

General Education Council

2019-2020 Academic Year

Agenda, for the meeting on Tuesday, February 25, 2020, in ELL205 at 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – **See Attachment A**
3. Remarks by Co-Chairs – Dean James Mike, Dr. Kirk Moll
4. Old Business
 - a. Reports from our Standing Committees
 - i. Assessment (Dr. Debbie Gochenaur)
 - ii. Budget (Dr. Carrie Sipes)
 1. Grant Application - Dr. Christine Senecal - **See Attachment B**
 2. Grant Application – Dr. Thomas Crochunis - **See Attachment C**
 - iii. Report from UCC (Dr. Scott Drzyzga)
 - iv. Program Committee (Dr. Sherri Bergsten) – **See Attachment D, E**
 1. New Course Proposal - Introduction to Gerontology - GRN100 (Program Goal R) – **See Attachment F**
 2. General Education Program Revision – Revised – **See Attachment G**
 - v. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella)
 1. UNIV101 - Shippensburg University First Year Seminar, Survey Assessment Data, Fall 2019 – **See Attachment H**
 - b. Formation of By-Laws Revision Committee
5. New Business
 - a. Discussion concerning potential impact of Financial Sustainability Plan on General Education (Dr. Moll)
6. Announcements
7. Call to Adjourn

Attachment A

MINUTES

General Education Council, 3:30 pm, January 28, 2019, ELL 205

- I. Dr. Moll called the meeting to order at 3:38 pm. Attendance at the meeting included: K. Moll, S. Bergsten, C. Sipes, T. Frielle, S. Lee, B. Culbertson, D. Girard, C. Huo, L. Cella, S. Drzyzga, A. May, R. Lesman, L. Bryant, K. Shirk, S. Zheng, J. Mike, D. Kalist, M. Greenberg, K. Lorenz, H. Liu, W. Kubasko, D. Gochenaur, S. Haase, L. Eppard, B. Wentz, J. Clements, J. Smith, and S. Burg.
- II. Dr. Culbertson motioned, seconded by Dr. Clements, to approve the November 26, 2019 minutes. Edits were made to the minutes. All were in favor of the revised minutes and the motion passed unanimously.
- III. Dr. Moll welcomed everyone to back to the Spring semester. Dr. Moll shared that GEC submitted the report items requested by Middle States.
- IV. Old Business:
 1. Budget Committee – Dr. Sipes stated that she, Dr. Moll and Dr. Mike met to discuss issues related to requesting additional funding for student experiences including: how other universities address the need, potential funding sources, criteria for the grants, and creative ways to leverage opportunities for student experiences. The Budget Committee will meet to discuss these issues and will have more to share at future GEC meetings. Dr. Moll noted that he and Dr. Mike have requested a meeting with the Provost to regarding additional funding.
 2. Assessment Committee – The Assessment Committee met on Nov 4, 2020. Course assessment feedback was discussed. In future semesters, the assessment committee will need additional people to support the calibration meetings. Dr. Gerard shared this is the last time that he will give the committee report as he is stepping down from his role as Assessment Committee Chair to assume the Chair of the Computer Science Department. Dr. Gochenaur will take over as the new Assessment Committee chair. Dr. Moll recognized Dr. Girard’s commitment to assessment over ten years and called for a motion. Dr. Shirk motioned that the GEC officially recognize Dr. Girard’s excellent service and leadership as the Assessment Committee Chair. Dr. Bergsten seconded. All were in favor and the motion passed unanimously.
 3. Program Committee – Dr. Bergsten stated that the committee submitted documentation to the Middle States team and Dr. Schoolcraft. Dr. Drzyzga shared that the General Education Program proposal went to the UCC. It was tabled. The registrar was concerned about how 190 course could be used by multiple departments. Discussion was held related to possible solutions to the registrar’s concern. Dr. Gochenaur motioned that the program committee approach the registrar with the following solution (see below) and then be presented at UCC with the General Education Program proposal. Dr. Shirk seconded. The next UCC meeting is scheduled for 2/4/2020. Dr. Moll suggested that he and Dr. Bergsten attend the UCC meeting. *Solution: For the 190 courses, the prefix remains driven by the department, the course number stays 190, the suffix letter is tied to the category the department identifies.*

4. First-Year-Experience Committee – Dr. Burg provided a summary of the UNIV 101 Survey Assessment Data for Fall 2019 (see attached). Dr. Cella stated that a video of Joshua Eyer’s *How Humans Learn* presentation is available for GEC members. There is also a *How Humans Learn* book club the first Friday of the month this semester. She also noted that the peer mentor application is open for Fall 2020.
- V. New Business – There was no new business.
- VI. Announcements - There were no announcements.
- VII. The meeting adjourned at 4:30 pm.

Minutes submitted by Dr. Wendy Kubasko

Attachment B

GENERAL EDUCATION PROJECT GRANT

TITLE PAGE

Name: Christine Senecal

Department: **History-Philosophy**

Email: **cksene@ship.edu**

Phone: (717) 477-1262

Date of Proposed Project/Event/Excursion: **April 4, 2020**

If project/event is specific to your general education course sections, please provide Course # and Section number(s): **Students from Honors 122—World History I: Historical Foundations of Global Cultures, Sections 1 and 2; in addition, a small number of students enrolled in other General Education classes may also participate in this experience if any extra seats are available.**

General Education Categories: **History: History 105 (Honors 122).**

Brief Description of General Education Project (50 words maximum): **Students will visit the Metropolitan Museum of Art, walk the Highline, and dine at Chelsey Market in New York City. Research papers and class discussions on this experience, linked to course learning objectives, will be integrated into the classes' assignments and used for assessing the grant's outcomes.**

Total Amount Requested: **\$3,000.00**

Christine Senecal, January 14, 2020

PROPOSAL SUMMARY:

On Saturday April 4, 2020, students enrolled in the Honors World History I: Historical Foundations of Global Cultures classes will travel to New York City via Wolf's Bus Lines. Students will be chaperoned by Professor Christine Senecal. The bus will leave campus for New York City at 6:30 A.M. from the Shippen Hall Parking lot and return at approximately 11:00 P.M.

During the field trip, students will visit the Metropolitan Museum of Art, one of the world's premier museums and home to some of the most pivotal artwork and archaeology from early human history. A great deal of the themes I cover in Honors Historical Foundations of Global History can be best examined by looking at material objects from the historical civilizations under review. For instance, we look at the ways that religion and political power intersect throughout history, and at the NYC Met, students can observe first-hand an Ancient Egyptian Temple, Buddhist shrines from Tang China, and stone reliefs of Mesopotamian deities created at the command of political leaders. By noting the iconography of these physical remains, students can draw conclusions about what sorts of power operated in public societies of the distant past, answering questions like, "Who in society had access to the divine?" "What sorts of morals and ethics were

encouraged in this monumental art?” and “What would be a persuasive reason for common people to want to participate in this religion?” Drawing upon course readings and class discussions, students will also analyze the roles that women and non-citizens played in the cultures highlighted at the museum. The experience will engage its participants in the areas on which the learning objectives for Honors Historical Foundations of Global History, “to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.” Students in this honors section conduct an extensive research paper, and many of them will be writing on topics related to specific objects at the Metropolitan Museum of Art. Note: the Metropolitan charges \$10 a ticket for group rates, and 45 tickets have been reserved for our group and are included in the budget; there is no admission fee to walk along the Highline. Students will bring their own funds for eating at Chelsea Market.

This field experience will enhance students’ understandings of key themes that will be developed in Honors 121: the development of political power structures, the ways ancient civilizations viewed the divine, and the expectations about life held by non-powerful people, particularly women.

To assess the success of the field experience in promoting these learning objectives and outcomes for our final report, students will be required to write about how the field experiences affected their understandings of the material covered in our classes as an extra-credit for the class. Moreover, students will incorporate the information they find from various specific objects into their extensive research papers. These objects are of critical importance to understanding cultures outside of the students’ own immediate experience. They include stela with Buddhist inscriptions used by leaders in Ancient China, masks of power and beauty developed by African kings and warriors, and images of female goddesses crafted in the Gupta Empire of Ancient India. The writing of participants on the field trip will be compared to those of the students who do not participate in the field trip. Anonymous excerpts from and summaries of the students’ essays will be included in our final report.

To ensure that all available seats on the bus are occupied, the professors will compile a waiting list of students enrolled in General Education classes to fill any seats not used by students enrolled in our Honors courses.

**GENERAL EDUCATION PROJECT GRANT
BUDGET SHEET**

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

NAME: CHRISTINE SENECAI

DEPARTMENT: HISTORY/PHILOSOPHY

EMAIL: CKSENE@SHIP.EDU

PHONE: (717) 477-1262

MONTH AND YEAR OF PROPOSED EVENT: APRIL 4, 2020

ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1. Wolf's Bus Transportation for 52 students and 2 faculty members	\$4040.50
2. 45 Tickets for Metropolitan Museum of Art (service charge)	\$613.00
TOTAL COST	\$4,653.50
TOTAL REQUEST	\$3,000.00

TOTAL REQUESTED: \$3,000.00

FACULTY MEMBERS:

CHRISTINE SENECAI

JANUARY 14, 2020

Group Fees

Adult, university, and personal groups pay the fees below.

