

General Education Council

2017-2018 Academic Year

Agenda, for the meeting on Thursday, April 26, 2018, in ELL205 at 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – **See Attachment A**
3. Remarks by Co-Chairs – Dean James Mike, Dr. Kirk Moll
4. Old Business
 - a. Reports from our Standing Committees
 - i. Assessment (Dr. Dudley Girard)
 - ii. Budget (Dr. James Hamblin)
 - iii. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella)
 - iv. Program (Dr. Bergsten)
 1. Course Revisions –
 1. UCC17-146 & 147 – ENG114 & 115 (title change) – **See Attachment B, C**
 2. UCC17-148 – HCS100 (catalog description change) - **See Attachment D**
 3. UCC17-240 – ESS108 – (title and catalog description change) - **See Attachment E**
 2. Program Revisions
 1. UCC17-248 – General Education Program Revision (+PHY221) – **See Attachments F, G**
 3. UCC17-180 – New International Development minor (not shown as requiring GEC input on Matt Cella’s UCC spreadsheet, but the PC did review)
 4. Department Program Revisions - Because of the large number of these, please review the proposals online at:

s:\Public\Employee\UCC\2017-2018 New Proposals\Program Proposals

- UCC 17-234→239 (Geo-Earth Science program)
- UCC 17-241→243 (Poli Sci programs)
- UCC 17-244 (International Studies program)
- UCC 17-249 (Sociology program)
- UCC 17-250 (Chemistry program)
- UCC 17-251 (Social Work program)
- UCC 17-252→256&277 (Economics programs)
- UCC 17-257 (HCS program)
- UCC 17-260→265 (Biology programs)
- UCC 17-266 (English program)
- UCC 17-267→270 (History programs)
- UCC 17-271 (Ex Science program)
- UCC 17-272→275 (Math programs)
- UCC 17-276 (Computer Science program)
- UCC 17-278 (Spanish program)
- UCC 17-279 (French program)
- UCC 17-280 (Physics programs)
- UCC 17-281 (Interdisc Arts program)
- UCC 17-282→286, 290→293 (Teacher Ed programs)

b. Reports from Calibration Meetings – Dr. Moll, Dr. Bergsten, Dr. Drzyzga, Dr. Girard

5. New Business

a. Election of Officers – Faculty Co-Chair, Secretary, Non-Voting Representative to UCC

6. Announcements

7. Call to Adjourn

MINUTES

General Education Council, 3:30 PM March 27, 2018, ELL 205

- I. Dr. Kirk Moll called the meeting to order at 3:40 pm in ELL 205. Attendance at the meeting included: J. Mike, S. Bergsten, C. Sipes, D. Girard, D. Kalist, L. Cella, S. Drzyzga, A. Feeney, D. Birsch, M. Ramsey, L. Bryant, R. Lesman, M. Lucia, K. Shirk, M. Greenberg, S. Haase, A. James, A. Morana, B. Wentz, D. Hwang, A. Madero, W. Kubasko, S. Forlenza, and J. Smith.
- II. Dr. Ramsey motioned, seconded by Dr. Shirk to approve the February 27, 2018 minutes-It was noted that names of those in attendance were not listed. All were in favor and the motion passed unanimously with the stipulation that Dr. Moll would add the attendee's names.
- III. Old Business
 - a. Assessment Committee-Dr. Girard reported that the data from the CLA+ assessment suggests that our students-both at the freshman and senior levels- perform consistently over several years. This can be used as a baseline for change. The assessment committee motioned to continue the CLA+ assessment for the next four years as we phase out our current general education program and transition to the new one. After four years we will conduct CLA+ assessment every other year. He noted that the testing is costly so every other year will help with the budget, and the funds are provided by the Provost. There was no discussion, all were in favor, and the motion passed.
 - b. Budget Committee- Dr. Forlenza reported that they received one grant proposal to support one musical performance intended for about 10 sections. The budget committee motioned to grant \$400 to Dr. Hartman. There was no discussion, all were in favor, and the motioned passed.
 - c. Program Committee-Dr. Bergsten reported that UCC requested all expedited proposals be entered as one program revision. The Program committee motioned to approve the program revision as written in UCC-178. All were in favor and the motion passed. Dr. Bergsten reviewed the revisions for the UCC policy as it relates to general education. She highlighted a few areas that are intended to make the policy more consistent. It allows courses to be offered at any level, it deleted wording that suggested all courses had to be offered to all students (we often have special sections reserved) and clarified that general education courses could not double count for the major. Dr. Birsch opposed upper level courses in general education curriculum but others stated for some courses it may be appropriate. The program committee motioned to approve the changes, most were in favor with one no vote, and the motion passed. Dr. Bergsten reminded people that if your department has been (1) double counting courses for both general education and major, (2) if you formerly had a course count for general education that is now in the major, or if (3) your major course is now in the general education program your department must submit a program revision by April 9.

