

General Education Council

2018-2019 Academic Year

Agenda, for the meeting on Tuesday, March 26, 2019, 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 – Interim Dean Sherri Bergsten, Dr. Kirk Moll
4. Old Business/New Business
 - a. Reports from our Standing Committees
 - i. Program Committee (Dr. Kate Shirk) – **See Attachment – B**
 1. Course Proposals – **See Attachments C, D, E**
 1. UCC18-189 - ESS 110 - Introduction to Geology – general education course application to Distance Education – information item
 2. UCC18-195 - PLS 359 - European Political Culture and Identity – application to Citizenship general education program goal
 3. UCC18-196 - INT 358 - Global Political Economy and Security – application to Global general education program goal
 - ii. Budget (Dr. Sam Forlenza) – **See Attachment F**
 1. Grant Proposal (Cella) – **See Attachment G**
 - iii. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella) – **See Attachment H**
 - iv. Assessment (Dr. Dudley Girard)
 - v. Report from GEC (Dr. Scott Drzyzga)
 - b. Update from GEC / UCC Working Group (Shirk, Moll)
5. Announcements
6. Call to Adjournment

MINUTES

General Education Council, 3:30 PM February 26, 2019, ELL 205

- I. Dr. Moll called the meeting to order at 3:36 pm. Attendance at the meeting included: S. Bergsten, B. Culbertson, T. Frielle, C. Sipes, D. Girard, A. Vassallo, L. Cella, A. Morana, S. Drzyzga, A. Feeney, B. Ulrich, A. May, D. Gochenaur, L. Bryant, R. Lesman, K. Shirk, M. Greenberg, S. Haase, K. Lorenz, B. Wentz, H. Chen, D. Hwang, C. Rojas, W. Kubasko, S. Forlenza, J. Clements, K. Johnson, J. Smith, S. Burg, J. Ricardo-Osorio, and L. Brown.
- II. Dr. Clements motioned, seconded by Dr. Shirk, to approve the November 27, 2018 minutes. All were in favor and the motion passed unanimously.
- III. Dr. Moll made opening remarks and stated that we have nothing in the bylaws about cancellations due to snow, so this week we need to cover two months. First, Jose Ricardo-Osorio provided some handouts to review the upcoming Middle States review so faculty would be aware of the initiatives, who is coming, and how the general education committee can highlight their advancements. Dr. Moll also reported that he and Dr. Bergsten went to San Francisco to attend a national meeting and presented a paper on calibration meetings as a part of our general education program.
- IV. Old Business
 - a. Program Committee-Dr. Shirk stated they had reviewed two items this month. First was the UCC18-1, Geography GIS program. The committee recommended its approval, all were in favor and the motion passed unanimously. The second proposal was UCC18-12 Geography Land Use. The committee recommended its approval, all were in favor and the motion passed unanimously. Additionally the Program committee had a collection of General Education Revisions (each separate revision has been passed by GEC). UCC suggested that changes come as a collective group. Dr. Girard noted one typo for assessment with the needs to be completed every 4 years, not 8 years. Dr. Burg made a motion, seconded by Dr. Drzyzga, to also include the transfer student policy. The motion passed unanimously. All were in favor of the yearly summary of changes to be sent to UCC and the motion passed unanimously. The program committee has created a checklist for how new courses will be evaluated, discussed and approved to assist departments with the GEC process.
 - b. Budget Committee-Dr. Forlenza reported that they had \$4200 remaining in budget, and if today's proposals are approved there will be \$2200 remaining. The UNIV 101 courses have used about 64% of funds. The committee reviewed a proposal by Dr. Crochunis to take a class to the National Mall where funds will cover the bus and museum fees. The committee recommends approving the \$1670 proposal. All were in favor and the motion passed unanimously. The second proposal came from Prof. Stambaugh to have a social event for their UNIV 101 course that would include duck pin bowling for \$392.96. The majority of votes were in favor, with one abstain. The motion passed. Dr. Drzyzga reminded people that these program grants should do a follow up report and those reports will be beneficial for the next assessment to show how our money is being implemented.
 - c. First-Year-Experience Committee-Dr. Cella and Dr. Burg reported that we have 8 sections this spring of UNIV101. We had 134 students that did not pass the course in the fall, some of whom did not return to campus but 65 are repeating the course. They had conducted a meeting for faculty who taught UNIV 101 in the fall and reviewed strengths and weaknesses.