Membership benefits and other passes are not valid for group visits. Qualified tour operators are eligible for discounted rates.

Under-resourced organizations may qualify for reduced rates or waivers. Please ask for details when you make a reservation.

Admission

Adults	\$25
Seniors (65 and over)	\$17
Students	\$12
NYC College Students	\$5

One group leader per self-guided reservation receives complimentary admission.



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

Charter Confirmation

6/10/2019

Shippensburg University Honors Program
Cindy Poe
1871 Old Main Drive
Shippensburg, PA 17257

Dear Cindy,

Thank you for choosing Wolf's Bus Lines for your upcoming transportation needs. We appreciate you selecting us as your transportation provider. We promise to deliver outstanding equipment and service. In order to insure that you receive the best possible service, we ask that you review all the information provided.

Attached please find your acceptance agreement for your chartered trip departing on Saturday, April 04, 2020 and returning Saturday, April 04, 2020. The price is \$4,040.50 and is based on miles, date, time, size of requested equipment and the details you provided, so any deviations from original information provided could have an impact on the price. This agreement is considered provisional until you review for accuracy, sign, date and return with your deposit of \$150.00 to our office within 21 days from the date of this letter. This booking is subject to cancellation if your deposit and the signed Acceptance are not received by the due date.

Final payment in full and a final detailed itinerary is due in our office no later than 30 days prior to the departure date Saturday, April 04, 2020. Please include complete addresses of pick up locations, stops and/or other destinations you will be traveling. If you need to cancel, cancellations must be received at least 30 days prior to the departure date Saturday, April 04, 2020 for a full refund.

This acceptance confirmation is the only notification of payments due you will receive. Please make note of your deposit, final payment due dates and our policies, which are attached.

Please include the Charter ID 15593 and Client ID ShipHonors on all correspondence.

What to do next!

1. Review the Booking Confirmation for accuracy and completeness.
2. Sign, and Return acceptance page with a \$150.00 deposit within 21 days of this letter.
3. Submit a final itinerary & balance due 30 days prior to your departure date (4/4/2020).
4. Enjoy your trip!

All of us at Wolf's Bus Lines looks forward to assisting you in your travel needs.

Yours in travel,

Tracy Wolf-Stroyny

info@wolfsbus.com
www.wolfsbus.com

Acceptance

Wolf's Bus Lines, Inc

Client ID Client Company Client Ref 1 Client Ref 2	ShipHonors Cindy Poe Shippensburg University Honors	Charter ID Movement ID Status Passengers Distance	15593 21971 Firm 491.7
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First Pick-up Pick-up Date Single Journey Vehicle To Stay	Main Campus - (Shippensburg Univ.) Sat 4/4/2020 Time 06:30 No Yes	Destination Arrival Date Leave Date Back Date	Metro Museum of Art-New York Sat 4/4/2020 Time 11:00 Sat 4/4/2020 Time 14:00 Sat 4/4/2020 Time 23:00
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First Pick-up Instructions	Destination Instructions
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1871 Old Main Drive Shippensburg, PA 17257	1000 5th Ave New York NY 10028
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Shippen Hall Parking Lot

Seats	Vehicle Description	Vehicle No	Price	Tax %	Tax	Total
54	Deluxe Motorcoach	1	\$3,915.50	0	\$0.00	\$3,915.50

Quantity	Description	Unit Price	Price	Tax %	Tax	Total
1	Drivers Tip	\$125.00	\$125.00	0	\$0.00	\$125.00

Movement Totals		\$4,040.50		\$0.00	\$4,040.50
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Driver Description	Vehicle No	Driver Description	Vehicle No
Motorcoach Driver	1		

Set-down Points	Time	Set-down Points	Time
1) High Line	18:30	2) Chelsea Market	18:45

Route	Further Requirements
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6:30-Depart from Shippen Hall
 11:00-Drop group at the Met Museum of Art
 2:00-Pick up at the Museum of Art and take to High Line
 6:30-Pick up at Chelsea Market and depart for home
 11:00-Return to Shippensburg

~~Price does not include driver gratuity~~

Thank you for choosing Wolf's Bus Lines for your travel needs!

Included Items	Included	Included Items	Included
Driver Gratuity	Yes		

References

Charter Rep: Tracy

Your driver can drive up to 10 hours and/or work up to 15 hours from terminal back to terminal. Once that limit is reached, the driver must have 9 hours off duty. If these limits are exceeded, a minimal charge of \$320.00 or more will be billed after
 Coach Manager Printed: 6/10/2019 12:58:31 PM

INFORMATION AND SUMMARY PAGE

Title of Project/Event: Introduction to Literature Trip to Washington, DC—Holocaust & Native American Museum and Monuments & Memorials
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Date of Project/Event: March 29, 2020

Your Name: Thomas C. Crochunis	Department: English
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Email: tccroc@ship.edu	Phone: 717-530-5279 (home)
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General Education Program Goal Supported: Guide and prompt students to comprehend, analyze, and determine the significance of works of literature .
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List the GE course(s) and sections you are teaching (or will teach) that this proposal is for:
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HON 249: Introduction to Literature

If the project/event is open to the entire campus, list any additional students/populations who may be interested in attending: A separate grant has offered to fund travel of students in ENG 426: Teaching Adolescent Literature. A few additional seats on the bus may be available, and will be offered to friends of students in the Honors Introduction to Literature class as available.

Total Amount Requested: \$1424 – 274 (ENG 426 funding) = \$1150 + 214 (Driver gratuity) = \$1364¹

PROJECT/EVENT SUMMARY

In your project/event summary, please include: (1) a clear description of the project/event, (2) who will or can participate (e.g., students of specific courses, open to campus community), (3) how it will support the learning objectives of the specified GE Program Goal, and (4) if there are any assignments associated with this project/event. You may start writing in the space below (continuing onto new pages as needed) or attach the summary as a separate document.

Students will visit the United States National Holocaust Memorial Museum, the Smithsonian National Museum of the American Indian, and the World War II, Vietnam, and Korean War Memorials on the National Mall. Essays and class discussions on this experience, linked to course learning objectives, will be integrated into the classes' assignments and used for assessing the grant's outcomes.

Students attending will include those in the HON 249: Introduction to Literature class, whose topic is "Memory and Literature" and students in the ENG 426: Teaching Adolescent Literature class. This grant is intended to fund the travel of the Honors class only; separate funding has been procured for the ENG 426 students share of the travel cost.

For the HON 249 students, the learning objectives of the Literature portion of the general education curriculum will be addressed by this field trip and related assignments.

- **Comprehension**—The student comprehends the author's message or purpose.
- **Analysis**—The student identifies and explains relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.

¹ See attached estimate from Wolf's Bus Lines.

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- **Interpretation and Significance**—The student articulates an understanding of the multiple ways of reading and the range of interpretive strategies, and uses texts in the context of scholarship to raise and explore important questions.

While in Washington, DC, students will be given some opportunities to choose which parts of the suggested sites to visit. I will lead a walking tour of a few of the monuments and memorials on the mall, and then will escort students who choose to visit the National Museum of the American Indian. All students will have tickets for the Holocaust Memorial Museum, which we will visit before returning home. Students will have opportunities to connect these sites to our course on “memory and literature” in a number of ways:

- Analysis of the different memorials and monuments will provide them with to see how cultures give meaning to historical events and our memory of them through construction of such public sites.
- Our visit to the National Museum of the American Indian will directly enhance comprehension of Sherman Alexie’s novel *Flight* (a course text), in which a Native American teenager visits different historical periods important to American Indian history and his own personal background.
- Our visit to the Holocaust Memorial Museum will directly enhance comprehension of Art Spiegelman’s graphic novel *Maus* (a course text) and provide an encounter with the museum’s representation of the historical events surrounding the Holocaust and an opportunity to analyze both Spiegelman’s text and the museum itself.

Upon return, students will be given an in-class writing assignment that will allow them some flexibility in which parts of the Washington trip they choose to focus on. The assignment gives students several options, including to examine a particular location or a way they felt at some point in the trip, to create a “playlist” of key moments they experienced and describe and analyze their meaning, to analyze the process a memorial or museum created for them, to compare/contrast two parts of the experience, or to interpret the design of particular memorials/monuments. After this initial processing through writing, students will have the opportunity to further expand and research their ideas when they develop their presentations for the Minds@Work conference on campus in late April.

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BUDGET PAGE

For each item, attach a written estimate from the vendor or a supporting document (such as an email message) that outlines the cost. Additionally, if you are requesting less than the total amount, please state where the remaining funds are coming from.