- d. Report from UCC-Dr. Drzyzga reported that English 115 had a name change and International studies submitted a minor program that is filled with general education courses.
- e. EYE committee-Dr. Cella provided a handout explaining what UNIV 101 will look like and she is inspired that we have a 3 credit course with solid practices that will lead to assessment. The course will have unified pieces but still allow for faculty creativity. The course will include pretests, reflection papers, assignments, and visits from the career center that will guide students towards a major and help them build a resume. There will be a common calendar listing events and each course will have a peer anchor that will run team building experiences.

IV. New Business

- a. Dr. Moll suggested the formation of an ad hoc committee to evaluate amendments and revise the bylaws. He would like 5-8 GEC members to evaluate inclusion of representation of interdisciplinary programs, renaming of EYE committee, and provision for calling special meetings. Dr. Bergsten motioned, seconded by Dr. Cella to form the ad hoc committee. All were in favor and the motion passed.
- b. Dr. Cella reported that they plan to develop a book club for incoming students in the fall and allow students the choice of selecting the book of their interest. She will be asking for volunteers to lead discussions.
- c. Dr. Moll stated that at next month's meeting the election of officers for the upcoming year will be held. He is looking for people to serve.

Dr. Birsch motioned, seconded by Dr. Cella to adjourn, the meeting ended at 4:29.

Minutes submitted by Alison E. Feeney

UCC CONTROL # 17-146

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

DEPARTMENT: English

COLLEGE: Arts and Sciences

SPONSOR: Dr. Laurie Cella

PHONE/E-MAIL: X1204, ljcella@ship.edu

COURSE TITLE: ENG 114: Writing Intensive First Year Seminar

PROPOSED COURSE NUMBER: ENG 114: Academic Writing

TITLE ABBREVIATION (*Limited to 30 characters*): Academic Writing

APPROVAL DATE: February 13, 2018

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

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 Yes
(Existing Courses Only – See Section I)FACULTY RESOURCES TO DELIVER COURSE: Existing Course Dropped Verification Grid
(New Courses Only – See Section IV)DIVERSITY COURSE DISTINCTION: Yes or No No GRADE TYPE: Standard grading system or Pass/Fail Standard Grading System CREDIT HOURS: 3 WORK LOAD EQUIVALENCY: 1/4 FTEF SCHEDULE TYPE (see the instructions for the code to enter here): LL 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): None.

SECTION I. INFORMATION FOR MINOR REVISION OF EXISTING COURSES

(Sponsors of New Courses may skip to Section II)

Note: Minor Revisions are defined by the UCC as course name changes, course number changes, or updating or rewording a course's catalog description in a way that does not significantly alter the nature of a course's content. All other revisions constitute the creation of a new course. Please answer all sections, indicating "not applicable" to any items that do not apply to your proposal.

