General Education Council
2018-2019 Academic Year

Agenda, for the meeting on Tuesday, October 30, 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)

         1. Reports related to the Sept. Assessment Committee Report - See Attachment B

      ii. Budget (Dr. Sam Forlenza) – See Attachment C

          1. Grant Applications

             1. Stambaugh – See Attachment D

             2. Greenburg – See Attachment E

      2. Preliminary Discussion of Grant Timeline

      iii. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella) – See Attachment - F

          1. Discussion and Voting on Transfer Credit Proposal - See Attachment - G

      iv. Program Committee (Dr. Kate Shirk) – See Attachment - H

          1. Program Revision Proposals – See Separate Courses File Attached to Email

             1. UCC 18-6 Interdisciplinary Arts Program Revision - including directed general education compliance

             2. Course/Course Revision Proposals - See Separate Courses File Attached to Email

                1. UCC 18-39 ASL 101

                2. UCC 18-40 ASL 102

                3. UCC 18-73 MECH100
4. UCC 18-79 CIVE110
5. UCC 18-80 ENGR110
6. UCC 18-81 ENGR120
7. UCC 18-87 ESC200
8. UCC 18-88 ESC207
9. UCC 18-90 MUS2xx
10. UCC 18-91 INT252


5. Announcements

6. Call to Adjourn

II. Dr. Drzyzga motioned, seconded by Dr. Forlenza, to approve the August 28, 2018 minutes. All were in favor and the motion passed unanimously.

III. Dr. Moll made opening remarks for the meeting. He asked committee members to reach out to their departments for any ready or just about ready course proposals for new general education curriculum. The goal is to bring any applications ready for October Program Committee meeting. A question was raised around clarification for the policy re: counting courses for general education and major program. Dr. Drzyzga stated PASSHE does not allow a double count for the course as both general education and major. Dr. Forlenza added that minor programs can double count general education courses.

IV. Old Business
   a. Assessment Committee - Dr. Girard reported that the assessment committee had their first meeting on Sept 17th. The committee reviewed CLA+ testing from last year. There were no red flags. CLA+ Testing will continue for the next four years, then move to every two years. Student Senate representative, Emma Dolan, asked how many students take the CLA+. Dr. Girard responded that roughly 1500 freshman and 1000 seniors were contacted about completing the assessment. This fall, 120 first year students took the exam. Student Senate representative, Emma Dolan, asked if the same students (freshman and senior) tested. Dr. Girard responded that it was not possible, given the numbers of students, to collect data from the same students as some due to length of time to complete programs of study and student attrition. Dr. Girard reported the committee is reviewing data systems that would allow the collation of data. A proposal will be brought to a future GEC meeting. Dr. Girard stated most feedback for the Old Program Assessment, Category E and A, was completed in the calibration meetings. The Philosophy department noted an issue in relation to success rate for students and will continue to monitor it. Dr. Girard addressed workload issues in relation to assessment. For some departments, the assessment process may be new. If there are dept. struggling with the workload, reach out to the assessment committee for support. Student Senate representative, Emma Dolan, asked if other state schools used the assessment. Dr. Girard stated that Shippensburg uses the data as a baseline for comparison of our own data, not to compare to other schools.
   b. Budget Committee - Dr. Sam Forlenza reported the committee is continuing the project to get GEC an actual budget. The committee is revising the grant application and creating a rubric. The committee will bring new rubric and application to a future GEC meeting. Dr. Benbow’s ($2,355) proposal to visit the United States Holocaust Memorial Museum was approved unanimously. Dr. Lorenz’ ($1232.75) proposal for a guest lecturer on dragons through history was approved unanimously. Dr. Clark’s ($1849.93) flintknapping project was approved unanimously. Dr. Benbow’s ($2,355) proposals to visit the United States Holocaust
Memorial Museum was approved unanimously. Dr. Forlenza reviewed minor changes to the current grant application.

c. First Year Experience – Dr. Burg reported that the First Year Experience Committee met on September 20, 2018. The committee is working on determining how transfer students fit best into the new general education program. The committee created a draft policy (Attachment I). Dr. Burg requested that GEC members review the draft policy and acknowledged the Policy Committee will need to review it before it comes to GEC for a vote in October. Discussion was held re: UNIV 101 for transfer students. Questions about how many sections would be needed for transfer students, how the content and/or tone of the course would change given the potential previous experience of transfer students. Dr. Burg explained that the committee is discussing how to determine when/whether a student needs to take the UNIV 101 course.

d. Program Committee - Dr. Kate Shirk encouraged departments with new general education courses to turn in by end of this week, next week at the latest. Program Revision Proposals for UCC-18-16, UCC-18-23, UCC-18-24,UCC-18-25,UCC-18-26, UCC-18-27,UCC-18-28 and TEC -18-23 through TEC-18-28 were approved unanimously. Course Revision proposals for UCC-18-18 and UCC-18-20 were approved unanimously. There was discussion related to the offering UCC-18-33 online only. This a precedent. A member of the department recommended the course be offered year-round with both face-to-face and online options. Clarification from Dr. Moll that GEC approves the courses not when the course will be offered. UCC-18-33 was voted and approved with one abstention. Dr. Shirk shared UCC-18-19 as an informational item only. Dr. Shirk reviewed the changes made in the General Education Handbook for Advisors. Dr. Bergsten reported the changes were based on the UCC and Program Committee discussion to balance work flow between the two committees. Dr. Shirk requested the approval of the new General Education rubrics from the GEC. The new rubrics were approved unanimously. Dr. Shirk requested the approval of the General Education Handbook with the new rubrics. Dr. Burg motioned to approve the General Education Handbook with the new rubric, excluding the page of policy items. Dr. Lucia seconded. The motion was approved unanimously.

V. There were no announcements.

VI. The meeting was adjourned at 5:03 pm.

Minutes submitted by Dr. Wendy Kubasko
**Attachment B**

<table>
<thead>
<tr>
<th>Department</th>
<th>Sociology &amp; Anthropology</th>
<th>Representative</th>
<th>Allison Carey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>2015-2016</td>
<td>College</td>
<td>Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

**CATEGORY E: Anthropology 111**: The assessment for Anthropology 111 maps much better onto the Gen Ed objectives as laid out below.

