

General Education Council

2016-2017 Academic Year

Agenda, for the meeting on Tuesday, Feb. 28, 2017, in ELL205 at 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – **Attachment A**
3. Old Business
 - a. Follow-up with the students from Multicultural Student Affairs who presented a case for needed changes to the current Diversity requirement. “Confront your Ignorance” – **Attachment B**
 - b. A reminder that groups of seats on the GEC are renewed every three years (* some are renewed annually). Participating departments and programs with seats with terms expiring at the end of the 2016-2017 AY are:

i. Communications / Journalism	vii. Ed Leadership & Special Education
ii. English	viii. Exercise Science
iii. Music & Theater Arts	ix. Social Work & Gerontology
iv. Physics	x. Department of Academic Services *
v. Political Science	xi. Library *
vi. Psychology	xii. APSCUF *
	xiii. Student Senate Reps *
 - c. Given the credit requirement of our General Education Program (min 48, max 53 cr), undergraduate Pennsylvania residents will pay no less than \$19,536 in tuition and fees to complete the program (not including textbooks and assuming no transfers, no repeats, and no change in the \$407 per-credit rate). Non-residents will pay more.
 - d. Recent accreditation actions taken by Middle States (2016 only) - **Attachment C**
 - e. Reports from our Standing Committees
 - i. Program (Dr. Sherri Bergsten)
 1. Minutes from its meeting on Jan. 24, 2017 – **Attachment D**
 2. Minutes from its meeting on Feb. 02, 2017 – **Attachment E**
 3. UCC proposal re: converting ANT190 to ANT105 – **Attachment F**
 4. UCC proposal re: ETH100 – **Attachment G**
 5. UCC proposal re: ETH102 – **Attachment H**
 6. General Education @ SHIP: Notes taken at the meeting with chairpersons on Feb. 7, 2017 – **Attachment I**
 7. General Education @ SHIP: Notes taken at the open campus meeting on Feb. 15, 2017 – **Attachment J**

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- ii. Budget (Dr. Ben Meyer)
 - 1. Minutes from its meeting on Feb. 20, 2017 – **Attachment K**
 - 2. GE Grant Proposal, Clements – **Attachment L**
 - 3. GE Grant Proposal, Mitaut – **Attachment M**
 - iii. Entry Year Experience (Dr. Matt Ramsey)
 - 1. Minutes from its meeting on Feb. 17, 2017 – **Attachment N**
 - 2. EYE Proposal and Assessment Plan – **Attachment O**
 - iv. Assessment (Dr. Dudley Girard)
 - 1. Minutes from its meeting on Dec., 12, 2016 - – **Attachment P**
 - 2. Minutes from its meeting on Feb. 03, 2017 – **Attachment Q**
 - f. Reports from our representatives to the UCC (Kirk Moll)
4. New Business
- a. The period for nominations for GEC faculty co-chair and GEC Secretary, for the 2017-2018 AY, will open at the next meeting of the GEC, which is scheduled for Tue., Mar. 28, 2017.
5. Announcements
6. Call to adjourn

MINUTES

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

- I. The meeting was called to order by Dr. Scott Drzyzga at 3:40 pm in ELL 205. Attendance at the meeting included: J. Mike, S. Drzyzga, S. Bergsten, T. Frielle, D. Girard, D. Kalist, E. Galioto, M. Bibby, A. Feeney, D. Birsch, M. Knight, J. Hamblin, P. Taylor, R. Lesman, M. Hartman, K. Shirk, M. Greenberg, C. Bertram, K. Lorenz, A. James, B. Wentz, D. Hwang, J. Carbo, B. Meyer, J. Clements, B. Ward, K. Moll, S. Burg, and S. Stokely.
- II. Several students from Multicultural Student Affairs attended the meeting to discuss acceptance and inclusion in the general education curriculum.- The group formed an initiative after a Facebook incident last fall. They expressed the viewpoint that even though we have diversity courses, many of them do not force students to confront current issues. Many faculty in the room expressed a deep interest and passion for their cause, and explained they do explicitly discuss different cultures, religions, genders, and sexual preferences in their courses. The students stressed the needs: 1) to promote tolerance and understanding; 2) to emphasis the history of diversity less and emphasis more on how history informs current events; and 3) for greater student-to-student interaction. It was suggested that the group meet with the program committee to continue discussions.
- III. Dr. Ward motioned, seconded by Dr. Clements, to approve the November 29, 2016 minutes. No amendments or corrections were noted and the motion passed unanimously.
- IV. Old Business
 - a. Dr. Drzyzga reminded members to make sure departments understand the new amended PASSHE BOG policies.
 - b. The memo to approve ENG 190: Special topics Contemporary Multicultural Voices as a category B1 was sent to the Registrar's Office and provided to the GEC.
 - c. Last fall Dr. Hamblin was on sabbatical and Dr. Moll served as interim UCC representative. Dr. Hamblin in now interim Department Chair and has many meetings on Tuesdays and Thursday and may have difficulty making UCC meetings. Dr. Hamblin motioned, seconded by Dr. Ward, to elect Dr. Moll to continue serving as UCC representative. All were in favor, and the motion passed. Dr. Moll reported on the December UCC meeting. He noted the GEC proposal was discussed at the end of a very lengthy meeting and it did not get a whole lot of attention, just a few general questions.
 - d. Report from standing committees:
 - i. Dr. Girard reported that they met in December and they plan to review the tags proposed in the new program. At least two people are reviewing each tag so they should have a lot of feedback. The next meeting is scheduled for this Friday and they should have a lot to report at the next meeting.
 - ii. Dr. Meyer reported that a grant proposal from Dr. Joe Shane was received and reviewed by the Budget Committee. The proposal asks for \$500 to bring a speaker to campus. All members reviewed and approved the grant and the Budget Committee motioned to approve \$500 to fund a forum on science and religion. All were in favor and motion passed unanimously.
 - iii. Dr. Ramsey was sick, so Dr. Knight read the emailed minutes from their last meeting. The Entry Year Experience committee feels like they are at a sticking point. They have discussed cohorts and courses that run from fall to spring, and feel strongly about inclusion of additional skills and life lessons along with course curricular material to help first year students adapt to college life.

Until a better understanding of the revised program is set, they feel revising their proposal is difficult. Dr. Stokely confirmed participation in events like student research day, talks on campus, possibly with using ID swipe cards at events to help monitor activities would be good. The difficulty with participation of transfer students was discussed.

- iv. Dr. Bergsten reported that the Program committee had met and the first line of business was to review a Course Catalog description change. Dr. Hamblin noted that the course should be designated a Category B2 (humanities). A motion was made to approve the changes to SPN 150: Spanish Civilization and Culture, all were in favor and it passed unanimously.
- v. The second topic discussed is that the program committee needs to hear from each department on their review of the program revision. They will be meeting with Department Chairs soon and will have two Open Forum Meetings for faculty in Mid-February (probably the 15th and 23rd, times and locations are still be organized). They will deliver all feedback at the next GEC meeting. Two written comments were read, one from Economics and one from Human Communications. Both departments were against the revised program. Economics felt it was a ghost proposal and difficult to evaluate when no specific courses were tagged. They felt the social sciences are being neglected, and they felt similar goals could be achieved with much less transition. Additionally with leadership change they felt this was a time of great uncertainty and maybe not the correct time to overhaul general education. Human Communications also felt that the BOG amendment does not justify such a major overall to the existing program. A short debate arose on a few of the topics, but was interrupted to clarify whether this was a fair time to refute those letters. Dr. Drzyzga reminded people that this is one of the largest groups on campus with representatives from all departments for all three colleges, with faculty, Deans, and open access to all. He also reminded people that general education assessment is to be program based, not course-based, and several universities are being monitored this year because of lack of program-level assessment. Dr. Drzyzga stated that he needs to hear from each department, and if they do not agree with the proposal, can they make other suggestions.
- e. Dr. Drzyzga reminded a few departments that they have 3-year terms expiring at the end of this year. Departments need to elect representatives and alternates. Membership is staggered so each year there is some continuity.
- f. Dr. Drzyzga reminded people that the 30th Annual MLK March for Humanities and Joe Shane's funded forum is coming up in February.

V. Dr. Clements motioned, seconded by Dr. Burg, to adjourn. The meeting concluded at 5:03 pm.

Minutes respectfully submitted by Alison E. Feeney

Confront Your Ignorance
(Campaign Proposal)

Committee Members

Taylor Canty
Nicholas Johnson
Zoleka Mekile
? Isiah Smith
Jiyana Wright
Marcus Watkins

tc 2981
nj 8912
zm 6067
jw 7103
mw 9578

Background

For several years there has been many racial injustices that we face as a minority community that goes far beyond the campus of Shippensburg University. However, over the last couple of months these same racial injustices has been growing in prevalence on this very campus, creating a disconnect. Although, there has been dialogue concerning diversity and inclusion, the institution has failed to proactively implement it. The birth of our campaign is a result of the disconnect we experience due to racial injustices, derogatory language, social media, on and off the campus interactions, in the classrooms, policies, and through the institution as a whole. We have concluded that the institution, our faculty, students and the community has an obligation to examine their policies as well as their personal bias to promote not only diversity and inclusion, but solidarity, by confronting discrimination and reducing implicit bias.

Purpose

The purpose of the Confront Your Ignorance campaign, is to be proactive in stimulating a healthy community wide consciousness and discussion of race and to confront the uncomfortable realities that it carries for diverse populations. Though Diversity has been a major highlight in the University's initiatives, it has become more and more evident that "diversity" itself must be explored and more closely examined for the different constituents, that fall under its rather large umbrella of human description. Once individuals are properly educated as to what race is and how it is manifested into our culture, then a healthy process of eliminating stereotypes and prejudices can come to fruition, in addition to building a stronger community wide tolerance. Race is one of the more obvious divisions of the diversity umbrella, and must be handled different than other divisions. Race has always been one of the more uncomfortable topics of our civil society, but conditions will not improve, and reconciliation will not be held, until there is

"Racism is still with us. But it is up to us to prepare our children for what they have to meet, and, hopefully, we shall overcome" - Rosa Parks

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direct action to do so. This package serves as a cross effort between Students, Faculty, and Administration in being assertive in being the change we seek.

Objectives

- **Promote Racial Understanding.** To create a culture in the Shippensburg Community, that encourages members to seek contemporary understanding of the social construct of race and racial issues as they pertain to our country's growing diverse population. This is not restricted to just the campus but the entire community of shippensburg.
- **Build Solidarity.** To push an a well rounded notion of what solidarity is, and how it can be practiced on a daily bases, in a healthy manner. We are trying to bring everyone together despite ethnicity, economic status, religious beliefs, or cultural background.
- **Educate.** We would like to educate all people and begin to dismiss stereotypes and prejudices. We're aiming to educate the entire campus population. We will focus on what's dividing us and what strengthens us as a community.

Endowments

This list consist of items and engagements whose cost that will be included within a requested budget

In order to successfully promote a campaign of this manner, there are certain materials that are needed. This includes, but is not limited to, T-shirts, sweatshirts, hats, pens, rubber wristbands, pins, padfolios, folders, notebooks, keychains, etc. In addition, the campaign would also benefit from having an official banner with its logo on it to hang up during events. Allocations for 2-3 speakers will be needed as well, speakers that will offer alternative understanding and interpretations of related topics. Furthermore, monetary funds will be needed at some point in order to put on certain events and to truly push this campaign forward.

Target Audience

The campaign's target audience is primarily the greater campus community, which includes, but is not limited to students, faculty, and administration. It should be noted that a large aspect of this campaign is educating freshmen early into their college careers through various means.

Committee On Current Issues & Equity

There will, however, also be an aspect of the campaign that targets the Shippensburg community at large, meaning the residents and community members in positions of power (Shippensburg Borough Police, local government officials such as the Shippensburg Borough Council, etc.).

This campaign will not only be directed at people of Caucasian descent and happen to fit into the majority, but also people who are a part of minority groups.

Strategic Outline:

Our overall aim to change the campus culture, in regards to race and ethnicity, by taking a large scale institutional approach. We will begin with the Racial Intimidation policy. We plan to update the policy to a more modern version, with direct language as well as have the professors incorporate it within their syllabus (Example, The No More Campaign), by Spring 2017. We also wish to see our campaign advertised within the Winter Orientation 2017 program, with a segment of the orientation being dedicated to “ Confront Your Ignorance” . Following that, we want to see our campaign implemented in the Summer 2017 Orientation Program. This campaign should be presented during peer discussions, where it has its own segment and video as well

Throughout the Spring semester of 2017, we would like to work with the Marketing department to help us promote elements of “ Confront Your Ignorance” across campus and within the Shippensburg community. This includes creating posters and strategically placing them across campus, such as in academic buildings, dining halls, residence halls, and administration buildings. Campaign items need to be in the most visible areas in those buildings as well. They also will be placed in the areas of (but not limited to) :

- Ceddia Union Building (CUB)
- Dining halls
- Academic buildings
- Residence Halls
- Library
- Elevators
- Restrooms

Pamphlets will be made available to handout to students. These pamphlets will also be prepared for incoming parent and student information bags as well so that every student attending Shippensburg University will be made aware of the campaign. The marketing office will also collaborate with us to create a webpage for campaign, as well. This web page will be advertised to students on our posters, pamphlets, and banners. The link to the webpage will be advertised on the university’s main page, Multicultural Student Affairs office page, and other relevant webpages. The marketing department will also help us create a video where campus

Committee On Current Issues & Equity

organizations, faculty and staff, students, and the local community will participate. “Confront Your Ignorance” would be advertised in the newspapers, on and off campus.

The next segment of the Confront Your Ignorance campaign consist of workshops throughout the academic school year. There will be 3-4 workshops/speaker events constructed for each semester. Workshops and speaker events will be geared towards how the role race plays in our society and how it affects all citizens, minority or otherwise. There will be at least one for minority students, non-minority students, the entire campus body, and the Shippensburg community. These workshops will entail open forum discussions, guest speakers, and activities to build better racial relations (There will be financial needs for workshops and speakers, as mentioned in “Endowment” section. Allocation must meet needs of presenters of workshops depending on needs, and the securing of speakers).