The biggest thing they noted was the differences between sections and will work to gain better consistency. Next year they anticipate 85 sections, with 5 sections for transfer students. They are in the process of recruiting about 90 peer anchors. They had attended a national conference and in comparison to many places around the country they feel Shippensburg is doing a great job.

- d. Assessment Committee-Dr. Girard stated that he had finalized a report which he will be sharing with departments this week. Dr. Moll wanted to thank Dr. Girard for his work this semester on the assessment.
- V. Dr. Burg announced world history has a speaker and special dinner planned at the dining hall if anyone wanted to join them.
- VI. Dr. Burg motioned, seconded by Dr. Shirk, to adjourn. All were in favor and the meeting adjourned at 4:39 pm.

Minutes submitted by Dr. Alison Feeney

Attachment B

GECPC Minutes February 19, 2019

Present: Kathryn Shirk, Sherri Bergsten, Brian Ulrich, Kirk Moll, Michael Greenberg, Jennifer Clements, Karl Lorenz, and Brian Wentz

1. Approval of Minutes from 1/22/19 (Clements/Greenburg)
2. UCC Program Proposals: None received
3. UCC Course Proposals: None received
4. GEC checklist
 - a. Discussion of posting the new General Education new course Discussion Guide on the GEC website to assist departments and programs
 - b. Document will be shared at next general GEC meeting
5. GEC Program Update: only includes the rubrics and courses that have already been approved
6. GEC Course Policy Updates from UCC: no progress on this yet from UCC

UCC CONTROL # 18-189

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
DISTANCE EDUCATION COURSE PROPOSAL FORM: (APPROVED MAY 3, 2005)
EXISTING CATALOGED COURSES

DEPARTMENT: Geography-Earth Science

COLLEGE: Arts and Sciences

SPONSOR: Christopher Woltemade

PHONE/E-MAIL: x1143, cjwolt@ship.edu

COURSE TITLE: Introduction to Geology

PROPOSED COURSE NUMBER: ESS 110

PROPOSED IMPLEMENTATION DATE AND LENGTH: Winter Term 2019-2020 (5 weeks)
(All online courses should be a MINIMUM of five weeks.)

PROGRAM IN WHICH COURSE WILL BE OFFERED: Geography/Earth Science, General Education

TARGET AUDIENCE: (undergraduate, graduate, etc.): Undergraduate

WILL THIS COURSE BE TAUGHT OFF-LOAD/ON-LOAD? Off-load

PLEASE ATTACH A SYLLABUS¹

1. Brief description of course:

Introduction to Geology provides an understanding of fundamental Earth materials and processes, including minerals, rocks, plate tectonics, and related features. This will allow you to better understand the landscape (rivers, mountains, glaciers, volcanoes, islands) and key geologic processes and events (earthquakes, volcanic eruptions, floods, etc.). After completing the course, you will have a good understanding of landscapes that you experience throughout your life.

2. Justification for offering the course as a Distance Education course (Provide documentation for demand for this course to be offered online):

This course is regularly taught with 12-14 traditional (face-to-face) sections each year. Thus, there is a long-standing demand for over 400 seats per year. The course has never been taught via distance education. Informal surveys of students enrolled in the traditional (face-to-face) course have indicated an interest in the option to enroll via distance education.

3. Who will teach the course? What experience/training does/do the faculty member(s) have in teaching distance courses with Blackboard?

Dr. Christopher Woltemade will teach the course. He has 25-years of experience teaching introductory geology and has extensive experience using digital resources to support the course. He pioneered the use of supporting webpages to supplement classroom instruction in this course 20 years ago, when he was awarded a grant from the SU General-Education Revitalization Committee to integrate problem-based learning and a course web page into the course. That website has evolved over the years and continues to provide access to a variety of digital course materials that will be further developed to support the distance education course. Dr. Woltemade has extensive experience with a wide range of computer applications and is comfortable working in the D2L environment. The Geography-Earth Science Department approved Dr. Woltemade to teach ESS 100 via Distance Education at its March 2019 faculty meeting.

4. List student learning outcomes.

Upon completion of Introduction to Geology, the student will be able to:

- Demonstrate a basic vocabulary of natural science, especially geology.
- Understand the scientific method and its application to earth science concepts and principles. This includes:

Understanding how the scientific method involves experimentation or empirical observations that are used for the development, testing, and application of models, theories, or laws.

