	“
	Balsa Circle, craft sand, yellow, 1 lb	4.99	1	4.99	“
	Elmer’s, multipurpose spray adhesive, 4 oz	3.44	1	3.44	“
	Sub-Total		18	66.26	
	Shipping			11.91	
	Taxes			4.65	
	<b>Total 14</b>		<b>18</b>	<b>82.82</b>	
	<b>Grand Sub-Total</b>		<b>92</b>	<b>499.64</b>	
	<b>Grand Total Shipping</b>			<b>26.85</b>	
	<b>Grand Total Taxes</b>			<b>31.51</b>	
	<b>Grand Total</b>		<b>92</b>	<b>558.00</b>	

For Total 1:

Items Ordered	Price
3 of: <i>Apple Barrel Acrylic Paint in Assorted Colors (2 oz), 21390, Khaki</i> Sold by: Amazon.com Services LLC	\$0.54
Condition: New	
1 of: <i>Krafty Kids CW496 Craftwood Mini Craft Sticks, 2 .13in by 0.25in, Natural, 150-Piece</i> Sold by: Amazon.com Services LLC	\$5.55
Condition: New	
1 of: <i>Krylon K02740007 Fusion All-In-One Spray Paint for Indoor/Outdoor Use, Satin Khaki Beige</i> Sold by: Amazon.com Services LLC	\$16.05
Condition: New	
1 of: <i>Krylon K05543007 COLORmaxx Spray Paint and Primer for Indoor/Outdoor Use, Gloss True Blue</i> Sold by: Amazon.com Services LLC	\$5.98
Condition: New	
1 of: <i>Rust-Oleum 223524 Stops Rust Multi-Color Textured Spray Paint, 12 Ounce (Pack of 1), Desert Bisque, 12 Fl Oz</i> Sold by: Amazon.com Services LLC	\$9.98
Condition: New	
1 of: <i>Sharpie Permanent Markers   Fine Tip   Assorted Metallic Colours   3 Count</i> Sold by: E-BOSS ( <a href="#">seller profile</a> )	\$7.30
Condition: New	
1 of: <i>Hiawbon Mini Colorful Cattle Figurines Simulated Cattle HO Scale 1:87 Realistic Plastic Cow Figurines, 20 Pcs</i> Sold by: Hiawbon ( <a href="#">seller profile</a> )	\$8.99
Condition: New	
1 of: <i>Apple Barrel Acrylic Paint in Assorted Colors (2 oz), 20501, Bright Red</i> Sold by: Amazon.com Services LLC	\$0.50
Condition: New	
1 of: <i>2mm Strong Corrugated E-Flute Boards (8 x 10 in, 25 Pack)</i> Sold by: Juvo+ ( <a href="#">seller profile</a> )	\$12.99
Condition: New	
1 of: <i>Apple Barrel Multi Surface Acrylic Paint, 2 oz, Toasted Marshmallow 2 Fl Oz</i> Sold by: Amazon.com Services LLC	\$1.49
Condition: New	
1 of: <i>Apple Barrel Acrylic Paint in Assorted Colors (2-Ounce), 20511 Brown Oxide (K20511)</i> Sold by: Amazon.com Services LLC	\$0.54
Condition: New	
1 of: <i>Mr. Pen- Kraft Paper Sheets, 50 Pack, 8.5 x 11", Kraft Paper, Brown Craft Paper, Craft Paper Sheets, Brown Printer Paper, Kraft Stationary Paper, Back to School Supplies</i> Sold by: Mr. Pen ( <a href="#">seller profile</a> )	\$5.99
Condition: New	
1 of: <i>Juvala 6 Pack Foam Rectangles for Crafts, Floral Arrangements, DIY Projects, (12 x 6 x 1 in)</i> Sold by: Juvo+ ( <a href="#">seller profile</a> )	\$13.99
Condition: New	
2 of: <i>Apple Barrel Acrylic Paint in Assorted Colors (2 Ounce), Golden Sunset</i> Sold by: Amazon.com Services LLC	\$0.54
Condition: New	
2 of: <i>Apple Barrel Acrylic Paint in Assorted Colors (2 oz), 20558, Territorial Beige</i> Sold by: Amazon.com Services LLC	\$5.96
Condition: New	
1 of: <i>Apple Barrel Acrylic Paint in Assorted Colors (2 Ounce), 20504 Black</i> Sold by: Amazon.com Services LLC	\$5.09
Condition: New	
1 of: <i>Hasbro Gaming: Jenga Classic Game</i> Sold by: Amazon.com Services LLC	\$10.27
Condition: New	
2 of: <i>Be Good Company Natural Sand (Refill Pack)</i> Sold by: Amazon.com Services LLC	\$7.99
Condition: New	
1 of: <i>Gorilla Glue Clear Micro Precise, 5 Gram, Clear (Pack of 2)</i> Sold by: Amazon.com Services LLC	\$13.24
Condition: New	
1 of: <i>50PCS Dowel Rods Wood Sticks Wooden Dowel Rods - 1/4 x 12 Inch Unfinished Bamboo Sticks - for Crafts and DIYers</i> Sold by: Lily's best product ( <a href="#">seller profile</a> )	\$9.99
Condition: New	
2 of: <i>Moldable Cosplay Foam Clay (White) - High Density and High Quality for Intricate Designs   Air Dries to Perfection for Cutting with a Knife or Rotary Tool, Sanding or Shaping</i> Sold by: Calpalmy ( <a href="#">seller profile</a> )	\$12.99
Condition: New	
2 of: <i>Crayola Air Dry Clay for Kids, Natural White Modeling Clay, 5 Lb Bucket [Amazon Exclusive]</i> Sold by: Amazon.com Services LLC	\$12.99
Condition: New	

1 of: <i>Elmer's E1321 Glue-All Multi-Purpose Liquid Glue, Extra Strong, 16 Ounces, 1 Count</i> Sold by: Amazon.com Services LLC	\$4.94
Condition: New	
1 of: <i>Perfectware 4.5" Craft Sticks 1000ct</i> Sold by: Amazon.com Services LLC	\$11.15
Condition: New	
1 of: <i>DecoArt Extreme Sheen Paint- 24k Gold, 2fl oz</i> Sold by: Amazon.com Services LLC	\$2.68
Condition: New	
1 of: <i>Apple Barrel Acrylic Paint in Assorted Colors (2 oz), 21472, Jack-O-Lantern</i> Sold by: Amazon.com Services LLC	\$0.54
Condition: New	
1 of: <i>Apple Barrel Gloss Acrylic Paint in Assorted Colors (2-Ounce), 20366 Dark Grey</i> Sold by: Amazon.com Services LLC	\$0.97
Condition: New	
<b>Payment Method:</b> Mastercard ending in 6972	Item(s) Subtotal: \$230.78 Shipping & Handling: \$0.00 -----
<b>Billing address</b> Gretchen Pierce 106 MEETING HOUSE SPRING RD CARLISLE, PA 17013-1729 United States	Total before tax: \$230.78 Estimated tax to be collected: \$13.84 -----
	<b>Grand Total: \$244.62</b>

### For Total 2

<b>Items Ordered</b>	<b>Price</b>
1 of: <i>HGP 5" x 7", 30 Pack, Corrugated Cardboard Sheets Shipping Cushioning Pads 1/8" Thick Small Size</i> Sold by: ForzaSupply ( <a href="#">seller profile</a> )	\$8.48
Condition: New	
<b>Payment Method:</b> Mastercard ending in 6972	Item(s) Subtotal: \$8.48 Shipping & Handling: \$0.00 -----
<b>Billing address</b> Gretchen Pierce 106 MEETING HOUSE SPRING RD CARLISLE, PA 17013-1729 United States	Total before tax: \$8.48 Estimated tax to be collected: \$0.51 -----
	<b>Grand Total: \$8.99</b>

### For Total 3

1 of: <i>Smooth Styrofoam Sheet 1"X6"X12"-</i> Sold by: ProSource Pets ( <a href="#">seller profile</a> )	\$4.64
Condition: New	
<b>Payment Method:</b> Mastercard ending in 6972	Item(s) Subtotal: \$4.64 Shipping & Handling: \$0.00 -----
<b>Billing address</b> Gretchen Pierce 106 MEETING HOUSE SPRING RD CARLISLE, PA 17013-1729 United States	Total before tax: \$4.64 Estimated tax to be collected: \$0.28 -----
	<b>Grand Total: \$4.92</b>

### For Total 4

1 of: <i>FloraCraft SmoothFoam Half Ball 2.2 Inch x 4.5 Inch White</i> Sold by: Good win ( <a href="#">seller profile</a> )	\$5.30
Condition: New	
1 of: <i>RAAM REFINED Acrylic Paint Set with 24 Colors(0.74 oz, 22 ml), 3 Brushes, Acrylic Papier, Painting Supplies for Artist &amp; Hobby Painters, Art Supplies for Canvas Painting</i> Sold by: DITAYAN ( <a href="#">seller profile</a> )	\$10.99
Condition: New	
1 of: <i>Elmers E1321 Glue-All Multi-Purpose Liquid Glue 1.25 oz</i> Sold by: Sebago Foods ( <a href="#">seller profile</a> )	\$4.95
Condition: New	
1 of: <i>DIYSELF 1 Pack Box Cutter Retractable with 10 Blades, Box Opener Heavy Duty Utility Knife for Cardboard, Carton, Boxes, Box Knife for Work (Yellow)</i> Sold by: DIYSELF ( <a href="#">seller profile</a> )	\$4.49
Condition: New	
1 of: <i>Primary Colors Matte Acrylic Paint Set - Red, Blue, Yellow</i> Sold by: Deals South ( <a href="#">seller profile</a> )   Product question? <a href="#">Ask Seller</a>	\$7.14
Condition: New	
1 of: <i>GOOD LIVING 12-Inch Bamboo Skewers for Fruit, BBQ, Shrimp, Vegetables and More, 1-Pack (100 Skewers)</i> Sold by: Jacent Merchandising ( <a href="#">seller profile</a> )	\$4.99
Condition: New	
1 of: <i>YOUKING White Masking Tape, Easy Tear Tape Best for Decorating, Painting, Arts, and Crafts (0.7" x 55 Yard)</i> Sold by: yoking ( <a href="#">seller profile</a> )	\$5.99
Condition: New	
1 of: <i>[100 Count] Jumbo 6 Inch Wooden Multi-Purpose Popsicle Sticks ,Craft, ICES, Ice Cream, Wax, Waxing, Tongue Depressor Wood Sticks</i> Sold by: COMFY PACKAGE ( <a href="#">seller profile</a> )	\$5.99
Condition: New	

1 of: 6 Inch 10-Pack Foam Circles for Crafts (1" Thick), Polystyrene Round Foam Disc for DIY Projects, Cakes and Decorations, Sculpture, Modeling, Arts and Crafts \$12.59  
 Supplies.(White)  
 Sold by: FFchuanhe (seller profile)  
 Condition: New  
 1 of: Crafterie Craft Foam Balls 6 Inches 2-Pack, White Craft Foam Polystyrene Round Balls,Styrofoam Foam Balls for DIY Arts and Crafts, Drawing, Ornaments, Modeling Smooth \$12.99  
 Sold by: Crafterie (seller profile)  
 Condition: New  
 1 of: Plaid Nylon Chip Brush Set, 44289 White \$2.87  
 Sold by: Amazon.com Services LLC  
 Condition: New

**Payment Method:**  
 Mastercard ending in 6972

**Billing address**  
 Gretchen Pierce  
 106 MEETING HOUSE SPRING RD  
 CARLISLE, PA 17013-1729  
 United States

Item(s) Subtotal: \$2.87  
 Shipping & Handling: \$0.00  
 -----  
 Total before tax: \$2.87  
 Estimated tax to be collected: \$0.17  
 -----  
**Grand Total: \$3.04**

For Total 5

**Payment Method:**  
 Mastercard ending in 6972

**Billing address**  
 Gretchen Pierce  
 106 MEETING HOUSE SPRING RD  
 CARLISLE, PA 17013-1729  
 United States

Item(s) Subtotal: \$75.42  
 Shipping & Handling: \$0.00  
 -----  
 Total before tax: \$75.42  
 Estimated tax to be collected: \$4.54  
 -----  
**Grand Total: \$79.96**

For Totals 6-7 (hard copies forwarded to Kate Shirk)

**DOLLAR TREE**  
 Store# 3431 (717) 701-4032  
 650 E High Street  
 Suite 640  
 Carlisle PA 17013

DESCRIPTION	QTY	PRICE	TOTAL
CLASSROOM POINTER FINGER	1	1.25	1.25T
SP HNT PDG VAN 12/4/3 252	1	1.25	1.25N
BOYLAN SHIRLEY TEMPLE SODA 12Z	1	1.25	1.25T
DAY OF THE DEAD SCARF 1PK	1	1.25	1.25N
AIR MODELLING CLAY 250G PD	1	1.25	1.25T
AIR MODELLING CLAY 250G PD	1	1.25	1.25T
Sub Total		\$7.50	
GENERAL EXEM		\$0.00	
SALES TAX		\$0.30	
Total		\$7.80	
Debit Card		\$7.80	
*****0482	Approved		
Purchase	Cntctless		
Auth/Trace Number: 005715/020737			

\*\*\*\*\*  
 NOW SHOP ON-LINE AT DOLLARTREE.COM  
 \*\*\*\*\*  
 \* We will gladly exchange any unopened item \*  
 \* with original receipt. We do not offer refunds. \*  
 \*\*\*\*\*  
 9755 09431 02 022 26668067 9/18/22 15:56  
 Sales Associate:Karen