ITEMIZED BUDGET

	Item	Cost	Quantity	Amount
1	Wolf's Bus from Shippensburg to Washington, DC (return)	\$ 1150	1	\$ 1150
2	Driver Gratuity (15%)	\$ 214		\$ 1364
3		\$		\$
4		\$		\$
5		\$		\$
6		\$		\$
7		\$		\$
8		\$		\$

TOTAL AMOUNT OF PROJECT/EVENT: \$1150

TOTAL AMOUNT REQUESTED: \$1150

Quotation Details

Wolf's Bus Lines, Inc

Client ID Client Company Client Ref 1 Client Ref 2	Ship-Croch Tom Crochunis Shippensburg University 0	Quotation ID Movement ID	5201 6776
		Passengers Distance	 282.9

First Pick-up Pick-up Date Single Journey Vehicle To Stay	Shippen Hall-Ship University Sun 3/29/2020 Time 08:00 No Yes	Destination Arrival Date Leave Date Back Date	Holocaust Museum - Washington, DC Sun 3/29/2020 Time 10:30 Sun 3/29/2020 Time 17:30 Sun 3/29/2020 Time 20:00
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First Pick-up Instructions	Destination Instructions
1871 Old Main Drive Shippensburg, PA 17257	100 Raoul Wallenberg Pl, SW Washington, DC 20024

Quantity	Seats	Vehicle Description	Unit Price	Price	Tax %	Tax	Total
1	38	Deluxe Motorcoach	\$1,424.00	\$1,424.00	0	\$0.00	\$1,424.00
Movement Totals				\$1,424.00		\$0.00	\$1,424.00

Route	Further Requirements
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Price is based on the group spending the day in Washington, DC.

Price does not include driver gratuity, which is at your discretion.

This is a quote only. If you wish to book, please contact us.

Included Items	Included	Included Items	Included
Driver Gratuity	No		

Attachment D

GEC Program Committee
November 19, 2019
LL 134, 3:45 p.m.

Attending: Sherri Bergsten, Kate Shirk, Jen Clements, Brian Ulrich, Brian Wentz, Michael Greenberg, Kirk Moll, Margaret Lucia, and Ben Culbertson

WENTZ motioned to approve the minutes from 11/5, and LUCIA seconded. The minutes were approved.

The committee discussed what would have to go into this year's program revision. In order to emphasize that this was not a "double jeopardy" situation with new courses going into general education as previously approved individually, the supporting documentation for the new courses would not be part of the overall revision proposal paperwork. Forms and policies will be separate from the program revision.

The committee discussed the UCC policy on prerequisites for general education courses, as passed by UCC in May 2018, and the need to survey existing GEC courses to make sure they are in compliance. This will take place in Spring 2019 with GEC discussion as needed.

ULRICH motioned to recommend the policy on non-assessed courses to the full GEC, with CLEMENTS seconding. The motion passed unanimously.

The committee also discussed the status of the policy on general education program revisions. This will be revisited in Spring 2019.

BERGSTEN will schedule calibration meetings with H, D, Q program goals in December.

The committee discussed how to include special topics courses on the list of approved general education courses.

The meeting adjourned.

Attachment E

GEC Program Committee
February 4, 2020
LL 204, 3:45 p.m.

Attending: Kate Shirk, Jen Clements, Brian Ulrich, Brian Wentz, and Margaret Lucia

SHIRK presided in the absence of the committee chair.

CLEMENTS moved to approve the 11/19/19 minutes, with LUCIA seconding. The motion passed unanimously.

The committee reviewed 19-168 Introduction to Gerontology for the R category. Independent of this specific course, a concern was raised about the critical reasoning program goal and its position under “Citizenship and Society.” In addition, the syllabus did not clearly reflect the general education learning objectives. CLEMENTS moved to send the proposal back with recommendations to be sure the learning objectives in the syllabus are matched with those in the general education rubric, with ULRICH seconding. The motion passed unanimously.

The committee looked at 19-170. A concern was raised about how adding a distance education of this course would impact resource allocations during the semester given this would be off the normal teaching load and the course currently has empty seats during the semester. The committee felt that UCC should be encouraged to consider this resource allocation issue.

The committee discussed the start time of its meetings, and those present could start at 3:30. This will be discussed with those not present.

The meeting adjourned.

Attachment F

UCC CONTROL # _____

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

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

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

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

DATE: November 1, 2019

ACADEMIC PROGRAM/DEPARTMENT: Social Work/Gerontology COLLEGE: COEDHS

SPONSOR: Dr. Dara Bourassa PHONE/E-MAIL: x1969/dpbourassa@ship.edu

COURSE TITLE: Introduction to Gerontology

PROPOSED COURSE NUMBER: GRN 100

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

To prompt and guide studentst to use appropriate critical analysis and reasoning to explain and analyze concepts and

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

Yes No

EFFECTIVE SEMESTER: _ Fall 2020 _____

Distance Education only Standard course Both

OFFERED AS:

GRADE TYPE: Standard grading system Pass/Fail

CREDIT HOURS: ____3____

WORK LOAD EQUIVALENCY: _____.25 FTEF_____

CREDITS COUNT TOWARD DEGREE: Yes No

FINAL EXAM: Yes No

RESOURCE IMPACT

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

Introduction to Gerontology (GRN 100) is an existing course that is offered once a semester (fall and spring only) as an elective. This course also serves as one of the two mandatory courses for the Gerontology Minor. If approved for General Education (Category R-Critical Reasoning), this course will still be offered once a semester (fall and spring). No sections will be dropped to accommodate this change.

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

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

DATE: November 1, 2019

ACADEMIC PROGRAM/DEPARTMENT: Social Work/Gerontology COLLEGE: COEDHS

SPONSOR: Dr. Dara Bourassa PHONE/E-MAIL: x1969/dpbourassa@ship.edu

COURSE TITLE: Introduction to Gerontology

PROPOSED COURSE NUMBER: GRN 100

IMPLEMENTATION DATE: Fall 2020

CREDITS: 3

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

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

Category R-Critical Reasoning

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

Yes

No

CATALOG COURSE DESCRIPTION:

This foundation course gives a broad overview of the field of gerontology. Gerontology is interdisciplinary in nature. Theories and unique problems in studying gerontology are addressed. The course covers demographic, social, psychological, biological, and economic aspects of aging. Policy issues and social service delivery issues are covered as they pertain to the aging population. Particular attention is paid to at risk populations such as women, minority groups, and the oldest-old.

JUSTIFICATION:

Introduction to Gerontology provides students with general aging information, concepts, theories, and issues that are related to the aging process. The program goal to use "appropriate critical analysis and

reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value” is illuminated by the course assignments, which require the student to identify, define, analyze the different aspects of the concept/theory, and then apply gerontological concepts and theories to older adults in the United States as well as the older adult they are working with for their class assignments.

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

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

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

1. List the student learning outcomes for the course by completing the sentence,

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

Introduction to Gerontology Learning Objectives:

1. To recognize and respect the diversity of our aging population and to understand the challenges faced by unique subgroups within the elder population (women, racial/ethnic groups, and the oldest-old).
2. To develop an appreciation for the multidisciplinary nature of gerontology.
3. To understand the process of normal aging. This includes biological, social, and psychological changes.
4. To know and be able to dispel the major myths of aging. This includes one’s personal fears of aging.
5. To understand the historical and demographic changes which have propelled the study of gerontology.
6. Students will be able to define and apply key aging concepts and issues that affect older adults.

Objective 6 includes the conceptualization, analysis, and evaluation of the critical reasoning learning objectives.

General Education Critical Reasoning Learning Objectives

Conceptualization: The student identifies and explains an essential concept, as well as, the relation to other relevant concepts.

Analysis: The student identifies the basic parts of the concept and their relation to each other, as well as, demonstrating understanding of the concept based upon the analysis.

Evaluation: The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as, its implications.

2. List your methods for assessing student learning outcomes and competencies.

The general educational critical reasoning learning objectives will be assessed with the course's learning outcome #6: Students will be able to define and apply key aging concepts and issues that affect older adults.

- Three non-cumulative exams (Learning Objectives 1, 3, 4, 5)
- Spending 12 hours with an older adults (service learning experience). From this two service learning journals (Learning Objectives 1, 3, 4, 6)
- Final service learning paper based off of the concepts and issues identified in their service learning experience (Learning Objectives 3, 4, 6)

CURRICULUM CONSIDERATIONS:

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

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

This course will fulfill the Critical Reasoning “R” competency of the General Education program by guiding and prompting students to use critical analysis and reasoning to explain and analyze a multitude of gerontological concepts and theories and also to apply concepts to gerontological issues to illustrate the various ways to grow older in our society.

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

Introduction to Gerontology constantly discusses various gerontological issues and concerns of our US older adults. Class is lecture-based, however, students are constantly involved in individual and group discussions about how the concepts and issues they have learned about are applicable to their lives as well as the lives of family members and members of the older adult community. There are also 3 exams and 3 written assignments involved in the learning process.

Conceptualization: The student identifies and explains an essential concept, as well as, the relation to other relevant concepts.

- In the first and second service learning journal (students are to spend 12 hours with an older adult—age 65+), the student must identify and define concepts and issues that they have learned in class/read in the textbook that applies to the older adult for their assignment. The student is to identify and define 12 different concepts/issues.
- Ex 1: Students are constantly asked in class discussion to identify and explain gerontological concepts and issues and how they may impact older adults. For example, when talking about ageism, I will ask students what the definition is and how ageism may impact an older adult's well-being.
- Ex 2: in Chapter 8 (Finances and Economics) the concept of the Three-Legged Stool is introduced and defined. The Three-Legged Stool is a model that helps to predict whether an older adult will be financially stable later in life. Leg 1-Social Security; Leg 2-Employment Pensions; Leg 3-Personal Assets and other income.