Demonstrating a broad understanding of scientific principles and theories specific to geology and can explain their origins.

Critical evaluation of scientific information and/or solving problems using scientific data.

- Identify and classify common rocks and minerals.
- Understand the origin and processes of formation of rocks and minerals, as well as related economic deposits.
- Demonstrate knowledge of the economic benefits of earth materials and recognize the impact on the natural environment and how management reduces that impact.
- Understand the origin of catastrophic events (earthquakes, volcanoes, floods, landslides, etc.), know how they affect us and how we learn to manage those events and plan our lives accordingly.
- Recognize and understand the different methods and tools used by geologists in order to decipher earth's history and evolution.
- Demonstrate knowledge of the general mechanisms and results of plate tectonics, including the physical and historical processes and the impacts of such processes, especially at the surface of the earth.
- Read and interpret basic components of topographic maps, interpret and convert various map scales, and relate them to understanding natural features on the earth.
- Prepare graphs of data and provide rational interpretation of the graphical pattern(s).
- Infer relationships of various earth processes in order to have a better understanding and appreciation of the natural environment surrounding all of us; also, to help us to be more active citizens in managing the earth.
- Use critical thinking to solve problems in geology as well as in other areas of study.

5. List assessment methods. How do assessment methods link to outcomes?

Assessment will include weekly quizzes and a suite of applied learning exercises using maps, data, scientific reports, geologic samples, and virtual field trips supported by photographs, videos, maps, and data.

6. Indicate Syllabus Page number where you have included the following:

- | | |
|-----------------------------------|-------------|
| a. Catalog course description | (Page 1) |
| b. Listing of lesson titles/dates | (Page 3) |
| c. Readings | (Page 3) |
| d. Activities | (Page 3) |
| e. Assignments | (Page 3) |
| f. Due dates for assignments | (Page 2, 3) |
| g. Exam dates | (Page 2, 3) |

7. Indicate Syllabus Page number where you have clearly described all supplemental materials, such as
 - a. Textbook (How will textbook be obtained) (Page 1)
 - b. Online presentations (Page 2-3)
 - c. Online library databases (NA)
 - d. Computer software needed (Page 2)
 - e. Laboratory materials or tools (Page 1)
 - f. WWW resources (Included in assignment instructions)
8. Indicate Syllabus Page number where you have clearly described communication policies and techniques. (Such as email, forum, live chat, etc.) (Page 4-5)
9. Indicate Syllabus Page number where you have listed your contact information – email, phone number, online office hours, etc. (Page 1)
10. Indicate Syllabus Page number where you have clearly described your grading policies? (Page 5)
11. Indicate Syllabus Page number where you have addressed issues of academic integrity. (Page 6)

¹ Evaluative criteria are based upon suggested practices from “Distance Education at SU: Recommended Policies, Best Practices and State of Distance Education at SU” by Gary Armstrong, Angela Bartoli, Deborah Jacobs, and George Pomeroy, (October 2004) and from the CBA (2003-2007) 42:E.1.

Note: In order to comply with the CBA, the decision regarding UCC approval will take place within 30 days of being approved by all appropriate departments and councils.

EARTH SCIENCE 110: Introduction to Geology (Distance Education)
Winter Term 2019-2020

Professor: Dr. Christopher Woltemade
Office: Shearer Hall 108

Phone: 717-477-1143
Email: cjwolt@ship.edu

Please read this entire document thoroughly – you are responsible for all of the policies described.

Course Description

Introduction to Geology provides an understanding of fundamental Earth materials and processes, including minerals, rocks, plate tectonics, and related features. This will allow you to better understand the landscape (rivers, mountains, glaciers, volcanoes, islands) and key geologic processes and events (earthquakes, volcanic eruptions, floods, etc.). After completing the course, you will have a good understanding of landscapes that you experience throughout your life.

Course Goals

The goals of Earth Science 110 are to inform and excite you about geology and to build on your writing, mathematical, and problem-solving skills. The course will provide an understanding of both the field of geology as a science and how geology influences and helps to explain the world around us. Equally important, the course provides opportunities to work on applied projects, interpret data, and prepare laboratory reports. Learning objectives of this course include understanding the scientific method and resulting principles and theories and critically evaluating data to answer questions about the natural world.