**DOLLAR TREE**  
 Store# 908 (717) 701-4006  
 254 Westminster Dr.  
 Carlisle PA 17013-3117

DESCRIPTION	QTY	PRICE	TOTAL
READI-BOARD FOAM BOARD 20X30 C	1	1.25	1.25T
READI-BOARD FOAM BOARD 20X30 C	1	1.25	1.25T
READI-BOARD FOAM BOARD 20X30 C	1	1.25	1.25T
Sub Total		\$3.75	
SALES TAX		\$0.23	
Total		\$3.98	
Debit Card		\$3.98	
*****0482	Approved		
Purchase	Cntctless		
Auth/Trace Number: 072116/026634			

\*\*\*\*\*  
 NOW SHOP ON-LINE AT DOLLARTREE.COM  
 \*\*\*\*\*  
 \* We will gladly exchange any unopened item \*  
 \* with original receipt. We do not offer refunds. \*  
 \*\*\*\*\*  
 5772 00908 02 022 27333273 9/18/22 16:20  
 Sales Associate:Amanda



For Total 8



**Vigoro 0.5 cu. ft. Bagged Pea Gravel** \$4.68 1 \$4.68  
 Pebble Landscape Rock

Store SKU # 440773

Internet # 202523000

&nbsp;nbsp;

Subtotal	\$4.68
Shipping	FREE
Sales Tax	\$0.29

<b>Order Total</b>	<b>\$4.97</b>
--------------------	---------------

*Paid with PayPal*

For Total 9



**Elmer's® Foam Board, White**  
 Item #: 10110205  
 Count: 1

**\$23.94**  
 Qty: 6

Order #:  
**MIK53902812**

Order Placed:  
**Sep 19, 2022**

Payment Information:  
  
 PayPal

**Order Summary**

Subtotal	\$23.94
Store Pickup	FREE
Tax	\$1.44
<b>Total</b>	<b>\$25.38</b>

For Total 10



**Brown Corrugated Paper Board By Creatology™**  
 Item #: 10567986  
 Count: 1

**\$3.78**  
 Qty: 1




Pickup Complete



**Elmer's® 1/2" Foam Board, 20" x 30"**  
 Item #: 10103358  
 Count: 1


**\$12.07**  
 Qty: 2

	<b>Acrylic Paint by Artist's Loft™, 4oz.</b> Item #: 10222359 Color: Ivory Black Count:	<b>\$3.78</b> Qty: 1
		 <b>Delivered</b> Sep 21, 2022 <a href="#">TRACK IT</a>
	<b>Navy Tissue Paper by Celebrate It™, 12 Sheets</b> Item #: 10671688 Count:	<b>\$3.39</b> Qty: 1
		 <b>Delivered</b> Sep 21, 2022 <a href="#">TRACK IT</a>
	<b>Acrylic Paint by Artist's Loft™, 4oz.</b> Item #: 10134996 Color: Grey Count:	<b>\$3.77</b> Qty: 1
		 <b>Delivered</b> Sep 21, 2022 <a href="#">TRACK IT</a>
	<b>Acrylic Paint by Artist's Loft™, 4oz.</b> Item #: 10135009 Color: Titanium White Count:	<b>\$3.77</b> Qty: 1
		 <b>Delivered</b> Sep 21, 2022 <a href="#">TRACK IT</a>
	<b>Fine Stone Granules By Ashland™</b> Item #: 10483532 Color: White Count:	<b>\$3.77</b> Qty: 1




**Natural Raffia by Ashland®**  
Item #: 10189621  
Count: 1

**\$4.52**  
Qty: 1



**Delivered**  
Sep 21, 2022

TRACK IT




**Fine Stone Granules By Ashland™**  
Item #: 10483531  
Color: Tan  
Count:

**\$3.77**  
Qty: 1

<p>Order #: <b>MIK53877599</b></p> <p>Order Placed: <b>Sep 18, 2022</b></p>	<p>Payment Information:</p> <p>☞ Card ending in 6972</p> <p>Gretchen Pierce 106 Meeting House Spring Rd Carlisle, PA 17013-1729 US</p>	<p><b>Order Summary</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Subtotal</td><td style="text-align: right;">\$61.39</td></tr> <tr><td>Cart Level Discount</td><td style="text-align: right;">- \$10.00</td></tr> <tr><td>Rewards Voucher(s)</td><td style="text-align: right;">- \$5.00</td></tr> <tr><td>Store Pickup</td><td style="text-align: right;">FREE</td></tr> <tr><td>Shipping</td><td style="text-align: right;">\$7.95</td></tr> <tr><td>Tax</td><td style="text-align: right;">\$3.26</td></tr> <tr><td><b>Total</b></td><td style="text-align: right;"><b>\$57.60</b></td></tr> </table>	Subtotal	\$61.39	Cart Level Discount	- \$10.00	Rewards Voucher(s)	- \$5.00	Store Pickup	FREE	Shipping	\$7.95	Tax	\$3.26	<b>Total</b>	<b>\$57.60</b>
Subtotal	\$61.39															
Cart Level Discount	- \$10.00															
Rewards Voucher(s)	- \$5.00															
Store Pickup	FREE															
Shipping	\$7.95															
Tax	\$3.26															
<b>Total</b>	<b>\$57.60</b>															

For Total 11



Pen+Gear White Poster Board, Heavyweight, 22" x 28", 1 Sheet


97.0¢/ea  
Qty 1

**\$0.97**

Add to cart

☆ [Write a review](#)

---



Panacea Products Decorative Accents Assorted Natural River Pebbles, 45 oz. Jar

\$4.67/ea  
Qty 1

**\$4.67**



AdTech Full Size High Temperature Select Hot Glue Gun **\$5.67**  
 \$5.67/ea  
 Qty 1

Add to cart

☆ [Write a review](#)



Crayola Construction Paper in 10 Assorted Colors, School Supplies, Beginner Child, 240 Sheets **\$5.34**  
 \$5.34/ea  
 Qty 1



Mainstays 6ft Copper Wire Indoor LED Fairy String Lights with Battery Operated Automatic Timer - 18... **\$4.97**  
 \$4.97/ea  
 Qty 1



AdTech Crystal Clear Hot Glue Gun, Full Size 4" x .44" ,10 Sticks **\$2.62**  
 \$2.62/ea  
 Qty 1

Add to cart

☆ [Write a review](#)

Return eligible until Dec 31



Crayola Classic Crayons, Assorted Colors, Back to School, 24 Count **\$1.44**  
 \$1.44/ea  
 Qty 1

**Subtotal** \$25.68

Below order minimum fee \$6.99

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**Taxes** \$1.95

---

**Total** **\$34.62**

For Total 12



Elmer's Glue-All Multi-Purpose Liquid Glue, Extra Strong, 4 Ounces, Great for Making Slime, 1 Count

**\$1.34**

\$1.34/ea

Qty 1

**Payment method**

 Ending in 6972

---

**Subtotal** \$1.34

---

**Taxes** \$0.08

---

**Total** **\$1.42**

For Total 13




Go Create Natural Wood Craft Sticks, 1000 Count,  
Natural Wood

\$2.91

Qty 1

### Payment method

 Ending in 6972

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**Subtotal** \$2.91

---

**Taxes** \$0.17

---

**Total** \$3.08

For Total 14



X-ACTO No.2 Standard Medium Duty Knife for  
Cutting & Trimming

\$5.38

Qty 1

Shopped



Pen+Gear Recycled Shipping Boxes, Kraft, 12" L x 8"  
W x 10" H

98.0¢/ea

Qty 3

**\$2.94**

\$0.98 ea

Add to cart

☆ [Write a review](#)



X-ACTO AXENT #1 Knife, Red

\$3.44/ea

Qty 1

**\$3.44**



Apple Barrel Multi-surface Craft Paint, Classic  
Caramel, 2 fl oz

97.0¢/ea

Qty 1

**\$0.97**



Elmer's Glue-All Multi-Purpose Liquid Glue, Extra Strong, 4 Ounces, Great for Making Slime, 1 Count

\$1.34/ea

Qty 3

**\$4.02**

\$1.34 ea

Add to cart

☆ [Write a review](#)



Pen + Gear Poster Board, White, 22" x 28", 5 Pack

\$4.88/ea

Qty 2

**\$9.76**

\$4.88 ea



Elmer's Liquid School Glue, Clear Glue, Washable, Great for Making Slime, 5 Ounces

\$1.88/ea

Qty 1

**\$1.88**

Add to cart

☆ [Write a review](#)



Brown, Rust-Oleum Stops Rust Flat Protective Enamel Spray Paint, 12 oz

\$6.98/ea

Qty 1

**\$6.98**

Add to cart





COLORSHOT Aerosol Spray Paint 10oz - Skinny Dip **\$4.97**  
- Tan - Satin

\$4.97/ea

Qty 1



SPRING PARK 10Pcs Mini Artificial Coconut Palm **\$7.86**  
Trees Model Toys DIY Landscape Layout Accessory...

Qty 1



12 Oz. Gloss Brilliant Blue General Purpose Spray **\$9.63**  
Paint

Qty 1



BalsaCircle Yellow Decorations Craft Sand 1 Pound **\$4.99**  
DIY Party Vase Filler Centerpiece

Qty 1



Elmer's Multi-Purpose Spray Adhesive, 4 Ounces **\$3.44**

\$3.44/ea

Qty 1

## Payment method

 Ending in 6972

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**Subtotal** \$66.26

---

### Fees

Shipping \$11.91

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**Taxes** \$4.65

---

**Total** \$82.82

GEC Program Committee  
Friday, October 14, 3 p.m.  
Meeting via Zoom

Present were Rob Lesman, Sherri Bergsten, Brian Ulrich, Mark Hartman, Fei Qin, Josefine Smith and Alison Mellott

- 1.) LESMAN said that MCNELIS had sent detailed comments on items listed on the agenda.
- 2.) SMITH motioned to approve the minutes from September 15 and ULRICH seconded. The motion passed unanimously.
- 3.) The committee considered a proposal for AEES 120: Academic Literacies for the 21<sup>st</sup> Century. This has been taught as an R course several times, and is now becoming a permanent course. While fully supporting this course, the committee discussed the Critical Reasoning program goal as a whole. It has lots of available seats and potential competition between classes within it. BERGSTEN motioned to recommend approval, and QIN seconded. The motion passed unanimously.
- 4.) The committee considered a revision to the Blended 2 Policy to bring Shippensburg's definition of distance education in line with the CBA. Right now Shippensburg uses a definition of 51%, and the CBA says 80%. SMITH motioned to recommend approval, and HARTMAN seconded. The motion passed unanimously.
- 5.) ULRICH motioned to consider proposals CSC 120: Introduction to Computer Science and Metacognition and CSC 180: Microcomputer Basic as a block, and BERGSTEN seconded. The motion passed unanimously. These two courses are being withdrawn from the curriculum. BERGSTEN motioned to recommend approval, and ULRICH seconded. The motion passed unanimously.
- 6.) The committee considered the proposal for the Distance Education Pilot which would allow distance education courses during the Spring 2023, Fall 2023 and Spring 2024 semesters. Departments would be able to offer 50% of the sections of a course online in a given semester as long as it has been approved for general education.

One implication of this is that students will probably be forced into distance education coursework when face-to-face options fill. This pilot also disproportionately impacts general education, and perhaps those who schedule late. There are other potential models for such a pilot that would pose less risk to students we are intent on retaining. The proposal places a lot of trust in departments and colleges, and some faculty are skeptical about creating such a broad opening. Furthermore traditional undergraduates could crowd out the target audience for the on-line courses, if the latter even come.

The university does send away hundreds of students who would want certain undergraduate programs online.

There were a number of additional thoughts and questions from MCNELIS, as well as from others on the committee.

Would a better idea be to start a pilot of a complete degree program with its supporting courses throughout the curriculum? What about pilots with certain departments and intentional plans rather than the “Wild West” approach implied by this proposal? Could there be a pilot involving a cohort moving through a specific program to generate longitudinal data? Doors could be opened to individual programs that think they could manage a program well and form the proper alliances with other departments.

LESMAN noted down specific asks for a broader discussion about a revised proposal:

- a. What data will be gathered to assess the pilot?
- b. How will the data be interpreted?
- c. Will access to all data be open?

SMITH motions that the committee send the proposal to GEC with the recommendation that GEC request revisions to the proposal. ULRICH seconded. The motion passed unanimously.

- 7.) The committee discussed whether the policy on only having two of the same participating academic program should apply to Foundations courses. There is a case for doing so, but also a risk of hurting enrollments for smaller departments. LESMAN shared communication from the chair of the English Department, who was in favor of a change to enable students to take more literature and make certain programs easier. ENG 114: Academic Writing is very different from the literature courses. Lots of mysterious doors open, however, if ENG 114 is not considered an English course like others.
- 8.) SMITH will attend program array discussions sponsored by the Office of the Provost to make sure that general education is part of the discussion.
- 9.) The committee looked at the revisions to the GEC Handbook, on which LESMAN had GOCHENAUR been working hard. Some edits had gotten lost between drafts.

The meeting adjourned at 4:29 p.m.

