

General Education Council

2017-2018 Academic Year

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

1. Call to order
2. Review and approve the minutes of the previous council meeting; revised minutes from October meeting – **See Attachment A, B**
3. Remarks by Co-Chairs – Dean James Mike, Dr. Kirk Moll
4. Old Business
 - a. Report from UCC and Forum – Dr. Sherri Bergsten, Dr. Moll, & Dr. Scott Drzyzga
 - b. Reports from our Standing Committees
 - i. Assessment (Dr. Dudley Girard)
 1. Minutes from 12/5 – **See Attachment C**
 - ii. Budget (Dr. James Hamblin)
 1. Grants Requests
 - a. Shane – **See Attachment D**
 - iii. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella)
 - iv. Program (Dr. Bergsten)
 1. Minutes from 11/21 – **See Attachment E**
 2. Courses – General Education
 - a. UCC proposal 17-72 - Exercise Science 200 - Lifestyle Management - **See Attachment F**

- b. UCC Proposal 17-73 – Exercise Science 207 - Stress
Management - **See Attachment G**

- 3. Course – New

- a. UCC Proposal 17-119 – UNIV100 - SU First Year Seminar -
See Attachment H

- 5. New Business

- a. Association of American Colleges and Universities – 2018 General Education and
Assessment Conference – Philadelphia, Feb. 15-17 – Dr. Moll

- 6. Announcements

- 7. Call to Adjourn

MINUTES

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

- I. Dr. Kirk Moll called the meeting to order at 3:33 pm in ELL 205. Attendance at the meeting included: J. Delle, J. Kooti, M. Moilanen, S. Bergsten, T. Frielle, D. Girard, D. Kalist, E. Galioto, L. Cella, S. Drzyzga, A. Feeney, D. Birsch, M. Ramsey, J. Hamblin, L. Bryant, R. Lesman, M. Lucia, K. Shirk, M. Greenberg, S. Haase, K. Lorenz, A. James, D. Hwang, J. Carbo, S. Jirard, J. Fowler, S. Forlenza, J. Clements, C. Bennett, J. Smith, and S. Burg.
- II. Dr. Moilanen motioned, seconded by Dr. Hamblin, to approve the September 26, 2017 minutes. No objections or corrections were made and the motion passed unanimously. It was noted that at last month's meeting the proposed course was given the designation UNV100 and there is now agreement to designate it UNIV 101.
- III. Old Business: Reports from Standing Committees
 - a. Dr. Hamblin reported that the Budget committee met and he was elected chair. Working with a \$12,000 budget (same amount as last year), they reviewed two grant proposals, one of which was approved (F. Dade) and another denied (G. Pierce). Dr. Moll reported that the one which was denied did receive funding from the College of Arts and Sciences.
 - b. Dr. Cella reported that the Entry Year Experience committee met numerous times this past month. They completed learning objects and rubrics to assess the proposed UNIV101 course.
 - c. Dr. Girard was late to the meeting but others in the room stated that they had elected Dr. Girard as the Assessment committee chair. They had met and assigned subcommittees and departments to contact.
 - d. Dr. Bergsten reported that the Program committee met several times and she was elected chair and Dr. Clements secretary. She reported that after years of working on a program revision they felt it was time to move forward with the proposal. The proposal will meet Middle States standards, but more importantly, it clarifies the general education themes and goals to students. There is a tentative list of courses to accompany the proposal, which will need to go through UCC if passed, and a set of assessment rubrics. The proposal outlines calibration, assessment preparation, and assessment feedback meetings to assist departments at the beginning and the end of semesters for which specific program goals are being assessed. It was noted that this program is intended to be dynamic. Unlike the current program that remained static for thirty years, this program will be assessed every four years and adapted to meet changing needs. Dr. Moll read the letter from the President and Provost encouraging program reform and their recognition of investment of resources to the program. The letter also addressed concerns about faculty retrenchment. The program committee made a motion to recommend that we approve this proposed program change. A discussion arose about several topics, including how existing courses will be entered into the new program and how academic

freedom and multiple faculty teaching the same course will contribute to assessment. A few departments wanted to state their concerns and reservations for this proposal. Music and Theater Arts expressed that they felt it was a reduction in their courses. Exercise Science expressed concern that we are one of the three PASSHE schools that do not offer a health and wellness course as an option, and International Studies had concerns about the ambiguity of wording that may allow courses to fall into a range of categories. The discussion continued with people reiterating the dynamic nature of this program, so concerns about inclusion or exclusion can be corrected as the program evolves. Additionally, GEC remains the governing body comprised of representatives from every department and they must oversee, approve, and assess the tags and goals which will ensure that courses fit within the most appropriate categories. Human Communications expressed concern over the timing of the proposed changes, the nature of the process, and resource issues. It was restated that the President was committed to investing in student success and committed to reduce three of the essential courses (UNIV101, ENG114, HCS100) to 20-student caps with new monies, and this revision process has been going for several years with multiple outlets for departments and faculty to contribute. Dr. Hamblin made a motion, seconded by Dr. Drzyzga, to limit the time of discussion. The motion passed unanimously. The History department has concerns but is optimistic about the new opportunities. The motion to approve the new program passed with a majority vote, one no vote, and zero abstentions.

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

Minutes submitted by Dr. Feeney

MINUTES

General Education Council, 3:30 PM November 28, 2017, ELL 205

- I. Dr. Kirk Moll called the meeting to order at 3:45 pm in ELL 205. Attendance at the meeting included: J. Mike, J. Delle, N. Hill, S. Bergsten, T. Frielle, D. Girard, D. Kalist, E. Galioto, L. Cella, S. Drzyzga, A. Feeney, D. Birsch, L. Bryant, R. Lesman, M. Lucia, K. Shirk, M. Greenberg, S. Haase, K. Lorenz, A. James, B. Wentz, J. Carbo, S. Jirard, W. Kubasko, S. Forlenza, J. Clements, H. Liu, J. Smith, and S. Burg.
- II. Dr. Drzyzga motioned, seconded by Dr. Clements to approve the October 31, 2017 minutes. It was noted that the names for applicants from last month's grants to the budget committee were not listed. So the minutes will reflect that G. Pierce's proposal was not funded and F. Dade's was resubmitted and funded. With those corrections the motion passed unanimously.
- III. Remarks from Co-Chair-Dr. Moll reported that the new program proposal passed both the College of Business and College of Education and Human Services. As he was speaking Dr. Bergsten came from the College of Arts and Sciences meeting and reported that the proposal passed.
- IV. Old Business
 - a. Dr. Girard stated that the Assessment committee met on October 4th where he was elected chair. They reviewed the present system of assessment and reviewed the transition if new program is approved.
 - b. Dr. Forlenza reported that the Budget committee reviewed a proposal from T. Crochunis and D. Godshalk and made a motion to support their grant. All were in favor and the motion passed unanimously. More information was requested from last month's proposal from Dr. Dade. The committee reviewed it and motioned for its approval. There was no discussion and the motion passed. A proposal from M. Hartman to partial fund a violinist was accepted and the committee made a motion to approve funding. The motion passed. It was noted that it would be nice to know in advance of these events so that more people could advertise GEC events to their students. Additionally it was requested that each month a running budget is provided so people are aware of remaining funds.
 - c. Dr. Bergsten and Dr. Moll reported that the new program proposal passed the College of Arts and Science Council with 15 in favor, 3 no's, and 1 abstention. A great thank you to Dr. Bergsten who has done an enormous amount of work on this program. She is very encouraged about the positive support for UNIV 101. She urged GEC members to go back to encourage support for the program, for it still needs to pass UCC and Forum. It is really important to get everyone on board and reassure people part of the strength of this program is in its ability to revise and adapt.
 - d. Dr. Burg reported that they have been working to move the Entry Year Experience forward while waiting until the program has been officially approved. They are working

on a variety of issues including how it will be staffed. The majority of the sections will be allotted to tenure-track faculty and then offered to adjuncts. They need to identify interested faculty who want to teach the course to help develop the course. The class will build skills and connect to residential life, counseling, library, and academics as much as possible. Departments should see this as a special opportunity and interested faculty should talk with their department chairs.

- e. Dr. Bergsten reported that they received UCC proposal 17-15 and 17-64 which are selected topics that will be offered as distance education, no comments or vote is needed. UCC 17-49 is a name change from Cultural Geography to Human Geography with slight description change. Committee recommends the change. No discussion, all were in favor, and the motion passed. UCC 17-72 is an Exercise Science Lifestyle Management course that was proposed as a new general education course. The program committee did not feel that it provided enough connections to category E and did not recommend its approval. Dr. Birsch made a motion to table the motion and take the new information provided by exercise science that links category E goals and objectives to the class. Dr. Drzyzga seconded the motion. All were in favor and the motion passed. Similarly with UCC 17-74, Stress Management from the exercise science department, the program committee concluded that it demonstrated limited connections to category E. Dr. Birsch motioned, seconded by Dr. Drzyzga to table the motion. All were in favor. UCC 17-62 revised the Data Science minor program which asked to include MAT 217 as a more advanced option to the usual MAT 117 course. The program committee recommends approval of this change and the motion passed. The program committee reviewed a revision from Ethnic Studies minor to add a new course to their list of electives and recommends this change. All were in favor and the motion passed. It was clarified that since the Exercise Science courses are already in the pipeline they will be considered as part of the expedited process of getting current gen ed courses passed by UCC with the new proposals. The program committee made a motion that no new courses be considered until the new program is approved. All were in favor and the motion passed.

V. Everyone was happy to adjourn at 4:56pm

Minutes submitted by Alison E. Feeney

GEC Assessment Committee Meeting Minutes Thursday, December 5th, 2017, 2:00pm, MCT 156

Present: Steve Haase, Lance Bryant, Dudley Girard, Rob Lesman

Secretary: Dudley Girard

Initial discussion started by Steve Haase wanting to know where did the learning objectives come from and how to determine what means to assess those objectives. Dudley explained the history (most objectives set in 2003, others around 2007) and that they were based more off the courses that were in the categories and less what would be good objectives for the categories. Why some categories, like A, does not have a set of objectives that all courses in that category must meet. Lance noted the use of the AACU rubrics as part of the new program to help address this problem in the new program. Dudley also explained that how to assess the objectives is determined mainly by the departments/instructors for the courses. As assignments, tests, projects, etc.. are the primary way students are already being assessed, this is what is normally used to assess the learning objectives. Because each course has differences in where and how some objectives would be assessed (exam vs project) it is left to the department/instructor to decide this. However, it is very helpful in assessing the program as a whole if the difficulty level of the assessment matches with what is being used in the other courses in that category. This is why the new program has that built into the assessment of it. Steve then asked are there ways to use outside sources to gather the data. Dudley noted the CLA+ is one outside source being used at this time, but that it gives a big picture of not just the effect of Gen Ed, but also of a student's major.

Dudley then reviewed a report being prepared at the request of Middle States committee. The report was a summary of assessment that had been completed so far by the GEC Assessment Committee for 2014, 2015, and 2016 AY. See attached for present version of the report.

Trac Dat training, some happened this fall, not sure when the next round of training will be trained. Dudley needs to look at what was sent for him for CS and see how it might work for Assessment Committee.

Future Business: Beginning of spring - finish off reports of the old program. Goal is to finish up assessment of Cat A, Skills, Cat E and Defer C to be assessed under the new program.
Meeting with departments in the spring about the new program focusing on Cat C, Cat B, Cat D, and Diversity - have not been assessed under the old program in a while.
Secondary: Skills, Cat A, and Cat E - have been assessed recently

Proposed change to tentative schedule of new program.

Presently in the old program the following areas have been assessed or will be completed: Skills, Cat A, and Cat E. This maps roughly to Goals H (Historical Themes), O (Oral Communication), Q (Quantitative Reasoning), and W (Written Communication)

As we were in process to assess Cat C the committee proposes the following new Assessment Cycle:

Semester 1: Goals N and T (Fall 2018) - Will likely not get reviewed until beginning of Spring 2019

Semester 2: Goals G and F (Spring 2019) - Reviewed at middle of spring on data collected in the fall 2018

Semester 3: Goals L, A, and C (Fall 2019)

Semester 4: Goals S, E, R (Spring 2020)
Semester 5: W and H (Fall 2020)
Semester 6: Goals U and O (Spring 2021)
Semester 7: Goals Q and D (Fall 2021)
Semester 8: Program Assessment (Spring 2022)

Data will still be collected for courses every year, but only reviewed on the semester specified.

GENERAL EDUCATION PROJECT GRANT
TITLE PAGE

Name: Joseph W. Shane Department: Chemistry

Email: jwshan@ship.edu Phone: 717-477-1572

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

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

General Education Category: Elements of Categories A, C, D, and E.
Brief Description of General Education Project (50 words maximum):

I would like to host Mr. Eric Rothschild, Senior Litigation Counsel at Americans United for Separation of Church and State, for the tenth installment of the Annual Forum on Science and Religion that I organize at Shippensburg University. A question-and-answer session will follow the presentation that he will do on that day.

Total Amount Requested \$800.00

Faculty Member

Date

GENERAL EDUCATION PROJECT GRANT SUMMARY

Project Description: Mr. Eric Rothschild

On Thursday, February 15, 2018 I would like to host Mr. Eric Rothschild, Senior Litigation Counsel at Americans United for Separation of Church and State, to give a presentation about legal issues associated with teaching scientific concepts with potential religious implications for public school students. Mr. Rothschild was instrumental in the *Kitzmiller v. Dover Area School Board* trial from 2005 and is a highly regarded attorney. A question-and-answer session will follow his presentation, "The Biology Class You Wish You Could Have Taken: Evolution and Creationism on Trial in Dover, Pennsylvania."

