

General Education Council

2018-2019 Academic Year

Agenda, for the meeting on Tuesday, September 25, 2018, in DHC051 at 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – **See Attachment A**
3. Remarks by Co-Chairs – Dean James Mike, Dr. Kirk Moll
4. Old Business
 - a. Reports from our Standing Committees
 - i. Assessment (Dr. Dudley Girard) - **See Attachment B**
 - ii. Budget (Dr. Sam Forlenza) – **See Attachment C**
 1. Grant Applications
 1. Benbow – **See Attachment D**
 2. Lorenz – **See Attachment E**
 3. Clark – **See Attachment F**
 2. Revised grant application form – **See Attachment G**
 - iii. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella) – **See Attachment - H**
 1. Discussion of Transfer Credit Proposal - **See Attachment - I**
 - iv. Program Committee (Dr. Kate Shirk) – **See Attachment - J**
 1. Program Revision Proposals
 1. UCC-18-16 – **See Attachment - K**
 2. UCC-18-23 - **See Attachment - L**
 3. UCC-18-24 - **See Attachment - M**
 4. UCC-18-25 - **See Attachment - N**
 5. UCC-18-26 - **See Attachment - O**
 6. UCC-18-27 - **See Attachment - P**

7. UCC-18-28 - **See Attachment - Q**
2. Course Revision Proposals
 1. UCC-18-18 - **See Attachment - R**
 2. UCC-18-19 - Informational - **See Attachment - S**
 3. UCC-18-20 - **See Attachment - T**
 4. UCC-18-33 - **See Attachment - U**
3. General Education Handbook for Advisors - **See Attachment - V**
5. Announcements
6. Call to Adjourn

Attachment A

MINUTES

General Education Council, 3:30 PM August 28, 2018, DHC 051

- I. Dr. Moll called the meeting to order at 3:39 pm. Attendance at the meeting included: J. Mike, T. Frielle, D. Girard, A. Vassallo, L. Cella, S. Drzyzga, A. Feeney, B. Ulrich, M. Ramsey, D. Gochenaur, L. Bryant, R. Lesman, M. Lucia, K. Shirk, M. Greenberg, S. Haase, K. Lorenz, B. Wentz, D. Hwang, C. Rojas, W. Kubasko, B. Meyer, J. Clements, H. Liu, J. Smith, S. Burg, and A. Morana.
- II. Dr. Drzyzga motioned, seconded by Dr. Kubasko, to approve the April 22, 2018 minutes. All were in favor and the motion passed unanimously.
- III. Dr. Moll made opening remarks for the semester. He thanked everyone for coming to this August meeting and noted an early meeting was good start to initiate a strong semester. This will be a big implementation year. He stated calibration meetings began last spring and will be an ongoing process to get faculty together to discuss their teaching goals, objectives, and outcomes. It was nice to get recognition from the Provost and although the award went to Dr. Drzyzga, Dr. Bergsten, and himself, it really is a testament to the hard work of many people, for many years. Dr. Moll encouraged people to sign up for a committee and he will meet soon with Dr. Mike to finalize the committees. Committees should meet in September to elect a chair and secretary and provide a report at the September GEC meeting.
- IV. Old Business
 - a. Assessment Committee-Dr. Girard reported that the final assessment of the last program was complete and will consider learning outcomes of the new program. The assessment protocol will report data on freshman and seniors and it is expected that students' scores improve or stay the same.
 - b. First-Year-Experience Committee-Dr. Cella wanted to give a brief overview of the FYE. She is excited about the events of the summer, move-in week, and the start of the new semester. They are working on assessment and conducted a survey this week. They will survey the students again at the end of the semester. Faculty seem to be excited, peer anchors spent a week training and provided great experiences and connections for incoming students. The FYE has a new office in the CUB. Several people asked about the shared requirements, syllabus, and themes for the UNIV101 courses. It was suggested that they should be shared on the S drive for all faculty to review. Additional plans are set to debrief faculty at the end of this semester and recruit for future semesters.
 - c. Budget Committee-Members of the committee were not present, but they had reviewed three proposals that they recommended. Dr. Ulrich motioned, seconded by Dr. Cella to support Dr. Lucia's Orchestra field trip to Harrisburg (\$1254). All were in favor and the motion passed unanimously. Dr. Ulrich motioned, seconded by Dr. Shirk, to support Dr. Spicka's (\$1342) and Dr. Wildermuth's (\$1,673) proposals to visit the United States Holocaust Memorial Museum. The motion passed unanimously.
 - d. Program Committee-Dr. Drzyzga reported that they will have a handbook describing the program goals, learning objectives, and rubrics.
- V. Dr. Burg motioned, seconded by Dr. Shirk, to adjourn. All were in favor and the meeting adjourned at 4:16pm.

Attachment B

GEC Assessment Committee Meeting Minutes

September 17, 2018

Members present: Lance Bryant, Debbie Gochenaur, Steve Haase, Dean Jim Mike, Kirk Moll, Robert Lesman

Minutes taken by Robert Lesman.

Meeting convened at 11:05 a.m.

1. CLA testing. We will continue to do this every year. After four years, we move to doing it every other year. We don't have a specific score range; we look for upward or downward trends. No red flags in data from spring 2018. Students are selected randomly and there is a fairly even distribution of students across colleges. In the future, UNIV 101 class can be the forum for encouraging student participation. [CLA+ data located on the S drive under GEC]

2. Data gathering: First categories, Arts and Creative had draft reporting forms presented. Reporting form discussed. Form to be finalized in two weeks. Representatives in departments will collect data from the five column and report via google forms. Data for all courses under a goal will be collated and posted to Noventus/TracDat. Data is compiled under Unsatisfactory, Emerging, Developing, Proficient, and Mastery. Possible difficulties in calibration and compiling of assessments from different departments and across multiple sections under the same tag discussed. These difficulties can be addressed moving forward through the calibration meetings, as departments get accustomed to using new reporting protocols.

3. Work Load Issues: There was some discussion that as departments start gathering data for the new Gen Ed program assessment for a means to communicate work load issues to the GEC. The assessment process should not be so much that it overwhelms departments.

4. Old program assessment. Last of data has been collected and related to Category E. Data is being loaded to the S Drive so that assessment of old program can be closed out. Past difficulties in collecting data consistently are being addressed in the new format.

Motion to adjourn: Steve Haas

Seconded: Debbie Gochenaur

11:35 a.m.

Attachment C

MINUTES

GEC Budget Subcommittee Meeting

Held on September 18, 2018

Start time - 12:00pm

Ending Time – 12:25 pm

Location: Henderson Gym 101A

1. Dr. Forlenza called the meeting to order at 12:00 pm.
 - a. Present: J. Carbo; S. Forlenza; K. Moll; C. Rojas
 - b. Absent: B. Culbertson, A. Vassallo
2. Dr. Forlenza gave a welcome message and introduced members of the subcommittee. He updated the committee about an updated version of a grant proposal submitted by Dr. Benbow. He also provided documentation regarding a new grant application submitted by Dr. Lorenz.
3. Elections were held to choose the Chair and Secretary of the Budget Committee. Dr. Forlenza agreed to chair the committee for the new period. Dr. Moll suggested Dr. Rojas to be the secretary for the new period. All were in favor.
 - a. Chair: Dr. Samuel Forlenza
 - b. Secretary: Dr. Carlos Rojas-Gaona
4. Review of Grant Applications – Dr. Forlenza informed the committee about general procedures that are followed to review grant applications. The budget committee reviews applications and either “recommends” or “does not recommend” the applications based on three main criteria: (1) appropriateness of the applications to fit within the General Education Program; (2) presence of itemized budget with appropriate documentation; and (3) general description about how the applicant will assess students’ experience during and after the activity. Then, grant applications are “approved” or “denied” at the General Education Committee Meetings.
 - a. Dr. Benbow’s updated application (\$2,355.00) was reviewed. Dr. Carbo noted that the application followed the three criteria. The subcommittee reached a decision to “recommend” the grant application.
 - b. Dr. Lorenz’s application (\$ 1,175.00) was reviewed. Dr. Rojas noted that the application followed the three criteria. However, all present agreed that Dr. Lorenz should provide

documentation about the itemized budget. Pending receipt of budget documentation, the subcommittee reached a decision to “recommend” the grant application.

5. Revising the Grant Application

- a. Evaluation rubric – Dr. Forlenza and Dr. Moll noted the need to create a rubric to evaluate grant applications. The rubric will cover all three criteria described below. The rubric will be created throughout the semester, and will need to be reviewed/revised by the subcommittee.
- b. Dr. Moll suggested updating the Grant Proposal Form and updating GEC webpage with any new information, include objectives, rubric, etc.

6. Budget Recommendations

- a. Proposals for different areas – Dr. Moll encouraged the idea of grouping proposals in order to get better prices or discounts from transportation companies.
- b. Placing budget on agenda – Information about the GEC Budget is not available yet. Dr. Moll suggested reaching out to the Provost’s office to get the information. Dr. Carbo asked about the moneys available for GEC grants proposals for this year. Dr. Forlenza indicated not having received any information yet about yearly allocation of money for grant proposals.

7. Future Meetings – Dr. Forlenza will send future meeting invitations using Doodle to assess which days/times of the week seem to be more appropriate for all subcommittee members to attend.

8. Meeting adjourned at 12:25 pm.

Minutes submitted by Dr. Carlos Rojas-Gaona

Attachment D

GENERAL EDUCATION PROJECT GRANT 2017-18 ACADEMIC YEAR

PURPOSE:

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

GRANT APPLICATION

PROPOSALS MUST CONTAIN THE FOLLOWING:

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

AWARD CRITERIA

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

GRANT POLICIES

Receipts must be retained and submitted for reimbursement.

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

Grant Awards are limited to:

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

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

QUESTIONS AND SUBMISSION INSTRUCTIONS

Questions can be directed to **James Hamblin** at JEHamb@ship.edu. Please submit the grant application as an attachment to me. The electronic submission does not need signatures or vendor estimates. However, you must send a single hard copy of the entire proposal that includes original signatures and vendor estimates to **Henderson Gym 107D**.

GENERAL EDUCATION PROJECT GRANT
TITLE PAGE

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

Name: *Dr. Samuel R. Benbow*

Department: *Social Work & Gerontology*

Email: *Srbenb@ship.edu*

Phone: *717-477-1781*

Date of Proposed Project/Event/Excursion: *November 7, 2018*

If project/event is specific to your general education course sections, please provide Course # and Section number(s): *SWK265: Understanding Diversity for Social Work Practice (Section 01 & 02) and University 101 (Section:96) for whom Dr. Jennifer Clements is the course instructor.*

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

SWK 265: Understanding Diversity for Social Work Practice serves as a general education course under the broad theme category of Interconnections, while University 101 serves as a general education course under the broad theme Foundations. The course goal for SWK265 is based on Core Competency 2 established by the Council on Social Work Education (social work accrediting body), which states to “Engage in Diversity and Difference in Practice.” The two associated Practice Behaviors are 1) “to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels” and 2) “Present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.” The University 101’s program goal is “to 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.”

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

Three sections of university students, enrolled into section 01, 02 of SWK265 or section 96 of University 101 courses will review the numerous permanent exhibits, for the purpose of connecting course concepts from a historically as well as present day lens.

Total Amount Requested: *\$2,355.00 (Includes a \$75.00 gratuity)*

Faculty Member: *Dr. Samuel R. Benbow*

Date: *9/18/2018*

GENERAL EDUCATION PROJECT GRANT

BUDGET SHEET

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

NAME: DR. SAMUEL R. BENBOW

DEPARTMENT: SOCIAL WORK AND GERONTOLOGY

EMAIL: SRBENB@SHIP.EDU

PHONE: 717-477-1781

MONTH AND YEAR OF PROPOSED EVENT: NOVEMBER, 2018

ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1. Wolf's Bus Lines Deluxe motor coach 38 Passenger motor coach (2)	\$2,280.00
2. Gratuity for Wolf's Bus Lines Deluxe motor coach	\$75.00

TOTAL REQUESTED: \$2,355.00

FACULTY MEMBER: DR. SAMUEL R. BENBOW

DATE: 8/27/2018

Summary Narrative of the Project:

The proposed project is a bus excursion to the National Holocaust Museum in Washington D.C. on the morning of November 7, 2018. This excursion is designed to directly support the course objectives relevant to SWK 265, which are to assist students to develop tools for increased understanding of and sensitivity to human diversity and cultural experiences different from their own. This “human behavior in the social environment lens” approach calls for students to examine their own values, beliefs, attitudes and approaches to human diversities. The course objectives for University 101 is to 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.” Students will have the opportunity to explore the permanent exhibit, critically connect course content learned and discussed throughout the semester with what they feel, see, touch and or hear in the museum.

Students will be assigned into small groups of three to engage in thoughtful, intentional dialogue about the exhibits and its relationship to what they were taught from family, friends, community, social media and prior educational experiences in high school as well as college. Assignments associated with the event include a Pre-Holocaust Museum Assessment, Exhibit Synthesis and Reaction/Reflection paper. Additionally, all assignments require students to explore historical aspects of diversity and oppression as a means to develop ways to effectively impact change in their professional lives as social workers, and or contributing members of our Shippensburg University community. These assignments are in direct alignment to the goals and objectives of the SWK 265, University 101, and the General Education Program.

~NOTE~

This bus excursion to the National Holocaust Museum is a combined effort of myself, Dr. Samuel R. Benbow and Dr. Jennifer Clements who serves as the course instructor for University 101, section 96.

Attachment E

GENERAL EDUCATION PROJECT GRANT TITLE PAGE

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

Name: Karl G. Lorenz
Steven B. Burg
Jonathan K. Skaff

Department: Sociology/Anthropology
History
International Studies

Email: kgllore@ship.edu
sbburg@ship.edu
jkskaf@ship.edu

Phone: 717-477-1771
717-477-1189
717-477-1255

Date of Proposed Project/Event/Excursion: March 21, 2019 Thursday at 7:00 pm
With pre-lecture on campus dinner for interested students and faculty at 5:45 pm

If project/event is specific to your general education course sections, please provide Course # and Section number(s): ANT 105-01, HIS 105 (all sections)

General Education Category: Skills and Competencies/ Foundations -Historical Themes, Category E (Social and Behavioral Sciences)/Program Goal G (Global Perspectives)

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

We would like to invite Dr. Robert D. Miller II, Associate Professor of Religious Studies from Catholic University to present a public evening lecture on his new book dealing with the dragon slaying myth through history. A pre-lecture on campus seated dinner will be held for interested students and faculty. A question-and-answer session will follow the evening presentation. Dr. Miller's presentation relates to four courses (HIS 105, ANT 105, ANT 310, INT 300).

Total Amount Requested: \$1232.75

Faculty Member Karl Lorenz
Steven Burg
Jonathan Skaff

Date: September 14, 2018

GENERAL EDUCATION PROJECT GRANT SUMMARY

Project Description: Tracking the Dragon

On Thursday, March 21, 2019 we would like to invite Dr. Robert D. Miller II, Associate Professor of Religious Studies from Catholic University to present a public evening lecture on his new book related to the dragon slaying myth through history. The topic would likely be of interest to students in History, Sociology, Anthropology, Philosophy, and International Studies as well as the general public. Moreover, given the popularity of the Game of Thrones HBO series I anticipate this will be a well-attended evening lecture for the entire campus community. Dr. Miller does not require lodging and has offered to drive his own car from Washington, D.C., thus this proposal asks for honorarium, mileage, and an on campus dinner for students and faculty interested in meeting the speaker before his talk.

An abstract of Dr. Miller's presentation entitled, "Tracking the Dragon Across the Ancient Near East," follows: "A pervasive myth of the storm god defeating a dragon that represents chaos and the sea has a hoary ancestry and a vast range, spanning Semitic and Indo-European worlds alike. This lecture chronicles its trajectories and permutations throughout India, the proto-Indo-European cultures, and Iran, and among the Hittites as well as other ancient Near Eastern and Mesopotamian traditions. It shows how the myth pervades many cultures and many civilizations and that the dragon is always conquered, despite its many manifestations."

Connections with the General Education Program at Shippensburg University

Dr. Miller's presentation is consistent with several aspects of both the pre-Fall 2018 and the newly revised Fall 2018 General Education Program. Dr. Miller's presentation will be directly relevant to students enrolled in two General Education courses (all sections of HIS 105 World History and ANT 105 Great Discoveries in Archaeology), one upper level anthropology course (ANT 310 Magic, Science and Religion), and the INT 300 capstone course for International Studies majors. The talk will provide students with a global and historical perspective on a legendary myth that has pervaded religious, political, and literary traditions across Europe and Asia over several millennia.

With respect to the Required Skills and Competencies within our pre-2018 General Education Program, the presentation is consistent with the learning objectives for Historical Perspectives, where students acquire cultural awareness through

historical perspective of world events. Within our new Fall 2018 General Education Program, the presentation addresses the Foundations historical themes (H) where students are prompted to apply critical analysis to generate arguments with appropriate historical evidence. Dr. Miller will compare and contrast the role played by the dragon in literary and religious traditions spanning the continents of Europe and Asia over several millennia.

With regard to our pre-2018 General Education Program, Dr. Miller's talk will also relate to Category E, Social and Behavioral Sciences. His analysis of the varied role of the dragon cross-culturally will address the learning objectives whereby students must be able to identify patterns and processes of human activity within and across cultures. Moreover, the Category E learning objective of being able to identify the impact of social forces figures prominently in Dr. Miller's talk of how the dragon was used in political and religious cultural spheres. Finally, with regard to our new Fall 2018 General Education Program, the presentation meets the learning objective for the Global Perspectives (G) Program Goal whereby students are asked to develop global perspectives by analyzing systems, and evaluating interrelationships. The political and religious interrelationships of the dragon's role throughout the ancient world of Europe and Asia will be examined thus fulfilling this learning objective. Students in ANT 105 Great Discoveries in Archaeology will be required to attend and write a two-page reaction paper because the topic directly relates to the study of the ancient Mesopotamian world where the dragon played an important role in Babylonian political and religious spheres. Similarly, faculty teaching HIS 105, ANT 310, and INT 300 will encourage students to attend this talk and write and reflect on their experiences. Should the General Education Committee support this proposal for Dr. Miller to come to speak at Shippensburg, we will create flyers to advertise this event and distribute them across campus.

GENERAL EDUCATION PROJECT GRANT

BUDGET SHEET

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

Name: Karl G. Lorenz
Steven B. Burg
Jonathan K. Skaff

Department: Sociology/Anthropology
History
International Studies

Email: kglore@ship.edu
szburg@ship.edu
jkskaf@ship.edu

Phone: 717-477-1771
717-477-1189
717-477-1255

MONTH AND YEAR OF PROPOSED EVENT: MARCH 2019

ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1. Honorarium for Dr. Robert D. Miller, II (speaker's acceptance attached e-mail thread)	\$600.00
2. On Campus Seated Dinner with Speaker for interested students and faculty (minimum 25 people @ \$20.45/person) (see attached menu for prices of dinners)	\$511.25
3. Roundtrip Mileage from Washington, D.C. (225 miles @\$0.54/mile)	\$121.50
4.	
5.	

(Continue on back if necessary)

TOTAL REQUESTED: \$1232.75

FACULTY MEMBER KARL LORENZ
 STEVEN BURG
 JONATHAN SKAFF

DATE: SEPTEMBER 14, 2018

From: Robert Miller millerb@cua.edu
Subject: RE: Book Tour
Date: September 14, 2018 at 11:18 AM
To: Lorenz, Karl KGLore@ship.edu



Karl,

Actually March 21 works where March 28 wouldn't have (I'll be in Iceland). I could come for that dinner earlier that day around 5:45 pm, with the talk at 7 pm. I will put March 21 on my calendar.

Bob

From: Lorenz, Karl <KGLore@ship.edu>
Sent: Thursday, September 13, 2018 9:06 AM
To: Robert Miller <millerb@cua.edu>
Subject: Re: Book Tour

Hi again Bob,

It turns out that March 28 won't work for the History department who have already scheduled their honors award ceremony. Because History is a co-author on the grant and their students figure quite prominently into the potential audience for your talk, we will have to schedule you to come on a different Thursday in the spring. What about Thursday, March 21? That date works with the History dept. and would be the week after we return from spring break.

Karl

Dr. Karl Lorenz
Department of Sociology and Anthropology
Shippensburg University
Shippensburg, PA 17257
717-477-1771

On May 24, 2018, at 12:37 PM, Robert Miller <millerb@cua.edu> wrote:

Karl,

Sounds great! We'll talk in the fall.

Bob

From: Lorenz, Karl <KGLore@ship.edu>
Sent: Friday, May 18, 2018 4:34 PM
To: Robert Miller <millerb@cua.edu>
Subject: Fwd: Book Tour

Hi Bob,

Just wanted to keep you posted about your proposed public lecture on Tracking the Dragon across the Ancient Near East in the spring of 2019. My department chair is very excited about the prospect of you coming to talk to our campus sometime in the 2019 spring semester for an evening (7 pm) public lecture open to the entire campus community. I will be getting back to you in the early fall so we can plan a date for you to come in the spring. If driving back to DC after the lecture is too difficult, you can always stay overnight with Katie and me here in Carroll Valley.

All the best,
Karl

Dr. Karl Lorenz
Department of Sociology and Anthropology
Shippensburg University
Shippensburg, PA 17257
717-477-1771

Begin forwarded message:

From: "Denison, Barbara" <bjdeni@ship.edu>
Subject: Re: Book Tour
Date: May 18, 2018 at 3:14:42 PM EDT
To: "Lorenz, Karl" <KGLore@ship.edu>
Cc: "Skaff, Jonathan" <JKSkaf@ship.edu>, "Broyles, Philip" <PABroy@ship.edu>

Hi Karl - I think a talk on tracking the dragon would be wonderful. I doubt we will have SOC 248 in spring but there would probably be broad appeal to history, philosophy, anthropology, literature and perhaps other related disciplines. Let's talk later this summer/early fall and find a spring date.

Barbara

Barbara Jones Denison, Ph.D.
Department Chair, Sociology and Anthropology (Grove Hall 428)
Director, Graduate Program in Organizational Development
and Leadership

From: Robert Miller millerb@cua.edu
Subject: RE: Book Tour
Date: April 27, 2018 at 9:15 AM
To: Lorenz, Karl KGLore@ship.edu
Cc: Katie Lorenz kcain@gettysburg.edu

RM

Karl,

That would be great, and since the "Tracking the Dragon" can involve any and all of Mesopotamia, Hittite Anatolia, the Levant, and Israel, we can make it fit however you like. Given the distance to Shippensburg, the lodging isn't necessary. And yes, Gettysburg too would be great.

Bob

From: Lorenz, Karl <KGLore@ship.edu>
Sent: Wednesday, April 25, 2018 10:02 AM
To: Robert Miller <millerb@cua.edu>
Cc: Katie Lorenz <kcain@gettysburg.edu>
Subject: Re: Book Tour

Hi Bob,

Congratulations on your new book and your book tour! That's very exciting! I am interested in inviting you to give an evening public lecture to the Shippensburg university community sometime next spring semester if that is possible for your schedule. I am on sabbatical this semester so I'm not on campus very much, but I can check into whether I can get some funding for you to come (i.e., honorarium, over-night lodging, transportation (about a 2-hour drive from DC)).

In the spring, I usually teach an introductory Great Ancient Civilizations course in which I cover Sumeria, Egypt, Babylon and Assyria, so your topic would be quite relevant to the archaeology the students were learning about. I touch on some Old Testament Biblical Archaeology where it overlaps with the archaeology of the Assyrian palaces (Lachish panels, the Taylor Prism). All of your lecture titles sound fascinating. Could you send me abstracts for each one so I can pass them around to my colleagues to see which title they most prefer for an evening public lecture?

Thanks for reaching out. I am quite sure my colleagues would love to have you come here to talk about your book. I'm passing your e-mail onto Katie to see if Gettysburg College would be interested in having you speak there too.

Good luck on the tour,

All the best to you, Anne Marie, and your boys from Katie and me,

Karl

Dr. Karl Lorenz
Department of Sociology and Anthropology
Shippensburg University
Shippensburg, PA 17257
717-477-1771

On Apr 24, 2018, at 3:25 PM, Robert Miller <millerb@cua.edu> wrote:

Karl,

I have not sent out emails like this in the past, but.... In addition to alerting you to the publication today of my book, *The Dragon, the Mountain, and the Nations: An Old Testament Myth, Its Origins, and Its Afterlives* (www.eisenbrauns.org/books/titles/978-1-57506-479-6.html), I am writing to let you know that I will be giving multiple lectures and seminars about this book, in case you have any interest in such a presentation. I am doing this because I think this book will have major importance in biblical studies beyond anything I've written since my dissertation.

There are multiple ways in which I could and have presented from this as part of my "book tour." A lecture on the main topic—the dragonslaying myth in the Bible and its ancestry—is the most obvious, but I have a range of subsidiary presentations more suitable for cognate fields, undergraduates, or the public. These include

Tracking the Dragon Across the Ancient Near East (no Bible involved)

Dragonslaying in Ancient Asia, the Bible, and the band "Genesis" (I'm presenting this in Philadelphia in November)

Dragonslaying in the Ancient Near East, Hebrew Bible, and Early Jewish Texts (I gave this at Univ. of Maryland)

The Cosmic Mountain in the Ancient Near East, the Bible, and Rastafarianism (or "and Mormonism" or "and Baha'ism")

So please forgive me for being so bold as to "invite you to invite me"; I promise I won't do it again! Feel free to ignore, or let me know if you're interested.

Bob Miller

Dr. Robert D. Miller II, OFS
Associate Professor of Old Testament and
Associate Dean for Graduate Studies
School of Theology & Religious Studies
The Catholic University of America



Shippensburg University Catering
Chartwells
1871 Old Main Drive
Shippensburg, PA 17257



Jodi Conrad
Director of Catering
t: 717.477.1123 x 3202
f: 717.477.1637
DineOnCampus.com/SHIP

2018 Chef Menu for Your Gathering

The Gathering



Seated dinner

China and waitstaff are included in the price. Price is based per person unless otherwise noted.
Minimum of 25 guests.

Poultry

Chicken Piccata*

Boneless skinless chicken breast in light cream sauce with lemon juice and capers, roasted baby red potatoes

18.00 per person

Chicken Santa Fe*

Seared boneless skinless chicken breast with smoky adobo cream sauce, southwestern rice, and seasonal vegetables

19.00 per person

Chicken Oscar*

Sauteed boneless skinless chicken breast topped with lump crab, asparagus and hollandaise sauce, lemon scented jasmine rice

22.00 per person

Chicken Cordon Bleu*

Chicken cordon bleu with rice pilaf and steamed vegetables

21.25 per person

Beef & Pork

Filet of Beef Manhattan

6oz pan seared filet of beef with a bacon, bleu cheese, panko crust, and roasted red pepper

28.50 per person

London Broil Chimichurri*

Grilled flank steak marinated with lime, garlic, parsley, and cilantro with cilantro lime rice and seasonal vegetables

22.00 per person

Prime Rib

English cut prime rib roasted to perfection and smothered in au jus with side of horseradish sauce, and mashed potatoes

26.25 per person

Southern Style Pork Loin*

Grilled pork loin marinated in kentucky bourbon barbecue sauce thinly sliced with roasted red potatoes

19.00 per person

Boursin Rubbed Pork Loin*

Roasted pork loin with boursin cheese, topped with mushrooms, and leeks, with herbed rice pilaf

19.50 per person

Seafood

Blackened Filet of Salmon

Blackened salmon with lemon beurre blanc served with wild rice

20.25 per person

Lemon Baked Cod

Lemon butter baked cod with parmesan risotto

20.25 per person

Maryland Crab Cakes

Maryland style crab cakes served with an old bay cream sauce and roasted baby red potatoes

market price

Crab Imperial

Maryland lump crab meat covered with a classic imperial sauce and broiled, served with risotto rice cakes

market price

Vegetarian

Vegan Noodle Toss*

Vegan noodle pasta tossed with seasonal vegetables

16.00 per person

Pasta Marinara*

Hearty pasta dish comprised of an exotic blend of mushrooms, tomato basil marinara and fresh herbs

16.00 per person

Chickpea Stew*

Vegan chickpea stew with cauliflower, tomato, curry spices and coconut milk

16.00 per person

Linguini Ala Pesto*

Creamy pesto sauce with mushroom and spinach served over linguini pasta

16.00 per person

All plated dinners prices include house salad, chefs choice of seasonal vegetables, freshly baked dinner rolls with butter, house dessert, coffee, tea, iced water, and waitstaff service.



Plan Your Event

Welcome to the Gathering by Chartwells! Our mission is to provide you with exceptional quality, exceptional service and a creative cutting-edge culinary experience. Our professional staff is available to assist in planning your special event. Please contact our Catering Director at 717-477-1123 x 3202 for customized service and menus.

Policies & Procedures

To ensure optimal selection and the best possible service, we kindly ask that events be booked at least seven business days in advance. We understand events arise unexpectedly and we will do our best to accommodate your needs.

Linen

In-house linen consists of white table cloths with red and blue napkins. In-house linen is available to dress most buffets at no charge. Linens available for non-food service events at a charge of 10.00 per table cloth and 1.00 per napkin.

Serviceware and China

Unless otherwise stated, foam-ware is standard for all events. Upgrade your event with premium plastic-ware for .50 per person. Usage of china outside of Reisner Hall requires a minimum of 25 guests, and 2.00 per person.

Non-University Guests

Payment must be paid 50% down one week prior to the event. The remaining balance will be collected at the time of the event.

Guarantee and Cancellations

A guaranteed number of participants is required at least 72 hours (3 business days) prior to your event, Thursday in the case of a Monday event. Cancellation must be received and acknowledged by the Catering Office at least 48 hours prior to the event to avoid a cancellation charge equal to 35% of the complete catering.

Minimum Delivery Fee

For on-campus and off-campus deliveries there is a \$25 delivery fee added to orders less than \$150.

Pick-Ups

Any orders that are designated as "pick-up" may be picked up at Reisner Hall at the contracted date and time. If the items are not picked up, you will be charged accordingly.

Last Minute Ordering

On rare occasions, you may require our services on short notice. When this happens, we want to assist you. However, we are limited in choice of services provided for events booked less than 72 hours in advance. All catered functions ordered less than 3 days from the event will be subject to a 25% service fee of the total bill.

Attendant Service Charge (Per Labor Hour)

A service charge of \$30 for each hour worked per attendant or waitstaff. We are happy to supply you with waitstaff regardless of the size of your event. Available for breaks, receptions, buffets, and served meals. Under unique circumstances, Catering Services may mandate waitstaff presence at the event.