GEC Program Committee Minutes  
Wednesday, November 16, 10-11 a.m.  
Meeting via Zoom

Present were Rob Lesman, Brian Ulrich, Melissa McNelis, Mark Hartman, Josefine Smith, Fei Qin

Guest visitor: Rebecca Harris

Began meeting at 10:05 am

1. HARRIS presentation of AES103. The committee gave informal feedback on proposal. Note: many committee members were seeing proposal for the first time in the meeting and requested further review before providing official feedback. This course has been taught several times over the last 3-4 years to Exploratory Studies students. Justification for this course arises as other GenEd programs at sister schools are focusing on a global career path for students. HARRIS reviewed learning objectives and assignments that match the global category. Ideally, future goals for this course include: addition to GenEd and receive Distance Ed approval to offer in summer and winter semesters in order to project student forward as opposed to catching student up. HARRIS invited informal feedback from the committee regarding committee evaluation of such a course in the global category.
2. ULRICH motioned to consider proposals UCC Proposals. LESMAN presented proposals.
  - <https://ship.curriculog.com/proposal:747/form>
  - <https://ship.curriculog.com/proposal:745/form>
  - <https://ship.curriculog.com/proposal:738/form>
  - <https://ship.curriculog.com/proposal:736/form>
  - A. The committee considered the French Certificate. This proposal would allow 100-level course, if so desired, to count toward certificate in addition to 3 other courses at the 200-level and up. SMITH motioned to recommend approval, and ULRICH seconded. The motion passed unanimously.
  - B. The committee considered the French Cultural Minor. This proposal would allow a 100-level course, if so desired, to count toward the minor in addition to other courses at the 200-level and up. This would remove unnecessary restrictions and allow for flexibility in the minor and the study abroad component. ULRICH motioned to recommend approval. The motion passed unanimously.
  - C. The committee considered the French major and minor as a block. The changes would include taking required 202 and 204 courses in addition to 4 electives (allow a 100-level course, if so desired, in addition to other courses at 200-level and up). This change supports individual student focus within program and supports course offerings with limited resources (e.g., faculty, course offerings, etc.) resulting in less course substitutions. SMITH motioned to recommend approval, and ULRICH seconded. The motion passed unanimously.

- D. SMITH presented the Gen Ed Survey results. SMITH reviewed sample, the quantitative results, and the open-ended comments from the survey. SMITH will provide a summary document at a future date. Follow up questions: What do we want data on? Where is there room for improvement in GenEd program? Should raw open-ended comments be available/presented to committee and/or community? If yes, should they be presented as raw data? With sensitive information included or removed? What should the acceptance level be for feedback of GenEds?
1. MCNELIS suggested 3.5/6 minimal acceptance, but welcomes additional thoughts here. SMITH and MCNELIS agreed that reporting modes and averages was important for the quantitative results.
  2. SMITH presented thematic coding process for open-ended comments using grounded theory. At this point, common themes include: pos/neg comments, program specific comments, goal assessment, content assessment, program size, student development/experience/ease of enrollment, and institutional focus.
  3. LESMAN addressed next steps: 1) present to GenEd council and community 2) provide results to GOCHENAUR and 3) SMITH will speak about results at November meeting.

LESMAN motioned to adjourn and SMITH seconded. The motion passed unanimously.

The meeting adjourned at 11:003 a.m.

**Calibration Meeting: Category H**

**Date: 10/27/2022**

**Present: Robert Lesman, Kim Weikel, Brian Ulrich**

*Data collection:* Random sample of 10%.

*Benchmarks:* Department is concerned that benchmarking can encourage the lowering of standards. Department provides a challenging experience, then discusses and analyzes assessment data.

*Common rubric:*

Objective 1: Has been revised and now more clearly reflects the goal. Progression of levels is logical and works for assessment.

Objective 2: Is clear and reflects the goal. Progression of levels is logical and works for assessment.

Objective 3: Has two discrete skills, but they work together. Progression of levels is logical and works for assessment.

*Types of assignments:* Essay on the final exam.

*Percentage of students included / Mechanism(s) for determining which student work to include:*  
Random sampling of 10%

Courses in this goal:

HIS105 Historical Foundation of Global Cultures

HON122 Honors: Historical Foundation of Global Cultures

Respectfully submitted,  
Rob Lesman

**Calibration Meeting: Category W**

**Date: 11/9/2022**

**Present: Nicole Santalucía, Jordan Windholz, Robert Lesman**

*Data collection:* Every fifth student's work, across sections, is included.

*Benchmarks:* Not used.

*Common rubric:* Recently revised. Quick, easy to use and coordinate among colleagues.

Objective 1: Worded clearly, progression of competency levels is logical.

Objective 2: Worded clearly, progression of competency levels is logical.

Objective 3: Worded clearly, progression of competency levels is logical.

*Types of assignments:* Writing prompt

*Percentage of students included / Mechanism(s) for determining which student work to include:*  
20%. Every fifth student on class lists is chosen.

Courses in this goal:

ENG 114

ENG 115

HON 106

Respectfully submitted,  
Rob Lesman



# French Certificate

## 2023-2025 Undergraduate Program Modify

### General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.

Type of Program\*  Program  
 Shared Core

### **\*\*Read before you begin\*\***

**STEP 1:** Use the "traditional" UCC NEW PROGRAM PROPOSAL FORM to gather all of the required information to be added to this proposal. This includes proposed program checksheets, program verification grids, data/evidence to support rationale/justification for this program proposal and more.

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Curriculog Hierarchy  
Owner\* Global Languages and Cultures Department

Does this belong to  
the School of  
Engineering and  
Technology?\*  Yes  No

Sponsor\* Blandine Mitaut

Sponsor Email\* bmmitaut@ship.edu

**Sponsor Phone\*** 717-477-1503

**Proposed Academic Year\***

**Distance Ed = Academic Outreach (AOC)**

- Other than College Council, what other Councils need to review proposal?\***
- General Education Council (GEC) Only
  - Teacher Education Council (TEC) Only
  - Academic Outreach (AOC) Only
  - GEC and TEC
  - GEC and AOC
  - TEC and AOC
  - GEC, TEC and AOC
  - None of the Above

PASSHE requires the following forms be submitted to them after on campus approvals for the requested changes are completed. PASSHE must update the API prior to advertising the changes. Completion of forms will expedite notification/approval to PASSHE.

**\*\*The PASSHE Program Reorganization form must be attached to the UCC proposal.**

**\*The PASSHE Delivery Method Change Notification must be attached to the UCC proposal.**

- Type of Modification\***
- Reorganization A change in the academic program (i.e., program name, degree designation or award type, CIP code, academic major, academic minor, concentration, track, specialization, emphasis), academic minor, certificate or teacher certification. \*\*
  - Change to Delivery Method \*
  - Adjusting Courses Required for Program
  - Other

**Program Title\*** French Certificate

**Degree Type\***

**Description\*** Select four courses from the major. Courses selected by advisement.

**Justification** **The French Program in the Global Languages & Cultures would like to allow students to count one course from the initial 101-102-103 French language sequence towards the French certificate requirements.** Justification: The current program requirement does not allow the basic language sequence courses (100-level) to count toward the French certificate, French minor, French Cultural Studies minor or French major. However, other PASSHE institutions have been counting such courses within their minor and major requirements. The proposed change would allow the French Program at Shippensburg University to align itself with other language programs across PASSHE and increase retention and recruitment. Please note that the FRN 101, 102 and 103 courses in themselves are not being revised. The proposal will not impact other departments within the "Foreign Language" goal of the General Education requirements since GLC is the only department offering courses in the goal. The proposal will also not negatively impact students taking FRN 101, 102 or 103 for General Education, given that enough seats are available for both Gen Ed and minor-seeking students.

**How will this program be assessed?** There is no change in the assessment of the program. Data regarding oral interpersonal communication, written presentational communication, and cultural knowledge will continue to be collected and reported.

**Program Change/Addition Resource Effects: How will this change or addition affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?**

**Program Change/Addition Effects** The proposed changes will not affect existing resources. No additional sections of courses will need to be added.

**Will this new program affect resources of other departments? If so, how? Provide details regarding impact.** This change will not affect resources of other departments. Students will simply receive long-overdue recognition of their initial work towards the French major, French minor, French Cultural Studies minor and French certificate, as well as schedule the required French courses more easily.

**Student Learning Outcomes\***

1. Oral Interpersonal Communication: Communicate thoughts, ideas, and opinions orally in the target language at the Intermediate-Low level minimum based on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Guidelines and the World Readiness Standards.
2. Written Presentational Communication: Communicate thoughts, ideas, and opinions in writing in the target language at the Intermediate-Low level minimum as described by the American Council on the Teaching of Foreign Languages (ACTFL).
3. Cultural Knowledge: Recognize distinctive products and practices of the target culture and establish relationships between these and the perspectives (attitudes, values and beliefs) of the target culture.

Follow these steps to propose courses to the new program curriculum:

### Step 1

There are two options for adding courses: "Add Course" and "Import Course."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

### Step 2

Click on "View Curriculum Schema" then select "Add Core". When the New Core appears, expand the Core and enter the Core Title. Next, click on "Add Courses" to access the list of courses from step 1. Then select the courses you wish to add.

For removing courses click on the Delete and proceed.

#### Prospective Curriculum\*

### 12 crs.

Select four courses from the list below. Courses selected by advisement. Only one 100-level course can count for the French certificate.

- FRN 101 Beginner's French I
- FRN 102 Beginner's French II
- FRN 103 Intermediate French
- FRN 202 Intermediate French Conversation
- FRN 204 Ideas & Cultures from the French-Speaking World
- FRN 211 Intermediate Grammar
- FRN 300 Advanced French Conversation
- FRN 308 Diction & Compréhension
- FRN 309 Advanced French Grammar
- FRN 316 Composition & Stylistics
- FRN 320 French for the Professions
- FRN 330 Masterpieces of French Literature
- FRN 340 Genres Littéraires
- FRN 380 Aspects de la civilisation française/francophone
- FRN 388 Internship French
- FRN 392 French Cultural Studies Immersion
- FRN 393 Selected Topics in French
- FRN 400 Seminar: Advanced Studies in French Language
- FRN 411 Theory and Practice of Translation
- FRN 490 Selected Topics in French

**Required PASSHE Forms:** These forms will be submitted to PASSHE after the UCC committee has approved the requested changes. Completion of forms will expedite notification/approval to PASSHE.

\*For a Reorganization the PASSHE Program Reorganization form is required.

\*For Delivery Change the PASSHE Delivery Method Change Notification is required.

- Program Revision Attachments**
- Existing Program Checksheet (in pdf format)
  - Proposed NEW Program Checksheet (in pdf format)
  - Evidence of Communication/Meeting Minutes/Other Supporting Documents
  - Verification Grid Attached (in pdf format)
  - Required PASSHE Forms

### Administration Use Only

#### UCC Control Number

**UCC Revision Recommended?**  Yes  No

**Program ID**

**Program OID** 3067

# French Cultural Studies Minor

## 2023-2025 Undergraduate Program Modify

### General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.

Type of Program\*  Program  
 Shared Core

## **\*\*Read before you begin\*\***

**STEP 1:** Use the "traditional" UCC NEW PROGRAM PROPOSAL FORM to gather all of the required information to be added to this proposal. This includes proposed program checksheets, program verification grids, data/evidence to support rationale/justification for this program proposal and more.

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Curriculog Hierarchy  
Owner\* Global Languages and Cultures Department

Does this belong to  
the School of  
Engineering and  
Technology?\*  Yes  No

Sponsor\* Blandine Mitaut

Sponsor Email\* bmmिताut@ship.edu

**Sponsor Phone\*** 717-477-1503

**Proposed Academic Year\***

**Distance Ed = Academic Outreach (AOC)**

- Other than College Council, what other Councils need to review proposal?\***
- General Education Council (GEC) Only
  - Teacher Education Council (TEC) Only
  - Academic Outreach (AOC) Only
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  - Change to Delivery Method \*
  - Adjusting Courses Required for Program
  - Other

**Program Title\*** French Cultural Studies Minor

**Degree Type\***

**Description\*** This minor is interdisciplinary and has less of a focus on language than the standard French minor and more on the culture, taught in English. The minor is to be capped with a study abroad experience in a French-speaking country for culture and language immersion.

## Justification

1. **The French Program in the Global Languages & Cultures would like to allow students to count one course from the initial 101-102-103 French language sequence towards the French Cultural Studies minor required courses.**

Justification: The current program requirement does not allow the basic language sequence courses (100-level) to count toward the French Cultural Studies minor. However, other PASSHE institutions have been counting such courses within their minor and major requirements. The proposed change would allow the French Program at Shippensburg University to align itself with other language programs across PASSHE and increase retention and recruitment. Please note that the FRN 101, 102 and 103 courses in themselves are not being revised. The proposal will not impact other departments within the "Foreign Language" goal of the General Education requirements since GLC is the only department offering courses in the goal. The proposal will also not negatively impact students taking FRN 101, 102 or 103 for General Education, given that enough seats are available for both Gen Ed and French Cultural Studies minor-seeking students.

2. **Allow more flexibility in the choice of courses that can fulfill the French cultural studies minor requirement, by allowing any course at the 200 level or above to count.**

Justification: Current French requirements for the French Cultural Studies minor are overly prescriptive: only conversation courses are allowed to count for the French basic courses (FRN 202 and FRN 300) : however, any course at the 200-level and beyond will allow students to practice their speaking skills to meet the Intermediate Mid speaking proficiency target for French cultural studies minors.

3. **The French Program would like to add "FRN 150 - French Civilization" to the list of interdisciplinary courses taught in English that can count for the minor.**

Justification: FRN 150 "French Civilization", taught in English, does not currently feature among the English-taught courses for the minor. However, its content is directly relevant to the minor and as such, it should be allowed to count.