Digital Office Hours

Although I have listed my phone number and office location, I will not be in my office for much of this course. Email is the best way to contact me. During the following “Digital Office Hours” I will monitor my email and respond to your questions immediately (U.S. Eastern time zone):

Mondays: 9:00 – 11:00 AM
Wednesdays: 7:00 – 8:00 PM
Fridays: 9:00 – 11:00 AM

At all other times, I will typically respond to emails in less than 12 hours and, unless extenuating circumstances are posted, I will always respond in less than 36 hours.

Textbook and other required items

Text: Lutgens, Tarbuck and Tasa. 2016. *Essentials of Geology*. 13th edition. Prentice Hall.

You may use a paper copy text from the [SU Bookstore](#) or the [e-text through the publisher](#).

Samples: You will also need a “[mineral study kit](#)” (\$17) and a “[rock study kit](#)” (\$16) beginning in Week 2 of the course.

Technology

You will need access to:

- A scanner or camera to image your work for electronic submission
- A high-speed internet connection (necessary for exams and downloading large files)
- A working SHIPPENSBURG UNIVERSITY email account.
- Word processing software (e.g. Microsoft Word, Open Office)
- [Adobe Acrobat Reader](#) or other PDF reader
- From time to time you may also need Java, Flash, a video player plugin, etc. Generally, your computer will indicate if you need to download some free software.

Course Access

This course is conducted through the Shippensburg University learning management system: D2L. Accessible at: <https://d2l.ship.edu>.

Be sure to note the times when D2L system will be down for maintenance - usually listed on your D2L overall home page (which you see when you first log in). I have no control over this schedule, and you will have plan your work schedule around these down times.

Course structure and schedule

The detailed schedule for the course is in the table below. That schedule is your guide for what you should be doing and when various components of the course are due. This course is structured into five (5) one-week sections, each covering a set of key themes.

For each of the 5 weeks you will:

- read chapters in the text and online notes
- review many graphics (photographs, diagrams, etc.) that support visual learning
- complete assignments and take a quiz
- participate in online discussion

The textbook forms the structure of the course. You should read the chapters carefully and spend significant time reviewing the figures and diagrams. I will point out particular diagrams that are especially important – many aspects of geology are learned visually, so in many cases photographs, maps, diagrams, and other graphics are even more important than the written text.

The online notes expand on certain issues or cover important topics not discussed in the book. They provide a large number of additional graphics (photos, maps, etc.). You will not do well on assignments or quizzes if you do not put your full attention into both the textbook and the notes.

I realize that many people take online classes because of the flexibility this format allows. Some will keep right on pace with the weekly schedule, while others may wish to move ahead. Note that you can only complete one week at a time, as each week's material will be available starting at 12:01am on Saturday (including the first week).

All assignments and the quiz listed for each week are due by the end of that week. Weeks 1-4 end on Saturday at 11:59pm. Week 5 (the final week) ends on Friday at 11:59pm. This gives you up to 8 days to work on each week's material (7 days for week 5). ***No assignments will be accepted after the time and date on which they are due.***

Note that most course materials are time-controlled by D2L automatically. This means that material will become available to you automatically at the date and time listed – but only after you have completed the preceding assignments. Similarly, the system will either not accept your work after the due date and time or will provide me with a date / time stamp that indicates if work is submitted late. If you do not complete the work assigned by the stated due date and time, you will receive a zero for that item. You should always plan to prepare your work and take quizzes with a bit of time to spare, just in case you have an internet connection issue, computer problem, D2L is offline for maintenance etc. An online course provides you with a tremendous amount of flexibility – and that flexibility means that there is no excuse for late work.

This class is taught over 15 weeks on campus – so the pace of this online course is three times as fast as a normal face-to-face class. It is critical that you keep up with each aspect of the course to complete work of good quality and on time.