Alcohol Service

Chartwells Catering is not licensed to provide an alcoholic beverage service. However, we are able to provide a professional bartending service at 30.00 per hour (minimum 4 hours) and a bar set up fee of 3.75 per person. Bar set up includes: tonic water, club soda, cranberry juice, orange juice, assorted soda, ice maker, napkins, and all bar garnishes and glassware.

Tuscarora Room Set-Up

The tuscarora room is reserved for events with food service only. The standard room set is four rows of four round tables. Each table is set with eight chairs giving a total set for 128 people. Events that require a customized floor plan will incur additional charges, and need to be scheduled at the time a food request is submitted.. Contact the Catering Director for specific pricing.

Multiple Entree Charge

If more than one entree is chosen for a served meal, there must be a specific count of each entree and an identifier for each guest. Billing will be based on the more expensive entree.

For nutritional information, please contact Jerry Howerin, Campus Executive Chef, or Jodi Conrad, Catering Director.

The Gathering

Room Reservations, Conference Services, and On-Line Ordering

For University sponsored functions, you must reserve your room and catering needs on-line. For Non-University functions, please call 717.477.1256 for room availability and reservations. Please keep in mind if you are requesting Catering services in any building other than Reisner Hall, you are responsible for making the arrangements for tables for food deliveries. Should you need any audio visual equipment, please call Conference Services at 717.477.1646 to make proper arrangements.

1. Your first step is to reserve your room for your catered event. You must visit Ship's Event Planning Website at:
www.ship.edu/event_planning
2. Select "Room Reservations" found mid-page on left
3. Select "Food Service Locations"
4. Complete the on-line Room Request Form.
5. To order your Catering needs visit DineOnCampus.com/SHIP
6. Upon receiving your on-line event order, Catering Services will generate a contract detailing your specific requests and special needs. The Catering event contract will promptly be emailed and faxed to you. Under ideal circumstances, Catering Services would like to receive the contract 7 days prior to the event.
7. Carefully review the contract and ensure the date, time, room, menu, prices, and special needs are stated precisely as desired. Sign the contract and return to Catering Services either via email or fax. [Your catering event will not occur without the timely return of the signed contract.](#)

*Thank you for choosing
Chartwells Catering Services!*

Attachment F

GENERAL EDUCATION PROJECT GRANT 2017-18 ACADEMIC YEAR

PURPOSE:

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

GRANT APPLICATION

PROPOSALS MUST CONTAIN THE FOLLOWING:

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

AWARD CRITERIA

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

GRANT POLICIES

Receipts must be retained and submitted for reimbursement.

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

Grant Awards are limited to:

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

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

QUESTIONS AND SUBMISSION INSTRUCTIONS

Questions can be directed to James Hamblin at JEHamb@ship.edu. Please submit the grant application as an attachment to me. The electronic submission does not need signatures or vendor estimates. However, you must send a single hard copy of the entire proposal that includes original signatures and vendor estimates to 211 Grove Hall.

GENERAL EDUCATION PROJECT GRANT
TITLE PAGE

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

Name: Robert L. Clark

Department: Sociology and Anthropology

Email: rlclark@ship.edu

Phone: 203-530-9331

Date of Proposed Project/Event/Excursion: October 25-27, 2018

If project/event is specific to your general education course sections, please provide Course # and Section number(s): ANT 121 01/02/03/04

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

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

The project features an expert 35-year veteran flintknapper (maker of stone tools) who will demonstrate to students their importance in understanding the development of human cognitive abilities and technologies. The expert will (a) give lecture/interactive labs both in-class and open to the campus community; (b) during these interactive talks, demonstrate the making of stone tools from various traditions (Oldowan, Acheulean, Mousterian, etc.); and (c) offer two workshops on stone tool making that will be open to the campus community; (d) lead a guided hike through an ancient Native American quarry site on South Mountain that will be open to course students.

Total Amount Requested: \$1849.93

Faculty Member Robert L. Clark

Date 9/20/18

GENERAL EDUCATION PROJECT GRANT

BUDGET SHEET

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

NAME: ROBERT L. CLARK

DEPARTMENT: SOCIOLOGY AND ANTHROPOLOGY

EMAIL: RLCLARK@SHIP.EDU

PHONE: 203-530-9331

MONTH AND YEAR OF PROPOSED EVENT: OCTOBER 2018

ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1. 4 nights hotel in Shippensburg	\$376 (\$94 x 4, per Passhe per diem rates 2018)
2. Per Diem (2018)	\$220 (\$55 x 4)
3. Transportation from Hartford, CT	\$356.43 (327 mi. x .545c / mi, x 2, auto)
4. Honorarium	\$700
5. Materials (raw flint, quartz, protective, etc)	\$197.50

TOTAL REQUESTED: \$1849.93

FACULTY MEMBER ROBERT L. CLARK

DATE 9/20/18

R Clark – GEC GRANT APPLICATION – FLINTKNAPPING PROJECT

Project Description

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

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

- 1) Give a short lecture (20-30 min.) to each of my three sections of Cultural Anthropology on the manufacture, uses, and varieties of stone tool technologies, and a lecture in an open forum geared toward the campus. Additional lectures will also be made available to my colleagues in the anthropology program, who may utilize them for either Cultural Anthropology or other courses, such as Archaeology or Physical Anthropology.
- 2) Demonstrate the manufacture and use of stone tools during the above talks.
- 3) Host open-enrollment workshops on practical flintknapping outside of class time. Two to three workshops will be held, in which students will be invited to make stone tools themselves, using a choice of materials and techniques. Participants will be able to retain the stone tools they create. Since it will be outside of class time, this workshop will be for extra credit, and obtaining credit will involve writing a response paper relating the experience to the importance of stone tool manufacture to human cultural development. A comparable paper opportunity will also be made available to students who see only the in-class presentation. Colleagues in anthropology and other fields may also employ the lecture and workshops in an extra credit capacity.
- 4) Weather and time permitting, an add-on trip may also be organized by the Sociology/Anthropology club to nearby Carbaugh Run, an Archaic-era rhyolite quarry in the Michaux State Forest, where the professor and the expert will explain the significance of the site to prehistoric, regional Native American trade networks.

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

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

Students participating in the workshop (and even those who simply hear the lecture and demonstration) will be asked to write an extra-credit paper connecting stone tool manufacture with the development of culture. In order to do so they will need to connect relevant research

with their own experiences making stone tools in the workshop. They will also be offered the option of giving an oral presentation of their findings.

2) Develop an understanding of ideas, events, persons, and creative expressions from history:

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

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

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

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

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

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

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

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

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

RCM-CT
88 Birden Street 2nd Floor
Torrington, CT 06790
860.517.9811

To: Shippensburg University

From: Gunnard Lindgren owner RCM-CT

Re: Stone tool making material expenses

Materials:

35 lbs Fort Payne chert quarry spalls (flakes) / \$2.75 per lb	\$96.25
20 lbs hammer stone cobbles/ \$2.25 per lb	\$45.00
25 lbs net weight cobble blanks/ \$2.25 per lb	\$56.25
Fee for services (Honorarium): 4 interactive classroom demos, 2 public workshops, 1 guided 2-hour tour.	\$700.00

Each class participant will be provided hammer stones, blank net weight cobbles, and Fort Payne chert flakes suitable for tool making.

I recommend that all participants provide safety glasses and light weight garden gloves.

Total material and personnel expenses:

\$897.50

Gunnard Lindgren, Proprietor

Gunnard Lindgren



**Learn to Flintknap
Make Real Stone Tools
with Gunnard Lindgren
TH 5/2 4-6 F 5/3 3-5
Open to Students
On the quad--look for
the tent!**



GENERAL EDUCATION PROJECT GRANT 2018-2019 ACADEMIC YEAR

PURPOSE:

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

GRANT APPLICATION

PROPOSALS MUST CONTAIN THE FOLLOWING:

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

AWARD CRITERIA

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

GRANT POLICIES

Receipts must be retained and submitted for reimbursement.

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

Grant Awards are limited to:

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

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

QUESTIONS AND SUBMISSION INSTRUCTIONS

Questions can be directed to **Sam Forlenza** at stforlenza@ship.edu. Please submit the grant application as an attachment to me. The electronic submission does not need signatures or vendor estimates. However, you must send a single hard copy of the entire proposal that includes original signatures and vendor estimates to **Henderson Gym 107B**.

GENERAL EDUCATION PROJECT GRANT
TITLE PAGE

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

Name: _____ Department: _____

Email: _____ Phone: _____

Date of Proposed Project/Event/Excursion: _____

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

General Education Program Goal or Category:

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

Total Amount Requested: _____

Faculty Member

Date

GENERAL EDUCATION PROJECT GRANT
BUDGET SHEET
(WRITTEN ESTIMATES FROM VENDORS MUST BE ATTACHED TO HARD COPY)

NAME:

DEPARTMENT:

EMAIL:

PHONE:

MONTH AND YEAR OF PROPOSED EVENT:

ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

(Continue on back if necessary)

TOTAL REQUESTED:

FACULTY MEMBER

DATE

Attachment H

MINUTES

First Year Experience Committee, General Education Council,
3:30 PM September 20, 2018, DHC 050

- I. Drs. Cella and Burg called the meeting to order at 3:30 pm. Attendance at the meeting included: M. Ramsay, C. Bennett, K. Daniels, D. Morales, J. Smith. K. Moll.
- II. Review Transfer Policy by committee. Draft with minor revisions was approved to share with GEC. Discussion included purpose of UNIV101 for transfer students, change from “exempt” to “opt-in,” and minimum requirements for “opt-out.” It was determined by D. Morales that the policy was feasible for the admissions office.
- III. Review of Proposal for Staffing UNIV101. Revisions suggested to include administrative support. Dr. Bennett will implement recommendations to discuss at next meeting.
- IV. Drs. Burg and Cella were nominated and unanimously voted co-chair of committee, and J. Smith was nominated and voted Secretary both for 1 year term.

Minutes submitted by Prof. Josefine Smith

Attachment I

General Education Council: First Year Experience Committee—DRAFT FOR DISCUSSION & REVISION

Proposed Policy for Transfer Students and University 101: Shippensburg University First Year Seminar

September 20, 2018

Goals:

1. To recognize the diverse background and experience of transfer students arriving at Shippensburg University, and to develop a policy that acknowledges that students will arrive with different academic and personal experiences that will shape their need for the skills and connections provided in UNIV 101.
2. To evaluate the record of each transfer student to determine whether they will benefit from the skills and experiences provided by UNIV 101.
3. To recognize that transfer students enter the university with needs that are often different from other first-year students, and to provide an appropriate experience that helps them to transition academically and socially to our institution—and that provides a foundation for academic success and timely graduation.

Policy:

While the intention will be for new transfer students to enter the university under the requirements of the new general education program, for transfer students entering the university in the 2019-2020, it will be at the discretion of the Admission Office staff to determine whether students should enter the university under the new or old general education program. This is to minimize the negative impact on students who were conforming to the old general education policy in good faith at their previous institutions. Student who would be significantly delayed or negatively impacted in their academic progress will be admitted under the provisions of the 2017-2018 catalog.

Otherwise, all new transfer students will be admitted under the new general education program and will be required to take UNIV 101 with the following exceptions. Student may opt out from taking UNIV 101 if they:

- Have a minimum of 60 total transfer credits applied towards their degree from other institutions,
or
- Have successfully completed an Associate's Degree or Bachelor's degree at another institution,
or
- Have completed a first-year seminar at another institution determined to transfer as the course equivalent of UNIV 101.
- Appeal Process: A process will also be developed whereby transfer students who do not meet the criteria stated above may appeal to opt out from UNIV 101.

UNIV 101 for Transfer Students: In fall 2019 and after, sections of UNIV 101 will be designated to be exclusively for transfer students. In the future, the GEC may develop a seminar specifically for transfer students (UNIV 201).

Attachment J

GECPC Minutes September 18, 2018

Present: Scott Drzyzga, Margaret Lucia, Kathryn Shirk, Karl Lorenz, Brian Ulrich, Sherri Bergsten, Kirk Moll, and Brian Wentz

- Kathryn Shirk unanimously elected as GECPC Chair (Lucia nominated; Lorenz seconded)
- Brian Wentz unanimously elected as GECPC Secretary (Shirk nominated; Lucia seconded)

- UCC 18-1 and 18-2 are not yet ready for discussion/vote (per UCC)
- UCC 18-16: Question about Exercise Science proposal referring to the old Gen Ed program (revision was necessary for students already in the old program) [**Lorenz motioned to approve; Lucia seconded; all in favor**]
- UCC 18-23: Only minor notes were to remove the word “tag” from the checksheets (should say “program goal”); also note to change/update the name of ESS 108 [**Wentz motioned to approve; Ulrich seconded; all in favor**]
- UCC 18-24: Need to remove ESS 108 as an option for goal S (too many in that goal); remove the word “tag” from the checksheets [**Ulrich motioned to approve; Lorenz seconded; all in favor**]
- UCC 18-25: Minor notes were to change/update the name of GEO 140; remove the word “tag” from the checksheets [**Wentz motioned to approve; Ulrich seconded; all in favor**]
- UCC 18-26: Need to change/update the name of ESS 108; remove the word “tag” from the checksheets [**Lorenz motioned to approve; Lucia seconded; all in favor**]
- UCC 18-27: Need to remove ESS 108 as an option for goal S (too many in that goal); remove the word “tag” from the checksheets [**Wentz motioned to approve; Lorenz seconded; all in favor**]
- UCC 18-27: GEO 140 name needs changed/updated; remove the word “tag” from the checksheets [**Lucia motioned to approve; Ulrich seconded; all in favor**]
- UCC 18-18 (new Creativity course): Minor note that the default will be for ENG 224 to count first as Gen Ed. If the department desires for this to count towards the program, they will need to submit a program revision; provisional approval pending clear language on how the specific three General Education Learning Objectives are met by this course and plan to be assessed [**Lorenz motioned to approve; Wentz seconded; all in favor**]
- UCC 18-19 (online offering of above course): no need to approve; just an informational item
- UCC 18-20 (new Technology course): provisional approval pending clear language on how the specific three General Education Learning Objectives are met by this course and plan to be assessed [**Ulrich motioned to approve; Lucia seconded; all in favor**]
- UCC 18-33 (new Technology course): some concern that this is only offered online during winter and summer; provisional approval pending clear language on how the specific three General Education Learning Objectives are met by this course and plan to be assessed [**Wentz motioned to approve; Lorenz seconded; one abstain**]

Attachment K

UCC CONTROL # 18-16

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

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

COLLEGE: **Education and Human Services**

DATE: **May 2, 2018**

DEPARTMENT: **Exercise Science**

IMPLEMENTATION DATE: **Fall 2018**

SPONSOR: **Sally Paulson**

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

PROPOSED REVISION: Exercise Science Major

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

- Update the directed general education courses in the current general education curriculum
- Add BIO 238 to the Exercise Science Major

JUSTIFICATION:

The Exercise Science Department would like to updated its directed general education courses in the current general education program. Our current curriculum has hidden pre-requisite courses and we feel this change should eliminate the hidden pre-requisite course issue.

RESOURCE CONSIDERATIONS:

1. How will this change affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?
Not applicable.
2. Will this change affect resources of other departments? If so, how? Provide details regarding impact. (Consult with other departments prior to making proposal.)
The Biology, Chemistry, and Physics Departments were contacted about implementing the directed general education courses for fall 2018. All three Departments (Chemistry, Physics, and Biology) were supportive of the implementation starting in Fall 2018. Dr. Cohen from Physics did note their offerings of PHY 110 has decreased to offer more sections of PHY 121 due to the growth in Engineering.
3. How will this program be assessed?
The Exercise Science Department will continue to use a five-column model to assess the program.

Attach appropriate forms (new courses, course revisions) for any additional changes involved in the program revision (current and new program sheets; verification grid outlining how program changes will be covered, etc.).

Attachments:

- Current Exercise Science Major Student Worksheet
- Effective Fall 2018 Exercise Science Major Student Worksheet – Current General Education Core

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



BACHELOR OF SCIENCE IN EXERCISE SCIENCE

Exercise Science Department
College of Education and Human Services

GENERAL EDUCATION REQUIREMENTS (49 – 51 Credits)

Students should decide which classes to take in consultation with their academic advisors. Refer to the undergraduate student catalog for information regarding the general education requirements.
All courses are 3 credits, unless noted otherwise.

REQUIRED SKILLS AND COMPETENCIES (15 – 16 Credits)	Semester	Grade
ENG 114 WIFYS <i>OR</i> ENG 115 Advanced Placement Writing		
HCS 100 Intro to Human Communication		
HIS 105 Foundations of Global Cultures		
HIS 106 Thinking Historically in a Global Age		
MAT 117 Applied Statistics <i>OR</i> MAT 217 Statistics I (4 credits)		

CATEGORIES OF KNOWLEDGE

Category A: Logic and Numbers for Rational Thinking (3-4 Credits)	Semester	Grade
Course		
Category B: Linguistic, Literary, Artistic, & Cultural Traditions (9 Credits completed in two different disciplines)	Semester	Grade
Literature		
Humanities		
Humanities		
Category C: Biological & Physical Sciences (10 Credits) *Credit counts toward free electives	Semester	Grade
BIO 237 Human Anatomy & Physiology I (4 credits – Fall Only)		
CHM 103 Chemistry: A Cultural Approach <i>OR</i> CHM 105 An Observational Approach <i>OR</i> CHM 121 Chemical Bonding & CHM 125 Laboratory IB – Stoichiometry and Reactions (1 credit)*		
PHY 110 Physics for Society <i>OR</i> PHY 121 Introductory Physics I (Fall Only) & PHY 123 Physics I Laboratory* (1 credit – Fall Only)		
Category D: Political, Economic, and Geographic Sciences (6 Credits completed in two different disciplines)	Semester	Grade
PLS, ECO, or GEO		
PLS, ECO, or GEO		
Category E: Social and Behavioral Sciences (6 Credits completed in two different disciplines) *Meets diversity requirement	Semester	Grade
PSY 101 General Psychology		

FREE ELECTIVE COURSES (12 – 20 Credits) | ESC courses may be taken as free electives

Elective	Semester	Grade	Elective	Semester	Grade

Policy statement: Any student may enroll and complete any course in the Exercise Science Department. Prerequisites for any course must be completed prior to enrollment. Non-Exercise Science Majors can only complete three Exercise Science Major courses.

EXERCISE SCIENCE REQUIREMENTS (51 – 57 Credits)

Required Courses	Credits	Semester	Grade
BIO 238 Human Anatomy & Physiology II (Spring Only): BIO237	4		
ESC 244 Mechanical Analysis of Sport Skills: No Pre-Reqs	3		
ESC 250 Introduction to Kinesiology: No Pre-Reqs	3		
ESC 321 Exercise Physiology I: ESC250 (Pre/Co) & BIO350 or BIO238	4		
ESC 333 Biomechanics: ESC244 & ESC250 & BIO371 or BIO237 & PHY121	4		
ESC 336 Motor Behavior: ESC250	3		
ESC 340 Prevention and Care of Athletic Injuries: ESC250	3		
ESC 350 Nutrition for Sport & Fitness: ESC243 or ESC321	3		
ESC 352 Psychology of Physical Activity: ESC250 & PSY101	3		
ESC 353 Research Design & Stats for ExSci: ESC244 & ESC321 & MAT117 or MAT217	4		
ESC 420 Cardiac Rehab & Special Populations: ESC321	4		
ESC 421 Exercise Physiology II: ESC321	4		
ESC 422 Exercise Testing & Prescription: ESC421 (Pre/Co)	3		
ESC 424 Internship (Flexible credits 6 / 9 / 12)	6/9/12		
NOTE: All Exercise Science major courses need to be completed with a C or above to schedule the internship.			

INTERNSHIP CLEARANCE REQUIREMENTS

Students are required to pay for and provide the following paperwork prior to enrolling in ESC 424.

Resume	Liability Insurance	CPR/AED Certification	Child Abuse Clearance
Student Contract	TB Test Results	First Aid Certification	Criminal Record check

COACHING MINOR AND / OR POWER, AGILITY, & GROUP EXERCISE CERTIFICATE OPTIONS

Students can opt to minor in Coaching by completing four additional courses and/or complete the Power, Agility, and Group Exercise Certificate by taking two additional courses.

COACHING MINOR REQUIREMENTS

Required Courses (6 Credits)	Semester	Grade
ESC 325 Sport Psychology: PSY 101		
ESC 400 Methods of Coaching: ESC 340		
Elective Course Options: Select Two (6 Credits)	Semester	Grade
ESC 207 Stress Management <i>OR</i> ESC 213 Organization & Administration for Fitness & Sport Facilities <i>OR</i> ESC 387 Theory & Practice of Power & Agility Training <i>OR</i> SOC 275 Sociology of Sport & Leisure		

POWER, AGILITY & GROUP EXERCISE CERTIFICATE REQUIREMENTS

Required Courses (6 Credits)	Semester	Grade
ESC 348 Group Exercise Techniques and Leadership: ESC 321		
ESC 387 Theory & Practice of Power & Agility Training: ESC 321		



BACHELOR OF SCIENCE IN EXERCISE SCIENCE

Exercise Science Department College of Education and Human Services RECORD CHECKSHEET

Name: _____ SU ID: _____ Advisor: _____
 Last First

Email: _____ Date Admitted into ExSci Major: _____ Minor: _____

GENERAL EDUCATION REQUIREMENTS (49 – 51 Credits)

REQUIRED SKILLS AND COMPETENCIES (15 – 16 Credits)	Credits	Sem/Yr Enrolled	Sem/Yr Completed	Grade
ENG 114 WIFYS <i>OR</i> ENG 115 Advanced Placement Writing	3	_____	_____	_____
HCS 100 Intro to Human Communication	3	_____	_____	_____
HIS 105 Foundations of Global Cultures	3	_____	_____	_____
HIS 106 Thinking Historically in a Global Age	3	_____	_____	_____
MAT 117 Applied Statistics <i>OR</i> MAT 217 Statistics I (4 credits)	3 / 4	_____	_____	_____

CATEGORIES OF KNOWLEDGE

Category A: Logic and Numbers for Rational Thinking (3-4 Credits)	Credits	Sem/Yr Enrolled	Sem/Yr Completed	Grade
Course _____	3	_____	_____	_____

Category B: Linguistic, Literary, Artistic, & Cultural Traditions (9 Credits completed in two different disciplines)	Credits	Sem/Yr Enrolled	Sem/Yr Completed	Grade
Literature _____	3	_____	_____	_____
Humanities _____	3	_____	_____	_____
Humanities _____	3	_____	_____	_____

Category C: Biological & Physical Sciences (10 Credits)	Credits	Sem/Yr Enrolled	Sem/Yr Completed	Grade
BIO 161 Cell Structure/Function <i>OR</i> BIO 162 Organismal Diversity <i>OR</i>	4	_____	_____	_____
BIO 237 Human Anatomy & Physiology I (Fall Only)		_____	_____	_____
CHM 105 An Observational Approach (3 credits) <i>OR</i>	3	_____	_____	_____
CHM 121 Chemical Bonding <i>AND</i>		_____	_____	_____
CHM 125 Laboratory IB – Stoichiometry and Reactions	1	_____	_____	_____
PHY 121 Introductory Physics I (Fall Only)	3	_____	_____	_____
PHY 123 Physics I Laboratory (Fall Only)	1	_____	_____	_____

Category D: Political, Economic, and Geographic Sciences (6 Credits completed in two different disciplines)	Credits	Sem/Yr Enrolled	Sem/Yr Completed	Grade
PLS, ECO, or GEO _____	3	_____	_____	_____
PLS, ECO, or GEO _____	3	_____	_____	_____

Category E: Social and Behavioral Sciences (6 Credits completed in two different disciplines) *Meets diversity requirement	Credits	Sem/Yr Enrolled	Sem/Yr Completed	Grade
PSY 101 General Psychology	3	_____	_____	_____
SOC 101 Introduction to Sociology: Society and Diversity* <i>OR</i>		_____	_____	_____
WST 100 Introduction to Women’s Studies* <i>OR</i>	3	_____	_____	_____
DS 100 Introduction to Disability Studies*		_____	_____	_____

Policy statement: Any student may enroll and complete any course in the Exercise Science Department. Prerequisites for any course must be completed prior to enrollment. Non-Exercise Science Majors can only complete three Exercise Science Major courses.

EXERCISE SCIENCE REQUIREMENTS (47 – 53 Credits)

Required Courses	Credits	Sem/Yr Enrolled	Sem/Yr Completed	Grade
ESC 244 Mechanical Analysis of Sport Skills: No Pre-Reqs	3	_____	_____	_____
ESC 250 Introduction to Kinesiology: No Pre-Reqs	3	_____	_____	_____
ESC 321 Exercise Physiology I: ESC250 (Pre/Co) & BIO350 or BIO238	4	_____	_____	_____
ESC 333 Biomechanics: ESC244&ESC250&BIO371orBIO237&PHY121orPHY110	4	_____	_____	_____
ESC 336 Motor Behavior: ESC250	3	_____	_____	_____
ESC 340 Prevention and Care of Athletic Injuries: ESC250	3	_____	_____	_____
ESC 350 Nutrition for Sport & Fitness: ESC243 or ESC321	3	_____	_____	_____
ESC 352 Psychology of Physical Activity: ESC250 & PSY101	3	_____	_____	_____
ESC 353 Research Design & Stats for ExSci: ESC244&ESC321&MAT117orMAT217	4	_____	_____	_____
ESC 420 Cardiac Rehab & Special Populations: ESC321	4	_____	_____	_____
ESC 421 Exercise Physiology II: ESC321	4	_____	_____	_____
ESC 422 Exercise Testing & Prescription: ESC421 (Pre/Co)	3	_____	_____	_____
ESC 424 Internship (Flexible credits 6 / 9 / 12)	6/9/12	_____	_____	_____

NOTE: All Exercise Science major courses need to be completed with a C or above to schedule the internship.

BIOLOGY PREREQUISITE COURSES (4 – 12 Credits)	Credits	Sem/Yr Enrolled	Sem/Yr Completed	Grade
BIO 161 Cell Structure/Function OR BIO 162 Organismal Diversity OR		_____	_____	_____
BIO 238 Human Anatomy & Physiology II (Spring Only)	4	_____	_____	_____
BIO 350 Human Physiology	4	_____	_____	_____
BIO 371 Human Anatomy (Fall Only)	4	_____	_____	_____
Biology Minor (Note: BIO 237 and 238 do not count toward Biology Minor):	YES	NO	_____	_____
BIO elective (200 level or above): _____	4	_____	_____	_____

FREE ELECTIVES (4 – 20 credits)	Credits	Sem/Yr Enrolled	Sem/Yr Completed	Grade
Elective _____	3	_____	_____	_____
Elective _____	3	_____	_____	_____
Elective _____	3	_____	_____	_____
Elective _____	3	_____	_____	_____
Elective _____	3	_____	_____	_____
Elective _____	3	_____	_____	_____
Elective _____	3	_____	_____	_____
Elective _____	3	_____	_____	_____
Elective _____	3	_____	_____	_____
Elective _____	3	_____	_____	_____

Coaching Minor (12 Additional Credits):	YES	NO	Sem/Yr Enrolled	Sem/Yr Completed	Grade
Choose two of the following three:	Credits				
ESC 207 OR ESC 213 OR SOC 275 (Pre-req SOC101)	3		_____	_____	_____
ESC 207 OR ESC 213 OR SOC 275 (Pre-req SOC101)	3		_____	_____	_____
These two courses are required:					
ESC 325 Sport Psychology (Pre-req PSY101)	3		_____	_____	_____
ESC 400 Methods of Coaching	3		_____	_____	_____

PAGE Certificate (10 Credits):	YES	NO	Sem/Yr Enrolled	Sem/Yr Completed	Grade
Two required courses:	Credits				
ESC 348 Group Exercise Leadership & Techniques (Pre-req ESC321)	3		_____	_____	_____
ESC 387 Theory & Practice of Power & Agility Training (Pre-req ESC321)	3		_____	_____	_____

Attachment L

UCC CONTROL # 18-23

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

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

COLLEGE: Education and Hum. Svc.

DATE: August 27, 2018

DEPARTMENT: Teacher Education

IMPLEMENTATION DATE: Spring, 2019

SPONSOR: Janet Bufalino

PHONE/E-MAIL: 1166/jmbufa

PROPOSED REVISION: **4-8 Math Option 1 Program Proposal**

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

Reading Course Change

- New course: RDG405 Teaching Writing in 4-8 Classroom to help students integrate writing into content area instruction.

General Education Electives

- NEW: 6 credits of elective coursework

Math course changes

- Calculus course is still required however students will now choose between MAT181 Applied Calculus, MAT175 Pre-calculus or MAT211 Calculus I depending on their math placement level.
- Statistics course requirement/choices have changed. Previously MAT313-Statistics I was required. In the new program, students have a choice of statistics courses: MAT117 Applied Statistics or MAT217 Statistics.
- Two former required math courses (MAT333 Geometry) and (MAT400 History of Mathematics) are now choices with another course MAT317 – Applied Statistics.
- NEW: Students have a 3-credit math elective.

Education Department Course Change

- EDU409 - Pre-service teachers who are student teaching need opportunities to share and learn about classroom instruction and challenges that develop in classrooms. This course is designed to give students a venue to share and analyze their full-time classroom experiences.

General Education Courses

- The 5 GE categories were used to revised General Education requirements.

JUSTIFICATIONS:

- **Added Reading Course:** A new course RDG405 was developed and approved to aid future teachers in integrating writing instruction into content classrooms. This change was guided by the Pennsylvania Department of Education competencies.
- **Math course changes:** The math course changes were made in consultation with the math department. The present competencies set forth by the Pennsylvania Department of Education were reviewed by the math department and the suggested changes above were recommended. The 4-8 program voted and approved the changes. Another factor: Enrollment in this program has been low since it began in 2012. Also, the courses no longer being required are required courses for math and other majors on campus. No impact anticipated.
- **General Education Elective:** Students will be given a 3 credit elective to meet areas of interest.

- **Education Department Change** – The teacher education and special education department are also proposing dual programs with the various option 1 content areas at this time. In those programs, EDU495 Student Teaching 12 credits - will be divided across 2 departments. In the teacher education department, 12 credits of student teaching will be reduced to 6 credits. This will give the department the resources to implement EDU409.