<table>
<thead>
<tr>
<th>Mission Statement – Goal Linkages</th>
<th>Category Intended Educational Outcomes</th>
<th>Assessment Method and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY E</td>
<td>A. Students will be able to summarize, analyze, and evaluate the relevant principles, theories, research, and research methods that are essential to understanding the behavior of individuals and groups.</td>
<td>Students will identify, summarize, and evaluate the major principles, theories and research methods essential to understanding human behavior. Measured via pre-post test in Ant 111, with 3 of 10 T/F questions for PIEO A. Benchmark: 60% of students scoring 67% or more.</td>
<td>Fall 2015 Pretest- n=141 32% scored 67% or better Post-test- n=121 46% scored 67% or better</td>
<td>Improvement was made over the course, but students still struggled with this PIEO. The assessment, though, also relies on only three questions b/c a longer 10 question test was divided into various PIEOs. Thus the assessment should perhaps be expanded.</td>
</tr>
<tr>
<td></td>
<td>B. Students will be able to identify patterns and processes of human activity within and across cultures.</td>
<td>Identify and compare/contrast patterns and processes of human behavior across diverse cultures. Measured via pre-post test in Ant 111, with 4 of 10 T/F questions for PIEO B. Benchmark: 70% of students scoring 50% or more.</td>
<td>Fall 2015 Pretest- n=141 75% scored 50% or better Post-test- n=121 83% scored 50% or better</td>
<td>Benchmark was met. Students actually entered with some of these skills, and the material could be made more challenging.</td>
</tr>
<tr>
<td></td>
<td>C. Students will be able to identify causes of human action</td>
<td>Not assessed</td>
<td></td>
<td></td>
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</tbody>
</table>

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

**Assessment Method and Criteria for Success**: Students will identify, summarize, and evaluate the major principles, theories and research methods essential to understanding human behavior. Measured via pre-post test in Ant 111, with 3 of 10 T/F questions for PIEO A. Benchmark: 60% of students scoring 67% or more.

**Summary of Data Collected**: Fall 2015 Pretest- n=141 32% scored 67% or better Post-test- n=121 46% scored 67% or better.

**Use of Results**: Improvement was made over the course, but students still struggled with this PIEO. The assessment, though, also relies on only three questions b/c a longer 10 question test was divided into various PIEOs. Thus the assessment should perhaps be expanded.

**Benchmark**: Benchmark was met. Students actually entered with some of these skills, and the material could be made more challenging.
<p>| | | |</p>
<table>
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</table>
| **D. Students will be able to** | **Evaluate the importance of past and present human diversity.** | **Fall 2015**
**identify examples of diversity in human organizations and structures and their impact on human behavior.** | **Measured via pre-post test in Ant 111, with 3 of 10 T/F questions for PIEO A. Benchmark: 60% of students scoring 67% or more.** | **Pretest- n=141**
62% scored 67% or better |  **Post-test- n=121**
70% scored 67% or better
Benchmark met. |
| **E. Students will be able to** | **Not assessed** |   |
**identify the impact of social forces on individuals and groups.** |   |   |
Information

The purpose of this document is to evaluate and provide feedback about your submitted Assessment Report to the GEC Assessment Committee. All parts of the report will be reviewed but only data from 20XX-20XX will be examined and how the results are being used.

For each part of the assessment report, the following is examined.

Assessment methods: The assessment methods chosen for each outcome should provide data that will show if the outcome is being achieved or what improvements need to be made. Each outcome should have one direct method of assessment and an indirect method of assessment appropriate to the outcome. Ideally, in the overall assessment plan for the program, multiple methods of assessment should be used, both direct and indirect, and both quantitative and qualitative.

Data: For this report, there needs to be at least one outcome with data from 2015-2016 that is presented and reviewed.

Use of results: For this report, there needs to be at least one notation of the resulting discussion of the use of results of data collected in 2015-2016. For example, how do you intend to use the results or what changes have you made because of the results? What was affirmed? What conclusions did you come to? Other years for which data was collected will also be examined, but the focus of this checklist is on notes added to the “use of results” section of the assessment report that occurred in the year.
**Category Course Assessment Report Feedback**

**Directions for reviewers:** Use this template for each Learning Outcome, copying and pasting if they have more than 1 Learning Outcome.

**COLUMN 3: ASSESSMENT METHOD & CRITERIA FOR SUCCESS**

2. How many assessment methods are used to measure this outcome? **2**

3. Describe each assessment method and classify whether it is direct or indirect, whether it is quantitative or qualitative. If you need to have more information about the assessment method in order to classify it, please ask the chair of the GEC Assessment Committee to get more information.

   **Two Direct: A pretest and posttest consisting of TRUE/FALSE questions**

4. In your professional opinion, will the assessment method(s) provide meaningful information that will direct change (if change is needed)? Discuss each assessment method separately.

   Unable to determine due to the complexity of the learning objective and without knowing the content of the TRUE/FALSE questions.

**COLUMN 4: SUMMARY OF DATA COLLECTED**

5. When were the results collected?

   **2017-2018 AY**

6. Is enough information presented to understand whether the results will provide direction on what might need to be improved to meet the outcome?

   Targets and results are presented that indicate the target was not met for PIEO A, but was met for PIEO B. It is not clear how the assessments will provide direction for what might need to be improved.

**COLUMN 5: USE OF RESULTS**

7. How were the results used?

   Department suggests expanding assessments and making them more challenging.

8. Is there enough information in the report to understand how the results are going to be used?

   Not at this time.
Strengths of the annual assessment report:

States clearly the method of assessment and the results from the assessment. There was an indication that assessment may be expanded and improved in the future.

Constructive feedback and opportunities for growth for your annual assessment report:

As noted in the report, for PIEO B, it is difficult to determine if course objectives are being met if the pretest results already reach the target. This might indicate that the objective being tested is actually a prerequisite objective or that the questions do not properly address the objective.

Notes from Meeting with Department:

All related issues covered in the calibration meetings for the new General Education Program.