The last segment of our campaign is incorporating a general education course into our curriculum that educates students on different minority groups, such as African-American, Asian, Muslim, LGBTQ, etc. This course will discuss the history of these minority groups, their current struggles, and movements, such as the Black Lives Matter Movement. It will also address the systematic oppression within our country. It is important that this course is interactive. This means that students will be forced to interact with a culture different than theirs, such as attending cultural events or interviewing another culture. Ideally, this course should be implemented by Fall 2018.

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Selected 4-yr institutions Middle States “accreditation actions” in calendar year 2016

Penn State University		To request a monitoring report, due April 1, 2017, [documenting] further implementation of the assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are used for curricular improvement .
Alvernia University		[To accept a progress report documenting] a comprehensive, organized and sustained process for the assessment of student learning and overall institutional effectiveness, with evidence that assessment information is used in budgeting, planning, and allocating resources.
Canisius College		[To accept a progress report documenting] implementation of a comprehensive, organized, and sustainable assessment process to evaluate and improve student learning and institutional effectiveness in all units and all programs, including general education .
Coppin State University		To request that the self-study, in preparation for an evaluation visit in 2017-2018, further document ... evidence of implementation of the assessment of student learning outcomes across all programs, including general education .
Delaware Valley University		[To accept a progress report subsequent to a monitoring report documenting] an organized and sustained assessment process that improves student learning through use of multiple measures that include direct evidence of the achievement of student learning goals, including general education goals.
Franklin and Marshall College		[To accept the monitoring report documenting] an organized and sustainable process to assess achievement of expected learning outcomes in all programs, with evidence that assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning .
Frostburg State University		Warning the institution that its accreditation may be in jeopardy because of insufficient evidence that it is currently in compliance with (Institutional Assessment) and (General Education): assessment of general education outcomes with evidence that assessment results are used for curricular improvement .
King's College		[To accept a progress report documenting] further development and assessment of program-level student learning outcomes in all programs
La Salle University		[To request a monitoring report documenting] the use of direct measures to assess the achievement of program level student learning outcomes in all programs, including general education , with evidence that assessment information is used to improve teaching and learning .
Le Moyne College		[To request a monitoring report] ... insufficient evidence that it is currently in compliance with (Assessment of Student Learning).

Mercy College	[To accept a monitoring report documenting] further implementation of an organized and sustained assessment process for institutional effectiveness and student learning that: (1) includes use of direct measures; (2) is used to evaluate and improve programs, services and processes; (3) provides convincing evidence that students are achieving key learning outcomes; and (4) integrates assessment results into planning, budgeting and resource allocation decisions.
Morgan State University	[To accept a progress report subsequent to a monitoring report documenting] further implementation of organized and sustained processes for the assessment of student learning that have the support and collaboration of faculty and administration, including evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation and renewal, and in improving teaching and learning .
Mount Aloysius College	[To accept a monitoring report and request a progress report documenting] further evidence of the use of assessment results for improving institutional effectiveness and teaching and learning .
Pace University	[To accept a monitoring report and request a progress report documenting] further implementation of an organized and sustained assessment process to evaluate student learning ... with evidence that assessment information is used in budgeting, planning, and allocating resources
Roberts Wesleyan College	Warning the institution that its accreditation may be in jeopardy because of insufficient evidence that it is currently in compliance with (Institutional Assessment) and (Assessment of Student Learning).
Saint Joseph's University	[To accept the progress report subsequent to a monitoring report that demonstrates] a sustainable assessment process that includes direct evidence of student learning, with evidence that results are used to improve teaching and learning .
SUNY College of Environmental Science and Forestry	[To accept a progress report subsequent to a monitoring report documenting] development and implementation of a comprehensive, organized and sustained assessment process that provides sufficient, convincing evidence that students are achieving key institutional and program learning outcomes, in all programs including general education , and that assessment information is used to improve teaching and learning .
SUNY Polytechnic Institute	[To remind ... a monitoring report documenting] an organized and sustained assessment process to evaluate student learning at all levels and for all programs, including general education , providing evidence that students are achieving key learning outcomes and that the institution's student learning assessment process is periodically evaluated.

Touro College	[To accept the monitoring report documenting] assessment of general education outcomes within the institution's overall plan for assessing student learning , and evidence that such assessment results are used for curricular improvement .
University of Scranton	[To accept a monitoring report subsequent to removing a warning, documenting] further implementation of an organized and sustained assessment process for all programs, including general education , with evidence that results are used to improve teaching and learning .
Ursinus College	[To accept a monitoring report documenting] the further implementation of ... program level student learning outcomes in all academic programs with evidence that assessment results are used to inform decision making and to improve teaching and learning .
Vassar College	To request that the next self-study, in preparation for an evaluation visit in 2018-2019, document the further development and implementation of (1) general education requirements assuring that students acquire and demonstrate essential skills; and (2) the use of student learning assessment results for the improvement of educational effectiveness .

All terms pertaining to “accreditation actions” are described in this MSCHE policy:
<http://www.msche.org/documents/P2.3-AccreditationActions.pdf>

All terms pertaining to “follow-up reports” and site “visits” are described in this MSCHE policy:
[http://www.msche.org/documents/Follow-UpReportsVisits102215\(accepted\).pdf](http://www.msche.org/documents/Follow-UpReportsVisits102215(accepted).pdf)

Minutes

Program Committee of the General Education Council, 1/24/17, 3:45 pm, FSC 248

I. The meeting was then called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Sherri Bergsten, Scott Drzyzga, Karl Lorenz, Alice James, Kathryn Shirk, Brian Wentz, Mike Greenberg, Cynthia Botteron, James Delle, and Sarah Stokely.

II. Drs. Shirk/Wentz motioned to approve the minutes from the 12/6/16 meeting, which were approved unanimously.

III. The committee then went on discuss a strategy for moving the General Education reform proposal forward. This involves plans to schedule two faculty forums on Wednesday, February 15 from 11 am-1 pm and Thursday, February 23 from 3-5 pm (location TBA) to receive input and feedback from the entire faculty regarding the draft document of the General Education Program Reform proposal. The committee members also agreed to invite all department chairs to its next Program Committee meeting on Tuesday, February 7 to field their questions and concerns about the proposal. After making any necessary revisions from the meeting with the department chairs and the faculty forum feedback, the committee plans to have an open discussion of the revised proposal at the GEC's March 28 meeting followed by a fully revised proposal for a full GEC vote of approval by its April 27 meeting. The committee agreed that GEC representatives from every department on campus should gather feedback from their department for their concerns and suggestions for revising the current draft proposal and present this as a short (<5 minutes) written report at the GEC January and February meetings.

IV. The committee also set its meeting calendar for the spring 2017 semester. We will be meeting on the first and third Tuesdays of each month on the following dates: Feb. 7 (with dept. chairs), Feb. 21, Mar. 9 (Thurs.), Mar. 21, April 4, April 18, and May 2.

IV. The meeting was adjourned at 5:35 pm.

Minutes

Program Committee of the General Education Council, 2/7/17, 3:30 pm, FSC 156

I. The meeting was then called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by committee members, Sherri Bergsten, Scott Drzyzga, Karl Lorenz, Alice James, Kathryn Shirk, Jennifer Clements, Brian Wentz, Mike Greenberg, and Sarah Stokely. The meeting was also attended by university department chairs and their delegated representatives in their absence: Lea Adams (Psychology), James Hamblin (Mathematics), Kara Laskowski (Human Communication Studies), Shari Horner (English), Allison Carey (Sociology and Anthropology), Niel Brasher (Political Science), Bill Blewett (Geography and Earth Sciences), Todd Hurd (Biology), Carol Wellington (Computer Science), Joe Shane (Chemistry), David Kalist (Economics), Kristy Fic (Library), Ian Langella (Finance and Supply Chain), and Jay Mackie (Acct and MIS).

II. The entire meeting consisted of invited department chairs and their representatives from across campus to offer feedback in the form of questions and concerns about the General Education reform proposal that was distributed to all faculty on November 30, 2016. A wide range of comments and suggestions are appended to these minutes in the form of hand-written notes taken by two committee members. The comments ranged widely from the need to more clearly define the mission of general education at Shippensburg University, to questions asking for more clarification about some of the program themes and their wording that would make them more suitable for some departments, to questions of process asking about how to tag courses.

III. The committee will be meeting on Feb. 21 to discuss this feedback from the department chairs and how it can be constructively incorporated into further revisions of the proposal. Also, the committee will be discussing the feedback it will have received from its first campus-wide faculty forum meeting on Feb.15. Typed notes for the first faculty open forum are part of the attachment with the hand written notes from the meeting with the chairs.

IV. The meeting was adjourned at 5:35 pm.

Confirm your proposal

Review the information below. You may wish to print this page for your records. When you are ready to submit the proposal, click the Submit button at the bottom of the page. **Don't use your browser back button, or you may lose data!** You'll be able to make revisions to your proposal after it's submitted; ask the UCC Secretary to return the proposal to you for editing if necessary.

Distance Ed Status	
General Ed/Diversity Status	on
Proposal Category	New Course
College	Arts and Sciences
Department	Sociology and Anthropology
Sponsor	Karl G. Lorenz
Sponsor Phone	7174771771
Sponsor Email	kglore@ship.edu
Proposed Course Title	Great Discoveries in Archaeology
Proposed Abbreviation	Great Discoveries in Archaeol
Proposed Subject Code	ANT
Proposed Course Number	105
Departmental Approval Date	02/14/2017
Proposed Implementation Date	Fall 2018
Proposed Level	Undergraduate
Proposed Grading System	Standard
Proposed Credits	3

Proposed Workload Equivalency	1/4
Schedule Type	LE - Lecture
Instruction Method	99 - Face to Face
Co-Requisites	None
Pre-Requisites	None
Restrictions	None
Equivalent Courses	ANT 190 Selected Topics:Great Discoveries in Archaeology
Catalog Course Description	This course introduces students to great archaeological discoveries around the world that have led to an understanding of the human past on Earth. It explores the various tactics employed by peoples worldwide from the distant and recent times that led to the development of the first civilizations. Its primary focus is on comparing and contrasting how archaeology examines the rise and fall of ancient civilizations through examination of such sites as the pyramids of Ancient Egypt, the ziggurats of Sumer in Iraq, Homer's Troy, the Coliseum in Rome, and the sacrificial pyramids of the Classic Maya and Aztec of Central America. Through the study of these great archaeological discoveries, students will enhance their appreciation of ancient cultural diversity.
Justification for Proposal	For the past 23 years at Shippensburg, I have taught an undergraduate introductory archaeology course (ANT 150) every year as a required course for the anthropology minor. However, it is not part of the general education program because it does not meet all of the learning objectives due to its primary focus on how archaeologists interpret the past using archaeological methods and theories. That course focuses primarily on societies with relatively simple levels of social organization such as Ice Age huntergatherers as case studies to illustrate how prehistoric lives can be reconstructed. Unlike ANT 150, the proposed new course, ANT 105 focuses on great archaeological discoveries from nine ancient and complex civilizations of the Old and New Worlds. These civilizations include Sumerians, Babylonians, Assyrians, Egyptians, Minoans, Mycenaean Greeks, Romans, Maya, and Aztec. I initially proposed this course as ANT 190 Selected Topics with the same course name, which was approved by the General Education Council to meet the learning objective requirements for Category E in the Social and Behavioral Sciences. I have now taught ANT 190 twice [Spring 2016 and Fall 2016 (average student enrollment=40)] and am requesting that this selected topics course be approved as a permanent course in the catalog, as ANT105, Great Discoveries in Archaeology. Due to the high demand for General Education courses in anthropology, adding this course to the Category E course selections will ensure students who are regularly closed out of ANT 111, will have another option to fulfill their Category E requirement.
Student Learning Outcomes and Assessment	A. Learning Outcomes: Upon successful completion of this course, the student will be able to: 1. Define and explain the how artifacts, ecofacts and features from archaeological sites are used to reconstruct past human behaviors. 2. Define and explain how key archaeological principles and methods, such as stratigraphy, seriation, and radiometric dating are applied in analyzing past human behaviors. 3. Summarize, analyze and evaluate how archaeologists make inferences about past human behavior by identifying patterning in distribution, form, and context of material remains. 4. Summarize, analyze, and evaluate how the four classic theories for the origins and