RESOURCE CONSIDERATIONS:

1. How will this change affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?
 - The new reading course (RDG405) was developed and approved by the reading program committee. This course will replace another reading course that was offered each spring (RDG340)
 - The math course changes were made in consultation with the chair of the math department and approved by the 4-8 program committee and the teacher education department.
 - The added elective will impact other departments that offer general education courses
 - Added course EDU 409 will not impact the teacher education department. Presently all 4-8 majors enroll in 12 credits of student teaching. With the implementation of the new option 1 program with special education certification, student teaching will be dropped from 12 credits to 6 credits for the teacher education department. This decrease in credits will allow us to offer this course with no impact on teacher education resources.
2. Will this change affect resources of other departments? If so, how? Provide details regarding impact. (Consult with other departments prior to making proposal.) See number 1.
3. How will this program be assessed?

The data from the following key assessments are used for program assessment. Data is collected through an online data system and reviewed each semester by program faculty. Also, data from the state required PECT certification tests are analyzed in terms of program effectiveness and meeting the PDE competencies.

EDU 495	Impact on Student Learning Project PDE 430
TCH 206	Personal teaching philosophy paper
TCH 206 TCH 261	Field experience coop evaluation Differentiated Lesson Plan
TCH 342 TCH 348 TCH 366 TCH 322	Cross-curricular Unit Cross-curricular Unit Cross-Curricular Unit Cross-Curricular Unit

Attach appropriate forms (new courses, course revisions) for any additional changes involved in the program revision (current and new program sheets; verification grid outlining how program changes will be covered, etc.).

SHIPPENSBURG UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
 PROGRAM PLANNING SHEET
 Elementary/Middle Level Option #1- **Math**

TOTAL CREDITS: 121-124

Name: _____ Advisor: _____ Student ID: _____

A student selecting this option will be certified to teach mathematics at the middle level grades 4-8 and all subjects in 4th and 5th grade.

General Education: 46-47

Foundations: 15-16 credits	CR	GR
UNIV 101	3	
ENG 114 Writing Intensive Seminar	3	
HCS 100 Introduction to Human Communication	3	
HIS 105 Historical Foundation of Global Cultures	3	
MAT 117 Applied Statistics (3) (Math placement levels 2-4) Prerequisite: Math placement level 2 or MAT 050 with minimum grade C OR MAT 217 Statistics I (4) (Math placement levels 5-6) Prerequisite: Math placement level 5	3/4	

ESS 111 Introduction to Atmosphere OR			
ESS 210 Physical Geography OR			
PHY 108 Astronomy OR			
PHY 110 Physics for Society OR			
PHY 121 Physics I OR			
PHY 122 Introductory Physics II OR			
PHY 205 Intermediate Physics I			

Interconnections: 9 Credits	CR	TAG	SM
Take PSY 101 and at least 1 tag G course	9	Total	
Tag D course	3	D	
PSY 101 General Psychology	3		
Tag G courses		G	
ANT 105 Great Discoveries in Archaeology OR			
ECO 101 Principles of Macroeconomics OR			
GEO 101 World Geography OR			
HIS 106 Thinking Historically in a Global Age OR			
PLS 141 World Politics			
Tag F courses		F	
SPN 101 Beginning Spanish I Credits OR			
SPN 102 Beginning Spanish II Credits OR			
SPN 103 Intermediate Spanish Credits OR			
SPN 202 Intermediate Conversation Credits OR			
SPN 330 Spanish for the Professions Credits			

Citizenship and Responsibility: 7 Credits	CR	TAG	SM
Select 1 tag S OR tag E course	3	Total	
Tag S courses		S	
ESS 108 Conservation of Natural Resources OR			
HIS 201 Early History of the United States OR			
PLS 100 United States Government and Politics			
Tag E courses		E	
PHL 105 Ethical Theories and Problems			
Tag R course - Required		R	
MAT 225 Discrete Math (R) (Math placement levels 4-6) Prerequisite: MAT 140A or math placement level 4 or MAT 140B or MAT 175 or MAT 211 or MAT 181	4	R	

Natural World and Technologies: 9 credits	CR	TAG	SM
Select 3 tag N courses	9	Total	
Tag N courses		N	
ANT 121 Physical Anthropology OR			
BIO 100 Basic Biology OR			
BIO 145 Environmental Biology OR			
BIO 150 Human Biology OR			
BIO 161 Principles of Biology: Cell Structure OR			
BIO 162 Principles of Biology: Organismal Diversity OR			
BIO 208 Field Biology OR			
BIO 237 Human Anatomy & Physiology OR			
CHM 103 A Cultural Approach OR			
CHM 105 An Observational Approach OR			
CHM 121 Chemical Bonding OR			
ESS 110 Introduction to Geology OR			

Creativity and Expressions: 6 Credits	CR	TAG	SM
Select 1 tag L course and 1 tag A course	6	Total	
Tag L courses	3	L	
ENG 248 Introduction to Culturally Diverse Literature of the U.S OR			
ENG 250 Introduction to Literature OR			
THE 121 Introduction to the Theater			
Tag A courses	3	A	
ART 101 Art Appreciation OR			
ART 231 Art History I OR			
ART 232 Art History II OR			
ART 233 Art History III OR			
ART 339 History of American Art OR			
IAP 111 Introduction to Interdisciplinary Arts OR			
MUS 121 Introduction to Music OR			
MUS 129 American Popular Music OR			
MUS 227 Opera & Music Theatre OR			
MUS 261 World Music			

8/26/2018

TOTAL: 121-124 credits

Professional Core (36 credits)

A. Middle Level Cognitive Development CR SM

TCH 206 Social Foundations of Middle Level Education	3	
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B. Early Adolescent and Adolescent Learning CR SM

TCH 261 Adolescent Development and Language Theory	3	
--	---	--

C. Assessments and Interventions CR SM

EEC 483 Assessing Children with Exceptionalities for Curricular Decision Making	3	
---	---	--

D. Adaptations and Accommodations for Diverse Learners

	CR	SM
EEC 273 Introduction to Exceptionalities: Understanding Diverse Learners	3	
EEC 423 Effective Instructional Strategies for Students with Exceptionalities	3	

E. Middle Level Teaching Courses CR SM

RDG 232 Reading in the Elementary School	3	
RDG 329 Reading in the Content Area	3	
RDG 405 Teaching Writing in 4-8 Classrooms	3	
TCH 251 Elements of Middle Level Instruction	3	
TCH 342 Teaching Middle Level Mathematics	3	
TCH 345 Assessment and Evaluation	3	

F. English Language Learners (ELL) CR SM

RDG 413 Teaching Reading to English Language Learners	3	
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3. Concentration area (15-17 credits):

A. Required CR SM

MAT 105 Mathematics for Liberal Arts (<i>Math placement levels 2-6</i>) <u>Prerequisite</u> : Math placement level 2 or MAT 050 with minimum grade C	3	
--	---	--

B. Take one from each row (12-14 credits) CR SM

MAT 205 Concepts of Middle Level Math	3-4	
MAT 181 Applied Calculus (3) (<i>Math placement levels 5-6</i>) <u>Prerequisite</u> : MAT 140A with minimum grade C or MAT 140B with minimum grade C OR MAT 175 with minimum grade C or math placement level 5 OR MAT 211 Calculus I (4) (<i>Math placement level 6</i>) <u>Prerequisite</u> : MAT 175 with minimum grade C or math placement level 6	3-4	
MAT 333 Geometry (3) <u>Prerequisite</u> : MAT 225 OR MAT 400 History of Math (3) <u>Prerequisite</u> : Junior status OR MAT 317 Statistics II (3) <u>Prerequisite</u> : MAT 217	3	
MAT Elective (200/300/400 course)	3	

4. Free electives (9 credits): CR SM

Any 3 courses	9	
1.		
2.		
3.		

5. Student Teaching (15 credits): CR SM

EDU 409 Seminar in Middle Level Student Teaching	3	
EDU 495 Student Teaching Experience	12	

KEY:

CR = Credits the course is worth

TG = Tag

SM = Semester taken

Math Option 1 Course Rotation – 118-120 credits

Semester 1 – 15 credits

General Education/Professional Core/Concen.

Semester 3 – 14-15 credits

General Education/Professional Core/Concen.
EEC 273 Intro to Exceptionalities

Semester 5 – 14-15 credits

General Education/Professional Core/Concen.
TCH 345 Assessment and Evaluation
RDG 329 Reading in the Content Areas

Semester 7 – 15 credits

General Education Courses/Electives
TCH 251 Elements of Middle Level Ins.
TCH 342 Teaching Middle Level Math
EEC 483 Assessing Children
RDG 413 Teaching Reading to ELL (both semesters)

Semester 2 – 14-15 credits

General Education/Professional Core/Concen.

Semester 4 – 14-15 credits

General Education/Professional Core/Concen.
TCH 206 Social Foundations
RDG 232 Reading in the ES
TCH 261 Adolescent Dev.

Semester 6 – 15 credits

General Education Courses/ProfessionalCore/Concen.
RDG 405 Teaching Writing in ES
EEC 423 Effective Instruct. Strat.

Semester 8 – 15 credits

EDU 495 Student Teaching 12 credits
EDU 409 Professional Practicum – 3 credits

Past Planning Sheet

SHIPPENSBURG UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
PROGRAM PLANNING SHEET
Elementary/Middle Level Option #1- Math

Name: _____ Advisor: _____ Student ID: _____

A student selecting this option will only be certified to teach mathematics at the middle level grades 4-8

PDE Competency Areas

I. Content Knowledge: 81 credits including General Education Requirements which are indicated by an *
A total of 33 credits are counted in a dual capacity

Concentration Area

A. Math: 30 credits required

- ___ MAT 105 Math for Liberal Studies (3)
- ___ MAT 205 Survey of Middle Grades Mathematics (3)
- ___ MAT 175 Precalculus (3)* (See note on Prerequisites)
- ___ MAT 211 Calculus I (4)* (See note on Prerequisites)
- ___ MAT 225 Discrete Math * (4) (See note Prerequisites)
- ___ MAT 217 Statistics I (4)* (Prerequisite MAT 211)
- ___ MAT 333 Geometry (3)

Two of the Following:

- ___ MAT 318 Elementary Linear Algebra (3) (See note on Prerequisites)
- ___ MAT 326 Mathematical Modeling (3) (See note on Prerequisites)
- ___ MAT 400 History of Mathematics (3) (See note on Prerequisites)

Cognate Areas

B. Language Arts: 12 credits required

- ___ ENG 114 Writing Intensive Seminar (3)* or
- ___ ENG 110 Advanced Placement Writing (3)*
- ___ HCS 100 Intro to Human Communication (3)*
- ___ RDG 232 Reading in the Elementary School (3)
- ___ RDG 329 Reading in the Content Area (3) (Prerequisite RDG 232)

C. Science: 12 credits required

- ___ BIO 100 Basic Biology (3)*
- ___ CHM 105 An Observational Approach (3)*
- ___ PHY 121 Physics I (3)
- ___ ESS 110 Introduction to Geology (3)*

D. Social Studies: 12 credits required

- ___ GEO 101 World Geography (3)*
- ___ ECO 101 Macroeconomics (3)* or
- ___ PLS 100 U.S. Government and Politics (3)*
- ___ HIS 105 Historical Foundation of Global Cultures (3)*
- ___ HIS 106 Thinking Historically in a Global Age (3)*

Additional Coursework

E. Literature: 3 credits

- ___ ENG 243 Art of the Film (3)* or
- ___ ENG 248 Intro to Culturally Diverse Lit (3)* or
- ___ ENG 250 Intro to Literature (3)*

F. Fine Arts: 6 credits

(Select two from different disciplines)

Music

- ___ MUS 110 Fundamental Music Skills (3)* or
- ___ MUS 121 Introduction to Music (3)* or
- ___ MUS 26T World Music (3)*

Art (ART 101 is recommended)

- ___ ART 101 Art Appreciation (3)* or
- ___ ART 231 Art History I (3)* or
- ___ ART 232 Art History II (3)* or
- ___ ART 274 Intro to Cultural Studio (3)* or
- ___ ART 339 History of American Art (3)*

Theatre

- ___ THE 121 Intro to Theatre (3)*

G. Social and Behavioral Sciences: 6 credits

___ PSY 101 General Psychology (3)*

Choose one of the following

- ___ ANT 111 Cultural Anthropology (3)* or
- ___ GEO 140 Cultural Geography (3)* or
- ___ SOC 101 Intro. to Soc: Society & Div (3)*

II. Professional Core & Student Teaching: 39 credits

A. Middle Level Cognitive Development

- ___ TCH 206 Social Found of Middle Level Educ (3)

B. Early Adolescent and Adolescent Learning Theory

- ___ TCH 261 Adolescent Dev and Lng Theory (3)

C. Assessments and Interventions

- ___ EEC 483 Assessing Children with Exceptionalities for Curricular Decision Making (3)
- ___ TCH 345 Assessment and Evaluation (3)

D. Adaptations and Accommodations for Diverse Learners

- ___ EEC 273 Introduction to Exceptionalities: Understanding Diverse Learners (3)
- ___ EEC 423 Effective Instructional Strategies for Students with Exceptionalities (3)

E. Middle Level Teaching Methods

- ___ TCH 342 Teaching Middle Level Mathematics (3)
- ___ TCH 251 Elements of Middle Level Instruction (3)

F. English Language Learners (ELL)

- ___ RDG 413 Teach Read to English Lang Learners (3)

G. Student Teaching

- ___ EDU 495 Student Teaching Experience (12)

More on back 

Attachment M

UCC CONTROL # 18-24

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

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

COLLEGE: Education and Human Svc.

DATE: August 27, 2018

DEPARTMENT: Teacher Education

IMPLEMENTATION DATE: Spring, 2019

SPONSOR: Janet Bufalino

PHONE/E-MAIL: 1166/jmbufa

PROPOSED REVISION: **4-8 Science Option 1 Program Revision**

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

Math Program Changes

- Eliminate two math courses: MAT105 & MAT175. MAT225 was added as a required course. After a review of the Pennsylvania Department of Education competencies with the math department, the elimination of the 2 courses listed above were approved by the 4-8 program committee and the teacher education committee.

Reading Course Change

- A new course RDG405 Teaching Writing in 4-8 Classrooms was developed and approved to aid future teachers in integrating writing instruction into content classrooms. This change was guided by the Pennsylvania Department of Education competencies.

Education Program Change

- EDU 409 Seminar in Middle Level Student Teaching - Pre-service teachers who are student teaching need opportunities to share and learn about classroom instruction and challenges that develop in classrooms. This course is designed to give students a venue to share and analyze their full-time classroom experiences.

General Education Courses

- The 5 GE categories were used to revised General Education requirements.

RESOURCE CONSIDERATIONS:

1. How will this change affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?

Reading Course Change

- After a review of the Pennsylvania Department of Education required competencies, pre-service teachers need to teach and integrate writing into classroom instruction. RDG340, a required course in another mid-level program was eliminated.

Math Program Changes

- After a review of the Pennsylvania Department of Education competencies with the math department, the elimination of the 2 courses listed above were approved by the 4-8 program committee with the guidance of the math department.

Education Program Change

- Pre-service teachers who are student teaching need opportunities to share and learn about classroom instruction and challenges that develop in classrooms. EDU409 is designed to give students a venue to share and analyze their full-time classroom experiences. FTE for this course is available from the deduction of student teaching credits in the newly revised Mid-Level Option 1 programs Plus Special Education.

2. Will this change affect resources of other departments? If so, how? Provide details regarding impact. (Consult with other departments prior to making proposal.) **See answer to number 1.**

3. How will this program be assessed?

The data from the following key assessments are used for program assessment. Data is collected through an online data system and reviewed each semester by program faculty. Also data from the state required PECT certification tests are analyzed in terms of program effectiveness and meeting the PDE competencies.

EDU 495	Impact on Student Learning Project PDE 430
TCH 206	Personal teaching philosophy paper
TCH 206 TCH 261	Field experience coop evaluation Differentiated Lesson Plan
TCH 342 TCH 348 TCH 366 TCH 322	Cross-curricular Unit Cross-curricular Unit Cross-Curricular Unit Cross-Curricular Unit

Attach appropriate forms (new courses, course revisions) for any additional changes involved in the program revision (current and new program sheets; verification grid outlining how program changes will be covered, etc).

4/28/18

TOTAL: 121-122 credits

SHIPPENSBURG UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
2018 PROGRAM PLANNING SHEET
Elementary/Middle Level Option #1- Science

TOTAL CREDITS: 121-122

Name: _____ Advisor: _____ Student ID: _____

A student selecting this option will be certified to teach science at the middle level grades 4-8 and all subjects in 4th and 5th grades.

General Education: 46-47

Foundations: 15 - 16 credits	CR	SM
UNIV 101	3	
ENG 114 Writing Intensive Seminar	3	
HCS 100 Intro Human Communication	3	
HIS 105 Historical Foundation of Global Cultures	3	
MAT 117 Applied Statistics (3) (Math placement levels 2-4) OR MAT 217 Statistics I (4) (Math placement levels 5-6)	3-4	

Interconnections: 9 Credits	CR	TAG	SM
Take PSY 101 and at least 1 tag G course	9 Total		
Tag D course	3	D	
PSY 101 General Psychology	3		
Tag G courses		G	
ANT 105 Great Discoveries in Archaeology OR ECO 101 Principles of Macroeconomics OR GEO 101 World Geography OR HIS 106 Thinking Historically in a Global Age OR PLS 141 World Politics			
Tag F courses		F	
SPN 101 Beginning Spanish I Credits OR SPN 102 Beginning Spanish II Credits OR SPN 103 Intermediate Spanish Credits OR SPN 202 Intermediate Conversation Credits OR SPN 330 Spanish for the Professions Credits			

Natural World and Technologies: 9 credits	CR	TG	SM
ESS 110 Introduction to Geology (N)	3		
ESS 111 Intro to Atmosphere (N)	3		
BIO 208 Field Biology (N)	3		

Citizenship and Responsibility: 7 Credits	CR	TG	SM
Select 1 tag S or E course	3 Total		
Tag S courses		S	
ESS 108 Conservation of Natural Resources OR HIS 201 Early History of the United States OR PLS 100 United States Government and Politics			
Tag E course		E	
PHL 105 Ethical Theories and Problems			
Tag R Course - Required			
MAT 225 Discrete Mathematics	4	R	

Creativity and Expressions: 6 Credits	CR	TG	SM
Select 1 tag L course and 1 tag A course	6 Total		
Tag L courses	3	L	
ENG 248 Introduction to Culturally Diverse Literature of the U.S OR ENG 250 Introduction to Literature OR THE 121 Introduction to the Theater			
Tag A courses	3	A	
ART 101 Art Appreciation OR ART 231 Art History I OR ART 232 Art History II OR ART 233 Art History III OR ART 339 History of American Art OR IAP 111 Introduction to Interdisciplinary Arts OR MUS 121 Introduction to Music OR MUS 129 American Popular Music OR MUS 227 Opera & Music Theatre OR MUS 261 World Music			

2. Professional Core (36 credits):	CR	SM
A. Middle Level Cognitive Development		
TCH 206 Social Foundations of Middle Level Education	3	

B. Early Adolescent and Adolescent Learning Theory	CR	SM
TCH 261 Adolescent Development and Language Theory	3	

C. Assessments and Interventions	CR	SM
EEC 483 Assessing Children with Exceptionalities for Curricular Decision Making	3	

D. Adaptations and Accommodations for Diverse Learners	CR	SM
EEC 273 Introduction to Exceptionalities: Understanding Diverse Learners	3	
EEC 423 Effective Instructional Strategies for Students with Exceptionalities	3	

TOTAL: 122-123 credits

4/28/18

TOTAL: 121-122 credits

E. Middle Level Teaching Courses	CR	SM
RDG 232 Reading in the Elementary School	3	
RDG 329 Reading in the Content Area	3	
RDG 405 Teaching Writing in 4-8 Classrooms	3	
TCH 251 Elements of Middle Level Instruction	3	
TCH 345 Assessment and Evaluation	3	
TCH 366 Teaching Science at the Middle Level	3	

F. English Language Learners (ELL)	CR	SM
RDG 413 Teaching Reading to English Language Learners	3	

3. Concentration area (21 credits):

A. All Required	CR	SM
BIO 161 Principles of Biology: Cell Structure (N)	4	
BIO 162 Principles of Biology: Organismal Diversity (N)	4	
CHM 105 An Observational Approach (N)	3	
PHY 121 Physics I (3) (N) AND PHY 123 Physics I Lab (1)	4	

B. Take one (3 credits)	CR	SM
CHM 121 Chemical Bonding (3) AND CHM 125 Chemical Bonding Lab (1) OR PHY 122 Physics II (3) AND PHY 125 Physics II Lab (1)	3	

C. Take one (3 credits)	CR	SM
ESS 210 Physical Geography OR ESS 220 Oceanography OR ESS 355 Meteorology OR ESS 404 Applied Meteorology and Climatology	3	

4. Math Course Requirements (3 credits)	CR	SM
MAT 205 Concepts of Middle Level Math	3	

5. Student Teaching (15 credits):	CR	SM
EDU 409 Seminar in Middle Level Student Teaching	3	
EDU 495 Student Teaching Experience	12	

KEY:

CR = Credits the course is worth

TG = Tag

SM = Semester taken

SHIPPENSBURG UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
PROGRAM PLANNING SHEET
 Elementary/Middle Level Option #1- Science

Name: _____ Advisor: _____ Student ID: _____

A student selecting this option will only be certified to teach Science at the middle level grades 4-8.

PDE Competency Areas

- I. Content Knowledge: 84 credits** including General Education Requirements which are indicated by an *. A total of 33 credits are counted in a dual capacity.

II. Concentration Area

A. Science: 31 credits required

- ___ BIO161 Principles of Biology: Cell Structure (4)*
- ___ BIO162 Principles of Biology: Organismal Diversity (4)
- ___ BIO208 Field Biology (3) or
- ___ BIO242 Ecology (3)
- ___ CHM105 An Observational Approach (3)*
- ___ CHM121 Chemical Bonding (3) and
- ___ CHM125 Chemical Bonding Lab (1) or
- ___ PHY122 Intro to Physics II (3) and
- ___ PHY125 Intro to Physics II Lab (1)
- ___ PHY121 Physics I (3) and
- ___ PHY123 Physics I Lab (1)
- ___ ESS110 Introduction to Geology (3)*
- ___ ESS111 Intro to Atmosphere (3)
- ___ ESS210 Physical Geography (3) or
- ___ ESS220 Oceanography (3) or
- ___ ESS355 Meteorology (3) or
- ___ ESS404 Applied Meteorology and Climatology (3)

Cognate Areas

B. Social Studies: 12 credits required

- ___ GEO 101 World Geography (3)*
- ___ ECO 101 Macroeconomics (3)* or
- ___ PLS 100 U.S. Government and Politics (3)*
- ___ HIS 105 Historical Foundation of Global Cultures (3)*
- ___ HIS 106 Thinking Historically in a Global Age (3)*

C. Math: 13 credits required

- ___ MAT 205 Survey of Middle Grades Mathematics (3)
- ___ MAT 175 Precalculus (3) (See note on Prerequisites)
- ___ MAT 105 Math for Liberal Arts (3)
- ___ MAT 117 Applied Statistics (4)

D. Language Arts: 12 credits required

- ___ ENG 114 Writing Intensive Seminar (3)* or
- ___ ENG 110 Advanced Placement Writing (3)*
- ___ HCS 100 Intro to Human Communication (3)*
- ___ RDG 232 Reading in the Elementary School (3)
- ___ RDG 329 Reading in the Content Area (3) (Prerequisite RDG 232)

Additional Coursework

E. Literature: 3 credits

- ___ ENG 243 Art of the Film (3)* or
- ___ ENG 248 Intro to Culturally Diverse Lit (3)* or
- ___ ENG 250 Intro to Literature (3)*

F. Fine Arts: 6 credits

(Select two from different disciplines)

Music

- ___ MUS 110 Fundamental Music Skills (3)* or
- ___ MUS 121 Introduction to Music (3)* or
- ___ MUS 261 World Music (3)*

Art (ART 101 is recommended)

- ___ ART 101 Art Appreciation (3)* or
- ___ ART 231 Art History I (3)* or
- ___ ART 232 Art History II (3)* or
- ___ ART 274 Intro to Cultural Studio (3)* or
- ___ ART 339 History of American Art (3)*

Theatre

- ___ THE 121 Intro to Theatre (3)*

G. Social and Behavioral Sciences: 6 credits

- ___ PSY 101 General Psychology (3)*
- Choose one of the following**
- ___ ANT 111 Cultural Anthropology (3)* or
- ___ GEO 140 Cultural Geography (3)* or
- ___ SOC 101 Intro.to Soc: Society & Div (3)*

II. Professional Core & Student Teaching: 39 credits

A. Middle Level Cognitive Development

- ___ TCH 206 Social Found of Middle Level Educ (3)

B. Early Adolescent and Adolescent Learning Theory

- ___ TCH 261 Adolescent Dev and Lng Theory (3)

C. Assessments and Interventions

- ___ EEC 483 Assessing Children with Exceptionalities for Curricular Decision Making (3)
- ___ TCH 345 Assessment & Evaluation (3)

D. Adaptations and Accommodations for Diverse Learners

- ___ EEC 273 Introduction to Exceptionalities: Understanding Diverse Learners (3)
- ___ EEC 423 Effective Instructional Strategies for Students with Exceptionalities (3)

E. Middle Level Teaching Methods

- ___ TCH 366 Teaching Science at the Middle Level (3)
- ___ TCH 251 Elements of Middle Level Instruction (3)

F. English Language Learners (ELL)

- ___ RDG 413 Teach Read to English Lang Learners (3)

F. Student Teaching

- ___ EDU 495 Student Teaching Experience (12)

Attachment N

UCC CONTROL # 18-25

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

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

COLLEGE: Education and Human Svc.

DATE: August 27, 2018

DEPARTMENT: Teacher Education

IMPLEMENTATION DATE: Spring, 2019

SPONSOR: Janet Bufalino

PHONE/E-MAIL: 1166/jmbufa

PROPOSED REVISION: **4-8 Social Studies Program Revision**

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

Reading Program Changes

- Addition of RDG405 Teaching Writing in the 4-8 Classroom

Math Program Changes

- Eliminate MAT175 & MAT105 (6 credits)
- Added 140A or 140B depending on students' placement levels

Education Department Change

- EDU409 Seminar in Middle Level Student Teaching

Social Studies Changes

- 6 credits of required Social Studies courses were eliminated. Nine credits of elective were added.

General Education Courses

- The 5 GE categories were used to revised General Education requirements.

JUSTIFICATION:

Reading Course Change

- After a review of the Pennsylvania Department of Education required competencies, pre-service teachers need to teach and integrate writing into classroom instruction.

Math Program Changes

- After a review of the Pennsylvania Department of Education competencies with the math department, the elimination of MAT175 and MAT 105 from the program was voted and approved by the 4-8 program committee and the teacher education department.
- MAT140A or MAT140B is now a required course which better meets the needs of 4-8 teachers.

Education Department Change

- Pre-service teachers who are student teaching need opportunities to share and learn about classroom instruction and challenges that develop in classrooms. This course is designed to give students a venue to share and analyze their full-time classroom experiences.

RESOURCE CONSIDERATIONS:

1. How will this change affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?

Reading course change – one course will be eliminated and replaced with a new course. No impact on reading program resources.

Math program changes – the courses that are eliminated are courses that the math department offers for other programs. No impact anticipated.

Education Department Change – The teacher education and special education department are also proposing dual programs with the various option 1 content areas at this time. In those programs, EDU495 Student Teaching 12 credits - will be divided across 2 departments. In the teacher education department, 12 credits of student teaching will be reduced to 6 credits. This will give the department the resources to implement EDU409.

2. Will this change affect resources of other departments? If so, how? Provide details regarding impact. (Consult with other departments prior to making proposal.) See answer to number 1.

3. How will this program be assessed?

The data from the following key assessments are used for program assessment. Data is collected through an online data system and reviewed each semester by program faculty. Also, data from the state required PECT certification tests are analyzed in terms of program effectiveness and meeting the PDE competencies.

EDU 495	Impact on Student Learning Project PDE 430
TCH 206	Personal teaching philosophy paper
TCH 206 TCH 261	Field experience coop evaluation Differentiated Lesson Plan
TCH 342 TCH 348 TCH 366 TCH322	Cross-curricular Unit Cross-curricular Unit Cross-Curricular Unit Cross-Curricular Unit

Attach appropriate forms (new courses, course revisions) for any additional changes involved in the program revision (current and new program sheets; verification grid outlining how program changes will be covered, etc.).

SHIPPENSBURG UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
 2018 PROGRAM PLANNING SHEET
 Elementary/Middle Level Option #1- **Social Studies**

TOTAL CREDITS: 120-122

Name: _____ Advisor: _____ Student ID: _____

A student selecting this option will be certified to teach social studies at the middle level,
 grades 4-8 and all subjects in 4th or 5th grade.