4. **Replace the required courses in options A (6 credits in Québec) and B (6 credits in Haiti) with a set of 6 credits taken in a study abroad experience in any French-speaking country.**

Justification: the two options provided for the study abroad requirement (Haiti and Québec) are overly limiting. Indeed, the difficulty of traveling to Haiti since 2019 combined with the fact that students may be interested in studying in other French-speaking countries besides those two options, make it necessary to allow for a more open-ended study abroad requirement.

5. **Remove the following statement from the description of the minor: "The minor is to be capped with a summer course in Quebec for culture and language immersion or with the double seminar with service learning in Haiti during the Winter Break" to reflect the broader array of study abroad options proposed.**

Justification: see point 4 above.



**How will this program be assessed?** There is no change in the assessment of the French minor. Data regarding oral interpersonal communication, written presentational communication, and cultural knowledge will continue to be collected and reported.

**Program Change/Addition Resource Effects: How will this change or addition affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?**

**Program Change/Addition Effects** The proposed changes will not affect existing resources. No additional sections of courses will need to be added.

**Will this new program affect resources of other departments? If so, how? Provide details regarding impact.** These changes will not affect resources of other departments. Students will simply receive long-overdue recognition of their initial work towards the French minor, as well as schedule the required French courses more easily.

**Student Learning Outcomes\***

- Oral Interpersonal Communication: Communicate thoughts, ideas, and opinions orally in the target language at the Intermediate-Low level minimum based on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Guidelines and the World Readiness Standards.
- 2. Written Presentational Communication: Communicate thoughts, ideas, and opinions in writing in the target language at the Intermediate-Low level minimum as described by the American Council on the Teaching of Foreign Languages (ACTFL).
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**Step 2**

Click on "View Curriculum Schema" then select "Add Core". When the New Core appears, expand the Core and enter the Core Title. Next, click on "Add Courses" to access the list of courses from step 1. Then select the courses you wish to add.

For removing courses click on the Delete and proceed.

**Prospective Curriculum\*****18 crs.****Required (6 crs.)**

Students choose 6 credits of core courses in French from the following options. Only one FRN100-level course can count for the Cultural Studies minor.

**FRN 101 Beginner's French I**  
**FRN 102 Beginner's French II**  
**FRN 103 Intermediate French**  
**FRN 202 Intermediate Conversation Through the Media**  
**FRN 204 Cultures & Ideas from the French-Speaking World**  
**FRN 211 Intermediate Grammar**  
**FRN 300 Advanced French Conversation**  
**FRN 308 Diction & Compréhension**  
**FRN 309 Advanced Grammar**  
**FRN 316 Composition & Stylistique**  
**FRN 320 French for the Professions**  
**FRN 330 Masterpieces of French Literature**  
**FRN 331 Masterpieces of Francophone Literature**  
**FRN 340 Genres littéraires**  
**FRN 380 Aspects De La Civilisation Française/Francophone**  
**FRN 400 Seminar: Advanced Studies in French Language and Literature**  
**FRN 411 Theory and Practice of Translation**  
**FRN 490 Selected Topics in French**

**Study Abroad Electives (6 crs.)**

To be taken in a French-speaking country, subject to approval of the department of Global Languages & Cultures.

**FRN 392 French Cultural Studies Immersion**  
**FRN 393 Special Topics in French**

## Interdisciplinary courses in English (6 crs.)

Students select two courses from the list below based on their specific interests.

**ANT 220 Anthropology for International Studies**  
**ANT 351 Peoples and Cultures of Europe**  
**ART 233 Art History III**  
**COM 245 Diversity and the Media**  
**ENG 240 Global Literature**  
**FRN 150 French Civilization**  
**GEO 103 Geography of the United States and Canada**  
**GEO 140 Human Geography**  
**HCS 270 Intergroup/Intercultural Communication**  
**HIS 320 Europe in the Early and High Middle Ages: 300 to 1270**  
**HIS 321 Late Medieval Europe: 1270 to 1517**  
**HIS 331 History of Modern France: 1750 to Present**  
**MUS 261 World Music**

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  - Required PASSHE Forms

## Administration Use Only

**UCC Control Number**

**UCC Revision Recommended?**  Yes  No

**Program ID**

**Program OID** 3069



# French Minor

## 2023-2025 Undergraduate Program Modify

### General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.

Type of Program\*  Program  
 Shared Core

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Sponsor\* Blandine Mitaut

Sponsor Email\* bmmmitaut@ship.edu

**Sponsor Phone\*** 717-477-1503

**Proposed Academic Year\***

**Distance Ed = Academic Outreach (AOC)**

- Other than College Council, what other Councils need to review proposal?\***
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  - Change to Delivery Method \*
  - Adjusting Courses Required for Program
  - Other

**Program Title\*** French Minor

**Degree Type\***

**Description\*** All courses required for the French minor are taught in French. One 100-level course can count for the minor.

## Justification

1. **The French Program in the Global Languages & Cultures would like to allow students to count one course from the initial 101-102-103 French language sequence towards the French minor requirements.** Justification: The current program requirement does not allow the basic language sequence courses (100-level) to count toward the French minor. However, other PASSHE institutions have been counting such courses within their minor and major requirements. The proposed change would allow the French Program at Shippensburg University to align itself with other language programs across PASSHE and increase retention and recruitment. Please note that the FRN 101, 102 and 103 courses in themselves are not being revised. The proposal will not impact other departments within the "Foreign Language" goal of the General Education requirements since GLC is the only department offering courses in the goal. The proposal will also not negatively impact students taking FRN 101, 102 or 103 for General Education, given that enough seats are available for both Gen Ed and minor-seeking students.

2. **In addition, the French Program would like to allow more flexibility in the choice of courses that can fulfill the French minor requirements. More specifically, we propose that any 300-level or 400-level course can count toward the minor requirements, and that the requirement that students take at least one 400-level course be removed.**

Justification: Current requirements for the French minor are overly prescriptive:

- only 5 courses are listed among electives (FRN 380, 392, 400, 411, 490) when other 300-level courses would be adequate courses to fulfill the minor
- one of the electives must be at the 400 level
- the basic courses required include "FRN 211- Intermediate Grammar" and "FRN 309 - Advanced Grammar", which are not taught every year.

Due to our current course rotation schedule (only one faculty teaching French), it is often necessary for students to substitute courses for those listed in the catalog (either because students are not linguistically ready to take those courses when they are offered, or in the case of transfer students because the courses may not be offered before they graduate from Ship). As a result, we have been resorting to requests for exception to program requirements to allow students to complete their French minors in a timely fashion. Increased flexibility in our course requirements appears as a solution to two issues: the administrative burden of resorting to requests for exception, and delays taking specific courses when students are not aware of the exception requests option. The proposed change is intended to remove barriers to timely degree completion for students who happen to be out-of-sync with our course rotation.

Finally, it should be noted that change #2 will not cause any loss in students' linguistic skills acquisition. Indeed, all 200-level courses provide practice of the grammatical features required to write/speak/read at the intermediate level of proficiency, and all 300- / 400-level courses provide practice of the grammatical features required to demonstrate advanced level proficiency (which is beyond the minimum level of Intermediate High that French minors are expected to achieve by the end of the program). If a student takes three 300-level courses rather than two 300-level courses plus one 400-level course, they do not stand to lose their ability to meet the student learning outcomes for the minor.

## Summary of proposed changes:

- Basic courses would go from 12 to 6 credits
- FRN 211 and FRN 309 would no longer be required courses, but feature among the French electives students can choose from.
- French electives would increase from 6 to 12 credits, and include any FRN 300- or FRN 400-level courses as well as one course at the 100 level (FRN 101, FRN 102 or FRN 103)
- A 400-level course would no longer be required

**How will this program be assessed?** There is no change in the assessment of the French minor. Data regarding oral interpersonal communication, written presentational communication, and cultural knowledge will continue to be collected and reported.

**Program Change/Addition Resource Effects: How will this change or addition affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?**

**Program Change/Addition Effects** The proposed changes will not affect existing resources. No additional sections of courses will need to be added.

**Will this new program affect resources of other departments? If so, how? Provide details regarding impact.** These changes will not affect resources of other departments. Students will simply receive long-overdue recognition of their initial work towards the French minor, as well as schedule the required French courses more easily.

**Student Learning Outcomes\***

1. Oral Interpersonal Communication: Communicate thoughts, ideas, and opinions orally in the target language at the Intermediate-Low level minimum based on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Guidelines and the World Readiness Standards.
2. Written Presentational Communication: Communicate thoughts, ideas, and opinions in writing in the target language at the Intermediate-Low level minimum as described by the American Council on the Teaching of Foreign Languages (ACTFL).
3. Cultural Knowledge: Recognize distinctive products and practices of the target culture and establish relationships between these and the perspectives (attitudes, values and beliefs) of the target culture.



Follow these steps to propose courses to the new program curriculum:

### **Step 1**

There are two options for adding courses: "Add Course" and "Import Course."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

### **Step 2**

Click on "View Curriculum Schema" then select "Add Core". When the New Core appears, expand the Core and enter the Core Title. Next, click on "Add Courses" to access the list of courses from step 1. Then select the courses you wish to add.

For removing courses click on the Delete and proceed.

**Prospective Curriculum\*****18 crs.****Required (6 crs.)**

**FRN 202 Intermediate Conversation Through the Media**  
**FRN 204 Ideas and Cultures from the French-Speaking World**

**Electives (12 crs.)**

Select 12 credits from the following options. No more than one FRN 100-level course can count for the minor.

**FRN 101 Beginning French I**  
**FRN 102 Beginning French II**  
**FRN 103 Intermediate French**  
**FRN 211 Intermediate French Grammar**  
**FRN 300 Advanced French Conversation**  
**FRN 308 Diction and Compréhension**  
**FRN 309 French Grammar**  
**FRN 316 Composition & Stylistics**  
**FRN 330 Masterpieces of French Literature**  
**FRN 331 Masterpieces of Francophone Literature**  
**FRN 340 Genres Littéraires**  
**FRN 380 Aspects De La Civilisation Française/Francophone**  
**FRN 388 Internship French**  
**FRN 392 French Cultural Studies Immersion**  
**FRN 393 Selected Topics in French**  
**FRN 400 Seminar: Advanced Studies in French Language and Literature**  
**FRN 411 Theory and Practice of Translation**  
**FRN 490 Selected Topics in French**

**Required PASSHE Forms:** These forms will be submitted to PASSHE after the UCC committee has approved the requested changes. Completion of forms will expedite notification/approval to PASSHE.

\*For a Reorganization the PASSHE Program Reorganization form is required.

\*For Delivery Change the PASSHE Delivery Method Change Notification is required.

- Program Revision Attachments**
- Existing Program Checksheet (in pdf format)
  - Proposed NEW Program Checksheet (in pdf format)
  - Evidence of Communication/Meeting Minutes/Other Supporting Documents
  - Verification Grid Attached (in pdf format)
  - Required PASSHE Forms

## Administration Use Only

### UCC Control Number

**UCC Revision Recommended?**  Yes  No

**Program ID**

**Program OID** 3070

## French, B.A.

### 2023-2025 Undergraduate Program Modify

#### General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.

Type of Program\*  Program  
 Shared Core

### \*\*Read before you begin\*\*

**STEP 1:** Use the "traditional" UCC NEW PROGRAM PROPOSAL FORM to gather all of the required information to be added to this proposal. This includes proposed program checksheets, program verification grids, data/evidence to support rationale/justification for this program proposal and more.

**STEP 2:** FILL IN all applicable fields as completely as possible. Note you will NOT be able to launch the proposal without completing required fields. If you have been provided a UCC Control Number for this proposal, please provide this at the top of the Description area of this proposal. Please do not complete any fields in the Administrative Use Only area unless directed to do so by the UCC Chair.

**STEP 3:** ATTACH any required documentation and forms (in PDF format) by clicking on the paperclip icon in the upper right hand corner of this browser window.

**STEP 4:** LAUNCH proposal by clicking the icon at the top of this proposal form.

**STEP 5:** Once launched, the proposal will move to the next step in the approval hierarchy. You (as the initial sponsor) will have one more opportunity to make any required edits in the "MY TASKS" tab. Once you give approval for the proposal to move on, it will go to the Department or Program Chair. Their approval is required (after a departmental/program meeting vote) for it to move to the next level in the UCC process. It is recommended that you prompt the Department/Program Chair (via email) to indicate their decision on the proposal to keep the proposal moving.

Curriculog Hierarchy  
 Owner\* Global Languages and Cultures Department

Does this belong to  
 the School of  
 Engineering and  
 Technology?\*  Yes  No

Sponsor\* Blandine Mitaut

Sponsor Email\* bmmmitaut@ship.edu

**Sponsor Phone\*** 717-477-1503

**Proposed Academic Year\***

**Distance Ed = Academic Outreach (AOC)**

- Other than College Council, what other Councils need to review proposal?\***
- General Education Council (GEC) Only
  - Teacher Education Council (TEC) Only
  - Academic Outreach (AOC) Only
  - GEC and TEC
  - GEC and AOC
  - TEC and AOC
  - GEC, TEC and AOC
  - None of the Above

**PASSHE requires the following forms be submitted to them after on campus approvals for the requested changes are completed. PASSHE must update the API prior to advertising the changes. Completion of forms will expedite notification/approval to PASSHE.**

**\*\*The PASSHE Program Reorganization form must be attached to the UCC proposal.**

**\*The PASSHE Delivery Method Change Notification must be attached to the UCC proposal.**

- Type of Modification\***
- Reorganization A change in the academic program (i.e., program name, degree designation or award type, CIP code, academic major, academic minor, concentration, track, specialization, emphasis), academic minor, certificate or teacher certification. \*\*
  - Change to Delivery Method \*
  - Adjusting Courses Required for Program
  - Other

**Program Title\*** French, B.A.

**Degree Type\***

**Description\*** The French program consists of 36 credits from courses targeting oral proficiency, cultural awareness, literature foundations, phonetics/phonology, and translation/interpretation. The current curriculum only allows 200 level or above courses to count toward the major, minor or certificate. All courses are taught in French.