	<p>collapse of states contrast with more recent multi-causal processual theories of cultural systems and with post-processual social agency theories. 5. Identify, analyze, and evaluate the impact of some of the most significant cultural achievements of early states of the Middle East (Sumer, Assyria, Babylon), North Africa (Egypt), the Mediterranean (Minoan and Mycenaean Greeks, Romans), and Central America (Maya and Aztec). 6. Identify, analyze, and evaluate the role that material culture and its changes have on the development of the nine civilizations studied. 7. Identify, analyze, and evaluate how the organizational structure of each of the nine civilizations under study contributed to its successes and failures. 8. Identify, analyze, and evaluate which key social forces were responsible for societal capacity for expansion or collapse as applied to each of the nine civilizations under study. B. Assessment I have developed a small-group end of term writing assignment in which students work together in small groups of three to compose a short story (8-10 typed pages) of historical fiction from any one of the nine ancient civilizations we cover in the course (grading rubric available upon request). Students are to take the perspective of two or more social groups (identified by class or ethnicity) living within or between any one of the nine ancient cultures and place their story in the context of either a time during their civilization's rise or fall. This assignment offers students multiple opportunities to creatively explore and demonstrate their proficiency in the course's learning objectives. In addition, relevant questions from three exams will be used to assess student proficiency across course learning objectives (1-4) related to archaeological principles, methods, theories and to applying those objectives toward a greater understanding and appreciation for each civilization's achievements, organizational structure, and its capacity for expansion and collapse (5-8). Moreover, students' written and oral presentation performance on the short story and exams will also be assessed by a standard number grade for student ability to identify, explain, and analyze the principal archaeological content on which they are being assessed. Mid-term 1 - 80 points (20%); assessing learning goals 1-5. Mid-term 2 - 80 points (20%); assessing learning goals 5-8. Final Exam - 80 points (20%); assessing learning goals 5-8. Jointly written short story - 40 points (10%); assessing learning goals 1, 4, 6-8. In-class Group Oral Presentation - 40 points (10%); assessing learning goals 1, 4, 6-8. • Exams will be timed and will consist of multiple choice, matching and/or short answer questions.</p>
General Education Impact	Including ANT 105 as a permanent course in the catalog will expand Category E course offerings by one course per year and will expand anthropology general education offerings from two courses, ANT 111 (Cat E) and ANT 121 (Cat C), to three, thus providing more choices for students interested in fulfilling their Category E distribution requirement.
Intended Audience	This course is intended for any student at Shippensburg University who wants to learn more about what archaeology can teach us about ancient world civilizations, while simultaneously fulfilling one of their two Category E distribution requirements.
Degree Credit	The course could be used it as a substitute to ANT 150 to fulfill one of the core courses required of the anthropology minor (see related UCC minor program change proposal to be submitted simultaneously with this new course proposal) and it could be added to the International Studies major/minor program as part of its Comparative and Global Cultures Concentration.
Academic Impact	If approved, ANT 105 would provide one more opportunity for students to fulfill their Category E General Education distribution requirement.
Estimated Frequency	It is anticipated that the course will be offered once per year every fall semester.
Initial Number	It is anticipated that the course will initially be offered as one section in the Fall 2018

of Sections	semester.
Projected Offerings for Next Five Years	Over the next 5 years, 5 sections @ 40 students/section will be taught.
Similar Courses in Other Departments	None. There are currently only two introductory archaeology courses being taught at Shippensburg (ANT 150 and ANT 190) which apply archaeological methods and theories derived from anthropology to understand and to explain the multiple pathways for societal evolution.
Description	None. I don't anticipate any registration competition given that archaeology courses are taught from a methodological and theoretical perspective unlike any other courses offered in any other department on campus.
Replace or Overlap Existing Course	This course will replace the ANT 190 Special Topics course with the same name, Great Discoveries in Archaeology. As I stated earlier in the justification, this course covers a different range of time in societal evolution and asks very different questions and applies different theories to those studied in ANT 150, the only other introductory archaeology course on campus. It would not replace ANT 150 because it does not compete with it.
Courses Not Taught	N/A. As previously stated, the course is already being taught in a regular rotation once per year in the fall, with ANT 150 being offered in the spring.
Growth Impact	Regardless of the demand, no change is anticipated in the course offerings as due to limitations of faculty availability. I do not anticipate that the course will ever grow larger than one or two sections per year given these limitations. If a second section were to be offered in the same semester, then one less section of ANT 111 (also a Category E General Education elective) might be offered, but would result in no net loss of Category E offerings.
Methods of Instruction	Throughout the course, readings, films, and PowerPoint lecture presentations will expose students to the relevant archaeological techniques and theories used to interpret the cultural significance of the great discoveries that are our focus. In addition, smallgroup exercises (in class) will give students the opportunity to discuss and critique the readings and to collaborate on archaeological word problem solving assignments (in class) and composing the short story (outside of class).
Faculty Coverage	Only someone who is professionally trained in archaeology can teach the proposed course, and fortunately for Shippensburg, I happen to fit that description as the only resident full-time tenured archaeologist. Our other fulltime teaching faculty, Alice James, is a cultural anthropologist and therefore not specialized in archaeology. James Delle, our Associate Dean of Arts and Sciences, is a trained archaeologist, but I doubt his administrative responsibilities would allow him to teach a course.
Additional Costs	No additional costs are anticipated beyond my regular library book purchase allotment to help update the collection.
Additional Computing Resources Required	None.
Additional Library	The library's holdings are adequate, but could be supplemented with more updated volumes using my existing library book purchase allotment to help students with

Resources Required	researching their end of term smallgroup short story assignment. Supplemental resources will be provided by the faculty in the form of posted readings on D2L or from internet web sites.
Gen Ed Category	E
Final Exam	Yes
Credits Count Toward Degree	No
Justification for Status	Anthropology is a minor and therefore there is no conflict with this proposed General Education course counting toward a major course requirement. At this point it fulfills the Category E distribution requirement for General Education or it could count as a free elective. With minor program revision (see related UCC minor revision proposal), it could count toward the anthropology minor as an alternative to ANT 150.
Gen Ed Goals Met	The breadth of knowledge and theoretical perspective gained by students completing this course directly addresses the broad goals of general education as being required to produce an informed and literate member of society. Learning about the origins of writing and the many factors involved in the rise and collapse of ancient states provides each student with a world perspective which they can apply to 21st century world problems.
Commonalities among the Courses	With regard to Category E, this course is ideally suited as it meets all four of the commonalities because it addresses first and foremost a diversity of past human behavior from an anthropological and archaeological perspective based on the methods and theories unique to these disciplines. It focuses on normative and non-normative behavior in efforts to understand the factors which led to the growth and decline of civilizations.
Learning Objectives	The proposed ANT 105 course meets all five of Category E learning objectives by using course content from ancient civilizations studied as the vehicle to demonstrate proficiency for each learning objective as they are assessed using assignment grading rubrics and relevant exam questions. Category E, Obj. 1: Summarize, analyze, and evaluate the relevant principles, theories, research, and research methods that are essential to understanding the behavior of individuals and groups. Learning Outcome: Throughout the course, readings, films, and PowerPoint presentations will expose students to the relevant archaeological techniques and theories used to interpret the cultural significance of the great discoveries that are our focus. Upon completion of the course, a student will be able to summarize, analyze and evaluate which relevant archaeological principles, theories, research studies, and research methods are most appropriate for understanding those factors responsible for why societies rise and collapse (see course learning objectives 1-4). Category E, Obj. 2: Identify patterns and processes of human activity within and across cultures. Learning Outcome: Archaeology by definition involves the study of past peoples' behavior and processes as revealed by the pattern of material remains they leave behind. Upon completion of the course, a student will be able to identify the diverse range of human behavior patterns within and between complex ancient cultures of the Middle East, North Africa, the Mediterranean, and Central America (see course learning objective 5). Category E, Obj. 3: Identify causes of human action. Learning Outcome: Students will be organized in small discussion groups regularly and be asked to construct plausible scenarios of what life would have been like for a native of a particular ancient culture under study using the material culture preserved. In so doing, students can learn how material culture serves as reflections of human actions that contribute to ancient societal development. Upon completion of the course, a student will be able to identify the

	<p>diverse range of material culture reflecting the actions of ancient people across all nine civilizations studied (see course learning objective 6). Category E, Obj. 4: Identify examples of diversity in human organizations and structures and their impact on human behavior. A. Learning Outcome: This course continuously exposes students to diversity in human organizations and structures by surveying how different ancient societies around the world solved or failed to solve problems related to the maintenance of peace, order and the welfare of their people. The study of the success and failures of ancient peoples can have great applications to many of the challenges facing our world today, such as managing population pressure on the world's resources, coping with natural disasters like earthquakes and volcanic eruptions, and reducing conflict between nations, states and non-state entities. Upon completion of the course, a student will be able to identify how a society's organizational structure contributed to its successes and failures (see course learning objective 7). Category E, Obj. 5: Identify the impact of social forces on individuals and groups. Learning Outcome: Throughout the course students will study how archaeologists identify and evaluate the impact of social forces, including the role of charismatic individuals on the societal capacity for expansion or collapse. Upon completion of the course, a student will be able to identify and evaluate the impact of these societal forces as they relate to the nine civilizations under study (see course learning objective 8).</p>
Need for Course	<p>Archaeology provides a unique perspective on the past by making use of the material remains to reconstruct social, political and ideological structures that may have no equivalent in today's world. This course is already very popular as ANT 190 Selected Topics course that has only been taught twice. Yet I already have several repeat customers who have signed up for other anthropology and archaeology courses. If the course is approved, it will be the only archaeology course in the entire General Education curriculum. As previously stated in the justification section, due to the high demand for General Education courses in anthropology, adding this course to the Category E course selections will provide added flexibility for students trying to fulfill their Category E requirement.</p>
Own Department Impact	<p>None. The course is already being taught as ANT 190 Selected Topics General Education Cat E with robust enrollments.</p>
Sections	<p>If the course is approved, it will be the only archaeology course offered in the entire General Education curriculum. The course will be offered at least once per year in the fall semester.</p>
Other Departments Impact	<p>It is highly doubtful that there will be any significant impact since only one section will be offered each academic year.</p>
Similar Courses	<p>None in the General Education program.</p>
Syllabus	<p>ANT190syllabusFall2016.pdf</p>
New Degree Credits Sheet	<p>UGCatalogANTminorprogramsheets.pdf</p>
Verification Grid	<p>Verification Grid ANT 105.pdf</p>

Submit

ETH 100: Introduction to Ethnic Studies

Preliminary

Proposal Category	Distance Education
General Ed/Diversity Status	on
Distance Ed Status	on
Proposed Abbreviation	Intro to Ethnic Studies
Proposed Subject Code	ETH
Proposed Course Number	100
Proposed Course Title	Introduction to Ethnic Studies
College	Arts and Sciences
Department	Ethnic Studies
Sponsor	David Godshalk
Sponsor Email	dfgods@ship.edu
Sponsor Phone	7174771132
Departmental Approval Date	11/10/2016
Proposed Implementation Date	Summer 2017
UCC Sequence Number	16-138

Syllabus

Syllabus [Ethnic Studies 100 Distance Education Syllabus Finaldoc.doc](#)

Distance Education

Assessment Methods	Student papers will be collected and will be analyzed according to the rubrics of Student Learning Outcomes developed by the General Education Assessment Committee and the Ethnic Studies Program.
Brief Description	This course will introduce students to perspectives about ethnic realities in America. Through an interdisciplinary examination of intellectual thought presented through various formats, students will facilitate the formation of a well-rounded view of ethnic groups, an awareness of their own ethnicity and an appreciation for human diversity. Major emphasis will focus on African Americans, Latinos, Native Americans and Asian Americans. Attention will also focus on the immigration experiences of some European ethnic groups.
Proposed Course Length in Weeks	5

Course Will Be Taught	Off-load
Instructor Information	Dr. David F. Godshalk will offer this course. He has taught three sections of History 106 via Distance Education and has received the mandatory training for teaching Distance Education classes.
Justification	This is a core course for Ethnic Studies and a General Education Category E course. In recent years, this course has been fully subscribed and students have expressed demand for our offering the course in Summer and Winter.
Program In Which Course Will Be Offered	Ethnic Studies
Student Learning Outcomes	In relationship to the discipline of United States Ethnic Studies, students will be able to: Identify patterns and processes of human activity within and across cultures. Identify causes of human action. Identify examples of diversity in human organizations and structures and their impact on human behavior. Identify the impact of social forces on individuals and groups. More specifically, students will: Clarify their own ethnic identities and understand how ethnic identities are constructed (c, d). Develop a sensitivity to other ethnic cultures and an understanding of how to function effectively within them (b, e, f). Develop the ability to make reflective decisions on social issues and to take effective actions to resolve social problems (g). Develop an understanding of multiple theoretical and methodological perspectives that relate to studying and researching various ethnic populations in the United States (a, b, e, f). Understand historical and contemporary social events from a multiethnic and interdisciplinary perspective, rather than from an Anglo-American and linear perspective (e, g).
Target Audience	Undergraduates

Course Information and Curriculum Considerations

New Degree Credits Sheet	(empty)
Catalog Course Description	Introduces perspectives about ethnic realities in America. Through an interdisciplinary examination of intellectual thought presented through various formats, students facilitate the formation of a well-rounded view of ethnic groups, an awareness of their own ethnicity, and an appreciation for human diversity. Major emphasis on African-Americans, Asian Americans, Latino Americans, and Native Americans. Also focuses on immigration experiences of European ethnic groups.

Co-Requisites	None
Proposed Credits	3 credits
Degree Credit	The course will be a 3 credit course. It is a requirement for the Ethnic Studies Program, it is a Category E course, and it could be an elective course.
Impact on Other Academic Units	2015 2017, Undergraduate Catalog * College of Arts and Sciences/Ethnic Studies Ethnic Studies Minor 18 crs/18 crs * University Curricula/General Education Categories of Knowledge * College of Arts and Sciences/Ethnic Studies Ethnic Studies Letter of Completion 12 crs/Degree Requirements * University Curricula/General Education Categories of Knowledge
Description	None
Equivalent Courses	None
Estimated Frequency	Once per year
General Education Impact	It will allow students an opportunity to take a Category E General Education class that is generally oversubscribed during regular terms. This will reduce the need for individualized instruction in the Ethnic Studies Minor.
Proposed Grading System	Standard
Growth Impact	None, Ethnic Studies 100 has traditionally been fully subscribed and we anticipate that that will continue when Distance Education courses are made available to students.
Initial Number of Sections	One
Instruction Method	OL - 100 Percent Online
Intended Audience	Students enrolled in the Ethnic Studies Minor, students seeking to fulfill a Category E requirement, and students, including non-degree students and students from other universities, seeking an introduction to Ethnic Studies.
Justification for Proposal	This is a core course for Ethnic Studies and a General Education Category E course. In recent years, this course has been fully subscribed and students have expressed demand for our offering the course in Summer and Winter. In addition, there is additional demand projected from students from other universities who are searching for summer courses.
Proposed Level	Undergraduate
Methods of Instruction	Professor led presentations, faculty-led student discussions, student research and writing, interactive internet activities, and web-based learning resources.
Pre-Requisites	None
Projected Offerings for Next Five Years	Summer 2018 Winter 2019 Summer 2020 Summer 2021 Winter 2022

Replace or Overlap Existing Course	None
Restrictions	None
Schedule Type	(empty)
Similar Courses in Other Departments	There are no similar courses in other departments.