General Education: 45-46

Foundations: 15 credits	CR	SM
UNIV 101	3	
ENG 114 Writing Intensive Seminar	3	
HCS 100 Introduction Human Communication	3	
HIS 105 Historical Foundation of Global Cultures	3	
MAT 117 Applied Statistics (3) (Math placement levels 2-4) OR MAT 217 Statistics I (4) (Math placement levels 5-6)	3-4	

Interconnections: 9 credits	CR	TG	SM
Required Tag G Course			
PSY 101 General Psychology	3	D	
Required Tag G courses			
ECO 101 Principles of Macroeconomics	3	G	
HIS 106 Thinking History in a Global Age	3	G	

Natural World and Technologies: 9 credits	CR	TAG	SM
Select 3 tag N courses	9 Total		
Tag N course options		N	
ANT 121 Physical Anthropology OR			
BIO 100 Basic Biology OR			
BIO 145 Environmental Biology OR			
BIO 150 Human Biology OR			
BIO 161 Principles of Biology: Cell Structure OR			
BIO 162 Principles of Biology: Organismal Div. OR			
BIO 208 Field Biology OR			
BIO 237 Human Anatomy & Physiology OR			
CHM 103 A Cultural Approach OR			
CHM 105 An Observational Approach OR			
CHM 121 Chemical Bonding OR			
ESS 110 Introduction to Geology OR			
ESS 111 Introduction to Atmosphere OR			
ESS 210 Physical Geography OR			
PHY 108 Astronomy OR			
PHY 110 Physics for Society OR			
PHY 121 Physics I OR			
PHY 122 Introductory Physics II OR			
PHY 205 Intermediate Physics I			

Citizenship and Responsibility: 6 Credits	CR	TAG	SM
6 Total			
PLS 100	3	S	
GEO 140 Cultural Geography	3	R	

Creativity and Expressions: 6 Credits	CR	TAG	SM
Select 1 tag L course & 1 tag A course	6 Total		
Tag L course options	3	L	
ENG 248 Introduction to Culturally Diverse Literature of the U.S OR			
ENG 250 Introduction to Literature OR			
THE 121 Introduction to the Theater			
Tag A course options	3	A	
ART 101 Art Appreciation OR			
ART 231 Art History I OR			
ART 232 Art History II OR			
ART 233 Art History III OR			
ART 339 History of American Art OR			
IAP 111 Introduction to Interdisciplinary Arts OR			
MUS 121 Introduction to Music OR			
MUS 129 American Popular Music OR			
MUS 227 Opera & Music Theatre OR			
MUS 261 World Music			

2. Professional Core (36 credits):

A. Middle Level Cognitive Development

*Bold = tagged courses	CR	SM
TCH 206 Social Foundations of Middle Level Education	3	

B. Early Adolescent and Adolescent Learning

	CR	SM
TCH 261 Adolescent Development and Language Theory	3	

C. Assessments and Interventions

	CR	SM
EEC 483 Assessing Children with Exceptionalities for Curricular Decision Making	3	

TOTAL: 120-122 credits

D. Adaptations & Accommodations Diverse Learners CR SM

EEC 273 Introduction to Exceptionalities: Understanding Diverse Learners	3	
EEC 423 Effective Instructional Strategies for Students with Exceptionalities	3	

E. Middle Level Teaching Courses CR SM

RDG 232 Reading in the Elementary School	3	
RDG 329 Reading in the Content Area	3	
RDG 405 Writing in Elementary Classrooms	3	
TCH 251 Elements of Middle Level Instruction	3	
TCH 345 Assessment and Evaluation	3	
TCH 348 Teaching Middle Level Social Studies	3	

F. English Language Learners (ELL) CR SM

RDG 413 Teaching Reading to English Language Learners	3	
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3. Concentration area (15 credits):

A. Required (6 credits) CR SM

GEO 101 World Geography	3	
ECO 345 Economics of Growth and Development	3	

B. Social Studies Electives (9 credits)

Take one from each row	9 Total	
GEO 305 Geography of Europe OR GEO 308 Geo. of Latin America OR GEO 313 Geo. of South and South-East Asia OR GEO 317 Geography of East Asia OR GEO 415 Regional Geography Studies OR GEO 450 Field Studies PLS 311 The Legislative Process OR	3	
PLS 311 The Legislative Process OR PLS 312 The American Presidency OR PLS 313 The Judicial Process OR PLS 342 American Foreign Policy OR PLS 356 Politics of Developing Regions	3	
HIS 201 Early History of the US OR HIS 202 Recent History of the US OR HIS 301 The West in American History OR HIS 302 American Economic History OR HIS 304 American Diplomatic History OR HIS 305 The Civil War OR HIS 306 History of the South OR HIS 309 History of the American Worker OR HIS 314 Jacksonian America OR HIS 318 History of US Women OR HIS 338 Colonial America OR HIS 341 African American History OR HIS 342 United States Immigration and Ethnicity OR HIS 345 Military History of the US OR HIS 402 Revolutionary America OR HIS 413 Pennsylvania History	3	

4. Math Course Req. (6-7 credits) CR SM

MAT 205 Concepts of Middle Level math	3	
MAT 140A College Algebra, Level 3 (4) OR MAT 140B College Algebra, Level 4 (3)	3-4	

5. Free Elective (3 credits) CR SM

	3	
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6. Student Teaching (15 credits): CR SM

EDU 409 Seminar in Middle Level Student Teaching	3	
EDU 495 Student Teaching Experience	12	

KEY:

CR = Credits the course is worth

TG = Tag

SM = Semester taken

8/26/18

TOTAL: 120-122 credits

Social Studies Option 1 Course Rotation
120-122 credits

Semester 1 – 15 credits

General Education/Professional Core/Concen.

Semester 3 – 15-16 credits

General Education/Professional Core/Concen.

EEC 273 Intro to Exceptionalities

Semester 5 – 15 credits

General Education/Professional Core/Concen.

TCH 345 Assessment and Evaluation

RDG 329 Reading in the Content Areas

Semester 7 – 12 credits

General Education Courses/Professional Core/Concen.

TCH 251 Elements of Middle Level Ins.

TCH 348 Teaching Middle Level Social St

EEC 483 Assessing Children with Exceptionalities

RDG 413 Teaching Reading to ELL (both)

Semester 2 – 15 credits

General Education/Professional Core/Concen.

Semester 4 – 15 credits

General Education/Professional Core/Conce.

TCH 206 Social Foundations

RDG 232 Reading in the ES

TCH 261 Adolescent Dev.

Semester 6 – 15 credits

General Education Courses/Professional Core/Concen.

RDG 405 Teaching Writing in ES

EEC 423 Effective Instruct. Strat.

Semester 8 – 15 credits

EDU 495 Student Teaching - 12 credits

EDU 409 Professional Practicum - 3 credits

Present Planning Sheet

SHIPPENSBURG UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
PROGRAM PLANNING SHEET
Elementary/Middle Level Option #1- Social Studies

Name: _____ Advisor: _____ Student ID: _____

A student selecting this option will only be certified to teach Social Studies at the middle level grades 4-8.

PDE Competency Areas

- I. Content Knowledge:** 83 credits including General Education Requirements which are indicated by an *
A total of 33 credits are counted in a dual capacity

Concentration Area

A. Social Studies: 33 credits required

- ___ GEO 101 World Geography (3)*
- ___ GEO 140 Cultural Geography (3)*
- ___ GEO 305 Geography of Europe (3) or
- ___ GEO 308 Geography of Latin America or
- ___ GEO 313 Geography of South and South-East Asia or
- ___ GEO 317 Geography of East Asia or
- ___ GEO 415 Regional Geography Studies or
- ___ GEO 450 Field Studies
- ___ PLS 100 US Government and Politics (3)
- ___ PLS 311 The Legislative Process (3) or
- ___ PLS 312 The American Presidency (3) or
- ___ PLS 313 The Judicial Process (3) or
- ___ PLS 342 American Foreign Policy (3) or
- ___ PLS 356 Politics of Developing Regions (3)
- ___ ECO 101 Macroeconomics (3)*
- ___ ECO 345 Economics of Growth and Development (3)
- ___ HIS 105 Historical Foundation of Global Cultures (3)*
- ___ HIS 106 Thinking Historically in a Global Age (3)*
- ___ HIS 201 Early History of the US (3) or
- ___ HIS 202 Recent History of the US
- ___ HIS 301 The West in American History (3) or
- ___ HIS 302 American Economic History (3) or
- ___ HIS 304 American Diplomatic History (3) or
- ___ HIS 305 The Civil War (3) or
- ___ HIS 306 History of the South (3) or
- ___ HIS 309 History of the American Worker (3) or
- ___ HIS 314 Jacksonian America (3) or
- ___ HIS 318 History of US Women (3) or
- ___ HIS 338 Colonial America (3) or
- ___ HIS 341 African American History (3) or
- ___ HIS 342 US Immigration and Ethnicity (3) or
- ___ HIS 345 Military History of the US (3) or
- ___ HIS 402 Revolutionary America (3) or
- ___ HIS 413 Pennsylvania History (3)

Cognate Areas

B. Math: 13 credits required

- ___ MAT 205 Survey of Middle Grades Mathematics (3)
- ___ MAT 175 Precalculus (3) *(See note on Prerequisites)*
- ___ MAT 105 Math for Liberal Arts (3)
- ___ MAT 117 Applied Statistics (4)

C. Science: 12 credits required

- ___ BIO 100 Basic Biology (3)*
- ___ CHM 105 An Observational Approach (3)*
- ___ PHY 121 Physics I (3)
- ___ ESS 110 Introduction to Geology (3)*

D. Language Arts: 12 credits required

- ___ ENG 114 Writing Intensive Seminar (3)* or
- ___ ENG 110 Advanced Placement Writing (3)*
- ___ HCS 100 Intro to Human Communication (3)*
- ___ RDG 232 Reading in the Elementary School (3)
- ___ RDG 329 Reading in the Content Area (3) *(Prerequisite RDG 232)*

E. Literature – 3 credits

- ___ ENG 243 Art of the Film (3)* or
- ___ ENG 248 Intro to Culturally Diverse Lit (3)* or
- ___ ENG 250 Intro to Literature (3)*

F. Fine Arts – 6 credits

(Select two from different disciplines)

Music

- ___ MUS 110 Fundamental Music Skills (3)* or
- ___ MUS 121 Introduction to Music (3)* or
- ___ MUS 261 World Music (3)*

Art (ART 101 is recommended)

- ___ ART 101 Art Appreciation (3)* or
- ___ ART 231 Art History I (3)* or
- ___ ART 232 Art History II (3)* or
- ___ ART 274 Intro to Cultural Studio (3)* or
- ___ ART 339 History of American Art (3)*

Theatre

- ___ THE 121 Intro to Theatre (3)*

G. Social and Behavioral Sciences: 3 credits

- ___ PSY 101 General Psychology (3)*

H. Professional Core & Student Teaching: 39 credits

A. Middle Level Cognitive Development

- ___ TCH 206 Social Found of Middle Level Educ (3)

B. Early Adolescent and Adolescent Learning Theory

- ___ TCH 261 Adolescent Dev and Lng Theory (3)

C. Assessments and Interventions

- ___ EEC 483 Assessing Children with Exceptionalities for Curricular Decision Making (3)
- ___ TCH 345 Assessment Evaluation (3)

D. Adaptations and Accommodations for Diverse Learners

- ___ EEC 273 Introduction to Exceptionalities: Understanding Diverse Learners (3)
- ___ EEC 423 Effective Instructional Strategies for Students with Exceptionalities (3)

More on back

Attachment O

UCC CONTROL # 18-26

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

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

COLLEGE: Education and Human Svc.

DATE: August 27, 2018

DEPARTMENT: Teacher Education

IMPLEMENTATION DATE: Spring, 2019

SPONSOR: Janet Bufalino/Tom Gibbon

PHONE/E-MAIL: 1166/jmbufa

PROPOSED REVISION: 4-8 Math Option 1/Special Education Proposal

This proposal is a program revision of a program revision. The Math Option 1/Special Education Certification is a revision of the newly revised Math Option 1 Program.

Additions Special Education Coursework

- EEC 280 Best Practices in Collaboration: Educators, Families, & Related Service Providers – 3 credits
- EEC 320 Interventions for Students with Communication Impairments – 3 credits
- EEC 325 Interventions for Students with Social/Emotional and Behavioral Impairments – 3 credits
- EEC 330 Teaching Students with Exceptionalities in a Standards-Aligned System – 3 credits
- EEC 335 Interventions for Students with Cognitive and/or Physical Impairments – 3 credits
- EEC 447 Special Education Processes in a Standards Aligned System – 3 credits
- EEC XXX Special Education Student Teaching – 6 credits

Change to Teacher Education Courses

- EDU495 Student Teaching (6 credits) – Faculty from each department in this degree program (Teacher Education and Special Education) will supervise student teachers during ½ of their experience in a school setting.
- EDU409 Seminar in Middle Level Student Teaching (3 credits) is a new course to support students enrolled in EDU495. Students will meet weekly to discuss experiences in the field and engage in professional activities.

JUSTIFICATION:

Special Education Courses: Adding the Special Education courses and student teaching affords teacher candidates the opportunity to earn an additional teaching certification: Special Education K-8. The Special Education courses already exist and are taught on a planned rotation. The SPE XXX Special Education Student Teaching is a 6-credit version of student teaching that runs for 8 weeks during the student teaching semester. The Special Education courses and student teaching contain PDE and Council for Exceptional Children competencies for beginning teachers

Additions Special Education Coursework

- EEC 280 Best Practices in Collaboration: Educators, Families, & Related Service Providers – 3 credits
- EEC 320 Interventions for Students with Communication Impairments – 3 credits

- EEC 325 Interventions for Students with Social/Emotional and Behavioral Impairments – 3 credits
- EEC 330 Teaching Students with Exceptionalities in a Standards-Aligned System – 3 credits
- EEC 335 Interventions for Students with Cognitive and/or Physical Impairments – 3 credits
- EEC 447 Special Education Processes in a Standards Aligned System – 3 credits
- EEC XXX Special Education Student Teaching – 6 credits

RESOURCE CONSIDERATIONS:

1. How will this change affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted
 - Special Education Coursework: Special Education Resource Considerations: Initially, the mid-level candidates who enroll in the Special Education courses will not require new sections. Mid-level candidates will enroll in the existing sections that were originally developed for the PK4/SE Dual program. If this program becomes popular it is possible that additional sections of some courses may need to be offered. At least one additional section of student teaching will be required when the first cohort reaches that point in their program.
 - Teacher Education Resource Considerations: There will be a 6 credit reduction in Student Teaching (EDU495) FTE due to the combination of these programs. However with the implementation of EDU409 (3 credits), the reduction will be reduced to only a 3 credit change.
2. Will this change affect resources of other departments? If so, how? Provide details regarding impact. (Consult with other departments prior to making proposal.) see answer to number 1
 - Special Education Resources: As mentioned above, students in this new program will take seats in existing courses until those sections become overloaded. Initially, we anticipate that the Special Education Program will need one or two extra sections of student teaching each fall semester. As the program grows, we will need more sections.
3. How will this program be assessed?

Teacher Education Assessment: The data from the following key assessments are used for the teacher education portion of this program assessment. Data is collected through an online data system and reviewed each semester by program faculty. Also, data from the state required PECT certification tests are analyzed in terms of program effectiveness and meeting the PDE competencies.

EDU 495	Impact on student learning project PDE 430
TCH 206	Personal teaching philosophy paper
TCH 206 TCH 261	Field experience coop evaluation Differentiated Lesson Plan
TCH 342 TCH 348 TCH 366 TCH322	Cross-Curricular Unit Cross-Curricular Unit Cross-Curricular Unit Cross-Curricular Unit

Special Education Assessment: Data from the following key assessments will be used for the special education portion of this program assessment. Data will be collected through an online data system and reviewed each semester by program faculty. Data from the state required PECT certification tests are analyzed in terms of program effectiveness and meeting the PDE competencies.

EEC 273	Diversity Survey
EEC 280	Paraprofessional Handbook Parent Interview Reflection
EEC 320	Assisted Technology Plan
EEC 325	Functional Behavior Assessment Behavioral Intervention Plan
EEC 330	Explicit Lesson Plan Mnemonic Strategy
EEC 335	Handbook of Resources for Low Incidence Disabilities
EEC 423	Adapted Instruction Project
EEC 447	IEP Project
EEC 483	Behavior Change Project
EEC XXX	Impact on Student Learning PDE 430

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

SHIPPENSBURG UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
PROGRAM PLANNING SHEET

Elementary/Middle Level Option #1- Math PLUS Special Education

TOTAL CREDITS: 130-132

Name: _____ Advisor: _____ Student ID: _____

A student selecting this option will be certified to teach mathematics at the middle level grades 4-8, teach any subject in 4th and 5th grades and Special Education at grades K-8.

General Education: 46 – 47 Credits

Foundations: 15 credits

	CR	GR
UNIV 101	3	
ENG 114 Writing Intensive Seminar	3	
HCS 100 Introduction to Human Communication	3	
HIS 105 Historical Foundation of Global Cultures	3	
MAT 117 Applied Statistics (3) (Math placement levels 2-4) Prerequisite: Math placement level 2 or MAT 050 with minimum grade C OR MAT 217 Statistics I (4) (Math placement levels 5-6) Prerequisite: Math placement level 5	3-4	

Interconnections: 9 Credits

	CR	TAG	SM
Take PSY 101 and at least 1 tag G course	9 Total		
Tag D course	3	D	
PSY 101 General Psychology	3		
Tag G courses		G	
ANT 105 Great Discoveries in Archaeology OR ECO 101 Principles of Macroeconomics OR GEO 101 World Geography OR HIS 106 Thinking Historically in a Global Age OR PLS 141 World Politics			
Tag F courses		F	
SPN 101 Beginning Spanish I Credits OR SPN 102 Beginning Spanish II Credits OR SPN 103 Intermediate Spanish Credits OR SPN 202 Intermediate Conversation Credits OR SPN 330 Spanish for the Professions Credits			

Natural World and Technologies: 9 credits

	CR	TAG	SM
Select 3 tag N courses	9 Total		
Tag N courses		N	
ANT 121 Physical Anthropology OR BIO 100 Basic Biology OR BIO 145 Environmental Biology OR BIO 150 Human Biology OR BIO 161 Principles of Biology: Cell Structure OR BIO 162 Principles of Biology: Organismal Diversity OR BIO 208 Field Biology OR BIO 237 Human Anatomy & Physiology OR CHM 103 A Cultural Approach OR CHM 105 An Observational Approach OR CHM 121 Chemical Bonding OR ESS 110 Introduction to Geology OR			

ESS 111 Introduction to Atmosphere OR ESS 210 Physical Geography OR PHY 108 Astronomy OR PHY 110 Physics for Society OR PHY 121 Physics I OR PHY 122 Introductory Physics II OR PHY 205 Intermediate Physics I			
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Citizenship and Responsibility: 7 Credits

	CR	TAG	SM
Select 1 tag S OR tag E course	3 Total		
Tag S courses		S	
ESS 108 Conservation of Natural Resources OR HIS 201 Early History of the United States OR PLS 100 United States Government and Politics			
Tag E courses		E	
PHL 105 Ethical Theories and Problems			
Tag R course - Required		R	
MAT 225 Discrete Math (R) (Math placement levels 4-6) Prerequisite: MAT 140A or math placement level 4 or MAT 140B or MAT 175 or MAT 211 or MAT 181	4		

Creativity and Expressions: 6 Credits

	CR	TAG	SM
Select 1 tag L course and 1 tag A course	6 Total		
Tag L courses	3	L	
ENG 248 Introduction to Culturally Diverse Literature of the U.S OR ENG 250 Introduction to Literature OR THE 121 Introduction to the Theater			
Tag A courses	3	A	
ART 101 Art Appreciation OR ART 231 Art History I OR ART 232 Art History II OR ART 233 Art History III OR ART 339 History of American Art OR IAP 111 Introduction to Interdisciplinary Arts OR MUS 121 Introduction to Music OR MUS 129 American Popular Music OR MUS 227 Opera & Music Theatre OR MUS 261 World Music			

2. Professional Core (27 credits):**A. Middle Level Cognitive Development CR SM**

TCH 206 Social Found of Middle Level Education	3	
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B. Early Adolescent and Adolescent Learning CR SM

TCH 261 Adolescent Development and Language Theory	3	
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C. Middle Level Teaching Methods CR SM

RDG 232 Reading in the Elementary School	3	
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RDG 329 Reading in the Content Area	3	
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RDG 405 Teaching Writing in 4-8 Classrooms	3	
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TCH 251 Elements of Middle Level Instruction	3	
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TCH 342 Teaching Middle Level Mathematics	3	
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TCH 345 Assessment and Evaluation	3	
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D. English Language Learners (ELL) CR SM

RDG 413 Teaching Reading to English Language Learners	3	
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3. Concentration area (15-16 credits):**Required CR SM**

MAT 105 Mathematics for Liberal Arts (Math placement levels 2-6) Prerequisite: Math placement level 2 or MAT 050 with minimum grade C	3	
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B. Take one from each row (12-14 credits) CR SM

MAT 205 Concepts of Middle Level Math	3	
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MAT 181 Applied Calculus (3) (Math placement levels 5-6) Prerequisite: MAT 140A with minimum grade C or MAT 140B with minimum grade C OR MAT 175 with minimum grade C or math placement level 5 OR	3-4	
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MAT 211 Calculus I (4) (Math placement level 6) Prerequisite: MAT 175 with minimum grade C or math placement level 6		
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MAT 333 Geometry (3) Prerequisite: MAT 225 OR MAT 400 History of Math (3) Prerequisite: Junior status OR	3	
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MAT 317 Statistics II (3) Prerequisite: MAT 217 Math Elective 200/300/400 level course (3 credits)	3	
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5. Special Education (27 credits):

CR SM

EEC 273 Introduction to Exceptionalities: Understanding Diverse Learners	3	
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EEC 280 Best Practices in Collaboration: Educators, Families, & Related Service Providers	3	
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EEC 320 Interventions for Students with Communication Impairments	3	
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EEC 325 Interventions for Students with Social/Emotional and Behavioral Impairments	3	
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EEC 330 Teaching Students with Exceptionalities in a Standards-Aligned System	3	
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EEC 335 Interventions for Students with Cognitive and/or Physical Impairments	3	
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EEC 423 Effective Instructional Strategies for Students with Exceptionalities	3	
---	---	--

EEC 447 Special Education Processes in a Standards Aligned System	3	
---	---	--

EEC 483 Assessing Children with Exceptionalities for Curricular Decision Making	3	
---	---	--

6. Student Teaching (15 credits):

CR SM

EDU 409 Seminar in Middle Level Student Teaching	3	
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EEC XX Student Teaching	6	
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EDU 495 Student Teaching	6	
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KEY:

CR = Credits the course is worth

TG = Tag

SM = Semester taken

Attachment P

UCC CONTROL # 18-27

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

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

COLLEGE: Education and Human Svc.

DATE: August 27, 2018

DEPARTMENT: Teacher Education

IMPLEMENTATION DATE: Spring, 2019

SPONSOR: Janet Bufalino/Tom Gibbon

PHONE/E-MAIL: 1166/jmbufa

PROPOSED REVISION: 4-8 Science Option 1/Special Education Proposal

This proposal is a program revision of a program revision. The Science Option 1/Special Education Certification is a revision of the newly revised Science Option 1 Program.

Additions Special Education Coursework

- EEC 280 Best Practices in Collaboration: Educators, Families, & Related Service Providers – 3 credits
- EEC 320 Interventions for Students with Communication Impairments – 3 credits
- EEC 325 Interventions for Students with Social/Emotional and Behavioral Impairments – 3 credits
- EEC 330 Teaching Students with Exceptionalities in a Standards-Aligned System – 3 credits
- EEC 335 Interventions for Students with Cognitive and/or Physical Impairments – 3 credits
- EEC 447 Special Education Processes in a Standards Aligned System – 3 credits
- EEC XXX Special Education Student Teaching – 6 credits

Change to Teacher Education Courses

- EDU495 Student Teaching (6 credits) – Faculty from each department in this degree program (Teacher Education and Special Education) will supervise student teachers during ½ of their experience in a school setting.
- EDU409 Seminar in Middle Level Student Teaching (3 credits) is a new course to support students enrolled in EDU495. Students will meet weekly to discuss experiences in the field and engage in professional activities.

JUSTIFICATION:

Special Education Courses: Adding the Special Education courses and student teaching affords teacher candidates the opportunity to earn an additional teaching certification: Special Education K-8. The Special Education courses already exist and are taught on a planned rotation. The SPE XXX Special Education Student Teaching course is a 6-credit version of student teaching that runs for 8 weeks during the student teaching semester. The Special Education courses and

student teaching contain PDE and Council for Exceptional Children competencies for beginning teachers.

Additions Special Education Coursework

- EEC 280 Best Practices in Collaboration: Educators, Families, & Related Service Providers – 3 credits
- EEC 320 Interventions for Students with Communication Impairments – 3 credits
- EEC 325 Interventions for Students with Social/Emotional and Behavioral Impairments – 3 credits
- EEC 330 Teaching Students with Exceptionalities in a Standards-Aligned System – 3 credits
- EEC 335 Interventions for Students with Cognitive and/or Physical Impairments – 3 credits
- EEC 447 Special Education Processes in a Standards Aligned System – 3 credits
- EEC XXX Special Education Student Teaching – 6 credits

RESOURCE CONSIDERATIONS:

1. How will this change affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted
 - Special Education Coursework: Initially, the mid-level candidates who enroll in the Special Education courses will not require new sections. Mid-level candidates will enroll in the existing sections that were originally developed for the PK4/SE Dual program. If this program becomes popular it is possible that additional sections of some courses may need to be offered. At least one additional section of student teaching will be required when the first cohort reaches that point in their program.
 - Teacher Education Resource Considerations: There will be a 6 credit reduction in Student Teaching (EDU495) FTE due to the combination of these programs. However with the implementation of EDU409 (3 credits), the reduction will be reduced to only a 3 credit change.
2. Will this change affect resources of other departments? If so, how? Provide details regarding impact. (Consult with other departments prior to making proposal.) see answer to number 1
 - Special Education Resources: As mentioned above, students in this new program will take seats in existing courses until those sections become overloaded. Initially, we anticipate that the Special Education Program will need one or two extra sections of student teaching each fall semester. As the program grows, we will need more sections.
3. How will this program be assessed?

Teacher Education Assessment: The data from the following key assessments are used for the teacher education portion of this program assessment. Data is collected through an online data system and reviewed each semester by program faculty. Also, data from the state required PEECT

certification tests are analyzed in terms of program effectiveness and meeting the PDE competencies.

EDU 495	Impact on Student Learning Project PDE 430
TCH 206	Personal teaching philosophy paper
TCH 206 TCH 261	Field experience coop evaluation Differentiated Lesson Plan
TCH 342 TCH 348 TCH 366 TCH322	Cross-Curricular Unit Cross-Curricular Unit Cross-Curricular Unit Cross-Curricular Unit

Special Education Assessment: Data from the following key assessments will be used for the special education portion of this program assessment. Data will be collected through an online data system and reviewed each semester by program faculty. Data from the state required PECT certification tests are analyzed in terms of program effectiveness and meeting the PDE competencies.

EEC 273	Diversity Survey
EEC 280	Paraprofessional Handbook Parent Interview Reflection
EEC 320	Assisted Technology Plan
EEC 325	Functional Behavior Assessment Behavioral Intervention Plan
EEC 330	Explicit Lesson Plan Mnemonic Strategy
EEC 335	Handbook of Resources for Low Incidence Disabilities
EEC 423	Adapted Instruction Project
EEC 447	IEP Project
EEC 483	Behavior Change Project
SPC XXX	Impact on Student Learning PDE 430

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

SHIPPENSBURG UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
PROGRAM PLANNING SHEET
Elementary/Middle Level Option #1- Science PLUS Special Education

TOTAL CREDITS: 140-141

Name: _____ Advisor: _____ Student ID: _____

A student selecting this option will be certified to teach science at the middle level grades 4-8, all subjects in 4th and 5th grade and special education in grades K-8.

General Education: 46-47 credits

Foundations: 15-16 credits CR SM

	CR	SM
UNIV 101	3	
ENG 114 Writing Intensive Seminar	3	
HCS 100 Intro Human Communication	3	
HIS 105 Historical Foundation of Global Cultures	3	
MAT 117 Applied Statistics (3) (Math placement levels 2-4) OR MAT 217 Statistics I (4) (Math placement levels 5-6)	3	

Interconnections: 9 Credits CR TAG SM

	CR	TAG	SM
Take PSY 101 and at least 1 tag G course	9 Total		
Tag D course	3	D	
PSY 101 General Psychology	3		
Tag G courses		G	
ANT 105 Great Discoveries in Archaeology OR ECO 101 Principles of Macroeconomics OR GEO 101 World Geography OR HIS 106 Thinking Historically in a Global Age OR PLS 141 World Politics			
Tag F courses		F	
SPN 101 Beginning Spanish I Credits OR SPN 102 Beginning Spanish II Credits OR SPN 103 Intermediate Spanish Credits OR SPN 202 Intermediate Conversation Credits OR SPN 330 Spanish for the Professions Credits			

Natural World and Technologies: 9 credits

All Required			
ESS 110 Introduction to Geology (N)	3		
ESS 111 Intro to Atmosphere (N)	3		
BIO 208 Field Biology (N)	3		

Citizenship and Responsibility: 7 Credits CR TG SM

	CR	TG	SM
Select 1 tag S or E course	3 Total		
Tag S courses		S	
ESS 108 Conservation of Natural Resources OR HIS 201 Early History of the United States OR PLS 100 United States Government and Politics			
Tag E courses		E	
PHL 105 Ethical Theories and Problems			
Required Course			
MAT 225 Discrete Mathematics	4	R	

Creativity and Expressions: 6 Credits CR TG SM

	CR	TG	SM
Select 1 tag L course and 1 tag A course	6 Total		
Tag L courses	3	L	
ENG 248 Introduction to Culturally Diverse Literature of the U.S OR ENG 250 Introduction to Literature OR THE 121 Introduction to the Theater			
Tag A courses	3	A	
ART 101 Art Appreciation OR ART 231 Art History I OR ART 232 Art History II OR ART 233 Art History III OR ART 339 History of American Art OR IAP 111 Introduction to Interdisciplinary Arts OR MUS 121 Introduction to Music OR MUS 129 American Popular Music OR MUS 227 Opera & Music Theatre OR MUS 261 World Music			

2. Professional Core (27 credits):

A. Middle Level Cognitive Development CR SM

	CR	SM
TCH 206 Social Foundations of Middle Level Education	3	

B. Early Adolescent and Adolescent Learning Theory CR SM

	CR	SM
TCH 261 Adolescent Development and Language Theory	3	

C. Middle Level Teaching Methods CR SM

	CR	SM
RDG 232 Reading in the Elementary School	3	
RDG 329 Reading in the Content Area	3	
RDG 405 Teaching Writing in 4-8 Classrooms	3	
TCH 251 Elements of Middle Level Instruction	3	
TCH 345 Assessment and Evaluation	3	
TCH 366 Teaching Science at the Middle Level	3	

D. English Language Learners (ELL) CR SM

	CR	SM
RDG 413 Teaching Reading to English Language Learners	3	

4/23/18

TOTAL: 140-141 credits

3. Concentration area (22 credits):

A. Take all (24 credits)	CR	SM
BIO 161 Principles of Biology: Cell Structure	4	
BIO 162 Principles of Biology: Organismal Diversity	4	
CHM 105 An Observational Approach	3	
PHY 121 Physics I (3) AND PHY 123 Physics I Lab (1)	4	

B. Take one (4 credits)	CR	SM
CHM 121 Chemical Bonding (3) AND CHM 125 Chemical Bonding Lab (1) OR PHY 122 Physics II (3) AND PHY 125 Physics II Lab (1)	4	

C. Take one (3 credits)	CR	SM
ESS 210 Physical Geography OR ESS 220 Oceanography OR ESS 355 Meteorology OR ESS 404 Applied Meteorology and Climatology	3	

4. Math Course Requirements (3 credits):	CR	SM
MAT 205 Concepts of Middle Level Math	3	

5. Special Education (27 credits):	CR	SM
EEC 273 Introduction to Exceptionalities: Understanding Diverse Learners	3	
EEC 280 Best Practices in Collaboration: Educators, Families, & Related Service Providers	3	
EEC 320 Interventions for Students with Communication Impairments	3	
EEC 325 Interventions for Students with Social/Emotional and Behavioral Impairments	3	
EEC 330 Teaching Students with Exceptionalities in a Standards-Aligned System	3	
EEC 335 Interventions for Students with Cognitive and/or Physical Impairments	3	
EEC 423 Effective Instructional Strategies for Students with Exceptionalities	3	
EEC 447 Special Education Processes in a Standards Aligned System	3	
EEC 483 Assessing Children with Exceptionalities for Curricular Decision Making	3	

6. Student Teaching (15 credits):

	CR	SM
EDU 409 Seminar in Middle Level Student Teaching	3	
EEC XXX Student Teaching and Professional Practicum	6	
TCH 495 Student Teaching and Professional Practicum	6	

KEY:

CR = Credits the course is worth
TG = Tag
SM = Semester taken

Attachment Q

UCC CONTROL# 18-28

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

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

COLLEGE: Education and Human Svc.