Analysis: The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.

- In the first and second service learning journal (students are to spend 12 hours with an older adult—age 65+), the student (in addition to identifying and defining) must explain the different reasons why the concept is happening to the older adult that they are working with. They are to analyze the different reasons why the concept and/or issue is affecting the older adult.
- Ex: 1-Referring to the “analysis” learning outcome, in discussing ageism in class, I will ask the students to talk about the different reasons why people and society may be ageist and analyze how this will impact an older adult.
- Ex: 2-In class, the Three-Legged Stool concept is defined with the three main legs, but then is broken down by each specific leg. Students learn about social security and supplemental security and it’s impact on Leg 1; we then thoroughly discuss Leg 2-employment pensions and how a pension or retirement fund is necessary for a stable financial future (and that some older adults did not have this opportunity); and Leg 3- the impact that personal assets (home-ownership, assets that can be liquidized) and other income (continuing part-time/full-time employment) have on the older adults’ life. They learn that if one leg is “shorter” than the other (example: the older adult does not receive any retirement pension because they were not able to contribute to a retirement fund) then they will have an unequal stool, leading to financial instability in later life.

Evaluation: The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as, its implications.

- Students will apply three key concepts and define three key aging issues in their Service Learning Paper that personally relates to the older adult that they are spending time with to better understand the experience of that older adult. This final paper comprises a total of 6 concepts/issues.
 - Ex: 1- Referring to the “evaluation” learning outcome, in discussing ageism in class, I ask the students to talk about how ageism will affect an older adult. Students are encouraged to discuss the societal implications of ageism as well as evaluate how ageism has personally impacted the older adult they are spending 12 hours with or if they have participated in ageism, themselves (and how to change this thinking).
 - Ex: 2-The students are asked to apply the Three-Legged Stool concept to the older adult they are spending time with or to apply it to an older adult in their life. They are then asked to evaluate their older adults’ financial stability, based on the three legs.
3. If applicable, how will this course provide students with ample opportunities to accomplish the additional learning objectives associated with the subject, special topic or discipline?

Introduction to Gerontology gives a broad overview of the interdisciplinary field of gerontology, which makes this course applicable to almost every major that is offered at Shippensburg University. Further, the gerontology minor has approximately 2-3 speaker events a semester. Introduction to Gerontology students are encouraged to attend these events as well as to

critically analyze commercials, television shows, movies, to identify and evaluate any ageist content for extra credit. This course also addresses the learning objectives for the course, #1-5.

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

Students in Introduction to Gerontology will define and apply three key concepts and define three key aging issues in their Service Learning Paper. Accomplishment on the paper will be documented on the 5 levels of competencies as specified in the critical analysis and reasoning rubric.

B. Practical Considerations

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

This course will enable students to learn how to identify and apply gerontological concepts in order to understand the world on a deeper level. In 2018, there were approximately 52 million older adults (16% of the total US population) and by 2060 the amount of older adults are expected to increase to 95 million (23% of the total US population) <https://www.prb.org/aging-unitedstates-fact-sheet/> With these statistics, our students will have a 100% chance of interacting with older adults in their professional career, in addition to, their personal life. Concepts learned in this course will also help students understand that the health, financial, and other choices that they make in their lives now, may impact them as they grow older.

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

Introduction to Gerontology's instruction, learning, and assessment methods are lecture, class discussion, video clips to highlight certain concepts, additional readings (if necessary), three non-cumulative exams, two service learning journals that cover 12 hours of service learning total, and one final service learning paper that summarizes their experience as well as identifies, defines, and applies key concepts and issues that they learned during the course of the semester.

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

One section per semester.

- 4.

- a. How many sections and seats will be offered initially? 1 section, 25 seats

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

This will not impact the current teaching load. This course has been offered every fall and spring semester since approximately 2000/2001.

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

There will be very little impact on enrollment in other "R" courses.

- b. What are the projected offerings over the next four years?

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

There is no projection for further growth. If needed, one additional section of GRN 100 could be offered in the fall/spring, however, this would need to be discussed at the departmental level with faculty approval.

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

Introduction to Gerontology has always been rooted in critical analysis and reasoning, therefore, it is a good fit for the “R” category. It also provides students with a different type of course, than the ones being offered, because it focuses on a specific population that is significant to the United States. This course is applicable to all students, because they either have an older adult in their family, will eventually become an older themselves, currently work with older adults, or will work with older adults in the future.

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

There are no similar courses in this category

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

This is the only course that discusses older adults from an introductory, interdisciplinary perspective. The course covers ageism, demography, personal health and well-being, psychology of aging, diversity in aging, the health care system, finances and economics, retirement and work, housing and transportation, family life and social support, recreation and education, policies and politics, and death and dying.

- 6. **Include a syllabus with a course content outline.**

Section II. Support Services:

- A. Can this course be taught by several members of the faculty in the department, or is it restricted to a specialist in the field? Indicate likely instructors. (If a specialist is needed to teach this course, please provide the rationale.) Yes, this course can be taught by several members of the social work faculty. Also, members of the Interdisciplinary Gerontology Council (IGC—the governing body of the gerontology minor) could teach this course as well.
- B. What additional costs are anticipated over the next calendar year by instituting this course? (Faculty, supplies, equipment, facilities, e.g.: classroom space, laboratory space, or support personnel.) No additional costs are anticipated.
- C. Will this course require any computing resources? (use of a microcomputer laboratory, use of the mainframe computer, additional software or recommendation that students should buy computers and/or software). This course will not require any computing resources.
- D. What additional library resources will be required? Has the library been consulted to determine the adequacy of library holdings or to estimate the cost to improve these

sufficiently? This course does not require any additional library resources. This course has been taught since 2000/2001, so the library already has a vast array of holdings.

This proposal was approved by the Interdisciplinary Gerontology Council on 11/22/19 and by the Department of Social Work and Gerontology on 11/13/19.

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

DEPARTMENT OF SOCIAL WORK AND GERONTOLOGY
GRN 100 Introduction to Gerontology
Spring 2020

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If you want to succeed, ask three old people. Chinese Proverb

Course Description:

This foundation course gives a broad overview of the field of gerontology. Gerontology is interdisciplinary in nature. Theories and unique problems in studying gerontology are addressed. The course covers demographic, social, psychological, biological, and economic aspects of aging. Policy issues and social service delivery issues are covered as they pertain to the aging population. Particular attention is paid to at risk populations such as women, minority groups, and the oldest-old.

General Education Learning Objectives-Critical Analysis and Reasoning "R"

1. The student identifies and explains an essential concept, as well as, the relation to other relevant concepts (conceptualization).
 - a. In the two service learning journal submissions, the student is required to identify and define a minimum of 12 total different gerontological concepts/issues that they have learned in class or read in the textbook that applies to the older adult.
2. The student identifies the basic parts of the concept and their relation to each other as well as demonstrating understanding of the concept based upon the analysis (analysis).
 - a. In addition to defining and applying the concept/issue in their service learning journals and final paper, the student must explain the different reasons why the concept/issue is happening to the older adult that they are working with. The student is required to analyze the different reasons why the concept/issue is affecting the older adult.
3. The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as, its implications (evaluation).
 - a. In the final service learning paper, the student will apply three key concepts and define three key aging issues that personally relates to the older adult that they are spending time with to better understand the experience of that older adult. The final paper comprises a total of 6 concepts/issues.

Course Objectives:

The primary goals of the course for the students are:

1. To recognize and respect the diversity of our aging population and to understand the challenges faced by unique subgroups within the elder population (women, racial/ethnic groups, the oldest-old).
2. To develop an appreciation for the multidisciplinary nature of gerontology.
3. To understand the process of normal aging. This includes biological, social and psychological changes.
4. To know and be able to dispel the major myths of aging. This includes one's personal fears of aging.
5. To understand the historical and demographic changes which have propelled the study of gerontology.
6. Students will be able to define and apply key aging concepts and issues that affect older adults.

Required Text:

Novak, M. (2018). *Issues in aging* (4th ed.). Boston: Pearson.

Additional articles from newspapers, journals, and websites may be passed out in class.

Course Expectations:

1. To come to class on time and prepared.
2. To respect other's opinions even if they differ from yours.
3. To not engage in conversation or text message during the lecture or when another student is talking. You will lose participation points for this.
4. To come visit me during my scheduled office hours (or at other times if need be).
5. I am here to answer your questions about class, assignments, and to assist you if you need help with the material. See front of syllabus for ways to contact me.
6. **Late Policy:** *Assignments must be turned in during the appropriate class period. They may not be slipped under my door nor emailed to me. A 5 point deduction is taken off for each late day (including weekends). If you can't make it to class turn it in early.*

A note about the use of cellular telephones: Cellular telephones and Iwatches are to be **turned off** during class time. If you are expecting an urgent call, keep the phone on vibrate or silent mode. **Do not send text messages** during class. You will lose 2 points off your final points total each time I see you texting or talking on your cell phone/Iwatch. Furthermore, please do not leave class unless you have previously indicated to me that you may be leaving class. This causes a disturbance in the classroom environment.