## Justification

1. **Counting a FRN 100-level course for the major:** The current program requirement does not allow the basic language sequence courses (100-level) to count toward the French certificate, French minor, French Cultural Studies minor or French major. However, other PASSHE institutions have been counting such courses within their minor and major requirements. The proposed change would allow the French Program at Shippensburg University to align itself with other language programs across PASSHE and increase retention and recruitment.
2. **Shifting the number of required courses to the French electives category:** currently, there are 30 credits of required courses and 6 of French electives. We are requesting to shift 12 of the required courses to the French electives category. Indeed, 30 of the 36 credits currently required for the French major are very specific, and overly prescriptive: 3 courses targeting oral proficiency (202, 300, 308), 2 targeting grammar (211, 309), 1 targeting culture (204), and 3 targeting writing and literature (316, 330, 331, 340). Because only one 300-level or 400-level course can be offered per semester, students who declare a French major or minor after their freshman year can experience difficulty taking the specific courses needed when they need them. As a result, we have been resorting to requests for exception to program requirements to allow students to complete their French degrees in a timely fashion. Increased flexibility in our course requirements appears as a solution to two issues: the administrative burden of resorting to requests for exception, and delays taking specific courses when students are not aware of the exception requests option. We would like to open the possibility of taking any French course at the 300 and 400 levels based on the offerings in a given semester. The proposed change is intended to remove barriers to timely degree completion for students who happen to be out-of-sync with our course rotation. Regardless of the combination of French electives that students choose, they will still be required to take at least one FRN 400-level course, and they will continue to be assessed on their oral interpersonal skills, written presentational skills, research skills and cultural knowledge as they move through the program. Finally, the proposed changes constitute a first step toward facilitating collaboration with other French programs across PASSHE.

**How will this program be assessed?** There is no change in the assessment of the program. Data regarding oral interpersonal communication, written presentational communication, cultural knowledge, research skills, and critical thinking will continue to be collected and reported.

**Program Change/Addition Resource Effects: How will this change or addition affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?**

**Program Change/Addition Effects** The proposed changes will not affect existing resources. No additional sections of courses will need to be added.

**Will this new program affect resources of other departments? If so, how? Provide details regarding impact.** This change will not affect resources of other departments. Students will simply receive long-overdue recognition of their initial work towards the French major, French minor, French Cultural Studies minor and French certificate, as well as schedule the required French courses more easily.

**Student Learning Outcomes\***

1. Oral Interpersonal Communication: Communicate thoughts, ideas, and opinions orally in the target language at the Novice-High level minimum (students in foreign language as a graduation requirement), Intermediate-Low level minimum (students in the minor), and Advanced-Low level minimum (students in the major or in the teacher certification program) based on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Guidelines and the World Readiness Standards respectively.
2. Written Presentational Communication: Communicate thoughts, ideas, and opinions in writing in the target language at the Novice-Low level minimum (students taking a foreign language as a requirement), Intermediate-Low level minimum (students in the minor), and Advanced-Low level minimum (students in the major or in the teacher certification program) as described by the American Council on the Teaching of Foreign Languages (ACTFL).
3. Cultural Knowledge: Recognize distinctive products and practices of the target culture and establish relationships between these and the perspectives (attitudes, values and beliefs) of the target culture.
4. Research Skills-Critical Thinking: Identify, synthesize, analyze and present bibliographical information in the form of an original research paper in the target language.

Follow these steps to propose courses to the new program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema" then select "Add Core". When the New Core appears, expand the Core and enter the Core Title. Next, click on "Add Courses" to access the list of courses from step 1. Then select the courses you wish to add.

For removing courses click on the Delete and proceed.

**Prospective Curriculum\*****Foreign Language Requirement:**

All students completing a Bachelor of Arts degree are required to attain proficiency in a foreign language. Proficiency may be satisfied by completing a language class at the 103 (intermediate) level or three years of any one foreign language in high school. Students may also meet this requirement through AP or CLEP testing.

**French Major Requirements (36 crs.)**

All courses required for the French major are taught in French. Required French courses cannot be used to fulfill General Education requirements. One 100-level French course can count for the major as part of the French electives.

**Required French Courses (18 crs.)**

**FRN 202 Intermediate Conversation Through the Media**

**FRN 204 Ideas and Cultures from the French-Speaking World**

**FRN 211 Intermediate French Grammar**

**FRN 300 Advanced French Conversation**

**FRN 308 Diction et Comprehension**

**FRN 316 Composition and Stylistics**



## French Electives (18 crs.)

Select 18 credits from the following electives. Please note that 3 credits must be at the 100 level or above, 12 credits must be at the 300 level or above, and 3 credits must be at a the 400 level. No more than one 100-level course can count as an elective.

[Before]FRN 101 or FRN 102 or FRN 103	3
FRN 309 French Grammar	
FRN 320 French for the Professions	
FRN 330 Masterpieces of French Literature	
FRN 331 Masterpieces of Francophone Literature	
FRN 340 Genres Littéraires	
FRN 380 Aspects De La Civilisation Française/Francophone	
FRN 388 Internship French	
FRN 392 French Cultural Studies Immersion	
FRN 393 Selected Topics in French	
FRN 400 Seminar: Advanced Studies in French Language and Literature	
FRN 411 Theory and Practice of Translation	
FRN 490 Selected Topics in French	

## Free Electives (36 crs.)

### Note:

French majors and minors are strongly urged to take history, political science, and geography courses that deal with French-speaking countries.

## General Education

### General Education Requirements

[General Education Program](#)

**Required PASSHE Forms:** These forms will be submitted to PASSHE after the UCC committee has approved the requested changes. Completion of forms will expedite notification/approval to PASSHE.

\*For a Reorganization the PASSHE Program Reorganization form is required.

\*For Delivery Change the PASSHE Delivery Method Change Notification is required.

- Program Revision Attachments**
- Existing Program Checksheet (in pdf format)
  - Proposed NEW Program Checksheet (in pdf format)
  - Evidence of Communication/Meeting Minutes/Other Supporting Documents
  - Verification Grid Attached (in pdf format)
  - Required PASSHE Forms

### Administration Use Only

#### UCC Control Number

**UCC Revision Recommended?**  Yes  No

**Program ID**

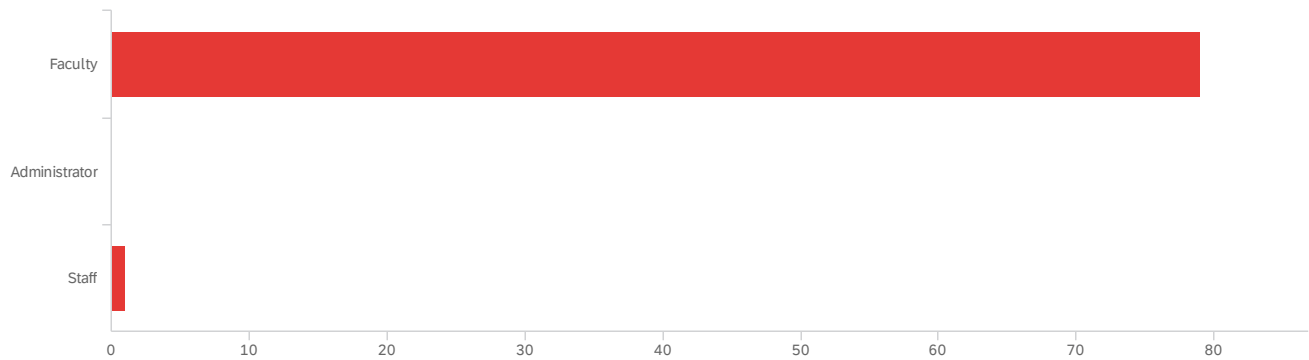
**Program OID** 3072

# Default Report

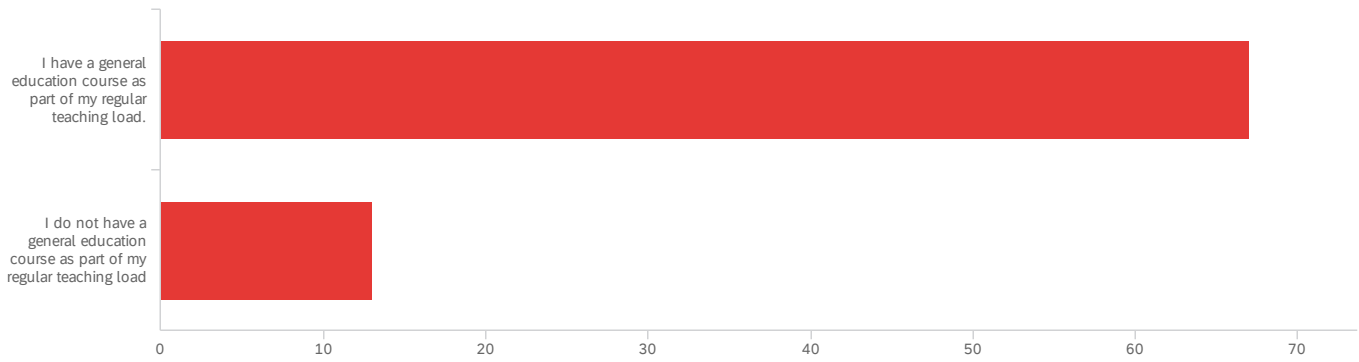
General Education Program

November 15, 2022 2:20 PM MST

Q4 - Which of the following best describes your primary role at the institution?