DATE: August 27, 2018

DEPARTMENT Teacher Education

IMPLEMENTATION DATE: Spring, 2019

SPONSOR: Janet Bufalino/Tom Gibbon

PHONE/E-MAIL: 1166/jmbufa

PROPOSED REVISION: 4-8 Social Studies/Option 1/Special Education Proposal

This proposal is a program revision of a program revision. The Social Studies Option 1/Special Education Certification is a revision of the newly revised Social Studies Option 1 Program.

Additions Special Education Coursework

- EEC 280 Best Practices in Collaboration: Educators, Families, & Related Service Providers – 3 credits
- EEC 320 Interventions for Students with Communication Impairments – 3 credits
- EEC 325 Interventions for Students with Social/Emotional and Behavioral Impairments – 3 credits
- EEC 330 Teaching Students with Exceptionalities in a Standards-Aligned System – 3 credits
- EEC 335 Interventions for Students with Cognitive and/or Physical Impairments – 3 credits
- EEC 447 Special Education Processes in a Standards Aligned System – 3 credits
- EEC XXX Special Education Student Teaching – 6 credits

Change to Teacher Education Courses

- EDU495 Student Teaching (6 credits) – Faculty from each department in this degree program (Teacher Education and Special Education) will supervise student teachers during ½ of their experience in a school setting.
- EDU409 Seminar in Middle Level Student Teaching (3 credits) is a new course to support students enrolled in EDU495. Students will meet weekly to discuss experiences in the field and engage in professional activities.

JUSTIFICATION:

Special Education Courses

Adding the Special Education courses and student teaching affords teacher candidates the opportunity to earn an additional teaching certification: Special Education K-8. The Special Education courses already exist and are taught on a planned rotation. The SPE XXX Special Education Student Teaching course is a 6-credit version of student teaching that runs for 8 weeks

during the student teaching semester. The Special Education courses and student teaching contain PDE and Council for Exceptional Children competencies for beginning teachers.

Additions Special Education Coursework

- EEC 280 Best Practices in Collaboration: Educators, Families, & Related Service Providers – 3 credits
- EEC 320 Interventions for Students with Communication Impairments – 3 credits
- EEC 325 Interventions for Students with Social/Emotional and Behavioral Impairments – 3 credits
- EEC 330 Teaching Students with Exceptionalities in a Standards-Aligned System – 3 credits
- EEC 335 Interventions for Students with Cognitive and/or Physical Impairments – 3 credits
- EEC 447 Special Education Processes in a Standards Aligned System – 3 credits
- EEC XXX Special Education Student Teaching – 6 credits

RESOURCE CONSIDERATIONS:

1. How will this change affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted
 - Special Education Coursework Special Education Resource Considerations: Initially, the mid-level candidates who enroll in the Special Education courses will not require new sections. Mid-level candidates will enroll in the existing sections that were originally developed for the PK4/SE Dual program. If this program becomes popular it is possible that additional sections of some courses may need to be offered. At least one additional section of student teaching will be required when the first cohort reaches that point in their program.
 - Teacher Education Resource Considerations: There will be a 6 credit reduction in Student Teaching (EDU495) FTE due to the combination of these programs. However with the implementation of EDU409 (3 credits), the reduction will be reduced to only a 3 credit change.
2. Will this change affect resources of other departments? If so, how? Provide details regarding impact. (Consult with other departments prior to making proposal.) see answer to number 1
 - Special Education Resources As mentioned above, students in this new program will take seats in existing courses until those sections become overloaded. Initially, we anticipate that the Special Education Program will need one or two extra sections of student teaching each fall semester. As the program grows, we will need more sections.

3. How will this program be assessed?

Teacher Education Assessment: The data from the following key assessments are used for the teacher education portion of this program assessment. Data is collected through an online data system and reviewed each semester by program faculty. Also, data from the state required PECT certification tests are analyzed in terms of program effectiveness and meeting the PDE competencies.

EDU 495	Impact on student learning project PDE 430
TCH 206	Personal teaching philosophy paper
TCH 206 TCH 261	Field experience coop evaluation Differentiated Lesson Plan
TCH 342 TCH 348 TCH 366 TCH322	Cross-Curricular Unit Cross-Curricular Unit Cross-Curricular Unit Cross-Curricular Unit

Special Education Assessment: Data from the following key assessments will be used for the special education portion of this program assessment. Data will be collected through an online data system and reviewed each semester by program faculty. Data from the state required PECT certification tests are analyzed in terms of program effectiveness and meeting the PDE competencies.

EEC 273	Diversity Survey
EEC 280	Paraprofessional Handbook Parent Interview Reflection
EEC 320	Assisted Technology Plan
EEC 325	Functional Behavior Assessment Behavioral Intervention Plan
EEC 330	Explicit Lesson Plan Mnemonic Strategy
EEC 335	Handbook of Resources for Low Incidence Disabilities
EEC 423	Adapted Instruction Project
EEC 447	IEP Project
EEC 483	Behavior Change Project
SPC XXX	Impact on Student Learning PDE 430

SHIPPENSBURG UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
PROGRAM PLANNING SHEET

Elementary/Middle Level Option #1- Social Studies PLUS Special Education

TOTAL CREDITS: 135 - 136

Name: _____ Advisor: _____ Student ID: _____

A student selecting this option will only be certified to teach social studies at the middle level grades 4-8, all subjects in grades 4 and 5, and Special Education K-8.

General Education: 45-46

Foundations: 15-16 credits	CR	SM
UNIV 101	3	
ENG 114 Writing Intensive Seminar	3	
HCS 100 Introduction Human Communication	3	
HIS 105 Historical Foundation of Global Cultures	3	
MAT 117 Applied Statistics (3) (Math placement levels 2-4) OR MAT 217 Statistics I (4) (Math placement levels 5-6)	3 - 4	

Interconnections: 9 credits	CR	TG	SM
Required Tag G Course			
PSY 101 General Psychology	3	D	
Required Tag G Courses			
ECO 101 Principles of Macroeconomics	3	G	
HIS 106 Thinking History in a Global Age	3	G	

Natural World and Technologies: 9 credits	CR	TAG	SM
<i>Select 3 tag N courses</i>	9 Total		
<i>Tag N course options</i>		N	
ANT 121 Physical Anthropology OR			
BIO 100 Basic Biology OR			
BIO 145 Environmental Biology OR			
BIO 150 Human Biology OR			
BIO 161 Principles of Biology: Cell Structure OR			
BIO 162 Principles of Biology: Organismal Div. OR			
BIO 208 Field Biology OR			
BIO 237 Human Anatomy & Physiology OR			
CHM 103 A Cultural Approach OR			
CHM 105 An Observational Approach OR			
CHM 121 Chemical Bonding OR			
ESS 110 Introduction to Geology OR			
ESS 111 Introduction to Atmosphere OR			
ESS 210 Physical Geography OR			
PHY 108 Astronomy OR			
PHY 110 Physics for Society OR			
PHY 121 Physics I OR			
PHY 122 Introductory Physics II OR			
PHY 205 Intermediate Physics I			

Citizenship and Responsibility: 6 Credits	CR	TAG	SM
<i>Required Courses</i>			
PLS 100 US Government and Politics	3	S	
GEO 140 Cultural Geography	3	R	

Creativity and Expressions: 6 Credits	CR	TAG	SM
<i>Select 1 tag L course & 1 tag A course</i>	6 Total		
<i>Tag L course options</i>	3	L	
ENG 248 Introduction to Culturally Diverse Literature of the U.S OR			
ENG 250 Introduction to Literature OR			
THE 121 Introduction to the Theater			
<i>Tag A course options</i>	3	A	
ART 101 Art Appreciation OR			
ART 231 Art History I OR			
ART 232 Art History II OR			
ART 233 Art History III OR			
ART 339 History of American Art OR			
IAP 111 Introduction to Interdisciplinary Arts OR			
MUS 121 Introduction to Music OR			
MUS 129 American Popular Music OR			
MUS 227 Opera & Music Theatre OR			
MUS 261 World Music			

2. Professional Core (27 credits):

A. Middle Level Cognitive Development	CR	SM
TCH 206 Social Foundations of Middle Level Education	3	

B. Early Adolescent and Adolescent Learning

	CR	SM
TCH 261 Adolescent Development and Language Theory	3	

C. Middle Level Teaching Methods

	CR	SM
RDG 232 Reading in the Elementary School	3	
RDG 329 Reading in the Content Area	3	
RDG 405 Teaching Writing in 4-8 Classrooms	3	
TCH 251 Elements of Middle Level Instruction	3	
TCH 345 Assessment and Evaluation	3	
TCH 348 Teaching Middle Level Social Studies	3	

D. English Language Learners (ELL)		CR	SM
RDG 413 Teaching Reading to English Language Learners	3		

3. Concentration area (15 credits):

A. All Required		CR	SM
GEO 101 World Geography	3		
ECO345 Economics of Growth and Development	3		

B. Take three courses – one from each row(9 credits)

Total 9 credits		CR	SM
GEO 305 Geography of Europe OR GEO 308 Geo. of Latin America OR GEO 313 Geo. of South and South-East Asia OR GEO 317 Geography of East Asia OR GEO 415 Regional Geography Studies OR GEO 450 Field Studies PLS 311 The Legislative Process OR	3		
PLS 311 The Legislative Process OR PLS 312 The American Presidency OR PLS 313 The Judicial Process OR PLS 342 American Foreign Policy OR PLS 356 Politics of Developing Regions OR	3		
HIS 201 Early History of the US (3) OR HIS 202 Recent History of the US OR HIS 301 The West in American History OR HIS 302 American Economic History OR HIS 304 American Diplomatic History OR HIS 305 The Civil War OR HIS 306 History of the South OR HIS 309 History of the American Worker OR HIS 314 Jacksonian America OR HIS 318 History of US Women OR HIS 338 Colonial America OR HIS 341 African American History OR HIS 342 US Immigration and Ethnicity OR HIS 345 Military History of the US OR HIS 402 Revolutionary America OR HIS 413 Pennsylvania History	3		

4. Math Course Req. (6 credits)		CR	SM
MAT 205 Concepts of Middle Level math	3		
MAT 140A College Algebra, Level 3 (4) OR MAT 140B College Algebra, Level 4 (3)	3		

5. Special Education (27 credits):

		CR	SM
EEC 273 Introduction to Exceptionalities: Understanding Diverse Learners	3		
EEC 280 Best Practices in Collaboration: Educators, Families, & Related Service Providers	3		
EEC 320 Interventions for Students with Communication Impairments	3		
EEC 325 Interventions for Students with Social/Emotional and Behavioral Impairments	3		
EEC 330 Teaching Students with Exceptionalities in a Standards-Aligned System	3		
EEC 335 Interventions for Students with Cognitive and/or Physical Impairments	3		
EEC 423 Effective Instructional Strategies for Students with Exceptionalities	3		
EEC 447 Special Education Processes in a Standards Aligned System	3		
EEC 483 Assessing Children with Exceptionalities for Curricular Decision Making	3		

6. Student Teaching (15 credits):

		CR	XM
EDU 409 Seminar in Middle Level Student Teaching	3		
EEC XXX Student Teaching and Professional Practicum	6		
TCH 495 Student Teaching and Professional Practicum	6		

KEY: CR = # of Credits, SM = Semester Taken

UCC CONTROL # _____

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
 UNIVERSITY CURRICULUM COMMITTEE
NEW GENERAL EDUCATION COURSE PROPOSAL
 Summary Sheet

At Shippensburg University, we want our students to:
 develop solid **FOUNDATIONS**
 recognize **INTERCONNECTIONS**
 consider the importance of **CITIZENSHIP & RESPONSIBILITY**
 understand the **NATURAL WORLD & TECHNOLOGIES** that surround them
 and to appreciate **CREATIVITY & EXPRESSION**.

Please be sure to read the General Education Mission, Goals, Objectives, and Assessment document posted on the General Education Council (GEC) or University Curriculum Committee (UCC) websites prior to filling out this proposal. New General Education Courses should meet the requirements listed below:

- General Education courses must support one of the General Education Program Goals.
- General Education courses must provide students with ample opportunities to develop their competencies associated with the student learning objectives associated with the selected goal.
- All sections of the same General Education course should support the same program goal and student learning objectives, and work toward developing the same levels of competency.
- The sponsoring department or academic program must agree to foster assessment of student learning outcomes and to help the GEC to periodically assess the General Education Program.
- Academic programs should be aware of PASSHE's (2016) directed general education policy and its effect on courses that are cross-listed in both the General Education Program and a major program. Minor and certificate programs are not affected by this policy.

DATE: 3/29/2018

ACADEMIC PROGRAM/DEPARTMENT: English COLLEGE: Arts and Sciences

SPONSOR: Dr. Shari Horner PHONE/E-MAIL: x1505 / slhorn@ship.edu

COURSE TITLE: Introduction to Creative Writing

PROPOSED COURSE NUMBER: ENG 224 (existing course number)

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

To prompt and guide students to demonstrate and apply creative competencies, problem-solving, and preparation in the realization of a creative work.

DOES YOUR DEPARTMENT OR ACADEMIC PROGRAM AGREE TO FOSTER ASSESSMENT OF STUDENT LEARNING OUTCOMES AND TO HELP THE GEC TO PERIODICALLY ASSESS THE GENERAL EDUCATION PROGRAM? YES Yes No

EFFECTIVE SEMESTER: ___ Spring 2019 ___ Standard Course (the check boxes don't work!)

Distance Education only Standard course Both

OFFERED AS: Standard grading system

GRADE TYPE: Standard grading system Pass/Fail

CREDIT HOURS: _____3_____

WORK LOAD EQUIVALENCY: _____0.25_____

CREDITS COUNT TOWARD DEGREE: Yes No YES

FINAL EXAM: Yes No YES

RESOURCE IMPACT

Your department or academic program, and perhaps others too, will have to adjust current course offerings in order to accommodate a new course in the General Education Program. Describe how often the proposed General Education course will be taught and indicate the sections that will be dropped to accommodate this change.

ENG 224: Introduction to Creative Writing is an existing course within the English major, but we are proposing to move it to the General Education curriculum in the "C" Creative tag. We currently offer two sections per semester, and we anticipate that we will continue to offer the same number of sections once it is converted to a Gen Ed course. We are in the process of developing an online version of the course, to be taught off-load in Winter and Summer terms, which will increase the opportunities for students to enroll in the course and possibly alleviate any pressure to enrollments. No sections will be dropped to accommodate this change.



SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
 UNIVERSITY CURRICULUM COMMITTEE
NEW GENERAL EDUCATION COURSE PROPOSAL
 Detailed Information

At Shippensburg University, we want our students to:
 develop solid **FOUNDATIONS**
 recognize **INTERCONNECTIONS**
 consider the importance of **CITIZENSHIP & RESPONSIBILITY**
 understand the **NATURAL WORLD & TECHNOLOGIES** that surround them
 and to appreciate **CREATIVITY & EXPRESSION**.

DATE: 3/29/2018

ACADEMIC PROGRAM/DEPARTMENT: English COLLEGE: Arts and Sciences

SPONSOR: Dr. Shari Horner PHONE/E-MAIL: x1505 / slhorn@ship.edu

COURSE TITLE: Introduction to Creative Writing

PROPOSED COURSE NUMBER: ENG 224

IMPLEMENTATION DATE: Spring 2019 CREDITS: 3

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

A program goal is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

To prompt and guide students to demonstrate and apply creative competencies, problem-solving, and preparation in the realization of a creative work.

DOES YOUR DEPARTMENT OR ACADEMIC PROGRAM AGREE TO FOSTER
 ASSESSMENT OF STUDENT LEARNING OUTCOMES AND TO HELP THE GEC
 TO PERIODICALLY ASSESS THE GENERAL EDUCATION PROGRAM? YES

Yes

No

CATALOG COURSE DESCRIPTION:

Introduction to Creative Writing introduces elements of creative writing in a variety of genres, providing practice analyzing short stories, creative nonfiction pieces, poems and/ or dramatic scenes from the point of view of a creative writer. In a series of creative assignments, students will learn to use the tools of creative writing—such as scene, dialog, imagery and description—to explore and improve their own creative writing. Students will write a series of short summary/ analysis responses to reading assignments. Students will complete a series of short explorations of creative writing with a culminating assignment of an expanded and revised creative work in a process portfolio. This course satisfies the C requirement for Creative Expression.

JUSTIFICATION:

There is currently no course in the General Education curriculum that provides students with an analytical overview of creative writing in a variety of genres, that allows students to explore and practice creative writing in a variety of genres, and that provides students with the opportunity to learn and practice creative competencies in written (or other textual) formats. There is a high demand for creative writing among undergraduate students on our campus, but until now, the creative writing courses have only been offered as an

English major course. This course will allow interested creative writers to learn about and practice their writing, regardless of their major. While students will be learning about creative genres, the close attention to reading and writing will help students become better writers across disciplines.

Section I. Student Learning Outcomes, and Assessments of Competency:

STUDENT LEARNING OBJECTIVES, OUTCOMES, AND ASSESSMENTS OF COMPETENCY FOR THE COURSE:

- A. A **student learning objective** is a clear statement of what we expect a successful learner to know, understand, or be able to do at the end of a period of learning.
 - B. A **student learning outcome** is the result of a learning process; an actual outcome (e.g., an answer given, an essay written, an argument made, a skill demonstrated, etc.) that indicates what a learner knows, understands, or can do.
 - C. A **competency** is a descriptor that describes how well a student knows, understands, or can do something (e.g., Unsatisfactory, Emerging, Developing, Proficient, or Mastery); a level of competency better than unsatisfactory is usually required to pass.
 - D. Departments or academic programs offering General Education courses must address the student learning objectives associated with each selected General Education Program Goal and may include additional student learning objectives associated with the subject, special topic, or discipline.
 1. List the student learning outcomes for the course by completing the sentence,

“Upon successful completion of this course, the student will be able to...”
 2. List your methods for assessing student learning outcomes and competencies.
1. Upon successful completion of the course, the student will be able to:
 1. Closely read and identify examples of creative writing in a variety of genres, which will be assessed in a series of short summary assignments.
 2. Analyze the components of creative writing in a variety of genres, which will be assessed in a series of short analytic assignments.
 3. Understand the importance of the spoken word in creative writing, which will be assessed based on their preparation for and participation in performances in class.
 4. Explore the tools of creative writing in their own work, which will be assessed in a series of short exploratory creative assignments.
 5. Develop and improve a work of creative writing of about 1000 words of prose or 4 pages of poetry, using small-group critique and revision, which will be assessed in a process portfolio.
 6. Experience creative writing by attending a creative event on campus, which will be assessed through a written review of the event.
 7. Demonstrate competency that implies a commensurate level of technique and training appropriate for realizing the artistic work. (Assessed via 2.1, 2.2, 2.3, 2.4, 2.5 below).
 8. Demonstrate the ability to successfully imagine, plan and cultivate a work. (Assessed via 2.4, 2.5 below).
 9. Exhibit a unique interpretive and conceptual approach to creating a work. (Assessed via 2.4, 2.5 below).
 2. Assessment methods:
 1. Closely read and identify creative writing: quizzes, discussion, written responses.
 2. Analyze creative writing: written responses, discussion
 3. Importance of the spoken word: In-class readings and/or performances
 4. Tools of creative writing: portfolio of written creative exercises
 5. Develop and improve: portfolio showing revision and editing
 6. Experience creative writing: attend campus events with written reflection

CURRICULUM CONSIDERATIONS:

A. General Education Mission and Goals, Student Learning Objectives, and Assessment of Student Learning Outcomes & Competencies

1. How will this course support the mission and selected goal of our General Education Program?

This course will fulfill the Creative “C” competency of the General Education program by providing students with strategies to create and analyze works of imaginative and creative literature.

2. How will this course provide students with ample opportunities to accomplish the learning objectives listed on the GEC’s rubric for the selected Program Goal?

This course will allow students to understand, analyze, produce, and perform original works of creative writing, and to better understand how to read and comprehend the creative writing of others. As a result, it will provide multiple opportunities for students to demonstrate creative competencies as they plan and realize their own creative work. Students will produce written analyses of creative work(s) that they read and attend. Students will compile their own process portfolios where they will demonstrate their own recursive drafting, peer editing, and revision process leading to a final, original work or works. Because the course will be relatively small, students will work interactively in a workshop or seminar-style setting to evaluate and produce creative writing.

3. If applicable, how will this course provide students with ample opportunities to accomplish the additional learning objectives associated with the subject, special topic or discipline?

In addition to producing original creative work, students will become more competent at reading and analyzing written texts; the course will therefore complement courses offered in the General Education program’s “L” Literature group. In addition, because students will be writing and revising extensively throughout the semester, this course will further develop skills and competencies from their Foundations Writing “W” course.

4. How will student learning outcomes and competencies be assessed?

See sections D1 and D2 above.

B. Practical Considerations

1. How will this course improve student learning in our General Education Program?

See comment under A.3 above. This course will develop students’ creative competencies, as outlined in the program goals, but in addition it will complement skills learned in their General Education Literature and Writing courses so that students who take this course will enjoy the added benefit of enhancing their understanding of effective written communication.

2. What methods of instruction, learning, and assessment will be used?

This course will operate as a workshop or creative studio-style course. The course will be highly interactive, with students expected to engage in discussion and writing exercises daily, post original creative works and critiques on D2L, perform creative work for the class (for example a dramatic or poetic text), and attend creative performances on campus. Assessment methods are described above.

3. What is the estimated offering capacity of the course?
 - a. How many sections and seats will be offered initially?

Two sections will be offered each semester. Each section will cap at 20 students.

- i. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department?

There will be no effect on teaching loads or enrollments, because we currently offer this class twice per semester as an English major course. However, it is typically populated by both English majors and non-majors. During advising, we will recommend (but not require) that English majors take ENG 224 as their “Creative” course in General Education. Because we currently offer a large number of creative writing courses each semester, moving ENG 224 to General Education will have no impact on the major, since English majors will fulfill their requirements by choosing from our large number of electives.

- ii. What resource impact(s) will this course have on students, other courses, or other departments? Provide details.

We do not anticipate any resource impact on students, other courses, or departments. We currently offer two sections per semester of ENG 224, capped at 20, with both majors and non-majors enrolled. We anticipate that the General Education version of this class will continue to appeal to both majors and non-majors.

- b. What are the projected offerings over the next four years?
 - i. If you project growth over the initial number of offerings, then what are the expected impacts of that growth on students, other sections, other courses, or departments (including yours)?

Depending on whether other departments or programs offer courses in the “Creative” category of the new General Education curriculum (and we fully expect that they will), we are not anticipating growth. However, we are developing an online version of the course to be taught off-load in Winter and Summer terms, so that should alleviate any enrollment pressures.

4. Why is this course needed in addition to the other General Education courses that already support the same Program Goal? Provide justification.

There are currently no other General Education courses that meet the “Creative” program goal, so there is clearly a need for courses to meet that goal. However, assuming that such courses are under development by other programs or departments, ENG 224: Introduction to Creative Writing will be the only course that allows students to learn about and practice creative expression through texts (written and oral), rather than any other medium.

- a. Identify all similar courses in other departments (i.e., consult with other departments prior to making the proposal.)

There are no similar courses in any other department at Shippensburg University. The English Department is the only department that offers courses in creative writing.

- b. Explain how this course does not duplicate a course in another department.

There is no duplication because there is no other department on campus that offers creative writing courses.

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

See attached.

Section II. Support Services:

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

This course can be taught by Neil Connelly, Nicole Santalucia, Kim van Alkemade, and Jordan Windholz, all of whom are award-winning and extensively published creative writers, with advanced degrees in writing. In addition, the English Department regularly hires adjuncts with MFA degrees in Creative Writing who would be qualified to teach the course. The MFA is considered a terminal degree in Creative Writing.

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

No additional costs are needed.

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

No computer resources are needed.

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

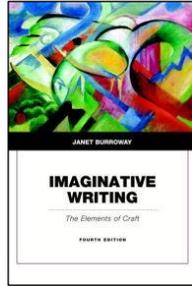
No additional library resources are needed.

SELECTED REFERENCES:

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

INTRODUCTION TO CREATIVE WRITING

Shippensburg University Spring 2018
Dr. Kim van Alkemade kvalke@ship.edu
T & R at 6:30pm in Horton Hall 128



Books *Imaginative Writing* by Janet Burroway Fourth Edition

Professor's Office Hours *any changes will be announced via email*

- Monday through Thursday 4:00pm – 5:00pm Horton Hall 305; 6:15pm-6:30pm Horton Hall 128

Course Catalog Description

Introduction to Creative Writing introduces elements of creative writing in a variety of genres, providing practice analyzing short stories, creative nonfiction pieces, poems and/or dramatic scenes from the point of view of a creative writer. In a series of creative assignments, students will learn to use the tools of creative writing—such as scene, dialog, imagery and description—to explore and improve their own creative writing. Students will write a series of short summary/analysis responses to reading assignments. Students will complete a series of short explorations of creative writing, with a culminating assignment of an expanded and revised creative work in a process portfolio. This course satisfies the requirement for a course in Writing.

Professor's Qualifications

Dr. Kim van Alkemade completed a Doctorate in English with an emphasis on Composition and Rhetoric from the University of Wisconsin-Milwaukee in 1995. I have been teaching college writing since 1986 and have been at Shippensburg University since 1992. I write creative nonfiction essays and some short stories. My creative nonfiction writing has been published in literary journals, and my novel, *Orphan #8*, was published by William Morrow in August 2015. My second novel, *Bachelor Girl*, will be published by Touchstone in March 2018.

Course Policies

Attendance is required. Missing class for a university activity such as sports or field trip will not count as an absence if you notify me ahead of time, though you are still responsible for meeting due dates.

After 2 absences, your final course grade will be dropped by 10 points for each additional absence. This does not mean you get two “unexcused” absences, and after that you will be excused for being sick. These absences as your sick days; only use them when you need them. If a serious illness, emergency or crisis befalls you and you will miss classes for a few days, *contact your Dean's office right away.*

Safe Environment Shippensburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report allegations of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Such reporting must be made to the Shippensburg University Police at 477-1444, the Department of Human Services (DHS) at 800-932-0313,

and the University's Office of the Vice President of Student Affairs at 477-1308. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence can be found at: www.ship.edu/No_More/Sexual_Misconduct/Sexual_Misconduct_Information/

Plagiarism Shippensburg University's Policy on Academic Dishonesty can be found in the student handbook. This class will focus on original creative writing, but if necessary I will fulfill my responsibilities to the University's Academic Dishonest Policy by identifying and reporting instances of plagiarism.

Assignments and Grades

Dramatic Reading of a Play up to 20 points

In-class reading of a dramatic part, your interpretation informed by close reading and group discussion. Individual performance and preparation (rehearsal, vocabulary) up to 10 points. Contribution to group discussion and interpretation (research about playwright or topic, chapter terms and concepts) up to 10 points.

Reading of a Poem up to 20 points

In-class reading of a poem, your interpretation informed by close reading. Up to 10 points for performance and preparation (rehearsal, vocabulary comprehension and definitions); up to 10 points for discussion and interpretation (research about poet or topic, chapter terms and concepts).

Critical Response to Poetry Event on D2L up to 25 points

After attending the Poetry Event on March 29 at 6:30 in Old Main Chapel, participate in the D2L Discussion "Critical Response to a Poetry Event." In your 500 word post, describe the event itself. Then, begin to make specific connections between aspects of the event and terms or concepts from our textbook. Include specific references or even quotes to the presentation. Finally, what did you hear at the event that inspired you as a writer?

Critical Response to Fiction Event on D2L up to 25 points

After attending the Fiction Event on April 12 at 6:30 in Old Main Chapel, participate in the D2L Discussion "Critical Response to a Fiction Event." In your 500 word post, describe the event itself. Then, begin to make specific connections between aspects of the event and terms or concepts from our textbook. Include specific references or even quotes to the presentation. Finally, what did you hear at the event that inspired you as a writer?

Analysis of a Short Story on D2L & Class Discussion Leader up to 25 points

Before the class in which the short story YOU are responsible for is discussed, post a 500 word analysis to the D2L Discussion of the story including a discussion of connections to specific concepts from the textbook supported by specific quotes and examples from the story. Research the author of the story or the subject of the story and summarize what you learned. Respond as a reader and as a writer: how did the story effect or inspire you? Be prepared for me to call on you as part of a group to lead the discussion.

Tried It on D2L discussions up to 15 points each for possible 150 points

Expand on OR choose a new Try This or Warm-Up journal entry from chapters 1, 2, 3, 4, 5, 6 and 8, 9, 10 and 11. Post for up to 10 points each (at least 100 words, more for chapters 8, 9 and 11—on time, complete and corrected, creative) and reply to another student's post for up to 5 points (at least 50 words, thoughtful reader response and questions for further exploration). Late posts can earn no more than 5 points; only students who post their own work on time can earn 5 points for reply. *Ask professor about shy option if you initially have anxiety about sharing your work.*

Try This Journal up to 200 points for 50 entries

Clearly label each journal entry. Keep track using check-list, which will be reviewed at your conference before the Thanksgiving break. Total journal worth up to 200 points: clearly labeled creative engagement with prompts. 50 = 200; 45 = 180; 40 = 160 35 = 140 30 = 120 25 or fewer = 100 or less

Creative Portfolio letter grade worth up to 150 points

Original 1000+ word fiction story or creative nonfiction piece, 5-10 minute drama or long poem/series of poems of 4 pages. Portfolio includes draft of your piece distributed in class on 4/19 with professor's

comments; revised creative piece; cover letter reflecting on writing process and workshop experience.