This will be the tenth Annual Forum on Science and Religion that I have organized at Shippensburg University. In the first Forum (for which I received a General Education Project Grant), I organized a panel discussion centered around the *Kitzmiller v. Dover Area School Board* trial which connected the intelligent design (ID) movement to its creationist antecedents. The five panelists were Dr. Timothy Maret (Chair of the Department of Biology at Shippensburg University), the Honorable John E. Jones III (federal judge and author of the *Kitzmiller* decision), Dr. Warren Eshbach (emeritus professor from the Lutheran Theological Seminary in Gettysburg), and Mr. Robert Eshbach and Mrs. Jennifer Miller (science teachers at Dover High School). Subsequent Forums featured Dr. Eshbach followed by a panel of students from the Lutheran Theological Seminary in Gettysburg. I personally gave a presentation at the next Forum entitled *Beyond Evolution: An Introduction into the Historical Interactions Between Science and Religion*, on Tuesday, April 3, 2011 in the Cora I. Grove Spiritual Center. In 2012, documentary filmmaker Israel Kacyvenski showed his film, *Wake Up Darkness* which charted his personal experiences being raised as a fundamentalist Christian and how his views of religion and science changed and broadened as he entered adulthood. On Darwin Day (February 12) 2014, Dr. Ted Davis of Messiah College gave two presentations based on his expertise in science and religion and in 2015 I invited Lauri Lebo, author of *The Devil in Dover* which documents her experiences with the *Kitzmiller v. Dover Area School Board* trial of 2005. In 2016, I hosted a panel of theologians from

the Lutheran Seminary in Gettysburg and last year Dr. Ronald Hermann from Towson University spoke about legal advice for public school teachers and administrators.

Connections with the General Education Program at Shippensburg University

Given the complex and significant historical interactions between science and religion and the oft-misplaced hostility between these two areas in contemporary society, Mr. Rothschild's presentation is consistent with several aspects of Shippensburg University's mission and with numerous elements within our General Education Program.

To genuinely understand how science and religion interact requires a working knowledge of philosophy (epistemology in particular), religious history such as the rise of Christian Fundamentalism in late 19th century America, scientific history such as the complex reactions to Darwin's theories in Europe and the United States, the basic science of evolutionary theory, and theology. Science and religion are two powerful forces that continue to shape Western society in particular and a significant amount of effort is required to integrate several disciplines *en route* to a nuanced and mature understanding. Thus, I assert that the interactions between science and religion epitomize the goals of a liberal education as stated by our university.

With respect to the Categories of Knowledge within our General Education Program, the presentations are certainly consistent with the learning objectives for Category C, Biological and Physical Sciences. The presentations will address philosophical questions regarding the nature of scientific theories as abstract representations of natural processes as well as how empirical observations and testing are used to verify or refute hypotheses. The presentations and discussions will be an ideal medium for illustrating how science influences everyday life and the importance of critically analyzing scientific claims and reports.

With the emphasis on understanding the philosophical underpinnings of science and religion, there are also connections with the logical discourse and reasoning aspects of Category A, Logic and Numbers for Rational Thinking. Finally, by considering legal, historical, and several personal perspectives on the interactions between science and

religion, we will address selected objectives of Category D, Political, Economic, and Geographic Sciences, and Category E, Social and Behavioral Sciences.

A quick survey of the course catalog demonstrates that the presentations and discussions should be consistent with specific introductory and general education courses in a variety of departments: e.g. Cultural Anthropology, A Cultural Approach to Chemistry, Basic Biology, Principles of Biology I, Introduction to Geology, Introduction to Ethics, Introduction to Philosophy, Introduction to Sociology, and U.S. Government and Politics. Major and upper division courses such as Principles of Biology II, Comparative Religion, Constitutional and Criminal Law, Genetics, Field Biology, Principles of Evolution, Social Psychology, Biochemistry, and Magic, Science, and Religion might also consider using the event for classroom discussions or assignments.

As I have done in the past and if funding from the General Education Committee becomes available, I will inform other faculty and staff from the above courses about the event. In my experience, many colleagues have given class assignments based on these Forums.

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

NAME: JOSEPH W. SHANE

DEPARTMENT: CHEMISTRY

EMAIL: JWSHAN@SHIP.EDU

PHONE: 717-477-1572

MONTH AND YEAR OF PROPOSED EVENT: FEBRUARY 2018

ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT
Honorarium for Eric Rothschild	\$600.00
Mileage from Washington, D.C.	\$150.00
Meals	\$50.00

(Hotel is being paid by the SU Honors Program)

TOTAL REQUESTED: \$800.00

FACULTY MEMBER

DATE

Minutes

Program Committee of the General Education Council Meeting, 11/21/17, 3:45 pm, FSC 248

The meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Program committee members, Sherri Bergsten, Michael Greenberg, Kate Shirk, Karl Lorenz, Brian Wentz, Jennifer Clements, Alice James, Margaret Lucia and Scott Drzyzga (non-voting GEC member). In addition, Jim Delle (ex-officio) member attended the meeting.

1. Approved the minutes from 11/7/17. with the minor edits. Moved to approve by Shirk and seconded by Bergsten. All approved.
2. UCC proposals for review:
 - a. UCC proposal 17-72. Exercise Science 200 Lifestyle Management being moved to Category E. Open discussion: Members discussed about how the components of the course of personal wellness are important for General Education but that it seems to be a poor fit for Category E. There was some discussion about the course fitting better in Category C with some modifications. Concerns expressed were that the learning outcomes for Category E are not met with the learning assessment for the course as provided. The learning outcomes for the course are very different than the learning objectives to Category E. It was difficult to see where the assessment and learning objectives show up in the course syllabus. Clements moved to recommend approval and Shirk seconded. 1 in favor, 5 no, 1 abstain.
 - b. UCC proposal 17-74. Exercise Science 207 Stress Management being moved to Category E. Open discussion: Members discussed about how the components of the course of personal wellness are important for General Education but that it seems to be a poor fit for Category E. Concerns expressed were that the learning outcomes for Category E are not met with the learning assessment for the course as provided. The learning outcomes for the course are very different than the learning objectives to Category E. It was difficult to see where the assessment and learning objectives show up in the course syllabus. Clements moved to recommend approval and Shirk seconded. 1 in favor, 4 no, 2 abstain.
 - c. UCC proposal 17-67. Ethnic Studies program revision. Clements moved to approve and Shirk seconded. All in favor.
3. Expedited Course Review: Departments would submit the proposal to GEC-PC by January 22, 2018 and the GEC-PC will review in mass Friday January 26th. Each program committee member will take lead on a few tags so that each tag will have 2 lead presenters for the review meeting.

Respectfully submitted,
Jen Clements/GEC-PC Program Committee

FINAL APPROVED version 1/25/17

UCC CONTROL # 17-72

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

New General Education Courses should meet the requirements listed below. Please be sure to read the General Education Objectives and Assessment document posted on the UCC website prior to filling out this proposal. The following conditions should be met:

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

DEPARTMENT: Exercise Science

COLLEGE: Education and Human Services

SPONSOR: Sally Paulson

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

COURSE TITLE: Lifestyle Management

PROPOSED COURSE NUMBER: ESC 200

DATE: November 2, 2017

RESOURCE IMPACT

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

Effective Semester: Fall 2018

Diversity Course Distinction: Yes or No

Offered as **D**istance Education only or **S**tandard course or **B**oth (ESC 200 is DE approved)

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

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

Credit Hours: 3

Work Load Equivalency: ¼

Final Exam: Yes or No: Yes

Credits count toward degree: Yes or No: No this will not count toward the Exercise Science Major. However, this course is an elective option in the Gerontology Minor.

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

DEPARTMENT: Exercise ScienceCOLLEGE: Education and Human ServicesSPONSOR: Sally PaulsonPHONE/E-MAIL: 1274 / sapaul@ship.eduCOURSE TITLE: Lifestyle ManagementPROPOSED COURSE NUMBER: ESC 200IMPLEMENTATION DATE: Fall 2018CREDITS: 3 creditsPROPOSED GENERAL EDUCATION CATEGORY: Category E

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

JUSTIFICATION:

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

Furthermore, according to the National College Health Assessment, within the last 12 months, “46.9% of college student surveyed” reported their health as good, fair, or poor (ACHA, Spring 2017). Just over a third were classified as overweight (22.0%) or obese (11.7%). Additionally, only 48.5% of college students reported meeting the recommendation for “moderate-intensity exercise”, as defined by the American College of Sports Medicine (ACHA, Spring 2017). Only 5.4% reported they met the recommendation number of servings of fruit and vegetables per day; this means 94.5% are not meeting the current dietary guidelines. Further, 43.6% reporting “more than average” amounts of stress and only 10% reported “no problem with sleepiness during daytime activities” (ACHA, 2017). Students also reported negative impacts on academics from depression (15.4%), sleep difficulties (19.7%), and stress (30.6%). Therefore, it is imperative we introduce our students to wellness, fitness, and lifestyle management concepts to develop lifelong strategies.

Section I. Learning Outcomes, Assessment, Curriculum Considerations:**STUDENT LEARNING OUTCOMES AND ASSESSMENT:**

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

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

1. Describe and recognize factors that contribute to health and wellness including physical, interpersonal, emotional, intellectual, cultural, environmental, spiritual, financial, and occupational.
2. Describe and assess basic components for health-related fitness and develop exercise programming that addresses each of these components. Students will be able to discuss the training benefits across diverse populations.
3. Explain the concepts of nutrition and body composition and analyze factors that influence informed and wise nutritional choices related to each.
4. Identify personal lifestyle factors and implement behavioral choices that contribute to chronic disease prevention, optimal mental health, and stress management.
5. Identify and analyze social forces that influence lifestyle factors related to health and wellness.

B. List the assessment methods and link the methods to the learning outcomes.

Lab Worksheets

Throughout the course, students will complete a variety of lab worksheets to identify lifestyle factors related to health and wellness. These worksheets allow students to identify, explain, apply, and interpret concepts presented during the lecture to their current lifestyle or health behaviors. Students would analyze the results to create or develop a plan to target lifestyle or health behaviors. For instance, students complete a lifestyle evaluation assessing their current behaviors in seven areas (Exercise, nutrition, tobacco use, alcohol and drug use, emotional health, safety, and disease prevention). In addition, they complete two questionnaires (Physical Activity Readiness and Health History). Based off these results, students identify potential targets for a health or lifestyle behavior change. Finally, they have to discuss the barriers associated with changing this behavior, potential strategies to change the behavior, and assess their readiness to change using the transtheoretical (stages-of-change) model.

Meets course learning outcomes: 1, 3, 4, 5

Meets category E objectives: 1, 2, 3, 4, 5

Lab Assessments

Students will be given opportunities to assess, analyze, and compare their findings from lab assessments to normative data. These activities are designed to educate the student on their current health-related fitness level in five different components (cardiovascular, muscular strength, muscular endurance, flexibility, and body composition). Students will also describe how aging impacts health and physical fitness across the lifespan. Additionally, students will recognize and discuss the impact of social interactions on fitness as well as differences (sex and age) and training benefits for diverse populations. Finally, students will use the results from the lab assessment to develop exercise programming to address each of these components.

Meets course learning outcomes: 2, 3

Meets category E objectives: 1, 2, 3, 4, 5

Written Assignments

Key guidelines and principles will be introduced and described during lecture. These include, but are not limited to, the overload principle, the FITT (frequency, intensity, time, and type) principle, guidelines for exercise and training, and dietary guidelines for the general population as well as vegetarians and special populations (children, pregnant women, older adults, athletes, and people with a health concern). Concepts will be highlighted and explored in-depth using writing assignments. For instance, students will be introduced to nutritional requirements, identifying the components of a healthy diet, and then asked to complete a dietary analysis. They will track their food and beverage consumption for a minimum of three days using a dietary app (MyFitness Pal) or website (mypyramid.gov). Students will then evaluate their dietary analysis (i.e., total caloric intake, distribution of macro-nutrients, vitamins, and minerals) and compare their findings to the recommendations for their sex, age, and activity level/fitness status.

Meets course learning outcomes: 2, 3

Meets category E objectives: 1, 2, 3, 4, 5

Group Research Presentation

To explore topics further, students will create a presentation to deliver to their peers. They will research, compose, and integrate relevant articles to support the topic. Generally, the groups are two-three students

and related to various units in the course. Example topics include: ethnicity, poverty, and cancer; drinking behaviors and responsibilities; gender and tobacco use; gender and body image differences; eating disorders; substance use and abuse; impact of the environment on wellness; prevalence and incidence of sexually transmitted diseases; exercise programming for diverse populations; exercise programming for individuals with special health concerns.

Meets course learning outcomes: 2, 5

Meets category E objectives: 1, 3, 4, 5

Stress Management Applications

Within the course, students will define stress is and how they react to stress physically, emotionally, and psychologically. Further, the course will explore the common sources of stress, discuss the relationship between stress and disease, and describe techniques for preventing and managing stress. It is through the exploration of stress management applications that student learn which interventions work for them. This allows the student to formulate a plan to successfully manage their stress. Within this section of the course, students practice stress management techniques (ie., yoga, breathing, imagery, self-talk, progressive relaxation) and evaluate and summarize which techniques worked for them.