Course Requirements and Grading:

There will be several forms of evaluation in this course. All assignments must be completed satisfactorily to earn a passing grade, including exams/quizzes. The plus/minus grading system will be used in this course. Use of college level writing skills is required on all written assignments, meaning no foul language, no slang, no contractions (i.e. don't, shouldn't, etc). All papers should be written in 12 pt. font, Times New Roman. I do not round up, so please do not ask me too.

Assignment	Points
Exams	3 exams/ 100 points each = 300 pts
Service Learning Paper #4-pg. 5	50 pts
Service Learning Experience Journal-1 st submission must have 4 hours minimum completed. All entries must have at least one applied gerontological concept per hour. #3-pg. 4	2 submissions/ 40 pts each = 80 pts.
Approval of Service Learning-#2a.--pg. 3	----- SLE site approval = 20 points

Total Points Possible=450 pts.

Extra credit will be allowed throughout the semester. You may volunteer in your SLE placement for extra credit. 1 hour of volunteering equals 1 extra credit point. Additional extra credit opportunities will be announced in class as they arise. There will be a limit of 20 points maximum for extra credit and the last day to turn it in is the last day of class, by the end of the class time (not during final exam week).

Descriptions of Assignments—If any of these assignments, exams/quizzes included, are not satisfactorily completed, you will not be able to pass this course. **All written assignments MUST be turned into D2L's Assignment Folder before turning in a hard copy to me.** The latest I will accept class work is at the start of class on the last day of classes (not finals week).

1. **Examinations** - there will be three exams. The last exam will be given during finals week. These exams are not cumulative. Each exam will include objective and subjective questions and will cover material from class discussion as well as the assigned readings. Each exam is worth 100 points. Total: 300 points

2. **Service Learning Experience**-Each student will volunteer a minimum of 12 hours (approximately 1 hour per week). You can either (1) provide a service at a social service, health, or mental health agency that works with older persons or, (2) Provide a service directly to an elderly person. You may do your service learning with a grandparent or related older adult. If this assignment is not completed, you will not pass this class. Your service learning site/older adult must be set within 4 weeks of the first day of class. If not, you will lose 10 points **for each week** it is not set up. If you need help finding a person/place to volunteer, please let me know.

Service: This service activity should be one that is defined by the agency or the elderly person as an unmet need or assistance that the student can provide that will improve the agency service delivery on some level or the person's functioning. You may not watch a movie or go to a religious service and count this towards your hours.

Learning: This activity should be one that clearly lends itself to enhancing the student's growth and development and knowledge base as it relates to some aspect of working with older persons.

The service learning should be one that this instructor and the student agree to be appropriate within the limits of the student's abilities and the Service Learning hourly requirement for this class. Student should have the Service Learning activity set up by February 7.

2a. SLE Approval Assignment: Provide to me in writing the information on Service Learning setting, name, address, telephone number of the contact person. State also what you will be doing. Tell me why you selected this setting and what you hope to learn. If you are volunteering with one person, please list his/her age. You will turn in this written information in D2L's assignment folder by February 7 for 20 points.

- **Provide the Service Learning Experience from February 7 until April 20.**
 - NOTE: If you currently work in a setting that provides services to the elderly, you must either select a different site or provide the service to an older person within that setting whom you do not normally interact with.
 - **You may not change your site/setting without permission from me in advance. You will lose points from your final grade if you switch settings without my permission first.**

3. **Keep a SLE Journal.** Each student is to make an entry into her/his personal journal regarding the service learning experience. Two journal submissions are required on dates specified in the semester outline. Both journals are to be submitted through D2L's "Assignments" folder which scans all papers for indications of plagiarism through turnitin.com. Students should take advantage of the resources available on www.turnitin.com to help them avoid accidental plagiarism and understand more about it. **You are also responsible for turning in a HARD copy of each journal as well.**

In addition, each journal entry should have at least one application of a different gerontological concept or issue for each hour completed. You may not use the same concepts/issues more than once. Please bold, italicize, or underline the concept/issue that you have used. Application of a concept or issue means that you fully define the concept/issue and then provide me with an example of how you witnessed this concept/issue while volunteering.

For example (you may not use the following concepts in your journals):

Friday, February 14, 2020—3:30pm-4:30pm-1 hour

- Today I spent the majority of time providing service to Mrs. Green. She was talking to me about her family and how important they are to her. This reflects what we learned in class the other day that *family is extremely important* in an older adult's life and can help to keep an older adult happy and enjoying late life.

Friday, February 21, 2020—3:30p-5:30pm-2 hours

- I helped the nursing home with Bingo. That sure was fun and I could not believe competitiveness of the residents! This applies to the

activity theory that we learned about in class. The residents who participate in Bingo seem to be happier because they are participating in an activity. I also talked with an older gentleman and I found it interesting that he was only one of the few male residents at the nursing home. This reflects what we talked about in class, how there are *usually more men than women in nursing homes*. One of the reasons may be due to their wives taking care of the men at home.

Points will be deducted if you do not apply **at least one class concept/issue per hour that you volunteered in your journal entries**-application of class concepts/issues is a major focus of this journal. *For the first journal, a total of 4 hours minimum must be completed.* When you turn in your second journal, you must also turn in your first, graded journal. Failure to do this will result in a deduction of points. I will be grading your second journal “harder” than the first, due to the level of feedback that I provide in the first journal. You must also indicate how many hours you have completed for each journal.

Journal #1 is due **March 6**. Journal #2 (with the original, graded first journal) is due **April 22**. For SLE #2 journal, please try to identify concepts *and* issues. Total for both journals: 80 points, 40 points for each part.

4. **Service Learning Paper**- Type a 3-5 page paper that includes the following. Please write this paper in narrative form, meaning, do not simply answer the questions. Make the paper flow from one area to the next and please clearly define each section with section headers. Failure to do so will result in a reduction in points. This paper must be turned into D2L and provide the professor with a hard copy. Application of a concept or issue means that you fully define the concept or issue and then provide me with an example of how you witnessed this concept or issue while volunteering. You **may not** use the same concepts/issues for each section, nor can you use a variation of a concept/issue (i.e. use ageism as a concept, then use ageist belief as another concept; use the multiple biological changes of aging individually; use the concepts of core and leisure activities, etc.). Your concepts and issues must be totally different from one another.

1. The name of the agency or person you volunteered with
2. The age, gender, and race of the person(s) that you worked with
3. State why you selected this particular setting or person for your SLE.
4. What you did at the agency or the person you volunteered with (a paragraph about what you provided to the older adult or agency)
5. Please write about how your SLE reflected the course concepts that you have learned in class this semester. You must *define and apply* three key concepts in your paper, and either bold, underline, or italicize each concept. Course concepts are the “facts” that you will learn in this class.

6. Please **define** three key aging issues that you learned about in class and **apply** this to your service learning experience, and either bold, underline, or italicize each issue. An issue is more open to debate or a problem that is specific to older adults. Please describe why this is an issue for your older adult or older adults in general. How does this issue impact the older adult? You cannot use the same concept as an issue.
7. How you believed that your service helped the agency or older person.
8. At the end of the paper provide a summary evaluation of the service learning experience from the beginning to the termination of the experience.

Make sure that you have a minimum total of 6 different concepts/issues in this paper. To earn the full points for this assignment turn the paper in no later than the start of class on 5/1. Please make sure to answer points 5 and 6, as this will be worth the crux of the points for this assignment. Worth 50 points.

6. **Attendance and Participation**- Punctual and regular class attendance is expected. **Absences will result in a loss in your final total points for each class missed.** Attendance will be taken each class session. Be sure to check with the instructor for handouts and information from missed classes. If you will be absent, you are still responsible for handing in assignments on time. Illness does not constitute an excused absence. Active and responsible participation in class discussion and class activities are expected. Two absences over the course of the semester are excused automatically. If I find that the class is not reading the textbook (though class discussion and observation) I reserve the right to institute pop quizzes which will be factored into your final grade.

If you miss more than 2 classes, then each class that you miss, you will lose 5 points for each additional class that you miss. For example, if you have missed 5 classes, then 15 points will be deducted from your total points. If you had a total of 450 points, your new score (with the extra absences) will be 435 points.

If you are caught texting, using your cell phone for any other purpose, talking inappropriately to classmates or the professor, being late to class, sleeping, or doing any other disruptive activity in class, you will lose 2 points off of your final total score for each occurrence. For example, you were caught texting and falling asleep in class 3 times each, therefore, you will lose 12 points off of your final score. If your final score was 440 points it will now be 428 points.

I post all grades on D2L, however, the system will not allow me to do deductions until final grades are posted. Therefore, do not assume that your total points score in D2L is your actual course grade. You can contact me at any time to see how many points have been deducted.

I am the instructor of record for this class. Only the instructor of record for this class can issue a final grade.

GRADING POLICY: I do not “round up” when giving the final grade. **Please do not ask me to change your final grade.**

A= 94% or Above

B-= 80 – 83.9%

F= 59.9% and below

A- = 90 – 93.9%	C+= 77 – 79.9%
B+ =87 – 89.9%	C= 70 – 76.9%
B = 84-86.9%	D= 60 – 69.9%

The instructor reserves the right to modify the course assignments during the course of the semester.