Student Learning Outcomes and Assessment

In relationship to the discipline of United States Ethnic Studies, students will be able to: Identify patterns and processes of human activity within and across cultures. Identify causes of human action. Identify examples of diversity in human organizations and structures and their impact on human behavior. Identify the impact of social forces on individuals and groups. More specifically, students will: Clarify their own ethnic identities and understand how ethnic identities are constructed (c, d). Develop a sensitivity to other ethnic cultures and an understanding of how to function effectively within them (b, e, f). Develop the ability to make reflective decisions on social issues and to take effective actions to resolve social problems (g). Develop an understanding of multiple theoretical and methodological perspectives that relate to studying and researching various ethnic populations in the United States (a, b, e, f). Understand historical and contemporary social events from a multiethnic and interdisciplinary perspective, rather than from an Anglo-American and linear perspective (e, g).

Verification Grid	(empty)
Courses Not Taught	None
Proposed Workload Equivalency	(empty)

Core Support Services

Additional Computing Resources Required	None
Additional Costs	None
Additional Library Resources Required	None
Faculty Coverage	David Godshalk and Sharnine Herbert

General Ed and Diversity

Commonalities among the Courses	(empty)
Credits Count Toward Degree	(empty)
Final Exam	(empty)

Gen Ed Category	(empty)
Gen Ed Goals Met	(empty)
Justification for Status	(empty)
Learning Objectives	(empty)
Need for Course	(empty)
Other Departments Impact	(empty)
Own Department Impact	(empty)
Sections	(empty)
Similar Courses	(empty)

Council Approvals

Academic Outreach Subcommittee	(empty)
UCC Academic Policies and Standards Subcommittee	(empty)
College Council	(empty)
General Education Council	(empty)
Graduate Council	(empty)
Teacher Education Council	(empty)
Developmental Education Council	(empty)
Revisions Recommended	(empty)

Workflow History & Comments

12/15/2016 1:50 PM:

Anonymous moved the proposal from (no workflow state) to Department Review with the following comment:

Item created

1/11/2017 4:48 PM:

BWHenson moved the proposal from Department Review to Under Review with the following comment:

Distance Ed Approval

ETH 102: Introduction to Latino Studies

Preliminary

Proposal Category	Distance Education
General Ed/Diversity Status	on
Distance Ed Status	on
Proposed Abbreviation	Intro to Latino Studies
Proposed Subject Code	ETH
Proposed Course Number	102
Proposed Course Title	Introduction to Latino Studies
College	Arts and Sciences
Department	Ethnic Studies
Sponsor	Ana Morana
Sponsor Email	anmora@ship.edu
Sponsor Phone	7174771196
Departmental Approval Date	11/10/2016
Proposed Implementation Date	Winter 2017
UCC Sequence Number	16-139

Syllabus

Syllabus [ETH 102 Online Syllabusdoc.doc](http://www.ship.edu/~eth102/ETH%20102%20Online%20Syllabusdoc.doc)

Distance Education

Assessment Methods	Student papers will be collected and will be analyzed according to the rubrics of Student Learning Outcomes developed by the General Education Assessment Committee and the Ethnic Studies Program.
Brief Description	We will study the history and significance of Latin American immigration and Latino culture in the US. We will read and discuss theoretical and fictional texts and we will analyze movies, in an attempt to develop a comprehensive knowledge of this subject. This is a course online and it will be taught in English. Due to the nature of the subject, some Spanish expressions and idioms (which will be explained and translated) may eventually appear. This is an undergraduate, core course for Ethnic Studies minor and a Category E General Education course.

Proposed Course Length in Weeks	5
Course Will Be Taught	Off-load
Instructor Information	Ana Moraña has traditionally, for 14 years, been the faculty member teaching this course. She is the director of Ethnic Studies Program and she is trained in online education.
Justification	This is a core course for Ethnic Studies and a General Education Category E course. In recent years, this course has been fully subscribed and students have expressed demand for our offering the course in Summer and Winter.
Program In Which Course Will Be Offered	Ethnic Studies
Student Learning Outcomes	1) The first goal is to learn the importance of diversity, applied to Latino culture in the US, in order to understand and recognize it within their communities. 2) The second goal is to help the students to achieve some knowledge and to compare cultural values related to Latinos and Latinas in the US through a multidisciplinary approach. 3) The third goal is to help the students to process different cultural values present in the American society in order to better understand the multiple dynamics that are taking place in society today. Upon successful completion of this course, the student will be able to a)Recognize cultural manifestations from some of the different Latino communities in the United States. b)Identify historical events and connect them to some cultural manifestations in those societies c)Connect literary and visual texts (movies, paintings, short stories) studied in class with different communities and events that involved Latinas/os in American society d)Analyze the significance and impact of some historical and cultural events, or their protagonists
Target Audience	Undergraduates

Course Information and Curriculum Considerations

New Degree Credits Sheet	(empty)
Catalog Course Description	This course provides an understanding of the Hispanic presence in the United States through an interdisciplinary approach. Through an analysis of the wide variety of historical, political, sociological, and artistic components the students will achieve a deep understanding of the impact and relevance of the multiple Latin American cultures that are part of the Latino experience in the American society.
Co-Requisites	None
Proposed Credits	3 credits

Degree Credit	(empty)
Impact on Other Academic Units	2015 2017, Undergraduate Catalog * University Curricula/General Education Categories of Knowledge * University Curricula/General Education Categories of Knowledge * College of Arts and Sciences/Ethnic Studies Ethnic Studies Minor 18 crs/18 crs
Description	(empty)
Equivalent Courses	None
Estimated Frequency	The course will be a 3 credit course. It is a requirement for the Ethnic Studies Program, it is a Category E course, and it could be an elective course.
General Education Impact	It will allow students an opportunity to take a Category E General Education class that is generally oversubscribed during regular terms. This will reduce the need for individualized instruction in the Ethnic Studies Minor.
Proposed Grading System	Standard
Growth Impact	None, Ethnic Studies 100 has traditionally been fully subscribed and we anticipate that that will continue when Distance Education courses are made available to students.
Initial Number of Sections	One
Instruction Method	OL - 100 Percent Online
Intended Audience	Students enrolled in the Ethnic Studies Minor, students seeking to fulfill a Category E requirement, and students, including non-degree students and students from other universities, seeking an introduction to Ethnic Studies.
Justification for Proposal	This is a core course for Ethnic Studies and a General Education Category E course. In recent years, this course has been fully subscribed and students have expressed demand for our offering the course in Summer and Winter. In addition, there is additional demand projected from students from other universities who are searching for summer courses.
Proposed Level	Undergraduate
Methods of Instruction	Faculty and student presentations; faculty-led online discussions; exams, quizzes and papers.
Pre-Requisites	None
Projected Offerings for Next Five Years	Winter 2017 Summer 2019 Winter 2020
Replace or Overlap Existing Course	(empty)
Restrictions	None
Schedule Type	OL - Distance Ed
Similar Courses in Other Departments	None

Student Learning Outcomes and Assessment

1) The first goal is to learn the importance of diversity, applied to Latino culture in the US, in order to understand and recognize it within their communities. 2) The second goal is to help the students to achieve some knowledge and to compare cultural values related to Latinos and Latinas in the US through a multidisciplinary approach. 3) The third goal is to help the students to process different cultural values present in the American society in order to better understand the multiple dynamics that are taking place in society today. Upon successful completion of this course, the student will be able to a)Recognize cultural manifestations from some of the different Latino communities in the United States. b)Identify historical events and connect them to some cultural manifestations in those societies c)Connect literary and visual texts (movies, paintings, short stories) studied in class with different communities and events that involved Latinas/os in American society d)Analyze the significance and impact of some historical and cultural events, or their protagonists. Student papers will be collected and will be analyzed according to the rubrics of Student Learning Outcomes developed by the General Education Assessment Committee and the Ethnic Studies Program.

Verification Grid

(empty)

Courses Not Taught

Proposed Workload Equivalency

It will be off load

Core Support Services

Additional Computing Resources Required

None

Additional Costs

None

Additional Library Resources Required

None

Faculty Coverage

Probably other faculty members on campus could teach it however, it has been Dr. Moraña who historically has been teaching the class.

General Ed and Diversity

Commonalities among the Courses (empty)

Credits Count Toward Degree (empty)

Final Exam (empty)

Gen Ed Category (empty)

Gen Ed Goals Met	(empty)
Justification for Status	(empty)
Learning Objectives	(empty)
Need for Course	(empty)
Other Departments Impact	(empty)
Own Department Impact	(empty)
Sections	(empty)
Similar Courses	(empty)

Council Approvals

Academic Outreach Subcommittee	(empty)
UCC Academic Policies and Standards Subcommittee	(empty)
College Council	(empty)
General Education Council	(empty)
Graduate Council	(empty)
Teacher Education Council	(empty)
Developmental Education Council	(empty)
Revisions Recommended	(empty)

Workflow History & Comments

12/15/2016 3:24 PM:

Anonymous moved the proposal from (no workflow state) to Department Review with the following comment:

Item created

1/11/2017 5:02 PM:

BWHenson moved the proposal from Department Review to Under Review with the following comment:

Distance Ed Approval

1

GEC Program w/ Chairs
3:35 Sherri - overview & reasons
Idea of tags by next GEC

- Alison
- One tag or two or more?
 - Count toward Gen Ed & Major?
 - restricted to major or pre-req?

Lee Adams
Psych

- Advising concerns going from 5 → 13?
Sherri: At least 3 credits
↳ Not easy in diversity tag
to discuss w/ parents, etc
- Participate in assessment - sour taste
↳ clarify dept not every faculty mem

James Heblum - Math
A & S annoying, not meaningful assessment
currently
Not all math is quant reasoning
excited about new program
college algebra may be removed

W & O tag - meaningless? only one course

Q tag - MAT course?

Kara
HCS

- can't "sell" this
- Assessment won't be easier

Kara what is general ed at Shippensburg?
liberal arts not expressed
No definitive explanation of tagging
process

~~Shari~~

Shari Horner

Eng

- "unwieldy" - 13 tags
- traditional liberal arts
mission is lost - no

literature requirement

- (Lea) → maybe instead of + HIS Found.
→ language of proposal is "vocational"
Again - how tagged

Christy Fic

Lib

- more information literacy
↳ looking forward to integrating

Niel - what % of course

Shari - multiple opportunities

Niel - 50 1/3?

Lea & Carol (CS) - multiple tags

Joe Shane (Chem) - Assessment good
chance for discussion

- Not that different for advising

- Cleaner to communicate

- Carol (CS) - technology doesn't fit

Carol technology - not, data analysis
instead

CS - constructivist science

Allison Interconnections - political
& social structures

interconnections across social structures

↳ global only level

↳ diversity courses might belong here

Niel - citizenship missing

need to tweak culture, ref, resp..

- don't like double tags

Bill ^{Geo} - echo Joe, not huge differences
- assessment might be more straight forward

Todd ^{Bio} ✓ similar to Chemistry
large courses - assessment issues?
↳ multiple choice exams - artifacts?

Niel Pdc Sci

Lan - Assurance of learning: pros & cons

- important to keep liberal arts

other guys - business not currently interested in

Jen - some depts in offering course
H. Services interested

Carol - 300-level eng course
in gen ed to allow
more space in major?

Language requirement? (Lee)

Hung up on word Diversity

C, R, R tag - needs to be reworded?

Eron
heterogeneity in tags

Reiterate knowledge \leftrightarrow competencies (Karl)

Carol
consider side effect of CS leaving
making other programs larger

GEC-PC
Open Forum
February 15, 2017
Rowland Hall 200

1. Sherri gave a brief overview of the reasons for the proposal, the structure and the assessment process currently recommended.
2. Questions and Feedback:
 - Question about assessment and collection of the anonymous samples—what will happen with those papers? If the papers are in a particular language or content area how will we have someone doing the assessment who can understand the content. EX: Paper in German can only be assessed by a limited number of people.
 - Diversity is not defined in the current proposal or it is too broad
 - Discussion about the lack of diverse faculty on campus to teach these courses
 - Would have preferred that we dismantle the whole program and start from scratch than putting the same courses back into the program in a different way.
 - Requested for an example of how in different courses we would assess the particular tag.
 - “I really like the program. At some point, we should and have to do it.” It will not work perfectly the first time and we can make changes as things are done.
 - The small changes in language would help people to read the document without triggering strong frustrations.
 - We need more information on assessment before things go to UCC.
 - Discussion of where Cat E courses go in comparison to where they go now in regards to weight currently vs. the proposal
 - Programmatic assessment would be good—shared ideas that when 3 N tags are done the student gets an email that connects them to an exam
 - Mission statement could be more developed perhaps to improve what is Gen Ed at Shippensburg University—(moving beyond middle states??)
 - Mind-body connection to content. Can other colleges get into Gen Ed. What tag would Lifestyle and Stress Management?
 - Explained why courses cannot be tagged multiple times.
 - Sticking with 6 credits of history in the foundation year is not good—let’s give folks some more flexibility
 - How does EYE and Foundations work together? This is currently an open question. Many PASSHE programs have an EYE class. We currently do not have resources for a new course. We have a program currently in WIFS, HCC and HIS that has been suggested as a model for EYE.
 - Maybe have one floating tag that has to be met but can be double tagged (like technology).

Minutes

Budget Committee of the General Education Council
February 2017 (proposal reviewed online)

I. A request for the Budget Committee members to review two GEC grant proposals was made by Dr. Ben Meyer, chair of the GEC Budget Committee. The grant proposals were reviewed by David Kalist and Ben Meyer.

II. The Budget Committee of the General Education Council (GEC) reviewed a General Education Grant proposal that was submitted by Dr. Jennifer Clements in the Social Work & Gerontology Department. The proposal outlined the plans for a trip to the African American History Museum in Washington DC. Dr. Clements would like students in SWK 265 (Understanding Diversity for Social Work Practice) to extend their learning and develop a greater awareness of the oppression and racism experienced in the United States. The field trip for SWK 265 is directly applicable to the General Education category "University Diversity Requirement". Dr. Clements requested \$1449.50 in her budget for the project. The Budget Committee highly recommended funding the proposed event and moved its positive recommendation to the GEC.