Meets course learning outcomes: 4

Meets category E objectives: 1, 3, 4, 5

Exams/Quizzes

Multiple choice, true/false, matching, fill-in the blank, and short answer questions will be used to assess knowledge, comprehension, application, and evaluation of health and wellness concepts presented within the course (i.e., dimensions of wellness; components of physical fitness; physiological and psychological benefits of exercise; principles of training; nutritional recommendations; risk factors associated with chronic diseases and stress; environmental health; etc.).

Meets course learning outcomes: 1, 2, 3, 4, 5

Meets category E objectives: 1, 2, 3, 4, 5

CURRICULUM CONSIDERATIONS:

A: General Philosophy

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

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

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

Goal 3: Use numerical data and mathematical methods for analysis and problem solving

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

Goal 4: Find and use information using abstract logical thinking, inductive reasoning, and critical analysis

Students in Lifestyle Management draw conclusions based on logical thinking and critically analyzing concepts to achieve a desired outcome. For instance, students learn how aging impacts certain physiological variables as well as how making simple, everyday choices can positively influence their

health, energy, and vitality across the lifespan. Thus, students use logic and reasoning to analyze the concept to reach a conclusion about their own lifestyle behaviors.

Goal 8: Demonstrate an understanding of the social sciences and their significance in contemporary society

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

Goal 9: Understand how people's experience and perspectives are shaped by gender, ethnicity, culture, and other factors

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

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

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

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

The course content of Lifestyle Management fits well with the learning objectives of Category E.

Objective 1: Students will be able to summarize, analyze, and evaluate relevant principles, theories, and research essential for understanding the behavior of individuals and groups.

This is a fundamental element within Lifestyle Management. Most the lab assessments and worksheets require students to analyze, evaluate, and summarize principles, theories, and concepts associated with healthy living. Further, students learn about behavior change theories and how to apply these to real-world situations. Finally, the course does address both group and individual behaviors.

Meets course learning outcomes: 1, 2, 3, 4

Course assessments: Lab worksheets, lab assessments, written assignments, group research presentations, stress management applications, and exams/quizzes

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

This objective is clearly demonstrated within Lifestyle Management. For example, students will identify and discuss barriers to exercise. This is used to recognize patterns associated with why one does not participate in a regular exercise program (human activity). Then they reflect on the process of why that is a barrier and develop strategies to overcome the blockade to exercise. In addition, lifestyle behaviors are compared across various cultures to identify differences.

Meets course learning outcomes: 1, 3

Course assessments: Lab worksheets, lab assessments, written assignments, and exams/quizzes

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

A good portion of this course is for students to determine the “why” behind their action as well as the development of a behavior change action plan. This is accomplished by analyzing health and fitness behaviors they are currently exhibiting. By reviewing their behavior from various angles, students are able to recognize ways to change or modify an unhealthy lifestyle behavior.

Meets course learning outcomes: 1, 2, 3, 4

Course assessments: Lab worksheets, lab assessments, written assignments, group research presentations, stress management applications, and exams/quizzes

Objective 4: Students will be able to identify examples of diversity in human organizations and structures and their impact on human behavior.

The Lifestyle Management course explores the diversity in different human organizations and structures specifically related to the way they influence health lifestyle choices. For example, students examine different demographic and ethnic groups, and socio-economic status on fitness and how these factors can impact exercise/physical activity, nutrition, disease risk factors, stress, and obesity trends.

Meets course learning outcomes: 1, 2, 3, 4

Course assessments: Lab worksheets, lab assessments, written assignments, group research presentations, stress management applications, and exams/quizzes

Objective 5: Students will be able to identify the impact of social forces on individuals and groups.

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

Meets course learning outcomes: 1, 2, 3, 4, 5

Course assessments: Lab worksheets, lab assessments, written assignments, group research presentations, stress management applications, and exams/quizzes

B: Practical Considerations

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

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

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

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

Table 1

PASSHE Universities With and Without Health/Wellness Course Options in General Education

University	Category	Course Example
Bloomsburg University	Healthy Living	Personal Health: A Multi-Dimensional Perspective
California University of Pennsylvania	Health & Wellness	Psychology of Stress Management
Cheyney University	Health & Wellness	Health and Wellness
Clarion University	Health and Wellness	Health Education
East Stroudsburg University	Wellness	Health Promotion & Lifetime Wellness
Edinboro University	No health/wellness component	
Indiana University of Pennsylvania	Dimensions of Wellness	Healthy People-Promoting Wellness
Kutztown University	Wellness	Personal Health Management
Lock Haven University	Wellness	Leisure, Wellness, and Personal Lifestyle
Mansfield University	Environmental, Economic, Social, and Personal Sustainability	Personal and Community Health
Millersville University	Connections & Exploration / Cultural Diversity	Wellness: Concepts of Health & Fitness
Shippensburg University	No health/wellness component	
West Chester University	No health/wellness component	

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

and it is an option in the Gerontology minor. It is anticipated this will not impact enrollment for the Exercise Science Major.

6. Will this course be a significant addition to General education in terms of subject and number of sections? How many sections will be offered each semester?
 Currently, Lifestyle Management is offered 2 times per year face-to-face and 5 sections are offered online; for a total of 7 sections per year. The Exercise Science Department is planning to make changes to the major. However, after further review this will not impact the number of face-to-face sections offered per year.

In total, Lifestyle Management may be offered a total of 5-7 times per academic year (fall, winter, spring, and summer). This represents a small, 5.4% to 7.5% increase in the number of Category E offerings each year. Refer to Table 1 for a listing of all Category E course offerings.

Table 2
Number of Category E Course Offerings in the 2017 Calendar Year, by Semester

Course	Winter	Fall	Summer B	Summer A	Spring	TOTAL
ANT 111	0	2	0	0	2	4
DS 100	0	1	0	1	2	4
ETH 100	0	1	0	0	0	1
ETH 101	0	0	0	0	0	0
ETH 102	1	0	0	0	1	2
GEO 140	1	3	0	1	3	8
HCS 125	1	1	0	0	1	3
PSY 101	1	13	5	1	12	32
SOC 101	1	14	4	1	14	34
WST 100	1	1	1	1	1	5
TOTAL		36	10	5	36	93

7. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of other departments currently offering courses in the Category in which this course will be listed?
 Currently, face-to-face sections of Lifestyle Management have an enrollment cap of 35 students, meaning 70 face-to-face seats each year. Starting in the spring 2018 semester, the face-to-face courses will be capped at 30 students; which will reduce the number of seats to 60 per year. Online courses are capped at 25 students, meaning 125 online seats per year. In total, this is 185 seats per year (starting in spring 2018).

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

8. What is the estimated frequency of the course offering? How many sections of this course will be offered initially? How often will this course be offered, e.g., every semester, once per year, once every two years . . . ? What are the projected offerings over the next five years?
The Exercise Science Department offers 7 sections of Lifestyle Management per year (2 face-to-face and 5 online). The plan is to continue offering the same number of courses each academic year. The five-year plan is to continue offering at least one face-to-face section per year with online offerings in the winter and summer terms.
9. Do similar courses exist in other departments? (Consult with other departments prior to making the proposal.) If so, which course(s)? Explain how this course does not duplicate the course in another department. Provide justification that this course is needed and does not conflict with offerings in other departments. What resource impact will this course have on other departments? Provide details regarding impact.
No similar courses exist in other departments. Lifestyle Management has been a course at Shippensburg University for a long time. It was originally offered in the Health and Physical Education Department.
10. What course(s) will not be taught as a result of shifting resources to this new course?
None. The Department currently offers this course.
11. If you project growth in the offerings, what is the expected impact on other courses, sections, or students?
The Department will not be able to offer more sections of this course, with its current FTEF, beyond what was discussed in this proposal.
12. What methods of instruction and learning will be used?
The course is primarily a lecture format. However, course instructors use active learning strategies throughout the semester via short activities or discussions of their own creation or from the textbook. Additionally, class time is devoted to the completion of various assessments.
13. **Include a syllabus with a course content outline.**

Section II. Support Services:

1. Can this course be taught by several members of the faculty in the department, or is it restricted to a specialist in the field? Indicate likely instructors. (If a specialist is needed to teach this course, please provide the rationale.)
Yes, the course can be taught by multiple faculty members in the Exercise Science Department. All of the faculty in the department can teach the course.
2. What additional costs are anticipated over the next calendar year by instituting this course? (Faculty, supplies, equipment, facilities, e.g.: classroom space, laboratory space, or support personnel.)
No additional costs are anticipated with offering this course as a part of the general education curriculum. This course is already being taught by the Department at the level proposed (7 sections per year). Thus, the resources needed to instruct these courses are already part of our Department budgeting process.
3. Will this course require any computing resources? (use of a microcomputer laboratory, use of the mainframe computer, additional software or recommendation that students should buy computers and/or software)
No.
4. What additional library resources will be required? Has the library been consulted to determine the adequacy of library holdings or to estimate the cost to improve these sufficiently?
No additional library resources will be needed. The Department has been very proactive in the purchasing of materials over the years to support the instruction of this course.

SELECTED REFERENCES:

National College Health Assessment

American College Health Association. (2017). *National College Health Assessment II: Undergraduate Student Reference Group Executive Summary, Spring 2017*. Hanover, MD: Author. Retrieved from <http://www.acha-ncha.org/>

General Education program pages and requirements for:

- Bloomsburg University
 - http://intranet.bloomu.edu/general_education
- California University of Pennsylvania
 - <http://www.calu.edu/academics/programs/general-education/goals/index.htm>
- Cheyney University
 - <http://www.cheyney.edu/general-education/General-Education-Requirements.aspx>
- Clarion University
 - <http://www.clarion.edu/academics/registrars-office/documents-and-forms/General-education-requirements.pdf>
- East Stroudsburg University
 - http://www4.esu.edu/academics/general_education/index.cfm
- Edinboro University
 - <http://www.edinboro.edu/directory/offices-services/academic-success-center/Master%20General%20Education%20List%202017.pdf>
- Indiana University of Pennsylvania
 - <https://www.iup.edu/liberal/>
- Kutztown University
 - <https://www.kutztown.edu/academics/general-education.htm>
- Lock Haven University
 - <http://www.lockhaven.edu/generaleducation/>
- Mansfield University
 - <https://www.mansfield.edu/academic-affairs/student-resources/general-education-portfolios.cfm>
- Millersville University
 - <https://www.millersville.edu/services/advisement/gened/index.php>
- Shippensburg University
 - http://www.ship.edu/CAS/General_Education_Requirements/
- West Chester University
 - <http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/>

APPENDIX A

SELECTED STUDENT FEEDBACK FROM COURSE EVALUATIONS FOR ESC 200 (2009, 2010, 2011)

- The information from the material is easy to connect to and is useful and necessary information to have.
- Positive learning environment, Dr. Meyer cares about the well-being of his students and encourages them to do well.
- Even though this course is not required by my major, it has many benefits for me.
- The activities we learn in class can be brought to the real world.
- Real life examples help the student relate and understand.
- This course is useful in everyday life and the professor made the concepts easy to understand.
- I would recommend this class to others.
- This class is beneficial to young adults so they can see where they stand with their physical health.
- A combination of gym and classroom time was helpful in application to real life.

- I learned a lot of new things about nutrition and fitness that I did not previously know about.
- This class was motivating and encouraged me to work and improve my everyday life. It is beneficial to know how to properly diet and workout.

ESC 200: LIFESTYLE MANAGEMENT Fall 2018 / Spring 2019 Syllabus

Course Description

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

Course Professor Information

Dr. Ben Meyer, Dr. Joohee Sanders, or Dr. Russell Robinson

Office: Henderson Gym 107

Office hours: TBA

Course Information

Section: TBA

Prerequisite courses: None

Credits: 3 credits

Note: Students that have a declared Gerontology Minor should, when appropriate, focus their laboratory, research, and/or presentation projects or assignments on the aging and geriatric population. This may include materials related to middle-aged adults to the elderly population.

Required Textbook (Varies by Instructor)

(A) Fahey, T., Insel, P., & Roth, W. (2017). *Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness* (12th ed.). Boston: McGraw-Hill.

- Print ISBN: 1259406822 | ISBN13: 9781259406829
- Connect ISBN: 1259751287 | ISBN13: 9781259751288

(B) Powers, S.K., & Dodd, S.L. (2017). *Total Fitness and Wellness* (7th ed.). Pearson.

- Print ISBN: 9780134299211 | ISBN10: 0134299213
- eText ISBN: 9780134288161 | ISBN10: 0134288165

Course Learning Outcomes

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

1. Describe and recognize factors that contribute to health and wellness including physical, interpersonal, emotional, intellectual, cultural, environmental, spiritual, financial, and occupational. More specifically, students will:
 - Develop a wellness profile;
 - Evaluate their current lifestyle practices;
 - Assess their physical activity readiness and complete a health history questionnaire;
 - Recognize health and wellness differences for diverse populations.

2. Describe and assess basic components for health-related fitness and develop exercise programming that addresses each of these components for the general and special populations. More specifically, students will:
 - Describe the physiological and psychological benefits of exercise;
 - Assess and evaluate their current health-related fitness status;
 - Acquire generalized exercise prescription and programming knowledge and then apply it to their own specific health and fitness condition;
 - Discuss the impact of activity and exercise for the lifespan;
 - Recognize their activity and exercise programming and its impact on social interaction and the differences related to diverse populations.

3. Explain the concepts of nutrition and body composition and analyze factors that influence informed and wise nutritional choices related to each. More specifically, students will:
 - Explain and implement basic nutritional principles related to quality and quantity of diet and the impact of cultural differences;
 - Relate caloric and energy density to the energy balance equation and its impact on weight gain and loss;
 - Assess and evaluate their body composition;
 - Create a weight management plan based on their current body composition.