Workshop Participation Worksheets up to 40 points

Worksheets you completed for others in your workshop group worth up to 10 points each, must be completed before workshop and will be collected after each workshop.

Course Calendar *Check your email regularly: any changes will be announced via email.*

<p>T 1/23</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to the class <input type="checkbox"/> Discussion of syllabus and assignments <input type="checkbox"/> Try This 1.1 “list of questions I would like answered” (attendance) <input type="checkbox"/> Try This 1.2 “list of lists” <input type="checkbox"/> Listen to “Snow Day” by Billy Collins <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> get a journal & bring it to class <input checked="" type="checkbox"/> buy your book & bring it to class <input checked="" type="checkbox"/> read chapter 1 <input checked="" type="checkbox"/> do Try This 1.3 or 1.4 <input checked="" type="checkbox"/> do Try This 1.5 	<p>R 1/25</p> <ul style="list-style-type: none"> <input type="checkbox"/> Try This 1.7 in journal (private freewrite) <input type="checkbox"/> Listen to Yusef Komunyakaa “Facing It” <input type="checkbox"/> Chapter 2 warm-up (image in D2L) <input type="checkbox"/> Watch “Maya Lin: Wave Field” <input type="checkbox"/> Try This 2.5 in response to Wave Fields <input type="checkbox"/> List of plays, poems and stories <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> revise one Try This from chapter 1 and post it to the D2L Discussion “Chapter 1 Tried It” & reply to someone else’s post <input checked="" type="checkbox"/> read chapter 2 and Dillard <input checked="" type="checkbox"/> do Try This 2.6 <input checked="" type="checkbox"/> do Try This 2.8 <input checked="" type="checkbox"/> browse through plays, poems and short stories and reply to email indicating your favorites
<p>T 1/30</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of chapter 2 and image <input type="checkbox"/> Discussion of Dillard <input type="checkbox"/> Try This 2.4 (attendance) <input type="checkbox"/> Assigning plays, poems, and short stories; dramatic groups meet. <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> do D2L Discussion “Chapter 2 Tried It” & reply to someone else’s post <input checked="" type="checkbox"/> read chapter 3 <input checked="" type="checkbox"/> read “Victory Lap” by Saunders; if this is your story, participate in D2L discussion and be prepared to lead class discussion 	<p>R 2/1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 3 warm-up (attendance) <input type="checkbox"/> Discussion of chapter 3 and voice <input type="checkbox"/> Discussion of Saunders <input type="checkbox"/> Saunders on telling stories (video) <input type="checkbox"/> Try This 3.2 (share in groups) <input type="checkbox"/> Dramatic reading “High Hard Ones” <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> do Try This 3.3 <input checked="" type="checkbox"/> do Try This 3.4 <input checked="" type="checkbox"/> do Try This 3.6 <input checked="" type="checkbox"/> do D2L Discussion “Chapter 3 Tried It” & reply to someone else’s post <input checked="" type="checkbox"/> read chapter 4 <input checked="" type="checkbox"/> read “Tandolfo the Great” by Bausch; if this is your story, participate in D2L discussion and be prepared to lead class discussion
<p>T 2/6</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 4 warm-up (attendance) <input type="checkbox"/> Discussion of chapter 4 and character <input type="checkbox"/> Discussion of Bausch <input type="checkbox"/> Poem readings: “Wrong About the Horse,” “Ode to American English,” “The Grad Student Rap” <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> do Try This 4.2 <input checked="" type="checkbox"/> do Try This 4.4 <input checked="" type="checkbox"/> do Try This 4.9 <input checked="" type="checkbox"/> read “The Werewolf” by Carter; if this is your story, participate in D2L discussion and be prepared to lead class discussion 	<p>R 2/8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of Angela Carter “The Werewolf” <input type="checkbox"/> Try This 5.11 (share in groups) <input type="checkbox"/> Poem readings: “I Knew a Woman,” “Stonecarver,” “That Little Beast” (handout) <input type="checkbox"/> Dramatic reading “Telephone Bob” <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> do D2L Discussion “Chapter 4 Tried It” & reply to someone else’s post <input checked="" type="checkbox"/> read chapter 5 <input checked="" type="checkbox"/> read “The School” by Barthelme if this is your story, participate in D2L discussion and be prepared to lead class discussion

<p>T 2/13</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of chapter 5 and setting <input type="checkbox"/> Discussion of Barthelme <input type="checkbox"/> Chapter 5 Warm-up <input type="checkbox"/> Poem readings “Beirut,” “At Navajo Monument Valley Tribal School,” “Nobody Dies in the Spring” <input type="checkbox"/> Dramatic reading “The Philadelphian” <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> do chapter 5 warm-up <input checked="" type="checkbox"/> do Try This 5.1 <input checked="" type="checkbox"/> do Try This 5.3 <input checked="" type="checkbox"/> do Try This 5.7 <input checked="" type="checkbox"/> do Try This 5.12 <input checked="" type="checkbox"/> do D2L discussion “Chapter 5 Tried It” & reply to someone else’s post 	<p>R 2/15</p> <p>Guest lesson on fiction with Prof. Connelly</p> <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> develop a fiction exercise from today’s class in your journal
<p>T 2/20</p> <ul style="list-style-type: none"> <input type="checkbox"/> Try This 6.2 and exchange of post cards <input type="checkbox"/> Listen to Li-Young Lee <input type="checkbox"/> Poem readings “Columbine High School,” “Woodchucks” <input type="checkbox"/> Dramatic reading “Eukiah” <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> do Chapter 6 Warm-up <input checked="" type="checkbox"/> read Chapter 6 <input checked="" type="checkbox"/> read “Incarnations of Burned Children” by Wallace; if this is your story, participate in D2L discussion and be prepared to lead class discussion <input checked="" type="checkbox"/> finish Try This 6.4 <input checked="" type="checkbox"/> do Try This 6.5 or 6.6 	<p>R 2/22</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of chapter 6 and story <input type="checkbox"/> Discussion of Wallace <input type="checkbox"/> Listen to Wallace (video) <input type="checkbox"/> Try This 6.7 (share in groups) <input type="checkbox"/> Dramatic reading “French Fries” <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> do Try This 6.1 <input checked="" type="checkbox"/> do Try This 6.3 <input checked="" type="checkbox"/> do D2L discussion “Chapter 6 Tried It” & reply to someone else’s post
<p>T 2/27</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of creative nonfiction <input type="checkbox"/> Chapter 8 warm-up <input type="checkbox"/> Geller from <i>Brevity</i> in D2L <input type="checkbox"/> Try This 8.3 share in groups <input type="checkbox"/> Listen to episode from <i>Moth Radio Hour</i> <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> read chapter 8 <input checked="" type="checkbox"/> read your choice of a <i>Brevity</i> essay <input checked="" type="checkbox"/> in a journal entry, respond to the Brevity piece you read and be prepared to discuss it in class <input checked="" type="checkbox"/> do Try This 8.5 or 8.6 <input checked="" type="checkbox"/> do Try This 8.10 	<p>R 3/1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of Brevity essays <input type="checkbox"/> Mary Karr on Memoir (video) <input type="checkbox"/> Dramatic readings “Executive Dance” and “Good Morning, Romeo” <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> develop a creative nonfiction piece you feel comfortable sharing, then do D2L discussion “Chapter 8 Tried It” and share the creative nonfiction piece & reply to someone else
<p>T 3/6 NO CLASS</p> <p>You are welcome to attend Dr. van Alkemade’s 6:00pm book event at Whistlestop Bookshop, 129 West High Street in Carlisle, PA.</p>	<p>R 3/8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of chapter 9 and fiction <input type="checkbox"/> In-class reading of “A Very Short Story” by Hemingway <input type="checkbox"/> Poem readings “There Is No Word,” “Fathers,” “Love is Not an Emergency,” “The Language of the Brag,” “Epithalamium” <p>→ <i>before next class</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> read Chapter 9

	<input checked="" type="checkbox"/> do Try This 9.8 <input checked="" type="checkbox"/> do Try This 9.9 <input checked="" type="checkbox"/> read "The Ones Who Walk Away from Omelas" by Le Guin; if this is your story, participate in D2L discussion and be prepared to lead class
SPRING	BREAK
T 3/20 <input type="checkbox"/> Chapter 9 warm up <input type="checkbox"/> Discussion of Le Guin <input type="checkbox"/> World building in fantasy/sci fi/historical fiction <input type="checkbox"/> Dramatic reading "Gas" → <i>before next class</i> <input checked="" type="checkbox"/> develop something in your journal into a (very) short story draft, then do D2L "Chapter 9 Try This" and share your story & reply to someone else	R 3/22 <input type="checkbox"/> Try This 10.1 (attendance) <input type="checkbox"/> Poem reading "A Story About the Body" <input type="checkbox"/> Yona Harvey and Tony Medina (video) <input type="checkbox"/> Poems by Yona Harvey and Tony Medina (handout) <input type="checkbox"/> Dramatic reading "The Proposal" → <i>before next class</i> <input checked="" type="checkbox"/> read Chapter 10 Poetry <input checked="" type="checkbox"/> read poems by Yona Harvey and Tony Medina <input checked="" type="checkbox"/> do Try This 10.3 <input checked="" type="checkbox"/> do Try This 10.4 <input checked="" type="checkbox"/> do Try This 10.6
T 3/27 <input type="checkbox"/> Discussion of chapter 10 and poetry <input type="checkbox"/> Poem readings "Stillborn" and poems by Yona Harvey and Tony Medina → <i>before next class</i> <input checked="" type="checkbox"/> develop and revise a poem in your journal, then do "Chapter 10 Tried It" and share the poem & reply to someone else <input checked="" type="checkbox"/> read "The Story" by Bloom; if this is your story, participate in D2L discussion and be prepared to lead class on 4/10.	R 3/29 ATTEND POETRY EVENT 6:30pm Old Main Chapel <input checked="" type="checkbox"/> Critical Response to Poetry Event DUE on D2L before class on 4/3
T 4/3 Guest lesson on poetry with Dr. Santalucia → <i>before next class</i> <input checked="" type="checkbox"/> develop a poem from today's class in your journal	R 4/5 Guest lesson on drama with Dr. Crochunis → <i>before next class</i> <input checked="" type="checkbox"/> develop a scene from today's class in your journal <input checked="" type="checkbox"/> read chapter 11 <input checked="" type="checkbox"/> do Try This 11.8 (just a short scene) <input checked="" type="checkbox"/> do Try This 11.13 <input checked="" type="checkbox"/> do D2L "Chapter 11 Tried It" share your 5 minute play draft & reply to someone else
T 4/10 <input type="checkbox"/> Discussion of chapter 11 and drama <input type="checkbox"/> Discussion of Bloom <input type="checkbox"/> Conferences scheduled → <i>before your conference</i> <input checked="" type="checkbox"/> do Try This 7.1 & bring your journal to your conference	R 4/12 ATTEND FICTION EVENT 6:30pm Old Main Chapel <input checked="" type="checkbox"/> Critical Response to Fiction Event DUE on D2L before class on 4/17 F 4/13 Individual Conferences Horton Hall 305 <input type="checkbox"/> Journal check & discussion of ideas for developing a creative piece 9:40 _____ 10:00 _____

	<p>10:20 _____ 10:40 _____ 11:00 _____ 11:20 _____ 11:40 _____ 12:00 _____ 12:20 _____ 12:40 _____ 1:00 _____ 1:20 _____ 1:40 _____ 2:00 _____ 2:20 _____ 2:40 _____ 3:00 _____ 3:20 _____ 3:40 _____ 4:00 _____ 4:20 _____ 4:40 _____</p> <p>→ <i>before next class</i> <input checked="" type="checkbox"/> read chapter 7 <input checked="" type="checkbox"/> develop and revise a fiction story, creative nonfiction essay, 5 minute drama, or poem/poems into a complete draft that you can distribute to your workshop 4/19</p>
<p>T 4/17 <input type="checkbox"/> Discussion of chapter 7 and development and revision <input type="checkbox"/> Poem reading “One Art”</p> <p>→ <i>before next class</i> <input checked="" type="checkbox"/> print 5 copies of your creative piece following format guidelines in chapters 8, 9, 10 or 11</p>	<p>R 4/19 <input type="checkbox"/> Workshop groups assigned <input type="checkbox"/> Distribute copies of creative piece for workshops <input type="checkbox"/> Example workshop and worksheet <input type="checkbox"/> Preparing the creative portfolio</p> <p>→ <i>before next class</i> <input checked="" type="checkbox"/> prepare for workshops by reading all creative pieces and preparing all worksheets</p>
<p>T 4/24 <input type="checkbox"/> Writing workshops in small groups, check in with professor in HH 128</p>	<p>R 4/26 <input type="checkbox"/> Writing workshops in small groups, check in with professor in HH 128</p> <p><input checked="" type="checkbox"/> Revise your creative piece taking into consideration feedback from your workshop group</p>
<p>T 5/1 NO CLASS <input type="checkbox"/> Use time to revise your creative piece</p> <p>→ <i>before next class</i> <input checked="" type="checkbox"/> complete your portfolio, including cover letter</p>	<p>R 5/3 PORTFOLIO DUE IN CLASS <input type="checkbox"/> Be prepared to read 1 poem or a page from your story or creative nonfiction piece or a few minutes from your play demonstrating an aspect that changed during revision</p>
<p>Graded creative portfolios will be returned during final exam</p>	

Try This Journal Check-list

<p>⑧ 1.1 in class</p> <p>⑧ 1.2 in class</p> <p>⑧ 1.3 or 1.4</p> <p>⑧ 1.5</p> <p>⑧ 1.7 in class</p> <p>⑧ chapter 2 warm-up in class</p> <p>⑧ 2.5 in class</p> <p>⑧ 2.6</p> <p>⑧ 2.8</p> <p>⑧ 2.4 in class</p> <p>⑧ chapter 3 warm-up in class</p> <p>⑧ 3.2 in class</p> <p>⑧ 3.3</p> <p>⑧ 3.4</p> <p>⑧ 3.6</p> <p>⑧ chapter 4 warm-up in class</p> <p>⑧ 4.2</p> <p>⑧ 4.4</p> <p>⑧ 4.9</p> <p>⑧ 4.15</p>	<p>⑧ 5.11 in class</p> <p>⑧ chapter 5 warm-up in class</p> <p>⑧ 5.1</p> <p>⑧ 5.3</p> <p>⑧ 5.7</p> <p>⑧ 5.12</p> <p>⑧ exercise from Prof. Connelly's fiction class</p> <p>⑧ 6.2 in class (postcards)</p> <p>⑧ chapter 6 warm-up</p> <p>⑧ 6.4</p> <p>⑧ 6.5 or 6.6</p> <p>⑧ 6.1</p> <p>⑧ 6.3</p> <p>⑧ 6.7 in class</p> <p>⑧ chapter 8 warm-up</p> <p>⑧ 8.3 in class</p> <p>⑧ 8.5 or 8.6</p> <p>⑧ 8.10</p> <p>⑧ Brevity response</p>	<p>⑧ 9.8</p> <p>⑧ 9.9</p> <p>⑧ chapter 9 warm-up in class</p> <p>⑧ 10.1 in class</p> <p>⑧ 10.3</p> <p>⑧ 10.4</p> <p>⑧ 10.6</p> <p>⑧ 11.8</p> <p>⑧ 11.13</p> <p>⑧ 7.1</p> <p>⑧ poem from Dr. Santalucia's poetry class</p> <p>⑧ scene from Dr. Crochunis's drama class</p>
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Dramatic Readings "High Hard Ones" Hank Abe "Telephone Bob" Lily Margaret Bob "The Philadelphian" Al Mark Waitress "Eukiah" Butch Eukiah "French Fries" Anna Mae "Gas" Cheo/ Cheo "The Proposal" Stepan Natalia Ivan "Good Morning, Romeo" Alice Romeo "Executive Dance" Steven Jonathon	Poetry Readings "Wrong About the Horse" "Ode to American English" "The Grad School Rap" "I Knew a Woman" "Stonecarver" "That Little Beast" (handout) "Beirut" "At Navajo Monument Valley Tribal School" "Nobody Dies in the Spring" "Columbine High School" "Woodchucks" "Stillborn" "There Is No Word" "Fathers" "Love is Not an Emergency" "The Language of the Brag" "Epithalamium" "A Story About the Body" Poem by Yona Harvey (handout) Poem by Tony Medina (handout)	Short Stories "Victory Lap" by Saunders "Tandolfo the Great" by Bausch "The Werewolf" Angela Carter "The School" by Barthelme "Incarnations of Burned Children" by Wallace "The Ones Who Walk Away from Omelas" by Le Guin "The Story" by Amy Bloom

Attachment S

UCC CONTROL # 18-19

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
DISTANCE EDUCATION COURSE PROPOSAL FORM: (APPROVED MAY 3, 2005)
EXISTING CATALOGED COURSES

DEPARTMENT: English

COLLEGE: Arts & Sciences

FACULTY SPONSOR: Dr. Shari Horner

PHONE/E-MAIL: 477-1505 slhorn@ship.edu

COURSE TITLE: Introduction to Creative Writing

COURSE NUMBER: ENG 224

PROPOSED IMPLEMENTATION DATE AND LENGTH: Online five weeks
(All online courses should be a MINIMUM of five weeks.)

PROGRAM IN WHICH COURSE WILL BE OFFERED: General Education

TARGET AUDIENCE: (undergraduate, graduate, etc.): Undergraduate

WILL THIS COURSE BE TAUGHT OFF-LOAD/ON-LOAD? Off-Load

PLEASE ATTACH A SYLLABUS¹

1. Brief description of course:

Introduction to Creative Writing introduces elements of creative writing in a variety of genres, providing practice analyzing short stories, creative nonfiction pieces, poems and/ or dramatic scenes from the point of view of a creative writer. In a series of creative assignments, students will learn to use the tools of creative writing—such as scene, dialog, imagery and description—to explore and improve their own creative writing. Students will write a series of short summary/ analysis responses to reading assignments. Students will complete a series of short explorations of creative writing with a culminating assignment of an expanded and revised creative work in a process portfolio. This course satisfies the C requirement for Creative Expression.

2. Justification for offering the course as a Distance Education course (Provide documentation for demand for this course to be offered online):

From a Pedagogical standpoint, this Creative Writing course will transfer to a virtual environment quite successfully. It is likely to produce more writing than a traditional creative writing classroom since class discussions are communicated through written discussion board posts. Through online tools, virtual conversations, and daily lectures we will build a sense of community similar to the safe writing environment in a traditional classroom. The instructor will also offer extensive feedback on all the original work produced by each student and engage in conversation through our online classroom. The workshop method of instruction will transfer from the traditional classroom to the virtual classroom, and it might even draw more participation from students who are intimidated or anxious about speaking up. The distance education and a virtual environment will potentially foster honest and critical responses from student writers because the physical distance is likely to provide an opportunity for students to feel less guarded, from the safety of their own space, while they write and respond to the assignments and each other.

English 224 is offered each semester since 2016. English 224 consistently fills because of the high demand for the course material and the course has recently been requested to be a GenEd course. By offering a summer online version of the course will give more students a chance to take the class. Also, the goal is to generate more students for Introduction to Poetry (ENG 307), Advanced Poetry (ENG 427),. Here at Shippensburg, the distance education version of Introduction to Fiction Writing (ENG 428) taught by Neil Connelly and Introduction to Poetry (ENG307) taught by Nicole Santalucia has had great success and we are aiming to broaden and expand our creative writing community even further by adding Introduction to Creative Writing distance education courses.

3. Who will teach the course? What experience/training does/do the faculty member(s) have in teaching distance courses with Blackboard? Dr. Kim vanAlkamade, Prof. Connelly, and Dr, Nicole Santalucia have been teaching Creative Writing at Shippensburg University online and in the classroom for several years.
4. List student learning outcomes.

STUDENT LEARNING OBJECTIVES and OUTCOMES:

- A. A **student learning objective** is a clear statement of what we expect a successful learner to know, understand, or be able to do at the end of a period of learning.
- B. A **student learning outcome** is the result of a learning process; an actual outcome (e.g., an answer given, an essay written, an argument made, a skill demonstrated, etc.) that indicates what a learner knows, understands, or can do.
- C. A **competency** is a descriptor that describes how well a student knows, understands, or can do something (e.g., Unsatisfactory, Emerging, Developing, Proficient, or Mastery); a level of competency better than unsatisfactory is usually required to pass.
- D. Departments or academic programs offering General Education courses must address the student learning objectives associated with each selected General Education Program Goal and may include additional student learning objectives associated with the subject, special topic, or discipline.

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

1. Closely read and identify examples of creative writing in a variety of genres, which will be assessed in a series of short summary assignments.
 2. Analyze the components of creative writing in a variety of genres, which will be assessed in a series of short analytic assignments.
 3. Understand the importance of the spoken word in creative writing, which will be assessed based on their preparation for and participation in performances in class.
 4. Explore the tools of creative writing in their own work, which will be assessed in a series of short exploratory creative assignments.
 5. Develop and improve a work of creative writing of about 1000 words of prose or 4 pages of poetry, using small-group critique and revision, which will be assessed in a process portfolio.
 6. Experience creative writing by attending a creative event on campus, which will be assessed through a written review of the event.
5. List assessment methods. How do assessment methods link to outcomes?

Assessment methods:

- | | |
|--|--|
| 1. Closely read and identify creative writing: | quizzes, discussion, written responses. |
| 2. Analyze creative writing: | written responses, discussion |
| 3. Importance of the spoken word: | critical responses to readings and/or performances |
| 4. Tools of creative writing: | portfolio of written creative exercises |
| 5. Develop and improve: | portfolio showing revision and editing |
| 6. Experience creative writing: | watch online performances with written reflections |

Here's the assessment information included on the syllabus for students:

Introduction to Creative writing is a writing intensive course. Except for weekly reading quizzes, all of the assessed work in this course will be written, but the ways your writing will be assessed differs depending on the purpose of the assignment. Between all the forms of writing—experimental prompts in your journal, participation discussions, shared creative writing, responses to other students, and the revised creative writing portfolio—you can expect to generate over 50 pages of writing by the end of this online class.

The prompts you write in your **journal** are meant to encourage experimentation and trying new things while discouraging your inner critic. Journal prompts will be assessed only to see that they were completed; the content will not be judged or graded.

The writing you do in the **participation discussions** for each unit is intended to demonstrate your active engagement in the work of the class, as well as your comprehension of the terms and concepts taught in that unit. Participation discussions will be assessed based on complete, on-topic and timely posts and responses.

The writing you do for the **creative writing: share & response** discussions is intended to help you develop a sense of audience for your own work and the habit of responding to, and appreciating, the work of your peers. This creative writing itself will not be judged or graded, but will be assessed based on complete and timely posts appropriate to the prompts and thoughtful responses.

Your final **creative writing portfolio** will be assessed holistically with a letter grade. Assessment of the portfolio will emphasize writing process as well as product, with attention given to technical aspects of format and editing as well as effectiveness of creative expression

6. Indicate Syllabus Page number where you have included the following:
 - a. Catalog course description **page 1**
 - b. Listing of lesson titles/dates **pages 3-6**
 - c. Readings **pages 3-6**
 - d. Activities **pages 2-6**
 - e. Assignments **pages 2-6**
 - f. Due dates for assignments **pages 2-6**
 - g. Exam dates **pages 2-6**

7. Indicate Syllabus Page number where you have clearly described all supplemental materials, such as
 - a. Textbook (How will textbook be obtained) **page 1-2**
 - b. Online presentations **pages 3-6**
 - c. Online library databases **pages 1-3**
 - d. Computer software needed **pages 1-3**
 - e. Laboratory materials or tools **pages 1-3**
 - f. WWW resources **pages 3-6**

8. Indicate Syllabus Page number where you have clearly described communication policies and techniques. (Such as email, forum, live chat, etc.) **pages 3-4**

9. Indicate Syllabus Page number where you have listed your contact information – email, phone number, online office hours, etc. **page 1**

10. Indicate Syllabus Page number where you have clearly described your grading policies? **Pages 1 and 2**

11. Indicate Syllabus Page number where you have addressed issues of academic integrity. **Page 3**

¹ Evaluative criteria are based upon suggested practices from “Distance Education at SU: Recommended Policies, Best Practices and State of Distance Education at SU” by Gary Armstrong, Angela Bartoli, Deborah Jacobs, and George Pomeroy, (October 2004) and from the CBA (2003-2007) 42:E.1.

Note: In order to comply with the CBA, the decision regarding UCC approval will take place within 30 days of being approved by all appropriate departments and councils.

ENG 224: INTRODUCTION TO CREATIVE WRITING ONLINE

Shippensburg University SUMMER 2019
Dr. Kim van Alkemade kvalke@ship.edu

BEFORE the start date of the online class, be sure to:

- ☑ Purchase the book *Imaginative Writing* by Janet Burroway [linktobookstore](#)
- ☑ Confirm your internet connection and your access to D2L/Brightspace
- ☑ Set aside at least 2 hours each day for reading, writing, and participating in the class

Course Catalog Description

Introduction to Creative Writing introduces elements of creative writing in a variety of genres, providing practice analyzing short stories, creative nonfiction pieces, poems and/or dramatic scenes from the point of view of a creative writer. In a series of creative assignments, students will learn to use the tools of creative writing—such as scene, dialog, imagery and description—to explore and improve their own creative writing. Students will write a series of short summary/analysis responses to reading assignments. Students will complete a series of short explorations of creative writing, with a culminating assignment of an expanded and revised creative work in a process portfolio. **This course satisfies the General Education “C” tag requirement in Creativity.**

Assessment

Introduction to Creative writing is a writing intensive course. Except for weekly reading quizzes, all of the assessed work in this course will be written, but the ways your writing will be assessed differs depending on the purpose of the assignment. Between all the forms of writing—experimental prompts in your journal, participation discussions, shared creative writing, responses to other students, and the revised creative writing portfolio—you can expect to generate over 50 pages of writing by the end of this online class.

The prompts you write in your **journal** are meant to encourage experimentation and trying new things while discouraging your inner critic. Journal prompts will be assessed only to see that they were completed; the content will not be judged or graded.

The writing you do in the **participation discussions** for each unit is intended to demonstrate your active engagement in the work of the class, as well as your comprehension of the terms and concepts taught in that unit. Participation discussions will be assessed based on complete, on-topic and timely posts and responses.

The writing you do for the **creative writing: share & response** discussions is intended to help you develop a sense of audience for your own work and the habit of responding to, and appreciating, the work of your peers. This creative writing itself will not be judged or graded, but will be assessed based on complete and timely posts appropriate to the prompts and thoughtful responses.

Your final **creative writing portfolio** will be assessed holistically with a letter grade. Assessment of the portfolio will emphasize writing process as well as product, with attention given to technical aspects of format and editing as well as effectiveness of creative expression.

Assignments

Participation Discussions up to 275 points

There are 11 participations discussions intended demonstrate your comprehension and application of the terms and concepts introduced in that unit. Participation discussions will be graded on a point basis: 25 (excellent) for on-topic posts totaling at least 250 words and responses totaling at least 100 words; 20 (good) for on-topic posts of totaling at least 250 words but responses under 100 words; 15 (satisfactory) for posts under 250 words and/or missing responses and/or late posts; 10 (unsatisfactory) for posts under 100 words and/or no responses.

Journal up to 180 points

Journals will be scored based on evidence of creative responses to each prompt, but not read or critiqued for style or content. There are 60 assigned prompts worth 3 points each.

Creative Writing: Share and Respond up to 175 points

There are 7 discussions for sharing and responding to creative writing, each worth up to 10 points for posting complete and on-time writing and 5 points for each of 3 responses for possible total of 25.

Writing Workshop up to 40 points

Careful reading and preparation of detailed responses for each member of your writing group, up to 10 points each, following guidelines and using creative writing terms and concepts.

Reading Quizzes up to 50 points

There will be 5 multiple choice or short answer quizzes worth 10 points each that focus on comprehension of specific reading assignments.

Creative Writing Portfolio letter grade worth up to 150 points

Graded holistically with specific feedback for each aspect of the portfolio following this rubric:

	Excellent	Good	Satisfactory	Unsatisfactory→Fail
Drafting	On-time, complete, well-developed creative expression	On-time, complete, emerging creative expression	Possible incomplete or slightly late and/or attempted shows creative expression	Late and/or incomplete and/or no attempt at creative expression
Revision	Thoughtful and strategic revisions that significantly enhance creative expressions	Thoughtful revisions that enhance creative expression	Minimal revisions make some enhancement to creative expression	Little to no evidence of revision
Editing & Presentation	Careful and skilled editing enhances stylistic choices and allows effective comprehension	Careful editing supports stylistic choices and allows clear comprehension	Some editing to support stylistic choices and/or enhance comprehension	Little to no editing; grammatical mistakes undermine stylistic choices and/or comprehension
Presentation	Flawlessly formatted and presented according to stated guidelines for the genre	Formatted and presented according to stated guidelines for the genre	Format and presentation do not follow guidelines but do not impede comprehension	Format and presentation do not follow guidelines, impeding comprehension
Product	Exceptional creative expression consistently achieves intended artistic effect	Creative expression achieves intended artistic effect	Developing creative expression achieves some intended effect	Little to no effort and/or success in achieving intended artistic effect
Reflection	Specific and detailed reflection on the writing process, clear statement of intended artistic effect	Detailed reflection on the writing process, statement of intended artistic effect	Cursory reflection on the writing process and/or undeveloped statement of intended artistic effect	Little to no reflection on the writing process and/or little to no statement of intended artistic effect

Course Policies

Participation is required. While writing in your own journal may be a solitary activity, a creative writing class—especially an online class—depends on lots of interaction. You will have the opportunity to do plenty of writing in your private journal that only the professor can see, and you will always be in control of what you share with other students. In an online class, your participation is required in chats, discussions, and group work.

Deadlines matter. During the six weeks of this course, there will be weekly or bi-weekly deadlines. Meeting these deadlines is crucial to foster discussion and, later, to conduct workshops. Any activity that is not completed or work that is not posted by the deadline will earn reduced points.

Plagiarism will not be tolerated. [Shippensburg University's Policy on Academic Dishonesty](#) can be found in the student handbook. This class will focus on original creative writing, but if necessary the professor fulfill their responsibilities to the University's Academic Dishonest Policy by identifying and reporting instances of plagiarism.