III. The Budget Committee of the General Education Council (GEC) reviewed a General Education Grant proposal that was submitted by Dr. Blandine Mitaut in the Modern Languages Department. The proposal outlined the plans for a trip to the Jacob Lawrence and Toulouse-Lautrec exhibits at the Phillips Collection in Washington DC. Dr. Mitaut would like students in FRN 204 (Cultures and Ideas from the French-Speaking World) to think across disciplines and study paintings and historical texts from the Haitian Revolution and the *Belle époque*. The field trip for FRN 204 is directly applicable to several General Education Program Goals as well as Category B Learning Objectives. Dr. Mitaut requested \$888.70 in her budget for the project. The Budget Committee highly recommended funding the proposed event and moved its positive recommendation to the GEC.

IV. In January the committee had approved \$500.00 of its \$12,000 budget for a project by Dr. Shane, leaving \$9252.30 as of February 20. With the approval of the project by Dr. Clements and the project by Dr. Mitaut, \$6914.10 remains in the budget for the 2016-2017 academic year.

V. The next meeting will be scheduled when a new grant proposal is received.

--Minutes submitted by Ben Meyer

GENERAL EDUCATION PROJECT GRANT

TITLE PAGE

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

Name: Jennifer Clements

Department: Social Work & Gerontology

Email: jaclem@ship.edu

Phone: 717-477-1633

Date of Proposed Project/Event/Excursion:

May 1, 2017/Field Trip African American History Museum

If project/event is specific to your general education course sections, please provide Course # and Section number(s): SWK 265-01, _____, _____

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

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

The trip will be to take a bus trip to the African American History Museum in Washington, D.C. with students enrolled in SWK 265 Understanding Diversity for Social Work Practice. Students would be able to extend learning and develop a greater awareness of the oppression and racism experienced in the United States.

Total Amount Requested: 1449.50

Faculty Member



Date 2/14/2017

Summary Narrative of the Project

The proposed project is a bus excursion to the African American History Museum in Washington D.C. on May 1, 2017. This excursion is designed to directly support the course objectives, which are to assist students to develop tools for increased understanding of and sensitivity to human diversity and cultures different than their own. This “human behavior in the social environment” lens approach calls for students to examine their own cultural roots, learn more about other cultures/human diversities, and be exposed to the role of history on present days’ diversity issues. Students will also be asked to self-investigate and identify areas where differing customs or values could have an impact upon intervention, identify their own biases, and be willing to develop a more open mindset.

Visiting the African American History Museum will assist students to extend their knowledge-base of assigned readings, class discussions and course assignments in a way that would not be possible through a virtual tour or by showing videos. There are a large number to exhibits which require one to physically and emotionally be in the moment in order to really understand and appreciate the experience. Upon completion of the entire exhibit, it is expected that students will have a better understanding of how racial and ethnic heritage as well as gender, age and social class have helped to shape our American society and the students’ perspectives in present day.

Advancing the Learning Objectives of the Diversity Requirement:

As outlined on the GEC webpage, upon successful completion of an approved Diversity Course, students will be able to demonstrate:

1. *An understanding of the United States as a pluralistic society (understanding the United States today in terms of its diverse historical and cultural roots and that the United States continues to emerge and be shaped by the interaction of people with different views, i.e. multiple origins, experiences, and world views);*
2. *An understanding that one's own attitudes, perspectives, and beliefs are shaped by cultural, ethnic, and racial heritage, by gender, by age, by social class, by sexual orientation, and by abilities;*
3. *The ability to respond in a constructive manner to information, ideas, emotions, and situations associated with issues of diversity, including culture, ethnicity, race, gender, religion, age, social class, sexual orientation, and abilities;*
4. *The ability to interact with other students in a manner that shows respect for the diversity among them; and*
5. *An understanding of the nature of community and how a community should strive to achieve social justice for all its members.*

Objective 1: Students will be able to experience first-hand the *"diverse historical and cultural roots" of the United States.*

Objective 2-5: Students will be able to reflect on this objective through the follow up assignment (see attached).

FIELD TRIP ANALYSIS GUIDELINES

The Field trip you will attend is to the National African American History Museum. You will be provided a tremendous opportunity to apply course readings and concepts discussed throughout the semester in a manner that assist you to better understand the very essences of empowerment, disenfranchisement, and the continued commitment for preservation of human rights. The purpose of the Field Trip Analysis:

- encourages reflection upon your experience
- allows assessment of your current ability to develop self-awareness and skills for interpersonal interaction
- demonstrates ability to integrate course concepts and personal experiences

Grading will be based on structure and content (i.e., the ideas concepts and thinking reflectively).

Due Date: Refer to the course calendar

Format:

APA formatting should be used. Paper margins are to be 1 inch all the way around. Please use Times New Roman 12 point font. All papers should be typed and double-spaced. The Field Trip Analysis must also include a **Reference page**.

The Field Trip Analysis is a reflection of the field trip experience. Describe the experience, but do not provide a minute-by-minute playback.

- Discuss your initial thoughts of what you expected of the museum, based on your research assigned in class prior to the trip (No less than a one page critical analysis).*
- Using the ten (10) exhibits you researched, describe and connect each one to course concepts in the text as well as through additional readings and activities. Minimum of 1 paragraph per exhibit.*
- What did you learn about yourself? (3-4 paragraphs)*
- What did you learn about what you were taught in high school, from family, from friends and or from the media regarding the history of the United States and the contributions of African Americans? (3-4 paragraphs)*
- Describe your team's experiences, feelings and reactions throughout the permanent exhibit. What did you collectively share? What did you learn from each other?*
- Describe your experience from the perspective of four of your five senses (sight, hearing, touch, and smell).*
- Reference page with a minimum of 3 sources from the course readings and content.*

Grading

The Field Trip Analysis will be graded on the quality of research, critical thinking displayed, the clarity of expression of thoughts and ideas, the coherence, APA formatting, grammar and spelling.

GENERAL EDUCATION PROJECT GRANT

BUDGET SHEET

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

NAME: Jennifer Clements

DEPARTMENT: Social Work and Gerontology

EMAIL: jaclem@ship.edu

PHONE: 717-477-1633

MONTH AND YEAR OF PROPOSED EVENT: May, 2017

ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1. 1-54 passenger bus	1,449.50
2.	
3.	
4.	
5.	
6.	
7.	
8.	
(Continue on back if necessary)	

TOTAL REQUESTED: 1,449.50

FACULTY MEMBER



DATE 2/14/2017

Wolf's Bus Lines, Inc
200 Old US Rt. 15
York Springs, PA 17372
Tel: 717-528-4125
Fax: 717-528-4127

Charter Quotation

2/14/2017

Kathy Hoffman
PA
Dear Kathy

Thank you for requesting a quote from Wolf's Bus Lines for your Monday, May 01, 2017 trip. The price would be \$1,449.50.

If you would like to book, we would require a \$300.00 deposit and signed contract within twenty-one (21) days of booking the charter and then the balance would be due thirty (30) days prior to the date of departure Monday, May 01, 2017. (If the final balance due date is before the deposit due date then only the final balance due date will apply.)

Our cancellation policy is thirty (30) days prior to the departure date is a full refund. Thirty (30) days to seven (7) days prior to the trips departure date a 50% of the contracted amount cancellation fee will be charged, less then seven (7) days prior to the departure date a 75% of the contracted amount cancellation fee will be charged. If the cancellation occurs after the motorcoach departs from the terminal a 100% of the contracted amount cancellation fee will be charged.

When you charter any of our deluxe Wolf's motorcoaches, you are backed by 69 years of service and over 30 professionally trained drivers all striving to make your travel safe, comfortable and reliable. You are paying for the best, and you deserve the finest – that's why you should call the "Friendly Wolfs."

Please let me know if you would like to book this.
Thank you and I look forward to working with you.

Yours in Travel,

Jolene Wolf
Charter Rep
www.wolfsbus.com
info@wolfsbus.com

Quotation Details

Wolf's Bus Lines, Inc

Client ID Client Company Client Ref 1 Client Ref 2	Kathy Hoffman	Quotation ID Movement ID	1558 2736
		Passengers Distance	282.6

First Pick-up Pick-up Date Single Journey Vehicle To Stay	Main Campus - (Shippensburg Univ.) Mon 5/1/2017 Time 07:30 No Yes	Destination Arrival Date Leave Date Back Date	Museum of African Culture-Washington DC Mon 5/1/2017 Time 09:45 Mon 5/1/2017 Time 16:00 Mon 5/1/2017 Time 18:15
--	--	--	--

First Pick-up Instructions	Destination Instructions
1871 Old Main Drive Shippensburg, PA 17257	14th St and Constitution Ave, NW Washington, DC 20001

Quantity	Seats	Vehicle Description	Unit Price	Price	Tax %	Tax	Total
1	54	Deluxe Motorcoach	\$1,449.50	\$1,449.50	0	\$0.00	\$1,449.50
Movement Totals				\$1,449.50		\$0.00	\$1,449.50

Route	Further Requirements
Price does not include the driver gratuity	

Included Items	Included	Included Items	Included
Driver Gratuity	No		

GENERAL EDUCATION PROJECT GRANT
TITLE PAGE

Name: Blandine Mitaut

Department: Modern Languages

Email: bmmिताut@ship.edu

Phone: 717-477-1503

Date of Proposed Project/Event/Excursion: March 4, 2017

If project/event is specific to your general education course sections, please provide Course # and Section number(s): 025-204-01

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

Field-trip to Washington, D.C. to visit the Jacob Lawrence and Toulouse-Lautrec exhibits at the Phillips Collection.

Total Amount Requested: \$888.70

Faculty Member: Blandine Mitaut

Date: February, 4 2017

PROJECT SUMMARY

On March 4th 2017, 24 students in the General Education course taught by Dr. Mitaut FRN 204 (Cultures and Ideas from the French-Speaking World) will travel to Washington, DC, to visit two exhibits at the Phillips Collection (located at 1600 21st Street NW, Washington, DC 20004). Dr. Ragone, Professor of French and Spanish, will accompany the group as well.

The main focus of the trip is to expose students to two key moments in the French-speaking world in the 19th century: first, the Haitian Revolution that led to the proclamation of Haiti's independence from the French colonizer in 1804, marking the historic advent of the First Black Republic of the Western world. Second, the time period of the *Belle Époque*, which followed the tumultuous birth of the French Third Republic in 1870, with the Franco-Prussian War and the Paris Commune.

The first exhibit, "*The Life of Toussaint L'Ouverture*" by African American artist Jacob Lawrence, depicts the life of the leader of Haiti's independence, from 1791 to 1803 when Louverture was taken hostage and deported to France, right before the proclamation of Haiti's independence. Lawrence, an artist celebrated for his representations of African American history and historical figures, is bringing back to life the Haitian hero who tragically died in a prison cell in France, an ocean away from his homeland, before he could witness the victory of the Black slaves over the tyrannical and brutal French colonizers. Not just a Haitian hero, Louverture has long been a symbol of the fight against colonial oppression, and was a leading figure of the Negritude movement. He is also celebrated by the American Civil Rights Movement.

The second exhibit, "*Toulouse-Lautrec illustrates the Belle Époque*" presents iconic prints and posters from most of the French painter's career. It is the first time those works can be seen in the United States. Toulouse-Lautrec's views of the Montmartre district in Paris, which emblemized the Belle Époque's freedom and nonconformity, record an important aspect of modern life in France at the turn of the twentieth century. One of the most renowned artists to have documented the emerging café and cabaret culture and its republican ideals, Toulouse-Lautrec was also credited for making printmaking a new art form. Mixing various genres (caricatures, theatrical paintings, Japanese prints), and taking advantage of the advances in color lithography and printing technology, his posters provide interesting insights into the development of visual culture in the late nineteenth century.

Students will enhance their General Education experience by strengthening their critical thinking and writing skills, improving their knowledge of Haitian and French history and cultures, gaining a stronger appreciation for art, and deepening their understanding of how people's perspectives and ideas are influenced by the era they live in, and other factors such as ethnicity, race, gender and culture.

Prior to the trip, students enrolled in FRN 204 will have studied key moments of France's modern history since the Revolution of 1789, including Haiti's Independence and its redefinition of French imperialism. They will also have studied the attempts of the French to establish a viable Republic throughout the nineteenth century.

In addition, students participating in the trip will read Haiti's *Proclamation of Independence* by Jean-Jacques Dessalines and a poem about Toussaint Louverture by Haitian poet René Depestre, as well as select poems by Baudelaire, and Rimbaud documenting modernity in nineteenth-century Paris.

Students will be encouraged to think across disciplines as we study a number of paintings and historical texts framing the Haitian Revolution and the *Belle époque*. Students will have to think about echoes between the artwork they discover at the Phillips Collection and the readings they will have completed prior to the trip.

To pursue this exploration of the Haitian and French revolutionary cultures of the nineteenth century, students will be assigned a paper in which they discuss echoes between the texts they read and the artwork they see. In addition, they will be asked to make connections between nineteenth century attempts at establishing republican democracies in France and Haiti, and ongoing struggles in the fight for social justice and equality in our contemporary world. The paper will be submitted for evaluation and comments and will be a part of the students' grade.

Because the trip is planned on a weekend, attendance cannot be mandated to students. In case some students of FRN 204 decline to participate, their seats will be offered to French Club and Kreyol Club members.

The class will leave from Shippensburg University at 12:00 pm in the afternoon of March 4th from the Rowland Hall parking lot. We were able to secure only one 15-passenger van from the SU fleet for the outing, so if the entire class participates in the trip, 14 students will be transported in the SU van (Dr. Mitaut will drive) and the 10 remaining students will have to carpool (3 cars ought to be sufficient). Dr. Ragone will drive separately. We plan to arrive at the Phillips Collection by 2:30 p.m. Upon arrival in Washington, D.C., we will park the vehicles at the Washington Marriott parking garage (1221 22nd Street Northwest, Washington, DC 20037) and then walk to the Phillips Collection. At 5:00 p.m. we will walk to the Bistrot du Coin restaurant nearby (please note that dinner is not included in the requested budget). We will depart Washington, D.C. right after dinner (estimated time: 6:30 p.m.) with the intent of returning to Shippensburg by 9:30 am.