4. Identify personal lifestyle factors and implement behavioral choices that contribute to chronic disease prevention, optimal mental health, and stress management. More specifically, students will:
 - Assess cardiovascular and stroke risk factors for the purpose of targeting areas for behavioral change;
 - Assess cancer risk factors for the purpose of targeting areas for behavioral change;
 - Describe the impact of acute and chronic stress on mental and physical health;
 - Identify and implement intervention techniques that may lessen the impact of stress.

5. Recognize and analyze social forces that influence lifestyle factors related to health and wellness. More specifically, students will:
 - Recognize substance use and abuse;
 - Define and discuss body image and eating disorders;
 - Evaluate the impact of environmental differences on health and wellness;
 - Formulate individual responsibilities and personal safety choices;
 - Define activity and/or exercise for individuals with special health concerns.

Category E Learning Objectives

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

1. Summarize, analyze, and evaluate the relevant principles, theories, research, and research methods that are essential to understanding the behavior of individuals and groups.
 - Meets course learning outcomes: 1, 2, 3, 4
 - Course assessments: Lab worksheets, lab assessments, written assignments, group research presentations, stress management applications, and exams/quizzes
2. Identify patterns and processes of human activity within and across cultures.
 - Meets course learning outcomes: 1, 3
 - Course assessments: Lab worksheets, lab assessments, written assignments, and exams/quizzes
3. Identify causes of human action.
 - Meets course learning outcomes: 1, 2, 3, 4
 - Course assessments: Lab worksheets, lab assessments, written assignments, group research presentations, stress management applications, and exams/quizzes
4. Identify examples of diversity in human organizations and structures and their impact on human behavior.
 - Meets course learning outcomes: 1, 2, 3, 4
 - Course assessments: Lab worksheets, lab assessments, written assignments, group research presentations, stress management applications, and exams/quizzes
5. Identify the impact of social forces on individuals and groups.
 - Meets course learning outcomes: 1, 2, 3, 4, 5
 - Course assessments: Lab worksheets, lab assessments, written assignments, group research presentations, stress management applications, and exams/quizzes

Grading

Assignment	Percentage of Available Points	Grade	Percentage
Lab Worksheets and Assessments	25%	A	93%
Written Assignments	15%	A-	90%
Group Research Presentation	10%	B+	87%
Stress Management Applications	10%	B	83%
Exams/Quizzes	40%	B-	80%
Total	100%	C+	77%
		C	70%
		D	60%
		F	< 60%

Assignments

Lab Worksheets (LW)

Students will complete a variety of lab worksheets to identify lifestyle factors related to health and wellness. These worksheets allow students to identify, explain, apply, and interpret concepts presented during the lecture to their current lifestyle or health behaviors.

Lab Assessments (LA)

Upon completion of the lab assessment, students assess, analyze, compare, and evaluate their results to sex and age normative tables. Students will summarize their findings and write a summary. Things to consider in the summary: How would you evaluate your results/performance? Compare your results to the norms provided on the book. In what areas should you seek improvement and how? What obstacles exist that may inhibit you from making improvements? Does performance in these types of tests have impact (positive or negative) over your long-term health or your ability to perform normal daily activities?

- Cardiovascular endurance: Perform 1 mile walk, 1.5 mile run test, and step test
- Muscular strength: Perform functional strength tests
- Muscular endurance: Perform push-up, curl-up, and squat endurance tests
- Flexibility: Perform sit-and-reach test
- Body composition: Calculate body mass index, measure body fat percentage and/or waist and hip circumferences

Written assignments

Dietary Analysis: Complete two week days and one weekend day of diet analysis. You may use mypyramid.gov/SuperTracker or an app (MyFitness Pal) to complete this assignment. Provide a detailed list of items you consume (this includes all beverages) and the complete analysis data for each of the three days. For this to be successful, you have to do a good job of quantifying each item you consume. Provide a written assessment of your dietary analysis results. This should involve discussion of total caloric intake, distribution of macro-nutrients, areas of deficiencies etc. What modifications should be made to achieve better nutrition for you? What are obstacles or barriers to implementing these changes? To what extent do you expect your dietary habits to affect your short-term and long-term health? What dietary changes do you expect to make once you are out of school? How does your family diet affect how you choose to eat now?

Fitness Assessment, Program, and Log: Based off the lab assessments completed earlier in the semester, students will develop an exercise program. Students will set SMART (specific, measurable, achievable, resulted-focused and time bound) goals to create their personal fitness program. Students will implement their fitness program and record their activity for three weeks. Towards the end of the semester, students will complete the same lab assessments again. This will allow those who have opted to pursue fitness improvement this semester with a means of gauging progress. Students will submit their fitness program, record keeping logs, and an assessment comparing

your test results to those from earlier in the semester. Things to consider for the summary: how you feel about any changes that have occurred based on your fitness scores? What kinds of activities or steps did you do to make the changes? Aside from an improvement or decline in physical health, what other factors might affect the reproducibility of your scores? Note: When submitting this assignment, please attach your assessment from earlier in the semester as well (Assignment # 3)

Note: All written assignments must be typed with 1.5 spacing. The font should, preferably, be 12, Times New Roman. Title of the assignment, class, name and date should be at the top. Be sure to check your spelling and grammar.

Group Research Presentation

In a small group format, students will be presenting on a topic of special interest related to health and wellness (possible topics including but not limited to cancer, STIs, body image, eating disorders, air pollution and health...etc.). Each presentation should be around 5~7 minutes in length (followed by 3 to 5 minutes of questions and discussion session). Small group presentations will occur in the last weeks of the course. The presentation should include introduction, background information, influence on health, conclusion, and reference list. The references for the presentation should go beyond the textbook and included peer-reviewed journal articles.

On the day of the presentation, students are asked to submit (via dropbox on d2l) two separate documents: 1) PPT presentation and 2) seven possible sample exam questions along with the answers (word document) related to the topic. For the exam questions, students are free to choose any format of the question (multiple choice, fill-in-the blank, and matching). Failure to submit these two documents in timely, proper manner will be subject to penalty.

PPT presentation and Exam Questions Due: On your presentation date

Stress Management Applications

Different types of stress management techniques will be introduced in lecture format as well as hands on experience. As part of in class activities, stress management techniques including yoga, progressive muscle relaxation, and breathing techniques will be practiced and applied to the stress management concepts.

Exams/Quizzes (varies by instructor)

Examinations or quizzes will be given during the course to assess knowledge of health and wellness concepts. The exam will consist of various types of questions (multiple choice, matching, true/false, and short answer). It will cover subject matter taught during the course.

Course Schedule and Assignments

Topic	Readings	
	Textbook A	Textbook B
Introduction to Wellness, Fitness, and Lifestyle Management		
LW: Wellness profile / evaluation	1	1
LW: Lifestyle assessment		
LW: PAR-Q and health history questionnaire		
General Principles of Exercise for Health & Fitness		
LW: Identifying barriers to exercise	2	2
LW: Safe exercise participation		
Cardiorespiratory Endurance: Assessment & Prescription		
LA: Measuring cardiorespiratory fitness	3	3
LW: Determining target heart rate		
LW: Developing cardiorespiratory exercise prescription		
Muscular Strength & Endurance: Assessment & Prescription		
LA: Evaluating muscular strength		
LA: Measuring muscular endurance	4	4
LA: Assessing core strength and stability		
LW: Developing resistance training program		
Flexibility: Assessment & Prescription		
LA: Assessing flexibility	5	5
LW: Developing flexibility program		
Yoga and flexibility instruction		
Body Composition: Assessment & Weight Management		
LA: Assessing body composition	6	6
LW: Determining a healthy body weight & setting goals		
LW: Calculate BMI, waist-to-hip ratio		
Creating Your Fitness & Wellness Plan		
LW: Developing SMART goals	7	7
LW: Planning a personal fitness program		
Fitness Assessment, program & log: Written assignment		
Nutrition, Health, and Fitness	8	8
LW: Food label analysis		
Dietary analysis: Written assignment		
Weight Management	9	9
LW: Estimating caloric intake / metabolic rate		
LW: Developing weight loss or gain goals		
LW: Assessing body image		
Stress Management	10	11
LW: Stress index questionnaire		
LW: Time management		
LW : Spiritual wellness		
Stress Management Applications		
Cardiovascular Health: Prevention & Management		10

LW: Assessing your risk for cardiovascular disease		
Cancer: Types & Risk Factors	12	13
LW: Determining your cancer risk and prevention		
Substance Use, Abuse, and Addiction	13	15
LW: Alcohol and tobacco usage inventory		
Sexually Transmitted Infections	14	14
LW: Assessment of attitudes and behaviors related to STDs		
Environmental Health		
LW: Exercising in health environments	15	NA
LW: Health environment checklist		

Note: Exams/quizzes would be dispersed throughout the course. Group presentations dates would be assigned according to topic.

Course Expectations

- Attend class regularly.
- Read the assigned chapters in the course textbook and complete the assigned homework, laboratory, and exam activities by the due date.
- Please use proper spelling and grammar when completing your assignments.
- Be professional in your content and tone when contributing to this course.
- Be prepared for lab participation and dress appropriately for the activity.
- Please turn off cell phones or put them in vibrate mode for the class.

What you should get out of this course?

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

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

Course Policies & Resources

Academic Dishonesty

According to the Shippensburg University Undergraduate Catalog, "As used in this policy, the term academic dishonesty means deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit by a means that is not authorized by the course instructor or university policy. A breach of academic honesty is committed by students who give, as well as receive, unauthorized assistance in course and laboratory work and/or who purposefully evade or assist other students in evading, the university's policy against academic dishonesty." (<http://www.ship.edu/catalog/>, 2015-2017, p. 38)

“Plagiarism is a form of academic dishonesty. Shippensburg University will not tolerate plagiarism and the faculty will make all reasonable efforts to discourage it. Plagiarism is your unacknowledged use of another writer’s own words or specific facts or propositions or materials in your own writing. When other writers’ words or materials (even short phrases or specific terminology) are used, you should put these words, phrases, or sentences inside quotation marks (or else indent and single-space more extended quotations) and you should then cite the source of the quotation either in the text of your writing or in footnotes. Failure to do so may be considered plagiarism. When the propositions of another writer are restated in your own words (paraphrased), you should also indicate the source of the paraphrased material in your own text or in footnotes. Comparable citation should be made for borrowings from media other than printed texts, such as lectures, interviews, broadcast information, or computer programs.” (<http://www.ship.edu/catalog/>, 2015-2017, p. 39)

Make-up of Assignments and Exams

There will be **no** make-up exams. However, when documentation of an extenuating circumstance (i.e. hospitalization) is provided to the instructor, a make-up exam may be administered at a later time. No make-ups will be awarded for missed assignments or quizzes. Assignments are due on the date indicated. Late assignments will be accepted up to 48 hours late at a loss of 10% for each day late. It is your responsibility to submit assignments on time.

Policy for Religious Observances for Students

It shall be the position of Shippensburg University to respect the principle of the separation of church and state, while promoting and encouraging a climate of dignity where individuals are not discriminated against or treated differently because of their religion or national origin. To foster and advance the precepts of an inclusive environment, students desiring to participate in the religious observances of their particular faiths, creeds or beliefs will be granted an excused absence from scheduled classes.

The instructor will make appropriate accommodations for the excused absence(s), and students will be accountable for the material covered in class. During the first week of class, the student will be required (in writing) to provide the instructor with the dates of scheduled religious observances and to discuss making up work.

Policy for SU Activities (sports, field trips, day-in-school, etc.)

Students involved in extracurricular activities related to Shippensburg University will be excused from class provided that written documentation is provided to the instructor. The written excuse must be from the appropriate SU personnel (a coach, another professor, etc.). This written excuse must be turned in a minimum of one week before the student attends the activity. All assignments, tests, etc. must be completed before attending the activity.

Students with Disabilities

If you have a disability that may require special consideration and/or modifications, please provide documentation from the Office of Disability Services.

Library Information

The primary mission of Lehman Library is to support the learning and teaching needs of Shippensburg University students and faculty. Through the Library's homepage, students can link to online library services, library contacts, statewide library shared services, and many other resources. Although many of the services offered are open to the public, some require a valid University ID and library barcode number, and some are available only on campus.

Helpful Databases: EBSCO Host; SportsDiscus; Medline; Pub Med

Ship Says No More

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

UCC CONTROL # 17-73

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

New General Education Courses should meet the requirements listed below. Please be sure to read the General Education Objectives and Assessment document posted on the UCC website prior to filling out this proposal. The following conditions should be met:

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

DEPARTMENT: Exercise Science

COLLEGE: Education and Human Services

SPONSOR: Samuel Forlenza

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

COURSE TITLE: Stress Management

PROPOSED COURSE NUMBER: ESC 207

DATE: November 2, 2017

RESOURCE IMPACT

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

Effective Semester: Fall 2018

Diversity Course Distinction: Yes or No

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

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

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

Credit Hours: 3

Work Load Equivalency: ¼

Final Exam: Yes or No: Yes

Credits count toward degree: Yes or No: No, this course will not count toward the Exercise Science Major. However, it is an elective option in the Coaching Minor.