Examples and additional guidelines:

Assessment utilizes some form of quantitative information and data
Examples include end-of-program comprehensive portfolios; embedded and rubric-scored end-of-course exam questions; rubric scored term or research papers; scores and pass rates on national norm or criterion-reference exams; gain/loss scores on pre-post measures taken at the beginning and end of courses; and rubric-scores from internships, projects, demonstrations, labs, performances, exhibitions, and service learning
Assessment utilizes some form of **qualitative information**

Examples include written and/or verbal feedback from site supervisors, “minute papers,” progress reports from internship coordinators, and qualitative review (internal and external) of senior projects, et al.

Assessment utilizes some form of **direct measure of student educational outcomes**

Examples include end-of-program comprehensive portfolios; embedded and *rubric-scored* end-of-course exam questions; *rubric scored* term or research papers; scores and pass rates on national norm or criterion-reference exams; gain/loss scores on pre-post measures taken at the beginning and end of courses; and *rubric-scores* from internships or site supervisors, projects, demonstrations, labs, performances, exhibitions, and service learning.

Assessment utilizes some form of **indirect measures of student educational outcomes**

Examples include graduation rates; admission rates into graduate school; percentage of students finding employment in chosen field within 6 months of graduation; satisfaction surveys; exit interviews; alumni surveys or other types of self-reported data; and number of student publications and presentations given at refereed conferences.
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<tr>
<td>CATEGORY E</td>
<td>A. Students will be able to summarize, analyze, and evaluate the relevant principles, theories, research, and research methods that are essential to understanding the behavior of individuals and groups.</td>
<td>A, B. &amp; C Identifying and defining Key sociological concepts related to the theory, research, and methods of the discipline (and therefore also related to patterns, processes, and causes) Soc 101 Essay Question – Concepts selected by each faculty member. Open-ended definitions written by students. Scored using rubric: Failing, competent, proficient. Benchmark for success: 70% competent or proficient</td>
<td>Assessed Fall 2016 N=278 86% Proficient or Competent 14% Failing Met Benchmark</td>
<td>We met our benchmark and this area requires no changes.</td>
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<tr>
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<td>B. Students will be able to identify patterns and processes of human activity within and across cultures.</td>
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<tr>
<td></td>
<td>A, B, &amp; D Apply and Evaluate a concept(s) to a current social issue in a manner that demonstrates an understanding of the</td>
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</table>

Analysis and Evaluation are higher order skills. Our students can identify (as requested in B, C, and D), but struggle to analyze and evaluate (A). We will
<table>
<thead>
<tr>
<th>E. Students will be able to identify the impact of social forces on individuals and groups.</th>
<th>patterns and processes of human activity and diversity of social groups. Soc 101 Essay Question, Graded according to rubric: Proficient, competent, failing. (For details on the rubric measures, see Dept Assessment Report). Benchmark 70% Competent or proficient</th>
<th>2015, 90% proficient or competent</th>
<th>build more opportunities for students to build this skills set throughout Soc 101.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D &amp; E. To identify the diverse experiences related to a specific social phenomenon for at least 2 different groups. Soc 101 Essay. Scored using rubric: Proficient, Competent, Failing (For details on measures, see Department Assessment report) Benchmark for success: 80% Proficient or competent</td>
<td>Fall 2016 N=278 88% Proficient or Competent 12% Failing Met Benchmark</td>
<td>Soc 101 focuses extensively on diversity and thus goals related to diversity and identifying differential impact of social forces on groups are successfully completed. No changes needed.</td>
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Data: For this report, there needs to be at least one outcome with data from 2015-2016 that is presented and reviewed.

Use of results: For this report, there needs to be at least one notation of the resulting discussion of the use of results of data collected in 2015-2016. For example, how do you intend to use the results or what changes have you made because of the results? What was affirmed? What conclusions did you come to? Other years for which data was collected will also be examined, but the focus of this checklist is on notes added to the “use of results” section of the assessment report that occurred in the year.
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Directions for reviewers: Use this template for each Learning Outcome, copying and pasting if they have more than 1 Learning Outcome.

COLUMN 3: ASSESSMENT METHOD & CRITERIA FOR SUCCESS

2. How many assessment methods are used to measure this outcome? ___1_____

3. Describe each assessment method and classify whether it is direct or indirect, whether it is quantitative or qualitative. If you need to have more information about the assessment method in order to classify it, please ask the chair of the GEC Assessment Committee to get more information.

Essay questions with concepts selected by faculty members and open-ended definitions written by students. Scored with a rubric: failing, competent, or proficient.

4. In your professional opinion, will the assessment method(s) provide meaningful information that will direct change (if change is needed)? Discuss each assessment method separately.

Based on the description given, it should.

COLUMN 4: SUMMARY OF DATA COLLECTED

5. When were the results collected?

2015-2016 AY

6. Is enough information presented to understand whether the results will provide direction on what might need to be improved to meet the outcome?

Yes.

COLUMN 5: USE OF RESULTS

7. How were the results used?

Department plans to build more opportunities for students to develop analytical and evaluative skills in the course.

8. Is there enough information in the report to understand how the results are going to be used?

There were no concrete actions as far as scheduled meetings to discuss changes or a timeline on when changes may be adopted.
Strengths of the annual assessment report:

- States clearly the method of assessment and the results of the assessment.

Constructive feedback and opportunities for growth for your annual assessment report:

- Assessment has been constructed around department goals and hence do not map cleanly to Category E goals. Perhaps these can be reconciled in the future. Also, the benchmark for "Apply and Evaluate a concept to a current social issue..." has a benchmark of 70%, and the report states 77% proficient or competent, but it is indicated that the benchmark was not met. There seems to be an error here, and possibly all benchmarks are currently being met.

Notes from Meeting with Department:

- All related issues covered in the calibration meetings for the new General Education Program.
Examples and additional guidelines:

Assessment utilizes some form of quantitative information and data
Examples include end-of-program comprehensive portfolios; embedded and rubric-scored end-of-course exam questions; rubric scored term or research papers; scores and pass rates on national norm or criterion-reference exams; gain/loss scores on pre-post measures taken at the beginning and end of courses; and rubric-scores from internships, projects, demonstrations, labs, performances, exhibitions, and service learning.

Assessment utilizes some form of qualitative information
Examples include written and/or verbal feedback from site supervisors, “minute papers,” progress reports from internship coordinators, and qualitative review (internal and external) of senior projects, et al.