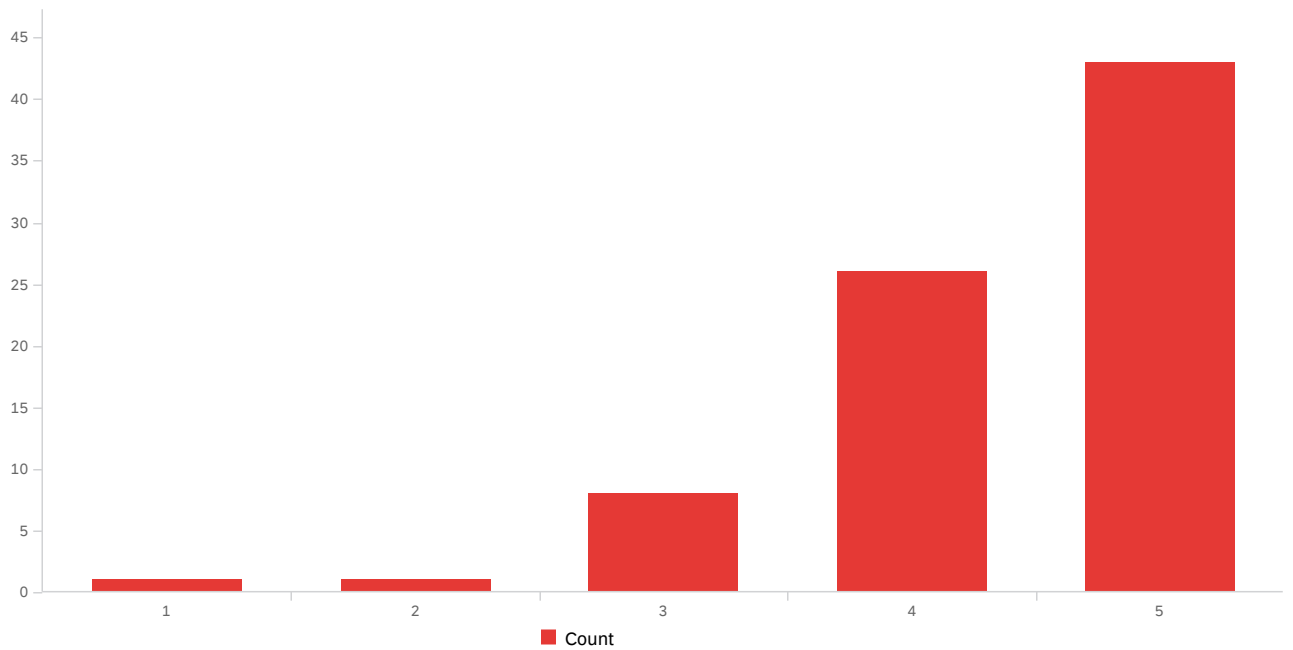


## Q12 - What is your individual experience with the General Education program



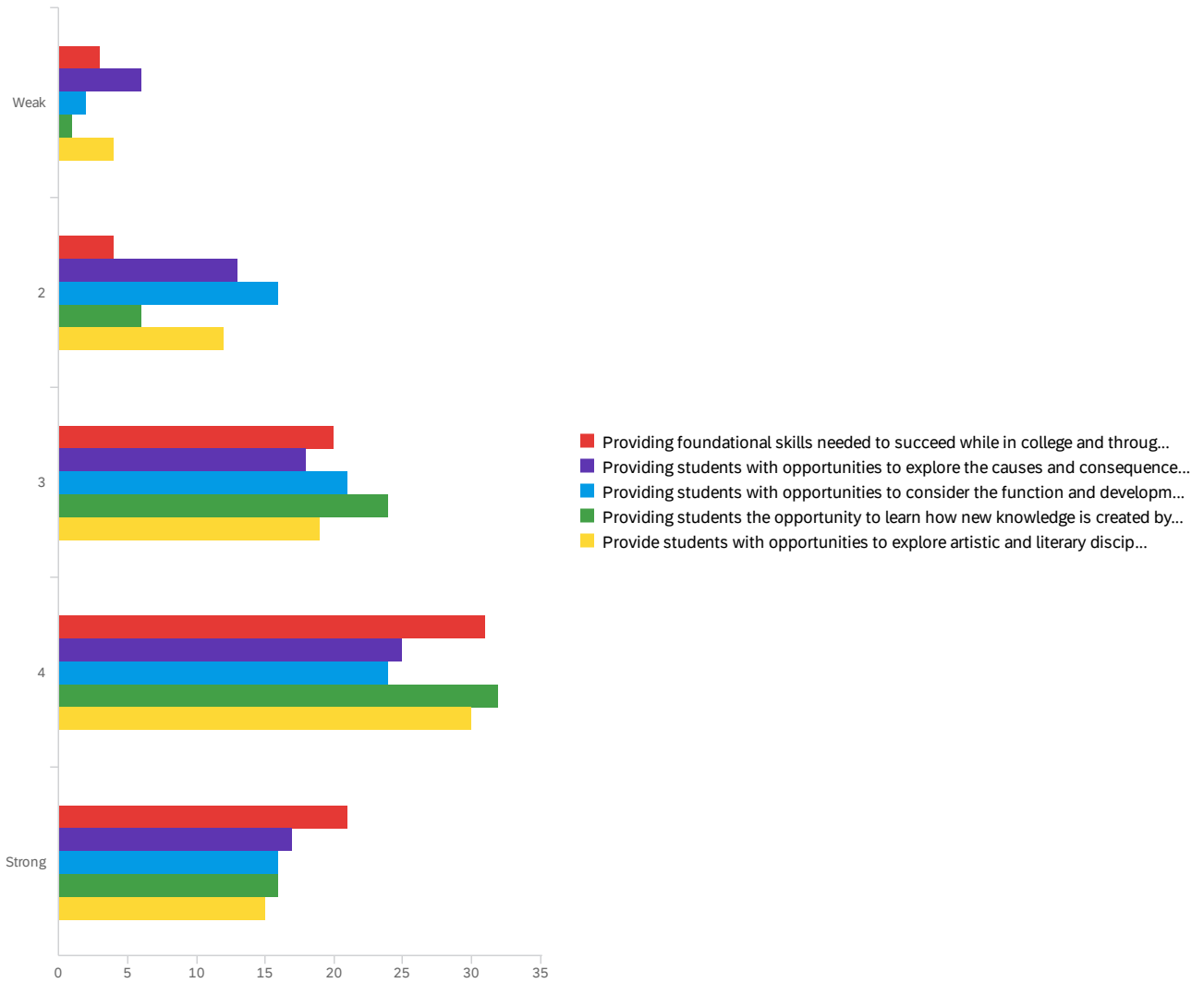
Q6 - On a scale of 1-5, please rate your overall familiarity with the General Education program. 1= Never worked with the program or read the language5= Regularly teach General Education courses or are very familiar with the program language, program goals, and learning objectives

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	On a scale of 1-5, please rate your overall familiarity with the General Education program. 1= Never worked with the program or read the language5= Regularly teach General Education courses or are very familiar with the program language, program goals, and learning objectives	1.00	5.00	4.38	0.82	0.67	79



## Q7 - Rate the overall strength of the following five areas of the General Education

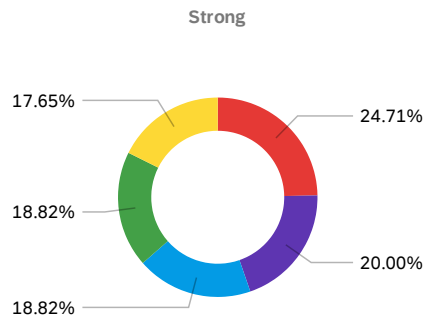
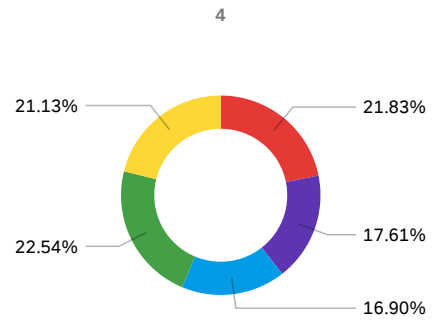
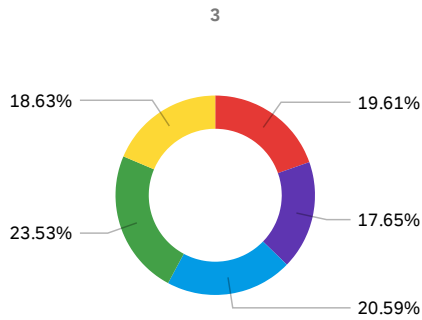
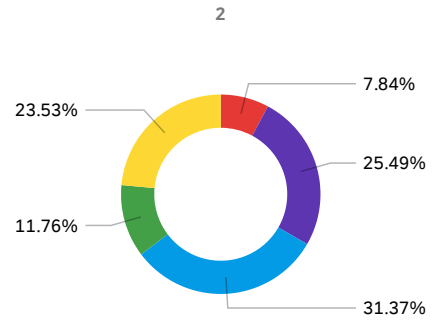
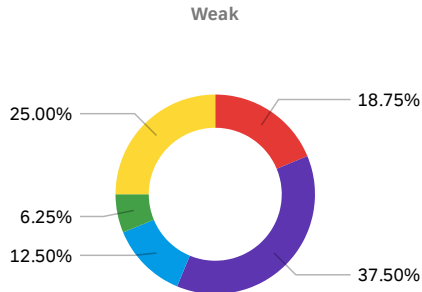
curriculum.



#	Field	Weak	2	3	4	Strong	Total
1	Providing foundational skills needed to succeed while in college and throughout life after college	3.80% 3	5.06% 4	25.32% 20	39.24% 31	26.58% 21	79
2	Providing students with opportunities to explore the causes and consequences of human behavior and thought as a pathway to mutual respect and tolerance in a diverse world	7.59% 6	16.46% 13	22.78% 18	31.65% 25	21.52% 17	79
3	Providing students with opportunities to consider the function and development of institutions, as well as their own responsibilities in society	2.53% 2	20.25% 16	26.58% 21	30.38% 24	20.25% 16	79

#	Field	Weak	2	3	4	Strong	Total
4	Providing students the opportunity to learn how new knowledge is created by applying scientific principles and technology to address historical and contemporary questions	1.27% 1	7.59% 6	30.38% 24	40.51% 32	20.25% 16	79
5	Provide students with opportunities to explore artistic and literary discipline by describing, analyzing, and responding to the scope of works of art and literature.	5.00% 4	15.00% 12	23.75% 19	37.50% 30	18.75% 15	80

Showing rows 1 - 5 of 5



- Providing foundational skills needed to succeed while in college and throughout life after college
- Providing students with opportunities to explore the causes and consequences of human behavior and thought as a pathway to mutual respect and tolerance in a diverse world
- Providing students with opportunities to consider the function and development of institutions, as well as their own responsibilities in society

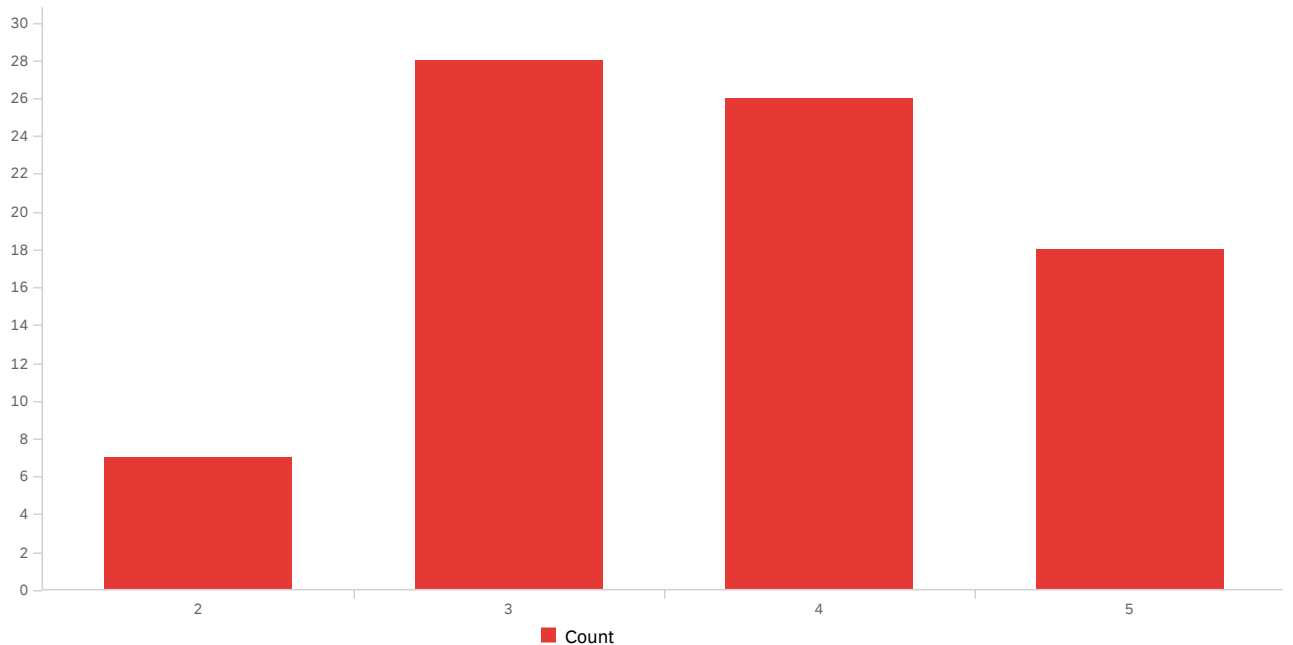
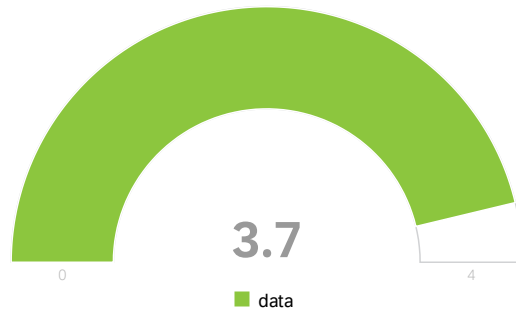
■ Providing students the opportunity to learn how new knowledge is created by applying scientific principles and technology to address historical and contemporary questions

■ Provide students with opportunities to explore artistic and literary discipline by describing, analyzing, and responding to the scope of works of art and literature.



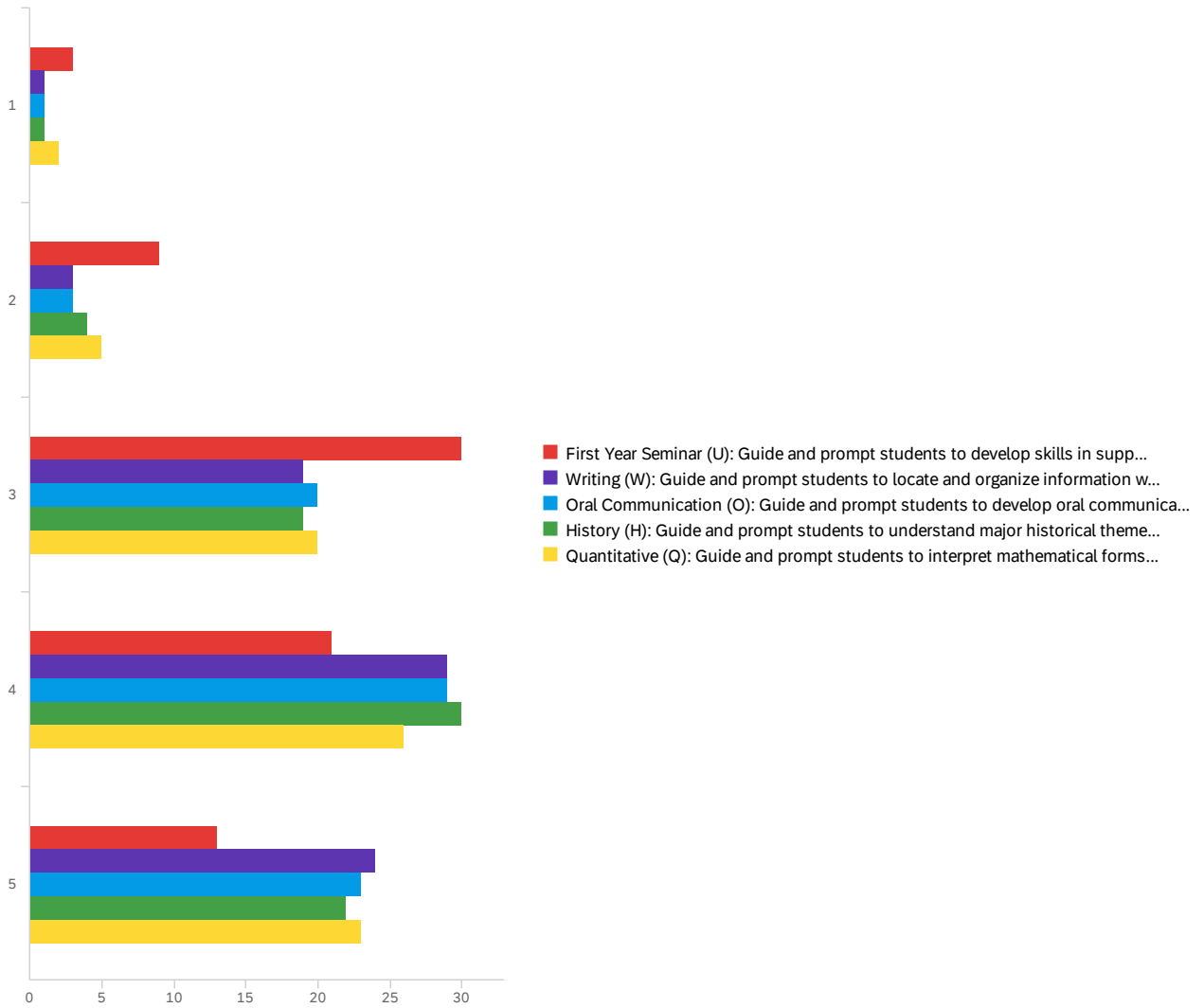
Q17 - Rate the overall ability of the General Education program to give students the breadth of knowledge and skills necessary for an individual to become an informed and literate member of society. 1= Does not provide appropriate knowledge and skills5= Does provide appropriate knowledge and skills