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

DEPARTMENT: Exercise ScienceCOLLEGE: Education and Human ServicesSPONSOR: Samuel ForlenzaPHONE/E-MAIL: x1713 / stforlenza@ship.eduCOURSE TITLE: Stress ManagementPROPOSED COURSE NUMBER: ESC 207IMPLEMENTATION DATE: Fall 2018CREDITS: 3 creditsPROPOSED GENERAL EDUCATION CATEGORY: Category E

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

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

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

SECTION I

LEARNING OUTCOMES, ASSESSMENT, CURRICULUM CONSIDERATIONS

STUDENT LEARNING OUTCOMES AND ASSESSMENT

Part A: Course Learning Outcomes

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

1. Comprehend the body’s stress response and how it affects our physical, psychological, social, and emotional wellness.
2. Analyze and evaluate the factors that influence your own stress levels, including everyday actions in one’s own life.
3. Apply stress management techniques discussed and/or practiced in class to your own life to manage stress levels and engage in healthy coping behaviors.

4. Describe and discuss the research and theories that explain the physiological and psychosocial effects of stress and stress management techniques.
5. Recognize how diversity (e.g., gender, age, race/ethnicity) and different organizational contexts (e.g., work, school, family, culture) impact one's experience of stress and coping actions throughout the lifespan.

Part B: Assessment Methods Linked to Learning Outcomes

Lab Activities and Worksheets

Throughout the semester, students will complete numerous activities and worksheets. These activities have students analyze their own experiences via completion of scaled questionnaires and/or open-ended questions. Following completion of each lab activity, students must first score and interpret the scale, and then reflect on their results, identifying and discussing how the findings are helpful to their own life. For example, Lab Assessment 8.6 has students complete a test anxiety questionnaire, score the subscales, and identify their major sources and symptoms of test anxiety. Discussion afterwards focuses on how test anxiety has impacted their performance and how they can manage it better in the future.

Lab Activities are completed in every chapter; thus these activities assess content and learning outcomes across the entire course (Course Learning Outcomes 1 – 5).

Stress Research Presentation

Each student will be required to complete one small group presentation (in pairs) during the semester where they will teach the rest of the class about a stress-related topic. Students can select a topic from a pre-approved list or create one themselves (with instructor approval). Either way, the presentation must relate to the present unit and incorporate at least two relevant research articles. Presenters are also required to engage the class in some way, usually through the creation of an activity. For example, one group presented on the relationship between social standing and stress (i.e., those at the top of the hierarchy are typically less stressed) and illustrated this with an activity called Playing Card Hierarchy.

Research Presentations are given each unit; thus this assesses content and learning outcomes across the entire course (Course Learning Outcomes 1 – 5).

Daily Activity Self-Monitoring Log

Because time and stress management are often related in college students, each student is required to track and record every activity they do, how long they do it for, and how stressful the activity makes them feel, for three different days of the same week. Once activity recording is complete, students must average together their stress ratings for each activity and compile them in a table showing which activities they spent the most time on and which caused them the most stress. Following this, students reflect on what they learned about themselves, about their ability to manage time effectively, and identify areas for improvement or identify where they could integrate stress management activities into their daily life.

The Self-Monitoring log has students reflect on their own stress levels and what causes that stress (whether they be internal, external, or social causes). Thus, this assignment assesses Course Learning Outcomes 2 and 5.

Stress Management Application

Students complete this assignment at least once during the semester (varies by instructor). Here, students must choose one stress management technique (e.g., mindfulness meditation, yoga, diaphragmatic breathing, selective awareness) that is new to them and that they learned about from class or the textbook, and integrate into their daily life for at least one week. Before and after they participate in the stress management technique, students record their heart rate and how they are feeling so that they can analyze and reflect on any physiological, psychological, and/or emotional changes. Stress Management Applications have students work to change their own stress levels and reactions to stress. Thus, this assignment assesses Course Learning Outcomes 3 and 4.

Exams or Quizzes (varies by instructor)

Multiple choice and true/false questions are designed to assess comprehension of topics throughout the course, including how the body responds to stress, affects our wellness, appropriate coping behaviors, theories of stress and stress management, relaxation techniques, and how diversity and our surroundings affect stress levels. Questions are often scenario-based, which require students to analyze examples of real-life situations and determine either what is being illustrated or what the best course of action would be. Short answer questions assess how well students can explain various concepts from relevant chapters and apply their knowledge to an example real-life situation by creating a plan of action.

Exams and Quizzes are given throughout the course, thus, these assess Course Learning Outcomes 1, 2, 4, and 5.

CURRICULUM CONSIDERATIONS

Part A: General Philosophy

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

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

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

intelligence, and family stress. Course presentations also give students a chance to work on how they communicate researched information to others.

Goal 3, using numerical data and mathematical methods for analysis and problem solving, is a part of the course. Many of the small in-class activities from the textbook require students complete surveys or questionnaires. Once completed, students must score the surveys themselves, interpret their results, and connect it back to their life. Oftentimes these surveys help students to identify personal areas of strength and areas that need improvement. Students are also able to see how their scores compare to normative data.

Goal 4, findings and using information based on logical thinking, inductive reasoning, and critical analysis, is also met by this course and goes along with Goal 3. Results from the daily activities that have students reflect on their own specific experiences are tied to wider patterns of stress and stress management in themselves as college students, family members, and so on.

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

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

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

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

individuals and their wider context are inescapable, making Category E the ideal spot for Exercise Science courses.

The first commonality, that courses promote an understanding of human behavior from the discipline's perspective, is shared by this course. Stress Management is an interdisciplinary course, drawing from other areas like physiology, psychology, human communications, and gerontology. However, a large emphasis of the course is on the reciprocal relationship between mind and body, which is fundamental to Exercise Science. This course discusses what happens in our mind and body when we experience stress, and how we can use our body (via exercise, diaphragmatic breathing, yoga, tai chi, etc.) to reduce our stress levels.

The second commonality, that courses provide theoretical and methodological approaches for understanding human behavior, is shared by this course. Stress Management touches on several theories of stress and stress management throughout the material, ranging from the Transactional Model of Stress & Coping (Lazarus) to the General Adaptation Syndrome (Selye) to the Transtheoretical Model (Prochaska & DiClemente). The course also has students engage in self-regulatory strategies to understand their own behaviors. These strategies include monitoring how stressful their daily activities are, practicing stress management techniques on their own, and reflecting on any behavioral and emotional changes.

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

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

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

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

The first Category E objective links with Course Learning Outcomes 1 and 4, which are assessed through completion of Lab Activities, Stress Research Presentations, Stress Management Applications, and Exams/Quizzes.

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

The second Category E objective links with Course Learning Outcome 5, which is assessed through completion of Lab Activities, Stress Research Presentations, Daily Activity Self-Monitoring Logs, and Exams/Quizzes.

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

The third Category E objective links with Course Learning Outcomes 1 – 5 and is assessed through completion of Lab Activities, Stress Research Presentations, Daily Activity Self-Monitoring Logs, Stress Management Applications, and Exams/Quizzes.

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

The fourth Category E objective links with Course Learning Outcome 5, which is assessed through completion of Lab Activities, Stress Research Presentations, Daily Activity Self-Monitoring Logs, and Exams/Quizzes.

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

The fifth Category E objective links with Course Learning Outcomes 1, 2, and 5, which are assessed through completion of Lab Activities, Stress Research Presentations, Daily Activity Self-Monitoring Logs, and Exams/Quizzes.

Part B: Practical Considerations

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

Stress is a large part of the college student experience – balancing academics with a job and extracurricular activities and athletics and a social life and family responsibilities is no simple feat. On top of the normal stressors associated with college, many of our students are first-generation college students and/or from disadvantaged backgrounds, adding extra obstacles to an already challenging experience. While there are situations where stress is beneficial, repeatedly

experiencing large amounts of stress over long periods of time (such as during four years of college) can damage health and wellness physically, psychologically, academically, socially, and so on. Therefore, it is crucial that college students are able to manage their stress effectively and have opportunities for learning how to do so.

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

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

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

Table 1

PASSHE Universities With and Without Health/Wellness Course Options in General Education

University	Category	Course Example
Bloomsburg University	Healthy Living	Personal Health: A Multi-Dimensional Perspective

California University of Pennsylvania	Health & Wellness	Psychology of Stress Management
Cheyney University	Health & Wellness	Health and Wellness
Clarion University	Health and Wellness	Health Education
East Stroudsburg University	Wellness	Health Promotion & Lifetime Wellness
Edinboro University	No health/wellness component	
Indiana University of Pennsylvania	Dimensions of Wellness	Healthy People-Promoting Wellness
Kutztown University	Wellness	Personal Health Management
Lock Haven University	Wellness	Leisure, Wellness, and Personal Lifestyle
Mansfield University	Environmental, Economic, Social, and Personal Sustainability	Personal and Community Health
Millersville University	Connections & Exploration / Cultural Diversity	Wellness: Concepts of Health & Fitness
Shippensburg University	No health/wellness component	
West Chester University	No health/wellness component	

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

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

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

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

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

While the Exercise Science Department is working toward making significant curriculum changes to the Exercise Science major, these will not impact the number of face-to-face sections offered each year. The Department is planning to keep at least one face-to-face section each semester.

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

Table 2

Number of Category E Course Offerings in the 2017 Calendar Year, by Semester

Course	Winter	Fall	Summer B	Summer A	Spring	TOTAL
ANT 111	0	2	0	0	2	4
DS 100	0	1	0	1	2	4
ETH 100	0	1	0	0	0	1
ETH 101	0	0	0	0	0	0
ETH 102	1	0	0	0	1	2
GEO 140	1	3	0	1	3	8
HCS 125	1	1	0	0	1	3
PSY 101	1	13	5	1	12	32
SOC 101	1	14	4	1	14	34
WST 100	1	1	1	1	1	5
TOTAL	6	36	10	5	36	93

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

Currently, face-to-face sections of Stress Management have an enrollment cap of 35 students, meaning 70 face-to-face seats each year. Online courses are capped at 25 students, meaning 75 online seats per year. In total, this is 145 seats per year.

Additionally, starting in Spring 2018 the face-to-face sections will be capped at 30 students. This will mean 60 face-to-face seats, plus two or three times online, that sums to a maximum of 135 seats per year.

While this could potentially take seats away from other Category E courses, we do not expect there to be a significant impact. Popular courses in Category E will continue to be in high demand and it is unlikely that students interested in the other areas would replace those classes with Stress Management.

8. *What is the estimated frequency of the course offering? How many sections of this course will be offered initially? How often will this course be offered, e.g., every semester, once per year, once every two years...? What are the projected offerings over the next five years?*

Currently, five sections of Stress Management are offered each year (two face-to-face, three online). The Exercise Science Department plans to offer four to five sections each academic year. The five-year plan is to offer at least one face-to-face class per semester with online offerings during the summer and winter terms.

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

No similar courses exist in other departments.

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

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

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

We are not projecting growth in the number of offerings.

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

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

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

Please see the attached tentative syllabus for the Fall 2018 semester, which is the first semester Stress Management would be eligible to be included as a Category E course.

SECTION II

SUPPORT SERVICES

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

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

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

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

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

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

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

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

SELECTED REFERENCES

National College Health Assessment

American College Health Association. (2017). *National College Health Assessment II: Undergraduate Student Reference Group Executive Summary, Fall 2016*. Hanover, MD: Author. Retrieved from <http://www.acha-ncha.org/>

General Education Program Pages for All PAASHE Universities

- Bloomsburg University
 - http://intranet.bloomu.edu/general_education
- California University of Pennsylvania
 - <http://www.calu.edu/academics/programs/general-education/goals/index.htm>

- Cheyney University
 - <http://www.cheyney.edu/general-education/General-Education-Requirements.aspx>
- Clarion University
 - <http://www.clarion.edu/academics/registrars-office/documents-and-forms/General-education-requirements.pdf>
- East Stroudsburg University
 - http://www4.esu.edu/academics/general_education/index.cfm
- Edinboro University
 - <http://www.edinboro.edu/directory/offices-services/academic-success-center/Master%20General%20Education%20List%202017.pdf>
- Indiana University of Pennsylvania
 - <https://www.iup.edu/liberal/>
- Kutztown University
 - <https://www.kutztown.edu/academics/general-education.htm>
- Lock Haven University
 - <http://www.lockhaven.edu/generaleducation/>
- Mansfield University
 - <https://www.mansfield.edu/academic-affairs/student-resources/general-education-portfolios.cfm>
- Millersville University
 - <https://www.millersville.edu/services/advisement/gened/index.php>
- Shippensburg University
 - http://www.ship.edu/CAS/General_Education_Requirements/
- West Chester University
 - <http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/>

**APPENDIX A: SELECTED STUDENT FEEDBACK
FROM COURSE EVALUATIONS FOR ESC 200/207 (2013-2017)**

- Stress management was an amazing course that taught practical application of skills we should be using everyday. This course could greatly improve any course of study and I would highly recommend it to anyone. I learned so much about how to manage my own stress as well as how to help future clients manage their stress.
- I had an overall positive experience in this class. He provided examples for everything and always gave opportunities for questions. We also had opportunities for hands-on experience.
- The class as a whole would be useful to anyone in any major and I would highly recommend it.
- Very effective in teaching us the different terms and making sure to use real world issues or scenarios when going through the chapters. I enjoyed the course and would recommend everyone take it.
- Practical application. Stress management helps college students a lot.