A. CURRENT NUMBER AND TITLE OF COURSE:

ENG 114: Writing Intensive First Year Seminar

a. Proposed Change

ENG 114: Academic Writing

b. Justification

We need to revise the course title in order to create a distinction between ENG 114 and UNIV 101. It is important to remove the word "seminar" from our writing course so that students do not confuse these two classes

B. CURRENT CATALOG COURSE DESCRIPTION:

Introduces thought provoking texts and subjects. Assists students in developing four basic skills: writing, reading, discussion, and critical-thinking. Students learn to communicate more effectively as writers and learn to read, discuss, and think more deeply and successfully. Introduces some university resources, such as the library and the Learning Center. **Assists in making the transition from high school to the university by providing a small, interactive writing intensive course.** Students are assigned to ENG114 on the basis of their performance on the SAT or after successful completion of ENG 113.

a. Proposed Change

C. Introduces thought provoking texts and subjects. Assists students in developing four foundational skills: writing, reading, discussion, and critical-thinking. Students learn to communicate more effectively as writers and learn to read, discuss, and think more deeply and successfully. Introduces some university resources, such as the library and the Writing Studio. Focuses on process writing that includes composing several drafts, revising, editing, and proofreading within a small, writing intensive course. Students are assigned to ENG114 on the basis of their performance on the SAT or after successful completion of ENG 113.

a. Justification

This course description needs to be updated to remove language that overlaps with the course description of UNIV 101. We removed the sentence that discusses making the transition from high

school to college. We added a sentence focused on the writing focus on the course. We also updated the language to reflect the current writing support title, the Writing Studio.

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

DEPARTMENT: English

COLLEGE: Arts and Sciences

SPONSOR: Dr. Laurie Cella

PHONE/E-MAIL: X1204, ljcella@ship.edu

COURSE TITLE: ENG 115: Advanced Placement Writing

PROPOSED COURSE NUMBER: ENG 115: Advanced Academic Writing

TITLE ABBREVIATION (*Limited to 30 characters*): Adv Academic Writing

APPROVAL DATE: February 13, 2018

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

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 Yes
(Existing Courses Only – See Section I)

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

DIVERSITY COURSE DISTINCTION: Yes or No No

GRADE TYPE: Standard grading system or Pass/Fail _____ Standard Grading System _____

CREDIT HOURS: 3

WORK LOAD EQUIVALENCY: 1/4 FTEF

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

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): None.

SECTION I. INFORMATION FOR MINOR REVISION OF EXISTING COURSES

(Sponsors of New Courses may skip to Section II)

Note: Minor Revisions are defined by the UCC as course name changes, course number changes, or updating or rewording a course's catalog description in a way that does not significantly alter the nature of a course's content. All other revisions constitute the creation of a new course. Please answer all sections, indicating "not applicable" to any items that do not apply to your proposal.

A. CURRENT NUMBER AND TITLE OF COURSE:

ENG 115: Advanced Placement Writing

a. Proposed Change

ENG 115: Advanced Academic Writing

b. Justification

We need to revise the course title in order to create stronger continuity between ENG 113: Introduction to Academic Writing; ENG 114: Academic Writing; and ENG 115: Advanced Academic Writing.

B. CURRENT CATALOG COURSE DESCRIPTION:

Provides well-prepared students with enhanced course work in writing effective essays in accordance with a process model of pre-writing, drafting, peer reviewing, revising, editing, and proofreading, as well as sophisticated rhetorical analysis of audience, form, and content. Students compose some writing from print, non-print and on-line sources, using such appropriate documentation formats as Modern Language Association (MLA) format for essays in the humanities. Students are assigned to ENG115 instead of ENG 114 on the basis of their performance on the SAT.

Prerequisite(s): Writing placement score of 4 or prior SAT verbal minimum score of 33 or SAT writing subscore minimum score of 610

Category: Basic Skills and Competencies

a. Proposed Change

We need to remove the Prerequisite because our method of placing students into this course has been revised and updated. We need to remove this: **Prerequisite(s):** Writing placement score of 4 or prior SAT verbal minimum score of 33 or SAT writing subscore minimum score of 610

b. Justification

This course description needs to be updated to reflect our process for placing students into this course.