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate the overall ability of the General Education program to give students the breadth of knowledge and skills necessary for an individual to become an informed and literate member of society. 1= Does not provide appropriate knowledge and skills5= Does provide appropriate knowledge and skills	2.00	5.00	3.70	0.92	0.84	79





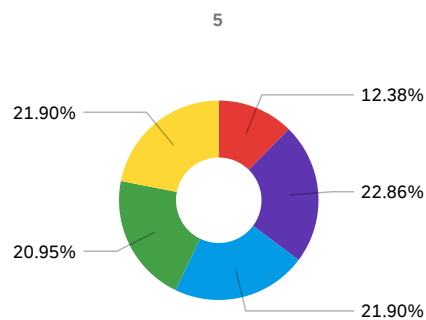
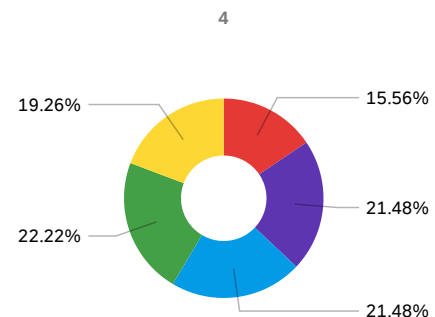
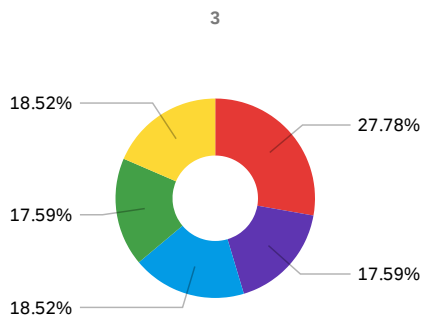
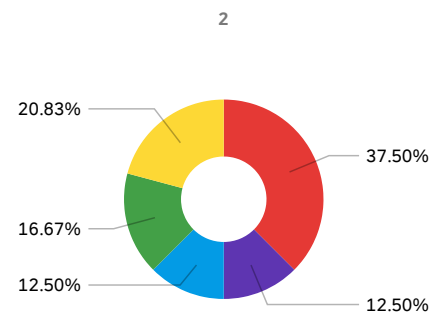
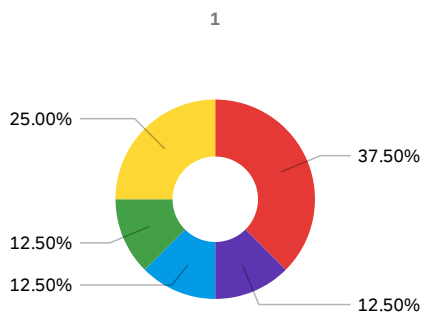
Q13 - Foundations Students develop the requisite quantitative, analytical, written communication, and oral communication skills needed to succeed while in college and throughout life after college.



#	Field	1	2	3	4	5	Total
1	First Year Seminar (U): Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar.	3.95% 3	11.84% 9	39.47% 30	27.63% 21	17.11% 13	76
2	Writing (W): Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication.	1.32% 1	3.95% 3	25.00% 19	38.16% 29	31.58% 24	76

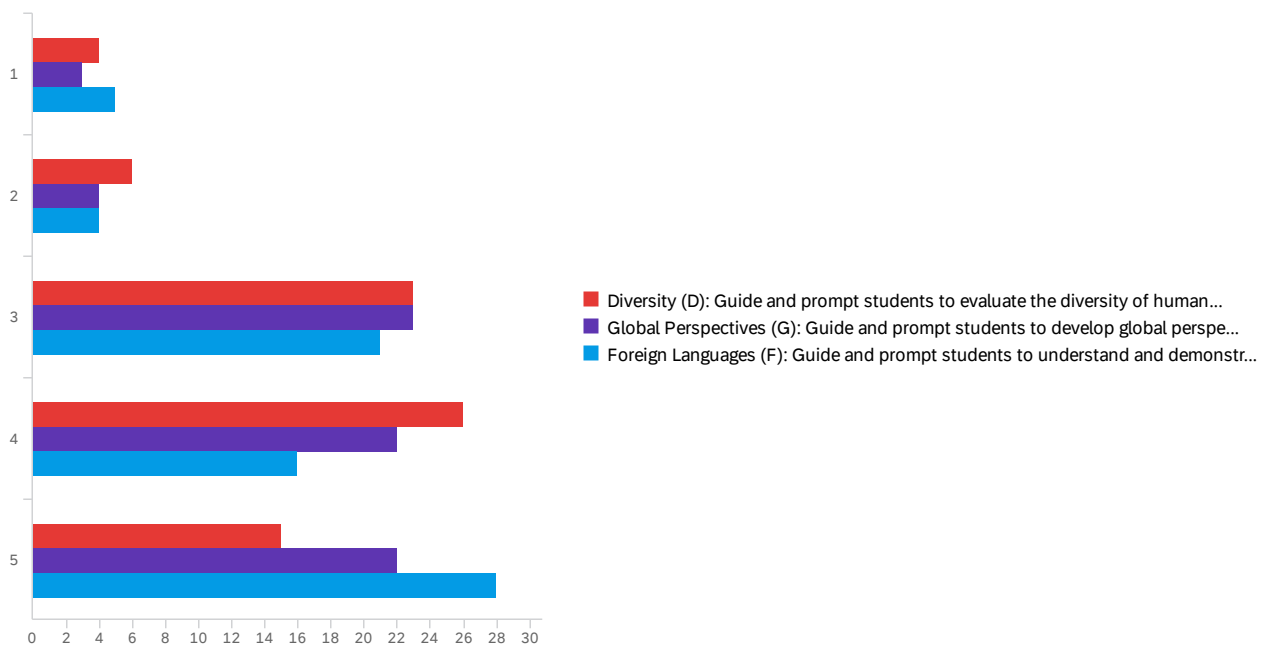
#	Field	1	2	3	4	5	Total
3	Oral Communication (O): Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.	1.32% 1	3.95% 3	26.32% 20	38.16% 29	30.26% 23	76
4	History (H): Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.	1.32% 1	5.26% 4	25.00% 19	39.47% 30	28.95% 22	76
5	Quantitative (Q): Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.	2.63% 2	6.58% 5	26.32% 20	34.21% 26	30.26% 23	76

Showing rows 1 - 5 of 5



- First Year Seminar (U): Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar.
- Writing (W): Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication.
- Oral Communication (O): Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.
- History (H): Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.
- Quantitative (Q): Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.

Q45 - Interconnections Students explore human behavior, social interactions, and global communities through humanities and the social and behavioral sciences. Open discourse about the causes and consequences of human behavior and thought, and the interconnectedness of societies revealed by examining traditions and structures, provides a pathway to mutual respect and tolerance in a diverse world.

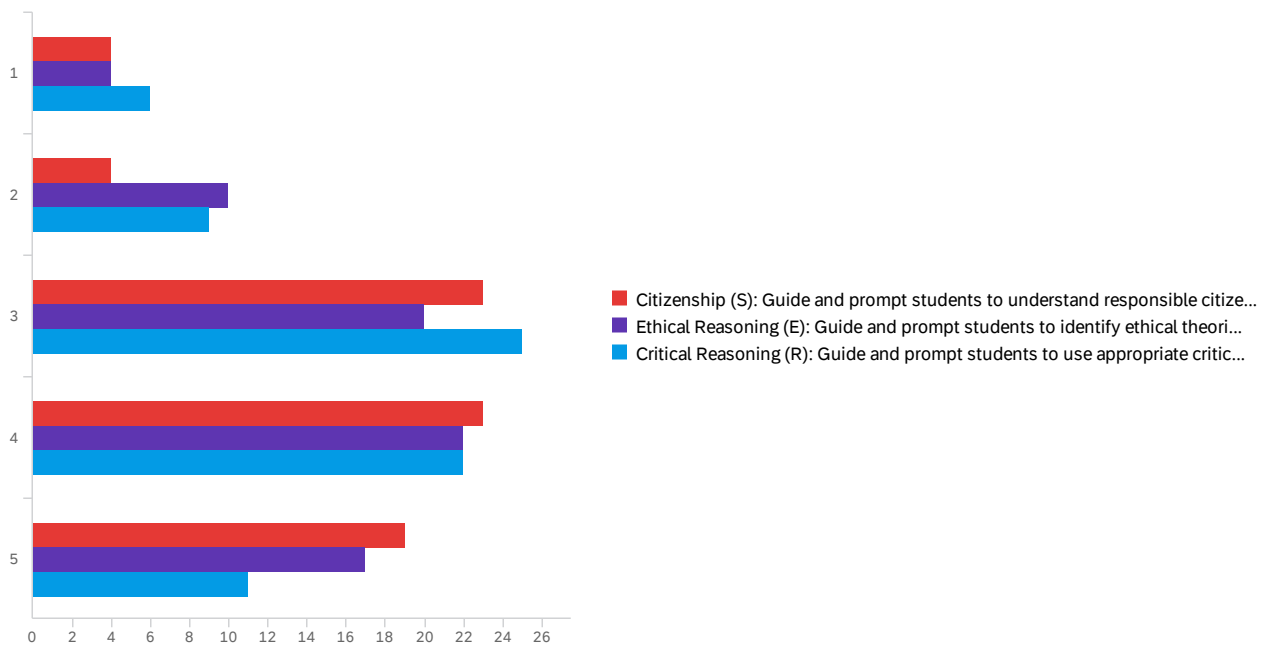


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Diversity (D): Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.	1.00	5.00	3.57	1.07	1.14	74
2	Global Perspectives (G): Guide and prompt students to develop global perspectives by analyzing systems, and evaluating interrelationships	1.00	5.00	3.76	1.06	1.13	74
3	Foreign Languages (F): Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.	1.00	5.00	3.78	1.20	1.44	74

#	Field	1	2	3	4	5	Total
1	Diversity (D): 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.	5.41% 4	8.11% 6	31.08% 23	35.14% 26	20.27% 15	74
2	Global Perspectives (G): Guide and prompt students to develop global perspectives by analyzing systems, and evaluating interrelationships	4.05% 3	5.41% 4	31.08% 23	29.73% 22	29.73% 22	74
3	Foreign Languages (F): Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.	6.76% 5	5.41% 4	28.38% 21	21.62% 16	37.84% 28	74

Showing rows 1 - 3 of 3

Q46 - Citizenship and Responsibility Students consider the function and development of institutions, as well as their own responsibilities in society. Tools for development of students as informed and responsible citizens can include study of principles and research in social science, analysis of the development of social and political systems and practices, application of critical analysis and reasoning, and contemplation of ethics and values.