The course schedule is as follows – I recommend that you perform the tasks in the order listed:

Calendar	Text Ch.	Lecture Notes	Assignments	Due Date (11:59 PM)
Week 1 Dec. 14 - 21	1	The science of geology	1 - Scientific method	Dec. 17
	2	Earth structure and plate tectonics		
	9	Earthquakes Topographic maps	2 - Earthquakes in the U.S. 3 - Reading topographic maps	Dec. 18 Dec. 19
			Quiz 1	Dec. 21
Week 2 Dec. 21 - 28	3	Characteristics of minerals Mineral classification	4 - Mineral properties	Dec. 23
	4	Igneous rocks		
	5	Volcanoes	5 - Virtual field trip: Volcanoes of Hawaii and the Cascades	Dec. 26
			Quiz 2	Dec. 28
Week 3 Dec. 28 – Jan. 4	6	Weathering and sediments	6 - Virtual field trip: Cumberland Valley geology	Dec. 30
	7	Sedimentary rocks	7 - Marcellus shale	Dec. 31
	8	Metamorphic rocks	8 - Rock identification	Jan. 2
			Quiz 3	Jan. 4
Week 4 Jan. 4 - 11	11	Structures and mountains	9 - Virtual field trip: Streams	Jan. 7
	13	Stream processes and landforms		
			Quiz 4	Jan. 11
Week 5 Jan. 11 - 17	15	Glaciers Alaska glaciers case study	10 - Virtual field trip: Glaciers	Jan. 14
				Quiz 5

Important Notes

For some items in the course (for example, Quizzes), there may be a number of dates listed in D2L associated with the item:

- The available / start date is the date on which an item will become visible / available to you;
- The end date is the date that an item will no longer be visible / available to you;
- The unlocked dates (e.g. in the discussions) is the period you can post to a discussion board;
- The due date is the date by which your work must be complete.

As an example, the “start date” for quiz #1 is Dec 14th. The “end date” is Dec 22nd. However, the date you must complete the Quiz by is the due date - Dec 21st (see schedule). The reason the end date is 1 day later is so that you can go back and review your answers. If I made the “end date” Dec 21st, you would not be able to go back and review your quiz. This is just the way D2L works ... it would completely shut off all access to your quiz on the 21st. The same holds true for some of the other course elements. *Remember, all elements of your work are due by the date and time listed in the schedule.*

Your uploaded work is time-stamped and will not be accepted after the due date. Not all items have a due date listed in D2L for a variety of technical reasons – so again, use the course schedule. Remember, after you have received your grade on assignments, you can always go back to that assignment folder and look at the feedback provided.

Asking Questions – Common Questions discussion board and email

Your first stop for general course questions should be the common questions discussion board on D2L. The link to this discussion board is near the top of the “Content” section. Think of the common questions area as the on-line equivalent of raising your hand in class to ask a question - everyone gets the benefit of hearing the question and answer. Others may have the same question, or, be able to answer your question. I monitor the common questions forum and respond as needed. If someone asks a question and you know the answer, post it!

If you need to contact me directly (for private issues, grades, etc.) please use email (cjwolt@ship.edu) following these guidelines:

- Do not wait until the last minute, as I may not be able to get back to you before a due date. Use your Shippensburg University e-mail address for all communication in this course.
- Include your first and last name in the subject heading of your email along with the topic you wish to discuss (e.g. Subject: Jane Smith - question about geology quiz).
- Sign your emails at the end with your first and last name.
- If you send an email that is relevant to other students, I may respond to the entire class.
- Write your e-mails professionally, using proper punctuation, proofreading, etc.

Naming and submitting files

During the course you will be completing assignments that you will submit to me using D2L. All assignments **MUST** be submitted by clicking on the appropriate assignment submission link in D2L which will allow you to upload your assignment. *No assignments will be accepted by email.*

Submit all assignments using MS Word (.doc, .docx) format and this file naming convention:

LastName_FirstName_AssignmentName

Example: Woltemade_Christopher_ScientificMethod.docx

It is good practice to keep at least two copies of everything you work on so that you don't lose your work (for example keep one copy on your hard drive and one on a USB drive). Lost files are not an excuse for being late! Back up your work regularly.

Grading Policy

You will earn your final grade in this course through a combination of exams and lab assignments. **It is essential that you understand that no credit will be earned for any work submitted after the due date and time.** This policy will only be waived for very unusual extenuating circumstances that must be properly documented.

Several lab assignments will be given to help you understand and learn the material. These should be prepared carefully and completely; they will be graded on content (geology), organization and clear presentation of ideas. You cannot pass this course without completing these assignments.