Field Study's Advancement of General Education Program Goals

General Education Program Goals:

Goal #1: Students should be able to demonstrate effective reading, writing, oral communications, and critical thinking: This trip will enhance the critical thinking skills and writing abilities of participants. All students who participate in this field study will be required to complete an analytical paper in which they examine the representation in painting of two distinct key moments of the nineteenth century. This will require high-level critical thinking skills as students must synthesize ideas from their preparatory readings, analyze select artworks from the exhibits, and make connections to the development of French and Haitian identities in the nineteenth century. The execution of the paper in French will help students to improve their written communication skills in the target language.

Goal #2: Students should be able to demonstrate an understanding of ideas, events, persons and creative expressions from history: The opportunity to see representations of historical characters (the hero of the Haitian Revolution in the case of the Jacob Lawrence exhibit, and various key figures of the Belle Époque in the Toulouse-Lautrec exhibit) and events (Haitian revolution for the 1st exhibit, and the development of the culture of the Third Republic in the second exhibit), to connect them to the texts they studied in class beforehand, will provide students with a powerful connection to the nineteenth century, which is a very tumultuous time period that students oftentimes find confusing.

Students will also gain an appreciation for the way historical figures and writers from the nineteenth century understood the world and made sense of it through poetry and fiction. In the case of the Jacob Lawrence exhibit, seeing the life of the Haitian hero who contributed to the First Black Republic of the Western world come to life before their eyes can be a powerful and transformative experience for students, as it grounds history into reality. This is especially the case considering the impact of the Haitian revolution and its successful emancipation of slaves, on the fight for American Civil Rights more than a century later.

Goal #5: Students should be able to demonstrate an appreciation of and experience with literature and the arts: There is no better way to appreciate and value literature and arts than by getting to know a text or a painting intimately and developing one's own interpretation of it. By studying poems by Deprestre and Baudelaire, as well as a particular poster by Toulouse-Lautrec before seeing the exhibit, students will enhance their experience of the art they discover at the exhibit. They will explore the echoes that form between different artistic media of expression, and analyze how artwork can reveal hidden values or underlying ideologies associated with the socio-historical context of its creation. Likewise, students will reflect on how their perception of the artwork is influenced by their own socio-historical context.

Goal #9: Students should be able to understand how people's experience and perspectives are shaped by gender, ethnicity, culture, and other factors: Seeing a celebrated African American artist stage the life of a Haitian hero is a powerful statement on the ties that bind communities beyond national borders and across different time periods, as well as an important way for students to understand the fact that art is a powerful medium to engage in social activism. In addition, seeing French iconic artwork featured in an American museum, accompanied with an American commentary on French society under the Third Republic will help students view the history and culture they have studied in class (French perspective) from a different perspective. Both exhibits will demonstrate different ways in which humanity experiences life, and how our perspectives are shaped by various factors in our environment.

General Education Category B Learning Objectives:

Category B: Objective #1: Upon completion of any Category B course in Literature or the Humanities, students will be able to identify styles, genres, and techniques in literature (English or foreign languages) or in the visual or performing arts: The Toulouse-Lautrec exhibit offers a unique opportunity for students to see rare prints that have become emblematic of the Belle Epoque gathered in the United States. To help students gain the skills and knowledge needed to appreciate the prints, students will have thought critically about the various themes found in the Baudelaire and Rimbaud poems that are echoed in the Toulouse-Lautrec prints, and they will have examined in detail one of the Toulouse-Lautrec prints. The Jacob Lawrence exhibit provides students with an incredible chance to see rare silk prints social Realism at the service of history and social activism. This specific field trip is meant to enhance the students' understanding of the cultural shifts that took place during France's transition to its post-Revolutionary order.

Category B: Objective #2: Upon completion of any Category B course in Literature or the Humanities, students will be able to recognize literary movements or other cultural contexts in which literature or works from the visual or performing arts were produced: As students see the artwork featured in both exhibits, they will have to think about the context in which the paintings/prints were created, some in the United States between 1986 and 1997 (Jacob Lawrence), others in France between at the turn of the twentieth century (Toulouse-Lautrec). With the Jacob Lawrence exhibit, students will reflect on the power of art to not just reflect social change, but also effect it. As he masterfully depicts the life of Haitian hero Toussaint Louverture, Jacob Lawrence showcases the successful emancipation of slaves and celebrates the Haitian fight for freedom and universal human rights, which would be an inspiration for the American Civil Rights movement. In the case of Toulouse-Lautrec, whose controversial prints contributed to transforming visual culture at the end of the nineteenth century, students will have to reflect on the way gender, culture, socio-economics and ethnicity affect one's perception of the world.

Students will be encouraged to examine how the various artistic movements and genres came about and how they derive from one another. Finally, as students reflect on both exhibits' cultural relevance today in their paper they will have to think about the similarities in values, beliefs, and cultures the artwork conveys. Ideally, students will develop awareness of all social, cultural and ethnic constructs including those they convey and partake in themselves. By the field study's conclusion, students will be more familiar with the Haitian Revolution and its repercussions, as well as understand better the underlying values associated with bourgeois ideology in nineteenth century France.

**GENERAL EDUCATION PROJECT GRANT
BUDGET SHEET**

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

NAME: BLANDINE MITAUT

DEPARTMENT: MODERN LANGUAGES

EMAIL: BMMITAUT@SHIP.EDU

PHONE: 717-477-1503

MONTH AND YEAR OF PROPOSED EVENT: MARCH, 2017

ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1. Tickets (24 tickets X \$10/ticket + 2 tickets X \$12/ticket)	\$ 338.00
2. Parking (\$37.00 X5)	\$ 185.00
3. Mileage for 3 cars of students carpooling (212 miles roundtrip X3 cars X 0.575 mileage reimbursement)	\$ 365.70
	TOTAL REQUESTED: \$ 888.70

FACULTY MEMBER: BLANDINE MITAUT

DATE: FEBRUARY 4, 2017

**Entry Year Experience (EYE) Committee Meeting Minutes
2-17-2017**

Members present: Dr. Steve Burg, Dr. Matthew Ramsey (Interim Chair), and Dr. Mark Moilanen

Guest: Dr. Doug Nichols

- **At 10:00 a.m., Ramsey opened the meeting by asking for a motion to approve of the minutes from EYE's December meeting.**
 - Burg moved to approve the minutes. Moilanen seconded the motion, and the minutes were unanimously approved.
 -
- **At 10:05, Ramsey welcomed Dr. Doug Nichols, faculty in career education, as a guest of EYE.**
 - Nichols introduced himself, overviewed his role in career education, and offered his support to EYE.
- **From 10:10 to 11:00, the committee discussed EYE's role on GEC and assessment plans.**
 - The Committee discussed the concerns raised at the last GEC meeting about the GEC EYE proposal, and specifically that the GEC EYE proposal did not have an assessment plan.
 - The Committee discussed a draft assessment plan presented by Burg. The committee members reviewed and approved the plan.
 - To finalize the assessment plan, committee members agreed to develop the assessment rubrics for the different Program Goals, and to contact Dr. Kirk Moll (who was ill) in order to have him complete the rubric for the Information Literacy goal. Burg agreed to revise the assessment plan per the committee's suggestion, assemble together the assessment rubrics, combine EYE Program Proposal and Assessment Plan, and to revise the full document for consistency.
 - The committee members agreed to submit the complete proposal to the GEC and the GEC Program Committee and Assessment Committee for review and feedback.
 - The GEC EYE Committee requested that the chair of the GEC develop a clear timetable and process for the consideration and approval or rejection of the GEC EYE Proposal, ideally before the conclusion of the 2016-2017 academic year.
- **At 11:00, the meeting was adjourned (Burg and Moilanen).**

*Shippensburg University General Education Council: Entry
Year Experience Committee*

Entry-Year Experience Proposal & Assessment Plan

February 2017



Background: In the 2014-2015 academic year, the GEC EYE Committee studied first-year experiences at universities around the nation and sought to develop a program for Shippensburg University based on national best practices. The committee developed learning objectives for such a program, and a plan for a first-year seminar that would be taken by all Shippensburg University students. However, financial considerations made that particular approach unfeasible. In the 2015-2016, the GEC EYE Committee focused on an EYE program that should reflect a shared culture. Simultaneously, the chairs of the English, History, and Human Communication Studies Departments developed a more detailed EYE proposal that focused on utilizing existing resources, integrated learning, collaboration, and shared assessment among courses in the Shippensburg University general education core. In the spring of 2016, the chairs met with the faculty co-chair of the GEC, the chair of the GEC Program Committee, and the chair of the GEC EYE Committee to share and discuss the draft proposal. This proposal reflects the culmination of two years of research, planning, and collaboration to develop an Entry Year Experience Proposal reflecting national best practices, the learning objectives of Middle States, our university's existing expertise in first-year general education teaching and learning, and the realities of Shippensburg University's resources. The GEC EYE Committee recommends adoption of this proposal.

Shippensburg University Entry-Year Experience Program Proposal (February 2017)

I. Shippensburg University Entry-Year Experience Aspirational Purpose

The purpose of the Entry-Year-Experience program is to help our students develop into a thriving community of learners during their first year on campus. We believe it is important to help our students develop a shared sense of comfort, confidence, and curiosity during this important transition period so that they may accomplish their personal educational goals.

II. Shippensburg University Entry-Year Experience General Objectives

To achieve this purpose, the EYE program should be focused on accomplishing five objectives:

1. Provide our students with clear and consistent messages about college-level expectations and opportunities.
2. Help our faculty members foster a continuous conversation about students' first-year experiences.
3. Facilitate collaboration, connections, and common assessment among the entry-year core general education courses based on program-level learning objectives.
4. Encourage Academic Affairs and Student Affairs to collaborate in developing innovative programming.
5. Providing support structures and assist students to acquire the skills they need to succeed at Shippensburg University, in their major program of study, and as lifelong learners.

III. Structure of the Entry-Year Experience Academic Core

The academic core of the Entry-Year Experience will consist of the following courses:

- **English 114: Writing Intensive First-Year Seminar** (50% of first year students each semester)
- **Human Communication Studies 100: Introduction to Human Communications** (50% of first year students each semester)
- **History 105: Historical Foundations of Global Cultures** (100% of first-year students in the fall semester)
- **History 106: Thinking Historically in a Global Age** (100% of first-year students in the spring semester)

Each of these courses will be focused on meeting its specific course objectives, but also to contributing to the overall Program Goals of the Entry-Year Experience. The three core departments will work collaboratively to foster connections among the courses, to coordinate EYE programming and events, to develop innovative ways to support student learning, and to collaborate on program assessment.

IV. Shippensburg University Entry-Year Experience Program-Level Learning Goals

The Shippensburg University Entry-Year Experience will:

- A. Guide and prompt students to locate and organize information with appropriate evidence and language for clear **written communication**.
- B. Guide and prompt students to develop **oral communication** skills necessary to organize and deliver a clear message with appropriate supporting material.
- C. Guide and prompt students to develop **analytical reading skills** that allow them to read and assimilate information from complex and unfamiliar texts.
- D. Guide and prompt students to gain an historical **appreciation of diverse global cultures** and through the critical reading and analysis of texts and artifacts from diverse cultures and times, and to formulate evidence-based arguments using evidence grounded in chronology, context, and causation.
- E. Guide and prompt students to develop a **historical understanding of contemporary issues**, through the process of research, critical analysis of evidence, and application of multi-causal analysis.
- F. Guide and prompt students towards **information literacy**, and the capacity to locate, evaluate, and use information in intelligent, appropriate, and ethical ways.
- G. Guide and prompt students towards **engagement in campus life**, and the development of skills and utilization of services, and participation in cultural and artistic events, that will encourage student retention, persistence, completion, enrichment, and success.

V. Specific Methods for Achieving the General Objectives

1) Providing students with clear and consistent messages about college---level expectations and opportunities

The GEC EYE Committee has identified several specific ways to accomplish this goal:

1. Brand the program for better recognition of available services.
2. Establish a website for the EYE program.
3. Provide programming about college level expectations and opportunities, including during orientation and Welcome Week.
4. Facilitate collaboration among the three primary academic departments (English, History and Human Communication Studies) that includes common language about the EYE purpose and goals.

2) Helping faculty members foster a continuous conversation about students' first-year experience:

The GEC EYE Committee has identified several specific ways to accomplish this goal:

1. Establish an EYE Program Coordinator (a faculty member who will receive appropriate reassigned time) to work with faculty and to plan EYE Program events for first-year students.
2. Undertake program-level assessment and engage faculty in ongoing conversations about continuous improvement seeking to use assessment data to strengthen the Entry-Year Experience.

3. Hold a continuous faculty awareness campaign and provide faculty with a flowchart of available resources for first-year students.

3) Facilitate collaboration, connections, academic support, and common assessment among the entry-year core general education courses based on program-level learning objectives:

1. Envision the first-year experience as a sub-program of Shippensburg University's General Education Program with its own specific first-year learning objectives.
2. Develop a set of learning objectives and assessment methods that specifically evaluate the total impact of the first-year college experience on student learning (These can be found on page 6).
3. Use the four-course sequence of ENG 114, HCS 100, HIS 105, and HIS 106 to provide an integrated first-year experience for students that bridges students' entire first year.
4. Provide comprehensive academic support through tutoring programs and supplemental instruction.
5. Embed training in college success skills in core courses, and supplement with outside support.
6. Integrate information literacy more holistically into the program by using the "personal librarian" or "embedded librarian" model so that faculty and students can have a personalized and ongoing relationship with campus librarians to assist with their information needs.
7. Use the academic component of the Entry-Year Experience as a hub for engaging students with the broader campus learning experience, activities, programs, campus offices, and campus resources.
8. Organize students in six-person "learning teams" in History 105, and then have students continue with the members of their learning team into a common section of HIS 106 (ideally taught by a different faculty member than History 105) to provide a consistent, year-long cohort experience for students.

4) Encourage Academic Affairs and Student Affairs to develop innovative, collaborative programming.