UCC CONTROL # 17-148

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

DEPARTMENT: HCS COLLEGE: A&S

SPONSOR: Laskowski PHONE/E-MAIL: x1564

COURSE TITLE: Introduction to Human Communication Studies
PROPOSED COURSE NUMBER: 100 (no change)

TITLE ABBREVIATION (*Limited to 30 characters*):

APPROVAL DATE: 16 Feb 2018

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

IMPLEMENTATION DATE: Fall 2018

LEVEL: Undergraduate Graduate _____ Mixed Graduate and Undergraduate: _____

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

DESCRIPTION CHANGE: (Change in course number, name, or catalog description only): YES
(Existing Courses Only – See Section I)

FACULTY RESOURCES TO DELIVER COURSE: _____ Existing Course Dropped _____ Verification Grid
(New Courses Only – See Section IV) not applicable

DIVERSITY COURSE DISTINCTION: No

GRADE TYPE: Standard grading system

CREDIT HOURS: 3

WORK LOAD EQUIVALENCY: .25

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

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):

SECTION I. INFORMATION FOR MINOR REVISION OF EXISTING COURSES

(Sponsors of New Courses may skip to Section II)

Note: Minor Revisions are defined by the UCC as course name changes, course number changes, or updating or rewording a course's catalog description in a way that does not significantly alter the nature of a course's content. All other revisions constitute the creation of a new course. Please answer all sections, indicating "not applicable" to any items that do not apply to your proposal.

A. CURRENT NUMBER AND TITLE OF COURSE:

- a. Proposed Change
- b. Justification

B. CURRENT CATALOG COURSE DESCRIPTION:

CURRENT: An overview examination highlighting four aspects of human communication: (1) general theoretical overview of historical aspects and current models, (2) small group and leadership dimensions of human communication, (3) interpersonal communication, and (4) public speaking strategies. Emphasis is placed on developing student sensitivity to and understanding of the necessity to adapt one's communication styles to various environmental and sociological communication situations. Prerequisites: None

a. Proposed Change:

A performance based comprehensive course that advances communication competence through knowledge of theory in application to communication skills. Emphasis is placed upon developing citizenship, cultural mindfulness and ethical choices through practice in listening, verbal and nonverbal communication, interpersonal, small group, and public speaking contexts. Students interact with diverse populations and acquire communication skills transferrable to their personal, professional, and student lives.

b. Justification

Although "hybrid" is a common term in the discipline where it refers to a basic course in communication studies that integrates the items listed in each catalog description, the use of the term has been noted to create confusion with respect to Distance Education/technology, thus, we have elected to use the alternative "comprehensive";

The proposed change emphasizes the performance/skill dimensions of the course across speaking/listening, intercultural, interpersonal, small group, and public communication more clearly than the previous definition, which appears to emphasize just 'public speaking' as the performance component;

The revision articulates the existing, but previously unstated in the description, emphasis on (inter)cultural and ethical communication and citizenship

C. PROGRAM CHANGE: - not applicable

- a. Proposed Change - not applicable
- b. Justification - not applicable
- c. Impact on other programs or departments - not applicable
- d. Impact on resources - not applicable
- e. Impact on Student Learning Outcomes and Assessment -

SLO have been updated to be more succinct and clearly stated. The actual learning outcomes, and assessment plan, have not changed - only the wording - and thus are included in this submission as informational.

The prior SLOs read:

All students who successfully complete HCS 100 will be able to:

- Interpret and use human communication theories and models
- Identify and display understanding of theories and concepts of Interpersonal Communication
- Use theories and concepts of Interpersonal Communication to plan, conduct, and adapt effective interpersonal communication as part of class exercises and assignments
- Display understanding of Small Group Communication concepts and theories
- Use theories and concepts of Small Group Communication to plan, conduct, and adapt effective small group communication as part of class exercises and assignments
- Identify the various rhetorical strategies required to effectively plan Public Speaking
Use rhetorical strategies of verbal and nonverbal communication in order to effectively deliver Public Speeches.

The SLOs have been updated to read:

Learning Objectives:

All students who successfully complete HCS 100 will have acquired:

1. Knowledge of fundamental theories and concepts of human communication studies;
2. The ability to identify and overcome barriers to effective communication;
3. Culturally informed, transferrable communication skills in the contexts of intrapersonal, interpersonal, small group, and oral communication.