Note: A grade of “A” is received for work that exceeds the expectations of the assignment in quality, thoroughness, critical thinking, comprehensiveness, and overall writing skills.

Written Assignments

Punctual submission of written work, and complete, accurate and thoughtful presentation of material is expected. Assignment information and instructions will be provided in class. Students should retain a copy of all papers and assignments turned in. The instructor will not be responsible for lost papers. Students are responsible for turning papers on time. Late papers will be deducted 5 points for each **day** they are late.

All assignments are due at the beginning of class on the date they are due and must be turned into D2L for a plagiarism check prior to class. If you do not submit your paper/journal to D2L, I will not grade the paper and it will be considered late for each day you do not submit it to D2L including the original day of submission.

Any student experiencing extreme circumstances (such as death in the family or serious illness but NOT COMPUTER FAILURE), which may result in delay of submission, should speak directly to me BEFORE the due date. In other words, an absence when an assignment is due will result in loss of points.

I will not accept emailed assignments, unless previously approved by me.

Academic Dishonesty

Students are expected to honor the Shippensburg University Policy of Academic Dishonesty (see SWATANEY, the University Student Handbook).

Students who are found to have committed plagiarism connected with any assignment in this course will be prosecuted to the fullest extent of the University Academic Honesty policies which may result in being dismissed from the class and receive a failing grade for the course.

Plagiarism is defined as using someone’s work without giving it appropriate credit. Plagiarism includes copying or pasting text from articles, books, the web, newspapers, or any other documents carrying a copyright indication. The source for any copyrighted material must be cited in the text and the references of the student’s document. Through the citation the reader should be able to distinguish what is the student writer’s work and the work of the source. “Quotation marks should be used to indicate the exact words of another. Each time you

paraphrase another author (i.e. summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text” (American Psychological Association, 2001, p. 349). For details and specifics of the criteria for citing protected intellectual property, the student should refer to the *Publication Manual of the American Psychological Association* (6th ed.).

The more flagrant form of plagiarism is your submission of an entire paper or computer program or lab report (or a substantial portion of a longer work) written by someone else and presented as your own work. This can include material obtained from a friend, from a group file, from duplicated student writings used for analysis in other writing courses, from commercial sources, or from published materials.

All assignments for the course must be completed adequately in order for the student to pass the course. You may not submit any assignment that you have already submitted (or plan to submit) for another course. This is considered “self-plagiarism” and will be dealt with accordingly (including filing Academic Integrity paperwork).

Furthermore, cheating on any assignment, exam, or exercise will not be tolerated. You may not have any form of communication to anyone else in the class during an exam.

If you need help--get it. There is assistance available through the university, at the Learning Center. You might have colleagues who would read your work and give you advice.

Course Evaluations

Students may be asked to complete both a school-mandated form at the end of the semester to evaluate the course and ongoing evaluations for the instructor. These evaluations are for the purpose of assessing class progress and modify teaching methods as necessary and will not affect students’ grades. The instructor is also open to informal feedback throughout the course.

Consultation

The instructor will be available during office hours. Students may also schedule individual appointments as necessary. The instructor is open to email consultation and telephone calls. Students who have complaints or problems about grades or the course should speak with the instructor. Students who are unable to resolve the problem or complaint by discussion with the instructor should follow the procedures in the student handbook.

Electronic Devices

Students should disable electronics and cellular telephones prior to entering class. If you must be notified during class, let me know first, and please turn your cell phone to “silent” or “buzz” and step out of the classroom to answer--this will be for emergencies only.

Special Accommodations

If a student desires any special accommodations due to physical or psychological limitations as defined in the Americans with Disabilities Act (ADA), requests for these accommodations should be made as soon as possible. Requests for special accommodations will be referred to the school administration and university administration for evaluation and approval. You must discuss your need for a special accommodation **before** an assignment or exam. You may contact the Office of

Accessibility Resources <http://webspace.ship.edu/oar/> or call 477-1329 to arrange for any classroom accommodation, if needed.

Ship No More

Shippensburg University faculty supports a safe campus environment for all. No one on this campus has the right to threaten you or make you feel intimidated in any way. More specifically, unwanted advances, harassment, aggressive or violent behavior, and sexual assault will not be tolerated. A comprehensive list of reporting options and support services, including confidential resources, can be found at www.ship.edu/no_more/

PA-Act 31

Please note, I am a mandated reporter (PA-Act 31). If you discuss in class or divulge information through an assignment that there is a suspicion or history of child and/or elder abuse and/or neglect, I will need to meet with you to discuss this and may need to report this to the proper authorities (i.e. police, Child Protective Services, Adult Protective Services). This is a required mandate issued by Pennsylvania.

Class Schedule: Subject to Change and the timeline for the course may need to be adjusted for severe weather events or other unforeseen circumstances

Week 1 1/20-1/24	Introductions and Overview of Course; Aging Today Read Chapter 1
Week 2 1/27-1/31	Aging Today cont. & Theories and Methods Read Chapter 1 & 2
Week 3 2/3-2/7	Demography Read Chapter 3 ***SLE information due on Friday, 2/7 in class and D2L Assignments folder***
Week 4 2/10-2/14	Demography (cont.) Read Chapter 3
Week 5 2/17-2/21	Personal Health and Well-Being Read Chapter 4
Week 6 2/24-2/28	The Psychology of Aging Read Chapter 5 Exam 1: Chapters 1-4, Wednesday, 2/26
Week 7 3/2-3/6	Race and Ethnicity Read Chapter 6 ***1st journal entries due on Friday, 3/6-submit to Assignments folder on D2L***
Week 8 3/9-3/13	Spring Break!!!
Week 9 3/16-3/20	The Health Care System Read Chapter 7
Week 10 3/23-3/27	Finances and Economics Read Chapter 8
Week 11 3/30-4/3	Retirement and Work Read Chapter 9
Week 12 4/6-4/10	Housing and Transportation Read Chapter 10 Exam 2: Chapters 5-9, Wednesday, 4/8
Week 13 4/13-4/17	Leisure, Recreation, and Education; Family Life and Relationships Read Chapters 11 & 12
Week 14 4/20-4/24	Social Support and begin Death and Dying Read Chapters 13 & 14 April 20—Last day for SLE hours ***4/22- 2nd set of journals due-submit to D2L's assignment folder***
Week 15 4/27-5/1	Death and Dying (cont.) and Politics and Policies Read Chapter 15 ***5/1—Service Learning Paper due-submit to D2L's assignment folder***
Week 16-Finals Week 5/6	Exam #3--- Wed., May 6: 10:30a-12:30p (in same classroom) Chapters 10-15

Attachment G

UCC CONTROL # _____

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

COLLEGE:

DATE: 11/26/2019

DEPARTMENT: General Education Council

IMPLEMENTATION DATE: Spring 2020

SPONSOR: Sherri Bergsten, GEC Program Chair
Kirk Moll, GEC Chair

PHONE/E-MAIL: x1772; seberg@ship.edu
x1473; kamoll@ship.edu

PROPOSED REVISION:

1. Updated assessment rubrics (UNIV101).
2. Additional course options in the Citizenship, Global Perspectives, and Critical Analysis and Reasoning program goals.

JUSTIFICATION:

1. Modification of the learning objectives for UNIV101 were suggested during assessment and calibration meetings, to facilitate assessment. Revisions were proposed by the GEC FYE committee with minor modification during review by the GEC program committee. The revised rubric was presented to the entire GEC during the October 29 meeting of the council, and the updated objectives were passed by an oral vote. The previous rubric passed through the UCC process with the major program revision in December 2017 is attached as well as the updated rubric passed by GEC vote October 2019. The changes made to the UNIV101 rubric do not alter the overall goal previously approved for UNIV101, but rather simplify language and divide multipart objectives into separate objectives. This process of minor rubric revision matches the process of program renewal envisioned for the new general education program.
2. Additional course options have been added to the Citizenship, Global Perspectives, and Critical Analysis and Reasoning program goals. These course proposals were reviewed by the GEC program committee, which determined that each course addressed all learning objectives for the proposed program goal. Each course proposal also documented multiple opportunities for students to meet the learning objectives of the program goal. Based on the program committee recommendation, the GEC voted to approve the additional courses for inclusion in the General Education Program. All permanent courses continued to move through the UCC approval process. The General Education Selected Topics (190) course only requires approval from the GEC. An updated list of courses approved for inclusion in the General Education program is attached, with new courses highlighted. The newly approved course numbers/titles along with associated UCC control numbers where relevant are listed below.

Citizenship

PLS359: European Political Culture and Identity (UCC 18-195)

HIS202: Recent U.S. History (UCC 19-76)

Global Perspectives

INT358: Global Political Economy and Security (UCC 18-196)

Critical Analysis and Reasoning

AEES190R¹: Writing Tutoring Theory and Praxis (General Education Selected Topics)

¹ 190 Special Topics courses will include a letter designation that indicates which General Education Program Goal has been approved for that specific course. The same department can offer 190 courses under multiple program goals, but the numbering system cannot distinguish two courses within the same program goal in the same semester.