- I really like that we do in class assignments because it makes students come to class and listen to the lectures.
- I really liked how certain stress ways to help reduce stress were applied in the classroom along with going to the gym and being able to try out stress reducing methods.
- This is one of the best classes I've taken at Ship and probably the most effective on giving a better outlook on stress, college, and life in general. I recommended this class to a lot of my friends. [Note left on final exam]
- Did a good job making us apply things that we were learning to our everyday lives. Very informative and easy to relate to.
- I think the different types of assignments make it possible for everyone to succeed in the course.
- I learned how to manage my stress to help me throughout life, very well needed course for all college students.
- I enjoyed the course. I was able to apply some of the stress management techniques to cope with my stress.
- I have learned so much during this course.
- The course allowed us to learn the material and analyze the material based on our own lives.

ESC 207: STRESS MANAGEMENT

TENTATIVE/GENERIC FALL 2018 SYLLABUS

COURSE DESCRIPTION

This course explores stress reaction and its relationship to illness and disease. This course also provides intervention strategies to limit harmful effects in addition to other such skills necessary for successful life management.

INSTRUCTOR INFORMATION

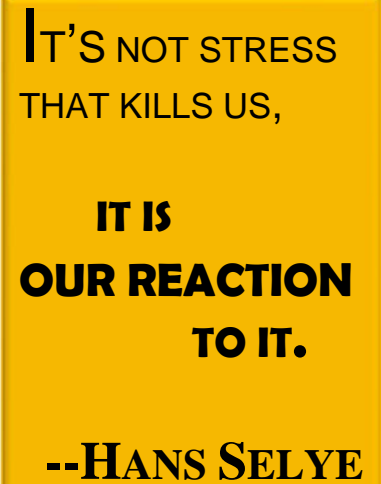
Dr. Sam Forlenza, Dr. Russell Robinson, or Dr. Sally Paulson

Office:

Office Hours: TBD

Contact: When sending an email, include the course title in the subject, and sign your first and last name.

Grading: I am the instructor of record (IR) for this course. Only the IR can properly grade coursework and issue midterm and final grades.



IT'S NOT STRESS
THAT KILLS US,

IT IS
OUR REACTION
TO IT.

--HANS SELYE

COURSE INFORMATION

Section information: TBD

Semester information: TBD

Prerequisite Courses: None

COURSE LEARNING OUTCOMES

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

1. Comprehend the body's stress response and how it affects our physical, psychological, social, and emotional wellness.
2. Analyze and evaluate the factors that influence your own stress levels, including everyday actions in one's own life.
3. Apply stress management techniques discussed and/or practiced in class to your own life to manage stress levels and engage in healthy coping behaviors.
4. Describe and discuss the research and theories that explain the physiological and psychosocial effects of stress and stress management techniques.
5. Recognize how diversity (e.g., gender, age, race/ethnicity) and different organizational contexts (e.g., work, school, family, culture) impact one's experience of stress and coping actions throughout the lifespan.

CATEGORY E LEARNING OBJECTIVES

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

1. Summarize, analyze, and evaluate the relevant principles, theories, research, and research methods that are essential to understanding the behavior of individuals and groups.
 - a. This objective is met through learning various theories and models of stress and behavior change and identifying various ways that we are impacted by and impact other people. This is assessed through Lab Activities, Stress Research Presentations, Stress Management Applications, and Exams/Quizzes.

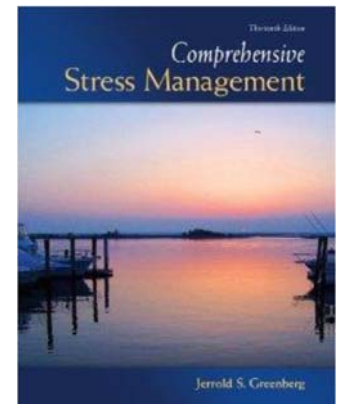
2. Identify patterns and processes of human activity within and across cultures.
 - a. This objective is met by examining different aspects of what it means to be human (e.g., gender, race, age) and how personal characteristics affect what stressors we experience. This is assessed through Lab Activities, Stress Research Presentations, Daily Activity Self-Monitoring Logs, and Exams/Quizzes.
3. Identify causes of human action.
 - a. This objective is met through examining common causes of stress in people in general and also through analytical and reflective assignments that have you explore your own stressors and responses to stress. This is assessed through Lab Activities, Stress Research Presentations, Daily Activity Self-Monitoring Logs, Stress Management Applications, and Exams/Quizzes.
4. Identify examples of diversity in human organizations and structures and their impact on human behavior.
 - a. This objective is met by exploring how contextual forces, like workplaces and family units, affect how we experience stress. This is assessed through Lab Activities, Stress Research Presentations, Daily Activity Self-Monitoring Logs, and Exams/Quizzes.
5. Identify the impact of social forces on individuals and groups.
 - a. This objective is met through exploration of how the relationships we have and interactions with others contribute to stress. This is assessed through Lab Activities, Stress Research Presentations, Daily Activity Self-Monitoring Logs, and Exams/Quizzes.

TEXTBOOK (REQUIRED)

Greenberg, J. S. (2017). *Comprehensive stress management* (14th ed.). Boston: McGraw-Hill.

ISBN-13: 978-0078028663

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



COURSE OUTLINE

Unit I: Scientific Foundations of Stress Management

- 1: Introduction to Stress Management
 - Traces the history of stress and stress management, including the major theories, concepts, and terms used in the field
- 2: Physiology of Stress
 - Explains the body's physiological and physical responses to stress (i.e., sympathetic nervous system activation, hormone release)
- 3: Stress and Illness
 - Discusses the medium-term and long-term effects of stress, along with a brief outline of how stress affects the immune system
- 4: Stress and College Students
 - Outlines the major stressors that college students experience

Unit II: Life-Situation and Perception Interventions

- 5: Stress Interventions

- Explores common actions for dealing with stress and outlines two major models of stress and coping behaviors
- 6: Intrapersonal Stress Interventions
 - Identifies several practical and research-based strategies for changing your own behaviors to reduce the amount of stress experienced, including nutrition and time management
- 8: Perception Interventions
 - Identifies several practical and research-based strategies for changing how we view stressors to reduce our experience of stress, including techniques to build confidence and manage anxious thoughts
- 7: Interpersonal Stress Interventions
 - Identifies several practical and research-based strategies for changing how we interact with others to reduce our stress, including strategies for being more assertive, finding social support, and developing emotional intelligence
- 9: Spirituality and Stress
 - Explores theories of how spirituality can be used to manage stress along with discussing strategies to tap into one's sense of spirituality

Unit III: Relaxation Techniques

- 10, 11, 12: Meditation, Imagery, Progressive Relaxation, and Other Relaxation Techniques
 - Discusses how many different relaxation techniques work and tests their stress-reducing effects in a controlled environment

Unit IV: Physiological, Behavioral, and Cultural Considerations

- 13: Using Exercise to Manage Stress
 - Explains what physical activity and exercise are and how to safely start and maintain an exercise program via overcoming common barriers to change
- 14: Decreasing Stressful Behaviors
 - Identifies many different behavioral strategies for changing behavior (e.g., goal setting, self-monitoring, shaping) along with two major models of behavior change (Health Belief Model, Transtheoretical Model)
- 15: Diversity and Stress
 - Examines several unique stressors that people of different races or cultural backgrounds may experience (e.g., discrimination, profiling, health disparities) and the contributions to stress management from racial or cultural minorities

Unit V: Lifelong Considerations

- 16: Occupational Stress
 - Identifies numerous causes of workplace stress, including gender-based discrimination, burnout, stereotype threat, and workaholism
- 17: Family Stress
 - Identifies different family structures and the stressors different families may face (e.g., military families, single-parent households)
- 18: Stress and Older Adults
 - Examines unique stressors associated with aging and older adulthood, along with interventions for managing stress as we age

GRADING & ASSIGNMENTS

ASSIGNMENT	POINTS	GRADE	PERCENT
Lab Activities	25%	A	93%
Stress Research Presentation	12.5%	A-	90%
Daily Activity Self-Monitoring Log	12.5%	B+	87%
Stress Management Application	12.5%	B	83%
Exam 1	18.75%	B-	80%
Exam 2	18.75%	C+	77%
TOTAL	100%	C	70%
		D	60%
		F	< 60%

LAB ACTIVITIES

Throughout the semester, we will break away from the traditional lecture format and conduct active learning experiences, giving you more in-depth experiences on the associated topics. These activities will have you analyze and reflect on your own life experiences. Most of the lab activities will be from the textbook, so ensure your book has all of them and that you bring your book to class each day.

STRESS RESEARCH PRESENTATION

There are five presentation days each semester, at the end of each Unit. Students will work together in small groups of two or three people to create a 20-minute presentation. The presentation must incorporate relevant research and engage the class via active learning experiences.

DAILY ACTIVITY SELF-MONITORING LOG

You will record all the activities you do for three days and then rate how stressful each activity was. Following that, you will analyze your ratings to determine your major sources of stress and reflect on your current stress and time management practices.

STRESS MANAGEMENT APPLICATION

This assignment will have you apply two different stress management techniques to your own life in 1-week timeframes and record your physiological and psychological reactions to using them. Afterwards, you will analyze and reflect on your experience to identify which stress management methods are most effective for you.

EXAMS/QUIZZES

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

COURSE POLICIES & RESOURCES

EXPECTATIONS

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

ASSIGNMENT SUBMISSIONS

- All assignments are due by the **start** of class the day the assignment is due
- Submit assignments electronically into the appropriate dropbox on D2L (unless stated otherwise)
 - Assignments submitted 24 hours late or less will receive a penalty of up to 50% off
 - Assignments submitted more than 24 hours late will not be graded

MAKE-UP POLICY

- No make-ups or extensions will be offered for missed in-class activities, assignments, etc., except in one of the following situations, provided I am **notified in advance** with signatures from the appropriate personnel (as needed). Please provide this information to me as soon as you are aware of the conflict. Make-ups may be for partial credit only.
 - University sponsored trips (athletic, academic, etc.)
 - Religious observances
 - Extenuating circumstances: This includes family emergencies, severe illnesses, accidents, etc. Whether you will be allowed to receive a make-up or extension is up to my discretion.
- For all absences, you are responsible for obtaining any missed material from a classmate

TECHNOLOGY

DESIRE2LEARN AND SHIPPENSBURG UNIVERSITY EMAIL

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

LAPTOPS, TABLETS, CELL PHONES, AND OTHER DISTRACTING TECHNOLOGIES

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

ACADEMIC INTEGRITY

All students should conduct themselves with the highest standards of academic honesty.

Academic honesty is using one's own new and unique thoughts, ideas, words, and materials in the completion of one's own assignments, projects, and exams, and giving credit to others when it is due.

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

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

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

ACCOMMODATIONS

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

STUDENTS WITH DISABILITIES

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

[The Office of Disability Services \(ODS\)](#)

Horton Hall 120; Phone: 717.477.1364

ENGLISH LANGUAGE LEARNERS

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

MEDICAL CONDITIONS OR OTHER CONCERNS

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

WRITING STUDIO

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

[Shippensburg University Writing Studio](#)

Lehman Library, behind Starbucks; Phone: 717.477.1420

SHIP SAYS NO MORE

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

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

Attachement H

UCC CONTROL # 17-1-19

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
COURSE PROPOSAL
(New Course or Revision of Existing Course)

DEPARTMENT: **General Education Council**

COLLEGE: N/A

SPONSOR: **Dr. Steven Burg/Dr. Laurie Cella**
Dr. Kirk Moll/Dr. Sherri Bergsten
Dr. Scott Drzyzga
General Education Entry-Year Experience Committee

PHONE/E-MAIL: **sbburg@ship.edu/x1189**
ljcella@ship.edu/x1204
kamoll@ship.edu/x1473
seberg@ship.edu/x1772
sadrzy@ship.edu/x1307

COURSE TITLE: **Shippensburg University First Year Seminar** PROPOSED COURSE NUMBER: **UNIV 101**

TITLE ABBREVIATION (*Limited to 30 characters*): **SU First Year Seminar**

APPROVAL DATE:

ACTION (check one): Delete Course _____ Add Course X Revise Course _____

IMPLEMENTATION DATE: **Fall 2018**

LEVEL: Undergraduate X Graduate _____ Mixed Graduate and Undergraduate: _____

ARE YOU ALSO SEEKING DISTANCE EDUCATION APPROVAL (ONLINE) Yes _____ No X

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

FACULTY RESOURCES TO DELIVER COURSE: N/A Existing Course Dropped N/A Verification Grid
(New Courses Only – See Section IV)

DIVERSITY COURSE DISTINCTION: Yes or No NO

GRADE TYPE: Standard grading system or Pass/Fail Standard

CREDIT HOURS: 3

WORK LOAD EQUIVALENCY: 1/4 FTEF

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

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

EQUIVALENT COURSE(S): **NONE**

CO-REQUISITE(S): NONE

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

RESTRICTIONS (Notate Include or Exclude): **Restricted to first year students or transfer students with thirty or fewer credits. Course is intended to be taken by students during their first semester at the university.**

SECTION I. INFORMATION FOR MINOR REVISION OF EXISTING COURSES

N/A

SECTIONS II-V. INFORMATION FOR NEW COURSE PROPOSALS

SECTION II : NEW COURSE INFORMATION AND CURRICULUM CONSIDERATIONS

CATALOG COURSE DESCRIPTION: UNIV 101 is a course that helps first-year, first-semester students to achieve scholarly and academic success, to engage with the Shippensburg University community, to foster their personal development and well-being, and to promote their understanding of diversity, the shared human experience, and social responsibility. The class will be organized around an engaging topic or theme with discussion and interactive pedagogies as the primary forms of teaching and learning. UNIV 101 will be capped at a small class size (20 students or fewer) and students will be scheduled intentionally with sections of HCS 100, ENG 113, or ENG 114. Ideally, learning objectives, class assignments, active and experiential learning, and extra-curricular components will be closely coordinated between the foundational classes. This is a 3-credit course.