UCC CONTROL # 17-240

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

DEPARTMENT: **Geography Earth Science**

COLLEGE: **Arts and Sciences**

SPONSOR: **Tim Hawkins**

PHONE/E-MAIL: **x1662 / twhawk@ship.edu**

COURSE TITLE: **Conservation of Natural Resources**

PROPOSED COURSE NUMBER: **ESS 108**

DATE: **April 6, 2018**

VERIFICATION GRID OR DROPPED CLASS:

Indicate how this course will be accommodated into the schedule by either identifying which course will be dropped or by attaching a verification grid.

NA

IMPLEMENTATION DATE:

Fall 2018

UNDERGRADUATE GRADUATE _____

Existing Course or New Course **existing** _____

Diversity Course Distinction: Yes or No **no** _____

Expedited Proposal (Change in Course #, Course Name, or Catalog Description only): Yes or No **yes** _____

Grade Type: Standard grading system or Pass/Fail **standard** _____

Credit Hours **3** _____

Work Load Equivalency **.25** _____

(Directions: Include only the information that applies to your request. If this is a course revision, you need only complete Section I. If this is a new course proposal, then you must complete Sections II, Section III and Section IV.)

SECTION I COURSE REVISION: Complete ONLY this section if you are revising a current course which involves a course name change, a course number change, or a revision of the catalog description. Include only the information that applies to your request.

A. CURRENT NUMBER AND TITLE OF COURSE:

ESS 108, Conservation of Natural Resources

a. Proposed Change

ESS 108, Introduction to Environmental Sustainability

b. Justification

We are changing the title and description of ESS 108 to account for the course's role in both the new Sustainability major as well as the new general education program. The course is not fundamentally changing. ESS 108 will be a core course in the Sustainability major. As such, the new title is more appropriate. The course will move from its old category C designation to the new S classification in the general education curriculum. The course has always fit well into many general education categories. For the new general education curriculum, we decided that S was the best designation for this course for our department and SU students. We are updating the description to reflect the slight change in focus that must occur due to a new set of learning objectives in the general education curriculum. Again, the course has not fundamentally changed. We are simply choosing a new set of objectives on which to be assessed. The catalogue is being changed to reflect that decision.

B. CURRENT CATALOG COURSE DESCRIPTION:

Introduction to environmental conservation. Basic elements of the physical environment are examined in consideration of the interaction between physical and human landscape systems. Emphasis on fundamental relationship of society to agricultural, hydrologic, biotic, mineral, and energy resources. Factors of environmental quality and land use by society also considered.

a. Proposed Change

Analyzes humanity's relationship to the natural environment and its resources. Attention is given to both current utilization and predicted future availability of natural resources. Specific topics may include population demographics, agriculture, mineral and energy resources, climate change, ecology, and water resources. Along with understanding the underlying science, all topics are examined using the perspective of current economic, social, and political conditions.

b. Justification

See above

C. PROGRAM CHANGE:

a. Proposed Change

b. Justification

c. Impact on other programs or departments

d. Impact on resources

e. Impact on Student Learning Outcomes and Assessment

SECTION II. NEW COURSE PROPOSAL. Complete this section if this is a new course proposal.

PREREQUISITES:

CATALOG COURSE DESCRIPTION:

CREDITS:

JUSTIFICATION:

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...”
- B: List the assessment methods and link the methods to the learning outcomes.

CURRICULUM CONSIDERATIONS:

1. How will this course impact General Education?
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?
3. How may the credit be counted in a degree program? How does the course fit into your curriculum?
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?
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.)
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 (see UCC manual for specific guidelines and sample grid at the end of the proposal) that will demonstrate how the course will be accommodated.
7. What course(s) will not be taught as a result of shifting resources to this new course?
8. If you project growth in the offerings, what is the expected impact on other courses, sections, or students?
9. What methods of instruction and learning will be used?
- 10. Include a syllabus with a course content outline. Syllabi for all 400-level courses must clearly differentiate additional requirements and expectations for students planning to register for graduate credit.**

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.)
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.)

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)
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?

SECTION IV: RESOURCE IMPACT: Complete this section for all new course proposals.

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.