RESOURCE CONSIDERATIONS:

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

General Education is the largest program of study on campus, and program resources have been managed at the level of the Deans and Provost. Additional course options will shift the number of seats needed; with seat needs documented by the registrar's office as part of the "Gen Ed seat analysis". The courses added to the program have been evaluated for overall program impact individually by GEC and UCC. All new courses have assured us that seats are available to both students in the major/minor program and to students seeking a general education experience.

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

Additional course options will shift the number of seats needed; with seat needs documented by the registrar's office as part of the "Gen Ed seat analysis". When the courses were considered as individual course proposals by the GEC and UCC they were evaluated for overall program impact individually by GEC and UCC.

3. How will this program be assessed?

The program will be assessed with the updated rubrics on a four-year cycle, as described in the approved General Education Revision proposal from 2017 as well as in the Handbook for General Education available on the GEC website. Assessment will be a collaborative effort between participating departments and the General Education Council's Assessment Committee.

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

GEC APPROVED course distribution (as of December, 2019) with all Honors variants. Courses in the table below were submitted by departments, thoroughly considered by the GEC Program Committee, discussed openly on the GEC floor, and approved by vote of the whole GEC.

Broad Theme	Credits Required	Program Goal, Rubric	Credits Distributed	Courses Approved by GEC *
FOUNDATIONS	15	First Year Seminar (U)	3	UNIV101
		Writing (W)	3	ENG114,115; HON106
		Oral Communication (O)	3	HCS100; HON100
		History (H)	3	HIS105; HON122
		Quantitative (Q)	3	MAT105,107,111,117,181,211,217
INTERCONNECTIONS	9	Diversity (D)	At least 3	DS100; ETH100,101,102; FRN150; GEO103; HON102,140,151; INT252; PSY101; SPN150; SWK265; WST100
		Global Perspectives (G)	At least 3	ANT105,111; ECO101; FRN204; GEO101; GER150,204; HIS106; HON123,141,160,165,274; INT358; PLS141; SPN153,204,385
		Foreign Languages (F)	e	ASL101,102; CHN101,102,103; FRN101,102,103,202,320; GER101,102,103,203,215; SPN101,102,103,202,330
CITIZENSHIP AND RESPONSIBILITY	6**	Citizenship (S)	e	ESS108; HIS201; HIS202; HON279; PLS100; PLS359
		Ethical Reasoning (E)	e	HON105; PHL105
		Critical Reasoning (R)	e	ECO113; ENGR110; ESC207; FIN101; GEO140; HCS125; HON130,161; MAT225; PHL101,102; SOC101
NATURAL WORLD AND TECHNOLOGY	9	Natural World (N)	At least 6	ANT121; BIO100,145,150,161,162,208,237; CHM103,105,121; ESS110,111,210; HON108,142,145,159,180,186,196,244; PHY108,110,121,122,205,221
		Technology (T)	e	CSC103,104,120,180; ECO102; EDU200; ENGR120; HON166,182; MAT219; MIS300
CREATIVITY AND EXPRESSION	6***	Literature (L)	3	ENG243,248,250; FRN330,331; GER151; HON101,224,249; SPN152,360,361; THE121
		Arts (A)	e	ART101,231,232,233,339; HON111,135,208,210,261; IAP111; MUS121,129,227,261
		Creativity (C)	e	ENG224; MECH100
	45		30	TOTALS

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

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

***Students must choose either an Arts or Creativity course to fulfill the remaining three credits in the Creativity and Expression theme.

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

FOUNDATIONS

First Year Seminar (U)

- UNIV101 Shippensburg University First Year Seminar

Writing (W)

- ENG114 Academic Writing
- ENG115 Advanced Placement Writing
- HON106 Honors: Writing Intensive First-Year Seminar

Oral Communication (O)

- HCS100 Introduction to Human Communication
- HON100 Honors: Introduction to Human Communication

History (H)

- HIS105 Historical Foundation of Global Cultures
- HON122 Honors: Historical Foundation of Global Cultures

Quantitative (Q)

- MAT105 Mathematics for Liberal Studies
- MAT107 Mathematics Models Applied to Money
- MAT111 Fundamentals of Mathematics II
- MAT117 Applied Statistics
- MAT181 Applied Calculus
- MAT211 Calculus I
- MAT217 Statistics I

INTERCONNECTIONS

Diversity (D)

- DS100 Introduction to Disability Studies
- ETH100 Introduction to Ethnic Studies
- ETH101 Introduction to African American Studies
- ETH102 Introduction to Latino Studies
- FRN150 French Civilization
- GEO103 Geography of the United States and Canada
- HON102 Honors: Introduction to Women's Studies
- HON140 Honors: Geography of the United States and Canada
- HON151 Honors: General Psychology
- INT252 Costa Rica: Politics, Economy and Society
- PSY101 General Psychology
- SPN150 Spanish Civilization & Culture
- SWK265 Understanding Diversity for Social Work Practice
- WST100 Introduction to Women's Studies

Global Perspectives (G)

- ANT105 Great Discoveries in Archaeology
- ANT111 Cultural Anthropology
- ECO101 Principles of Macroeconomics
- FRN204 Ideas & Cultures From the French-Speaking World

- GEO101 World Geography
- GER150 German Civilization & Culture
- GER204 Ideas & Cultures From the German-Speaking World
- HIS106 Thinking Historically in a Global Age
- HON123 Honors: Thinking Historically in a Global Age
- HON141 Honors: World Geography
- HON160 Honors: Cultural Anthropology
- HON165 Honors: Principles of Macroeconomics
- HON274 Honors: Introduction to International Politics
- INT358 Global Political Economy and Security
- PLS141 Introduction to International Politics
- SPN153 Latino Pop Culture
- SPN204 Ideas & Cultures From the Hispanic-Speaking World
- SPN385 Aspectos de la civilizacion hispana)

Foreign Languages (F)

- ASL101 American Sign Language
- ASL102 American Sign Language
- CHN101 Beginner's Chinese
- CHN102 Beginner's Chinese II
- CHN103 Intermediate Chinese
- FRN101 Beginning French I
- FRN102 Beginning French II
- FRN103 Intermediate French
- FRN202 Intermediate French Conversation
- FRN320 French for the Professions
- GER101 Beginning German I
- GER102 Beginning German II
- GER103 Intermediate German
- GER203 Intermediate German Communication
- GER215 German for the Professions
- SPN101 Beginning Spanish I
- SPN102 Beginning Spanish II
- SPN103 Intermediate Spanish
- SPN202 Intermediate Conversation
- SPN330 Spanish for the Professions

CITIZENSHIP AND RESPONSIBILITY

Citizenship (S)

- ESS108 Conservation of Natural Resources
- HIS201 Early History of the United States
- HIS202 Recent U.S. History
- HON279 Honors: U.S. Government and Politics
- PLS100 U.S. Government and Politics
- PLS359 European Political Culture and Identity

Ethical Reasoning (E)

- HON105 Honors: Ethical Theories and Problems
- PHL105 Ethical Theories and Problems

Critical Reasoning (R)

- ECO113 Principles of Economics
- ENGR110 Modelling and Simulation
- ESC207 Stress Management
- FIN101 Personal Finance
- GEO140 Cultural Geography
- HCS125 Survey of Communication Studies
- HON130 Honors: Introduction to Philosophy
- HON161 Honors: Introduction to Sociology: Society and Diversity
- MAT225 Discrete Mathematics
- PHL101 Introduction to Philosophy
- PHL102 Critical Thinking
- SOC101 Introduction to Sociology: Society and Diversity

NATURAL WORLD AND TECHNOLOGY

Natural World (N)

- ANT121 Physical Anthropology
- BIO100 Basic Biology
- BIO145 Environmental Biology
- BIO150 Human Biology
- BIO161 Principles of Biology: Cell Structure and Function
- BIO162 Principles of Biology: Organismal Diversity
- BIO208 Field Biology
- BIO237 Human Anatomy and Physiology I
- CHM103 Chemistry: A Cultural Approach
- CHM105 Chemistry: An Observational Approach
- CHM121 Chemical Bonding
- ESS110 Introduction to Geology
- ESS111 Introduction to the Atmosphere
- ESS210 Physical Geology
- HON108 Honors: Astronomy
- HON142 Honors: Introduction to the Atmosphere
- HON145 Honors: Environmental Biology
- HON159 Honors: Physical Anthropology
- HON180 Honors: Physics for Society
- HON186 Honors: Human Biology
- HON196 Honors: Chemistry: A Cultural Approach
- HON244 Honors: Introduction to Geology
- PHY108 Astronomy
- PHY110 Physics for Society
- PHY121 Introduction to Physics I
- PHY122 Introduction to Physics II
- PHY205 Intermediate Physics I
- PHY221 Fundamentals of Physics I

Technology (T)

- CSC103 Overview of Computer Science
- CSC104 Programming in Python

- CSC120 Introduction to Computer Science and Metacognition
- CSC180 Microcomputer Basic
- ECO102 Principles of Microeconomics
- EDU200 Information Technology and Media Literacy
- ENGR120 - Programming for Engineers
- HON166 Honors: Principles of Microeconomics
- HON182 Honors: Overview of Computer Science
- MAT219 Data Science I
- MIS300 Information Technology and Business Operations

CREATIVITY AND EXPRESSION

Literature (L)

- ENG243 The Art of the Film
- ENG248 Introduction to Culturally Diverse Literature of the United States
- ENG250 Introduction to Literature
- FRN330 Masterpieces of French Literature
- FRN331 Masterpieces of Francophone Literature
- GER151 German Cinema
- HON101 Honors: Introduction to Theatre
- HON224 Honors: The Art of the Film
- HON249 Honors: Introduction to Literature
- SPN152 Latino Literature
- SPN360 Masterpieces of Spanish Literature
- SPN361 Masterpieces of Spanish-American Literature
- THE121 Introduction to Theatre

Arts (A)

- ART101 Art Appreciation
- ART231 Art History I
- ART232 Art History II
- ART233 Art History III
- ART339 History of American Art
- HON111 Honors: Introduction to Interdisciplinary Arts
- HON135 Honors: Art History III
- HON208 Honors: Opera & Music Theatre
- HON210 Honors: Introduction to Music
- HON261 Honors: World Music
- IAP111 Introduction to Interdisciplinary Arts
- MUS121 Introduction to Music
- MUS129 American Popular Music
- MUS227 Opera & Music Theatre
- MUS261 World Music

Creativity (C)

- ENG224 Introduction to Creative Writing
- MECH100 Engineering Graphics

Original

UNIVERSITY 101 CURRICULUM RUBRIC

Program goal: Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar.