CREDITS: 3

JUSTIFICATION FOR NEW COURSE:

University 101: Shippensburg University First Year Seminar is being introduced at Shippensburg University as a key component of the renewal of Shippensburg University's General Education program. The program proposal for General Education Renewal was approved by the university's governance structure in the Fall of 2017. Shippensburg University President Laurie Carter signed the proposal on December 13, 2017, following the proposal's passage at a special meeting of the Shippensburg University Forum on December 11, 2017.

First-year seminars are well established as an effective element of the undergraduate curriculum. Colleges and universities have introduced seminars specifically for first-year students starting with the introduction of a first-year seminar at Lee College in Kentucky in 1882. Reed College offered the first "for-credit" seminar in 1911. Seminars fell out of favor among institutions in the decades after World War II, but they enjoyed growing popularity beginning in the 1970s.¹

Today, virtually all institutions of higher education have some type of first year seminar. The National Survey on First-Year Seminars conducted in 2009 found that 87.3% of all types of institutions of higher education offered students a form of first-year seminar. By 2005 fully 95% of all four-year institutions offered some type of first-year seminar.²

Shippensburg University has thus been an extreme outlier by failing to offer what most other institutions have considered a standard element of the curriculum to support first year students and to assist them with their transition to higher education. Implementing a first-year seminar bring Shippensburg University in line with what is considered to be best practice in the support of first-year college students and the experience students receive at other PASSHE schools. For example, California University has had a one-credit First Year Seminar and peer mentoring program in place for over two decades; Millersville has had a first year seminar since 2001 (revised in 2008), and Clarion University built on its long

¹ History of First Year Seminars and UNIV 101, University of South Carolina, <http://www.sc.edu/univ101/aboutus/history.html> (Accessed January 21, 2018).

² Ibid; Pascarella, E. T., and P. T. Terenzini, *How College Affects Student* (San Francisco: Jossey-Bass, 1991, revised 2005 and 2016).

history of having a first-year seminar by establishing a Center for the First Year Experience in 2016 and offering new “inquiry seminars.”³

The precise nature of first year seminars varies considerably among institutions. As Kathleen Goodman and Ernest T. Pascarella have noted, “The element that is most common to first-year seminars is a regularly scheduled meeting time with a specific instructor for new students. Elements that vary include the frequency and duration of class meeting times; content, pedagogy, and structure; credit hours and grading; and whether the course is required or an elective. The common goal of first-year seminars is to increase academic performance and persistence through academic and social integration. The long-term goal is increased degree attainment.”⁴

According to Dr. John Gardner, one of the foremost experts on First Year Seminars, the three most important elements determining the efficacy of first year seminars are: 1) that they are offered for-credit, 2) that they utilize peer mentors, and 3) that they are part of learning communities. Shippensburg University’s UNIV 101 course is a required, three-credit course that will utilize peer mentors and that will combine the UNIV 101 course with other first-year foundational courses to create learning communities. We are thus proposing the form of first-year seminar experience that has been demonstrated to provide the greatest positive impact on first-year students.

Scholarly research on first-year seminars has demonstrated their impact on the retention and success of first-year students. Research studies have indicated that students who participate in a first-year seminar are more likely to persist into their second year and beyond than students who did not, and they are also more likely to graduate in four years than non-participants. Upon reviewing the research on first-year seminars, Ernest T. Pascarella and Kathleen Goodman of the Center for Research on Undergraduate Education at the University of Iowa found that studies that controlled for pre-college characteristics of students indicate that “participation in first-year seminars for undergraduate students does promote persistence into the second year and beyond” and that “first-year seminar participation has a statistically reliable positive influence on persistence and degree attainment.”⁵

A first-year seminar that focuses on close, personalized relationships between faculty and students in small classes, an emphasis on introducing students to learning strategies, interactive teaching pedagogies, and an emphasis on critical thinking will address several areas that the National Survey of Student Engagement (NSSE) found Shippensburg University to be deficient. The 2016 survey indicated that Shippensburg University was significantly lower than other PASSHE schools in the area of High-Order Learning, Learning Strategies, and Effective Teaching Practices.⁶ These would be areas directly impacted by the pedagogy and content of the new UNIV 101 course, and that would impact all incoming students.

The research on first-year seminars provides a compelling case for Shippensburg University to adopt as first-year seminar as a ways to increase student persistence, graduation, and engagement. A first year seminar is an important pedagogical tool than can help improve students’ satisfaction, sense of connection, persistence, and graduation as part of a larger university commitment to engaging, empowering, and supporting first year students.

³ Millersville University Proposal for First Year Inquiry Seminars, 2008, <http://www.millersville.edu/gened/files/FYI-Revised-Course-Proposal-v6.pdf> (Accessed January 21, 2018); Center for First Year Experience Created to Enhance Student Service, Retention. <http://www.clarion.edu/news/2016/july/center-for-first-year-experience.html> (January 21, 2018).

⁴ Kathleen Goodman and Ernest T. Pascarella, First-Year Seminars Increase Persistence and Retention: A Summary of the Evidence from How College Affects Students, Association of American Colleges and Universities, *Peer Review* <https://www.aacu.org/publications-research/periodicals/first-year-seminars-increase-persistence-and-retention-summary> (Accessed January 1, 2018).

⁵ Ibid, Pascarella, E. T., and P. T. Terenzini, *How College Affects Student* (San Francisco: Jossey-Bass, 1991, revised 2005 and 2016), 384-386; Porter, S. R., and R. L. Swing, “Understanding How First-Year Seminars Affect Persistence.” *Research in Higher Education* 47 (2006): 89–109.

⁶ National Survey of Students Engagement, Shippensburg University Snapshot 2016. http://www.ship.edu/irp/nsse_results/. (Accessed January 21, 2016).

A: List the learning outcomes for the course

Course Student Learning Objectives/Desired Outcomes:

1. **Cultivate Academic and Scholarly Success:** The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.
2. **Engagement with the University Community:** The student engages in opportunities for learning beyond the classroom.
3. **Foster Personal Development and Wellness:** The student develops strategies and goals to support their personal wellness and academic and professional success.
4. **Promote Understanding of Diversity and Social Responsibility:** The student engages with core concepts of diversity and universality, and demonstrates principles of responsible citizenship within and beyond the campus community.

Course Student Learning Goals: Upon successful completion of this course, students will:

1. **Demonstrate an ability to perform college-level reading, writing, and critical thinking in the process of academic inquiry and exploration.**
2. **Participate in and reflected on the value of at least two out-of-class experiences.**
- 3(a). **Understand and be able to employ a variety of learning strategies, time-management techniques, and approaches to wellness to improve personal and professional success.**
- 3(b). **Identify how their college education contributes to their personal and career goals.**
- 3(c). **Know the range of campus resources and services available to support their academic success.**
4. **Recognize their own values and assumptions and how those are impacted by an understanding of diversity, inequality, privilege, and the shared human experience.**

B. List the assessment methods and link the methods to the learning outcomes.

Learning Objectives/Desired Outcomes	Assessment Method
1. Demonstrate an ability to perform college-level reading, writing, and critical thinking in the process of academic inquiry and exploration.	Portfolio and final reflective essay.
2. Participate in and reflected on the value of at least two out-of-class experiences.	Two required campus events and reflective essays.
3a. Understand and be able to employ a variety of learning strategies, time-management techniques, and approaches to wellness to improve personal and professional success.	Portfolio, final reflective essay, self-reporting by students in end-of-term survey.
3b. Identify how their college education contributes to their personal and career goals.	Required essay connecting college education to personal and professional goals, required professional resume.
3c. Know the range of campus resources and services available to support their academic success.	Self-reporting by students in end-of-term survey.
4. Recognize their own values and assumptions and how those are impacted by an understanding of diversity, inequality, privilege, and the shared human experience.	Portfolio and final reflective essay.

Assessment of outcomes will utilize the rubric developed as part of the General Education Program Renewal Proposal for UNIV 101 found on pages 26-27 of the proposal. The rubric is attached to this UCC proposal.

CURRICULUM CONSIDERATIONS:

1. How will this course impact General Education?

This course will be a required part of the General Education Core/First Year Experience.

2. For whom is this course intended, e.g., your department majors? Non-majors currently taking your department's courses? Non-majors currently taking courses outside your department?

First semester, first-year students and transfer students with fewer than 30 credits who have not had a first-year seminar at their previous institution.

3. How may the credit be counted in a degree program? How does the course fit into your curriculum?

This will be a three-credit course. All students will count those three credits towards their general education requirement.

4. What is the estimated frequency of the course offering? How many sections of this course will be offered initially? How often will this course be offered, e.g., every semester, once per year, once every two years . . . ? What are the projected offerings over the next five years?

This course will be offered every semester. As a required course capped at 20 students, one section will be required for every twenty incoming first-year students. A limited number of sections will be offered in the spring term for students who are newly admitted in the spring.

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

There are some courses on campus that provide students with an introduction to an academic discipline, major, or college while also providing skills and career exploration, such as BSN 101. However, UNIV 101 is distinctive in its pedagogy, learning objectives, and focus on connecting students to Shippensburg University rather than any specific discipline or program.

6. Does this course replace or overlap an existing course? If so, which course and how? If this is a new course, how will it be accommodated into the existing course structure? Please attach a three-year verification grid (Section IV--see sample grid at the end of the proposal) that will demonstrate how the course will be accommodated.

This is a new course. The course will fill the place in the General Education program in the fall of the first year formerly served by History 105. History 105 will now be offered in the spring term of the first year, and History 106 will be an elective in the General Education program.

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

ASP 101. History 105 which was offered each fall (approximately 30-35 sections) and which was required of almost all incoming students during their fall semester will now be offered in the spring term. History 106 that had previously been required of all first-year students during their spring semester will be offered as a general education elective.

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

When the number of new, first-year undergraduate students attending Shippensburg increases, additional sections of this course will need to be offered – one section for every twenty students.

9. What methods of instruction and learning will be used?

This course will be taught using a variety of engaging pedagogies, interactive learning, discussion, and high impact practices such as service-learning and community engagement. It is also anticipated that each section will be paired with a peer mentor who can also serve as a success coach for first-year students.

10. If you are seeking DE approval, explain how the course objectives will be met through an online format as well as how the course will be assessed.

N/A

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

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

The course can be taught by any member of the faculty with professional development that will be provided.

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

Faculty resources that had been devoted to teaching ASP 101 and HIS 105 during the fall term will be directed towards teaching UNIV 101. Additional sections will be covered by full-time faculty who choose to teach the course and will have their faculty lines backfilled, or by adjunct faculty. The course will require sufficient resources to backfill the positions full-time faculty position and hire the necessary adjunct faculty. It is also estimated that costs for faculty professional development, program coordinators, administrative support, and a budget for programming and experiential learning will also be necessary.

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

No.

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

Library faculty members are deeply involved in the process of developing this course.

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

SECTION V: COURSE SYLLABUS: Please provide a detailed syllabus showing course objectives, assessment methods, and assignments. The syllabus should provide enough detail so that readers can obtain a reasonable understanding of the course's workload, topics, and structure. Please note that syllabi for all 400-level courses must clearly differentiate additional requirements and expectations for students planning to register for graduate credit.

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

UNIV 101: Shippensburg University First Year Seminar

Section #, Class Meeting Day, Time, Location, Instructor's Name

Peer Mentor Name, Course Librarian Name

Office Address:

Office Telephone:

E-mail:

Office Hours:

Welcome to Shippensburg University! [A personalized welcome message from the instructor].

Topic or Academic Theme of This Course: [To be provided by each instructor].

Course Description of UNIV 101: UNIV 101 is a course that helps first-year, first-semester students to achieve scholarly and academic success, to engage with the Shippensburg University community, to foster their personal development and well-being, and to promote their understanding of diversity, the shared human experience, and social responsibility. Each section of UNIV 101 will be organized around an engaging topic or theme selected by the instructor with discussion as the primary form of teaching and learning. UNIV 101 will be capped at a small class size (20 students or fewer) and students will be scheduled intentionally with sections of HCS 100, ENG 113, or ENG 114 to create cohorts. Ideally, learning objectives, class assignments, active and experiential learning, and extra-curricular components will be closely coordinated between the foundational classes. This is a 3-credit course.

Goals of UNIV 101:

- The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.
- The student engages in opportunities for learning beyond the classroom.
- The student develops strategies and goals to support their personal wellness and academic and professional success.
- The student engages with core concepts of diversity and universality, and demonstrates principles of responsible citizenship within and beyond the campus community.

Course Student Learning Objectives : Upon successful completion of this course, students will:

- Demonstrate an ability to perform college-level reading, writing, and critical thinking in the process of academic inquiry and exploration.
- Participate in and reflected on the value of at least two out-of-class experiences.
- Understand and be able to employ a variety of learning strategies, time-management techniques, and approaches to wellness to improve personal and professional success.
- Identify how their college education contributes to their personal and career goals.
- Recognize their own values and assumptions and how those are impacted by an understanding of diversity, inequality, privilege, and the shared human experience.
- Know the range of campus resources and services available to support their academic success.
- [CONTENT SPECIFIC LEARNING OBJECTIVES PROVIDED BY INSTRUCTOR].