Sample Verification Grid for one semester				
Please include projections for at least three years				
TERM	FACULTY	COURSE	CREDITS	PROJECTED ENROLLMENT
Spring 07	Faculty A	Chair	3	
Spring 07	Faculty A	Intro 1	3	25
Spring 07	Faculty A	Intro 2	3	25
Spring 07	Faculty A	Intro 3	3	25
Spring 07	Faculty B	Intro 4	3	25
Spring 07	Faculty B	Intro 5	3	25
Spring 07	Faculty B	Intro 6	3	25
Spring 07	Faculty B	Special 1	3	35
Spring 07	Faculty C	Intro 7	3	25
Spring 07	Faculty C	Intro 8	3	25
Spring 07	Faculty C	Intro 9	3	25
Spring 07	Faculty C	Special 2	3	35

SELECTED REFERENCES:

Note: UCC will not act on proposals until the minutes of all appropriate councils documenting approval have been received. If suggestions or recommendations have been made at the council level, 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.

UCC CONTROL # 17-248

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

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

COLLEGE:

DATE: 4-10-18

DEPARTMENT: General Education Council

IMPLEMENTATION DATE: Fall 2018

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

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

PROPOSED REVISION:

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

Addition of PHY221 as an option for goal N in the new general education curriculum.

JUSTIFICATION:

PHY221 was missing from the list of current general education courses when we initially reviewed all of the expedited general education course proposals. Recently, documentation was found showing that PHY221 should be on the list of current general education courses. Since PHY221 is a current general education course, it should be eligible for the expedited review process. The course was reviewed based on description of how the course will address the three learning objectives associated with the requested program goal (N), and the assessment plan for the course including brief description of assignments that could be assessed with the associated rubric. The GEC Program Committee recommends adding PHY221 to the list of options for goal N in the new general education curriculum.

RESOURCE CONSIDERATIONS:

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

PHY221 is an existing general education course in category C, so approval as an option for goal N in the new gen ed curriculum should have no effect on program resources.

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

No.

3. How will this program be assessed?

See approved general education proposal for detailed description of 4 year assessment cycle, and rubrics associated with each program goal.

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

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

Attachment G

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

Broad theme	Credits required	Goal, Rubric	Credits distributed	Courses approved by the GEC *
FOUNDATIONS	15	First yr. sem., U	3	UNIV101
		Writing, W	3	ENG114,115; HON106
		Oral Comm., O	3	HCS100; HON100
		History, H	3	HIS105; HON122
		Quantitative, Q	3	MAT105,107,111,117,181,211,217
INTERCONNECTIONS	9	Diversity, D	at least 3	DS100; ETH100,101,102; FRN150; GEO103; HON102,140,151; PSY101; SPN150; SWK265; WST100
		Global persp., G	at least 3	ANT105,111; ECO101; FRN204; GEO101; GER150,204; HIS106; HON123,141,160,165,274; PLS141; SPN153,204,385
		Foreign Lang., F	e	CHN101,102,103; FRN101,102,103,202,320; GER101,102,103,203,215; SPN101,102,103,202,330
CITIZENSHIP & RESPONSIBILITY	6 **	Citizenship, S	e	ESS108; HIS201; HON279; PLS100
		Eth. reason., E	e	HON105; PHL105
		Crit. reason, R	e	ECO113; GEO140; HCS125; HON130,161; MAT225; PHL101,102; SOC101
NATURAL WORLD & TECHNOLOGY	9	Nat. world, N	at least 6	ANT121; BIO100,145,150,161,162,208,237; CHM103,105,121; ESS,110,111,210; HON108,142,145,159,180,186,196,244; PHY108,110,121,122,205,221
		Tech., T	e	CSC103,104,120,180; ECO102; HON166,182; MAT219
CREATIVITY & EXPRESSION	6	Literature, L	at least 3	ENG243,248,250; FRN330,331; GER151; HON101,224,249; SPN152,360,361; THE121
		Arts, A	e	ART101,231,232,233,339; HON111,135,208,210,261; IAP111; MUS121,129,227,261
		Creative, C	e	{none at this time}
	45		30	TOTALS

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

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

e – indicates an elective and not a rigid requirement. Students may choose so long as the rules above are followed.