Program planning, administration, assessment and success will require the following:

1. A Program Coordinator (with reassigned time), as well as a student intern and student worker.
2. A designated budget for EYE programming
3. Establishment of an Entry-Year Experience Steering Committee comprised of members of the GEC, representatives from the English, and the History/Philosophy, Human Communication Studies departments, and Library departments; The College of Exploratory Studies, and additional members from Academic Affairs and Student Affairs who are interested in providing programming or services connected to the Entry-Year Experience. For example, this might include the First Alert Coordinator, representatives from Residence Life, representatives from Dining Services, and representatives from the Career Development and Community Engagement Center, and others.

4. Faculty resources to ensure class sizes are appropriate to meet the program's learning objectives. Ideal class sizes would be: HIS 105 & HIS 106: 40; ENG 114: 20; HCS 100: 25.

5. An institutional commitment of space & financial support for student academic support:

- Learning Center: Tutoring (History, English, Human Communication Studies)
- English Department Writing Lab
- History Peer Tutoring Program
- Human Communication Studies: Communications Center

4. Support for annual inter-departmental retreat to coordinate EYE program, foster interdepartmental collaboration, review assessment data, and explore ways to strengthen the EYE program.

VI. Additional Goals for Campus Engagement Elements of the Entry-Year Experience

A. Health Needs and Holistic Perspectives

- Develop the key skills and behaviors necessary for successfully navigating university life and becoming self-directed, lifelong learners.
- Describe processes, strategies, and resources, and explain the implications of their decisions, related to their overall wellness.
- Gain a deeper appreciation and engagement with the arts, music, and culture.
- Develop an awareness of the importance and healthy diets and impact of alcohol consumption.
- Identify the multi-faceted network of support services at Shippensburg University that address their academic, personal, and social needs.
- Explore and appreciate the artistic, cultural, and educational resources available on campus and in the community available for personal enrichment and lifelong learning.

B. Peer Connections and Campus Engagement

- Develop and apply skills that contribute to building positive relationships with peers, staff and faculty.
- Develop strong collaborative relationships with fellow EYE students.
- Foster academic connections and discussions across the entire campus. Provide students with a 360-degree learning experience that extends beyond the classroom and engages students at all points of their Shippensburg University experience (for example, integrating food history into meals at dining services, encouraging a more visible presence of faculty in the residence halls, encouraging academic connections at Red Raider sporting events, etc.).
- Describe and demonstrate principles of responsible citizenship within and beyond the campus community, and promote opportunities for community engagement and service learning.

Assessment of the Shippensburg University Entry Year Experience

The Shippensburg University Entry-Year Experience addresses the **Middle States Commission on Higher Education** goals for **Standard III: Design and Delivery of the Student Learning Experience** and **Standard IV: Support of the Student Experience**.

1. Program Goals for the Shippensburg University Entry Year Experience

The Shippensburg University Entry-Year Experience will:

- H. Guide and prompt students to locate and organize information with appropriate evidence and language for clear **written communication**.
- I. Guide and prompt students to develop **oral communication** skills necessary to organize and deliver a clear message with appropriate supporting material.
- J. Guide and prompt students to develop **analytical reading skills** that allow them to read and assimilate information from complex and unfamiliar texts.
- K. Guide and prompt students to gain an historical **appreciation of diverse global cultures** and through the critical reading and analysis of texts and artifacts from diverse cultures and times, and to formulate evidence-based arguments using evidence grounded in chronology, context, and causation.
- L. Guide and prompt students to develop a **historical understanding of contemporary issues**, through the process of research, critical analysis of evidence, and application of multi-causal analysis.
- M. Guide and prompt students towards **information literacy**, and the capacity to locate, evaluate, and use information in intelligent, appropriate, and ethical ways.
- N. Guide and prompt students towards **engagement in campus life**, and the development of skills and utilization of services, and participation in cultural and artistic events, that will encourage student retention, persistence, completion, enrichment, and success.

2. Method for Assessing the Shippensburg University Entry-Year Experience

Assessment of the Entry-Year Experience will occur in odd-numbered falls/even numbered springs to coincide with the university's administration of the National Survey of Students Engagement (even numbered springs).

A. EYE Program Goal A: College-Level Writing:

1. Writing will be a component of all of the core academic courses. To assess writing, all students enrolled in ENG 114 or the equivalent over the course of the academic year when assessment is taking place will complete a written assignment as part of a common final exam designed to assess the program learning objectives for college-level writing. The common assignment will be graded holistically using the common rubric, and then a random sample of 10% will be selected for assessment purposes.
2. In History 105, a pretest will be administered to all first-year students during the first week of class to provide a baseline assessment of their writing ability at the start of their college career. A sample of 10% of those essays evaluated using the common writing rubric. The final examination for HIS 105 and HIS 106 during the academic year when assessment is taking place will include a common required essay that will be completed by all first year students. This essay will be evaluated holistically by faculty using the common rubric. A sample of 10% of those essay will then be drawn to evaluate student writing development at the midpoint and conclusion of the first year.

B. EYE Program Goal B: Oral Communication

1. All students enrolled in HCS 100 or the equivalent course during the academic year when assessment is taking place will complete an assignment that can be used to assess the program learning objectives for college-level oral communication.

C. EYE Program Goal C: Analytical Reading Skills

1. Analytical reading will be an element of all EYE Core courses, but will be emphasized in History 105 and History 106 through the close analysis of primary and secondary sources. A common essay question required by all sections of HIS 106 will evaluate this learning goal and will be graded holistically by professors using a common rubric. A random sample of 10% of those final exam essays will then be used to evaluate students' performance regarding this learning goal.

D. EYE Program Goal D: Historical Appreciation of Diverse Global Cultures

1. In History 105, a pretest will be administered to all first-year students during the first week of class to provide a baseline assessment of their historical skills and understanding of diverse global cultures. A sample of 10% of those essays evaluated using the common Program Goal C rubric. The final examination for HIS 105 will include a common required essay that will be completed by all first-year students. This essay will be evaluated holistically by all faculty teaching History 105 using the common rubric. A sample of 10% of the pre-test and final essay will then be drawn to evaluate student learning in EYE Program Goal C.

E. EYE Program Goal E: Historical Understanding of Contemporary Issues

1. In History 106, a pretest will be administered to all first-year students during the first week of class to provide a baseline assessment of their historical skills and historical understanding of contemporary issues. The final examination for HIS 106 will include a common required essay that will be completed by students in all sections of History 106. This essay will be evaluated holistically by all faculty teaching History 106 using the common rubric. A sample of 10% of the final essay will then be drawn to evaluate student learning in EYE Program Goal E.

F. EYE Program Goal F: Information Literacy

1. All students enrolled in the ENG 114: Writing Intensive First-Year Seminar will be required to complete the modules of the Ship to Shore modules and then to undertake an online evaluation to assess their mastery of the program learning objectives for EYE Goal E.

2. At the beginning of the fall semester, all first-year students in HIS 105 will complete a pre-test evaluating their information literacy. A post-test will be administered at the end of HIS 106 to all first-year students, evaluating their progress towards the learning goals for EYE Program Goal F.

G. EYE Program Goal G: Engagement in Campus Life

1. All students enrolled in HIS 106 in the spring semester of the academic year when assessment is taking place will be required to complete the NSSE survey.

2. As a graded course requirement, students enrolled in HIS 105 and HIS 106 will be required to attend a set number of campus activities or programs, or to utilize campus support services in both the fall and spring semester. Student participation will be monitored using student identification cards and a swipe-card system or through other means.

Assessment Rubrics for Entry-Year Experience Program Learning Goals

- A. Guide and prompt students to locate and organize information with appropriate evidence and language for clear **written communication**.
- B. Guide and prompt students to develop **oral communication** skills necessary to organize and deliver a clear message with appropriate supporting material.
- C. Guide and prompt students to develop **analytical reading skills** that allow them to read and assimilate information from complex and unfamiliar texts.
- O. Guide and prompt students to gain an historical **appreciation of diverse global cultures** and through the critical reading and analysis of texts and artifacts from diverse cultures and times, and to formulate evidence-based arguments using evidence grounded in chronology, context, and causation.
- D. Guide and prompt students to develop a **historical understanding of contemporary issues**, through applying skills of research, critical analysis of evidence, understanding of complex causation, and the application of historical thinking.
- E. Guide and prompt students towards **information literacy**, and the capacity to locate, evaluate, and use information in intelligent, appropriate, and ethical ways.
- F. Guide and prompt students towards **engagement in campus life**, and the development of skills and utilization of services, and participation in cultural and artistic events, that will encourage student retention, persistence, completion, enrichment, and success.

For each of the following rubrics:

A competency is the ability to do something successfully.

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

A student learning objective is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A student learning outcome is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

EYE GOAL A: WRITTEN COMMUNICATION - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES--Program Goal:

Learning Objectives/Desired Outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Logic and Order <i>The student employs disciplinary expectations to produce clearly worded and organized text that makes a valid assertion.</i></p>	<p>Fails to demonstrate awareness of the correct form or structure for this discipline.</p>	<p>Begins to develop a sense of order to convey an idea; an emerging structure is apparent.</p>	<p>Shows awareness of the disciplinary expectations of form; uses some elements of structure and language appropriate to support assertion.</p>	<p>Adheres to disciplinary conventions, terms, and methods, and demonstrates the ability to develop a clear and succinct assertion for the reader.</p>	<p>Skillfully uses field-specific conventions, terms, and methods to make a clear assertion that contributes to the discipline in an innovative way.</p>
<p>Sources and Evidence <i>The student uses appropriate evidence to support assertions, with documentation of sources in accordance disciplinary conventions.</i></p>	<p>Skillfully uses field-specific conventions, terms, and methods to make a clear assertion that contributes to the discipline in an innovative way.</p>	<p>Uses scarce support to explain or substantiate assertions; attempts to document sources.</p>	<p>Provides some support for assertions but ideas not fully integrated with the argument; documents sources but may not fully adhere to disciplinary conventions.</p>	<p>Provides support for assertions with credible evidence that it is well integrated into the argument; shows an awareness of the standards for documentation in the discipline.</p>	<p>Uses advanced reasoning and engaging scholarly evidence to supports original argument; carefully documents evidence in accordance with disciplinary convention.</p>
<p>Control of Language and Syntax <i>The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.</i></p>	<p>Fails to convey meaning due to lack of control.</p>	<p>Attempts to control language but meaning impeded because of weak syntax and consistent errors in usage.</p>	<p>Controls language to convey meaning clearly, but syntax and grammar are still a distraction.</p>	<p>Controls language such that it is readable with few exceptions, but contains some errors in usage and grammar.</p>	<p>Thoughtfully controls language that is correct, edited, proofread, and contains very few errors.</p>

EYE GOAL B – ORAL COMMUNICATION--RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES--Program Goal:

Learning Objectives/Desired Outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Students will successfully identify and interpret communication theories and models.	Students fail to correctly identify and interpret communication theories and models.	Students correctly identify communication theories and models but fail to interpret them correctly.	Students correctly identify communication theories and models but interpret them poorly.	Students correctly identify communication theories and models and interpret them correctly.	Students correctly identify communication theories and models and offer excellent insights regarding their interpretations of the theories and models.
Student will use accepted rhetorical organization strategies to author original, public speeches	Students fail to develop speeches with introductions, bodies, and/or conclusions.	Students develop speeches with poor introductions, bodies, and conclusions.	Students develop speeches with average introductions, bodies, and conclusions.	Students develop speeches with above average introductions, bodies, and conclusions.	Students develop speeches with excellent introductions, bodies, and conclusions.
Students will effectively deliver public speeches	Students fail to complete speeches or significantly violate the delivery requirements (verbal and nonverbal).	Students complete the speeches but need significant improvements regarding vocalics, eye contact, enthusiasm, and the delivery of content.	Students complete the speeches but need moderate improvements regarding vocalics, eye contact, enthusiasm, and the delivery of content.	Students complete the speeches but need minor improvements regarding vocalics, eye contact, enthusiasm, and the delivery of content.	Students complete the speeches and need not improve their vocalics, eye contact, enthusiasm, and delivery of content.

EYE GOAL C – ANALYTICAL READING SKILLS--RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES--Program Goal:

Learning Objectives/Desired Outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Students will understand and employ strategies for successfully approaching complex and unfamiliar texts.	Students is unfamiliar with reading strategies and unable to employ them for approaching a complex or unfamiliar text.	Students is familiar with reading strategies, but does not employ them when approaching texts.	Student understands reading strategies, but does not employ them consistently in approaching texts.	Student understands reading strategies and employs them consistently, but has some problems understanding complex or unfamiliar texts.	Students correctly utilizes reading strategies and effectively employ them consistently to read and analyze complex and unfamiliar texts.
Students can evaluate texts with consideration of context, authorship, audience, intent, and reliability.	Students does not adequately consider issues of context, authorship, audience, and intent when reading texts.	Students understands the importance of context, considering issues of context, authorship, audience, and intent, but does so in a superficial or inconsistent manner.	Students can evaluate texts for context, authorship, audience, and intent, but does not do so consistently.	Students can evaluate texts for context, authorship, audience, and intent, and does so consistently, but analysis is sometimes superficial.	Students consistently evaluate texts for context, authorship, audience, and intent, and reaches conclusions that are factually accurate and insightful.
Students can comprehend the meaning of texts and use that information to draw conclusions or make connections.	Students fail to consistently comprehend the meaning of texts.	Students can frequently comprehends the literal meaning of texts, but is unable to draw conclusions or make connections based on the reading.	Students consistently comprehends the literal meaning of texts, and inconsistently draws conclusions or makes connections based on the reading.	Students consistently comprehends the literal meaning of texts, makes connections, and draws appropriate conclusions from the texts.	Students comprehends the literal meaning of texts, makes specific and complex connections, and formulates original conclusions or opinions based on deep understanding of the text.