A **Safe Environment** will be fostered. Shippensburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report allegations of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Such reporting must be made to the Shippensburg University Police at 477-1444, the Department of Human Services (DHS) at 800-932-0313, and the University's Office of the Vice President of Student Affairs at 477-1308. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence can be found at: www.ship.edu/No_More/Sexual_Misconduct/Sexual_Misconduct_Information/

Online Format: As Intro to Creative Writing doesn't meet in a physical setting on a weekly basis, we'll instead use D2L postings (available under the Discussion Forum (DB) under each specific week) to measure attendance and participation in the course. Structurally, a thread of discussion will include lecture notes, a set of discussion questions, and a reminder about the homework due the next day. For this course you must log into D2L each day Monday-Friday. Please be advised that D2L tracks views. This means that it tracks students in terms of how many times they log in and for how long. It also tracks what activities are participated in, and what documents and links are opened.

Netiquette: Internet Etiquette Guidelines: It's important to realize that students in our class will have a range of skill and ability levels related to online learning and Internet usage. A few basic guidelines that pertain to our online learning environment:

- It is generally bad form to type your messages IN ALL CAPITAL LETTERS. In addition to proper capitalization (first words of sentences, proper nouns, names, etc.), a majority of online students have reported that complete sentences and punctuation make online text communication easier to read.
- Do **not** post inflammatory or accusatory remarks. Personal attacks *will have no part* of this course. If you discover such remarks, please notify me immediately, and I will personally address the source of those remarks.
- I would always compose your posts in a word processor prior to posting them on the discussion board. Be sure to use both the spell-check and grammar-check (where available), and be sure to read your post several times before posting it. I would also get into the habit of reading your post aloud as it will assist you in catching errors—missing words, confusing sentences, etc.—that could lead to great confusion if posted.
- Lastly, as we will occasionally deal with sensitive topics, and at times personal reflections, do not forget that this course is academically focused, and all posts should be written formally.

***Late Work Policy**—The writing you choose to review during our online writing workshops must be posted to D2L on the day they are due, *without exception*. Failure to meet due dates will result in a zero

for the assignment. All work reviewed in our workshop sessions must be posted to D2L on time as to prevent delayed responses.

***D2L & Email—CHECK D2L DAILY.** This course will be delivered fully online through D2L. To access this course on D2L you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari, Chrome). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](#) from your D2L course. This is a Distance Education course that requires daily posts on D2L. All course documents, links to sound files, links to various literary magazines, and much more will be on D2L. Additionally, I encourage you to communicate with me throughout the semester through email and the Course Questions Discussion Board.

*** Technical Support**—If you need technical assistance at any time during the course or to report a problem with D2L you can: Visit the D2L [Getting Started](#) page; Visit the D2L [Student Orientation/Documentation](#); Contact the [Student Helpdesk](#)

Weekly Syllabus

The Weekly Syllabus is your guide to navigating the online class. Check off activities as you complete them. Unless otherwise indicated, all readings are from our text *Imaginative Writing*. All links, videos and discussions are in D2L/Brightspace.

WEEK ONE begins Monday morning and ends at 11:59pm Sunday night

UNIT ONE *Welcome*

- Watch** professor's video "Introduction to Creative Writing"
- Read** Chapter 1 "Invitation to the Writer" pages 1 to 14
- Read** "On Keeping a Writing Notebook" by Randon Billings Noble at <http://brevitymag.com/craft-essays/on-keeping-a-writing-notebook-or-three/>
- Participate** in the discussion "Welcome to Creative Writing" by posting and responding
- Write** in your journal: Try This 1.1, Try This 1.2, your choice of Try This 1.3 or 1.4 or 1.5 or 1.6, and 1.7

UNIT TWO *Image*

- Watch** professor's video lecture "Creating Images with Words"
- Read** Chapter 2 "Image" pages 15 to 27
- Write** in your journal: Warm-up page 15; Try This 2.2, 2.4, 2.5, 2.6, 2.10, 2.11
- Read** the poems "Snow Day" by Billy Collins (**link** to hear two different interpretations of the poem) and "Facing It" by Yusef Komunyakaa (**link** to hear the author recite the poem)
- Read** the fiction story "Bullet in the Brain" by Tobias Wolff
- Take** Reading Quiz #1
- Read** the creative nonfiction essay "Genesis" by Bret Lott at https://www.creativenonfiction.org/brevity/past%20issues/brev13/lott_gen.htm
- Participate** in the discussion "Image in Creative Writing" by posting and responding

UNIT THREE *Voice*

- Watch** professor's video lecture "Voice and Point of View"
- Read** Chapter 3 "Voice" pages 47-61
- Write** in your journal: Warm-up page 47, Try This 3.2, 3.3, 3.4, 3.6, 3.9, 3.14
- Read** the poems "Wrong About the Horse" by Alicia Ostriker, "Ode to American English" by Barbara Hamby and "The Grad School Rap" by Adam J. Ruben
- Read** the drama "French Fries" by Jane Martin then **watch** it performed <https://www.youtube.com/watch?v=PeSbWkfY1So>
- Participate** in the discussion "Voice in Creative Writing" by posting and responding

CREATIVE WRITING *Share & Respond*

- In the discussion "Creative Writing: Week One," **post** your choice of "Try This" prompts from Chapters 1, 2 or 3. Then, **read** and **respond** to at least 3 different students' shared prompts, focusing on specific appreciations as well as questions to generate revision and expansion. Professor will also respond to each shared prompt with a focus on use of image, voice, and point of view.

WEEK TWO begins Monday morning and ends at 11:59pm Sunday night

UNIT FOUR *Character*

- Watch** professor's video lecture "Developing Character in Creative Writing"
- Read** Chapter 4 "Character" pages 94 to 108
- Write** in your journal: Warm-up page 94; Try This 4.2, 4.4, 4.5, 4.7, 4.9
- Read** the poems "Stonecarver" by Carol Simmons Oles and "One Flesh" by Elizabeth Jennings
- Read** the story "Tandolfo the Great" by Richard Bausch
- Take** Reading Quiz #2
- Read** the drama "Telephone Bob" by Molly Campbell
- Participate** in the discussion "Character in Creative Writing" by posting and responding

UNIT FIVE *Setting*

- Watch** professor's video lecture "Creating Setting in Creative Writing"
- Read** Chapter 5 "Setting" pages 135 to 147
- Write** in your journal: Warm-up page 135, Try This 5.1, 5.3, 5.7, 5.11, 5.12
- Read** the poem "Nobody Dies in the Spring" by Philip Appleman
- Read** the poem "Queens Cemetery, Setting Sun" by Laurence Ferlinghetti at <https://www.poetryfoundation.org/poems/42865/queens-cemetery-setting-sun>
- Read** the creative nonfiction essay "Salt River, Tide" by Bridget Apfeld at <http://brevitymag.com/current-issue/salt-river-tide/>
- Read** the story "The Werewolf" by Angela Carter
- Participate** in the discussion "Setting in Creative Writing" by posting and responding

CREATIVE WRITING *Share & Respond*

- In the discussion "Creative Writing: Week Two," **post** your choice of "Try This" journal prompts from Chapters 4 or 5. Then, **read** and **respond** to at least 3 different students' shared prompts, focusing on specific appreciations as well as questions to generate revision and expansion. Professor will also respond to each shared prompt with a focus on development of character and setting.

WEEK THREE begins Monday morning and ends at 11:59pm Sunday night

UNIT SIX *Story*

- Watch** professor's video lecture "Story in Creative Writing"
- Read** Chapter 6 "Story" pages 167 to 175
- Write** in your journal: Warm-up page 166; Try This 6.1, 6.3, 6.4, 6.5, 6.6, 6.7
- Read** the poems "Columbine High School" by Albert Goldbarth and "Woodchucks" by Maxine Kumin
- Watch** author George Saunders talk about writing short stories <https://www.youtube.com/watch?v=1-1xNNrABw8>
- Read** the story "The School" by Donald Barthelme
- Take** Reading Quiz #3
- Read** the drama "The Philadelphia" by David Ives and **watch** it performed <https://www.youtube.com/watch?v=G4LyrAQDAbc>
- Participate** in the discussion "Story in Creative Writing" by posting and responding

UNIT SEVEN *Development and Revision*

- Watch** professor's video lecture "Revision in Creative Writing"
- Read** Chapter 6 "Development and Revision" pages 196 to 213
- Write** in your journal: Warm-up page 195, Try This 7.3, 7.5, 7.8
- Read** the poem "The Hammocking" by Li-Young Lee then **learn** more about the poet at <https://www.poetryfoundation.org/poets/li-young-lee>
- Read** the craft essay "Zooming In" by Jill Talbot at <http://brevitymag.com/craft-essays/zooming/>
- Read** the drama "Eukiah" by Lanford Wilson then watch the playwright discuss the roots of his inspiration <https://www.youtube.com/watch?v=5fRASSvwtKo>
- Participate** in the discussion "Development and Revision in Creative Writing" by posting and responding

CREATIVE WRITING *Share & Respond*

- In the discussion "Creative Writing: Week One," **post** your choice of "Try This" prompts from Chapter 6. Then, **read** and **respond** to at least 3 different students' shared prompts, focusing on

specific appreciations as well as questions to generate revision and expansion. Professor will also respond to each shared prompt with a focus on story.

WEEK FOUR begins Monday morning and ends at 11:59pm Sunday night

UNIT EIGHT *Creative Nonfiction*

- Watch** Professor van Alkemade's video lecture "Creative Nonfiction"
- Read** Chapter 8 "Creative Nonfiction" pages 226 to 237
- Write** in your journal: Warm-up page 225; Try This 8.3, 8.5, 8.6, 8.10
- Watch** "The Bad Haircut" by story teller Alfonso Lacayo at <https://themoth.org/stories/the-bad-haircut>
- Read** "Blood: Quantum" by Shippensburg University graduate Danielle Geller at <http://brevitymag.com/nonfiction/blood-quantum/>
- Read** your choice of creative nonfiction essay from <http://brevitymag.com>
- Participate** in the discussion "Creative Nonfiction" by posting and responding

CREATIVE WRITING *Share & Respond*

- In the discussion "Creative Writing: Creative Nonfiction," **expand on** and **post** a creative nonfiction piece from your journal—or start a new one. Then, **read** and **respond** to at least 3 different students' shared pieces, focusing on specific appreciations as well as questions to generate revision and expansion. Professor will also respond to each shared prompt with a focus on developing creative nonfiction.

UNIT NINE *Fiction*

- Watch** Professor Connelly's video lecture "Fiction"
- Read** Chapter 9 "Fiction" pages 260 to 213
- Write** in your journal: Warm-up page 259, Try This 9.6, 9.8, 9.9
- Read** the story "A Very Short Story" by Ernest Hemingway
- Read** the story "The Ones Who Walk Away from Omelas" by Ursula Le Guin
- Take** Reading Quiz #4
- Participate** in the discussion "Fiction" by posting and responding

CREATIVE WRITING *Share & Respond*

- In the discussion "Creative Writing: Fiction," **expand on** and **post** a short story from your journal—or start a new story. Then, **read** and **respond** to at least 3 different students' shared stories, focusing on specific appreciations as well as questions to generate revision and expansion. Professor will also respond to each shared prompt with a focus on developing fiction.

WEEK FIVE begins Monday morning and ends at 11:59pm Sunday night

UNIT TEN *Poetry*

- Watch** Professor Santalucia's video lecture "Poetry"
- Read** Chapter 10 "Poetry" pages 298-317
- Write** in your journal: Warm-up page 297; Try This 10.1, 10.3, 10.4, 10.6
- Read** the poems "Stillborn" by Sylvia Plath, "The Language of the Brag" by Sharon Olds, and "Epithalamium" by Nick Laird
- Read** your choice of poems from <https://www.poetryfoundation.org/poetrymagazine>
- Participate** in the discussion "Poetry" by posting and responding

CREATIVE WRITING *Share & Respond*

- In the discussion "Creative Writing: Poetry," **expand on** and then **post** one or more poems from your journal—or write a new one. Then, **read** and **respond** to at least 3 different students' shared poems, focusing on specific appreciations as well as questions to generate revision and expansion. Professor will also respond to each shared prompt with a focus on developing poetry.

UNIT ELEVEN *Drama*

- Watch** Professor Crochunis's video lecture "Drama"
- Read** Chapter 11 "Drama" pages 329 to 341
- Write** in your journal: Warm-up page 328, Try This 11.8 (just a short scene), 11.13
- Read** the drama "Good Morning Romeo" by William Dunne
- Read** the drama "Executive Dance" by Joe DiPietro

- Take** Reading Quiz #5
- Participate** in the discussion “Drama” by posting and responding

CREATIVE WRITING *Share & Respond*

- In the discussion “Creative Writing: Drama,” **expand on** and then **post** your choice of drama scenes from your journal—or write a new one. Then, **read** and **respond** to at least 3 different students’ shared drama scenes, focusing on specific appreciations as well as questions to generate revision and expansion. Professor will also respond to each shared prompt with a focus on developing drama.

JOURNAL CONFERENCES

- Submit** your journal with each entry clearly marked; please indicate which entries, if any, are too personal to be read.
- Video chat** with professor to discuss which piece you will choose to develop and workshop

WEEK SIX begins Monday morning and ends at 11:59pm Friday night. PLEASE NOTE specific deadlines through this week

WRITING WORKSHOP *Preparation deadline 11:59pm Monday*

- Watch** professor’s video lecture “Preparing for and Participating in a Writing Workshop”
- Post** your developed creative writing piece to your Workshop Group

WRITING WORKSHOP *Response deadline 11:59pm Wednesday*

- Read** each piece posted to your Workshop Group
- Prepare** and **post** a response for each piece
- Post and respond** to follow-up questions

WRITING WORKSHOP *Revise and Submit deadline 11:59pm Friday*

- Revise** and **edit** your creative writing piece, taking into account workshop feedback
- Format** your revised creative piece (see page 255 for creative nonfiction; page 294 for fiction; page 326 for poetry; page 367 for drama)
- Submit** your revised, edited and formatted creative piece to your professor
- Submit** a cover letter detailing your writing process and the creative techniques you used in your piece

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
 UNIVERSITY CURRICULUM COMMITTEE
NEW GENERAL EDUCATION COURSE PROPOSAL
 Summary Sheet

At Shippensburg University, we want our students to:
 develop solid **FOUNDATIONS**
 recognize **INTERCONNECTIONS**
 consider the importance of **CITIZENSHIP & RESPONSIBILITY**
 understand the **NATURAL WORLD & TECHNOLOGIES** that surround them
 and to appreciate **CREATIVITY & EXPRESSION**.

Please be sure to read the General Education Mission, Goals, Objectives, and Assessment document posted on the General Education Council (GEC) or University Curriculum Committee (UCC) websites prior to filling out this proposal. New General Education Courses should meet the requirements listed below:

- General Education courses must support one of the General Education Program Goals.
- General Education courses must provide students with ample opportunities to develop their competencies associated with the student learning objectives associated with the selected goal.
- All sections of the same General Education course should support the same program goal and student learning objectives, and work toward developing the same levels of competency.
- The sponsoring department or academic program must agree to foster assessment of student learning outcomes and to help the GEC to periodically assess the General Education Program.
- Academic programs should be aware of PASSHE's (2016) directed general education policy and its effect on courses that are cross-listed in both the General Education Program and a major program. Minor and certificate programs are not affected by this policy.

DATE:

COLLEGE:

PROGRAM/DEPARTMENT:

SPONSOR:

SPONSOR PHONE/E-MAIL:

COURSE TITLE:

WHICH PROGRAM GOAL IS YOUR DEPARTMENT OR ACADEMIC PROGRAM PROPOSING TO SUPPORT?

A program goal is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide student learning as well as teaching practice and program assessment.

DOES YOUR DEPARTMENT OR ACADEMIC PROGRAM AGREE TO FOSTER ASSESSMENT OF STUDENT LEARNING OUTCOMES AND TO HELP THE GEC TO PERIODICALLY ASSESS THE GENERAL EDUCATION PROGRAM?



Yes



No

PROPOSED COURSE NUMBER: MIS300

EFFECTIVE SEMESTER: Spring, 2019

OFFERED AS: Distance education only Standard course Both

GRADE TYPE: Standard grading system Pass/Fail

CREDITS: 3

WORK LOAD EQUIVALENCY: 1/4

CREDITS WILL COUNT TOWARD DEGREE: Yes No. This course is an elective course for MIS and other majors, but a required course for Accounting majors.

FINAL EXAM: Yes No

RESOURCE IMPACT

Your department or academic program, and perhaps others too, will have to adjust current course offerings in order to accommodate a new course in the General Education Program. Describe how often the proposed General Education course will be taught and indicate the sections that will be dropped to accommodate this change.

Multiple sections of MIS300 are currently offered every Fall and Spring semester (occasionally in the summer online) as an elective for all BSBA majors and a required course for Accounting majors. The current sections have spaces to accommodate more students choosing to take the course for Gen Ed. Including MIS300 in Gen Ed will not affect our department's resources or offerings. MIS faculty has capacity to offer additional sections during the Summer if demand guarantees.

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
 UNIVERSITY CURRICULUM COMMITTEE
NEW GENERAL EDUCATION COURSE PROPOSAL
 Detailed Information

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 and to appreciate **CREATIVITY & EXPRESSION**.

DATE:

COLLEGE: PROGRAM/DEPARTMENT:

SPONSOR: SPONSOR PHONE/E-MAIL:

COURSE TITLE:

PROPOSED COURSE NUMBER:

IMPLEMENTATION DATE: CREDITS:

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

A program goal is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide student learning as well as teaching practice and program assessment.

Acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.

DOES YOUR DEPARTMENT OR ACADEMIC PROGRAM AGREE TO FOSTER ASSESSMENT OF STUDENT LEARNING OUTCOMES AND TO HELP THE GEC TO PERIODICALLY ASSESS THE GENERAL EDUCATION PROGRAM?

Yes

No

CATALOG COURSE DESCRIPTION:

This course is designed to address the vital role of Information Technology and management information systems in today's global organizations. The course deals with different types of information systems, databases, ERP systems, big data and analysis, and other organizational issues regarding IT and business.

JUSTIFICATION:

First, this course is a great fit for “Technological Competency” goal of the General Education. The course covers advanced IT skills to collect, organize, manage, and analyze data with spreadsheets (Excel) and relational databases (MS Access). The course also covers issues related to the use of IT in businesses (e.g. data privacy and security, etc.) that help students become responsible users of technology. Other topics and hands-on skills that the course cover (e.g. enterprise resource planning systems, such as SAP) will also help students gain better in-depth understanding of the role of IT in integrating multiple organizational functions and in enabling business operation, which will help students develop critical and systemic thinking with regards to IT usage within organizational setting.

Second, Technology Competency learning goal is included in “Natural and the Technologies” category. This is not a required goal for students to meet the requirements for “Natural and Technologies” theme. Therefore, we don’t expect to see a huge increase in number of students enrolling in MIS300 once it is included in Gen Ed. Currently multiple sections are offered every semester, thus our sections have capacity to take on more students taking it for Gen Ed without affecting our course offering or requiring additional resources.

Third, all current full-time MIS faculty are able to teach the course. Therefore, we could offer additional sections if demand requires, providing flexibility to students to take courses to meet Gen Ed requirements. Fourth, over recent years, an increasing number of students have been taking MIS300 as elective, given the importance of IT knowledge and skills to today’s graduates. Including the course in our Gen Ed curriculum provides these students an opportunity to count it towards Gen Ed, freeing up credits for other courses. The course is taught in a MIS computer lab. The course involves lectures, class discussions, in-class hands-on exercises, and homework and exams.

Section I. Attachment(s): Student Learning Outcomes, Assessments and Curriculum Considerations

STUDENT LEARNING OBJECTIVES, OUTCOMES, AND ASSESSMENTS OF COMPETENCY FOR THE COURSE:

- A. A **student learning objective** is a clear statement of what we expect a successful learner to know, understand, or be able to do at the end of a period of learning.
- B. A **student learning outcome** is the result of a learning process; an actual outcome (e.g., an answer given, an essay written, an argument made, a skill demonstrated, etc.) that indicates what a learner knows, understands, or can do.
- C. A **competency** is a descriptor that describes how well a student knows, understands, or can do something (e.g., Unsatisfactory, Emerging, Developing, Proficient, or Mastery); a level of competency better than unsatisfactory is usually required to pass.
- D. Departments or academic programs offering General Education courses must address the student learning objectives associated with each selected General Education Program Goal and may include additional student learning objectives associated with the subject, special topic, or discipline.

Student Learning Outcome #1: Upon successful completion of this course, the student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile technology)

Supporting Student Activities:

- Students will complete labs using advanced MS Excel/Access/SAP.

Assessment Instrument:

- Relevant test questions on exams.
- Key parts of labs and discussion assignments.

Student Learning Outcome #2: Upon successful completion of this course, the student is able to use software and systems to collect, gather and analyze data for projects and tasks

Supporting Student Activities:

- Lecture, discussion of current software and systems.
- Students will complete labs using ERP software, database software and spreadsheet software.
- Students will create a course project using MS Access.

Assessment Instrument:

- Relevant test questions on exams.
- Labs, homework assignments, course project.

Student Learning Outcome #3: Upon successful completion of this course, the student is able to apply an awareness of ethics and/or security standards while using information technology within personal and organizational contexts.

Supporting Student Activities:

- Lecture, webinars, discussion, and reading.

Assessment Instrument:

- Relevant test questions on exams.
- Discussion assignments related to these concepts.

CURRICULUM CONSIDERATIONS:

A. General Education Mission and Goals, Student Learning Objectives, and Assessment of Student Learning Outcomes & Competencies

1. How will this course support the mission and selected goal of our General Education Program?

This course is a great fit for the “Technological Competency” goal of the General Education. The course covers advanced IT skills to collect, organize, manage, and analyze data with spreadsheet (Excel) and relational database (MS Access). The course also covers issues related to the use of IT in business (e.g. data privacy and security, etc.) that help students become responsible users of technology within personal use and organizational use context. Other topics and hands-on skills that the course covers (e.g. enterprise resource planning systems, such as SAP) will also help students gain better in-depth understanding of the role of IT in integrating multiple organizational functions and in enabling business operation, which will help students develop critical and systemic thinking with regards to IT usage within organizational setting. *In short, it touches on all three Technological Competency Learning objectives, through focus on Information Technology, Software and Systems, and Appropriate Use of technology.*

2. How will this course provide students with ample opportunities to accomplish the learning objectives listed on the GEC’s rubric for the selected Program Goal?

Via the use of multiple teaching and assessment strategies/techniques/tools,

3. If applicable, how will this course provide students with ample opportunities to accomplish the additional learning objectives associated with the subject, special topic or discipline?

As noted with the outcomes above, they will have opportunities to accomplish the learning objectives related to the Technology Competency rubric as well as other topics (as outlined in the accompanying syllabus) through lecture, discussion, webinars, labs, homework assignments, and a group project/presentation.

4. How will student learning outcomes and competencies be assessed?

As noted with the outcomes above, they will be assessed by questions on exams, certain (graded) parts of lab assignments, hands-on project, and written discussion responses.

B. Practical Considerations

1. How will this course improve student learning in our General Education Program?

As explained above, through multiple course activities, the course’s helps students meet the requirements of multiple learning goals of the Gen Ed program, with particular emphasis on “Technology Competency”.

2. What methods of instruction, learning, and assessment will be used?

The course is taught in a MIS computer lab. The course involves lectures, class discussions, in-class hands-on exercises, and homework and exams.

3. What is the estimated offering capacity of the course?
 - a. How many sections and seats will be offered initially?
 - i. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department?

We will initially continue to offer 1-2 sections per semester and one online summer section (as we have in the past several years)

- ii. What are the expected resource impact(s) that this course will have on students, other courses, or other departments? Provide details.

As explained above, we don't expect the inclusion of MIS300 in the Gen Ed program will have impact in terms of resources on other MIS course offerings and/or other programs in our department.

- b. What are the projected offerings over the next four years?
 - i. If you project growth over the initial number of offerings, then what are the expected impacts of that growth on students, other sections, other courses, or departments (including yours)? Provide details.

We anticipate that we will offer two courses per semester and 1-2 sections over the summer. We currently have the faculty resources to support that.

4. Why is this course needed in addition to the other General Education courses that already support the same Program Goal? Provide justification.
 - a. Identify similar courses in other departments (i.e., consult with other departments prior to making the proposal.)
 - b. Explain how this course does not duplicate a course in another department.

As of August 2018, the current courses that are listed for "Technology Competency" are CSC103- Overview of Computer Science; CSC104-Programming in Python, CSC180-Microcomputer Basic, ECO102- Principles of Microeconomics, and MAT219- Data Science I. MIS300 is different from these courses in multiple ways. First, the course takes a broader approach to IT and covers a balance of advanced data management and analysis with Excel and Access and concepts on IT use in business. Additionally, the course takes an applied approach to IT and a more focus on the use of IT within business context. We have examined other courses and believe that MIS300 is unique among course offering across Shippensburg.

5. **Attach a syllabus with a course content outline.**

See attached syllabus

Section II. Attachment: Support Services:

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

This course can be taught by all current MIS faculty.

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

This course will not require additional costs to the department, college, or university.

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

This course can be taught in our regular MIS labs.

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

This course will NOT require additional library resources.

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

MIS 300-01 Syllabus

Course: *MIS 300, Information Technology and Business Operations*

Time and Place:

Instructor:

Email:

Phone:

Office:

Office Hours:

Prerequisites: This course assumes a degree of technology literacy and Excel basics.

Required Textbook and Resources:

- MyITLab (web-based homework labs for Access and Excel, including e-book chapters): purchase at Bookstore or from publisher

This will be used in conjunction with D2L, which will be used for communication, grades, and reminders: <https://d2l.ship.edu>. Please modify your "Notification" settings on D2L to receive "News" items from this course. *Access and Excel 2016 will be used for course assignments. It is available in the labs on campus, and you can also download a copy for Windows while you are a student at Shippensburg University: <http://www.ship.edu/Technology/Student/Office/>

Web-based access to SAP will also be provided for the semester, as it will be used for lab exercises.

General Course Description and Objectives:

This course is designed to address the vital role of information technology and management information systems in today's global organizations. The course deals with different types of information systems, databases, ERP systems, big data and analysis, and other organizational issues regarding information technology and business.

<i>Student Learning Outcome #1:</i> Upon successful completion of this course, the student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile technology)
<u>Supporting Student Activities:</u> <ul style="list-style-type: none"> • Students will complete labs using advanced MS Excel/Access/SAP.
<u>Assessment Instrument:</u> <ul style="list-style-type: none"> • Relevant test questions on exams. • Key parts of labs and discussion assignments.
<i>Student Learning Outcome #2:</i> Upon successful completion of this course, the student is able to use software and systems to collect, gather and analyze data for projects and tasks.
<u>Supporting Student Activities:</u> <ul style="list-style-type: none"> • Lecture, discussion of current software and systems. • Students will complete labs using ERP software, database software and spreadsheet software. • Students will create a course project using MS Access.
<u>Assessment Instrument:</u> <ul style="list-style-type: none"> • Relevant test questions on exams. • Labs, homework assignments, course project.
<i>Student Learning Outcome #3:</i> Upon successful completion of this course, the student is able to apply an awareness of ethics and/or security standards while using information technology within personal and organizational contexts.
<u>Supporting Student Activities:</u> <ul style="list-style-type: none"> • Lectures, webinars, discussion, and reading.
<u>Assessment Instrument:</u> <ul style="list-style-type: none"> • Relevant test questions on exams. • Discussion assignments related to these concepts.

Item	Weight
Database Lab Assignments	10%
SAP Accounting Information Systems and Order Fulfillment labs	4%
Excel Lab Assignments	10%
Readings, Webinars, Discussions	6%
Exams	45%
Database Project and Presentation	25%
TOTAL	100%

BSBA Program Learning Goals for Students:

1. Knowledge of principles presented in business core courses.
2. Skill in teamwork, oral and written communications.

Assessment of the above knowledge and skill is embedded in core courses, is part of our College of Business AACSB accreditation, and is called AoL process, (Assurance of Learning), or Deming's Cycle. See http://www.ship.edu/Business/Continuous_Improvement/ for more information.

Grading Matrix and Scale:

I am the instructor of record for this class. Only the instructor of record can properly grade coursework and issue midterm/final exam grades.

Letter Grade	A	A-	B+	B	B-	C+	C	D	F
%	>=92%	>=90%	>=88%	>=82%	>=80%	>=78%	>=70%	>=60%	<60%

Exams:

All exams will be taken in class and will be closed notes and books. Makeup examinations only by advance arrangements or for documented real emergencies, such as medical problems. **There are no "re-take" exams. A make-up exam for any documented emergency will not be the same as the exam given in class prior to that.** *Showing up late for an exam, will likely result in being unable to take the exam.*

Attendance Policy:

* Class attendance and participation are important to the understanding of course concepts. You are expected to be present and on time at all class meetings. You are personally responsible for materials covered in class, assignments, deadlines, class activities, etc., **regardless of absences. If you skip class, you are responsible for understanding the content and completing assignments. I will not send you reminders of what you have missed.** Being more than 5 minutes late for class or leaving class more than 5 minutes early (without prior permission) will be considered an absence. Sleeping during class will also be considered an absence.

Examples of excused absences: Sports (prior permission and required), required (not optional) university events (prior permission), and other emergency situations will be handled on a case-by-case basis, and do not count toward unexcused absences.

Communication and Deadline Policy:

The instructor may take up to 24 hours during the week (Monday-Friday) and up to 48 hours on the weekend (Saturday-Sunday) to respond to an email (up to 72 hours for a voice message). If you have a question about an assignment or an exam, ask me as soon as possible (do not wait until the last day or two and expect an immediate response).

You are responsible to complete your work by the due dates. If your computer or a web site is causing you difficulty, try using a different computer, different location, and different web browser or try it again later. For example, do not wait until within 24 hours of an assignment and then blame your incomplete assignment on technology.

Extra Credit and Grade Policy:

Extra credit is occasionally offered at the instructor's discretion, but when it is, it is offered to the entire class, not individual students (and not in the final week of class).

Unless there is a grading error, grades are not changed or rounded up by student request. The final grade you receive will reflect your calculated, earned grade in the course.

Other Policies:

ALL computer activities during class time must be for this course. No talking on cell phones, texting, surfing the Web, playing games or using email during class. ***This type of activity may result in being asked to leave the class for that session, resulting in an absence, resulting in an awkward situation for yourself and the professor (which can easily be avoided)!***

Plagiarism and cheating are serious offenses and could result in failure in course; and/or expulsion from the University. **This includes graded lab assignments!** The University Student Handbook states the following concerning academic integrity. (See <http://ssi.ship.edu/Senate/Swataney> for the full online document.)