Role of Peer Mentor: [Developed by instructor]

Role of Course Librarian: [Developed by instructor]

Required Graded Assignments

Instructors will develop the following assignments that are aligned with the Student Learning Objectives:

- **Writing:** A variety of assignments totaling 15 pages of writing over the course of the semester that introduce students to college-level expectations of writing, documentation, and information literacy. These should include a mix of formal and informal writing, and assignments that require students to engage in a formal writing process.
- **Out-Of-Class Activity:** All students will be required to attend a minimum of two out-of-class social, cultural, or academic activities on campus or in the community that are approved by the instructor. Students will write a one-page paper in which they review the event and reflect on what they learned through the experience.
- **Career Exploration/Focus Assignment:** Students will complete an assignment using Focus 2 to help them to explore majors and career interests, and to consider how their college education and major will help them to fulfill their personal and professional goals.
- **Professional Resume:** All students will complete a resume that connects their education, skills, experiences, service, and leadership to their professional goals.
- **Final Reflective Essay & Portfolio:** Students will write a 300-500 words essay in which they describe their experiences in UNIV 101 and during their first semester at Shippensburg University and reflect on how their experience connects to the learning goals of UNIV 101.

Examples of Additional Assignments

Instructors will develop additional assignments that are aligned with the Student Learning Objectives, with a goal of encouraging active learning and exploration, high-impact practice, and engagement in the classroom, on campus, and in the community. These might include assignments such as:

- **Required Planner:** Students are required to keep either a paper or digital calendar where they can record their classes, assignments, and other responsibilities.
- **Students Presentations or Opportunities to Lead Class Discussions:** Provide opportunities for students to teach other students or initiate discussion of topics or readings.
- **Next Semester Plan:** In consultation with their advisor, students will complete a template outlining the courses they will take in the spring and over their college career.
- **Service-Learning Projects:** Developed in coordination with the class topic.
- **Completion of Modules:** Students will view, review, or attend workshop on wellness, stress management, study skills, etc. These may be developed as face-to-face workshops, online resources, YouTube videos, online games, etc.
- **Field Trips or Visits to campus or community resources.**
- **Research Projects:** Students will complete a guided research project on the topic associated with the course's theme.
- **Reports on Meetings with Advisor:** Within the first three weeks of classes, students should identify their major advisor and either drop by their office hours or schedule a brief introductory meeting. Students will write a paragraph describing the meeting.
- **Experiential Learning:** Applied, interactive, or collaborative activities focusing on high-impact practices.

Reading:

All sections of UNIV 101 should have students undertaking weekly reading assignments that will build students' college-level reading and critical thinking skills.

- Faculty teaching the seminar may choose to use a textbook, such as John Gardner and Betsy Barefoot, *Your College Experience: Strategies for Success* (Bedford/St. Martin's, 2017) or Sally Lipsky, *College Study: The Essential Ingredients* (Pearson, 2013).
- Scholarly or academic works connected to the course's topic or theme selected by the instructor.
- Readings providing students opportunities to learn and reflect on study, metacognition, and wellness skills required for academic and personal success in college.
- A "common read" book or article may be selected to be incorporated into all sections, particularly one that might connect to the Day of Human Understanding speaker.

NOTE: The faculty teaching UNIV 101 have organized a committee to review and recommend common readings or common textbooks.

First Year Portfolio, Resume & Midway and Final Reflective Essay: The UNIV 101 portfolio is a way to bring together everything you do in your first semester of college – your courses, experiential learning, and activities outside the classroom. You will also include the resume that you will develop as part of your career exploration workshop. You will maintain the portfolio and midway and at the end of the semester write a 250-500 word reflective essay discussing your first-year experiences. Please retain the journal after the semester's end.

Attendance, Preparation & Participation: Because this class is a discussion-based seminar, it is essential that you attend every class. Attendance is required and will be taken at every class session. The instructor will use the SSC (Student Success Collaborative) system to record when you are absent or tardy. [Attendance policy/penalties to be refined/ determined by the instructor].

Desire 2 Learn (D2L)

The course syllabus, readings, and some class assignments will be posted on D2L, Shippensburg University's online course management system. Important communications and discussions will take place on D2L, so please make sure you know how to use it. To see our course, go to <https://d2l.ship.edu/>. If you have questions, please see me.

Email Communication

Email is the official communication method used by Shippensburg University, and as a result, you will receive important information through your email account from the administration and your professors about activities, scheduling, billing, advising, and other university matters. It is your responsibility to ensure that your email account is functioning properly and that you check your messages regularly.

Inclement Weather Policy

[Instructor will include a weather policy]

Classroom Behavior for a Learning Environment

- Attend every class, arrive on time, and become an active participant in class discussions. Ask questions about material and assignments you do not understand (including before and after class, and via email).
- Treat other members of the class with respect. Avoid behaviors that will distract or disturb other members of the class.
- Contact me right away if you have questions, problems, or concerns about the class.
- [Additional classroom guidelines developed by the instructor].

Students with Disabilities

Shippensburg University supports the academic goals of students with disabilities. Students with disabilities are protected against discrimination by the Americans with Disabilities Act. If you received academic accommodations in high school, such as extra test taking time, please be sure to talk with me after any class or schedule an appointment.

Electronic Communication Policy

Throughout the semester I will send information to you through your ship.edu email account. I expect that you will follow the University guidelines that require you to maintain and regularly check this email account. I may send reminders and sometimes offer extra credit through email communication.

Academic Dishonest and Plagiarism

Academic dishonesty means deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit by a means not authorized by the course instructor or university policy. A breach of academic honesty is committed by students who give, as well as receive, unauthorized assistance in course and laboratory work and/or who purposefully evade or assist other students in evading the university's policy against academic dishonesty. Examples of offenses against academic honesty include, but are not limited to, the following:

Plagiarism

Plagiarism is defined as the borrowing of ideas, opinions, examples, key words, phrases, sentences, paragraphs, or even structure from another person's work, including work written or produced by others without proper acknowledgment. "Work" is defined as theses, drafts, completed essays, examinations, quizzes, projects, assignments, presentations, or any other form of communication, be it on the Internet or in any other medium or media. "Proper acknowledgment" is defined as the use of quotation marks or indenting *plus* documentation for directly quoted work and specific, clearly articulated citation for paraphrased or otherwise borrowed material.

Cheating

Includes, but is not limited to, those activities where a student:

- obtains or attempts to obtain pre-knowledge content of an examination;
- copies someone else's work;
- works in a group when the student has been told to work individually;
- uses unauthorized reference material in an examination.
- has someone else take an examination.

[Instructor will include course policies in a fashion consistent with university policy].

Title IX of the Education Amendments of 1972

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 of 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.

Shippensburg University faculty members support a safe campus environment for all. Unwanted advances, harassment, aggressive or violent behavior, and sexual assault will not be tolerated. A comprehensive list of reporting options and support services, including confidential resources, can be found at www.ship.edu/no_more/

Tentative Class Schedule*

***Note:** The topics and timing are meant to be illustrative rather than definitive, and the final list of Learning Strategies and Wellness topics will developed in consultation with the faculty teaching this course. It is anticipated that a variety of campus speakers and resources (such as handouts, lesson plans, workshops, peer mentors, and online videos and resources will be available to assist faculty in teaching the Learning Strategy and Wellness Topics.

	Content or Assignments Connected to Course Topic or Themes	<u>Possible Learning Strategies and Wellness Topics</u>
Week #1	<i>Welcome, Introductions, Ice-Breaker, Exciting Opener, Meeting Peer Mentors</i>	<i>Navigating syllabi Using D2L University email policy College work expectations</i>
Week #2	<i>Thematic Content Determined by instructor</i>	<i>Reading & note-taking strategies Identifying your advisor Professional etiquette and communication</i>
Week #3	<i>Thematic Content Determined by instructor</i>	<i>Time management Making a schedule that works Using a planner SU Day of Service</i>
Week #4	<i>Thematic Content Determined by instructor</i>	<i>Introducing metacognition Study strategies Emotional intelligence Learning from feedback Campus learning assistance resources</i>
Week #5	<i>Thematic Content Determined by instructor</i>	<i>Memory and learning Preparing for tests: strategies & managing test anxiety</i>
Week #6	<i>Thematic Content Determined by instructor</i>	<i>Career resources, Focus II, Connecting college to personal and professional goals Choosing (or changing) a major Developing a Professional Resume</i>
Week #7	<i>Thematic Content Determined by instructor</i>	<i>Metacognition & Bloom's Taxonomy</i>
Week #8	<i>Thematic Content Determined by instructor</i>	<i>Advisement & scheduling for Spring classes Using Degree Audit & other advising resources</i>
Week #9	<i>Thematic Content Determined by instructor</i>	<i>Developing Professional Writing</i>
Week #10	<i>Thematic Content Determined by instructor</i>	<i>Information literacy & library resources</i>
Week #11	<i>Thematic Content Determined by instructor</i>	<i>Overview of the last month of the semester Stress management</i>
Week #12	<i>Thematic Content Determined by instructor</i>	<i>Diversity on the college campus Financial Literacy</i>
Week #13	<i>Thematic Content Determined by instructor</i>	<i>Effective group projects</i>
Week #14	<i>Thematic Content Determined by instructor</i>	<i>Keeping healthy on campus</i>
Week #15	<i>Thematic Content Determined by instructor</i>	<i>Preparing for Finals Week Reflections on a First Semester DUE: Final Reflective Essay & Portfolio</i>

From the General Education Program Renewal Proposal, pps. 26-27

UNIVERSITY 101 CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: 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**.

Due to the complexity of UNIV101, the following rubric both frames the broader purpose and many critical components of UNIV101, in addition to outlining potential areas of assessment.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>1. Cultivate Scholarly and Academic Success <i>The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.</i></p>	<p>Fails to develop metacognitive skills through academic engagement; fails to develop appropriate achievement strategies or college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.</p>	<p>Defines different metacognitive skills, lists appropriate achievement strategies, and defines college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.</p>	<p>Explains how metacognitive skills effect their learning and academic success, begins to implement appropriate achievement strategies and college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.</p>	<p>Interprets how academic exploration shapes their identity as a student-scholar, implements appropriate achievement strategies, and demonstrates college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.</p>	<p>Constructs their identity as a student-scholar, adapts academic skills to support their academic achievement, and consistently demonstrates college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.</p>
<p>2. Engagement with the University Community <i>The student engages in opportunities for learning beyond the classroom.</i></p>	<p>Fails to create relationships with peers, staff, and faculty; fails to use appropriate campus resources, participate in academic and co-curricular activities, or recognize the purpose and traditions of Shippensburg University and higher education.</p>	<p>Describes how relationships with peers, staff, and faculty are important to their student experience, lists appropriate campus resources important to their success, attends campus academic and co-curricular activities, and defines the purpose and traditions of Shippensburg University and higher education.</p>	<p>Identifies peers, staff, and faculty with whom to build relationships, identifies appropriate campus resources and begins to use them, attends academic and co-curricular activities on campus and in the community, and interprets the purpose and traditions of Shippensburg University and higher education for Shippensburg University students.</p>		<p>Develops relationships with peers, staff, and faculty, evaluates and assembles appropriate campus resources for specific needs; attends and examines how academic and co-curricular activities on campus and in the community positively impact their success, and incorporates the purpose and traditions of Shippensburg University and higher education into their identity as a Shippensburg University student.</p>

(Continued on the next page)

Learning objectives / Desired outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>3. Foster Personal Development and Wellness <i>The student develops strategies and goals to support their personal wellness and academic and professional success.</i></p>	<p>Fails to identify appropriate time-management strategies or relevant academic policies and resources; fails to develop professional goals, or recognize how personal wellness contributes to their academic success and professional goals.</p>	<p>Defines time-management strategies, and relevant academic policies and resources related to their academic success; identifies potential professional goals, and recognizes that personal wellness contributes to their academic success and professional goals.</p>	<p>Identifies time-management strategies, relevant academic policies and resources related to their academic success; examines their interest in different professional goals, and explains how personal wellness contributes to academic success and professional goals.</p>	<p>Implements time-management strategies, connects how relevant academic policies and resources relate to their academic success; develops professional goals, and interprets how personal wellness contributes to their academic success and professional goals.</p>	<p>Uses time-management strategies consistently, applies relevant academic policies and resources to support their academic success; explores means to achieve professional goals, and uses their academic and wellness skills to attain those goals.</p>
<p>4. Promote Understanding of Diversity and Social Responsibility <i>The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.</i></p>	<p>Fails to define concepts of diversity, inequality, privilege, and diverse perspectives; does not examine aspects of the shared human experience, nor demonstrate principles of responsible citizenship within and beyond the campus community.</p>	<p>Defines concepts of diversity, inequality, privilege, and diverse perspectives; defines aspects of the shared human experience, and recognizes principles of responsible citizenship within and beyond the campus community.</p>	<p>Explains concepts of diversity, inequality, privilege, and diverse perspectives, examines aspects of the shared human experience and define their relevant values, assumptions and relationships with others, identifies strategies to act upon principles of responsible citizenship within and beyond the campus community.</p>	<p>Interprets concepts of diversity, inequality, privilege, and diverse perspectives, compares and contrasts how their experience connects to a shared human experience, and interprets how that impacts their values, assumptions and relationships with others, and demonstrates responsible citizenship within and beyond the campus community.</p>	<p>Evaluates concepts of diversity, inequality, privilege, and diverse perspectives; assesses how their values, assumptions and relationships with others changes based on their understanding of a shared human experience, and consistently demonstrates responsible citizenship within and beyond the campus community.</p>