Assessment utilizes some form of direct measure of student educational outcomes
Examples include end-of-program comprehensive portfolios; embedded and rubric-scored end-of-course exam questions; rubric scored term or research papers; scores and pass rates on national norm or criterion-reference exams; gain/loss scores on pre-post measures taken at the beginning and end of courses; and rubric-scores from internships or site supervisors, projects, demonstrations, labs, performances, exhibitions, and service learning.

Assessment utilizes some form of indirect measures of student educational outcomes
Examples include graduation rates; admission rates into graduate school; percentage of students finding employment in chosen field within 6 months of graduation; satisfaction surveys; exit interviews; alumni surveys or other types of self-reported data; and number of student publications and presentations given at refereed conferences.
Forlenza called the meeting to order at 2:00 pm.

1. Present: J. Carbo; S. Forlenza; C. Rojas
2. Absent: B. Culbertson, A. Vassallo

Forlenza gave an update about available funds. Forlenza will check with Moll to confirm exact amount left to allocate to the GE Project Grant, and whether there are other sources for partial funding.

On a prior date, Forlenza met with Moll to discuss GE Project Grant submission processes and funding.

Review of Grant Applications – A new grant application was submitted by Dr. Stambaugh (Fall Furnace Fest Event). Upon initial review, the subcommittee noted that the application was submitted extemporaneously, that is, after the event had already taken place. More details about this submission are needed in order to make a recommendation. The subcommittee decided that the best course of action would be to ask for this case to be included as a point of discussion in the upcoming GEC Meeting.

Revising the Grant Application

1. Feedback on draft - The new draft of the GE Grant Application document, GEC Grant Final Report template, and GEC Grant Award Letter template were discussed. The GE grant application document needs to include due dates for application, verbiage about retro-activeness of applications, and partial funding (if available).
2. Evaluation rubric – Feedback is due for the upcoming GEC Meeting in November

Other documents

1. Award letter draft The draft was briefly discussed and feedback was provided.
2. Final report instructions draft - The draft was briefly discussed and feedback was provided.

Meeting adjourned at 2:45 pm.

Minutes submitted by Dr. Carlos Rojas-Gaona
GENERAL EDUCATION PROJECT GRANT
2018-19 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.
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: Kelly L. Stambaugh  
Department: Academic Engagement & Exploratory Studies Psychology  
Email: klstambaugh@ship.edu  
Phone: 717-477-1395  

Date of Proposed Project/Event/Excursion: October 20, 2018

If project/event is specific to your general education course sections, please provide Course # and Section number(s): UNIV101, sections 06 and 21

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

Univ 101 is one of the “Foundations” courses within the new General Education curriculum. The course is meant 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):

Attended the Fall Furnace Fest (and hiked) at-Pine Grove Furnace State Park. This event provided the opportunity to experience unique music and food. Historical demonstrations (Civilian Conservation Corps, charcoal making, Civil War, blacksmithing) and informational demonstrations (apple cider, candle dipping, bee keeping) were also part of the experience.

Total Amount Requested: $412.38

Faculty Member: Kelly L. Stambaugh  
Date: 10/24/2018
**GENERAL EDUCATION PROJECT GRANT**

**BUDGET SHEET**

*(Written estimates from Vendors must be attached to Hard Copy)*

Name: Kelly L. Stambaugh
Email: klstambaugh@ship.edu

Department: Academic Engagement & Exploratory Studies Psychology
Phone: 717-477-1395

Month and Year of Proposed Event: October 20, 2018

**ITEMIZED BUDGET (PROPOSED)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Amount (Written Estimate Attached)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Transportation</td>
<td>312.00</td>
</tr>
<tr>
<td>2. Pizza (regular)</td>
<td>79.90</td>
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<tr>
<td>10 Pizzas “Carryout Special”</td>
<td></td>
</tr>
<tr>
<td>3. Pizza (gluten-free)</td>
<td>14.50</td>
</tr>
<tr>
<td>1 small gluten-free</td>
<td></td>
</tr>
<tr>
<td>4. Water</td>
<td>5.98</td>
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</tbody>
</table>

**Total Requested:** $412.38

Faculty Member: Kelly L. Stambaugh
Date: 10/24/2018
Students (and Peer Anchors) from my two sections of UNIV101 attended the Fall Furnace Fest held at Pine Grove Furnace State Park on October 20th. As part of this excursion, students were asked to join in for a fall foliage hike. The main intent for this trip was to establish a bond and sense of community amongst the students. Earlier in the semester we used an online poll to determine what the class may be most interested in. This festival/hike received much interest, but a “game night” received even more. Given the timing and weather considerations, we opted to do this first and will finalize the plans for a “game night” to be held on campus in November. The students and I also participated in Ship’s Day of Service in early September. All UNIV 101 students are required to attend and reflect on at least 2 campus events. By planning and/or participating in these events, I am trying to show solidarity with and support for my students. A committee of faculty worked together to create a common assignment and rubric for the events. I have attached my specific copy of the assignment and rubric.

The theme in my UNIV sections is balance. This trip fostered education outside of the classroom. The event offered historical and informational demonstrations. The festival also provided the students the opportunity to try different foods and hear music from local bands. My hope is that this trip highlighted the importance of balance in their lives. I am trying to encourage and model a balance between their campus life/experience with experiences and opportunity off campus. As UNIV 101 instructors, we have been tasked to establish and emphasize a sense of community within our classes. I believe that this trip was another means to accomplish that goal.

Social activity is known to be correlated with longevity and happiness. My assumption is that this relationship would be reflected in retention as well. Within this experience, wellness was apparent in many dimensions—social, physical, environmental, intellectual, spiritual, etc. Students are required to write a reflection on this event and connect it to the content topic of wellness (*Chapter 13 of the required textbook). This Fest also provided an opportunity for volunteer activity. Any student who chose to do so was offered additional course credit.


It is my belief that this event fostered UNIV’s learning objectives.

1.) Engagement with the University Community
The student engages in opportunities for learning beyond the classroom.