Shippensburg University welcomes students with disabilities into all of the University's educational programs and strives to make all learning experiences as accessible as possible. Any student who feels they may need an accommodation based on the impact of a disability should contact the Office of Accessibility Resources (OAR) to discuss your specific needs. OAR is located in Horton Hall 324 and can be reached by phone at (717) 477-1364. The office's website is www.ship.edu/oar.

Shippensburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to faculty members' reporting obligations are when incidents of sexual violence are communicated by students during classroom discussions, in writing assignments for class, or as part of University-approved research projects. Faculty members are obligated to report allegations of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Such reporting must be made to the Shippensburg University Police (717-477-1444), the Department of Human Services (DHS) at 800-932-0313, and the University's Office of the Vice President of Student Affairs (717-477-1308). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence are set forth at: http://www.ship.edu/No_More/Sexual_Misconduct/Sexual_Misconduct_Information/.

Tentative Course Outline (subject to change):

Week	Dates	Topic
Week 1	8/28 8/30	Introduction to Course, Policies, Learning Strategies Topic 1: IT and Competitive Strategies
Week 2	9/4 9/6	Topic 2: Big Data Introduction Also, Reading and Discussion #1 Topic 2, cont'd.: Accounting Information Systems (AIS) /Big Data Selection of Project Teams
Week 3	9/11 9/13	First graded assignment (Discussion #1) is due Topic 3: Data Privacy and Security Also, Reading and Discussion #2 Topic 4: Human Resource Information Systems and HR and Big Data Also, Reading and Discussion #3
Week 4	9/18 9/20	Exam 1 (Topics 1-4) Topic 5: Database Processing/Introduction to Relational Databases and Access labs; Introduction to Database Project
Week 5	9/25 9/27	Topic 6: Tables and Queries in Relational Databases and Access Labs Group Project Checkpoint / In-Class Team Assignments
Week 6	10/2 10/4	Topic 7: Customizing and Analyzing Query Data and Access Labs Group Project Checkpoint / In-Class Team Assignments
Week 7	10/9 10/11	Topic 8: Creating Forms and Reports and Access labs Group Project Checkpoint / In-Class Team Assignments
Week 8	No class 10/16 10/18	Fall Break Topic 9: Data Validation and Access labs
Week 9	10/23 10/25	Exam 2 (Topics 5-9) Formulas and Functions for Quantitative Analysis, Topics 10, 11
Week 10	10/30 11/1	Group Project Checkpoint / In-Class Team Assignments Data Sets and Data Visualization, Topics 12, 13
Week 11	11/6 11/8	Group Project Checkpoint / In-Class Team Assignments Summarizing and Analyzing Data, Topics 14
Week 12	11/13 11/15	Group Project Checkpoint / In-Class Team Assignments Access Project Presentations Online Project Team Surveys Due
Week 13	11/20 No class 11/22	Project Presentations, Continued
Week 14	11/27 11/29	Topic 15: ERP Systems (SAP)

Week 15	12/4 12/6	SAP Lab (Accounting Information Systems module) SAP Lab #2 (Supply Chain: Sales Order Fulfillment module)
Week 16	Time of Final	Exam 3 (Topics 10-15)

Attachment U

UCC CONTROL # 18-33

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
NEW GENERAL EDUCATION COURSE PROPOSAL
Summary Sheet

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Please be sure to read the General Education Mission, Goals, Objectives, and Assessment document posted on the General Education Council (GEC) or University Curriculum Committee (UCC) websites prior to filling out this proposal. New General Education Courses should meet the requirements listed below:

- General Education courses must support one of the General Education Program Goals.
- General Education courses must provide students with ample opportunities to develop their competencies associated with the student learning objectives associated with the selected goal.
- All sections of the same General Education course should support the same program goal and student learning objectives, and work toward developing the same levels of competency.
- The sponsoring department or academic program must agree to foster assessment of student learning outcomes and to help the GEC to periodically assess the General Education Program.
- Academic programs may propose to offer courses at any undergraduate level, but they should be aware of PASSHE's (2016) directed general education policy and its effect on courses that are cross-listed in both the General Education Program and a major program. Minor and certificate programs are not affected by this policy.

DATE: **March 8, 2018**

ACADEMIC PROGRAM/DEPARTMENT: **Teacher Education**

COLLEGE: **Education and Human Services**

SPONSOR: **Dr. Han Liu**

PHONE/E-MAIL: x1293 hliu@ship.edu

COURSE TITLE: **Information Technology & Media Literacy**

PROPOSED COURSE NUMBER: **EDU 200**

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.

DOES YOUR DEPARTMENT OR ACADEMIC PROGRAM AGREE TO FOSTER ASSESSMENT OF STUDENT LEARNING OUTCOMES AND TO HELP THE GEC TO PERIODICALLY ASSESS THE GENERAL EDUCATION PROGRAM?

Yes

No

EFFECTIVE SEMESTER: **Winter 2018**

OFFERED AS: Distance Education only Standard course Both

GRADE TYPE: Standard grading system Pass/Fail

CREDIT HOURS: **3 credits**

WORK LOAD EQUIVALENCY: 1/4

CREDITS COUNT TOWARD DEGREE: Yes No

FINAL EXAM: Yes No

RESOURCE IMPACT

Your department or academic program, and perhaps others too, will have to adjust current course offerings in order to accommodate a new course in the General Education Program. Describe how often the proposed General Education course will be taught and indicate the sections that will be dropped to accommodate this change.

This proposed new course EDU 200 will be taught off load in summer and winter semesters. There is no need for the department to adjust current course offerings in order to accommodate this new course in the General Education Program.

Two sections of this proposed new course will be offered in every winter and summer semesters. No courses or sections of courses in the department program will be dropped as an accommodation of offering this course.

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
 UNIVERSITY CURRICULUM COMMITTEE
NEW GENERAL EDUCATION COURSE PROPOSAL
 Detailed Information

At Shippensburg University, we want our students to:
 develop solid **Foundations**
 recognize **Interconnections**
 consider the importance of **Citizenship & Responsibility**
 understand the **Natural World & Technologies** that surround them
 and to appreciate **Creativity & Expression**.

DATE: March 8, 2018

ACADEMIC PROGRAM/DEPARTMENT: Teacher Education COLLEGE: Education and Human Services

SPONSOR: Han Liu

PHONE/E-MAIL: x1293 hliu@ship.edu

COURSE TITLE: Information Technology & Media Literacy

PROPOSED COURSE NUMBER: EDU 200

IMPLEMENTATION DATE: December 2018

CREDITS: 3 credits

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

A program goal is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

To guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technol

DOES YOUR DEPARTMENT OR ACADEMIC PROGRAM AGREE TO FOSTER
 ASSESSMENT OF STUDENT LEARNING OUTCOMES AND TO HELP THE GEC
 TO PERIODICALLY ASSESS THE GENERAL EDUCATION PROGRAM?

Yes

No

CATALOG COURSE DESCRIPTION:

Explores the knowledge domains and skill sets of information technology and media literacy critical in preparing the 21st century citizenry in the increasingly technologically interconnected and globalized world. Students will acquire the skills of how to access, identify, comprehend, and evaluate digital media, and how to use various digital tools to design, create, remix, and distribute digital media for purposes of learning effectively, working efficiently, interacting safely, and living healthily in the digital environments following proper cyber laws and high ethical standards.

JUSTIFICATION:

This proposed general education course is intended to address the new general education program requirements in technological competency and information literacy aligned with [Middle State Accreditation Standard III.5.B](#), the

[PASSHE general education policy D.b \(2016\)](#), and [Shippensburg University Academic Master Plan](#). This course meets the general education program assessment requirements in technological competency curriculum (**with tag T**), specifically in listed learning outcomes such as using software, mobile technology, and a range of other digital tools to complete project, create digital products, and collect and analyze data in a secure and ethical manner. This course is typically interdisciplinary covering computer science, mathematical reasoning, digital communication, media literacy, creative expression, free speech, self-publication, digital skills, cyber law, online ethics, cyber bullying, digital citizenship, healthy life styles, and more. Through well-focused, comprehensive, and systematic preparation in information technology and media literacy, this course will ultimately help strengthen the general education program that will ensure our graduates to become “competent citizens prepared to embark on a career immediately upon graduation or after advanced study (university mission statement).” Also, this course will particularly address the need for the upcoming Middle State Accreditation visit in demonstrating the strength of the general education program and providing solid data to show evidence of the program transformation driven by continued program assessment with feedback from to the needs of students and society.

Section I. Student Learning Outcomes, and Assessments of Competency:

STUDENT LEARNING OBJECTIVES, OUTCOMES, AND ASSESSMENTS OF COMPETENCY FOR THE COURSE:

- A. A **student learning objective** is a clear statement of what we expect a successful learner to know, understand, or be able to do at the end of a period of learning.
- B. A **student learning outcome** is the result of a learning process; an actual outcome (e.g., an answer given, an essay written, an argument made, a skill demonstrated, etc.) that indicates what a learner knows, understands, or can do.
- C. A **competency** is a descriptor that describes how well a student knows, understands, or can do something (e.g., Unsatisfactory, Emerging, Developing, Proficient, or Mastery); a level of competency better than unsatisfactory is usually required to pass.
- D. Departments or academic programs offering General Education courses must address the student learning objectives associated with each selected General Education Program Goal and may include additional student learning objectives associated with the subject, special topic, or discipline.

A) *Upon successful completion of this course, the student will be able to*

1. Describe the core concepts of information technology in connection to digital media and media literacy.
 - Relate information technology to various digital communication tools
 - Recognize information technology applied in various real-life situations
 - Define media literacy and identify issues related to medial literacy, such as forms of media or essential roles of media in a democratic society.
2. Understand the how information technology and digital media have impacted the society and people’s lives in multiple perspectives:
 - What are the social changes caused by information technology
 - Information technology and 21st century skills
 - Cloud computing and big data theory
 - Relationship between information technology and learning efficiency
 - Validity of online information and fake news
3. Demonstrate skills to use technology to locate, access, evaluate, and use information, and appropriately cite resources from digital/electronic media.
 - Choose appropriate search engine according to purpose

- Identify valid searching results
 - Aggregate and curate resources following targeted criteria
4. Apply online resources and online tools for learning, working, creating, sharing, publishing, and socializing in all accessible digital environments. As college students, they specifically apply:
 - OERs (Open Educational Resources)
 - MOOCs (Massive Open Online Courses)
 - Online digital tools
 5. Use technology to collect, aggregate and analyze data. Tools and skills include:
 - Excel and Access
 - Survey tools
 - Big data analysis
 6. Use software and online digital tools to create digital media, such as:
 - Graphics,
 - Audios (Podcast)
 - Videos
 - Games
 - Interactives
 - Media Remixing
 7. Demonstrate the ability to communicate and collaborate effectively using state-of-the-art information technologies in multiple modalities. Technology tools include:
 - Skype for personal and business communication
 - Bluejeans Video Conference
 - Zoom Online Meeting
 - Google Docs
 8. Demonstrate the capabilities to evaluate and interpret media following the core principles of media literacy education.
 - Recognizes that media are a part of culture and function as agents of socialization
 - Understand the audience
 - Use appropriate media forms to convey accurate information
 - Identify fake and biased information
 9. Understand and abide by cyber laws and internet ethical standards concerning issues of:
 - Copyright
 - Netiquette
 - Cyber bullying
 - Downloading
 - Sensitive personal information
 - Online theft and other Internet safety issues
 10. Contributing to the society as a digitally capable and active citizen through creating, sharing and interacting with others with
 - Personal website
 - Social media
 - Blogging

B) List your methods for assessing student learning outcomes and competencies.

#	Assignments/Projects	New GE Program Learning Outcomes: Technology Competency Assessment Rubric I	National Technology Standards for Students
1	Impact of information technology on society and your personal life (Online Discussion Forum)	Comprehension of the roles of information technology in societal change	1, Empowered Learner
2	Digital Media Evaluation (Evaluation)	Applying knowledge of media literacy	1, Empowered Learner
3	Digital Security Case Study (Case Study)	Awareness of ethics and security standards while using technology	2, Digital Citizen
4	Reflection on Ethical Use of Digital Media (Paper)	Awareness of ethics and security standards while using technology	2, Digital Citizen
5	Digital Project-1 website building with Dreamweaver and open online tools	Use software to create digital projects	7, Global Collaborator
6	Digital Project-2 Image and graphic information processing	Applying computer technology	4, Creative Communicator
7	Digital Project-3 Digital video production and editing	Applying computer technology	3, Knowledge Constructor
8	Digital Project-4 Survey (quiz) design and data collection	Use technology to collect and aggregate data	5, Computational Thinker
9	Digital Project-5 Data analysis with advanced Excel functions	Data aggregation and analysis	5, Computational Thinker
10	Digital Project-6 Creating apps for mobile devices	Applying mobile technology	4, Innovative Designer
11	Digital Project-7 Multimedia remixing	Combining multiple tools to archive designed purposes	6, Creative Communicator

CURRICULUM CONSIDERATIONS:

A. General Education Mission and Goals, Student Learning Objectives, and Assessment of Student Learning Outcomes & Competencies

1. How will this course support the mission and selected goal of our General Education Program?

This course is designed to support the mission of providing students with ample opportunities to develop competencies across multiple traditions and disciplines and foster knowledge integration, innovation, and adaptability necessary to solve complex interdisciplinary problems while at the same time “creating awareness of the interdependence among people and ideas and creating openness to differences.” (AMP)

This course focuses on technological competency and media literacy, which the revised general education program identified in argument #4 as one of the key competencies. And particularly, this course addresses the need for the upcoming Middle State Accreditation visit in demonstrating the strength of the general education program and providing specific data

to show evidence of the program transformation driven by continued program assessment with feedback from to the needs of students and society.

2. How will this course provide students with ample opportunities to accomplish the learning objectives listed on the GEC's rubric for the selected Program Goal?

The selected goal states "guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly." This course has broad coverage of information technology, media literacy, and the national technology standards for students. All content areas and skills sets listed in the assessment rubric are included in this course.

3. If applicable, how will this course provide students with ample opportunities to accomplish the additional learning objectives associated with the subject, special topic or discipline?

This course touches quite a few areas of technology competency and medial literacy that are beyond the rubric. These ample opportunities include computational thinking, big data theory, mobile communication for learning, etc.

4. How will student learning outcomes and competencies be assessed?

Student learning outcomes will be assessed through course related assignments, digital projects, digital portfolios, and service learning activities.

B. Practical Considerations

1. How will this course improve student learning in our General Education Program?

EDU 200 Information Technology and Media Literacy is designed to prepare students to master middle level technological skills for learning, working, and living in the digital environment in the 21st century. With the knowledge and skills they learned from this course, students' learning engagement will be enhanced and their learning efficiency will be increased because of being able to use more cutting-edge digital tools and access to more high quality content.

2. What methods of instruction, learning, and assessment will be used?

As an online course, there are tons of pedagogically sound instructional technology are at your disposal. The instructor will use video lectures, video tutorials, cyber face-to-face conferencing, online discussion, digital portfolio, and other approaches to teach and assess this course.

3. What is the estimated offering capacity of the course?

- a. How many sections and seats will be offered initially?
 - i. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department?

Two sections (maximum of 30 students in one section) will be offered in summer and winter semesters. This offering will not affect the current teaching loads, enrollments, and curricular offerings of my department.

- ii. What resource impact(s) will this course have on students, other courses, or other departments? Provide details.

This course will be an elective aligned with Rubric T. It has no prerequisites. It won't require students to purchase more learning resources.

It seems to me, this course addresses the "Technology Part" in the learning goals under "Natural World and Technology", described by Rubric T. It is not directly impact another department particularly.

- b. What are the projected offerings over the next four years?
 - i. If you project growth over the initial number of offerings, then what are the expected impacts of that growth on students, other sections, other courses, or departments (including yours)?

Even though it is hard to predict the future registration for this new course, I am very optimistic for a gradual growth of registration based on my experience of teaching an instructional technology course in department of teacher education. The digital generation has a strong zeal for digital technology. If there is a sharp increase of registration for this course, faculty in other departments, such as those in the department of computer science can teach this course in the swift manner.

As a newly developed course specifically addressing newly emerged learning goals in the revised general education program that "guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer **technologies** and software, and to use them responsibly", I would like to use this course as a pilot study, which is meaningful for the development of general education curriculum.

- 4. Why is this course needed in addition to the other General Education courses that already support the same Program Goal? Provide justification.
 - a. Identify all similar courses in other departments (i.e., consult with other departments prior to making the proposal.)

I did a thorough online investigation and research on general education course offerings through the university catalog, general education program handbook, department program handbooks, course planning sheets, department website program/course listings, and inquiry with my advisees on general education courses. I did not find a single course that is equivalent of or similar to this course I have developed that fittingly addresses the learning goals of Rubric T in the revised general education program.

- b. Explain how this course does not duplicate a course in another department.

EDU 200 Information Technology and Media Literacy is a multidisciplinary course. It relates to computer science, but it is not a course of computer science; it relates to physics and communication, but it is not a physics or communication course. This course is typically interdisciplinary covering content elements of computer science, mathematical reasoning, digital communication, media literacy, creative expression, free speech, self-publication, cyber law, online ethics, cyber bullying, digital citizenship, healthy life styles, and more. So, it doesn't duplicate any course listed in the general education program to date.

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

See the syllabus at last section in this document.

Section II. Support Services:

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

The following faculty members will teach this course.

Dr. Han Liu

Dr. Janet Bufalino

Dr. Andrea Malmont

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

No additional cost is anticipated over the next calendar year. Current existing resources (hardware, software, LMS, etc.) are sufficient to support this course.

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

Need to use computer labs for on campus meetings. No additional software is needed.

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

This course doesn't require library resources.

SELECTED REFERENCES:

Accreditation Standards of Middle States Commission on Higher Education

<https://www.msche.org/publications/RevisedStandardsFINAL.pdf>

PASSHE Policy on General Education Program (2016)

http://www.passhe.edu/inside/policies/BOG_Policies/Policy%201993-01-A.pdf

Shippensburg University Academic Master Plan

<https://www.ship.edu/globalassets/provost/academic-master-plan-9-13-13.pdf>

Shippensburg University General Education Program

https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_2016-11-29.pdf?LinkIdentifier=id&ItemID=223849&libID=223869

National Technology Standards for Students

<https://www.iste.org/standards/for-students>

NAMLE (National Association of Media Literacy Education)

<https://namle.net/>

CML (Center for Media Literacy)

<http://www.medialit.org/>

Media Literacy Now

<https://medialiteracynow.org/>

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

EDU 200 Information Technology and Media Literacy

Winter 2018 Online Course

(3 Credit Hours)

Instructor: Han Liu, Ph.D.
Office: SPH 227
Phone: 717-477-1293
Email: hliu@ship.edu

Secretary Office: SPH 214
Phone: 717-477-1688
Fax: 717-477-4046
Email: CALeeland@ship.edu

Class Meeting: TBA

Office Hours: TBA

Required Textbooks:

- Snyder, L. & Henry, R. (2018). *Fluency with Information Technology* (7th Edition). Pearson.
- Potter, J. (2016). *Media Literacy* (8th edition). Sage Publications, Inc.
- Chapman, N. & Chapman, J. (2008). *Digital Media Tools*, 3rd Edition. John Wiley & Sons, Ltd.

I. Course Description

Explores the knowledge domains and skill sets of information technology and media literacy critical in preparing the 21st century citizenry in the increasingly technologically interconnected and globalized world. Students will acquire the skills of how to access, identify, comprehend, and evaluate digital media, and how to use various digital tools to design, create, remix, and distribute digital media for purposes of learning effectively, working efficiently, interacting safely, and living healthily in the digital environments following proper cyber laws and high ethical standards. (Prerequisite: None.)

II. National Technology Standards for Students (ISTE: 2016)

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- 1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1b Students build networks and customize their learning environments in ways that support the learning process.

- 1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- 2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- 2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- 3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 3c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- 4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

- 4b Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 4c Students develop, test and refine prototypes as part of a cyclical design process.
- 4d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- 5a Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- 5b Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- 5c Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- 6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6b Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- 6d Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- 7a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

- 7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- 7c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- 7d Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

III. The Core Principles of Media Literacy Education (NAMLE: National Association of Media Literacy Education 2017)

1. Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.
2. Media Literacy Education expands the concept of literacy to include all forms of media (i.e., reading and writing).
3. Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.
4. Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.
5. Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.
6. Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.

IV. Student Learning Outcomes (SLO)

Upon successful completion of this course, the student will

11. Be able to describe the core concepts of information technology in connection to digital media and media literacy.
 - Relate information technology to various digital communication tools
 - Recognize information technology applied in various real-life situations
 - Define media literacy and identify issues related to medial literacy, such as forms of media or essential roles of media in a democratic society.
12. Understand the how information technology and digital media have impacted the society and people's lives in multiple perspectives:
 - What are the social changes caused by information technology
 - Information technology and 21st century skills
 - Cloud computing and big data theory
 - Relationship between information technology and learning efficiency
 - Validity of online information and fake news

13. Demonstrate skills to use technology to locate, access, evaluate, and use information, and appropriately cite resources from digital/electronic media.
 - Choose appropriate search engine according to purpose
 - Identify valid searching results
 - Aggregate and curate resources following targeted criteria

14. Apply online resources and online tools for learning, working, creating, sharing, publishing, and socializing in all accessible digital environments. As college students, they specifically apply:
 - OERs (Open Educational Resources)
 - MOOCS (Massive Open Online Courses)
 - Online digital tools

15. Use technology to collect, aggregate and analyze data. Tools and skills include:
 - Excel and Access
 - Survey tools
 - Big data analysis

16. Use software and online digital tools to create digital media, such as:
 - Graphics,
 - Audios (Podcast)
 - Videos
 - Games
 - Interactives
 - Media Remixing

17. Demonstrate the ability to communicate and collaborate effectively using state-of-the-art information technologies in multiple modalities. Technology tools include:
 - Skype for personal and business communication
 - Bluejeans Video Conference
 - Zoom Online Meeting
 - Google Docs

18. Demonstrate the capabilities to evaluate and interpret media following the core principles of media literacy education.
 - Recognizes that media are a part of culture and function as agents of socialization
 - Understand the audience
 - Use appropriate media forms to convey accurate information
 - Identify fake and biased information

19. Understand and abide by cyber laws and internet ethical standards concerning issues of:

- Copyright
- Netiquette
- Cyber bullying
- Downloading
- Sensitive personal information
- Online theft and other Internet safety issues

20. Contribute to the society as a digitally capable and active citizen through creating, sharing and interacting with others with

- Personal website
- Social media
- Blogging

VII. Course Requirements

- ❑ **Computer Technology Competency.** This course is will be taught face-to-face as a web-enhanced course and/or 100% online depending student needs. Students enrolled in this course should have the basic ICT (Information, Communication, and Technology) knowledge and skills, such as word and graphics processing, Internet searching and Web2.0 skills.
- ❑ **Email Account.** All students are required to use Shippensburg University email account to communicate with the instructor. Any other email accounts will not be accepted by the instructor. Following the Netiquette <http://www.albion.com/netiquette/index.html>
- ❑ **D2L.** Students need to work on Discussion Forum in D2L, and regularly check D2L for course information, lecture PPT, videos, assignment requirements, handouts, and updated grades.
- ❑ **Hardcopy Prints.** As a rule, the instructor won't deliver hardcopy handouts or worksheets in class due to budgetary constraints of the university. Students may self-print whatever is needed for reading or class activities if they prefer hardcopies.
- ❑ **Assignments Submission.** All the assignments should be submitted electronically to the Dropbox in D2L in Word document or otherwise as directed. No hardcopy is required for all assignments or projects. For group assignments, the group coordinator is responsible for submitting group assignments/projects in D2L.
- ❑ **Group Activities.** Everyone is required to play a full role in group activities as defined in the assignment/project requirements. Absence from group activity will result in no credit

for that assignment/project. Individual's performance in a group assignment could be graded differently from other group members if the member doesn't perform as the group consent expects.

- ❑ **Late Assignments.** Late Assignments will not be accepted unless the student has discussed the situation with the instructor prior to the due date and an extension is granted. Students are not allowed to make up points by doing extra activities.
- ❑ **Incomplete.** No "I" grade will be given unless extreme circumstances exist and only with the approval of the Dean of the College of Education and Human Services. The student who can't finish the requirements of the course is responsible for applying an "I" grade from the Dean's office.
- ❑ **Academic Accommodation.** Students who need academic accommodation based on the university policy must contact the Student Life Office to request official accommodation documents prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so appropriate arrangements can be made in timely manner. (Contact: Office of Disability Services <http://www.ship.edu/ods/>)
- ❑ **Academic Dishonesty.** Shippensburg University will not tolerate academic dishonesty in the form of plagiarism or cheating under any circumstances. Offenders will be held accountable for any form of academic misconduct under the terms found within the Shippensburg University policy on academic dishonesty:
<http://catalog.ship.edu/content.php?catoid=3&navoid=62#academic-dishonesty>
The instructor will use <http://turnitin.com> to monitor plagiarism issues. Acts of academic dishonesty will not be tolerated. Examples include, but are not limited to, failure to provide accurate and appropriate referencing of sources, failure to carry out field assignments to the extent stated in the assignment, using another student's work as your own, or falsifying observation and/or practice and cheating of any kind. Any act of academic dishonesty will be grounds for failing this course.
- ❑ **Attendance.** Students are to notify the instructor prior to class via e-mail or by submitting an Absence Notification Form if he/she is unable to attend the class. A sign-in sheet will be used to determine attendance and promptness.
- ❑ **Use of Personal Electronic Devices** – Students must silence all electronic devices before entering the classroom. Under no circumstances will the use of such devices be allowed to disrupt the educational process or to disturb other students in the class. Use of any of these devices during the class period for dealing with personal issues other than the targeted learning task for the class will be considered unprofessional behavior and will result in point deductions under participation requirement.

IX. Assignments/Projects and Alignment with GE Assessment Rubric T and National Technology Standards for Students

#	Assignments/Projects	Technology Competency Assessment (Tag T)	National Technology Standards for Students
1	Impact of information technology on society and your personal life (Online Discussion Forum)	Comprehension of the roles of information technology in societal change	1, Empowered Learner
2	Digital Media Evaluation (Evaluation)	Applying knowledge of media literacy	1, Empowered Learner
3	Digital Security Case Study (Case Study)	Awareness of ethics and security standards while using technology	2, Digital Citizen
4	Reflection on Ethical Use of Digital Media (Paper)	Awareness of ethics and security standards while using technology	2, Digital Citizen
5	Digital Project-1 website building with Dreamweaver and open online tools	Use software to create digital projects	7, Global Collaborator
6	Digital Project-2 Image and graphic information processing	Applying computer technology	4, Creative Communicator
7	Digital Project-3 Digital video production and editing	Applying computer technology	3, Knowledge Constructor
8	Digital Project-4 Survey (quiz) design and data collection	Use technology to collect and aggregate data	5, Computational Thinker
9	Digital Project-5 Data analysis with advanced Excel functions	Data aggregation and analysis	5, Computational Thinker
10	Digital Project-6 Creating apps for mobile devices	Applying mobile technology	4, Innovative Designer
11	Digital Project-7 Multimedia remixing	Combining multiple tools to archive designed purposes	6, Creative Communicator

X. Grade Policy

Letter Grade	100 Scale
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	73-76
C-	70-72
D	60-69
F	59 and under

Overview of Temporary Course Schedule
EDU 200 Information Technology and Media Literacy

Classes	Lecture Topics	Reading	Assignment/Project
01	<ul style="list-style-type: none"> ▪ Course orientation ▪ Pre-semester survey data sharing ▪ Student current technology proficiency assessment 	Syllabus Handouts	
02	<ul style="list-style-type: none"> ▪ National technology standards ▪ Defining information technology 	Snyder 1-2	
03	<ul style="list-style-type: none"> ▪ Basics of networking ▪ Why increase media literacy 	Snyder 3 Potter 1	How did and will information technology change the society and your personal life? (Paper)
04	<ul style="list-style-type: none"> ▪ The hypertext markup language ▪ Three building blocks of media literacy 	Snyder 4 Potter 2	
05	<ul style="list-style-type: none"> ▪ Digital Searchology and web content evaluation ▪ Audience in media literacy ▪ Information processing tasks ▪ Website building 	Snyder 5 Potter 3	Digital Project-1 website building with Dreamweaver and open online tools
06	<ul style="list-style-type: none"> ▪ Trouble shooting ▪ Attracting audience ▪ Children as special audience 	Snyder 6 Potter 4-5	
07	<ul style="list-style-type: none"> ▪ Representing information digitally ▪ Comparisons across mass media 	Snyder 7 Potter 6	Digital Media Evaluation (Evaluation)
08	<ul style="list-style-type: none"> ▪ Midterm ▪ Representing multimedia digitally ▪ Characteristics of games ▪ Introduction to digital tools ▪ Tools for image processing 	Snyder 8 Potter 7 Chapman -1	Digital Project-2 Image and graphic information processing
09	<ul style="list-style-type: none"> ▪ Principles of computer operation ▪ Media content and the reality ▪ Fake information ▪ Digital Security 	Snyder 9 Potter 8 Chapman -4	Digital Security Case Study (Case Study)
10	<ul style="list-style-type: none"> ▪ Computational thinking ▪ Dynamic nature of news ▪ Video production 	Snyder 10 Potter 9	Digital Project-3 Digital video production and editing
11	<ul style="list-style-type: none"> ▪ Social implications of IT ▪ Media and entertainment ▪ Data Collection 	Snyder 11 Potter 10 Chapman 5	Digital Project-4 Survey (quiz) design and data collection

12	<ul style="list-style-type: none"> ▪ Basics of database and data analysis ▪ Analysis of advertising messages ▪ Big data theory 	Snyder 13-14 Potter 11	Digital Project-5 Data analysis with advanced Excel functions
13	<ul style="list-style-type: none"> ▪ Introduction of database concepts ▪ Interactive media ▪ Mobile communication 	Snyder 15 Potter 12 Chapman 5	Digital Project-6 Creating apps for mobile devices
14	<ul style="list-style-type: none"> ▪ Factors influence media effects ▪ Media remix 	Snyder 12 Potter 13-14	Project #7 Media Remixing Project
15	<ul style="list-style-type: none"> ▪ Digital citizenship ▪ Ethical, social, and legal issues ▪ Final 	Snyder 12 Potter Issues 1, 2, 4, 6.	Reflection on Ethical Use of Digital Media (Paper)

Note: Exams/quizzes would be dispersed throughout the course. Group presentations dates would be assigned according to topic.