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

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

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).

A **competency** is the ability to do something successfully.

Revised

UNIVERSITY 101 CURRICULUM RUBRIC

Program goal: Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar.

Student learning objective	Level of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Student <i>practices</i> college level reading, writing, and critical thinking. <u>Alias:</u> <i>Cultivate Academic Success</i></p>	<p>Fails to develop appropriate achievement strategies or college-level skills in reading and writing, critical thinking.</p>	<p>Defines appropriate achievement strategies and defines college-level skills in reading and writing, and critical thinking.</p>	<p>Begins to implement appropriate achievement strategies and college-level skills in reading and writing, critical thinking.</p>	<p>Implements appropriate achievement strategies, and demonstrates college-level skills in reading and writing, critical thinking.</p>	<p>Implements and adapts academic strategies to support their academic achievement, consistently demonstrates college-level skills in reading and writing, critical thinking.</p>
<p>Student <i>employs</i> tools and strategies to manage their time, set goals, <i>establishes</i> priorities, <i>identifies</i> campus resources, and <i>develops</i> a plan for their academic and personal success. <u>Alias:</u> <i>Empower Students to Manage their College Experience</i></p>	<p>Fails to identify strategies, tools, and campus resources to plan and manage their college experience.</p>	<p>Identifies strategies, tools, and campus resources to plan and manage their college experience.</p>	<p>Begins to implement strategies, utilize tools, and access campus resources to plan and manage their college experience.</p>	<p>Frequently Implements strategies, utilizes tools, and accesses campus resources to plan and manage their college experience.</p>	<p>Consistently Implements strategies, utilizes tools, and accesses campus resources to manage their college experience and to enhance their academic achievement.</p>
<p>Student <i>builds</i> a personal and professional network, <i>engages</i> in campus and community life, and establishes a connection to the purpose and traditions of Shippensburg University. <u>Alias:</u> <i>Build Connections to the Campus and Community</i></p>	<p>Fails to create relationships with peers, staff, and faculty; fails to participate in academic and co-curricular activities, or to establish a personal connection to the traditions of Shippensburg University.</p>	<p>Describes how relationships with peers, staff, and faculty are important to their student experience, defines the value of campus academic and co-curricular activities, and defines the purpose and traditions of Shippensburg University.</p>	<p>Identifies peers, staff, and faculty with whom to build relationships, identifies academic and co-curricular activities of interest on campus and/or in the community, and explains the purpose and traditions of Shippensburg University.</p>	<p>Initiates relationships with peers, staff, and faculty, attends academic activities and co-curricular activities on campus and/or in the community; and explains how they connect to the purpose and traditions of Shippensburg University.</p>	<p>Develops relationships with peers, staff, and faculty; attends academic events; is involved with one or more campus group, team, or organization; and explain how they can contribute to purpose and traditions of Shippensburg University.</p>

(Continued on the next page)

<p>The student <i>develops</i> strategies and goals to support their personal wellness and identifies the connection between wellness and academic success.</p> <p><u>Alias:</u> <i>Foster Personal Health and Wellness</i></p>	<p>Fails to identify how personal wellness contributes to their academic success and professional goals.</p>	<p>Defines personal wellness and identifies strategies for their personal wellness.</p>	<p>Explains how personal wellness contributes to academic success and professional goals.</p>	<p>Connects how their personal wellness contributes to their academic success and professional goals.</p>	<p>Identifies strategies to achieve their personal wellness goals, and reflects on how their wellness connects to their academic success</p>
<p>Student <i>identifies</i> the values and responsibilities associated with being part of a community, and the importance of civic engagement, leadership, and service.</p> <p><u>Alias:</u> <i>Promote Civic Responsibility</i></p>	<p>Fails to identify value of civic engagement leadership and service.</p>	<p>Defines civic engagement, leadership and service in a community.</p>	<p>Explains examples of civic engagement and strategies for leadership and service in a community.</p>	<p>Interprets the value of civic responsibility and how those values connect to their own life and experience.</p>	<p>Identifies and acts on opportunities to implement the values of civic engagement, leadership, and service.</p>
<p>Student <i>engages</i> with the concepts of diversity and universality, and <i>employs</i> the skills to live, work, and interact as part of a diverse community.</p> <p><u>Alias:</u> <i>Practice Civility in a Diverse Society</i></p>	<p>Fails to define or apply concepts of diversity, inequality, privilege, and diverse perspectives in their communications and interactions.</p>	<p>Defines concepts of diversity, inequality, privilege, and diverse perspectives that impact communication and interactions in a diverse community.</p>	<p>Explains concepts of diversity, inequality, privilege, and diverse perspectives, and explains how those impact their own communication and interactions when interacting in a diverse community.</p>	<p>Interprets concepts of diversity, inequality, privilege, and diverse perspectives, and begins to apply those concepts to their own communication and interactions in a diverse community.</p>	<p>Applies concepts of diversity, inequality, privilege, and diverse perspectives when engaging in communications and interactions in a diverse community.</p>

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).

A **competency** is the ability to do something successfully.

Attachment H

UNIVERSITY 101: Shippensburg University First Year Seminar, Survey Assessment Data, Fall 2019

The following data was gathered from an anonymous survey administered via SurveyMonkey to the 1324 students enrolled in University 101: Shippensburg University First Year Seminar (UNIV 101) in Fall 2019. A pretest survey was administered August 26 to September 6 to gather data on students' initial experiences as new students, and an end-of-semester post-test was administered to the same population of students (not including the 26 withdrawn students) on December 2 through December 13. The pretest drew responses from 575 (43.6%) students, and the posttest received responses from 484 (36.7%) of students enrolled in UNIV 101. Findings also reflect data based on final grade reports.

Summary of Findings

- 87.56% of students rated UNIV 101 as effective at providing “information, resources, and skills that will help you to be more successful as a college student at Shippensburg University” (3-5 on a five point Likert scale), with 43.19% rating it “very effective” (5 out of 5 on a five point Likert scale).
- + 2.5% point improvement in the percentage of students passing UNIV 101 in Fall 2019 over Fall 2018. A total of 90.2% passed the course in 2019. This compares to 87.7% who passed the course in Fall 2018.
- +2.4% percentage point improvement in the DFW rate for UNIV 101 in 2019 over 2018. In Fall 2019, UNIV 101 had a DFW rate of 14.9%, compared with a DFW rate of 17.3% for the course in Fall 2018.
- Students reported feeling highly connected to the students in their UNIV 101 class (30.35%), their UNIV 101 professors (31.60%), and Peer Anchors (26.92%).
- Student reported significant improvements in their self-perception of their ability to perform college-level work, college-level writing, and college-level critical thinking.
- First year students reported high levels of campus engagement, with 64% reporting that they were regularly active in clubs or organizations, 77% reported attending two or more campus academic events, 82% reporting attending one or more campus social events, and 53% reporting participation in campus-sponsored community service.
- Students valued the support of their Peer Anchors, rating them as effective (21.05%), very effective (29.61%) or highly effective (29.17%), and reporting a diverse range of support provided.
- Students reported a significant increase in their familiarity with campus resources, especially those relating to academic support, health, and wellness.
- By the end of the fall term, students expressed significant increases in their familiarity with the range of university programs, their knowledge of academic requirements, and an understanding of how their college education connected to their personal goals.
- Students reported increases in their understanding of wellness and its connection to academic performance, including their knowledge of stress management strategies and their ability to manage challenges.
- A total of 50.92% of posttest respondents reported that they could interact effectively with people from backgrounds different from their own, up from 36.61% in the pretest.
- Students responded that the most challenging things about starting college as a new student at Shippensburg University were: “managing my time” (73.36%), “managing stress” (62.38%), “workload/difficulty of my classes” (58.88%), “paying for college/financial issues” (54.67%), “making new friends” (54.44%), and “adjusting to a new environment” (54.21%).