**The students were free to mix and mingle as they pleased. I happily noticed socializing with vendors, event volunteers, other hikers, others partaking in the festival, and with one another. The most popular items were live animals (goats and alpacas) and food. The food choices raised a lot of discussion. We had a few students who had never experienced a “whoopie pie” or “po’boy” before. The live animals served as an excellent attractant because they were so cute and photogenic. However, the vendors were terrific at providing a lesson for the students. The students were provided with a “lecture” on the products that are easily and harmlessly produced from these animals,
as well as proper care. The vendors were not just present to sell, they were very willing to educate as well.

Civil war reenactments, blacksmithing, and beekeeping also provided unique opportunities for learning beyond the classroom. A student excitedly was chatting to me about the process for making charcoal and another was telling me about how often an alpaca should be sheared.

2.) Foster Personal Development and Wellness
The student develops strategies and goals to support their personal wellness an academic and professional success.

**Nearly everyone decided to partake in the hike. In total, we hiked 5.12 miles. The highlight was the view from Pole Steeple. We had the “pleasure” of experiencing a brief rainstorm and rainbow while we were there. The students also happily filled their water bottles with natural spring water coming down from the mountain. As we were hiking, many students discussed their exercise habits and patterns. The importance of an active lifestyle was highlighted and many students made plans for future outdoor adventures. Some plan to take this same hike again as it was such a spectacular view and not too incredibly far from campus.

3.) Promote Understanding of Diversity and Social Responsibility
The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.

**Lots of interesting chatter and conversations while hiking. Topics included childhood memories, past trips, family traditions, etc. This was a great non-threatening way for the students to learn more about one another’s pasts. No two people have the same life experiences. It may sound too simple, but this was a great way to create a bond and celebrate diversity.

I was also happy to see a few picking up litter on the trail and remarking that we should “leave no trace”.


**Specific reflections from the event
Shared Assignment: Campus Event Reflection

→ WRITING PROMPT:

Within one week of attending the approved campus event, you should complete this reflection assignment. Aim to write 350-500 words and a three paragraph essay. This assignment will ask you to respond to three questions:

**Paragraph 1: What? Focus on:**
- What happened at the event? What was the topic or purpose?
- What did you notice about the event or activity? Did anything surprise you? If so, what?

**Paragraph 2: So What? Focus on:**
- What did you learn from this event or program?
- Why was this event or activity important?
- How did the event or service project connect to topics or themes covered in class?
- How did you benefit from attending this event? How did participating or attending connected to your personal and/or professional goals?

**Paragraph 3: Now What? Focus on:**
- How will attending this event cause you to think or act differently in the future?
- After attending this event, what would you like to learn more about related to this topic?

Please type, double-space, 12 font, and use 1” margins. Place your assignment in the dropbox AND bring a hard copy to class. Print and attach the appropriate rubric. Grade yourself!
## Campus Event Rubric

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Levels of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meets Assignment Guidelines</strong></td>
<td>Unsatisfactory 1</td>
</tr>
<tr>
<td>The student follows all of the assignment guidelines, including a heading, a title, appropriate length, and three paragraph structure</td>
<td>Fails to understand and apply the assignment guidelines.</td>
</tr>
<tr>
<td><strong>Reflection and Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>The student includes clear, vivid examples from the experience that demonstrate understanding of the material.</td>
<td>Fails to include any examples or illustrations to demonstrate comprehension.</td>
</tr>
<tr>
<td><strong>Connection to the Course Material</strong></td>
<td></td>
</tr>
<tr>
<td>The student connects the experience with material and/or terminology from the course.</td>
<td>Fails to connect to the course in any way</td>
</tr>
<tr>
<td><strong>Logic and Order</strong></td>
<td></td>
</tr>
<tr>
<td>The student produces clearly worded and organized text that conveys the logic used to make a clear reflection and conclusion.</td>
<td>Fails to demonstrate awareness of the correct form or structure.</td>
</tr>
<tr>
<td><strong>Control of Language and Syntax</strong></td>
<td></td>
</tr>
<tr>
<td>The student uses language that is controlled, readable, clear and proofread.</td>
<td>Fails to convey meaning due to lack of control.</td>
</tr>
</tbody>
</table>
Thank You For Choosing
Papa Johns
Restaurant #5630
300 S Fayette St
Shippenburg, PA 17257
(717) 530-2800

Name: Kelly Stambaugh
Address: CARRYOUT CUSTOMER SHIPPENBURG PA 17257

SALE
Order #: 0003 Web / Carryout
10/20/2018 03:40 PM

MID: 9044
Card Type: Visa Debit
Entry Mode: C
Account #: xxxxx7926
Authorization #: 633827
Reference #: 149868
Batch ID: 167

Subtotal: 14.50
Tax: 0.87
Total: 15.37

Visa Debit: 15.37
Additional Tender Ant: 0.00

APPROVED
VERIFIED BY PIN

Thank You For Choosing
Papa Johns
Restaurant #5630
300 S Fayette St
Shippenburg, PA 17257
(717) 530-2800

Name: Kelly Stambaugh
Address: CARRYOUT CUSTOMER SHIPPENBURG PA 17257

SALE
Order #: 0002 Web / Carryout
10/20/2018 03:22 PM

MID: 9044
Card Type: Visa Debit
Entry Mode: C
Account #: xxxxx7926
Authorization #: 671649
Reference #: 149867
Batch ID: 167

Subtotal: 79.00
Tax: 4.79
Total: 84.69

Visa Debit: 84.69
Additional Tender Ant: 0.00

GROcery
FL DRK WTR 24PK 2 2.99 5.98

TOTAL TAX 0.00

2 BALANCE DUE 5.98
Debit Card $5.98

10/20/2018 12:08:46
Total: USD$ 5.98
US DEBIT Entry Method: Chip
CARD #: PURCHASE APPROVED
AUTH CODE:437967
Mode:
AID: Issuer
TID: A000000009865960
IAD: 80000000
TSI: 6600
ARC: 00
TC: 1B078C2F16676455
MID: 262180 TID: 01 SEQ: 158883
Hello Kelly Stambaugh,

Thank you for placing your Papa John's pizza order via our Online Ordering service. Please find below, details of your order:

Customer ID: 55417718
Online Order Number: 636993221
Order Type: Carryout
Method of Payment: CASH
Requested Carryout Time: 10/20/2018 04:15 PM

Order Detail:
1. Small Gluten-Free Crust Garden Fresh 14.50
   Green Peppers, Mushrooms, Black Olives, Roma Tomatoes, Canadian Bacon
   Instructions: Extra Sauce

   Total: $14.50
   Tax: $0.87

   Grand Total: $15.37

Restaurant:
Papa John's Store #3630
300 S. Fayette St. #105
Shippensburg, PA 17257
(717)530-2800

CLICK BELOW TO RETURN TO PAPA JOHN'S ONLINE.