EYE GOAL D: HISTORICAL APPRECIATION OF DIVERSE GLOBAL CULTURES--RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES--Program Goal:

Learning Objectives/Desired Outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Knowledge and Understanding <i>The student demonstrates knowledge and understanding of the major historical themes relating to historical origins of world's major political, cultural, social, and religious traditions.</i></p>	<p>Fails to demonstrate awareness of the major historical themes or trends.</p>	<p>Demonstrates a limited awareness of major historical themes or trends.</p>	<p>Describes some historical background support in discussion of major historical themes or trends.</p>	<p>Applies appropriate historical background that supports discussion of major historical themes or trends.</p>	<p>Incorporates appropriate and thorough historical background that supports discussion of major historical themes or trends.</p>
<p>Sources and Evidence <i>The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.</i></p>	<p>Fails to use evidence of any kind; disciplinary standards not carefully followed.</p>	<p>Uses limited historical evidence to explain ideas with little to no understanding of the roles of chronology, causation, and context; disciplinary standards not carefully followed.</p>	<p>Uses some historical evidence to further explore ideas that are not fully integrated or coherent with respect to chronology, causation, and context; shows awareness of disciplinary standards.</p>	<p>Uses persuasive historical evidence that is well integrated with respect to chronology, causation, and context to support the development of ideas; Disciplinary standards are followed.</p>	<p>Uses persuasive and appropriate historical evidence that is expertly drawn upon with respect to chronology, causation, and context to advance coherent ideas; disciplinary standards are carefully followed.</p>
<p>Application of Language and Critical Thinking Skills in an Historical Context <i>The student uses language that is organized and clear, and demonstrates an ability to draw comparisons and/or construct historical arguments.</i></p>	<p>Fails to establish historical comparisons or connections and meaning is lost by lack of language control.</p>	<p>Presents limited understanding of historical comparisons or connections and meaning is partially lost by lack of language control.</p>	<p>Illustrates language and analysis that are largely clear, but some gaps in syntax, analytical rigor, and/or historical knowledge are still a distraction.</p>	<p>Applies language that is readable and historical analysis is logical with few errors or conceptual gaps.</p>	<p>Incorporates language that is correct, edited, proofread, and contains no or very few errors; analysis incorporates an ability to make sophisticated comparisons and connections.</p>

EYE PROGRAM GOAL E – HISTORICAL UNDERSTANDING OF CONTEMPORARY ISSUES--RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES--Program Goal:

Learning Objectives/Desired Outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Knowledge and Understanding <i>The student demonstrates knowledge and understanding of major historical themes or trends as they relate to the historical understanding of contemporary issues.</i></p>	Fails to demonstrate awareness of the major historical themes or trends.	Demonstrates a limited awareness of major historical themes or trends.	Describes some historical background support in discussion of major historical themes or trends.	Applies appropriate historical background that supports discussion of major historical themes or trends.	Incorporates appropriate and thorough historical background that supports discussion of major historical themes or trends.
<p>Sources and Evidence <i>The student demonstrates the ability to analyze complex issue or events and develop an analysis of its historical origins or causes that employs an understanding of context, history, and multiple causation. Should employ disciplinary standards.</i></p>	Fails to adequately explore the origins or causes of an issue or event. Poor historical understanding and no evidence of understanding concept of multiple causation.	Provided a superficial explanation an issue or event using limited evidence, and an analysis of causation that did not adequately explore issues of history, context, or causation. Writing is poor and ideas are not well organized or sufficiently developed.	Provided an adequate understanding of the issue or event, good use of evidence, but weak analysis that insufficiently considered issues of history, context, and causation. Writing may be problematic with more careful organization or editing.	Provided a well-documented explanation of issue or event based on compelling evidence, and good analysis that considered issues of history, context, and multiple causation. It is generally well written, with minor grammatical or stylistic errors.	Provided a detailed and compelling explanation of an issue or event that included reliable evidence, a strong understanding of the historical and contextual issues shaping the issue or event, and an analysis of that is based on a careful and balanced examination of multiple causes. It is well written and meets disciplinary standards.
<p>Application of Language and Critical Thinking Skills in an Historical Context <i>The student uses language that is organized and clear, and demonstrates an ability to explain historical events grounded in historical evidence and an understanding of complex causation.</i></p>	Fails to develop a clear historical argument or muster appropriate evidence to support points, meaning is lost by lack of language control.	Presents a weak historical argument with vague or inadequate evidence to support points. Meaning is partially lost by lack of language control.	Illustrates a clear argument and appropriate but inadequate or inconsistent use of sources. Some gaps in syntax, analytical rigor, and/or historical knowledge.	Applies a strong argument generally supported with high-quality evidence, good analysis of causation, writing is clear and readable, with few errors or conceptual gaps.	Compelling argument, strong use of evidence, sophisticated explanation of causation, uses language that is correct, and contains no or very few errors.

EYE GOAL F-- INFORMATION LITERACY--RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES--Program Goal:

Learning Objectives/Desired Outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery

A competency is the ability to do something successfully.

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

A student learning objective is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A student learning outcome is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

EYE GOAL G – ENGAGEMENT IN CAMPUS LIFE--RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES--Program Goal:

Learning Objectives/Desired Outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Academic Challenge: First year students will be engaged in learning that requires them to use higher-order learning, to use reflective and integrative learning, to employ learning strategies, and to engage in quantitative reasoning.</p>	Students' scores for the categories of Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning on the NSSE will be significantly lower than the PASSHE ($p < .05$) with an effect size at least .3 in magnitude.	Students' scores for the categories of Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning on the NSSE will be significantly lower than the PASSHE ($p < .05$) with an effect size less than .3 in magnitude.	There will be no significant different between Shippensburg students' scores and PASSHE scores for the categories of Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning on the NSSE.	Students' scores for the categories of Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning on the NSSE were significantly higher than the PASSHE ($p < .05$) with an effect size less than .3 in magnitude.	Students' scores for the categories of Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning on the NSSE were significantly higher than the PASSHE ($p < .05$) with an effect size at least .3 in magnitude.
<p>Learning with Peers First year students will participate in collaborative learning and have discussions with peers from a race or ethnic background, economic background, or racial or political background different from their own.</p>	Students' scores for the categories of Collaborative Learning and Discussion with Diverse Others on the NSSE will be significantly lower than the PASSHE ($p < .05$) with an effect size at least .3 in magnitude.	Students' scores for the categories of Collaborative Learning and Discussion with Diverse Others on the NSSE will be significantly lower than the PASSHE ($p < .05$) with an effect size less than .3 in magnitude.	There will be no significant different between Shippensburg students' scores and PASSHE scores for the categories of Collaborative Learning and Discussion with Diverse Others on the NSSE.	Students' scores for the categories of Collaborative Learning and Discussion with Diverse Others on the NSSE were significantly higher than the PASSHE ($p < .05$) with an effect size less than .3 in magnitude.	Students' scores for the categories of Collaborative Learning and Discussion with Diverse Others on the NSSE were significantly higher than the PASSHE ($p < .05$) with an effect size at least .3 in magnitude.
<p>Supportive Campus Environment Campus will provide support to help students succeed academically, socially, and to care for their overall well-being, and to help manage their academic and non-academic responsibilities, and attend campus events.</p>	Students' scores for the categories of Quality of Interactions and Supportive Environment on the NSSE will be significantly lower than the PASSHE ($p < .05$) with an effect size at least .3 in magnitude.	Students' scores for the categories of Quality of Interactions and Supportive Environment on the NSSE will be significantly lower than the PASSHE ($p < .05$) with an effect size less than .3 in magnitude.	There will be no significant different between Shippensburg students' scores and PASSHE scores for the categories of Quality of Interactions and Supportive Environment on the NSSE.	Students' scores for the categories of Quality of Interactions and Supportive Environment on the NSSE were significantly higher than the PASSHE ($p < .05$) with an effect size less than .3 in magnitude.	Students' scores for the categories of Quality of Interactions and Supportive Environment on the NSSE were significantly higher than the PASSHE ($p < .05$) with an effect size at least .3 in magnitude

NOTES:

GEC Assessment Committee meeting minutes Monday, December 5th, 2016, 1:00pm, MCT 156

Present: Corrine Bertram, Scott Drzyzga, Dudley Girard, Rob Lesman, Jim Mike, Becky Ward
Secretary for the Meeting: Corrine Bertram

Math Assessment of Category A Courses

Rob presented the fall 2015 and spring 2016 assessment data for MAT 211, a part of our focus on Category A for the semester's assessment. Math has focused their assessment on educational outcome D ("Students will be able to apply logical reasoning to aid in problem solving."). Math has not assessed all their courses (nine to ten) in Category A. Computer Science is targeting educational outcomes B and C ("Students will be able to solve problems, including problem formulation, solution, and interpretation of the resulting answers," and, "Students will be able to apply algorithmic reasoning to aid in problem solving," respectively). Philosophy is targeting educational outcome E ("Students will be able to apply logical reasoning to aid in understanding and analyzing discourse."). Educational outcome A ("Students will be able to build, interpret, and use mathematical models.") may never be used in the assessment of Category A courses. We need to give the GEC Program Committee feedback on holes in the assessment of the current program. Rob sought feedback about his completion of the assessment report feedback. The Assessment Committee would like to see the assessment instruments or a description of the questions that were used. Dudley observed that because Math and Computer Science are assessing the same educational outcomes separately with different rubrics, if there were a problem (i.e., not meeting a benchmark for performance), the assessment committee could not track this and intervene.

Assessment Record Keeping

Becky initiated a discussion of the record keeping of assessments. TracDat is a PASSHE-owned software package that is used to collect portfolios for assessment. Dudley will contact Tracy Schoolcraft about this package.

New General Education Proposal

The committee moved to a discussion of the new general education program proposal. The Middle States seven competencies mentioned on page 3 of the proposal document (November 29, 2016) do not map onto the 13 assessment rubrics/tags proposed. For example, where does information literacy fit in the proposed structure? Scott said that Ship to Shore currently supplies literacy competency, but this needs to be made explicit. Dudley expressed some questions about the technological competency under the Natural World and Technologies theme. How stringent or technical is this tag? For example, does a Word document with tables count as technological competency? Many courses could meet this standard. Does this need to be an entire course or could many courses fulfill this requirement? Scott responded that Middle States was asked these questions. They said that campuses could define it using their missions as a guide. We don't have that as a part of our mission currently. Double tagging of courses (with technological competency and another tag, for example) presents problems for enrollment management because it makes tracking enrollment streams more difficult. Dudley said that the current program should make assessments more manageable than with the current program. Scott has sketched out what a four-year cycle of assessment would look like focusing on the labor required

and the themes. We would not be assessing every student in every course, but a sample of maybe 100 artifacts per department, per course. Dudley said that key program goals and learning outcomes should map onto each other. Scott responded that some faculty members did not understand the distinctions between program goals and learning outcomes. Becky expressed concern about achieving a balance between throwing out all general education courses to start from scratch and resistance to imagining new courses that meet these objectives.

Assessment Committee Tasks

The Assessment Committee was tasked with answering the following questions over the winter break: Does the learning objective match the goal attached to the tag? Are the learning objectives assessable? Is each level of proficiency for a learning objective clear and does it make sense relative to the other levels for that objective? Dudley will assign each committee member a set of tags to examine.

Submitted by Corrine Bertram



GEC Assessment Committee meeting minutes Friday, February 3rd, 2017, 11:00am, MCT 156

Present: Corrine Bertram, Scott Drzyzga, Dudley Girard, Rob Lesman, Becky Ward
Secretary: Corrine Bertram

The focus of our meeting was reporting back on our review of the tags in the General Education proposal. Each committee member was assigned five tags to focus on using the following questions:

1. Do the learning objectives match the goal attached to the tag?
2. Is the learning objective assessable?
3. Is each level of proficiency for a learning objective clear and does it make sense relative to the other levels?

There was a short discussion at the beginning of the meeting about the need for coordination between GEC and departments that require accreditation or are undergoing curriculum revision. For example, departments built rubrics for tags W (written communication) and L (foreign language).

Discussion of N (natural world)

- Some terms may need to be defined or expanded particularly the definitions and distinctions between “principles” and “theories” if the tag could apply to natural and social sciences. A similar issue was discussed about the phrase “experimentation and empirical observations.” Is this phrase inclusive enough of empirical work in the sciences broadly defined?
- Dudley shared a concern that there was overlap between the first and third levels of competency under “Data and Problem-Solving”.
- Could the three learning objectives be summarized as 1) do you know the scientific methods? 2) do you know theories? And 3) can you apply these tools?

Becky wondered why there were five competency levels versus some other number. For example, NCATE has three levels. Scott responded that there are five because this matches the value rubrics from LEAP initiatives in nineteen states. The choice of five, therefore, allows data comparison across institutions in these states.

Discussion of G (global perspectives)

- Becky suggested that the concept of system inequality that appears in Factors and Sources be added to the D (Diversity) tag.)
- Rob suggested that there was a large gap or leap between the proficiency and mastery levels under “Factors and Interactions”. There is a lack of progression.
- Under “Perspectives”, “own perspective” or what some scholars/researchers call researcher subjectivity or reflexivity disappears and reappears across level of competency. It is present in “emerging”, skips “developing, and returns at “proficient.
- Various edits to streamline the language were suggested by the committee.

Discussion of Q (quantitative reasoning)

- We discussed further clarification of the learning objectives/desired outcomes. Analysis seems more performance-based, but some Communication is seeping in. Communication seems to be what is drawn from existing data. Analysis is calculation. Interpretation is the expression of the math forms. Scott suggested that Interpretation is what students can do with quantitative information given to them, Analysis is the ability to perform calculations, and Communication is the ability to argue with the quantitative evidence. The Learning Objectives/Desired Outcomes should be rewritten with this in mind.
- Some reference to inference should be added to the proficient level of Interpretation.
- The content of emerging and developing levels of competency for Communication should be switched.

Meta questions that arose during discussion

- Is it necessary for rubrics across tags to be distinct?
- The ability to use evidence might become something that cuts across themes. Does that mean a separate tag?

Next meeting: Wednesday, February 15th, 11am, MCT 156 (Cancelled due to attendance)

Submitted by Corrine Bertram