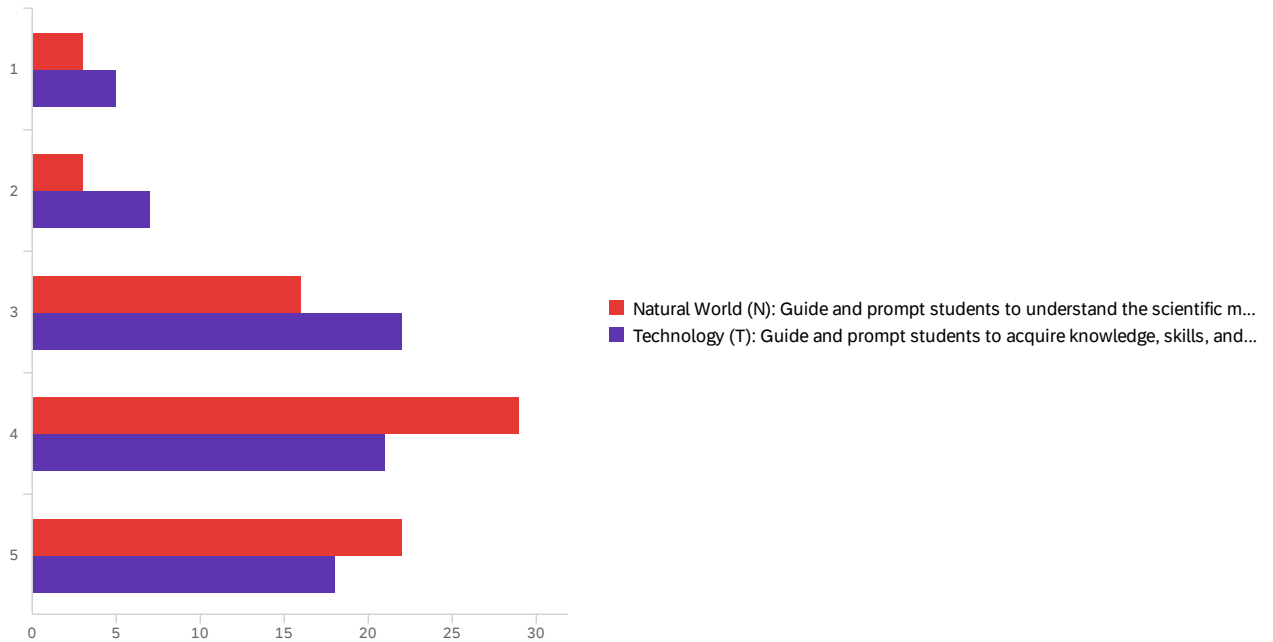
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Citizenship (S): Guide and prompt students to understand responsible citizenship through the development of ideas of citizenship and rights, how society protect or fails to protect basic rights, and avenues for individual or collective action.	1.00	5.00	3.67	1.09	1.18	73
2	Ethical Reasoning (E): Guide and prompt students to identify ethical theories or guidelines and apply appropriate ethical reasoning to reach conclusions and support moral judgments.	1.00	5.00	3.52	1.15	1.32	73
3	Critical Reasoning (R): 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.	1.00	5.00	3.32	1.12	1.26	73



#	Field	1	2	3	4	5	Total
1	Citizenship (S): Guide and prompt students to understand responsible citizenship through the development of ideas of citizenship and rights, how society protect or fails to protect basic rights, and avenues for individual or collective action.	5.48% 4	5.48% 4	31.51% 23	31.51% 23	26.03% 19	73
2	Ethical Reasoning (E): Guide and prompt students to identify ethical theories or guidelines and apply appropriate ethical reasoning to reach conclusions and support moral judgments.	5.48% 4	13.70% 10	27.40% 20	30.14% 22	23.29% 17	73
3	Critical Reasoning (R): 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.	8.22% 6	12.33% 9	34.25% 25	30.14% 22	15.07% 11	73

Showing rows 1 - 3 of 3

Q47 - Natural World and Technology Students learn how new knowledge is created by applying scientific principles and technology to address historical and contemporary questions.

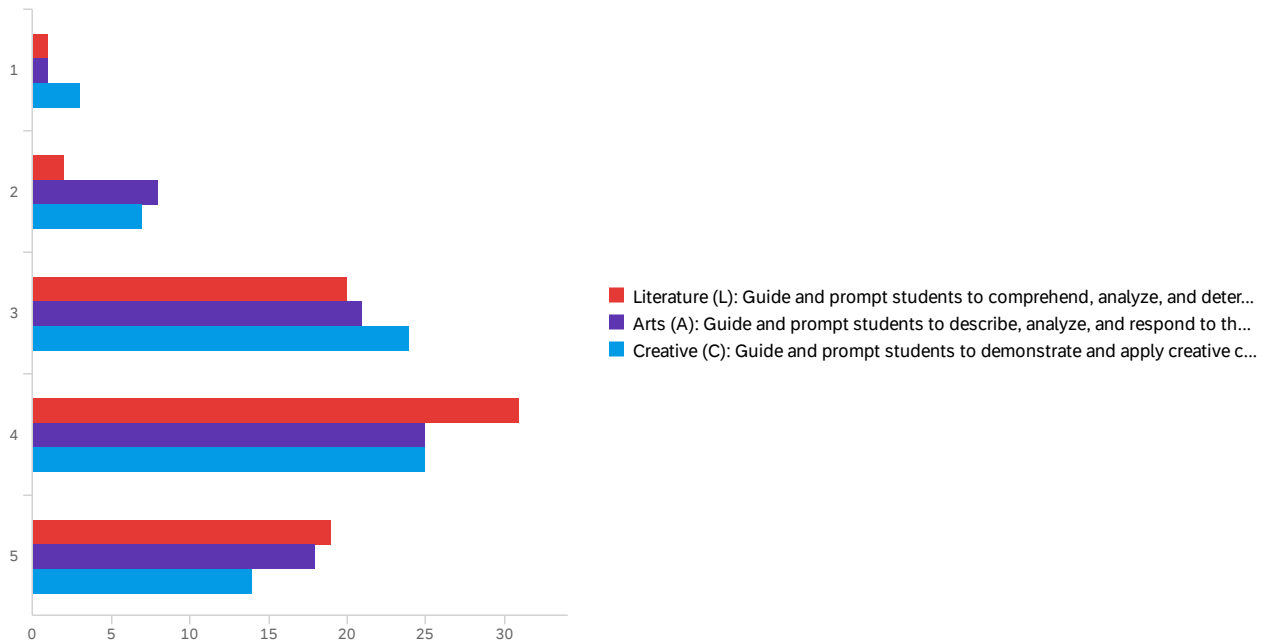


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Natural World (N): Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world.	1.00	5.00	3.88	1.02	1.04	73
2	Technology (T): Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.	1.00	5.00	3.55	1.16	1.34	73

#	Field	1	2	3	4	5	Total
1	Natural World (N): Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world.	4.11% 3	4.11% 3	21.92% 16	39.73% 29	30.14% 22	73
2	Technology (T): Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.	6.85% 5	9.59% 7	30.14% 22	28.77% 21	24.66% 18	73

Showing rows 1 - 2 of 2

Q48 - Creativity and Expression Students explore artistic and literary disciplines and their modes of expression, considering the processes by which artistic works are imagined and created as well as the analytical tools for describing and appraising works of art and literature.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Literature (L): Guide and prompt students to comprehend, analyze, and determine the significance for works of literature.	1.00	5.00	3.89	0.87	0.76	73
2	Arts (A): Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.	1.00	5.00	3.70	1.00	1.01	73
3	Creative (C): Guide and prompt students to demonstrate and apply creative competencies, problem solving and preparation in the realization of a creative work.	1.00	5.00	3.55	1.03	1.07	73

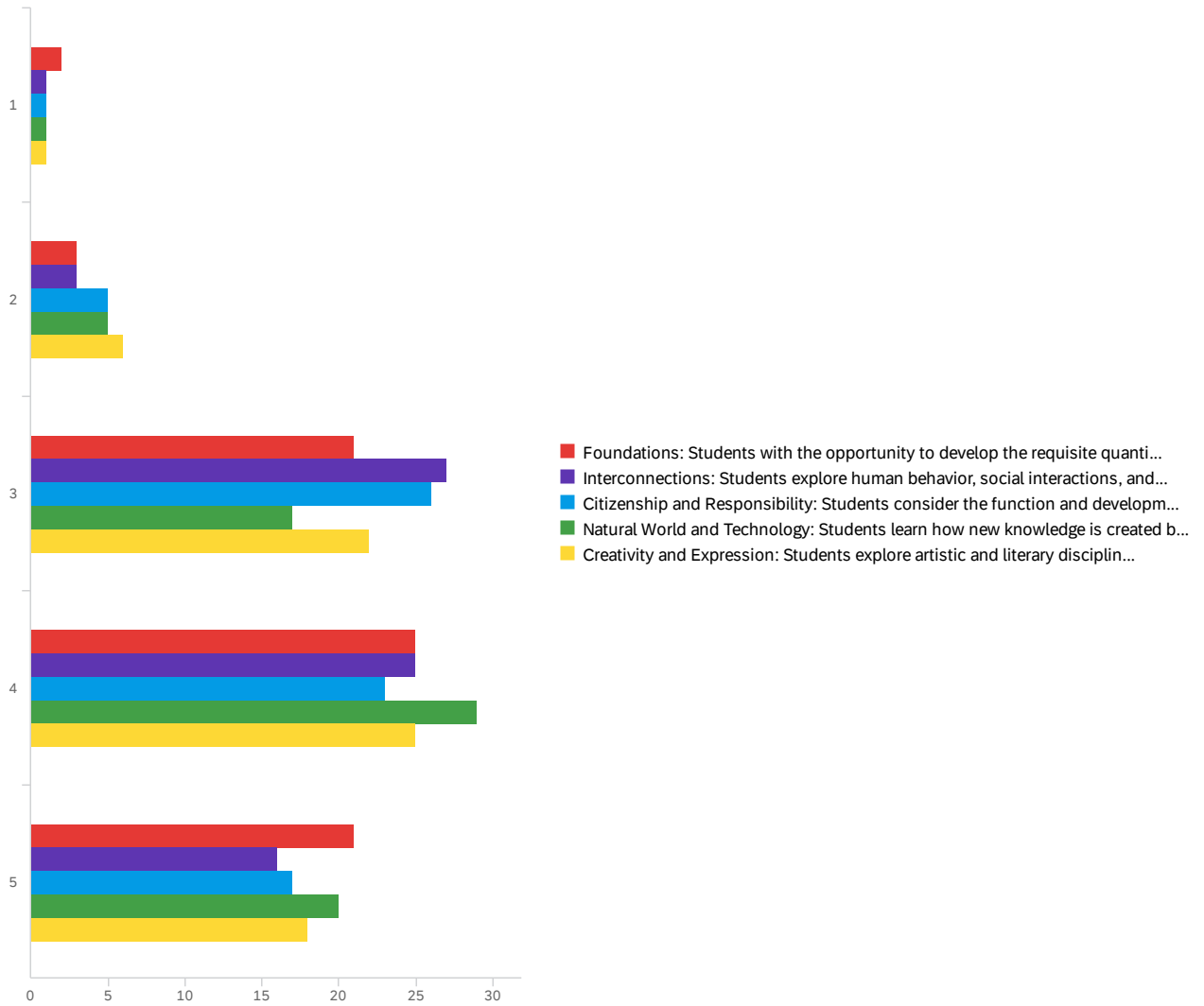
#	Field	1	2	3	4	5	Total
1	Literature (L): Guide and prompt students to comprehend, analyze, and determine the significance for works of literature.	1.37% 1	2.74% 2	27.40% 20	42.47% 31	26.03% 19	73

#	Field	1	2	3	4	5	Total
2	Arts (A): Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.	1.37% 1	10.96% 8	28.77% 21	34.25% 25	24.66% 18	73
3	Creative (C): Guide and prompt students to demonstrate and apply creative competencies, problem solving and preparation in the realization of a creative work.	4.11% 3	9.59% 7	32.88% 24	34.25% 25	19.18% 14	73

Showing rows 1 - 3 of 3

Q50 - On a scale of 1 (not well) to 5 (very well), rate how well the program's five

curricular themes align with the General Education Program.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Foundations: Students with the opportunity to develop the requisite quantitative, analytical, written communication, and oral communication skills needed to succeed while in college and throughout life after college.	1.00	5.00	3.83	0.99	0.97	72
2	Interconnections: Students explore human behavior, social interactions, and global communities through humanities and the social and behavioral sciences. Open discourse about the causes and consequences of human behavior and thought, and the interconnectedness of societies revealed by examining traditions and structures, provides a pathway to mutual respect and tolerance in a diverse world.	1.00	5.00	3.72	0.90	0.81	72

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	Citizenship and Responsibility: Students consider the function and development of institutions, as well as their own responsibilities in society. Tools for development of students as informed and responsible citizens can include study of principles and research in social science, analysis of the development of social and political systems and practices, application of critical analysis and reasoning, and contemplation of ethics and values.	1.00	5.00	3.69	0.95	0.91	72
4	Natural World and Technology: Students learn how new knowledge is created by applying scientific principles and technology to address historical and contemporary questions.	1.00	5.00	3.86	0.95	0.90	72
5	Creativity and Expression: Students explore artistic and literary disciplines and their modes of expression, considering the processes by which artistic works are imagined and created as well as the analytical tools for describing and appraising works of art and literature.	1.00	5.00	3.74	0.97	0.94	72

#	Field	1	2	3	4	5	Total
1	Foundations: Students with the opportunity to develop the requisite quantitative, analytical, written communication, and oral communication skills needed to succeed while in college and throughout life after college.	2.78% 2	4.17% 3	29.17% 21	34.72% 25	29.17% 21	72
2	Interconnections: Students explore human behavior, social interactions, and global communities through humanities and the social and behavioral sciences. Open discourse about the causes and consequences of human behavior and thought, and the interconnectedness of societies revealed by examining traditions and structures, provides a pathway to mutual respect and tolerance in a diverse world.	1.39% 1	4.17% 3	37.50% 27	34.72% 25	22.22% 16	72
3	Citizenship and Responsibility: Students consider the function and development of institutions, as well as their own responsibilities in society. Tools for development of students as informed and responsible citizens can include study of principles and research in social science, analysis of the development of social and political systems and practices, application of critical analysis and reasoning, and contemplation of ethics and values.	1.39% 1	6.94% 5	36.11% 26	31.94% 23	23.61% 17	72
4	Natural World and Technology: Students learn how new knowledge is created by applying scientific principles and technology to address historical and contemporary questions.	1.39% 1	6.94% 5	23.61% 17	40.28% 29	27.78% 20	72
5	Creativity and Expression: Students explore artistic and literary disciplines and their modes of expression, considering the processes by which artistic works are imagined and created as well as the analytical tools for describing and appraising works of art and literature.	1.39% 1	8.33% 6	30.56% 22	34.72% 25	25.00% 18	72

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**End of Report**