Any delivery fee charged is not a tip for the delivery driver. Please reward your driver with a tip for outstanding service.

Thank you for choosing to order online with Papa John's pizza. For questions regarding your order, please call your local restaurant at (717)530-2800.
In the event that the restaurant has a question about your order, or requires confirmation before your order is prepared, we will attempt to contact you by telephone. If we are unable to reach you by telephone, you will receive an e-mail notification from a Papa John's Online Support Representative.

Contact our Customer Care Team at http://pj.pizza/feedback
Hello Kelly Stambaugh,

Thank you for placing your Papa John's pizza order via our Online Ordering service. Please find below, details of your order:

<table>
<thead>
<tr>
<th>Customer ID:</th>
<th>55417718</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Order Number:</td>
<td>63693177</td>
</tr>
<tr>
<td>Order Type:</td>
<td>Carryout</td>
</tr>
<tr>
<td>Method of Payment</td>
<td>CASH</td>
</tr>
<tr>
<td>Requested Carryout Time:</td>
<td>10/20/2018 04:15 PM</td>
</tr>
</tbody>
</table>

**Order Detail:**

<table>
<thead>
<tr>
<th>Qty</th>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>Large or Pan Two Topping Pizza</td>
<td>7.99</td>
</tr>
<tr>
<td></td>
<td>Large Original Crust Cheese Pizza Pepperoni, Bacon</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Large or Pan Two Topping Pizza</td>
<td>7.99</td>
</tr>
<tr>
<td></td>
<td>Large Original Crust Cheese Pizza Mushrooms, Green Peppers</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Large or Pan Two Topping Pizza</td>
<td>7.99</td>
</tr>
<tr>
<td></td>
<td>Large Original Crust Cheese Pizza Bacon, Bacon</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Large or Pan Two Topping Pizza</td>
<td>7.99</td>
</tr>
<tr>
<td></td>
<td>Large Original Crust Cheese Pizza Pineapple, Pineapple</td>
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</tr>
<tr>
<td>1</td>
<td>Large or Pan Two Topping Pizza</td>
<td>7.99</td>
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<tr>
<td></td>
<td>Large Original Crust Cheese Pizza Pepperoni, Pepperoni</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Large or Pan Two Topping Pizza</td>
<td>31.96</td>
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<tr>
<td></td>
<td>Large Original Crust Cheese Pizza Pepperoni</td>
<td></td>
</tr>
<tr>
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<td>7.99</td>
</tr>
<tr>
<td></td>
<td>Large Original Crust Cheese Pizza Pepperoni, Mushrooms Instructions: Extra Sauce</td>
<td></td>
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</table>

**Total** $79.90
Tax $4.79
Grand Total $84.69

Restaurant:
Papa John's Store #3630
300 S. Fayette St. #105

Shippensburg, PA 17257
(717) 530-2800

CLICK BELOW TO RETURN TO PAPA JOHN'S ONLINE.

Any delivery fee charged is not a tip for the delivery driver. Please reward your driver with a tip for outstanding service.

Thank you for choosing to order online with Papa John's pizza. For questions regarding your order, please call your local restaurant at (717) 530-2800.

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Contact our Customer Care Team at http://pj.pizza/feedback
## SERVICE PURCHASE CONTRACT

<table>
<thead>
<tr>
<th>ISSUING OFFICE</th>
<th>CONTRACTOR’S NAME &amp; ADDRESS</th>
<th>SHOW THIS CONTRACT INQUIRY NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>State System of Higher Education</td>
<td>Vendor: 1072681</td>
<td>SP 4000054225</td>
</tr>
<tr>
<td>Shippensburg University of Pennsylvania</td>
<td>MEYERS BUS LINES INC</td>
<td>PROVIDE SERVICE AND BILL TO:</td>
</tr>
<tr>
<td>Purchasing &amp; Contracting</td>
<td>2450 EDENVILLE RD</td>
<td>Shippensburg University of PA</td>
</tr>
<tr>
<td>1871 Old Main Drive</td>
<td>CHAMBERSBURG, PA 17202</td>
<td>Accounts Payable - Old Main</td>
</tr>
<tr>
<td>Shippensburg, PA 17257</td>
<td>Phone: 717-267-0684</td>
<td>1871 Old Main Drive</td>
</tr>
<tr>
<td></td>
<td>Fax: 717-263-7412</td>
<td>Shippensburg, PA 17257</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:office@meyersbuslines.com">office@meyersbuslines.com</a></td>
<td>Pynt terms: Net 30 Days</td>
</tr>
<tr>
<td>Issuing Officer: Marne LaBonte</td>
<td>Contractor’s Federal Id or Soc. Sec. No.</td>
<td>Contact:</td>
</tr>
<tr>
<td>Phone: 717-477-1366</td>
<td>25-1463167</td>
<td>Phone: 717-477-1157</td>
</tr>
<tr>
<td>Fax: 717-477-1350</td>
<td></td>
<td>Fax: 717-477-1350</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:MLLabonte@ship.edu">MLLabonte@ship.edu</a></td>
<td>Reference Number: 10641908</td>
<td>E-mail: <a href="mailto:accounts@ship.edu">accounts@ship.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>Expiration Date:</th>
<th>Contractor’s License or Registration No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specified</td>
<td>10/23/2018</td>
<td>CONTRACT NOT TO EXCEED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>UNIT PRICE</th>
<th>TOTAL PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 EA</td>
<td>$312.00</td>
<td>$312.00</td>
</tr>
</tbody>
</table>

In compliance with the contract terms, conditions and specifications, the undersigned, on behalf of the Contractor, which intends to be legally bound hereby, offers and agrees to provide the specified services at the price(s) set forth above at the time(s) and point(s) specified. In addition to this document, the following contract terms, conditions and specifications are a part of the contract:

1. PASSHE-SPC-1.2 Terms for General SPC located at [http://www.passhe.edu/partners/Documents/PASSHE-SPC-1.2.pdf](http://www.passhe.edu/partners/Documents/PASSHE-SPC-1.2.pdf) (Rev 07/2017)

---

**COMMONWEALTH SIGNATURE**

- **PURCHASING AGENCY HEAD OR DESIGNEE**
  - Date: 
  - Mona Holtry - 10/09/2018

- **APPROVED AS TO FISCAL RESPONSIBILITY, BUDGETARY APPROPRIATENESS AND AVAILABILITY OF FUNDS**
  - Date: N/A

- **COMMONWEALTH ATTORNEY APPROVALS**
  - Approved as to form and legality: N/A

**CONTRACTOR'S SIGNATURE (IN INK)**

- **PRESIDENT/VICE PRESIDENT/MANAGER/PARTNER/OWNER**
  - Date: 

- **SECRETARY/ASSISTANT SECRETARY/TEASURER/ASSISTANT TREASURER**
  - Date: 

- **VENDOR SIGNATURE ON FILE**

- **OFFICE OF GENERAL COUNSEL (IF REQUIRED)**
  - Date: N/A

- **OFFICE OF ATTORNEY GENERAL (IF REQUIRED)**
  - Date: N/A
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 Program Goal are met, should be attached to this form.

Name: James R. Greenburg

Department: Political Science

Email: jgreenburg@ship.edu

Phone: (717) 477-1341

Date of Proposed Project/Event/Excursion: Saturday 27 October 2018

If project/event is specific to your general education course sections, please provide Course # and Section number(s): PLS-100-06/07/08/09/11/12: Military Science: Civil-Military Relationship.

General Education Program Goal or Category:
Brief Description of General Education Project (50 words maximum):
Project features a 33-year public servant leading students on a tour of the Capitol building in Washington, DC, National Archives and National Museum of the American Indian. He will illustrate to students the importance of Active Citizenship to gain increased understanding of citizenship and society. Discussion and interaction will examine culture and identity; representation; and cultural diversity in a representative democracy.

Total Amount Requested: $450.00

[Signature]
Faculty Member

10-25-18
Date
GENERAL EDUCATION PROJECT GRANT
BUDGET SHEET
(WRITTEN ESTIMATES FROM VENDORS MUST BE ATTACHED TO HARD COPY)

NAME: JAMES R. GREENBURG

DEPARTMENT: POLITICAL SCIENCE

EMAIL: jgreenburg@ship.edu

PHONE: (717) 477-1341

MONTH AND YEAR OF PROPOSED EVENT: October 2018

ITEMIZED BUDGET (PROPOSED)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lunch for 30 Students $15.00 per student.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>(Continue on back if necessary)</td>
</tr>
</tbody>
</table>

TOTAL REQUESTED: $450.00

James R. Greenburg
FACULTY MEMBER

10-25-18
DATE
Political Science and ROTC Field Trip to Washington, DC

Outside the Classroom – Theory Meets Culture and History

• What: Political Science and ROTC Field Trip to Washington, DC
  • National Archives
  • Capitol Visitor Center and Tour
  • National Museum of the American Indian

• Who: PLS-100 and ROTC Students

• When: Saturday, 27 October

• Why: Examine Factors Impacting:
  • The shaping of American culture and identity
  • Representation in our political system
  • Diversity and Culture in a Representative Democracy

• Cost: $20.00 per student for Metro Ticket

Point of Contact: Professor James Greenburg, Department of Political Science jgreenburg@ship.edu Ext 1341
1. Dr. Burg called the meeting to order at 3:30 pm. Attendance at the meeting included: Dr. W Kubasko, Prof J Smith, Dr. M Ramsey

2. Reviewed FA18 Status
   a. Approximately 110 UNIV101 students with D/F Early Warning Grades

3. Reviewed Transfer Policy
   a. New Policy (approved), move to GEC for official approval
   b. Expand statement for appeal process about demonstrate mastery of UNIV101 learning goals.
   c. Transfer students to come in under new GEC policy starting spring 2019
   d. UNIV 101 sections for transfer students

4. Discussion of SP19/FA19
   a. Change Survey to recognize UNIV veterans
      i. Questions 1-9 (move duration as teacher to after 11) for all #9 Y/N/ UNIV101, Y taking faculty to type of FYS, no to rest of questions
   b. SP19 Planning
      i. By late October, solicit faculty
      ii. December Peer anchors
      iii. Preparing for sections: first-time students, transfer students, and students repeating after failing Fall 2019)
   c. FA19
      i. UNIV 101/FYE Conference in end of January
      ii. Additional training for faculty in spring, such as Classroom management, Diverse Learners, Classroom Climate/Emotional Labor (de-escalation strategies etc.)

5. Assessment Review
   a. Post Test will be conducted last two weeks of semester
   b. Survey for all campus faculty, Focus groups (faculty, peer anchors, students)
   c. Ask Tracy OR Chris for focus group facilitator

6. Brief discussion of UNIV101 minor revision
   a. Based on assessments, feedback, etc. to revise of UNIV101
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, co-curricular, 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 similar to but 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:
Starting in Fall 2019, transfer students will enter the university under the requirements of the New General Education program enacted in December 2017. However, the Admissions Office staff responsible for reviewing and evaluating transfer student transcripts will have the discretion of bringing in students under an earlier catalog year. A student can enter under the degree requirements of an earlier catalog year if doing so will enable the student to enter the university having fulfilled more of the requirements for their program of study, or it will enable the student to transfer additional credits from other accredited institutions where they have studied before arriving at Shippensburg University.

All transfer students will be required to take UNIV 101 with the following exceptions:
- Students who have completed a Bachelor’s degree at an accredited institution are automatically exempt from Shippensburg University’s general education requirements, and thus would not be required to take UNIV 101.
- Students who successfully completed an Associate’s degree at an accredited institution would be exempt from taking UNIV 101 at Shippensburg University.
- Students who transferred a minimum of 45 credits from one or more other accredited institutions that will be applied towards their program of study at Shippensburg University would be exempt from taking UNIV 101 at Shippensburg University.
- Students who have completed a first-year seminar at an accredited institution that is determined to have comparable learning objectives to UNIV 101 will be able to use that course to fulfill the requirement for UNIV 101. The Office of Admissions and the Faculty Coordinator(s) of the First Year Experience will work together to develop a list of courses at other institutions deemed equivalent to Shippensburg’s UNIV 101.

Appeals Process: Transfer students who are able to apply at least fifteen credits of coursework completed at another accredited institution towards their Shippensburg University degree requirements and who do not meet the criteria listed above may appeal to have the requirement for UNIV 101 waived. Waivers will be granted to students who can determine that they have met the learning outcomes for UNIV 101 in other ways, such as through college coursework, employment, or professional experiences. An application process and criteria will be developed jointly by the Office of Admissions and the Faculty Coordinator(s) of the First Year Experience to determine the circumstances that would permit a student to have the UNIV 101 requirement waived. Students who clearly meet the criteria will have the requirement waived as part of the Admissions process. They will substitute UNIV 101 with a free elective. For cases requiring further consideration, the Faculty Coordinators of the First Year Experience in consultation with Admissions staff will review the applications to determine whether or not students will be exempt from taking UNIV 101.

UNIV 101 Sections for Transfer Students: Starting in Fall 2019, sections of UNIV 101 will be designated to be exclusively for transfer students.
Attachment H

GECPC Minutes October 2, 2018

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

1. Approval of Minutes from 9/20/2018
   a. Lucia motioned to approve; second by Ulrich; all in favor

2. UCC Course Proposals for General Education
   a. UCC 18-39 (ASL 101)
      i. Need to specifically address the Gen Ed learning objectives and make this clear in the syllabus (ACTFL is fine, but need to also specify how Gen Ed objectives are accomplished)
      ii. Ulrich motioned to approve sending back to the department for revision; second by Lucia; all in favor
   b. UCC 18-40 (ASL 102)
      i. Need to specifically address the Gen Ed learning objectives and make this clear in the syllabus (ACTFL is fine, but need to also specify how Gen Ed objectives are accomplished)
      ii. Lorenz motioned to approve sending back to the department for revision; second by Wentz; all in favor
   c. UCC 18-73 (MECH 100)
      i. Some additional concern over the “fit” for Creativity
      ii. Need to specifically address the Gen Ed learning objectives (all 3) and make this clear in the syllabus (making the strong case for creativity)
      iii. Need to ensure there are multiple opportunities for meeting the objectives in this course
      iv. Lucia motioned to send back to department for additional information; second by Ulrich; all in favor
   d. UCC 18-79 (CIVE 110)
      i. Syllabus was very weak and did not strengthen the rationale
      ii. Some additional concern over the “fit” for Creativity
      iii. Need to ensure there are multiple opportunities for meeting the objectives in this course
      iv. Need to specifically address the Gen Ed learning objectives (all 3) and make this clear in the syllabus (making the strong case for creativity not simply for ABET)
      v. Ulrich motioned to send back to department for additional information; second by Lucia; all in favor
   e. UCC 18-80 (ENGR 110)
      i. Need to specifically address the Gen Ed learning objectives (all 3) and make this clear in the syllabus
      ii. There was feedback that this course would be an easier fit for technology
      iii. Lorenz motioned to send back to department for additional information; second by Wentz; all in favor
A culture of periodic program revision

Our General Education Program is now an evolving program. This section presents policies for adding or removing courses to the Program, for proposing changes to the rubrics used to assess student learning, and for adding or removing program goals.

Process for departments and programs to add, alter, or remove courses from the General Education Program

1. A department or academic program must submit a new course or course revision proposal to the UCC no later than the end of September using the UCC’s new General Education Course Proposal form. It will be understood that any proposed change cannot take effect until the following Fall semester.

2. As per normal practice, the UCC will make all general education-related proposals available to the GEC for review.

3. The GEC’s Program Committee will conduct reviews on a rolling basis, present each proposal to the GEC, and move a recommendation so it can be discussed and voted upon.

4. Once a year, the GEC’s Program Committee will use all the GEC-approved changes to build one General Education Program Revision proposal.

5. Consistent with the UCC’s and Registrar’s Office’s recommended timeline, a General Education Program Revision proposal must be brought to the floor of the GEC no later than its October meeting and must be submitted to the UCC for approval no later than the final UCC meeting of the fall semester. This timeline allows for all changes to be included in the materials shared with students before they choose Fall courses during Spring scheduling.

6. All changes approved by the UCC will be reflected in a new edition of this handbook.

Process for proposing changes to the university’s rubrics

1. Any member of the GEC may suggest changes to the assessment rubrics. Departments, academic programs, deans, and students should offer their suggestions via a representative to the GEC at a regular GEC meeting.
   a. For minor wording changes to the student learning objectives or levels of competency that do not affect the program goals, the GEC’s Program Committee will bring the proposed changes to the GEC for a discussion and vote. All approved minor changes will be reflected in a new edition of this handbook.
   b. Major revisions, particularly those that affect other departments or programs or our ability to accomplish our general education goals, will be evaluated carefully by the Program Committee and considered once per year during the GEC’s November meeting. Any changes approved by the GEC will be included in the GEC’s annual General Education Program Revision proposal and submitted to the UCC for review.

2. Any changes approved by the UCC will be reflected in a new edition of this handbook.

Process for proposing changes to university’s General Education Program Goals

1. Any member of the GEC may suggest changes to the University’s General Education Program Goals. Departments, academic programs, deans, and students should offer their suggestions via their representative to the GEC at a regular GEC meeting.
   a. All such suggestions must be supported by accompanying documentation that includes a statement for why the proposed change is needed; an accompanying rubric that shows three corresponding student learning objectives and five corresponding levels of competency; and evidence-supported claims for how the proposed change will improve the General Education Program.

2. The GEC will consider all suggested changes to University’s General Education Program Goals every four years during its periodic Whole Program Review (see Table 7 on p. 31). Approved changes will be used to develop and submit a major program revision proposal to the UCC.

3. Any changes approved by the UCC will be reflected in a new edition of this handbook.