500 total points are possible:

<u>Points</u>	<u>Item</u>
300 points	Quizzes (60 points each X 5 quizzes)
200 points	Lab assignments (20 points each X 10 assignments)

Grades will be based on the following point scale:

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A	465 - 500	C+	385 - 413
A-	450 - 464	C	350 - 384
B+	435 - 449	D	300 - 349
B	415 - 434	F	< 300
B-	400 - 414		

General Course Policies

These course policies are designed to ensure a fair, positive learning environment, effective communication, and make it possible for me to provide feedback as quickly as possible.

1. Everyone is expected to conduct themselves in a professional and courteous manner towards their fellow students and their instructor. In an online environment there is often a feeling of anonymity. Under no circumstances does this allow you to be disrespectful to others associated with this class.
2. The online notes are typically in PDF format, in color, and are designed for on-screen viewing. If you choose to print them, note that some elements of the slides may not translate well to a printed page. Some notes include links to web sites (for supplementary reading, data collection, etc.).
3. Students are encouraged to discuss material in the Common Questions area, by e-mail, or face to face. *However, all individually submitted material, including quizzes, must be your own work.*
4. There are no opportunities to earn extra credit, so you need to do your best with all elements of the class the first time.
5. Given the flexibility you have to complete your work and take the quizzes, makeup assignments and quizzes will be offered extremely rarely and only in the case of a legitimate, documented, excused absence. *You must communicate your situation with me before any missed work – no exceptions.* Makeup exams may be different from the original.
6. No assignments will be accepted late. Due dates and times for completing each element of the course are set in the schedule. All dates and times are based on the U.S. Eastern Time Zone. If you are taking this course from a different time zone, be aware of the time difference so that you do not miss due dates. See timeanddate.com for the current time and date in Shippensburg.

Academic Integrity

Cheating, including plagiarism of classmates or outside resources, will not be tolerated. Students are expected to follow the guidelines the University Academic Dishonesty Policy, found in the current [University Catalog](#). The penalties for violating this policy are severe.

Help

Accommodations for disability: please contact [Shippensburg University Office of Accessibility Resources \(OAR\)](#). If you have special requirements for the class, please email me during the first two days of class. I can only make accommodations if I have official documentation from OAR.

Problems with class registration: please contact the SU Registrar's office:

(717) 477-1381 or registr@ship.edu.

Problems with D2L: please use the resources below:

SU Instructional Design (8a-4:30p): 717-477-1816 or idwt@ship.edu

D2L Helpdesk (24 hours): helpdesk@d2l.com

D2L Support (24 hours): 1-866-3832-2319

The following are published policies used to develop this course:

Mission Statement - Geography Earth Science Department:

The Geography-Earth Science Department at Shippensburg University is committed to student learning and personal development through innovative teaching, high quality field application, and use of geotechnology in all aspects of departmental programs. These commitments will deepen students' appreciation of Geography-Earth Science, encourage life-long learning, and enable Geography-Earth Science majors to teach at the middle/secondary level, to enter a geography-earth science related professional career, or to pursue a higher degree.

Common Goals for Geography-Earth Science Program:

1. Develop student mastery of substantive disciplinary knowledge focusing on the six essential elements of geography outlined in the National Geography Standards Geography for Life. (Knowledge)
2. Develop student proficiency in one or more of the geo-techniques. (Skill)
3. Facilitate student proficiency in communication and analytical skills. (Skill)
4. Foster an appreciation of having a geographic perspective that will serve as the basis for life-long learning. (Attitude)
5. Provide a well-articulated curriculum, strong academic and career advising, and opportunities for research, collaboration, and field experiences.

General Education:

This course meets a "Natural World" (N) requirement for people in the new system and a Biological and Physical Sciences (Category C) requirement for those under the old system.

Other:

Shippensburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report allegations of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Such reporting must be made to the Shippensburg University Police at 477-1444, the Department of Human Services (DHS) at 800-932-0313, and the University's Office of the Vice President of Student Affairs at 477-1308. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence can be found at: www.ship.edu/No_More/Sexual_Misconduct/Sexual_Misconduct_Information/.

UCC CONTROL # 18-195

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: Feb 17, 2019

ACADEMIC PROGRAM/DEPARTMENT: Political Science

COLLEGE: Arts and Sciences

SPONSOR: Niel Brasher

PHONE/E-MAIL: x 1718/cnbras@ship.edu

COURSE TITLE: PLS 359: European Political Culture and Identity

PROPOSED COURSE NUMBER: PLS 359

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

Guide and prompt students to understand responsible citizenship through the development of ideas of citizenship and rights, how society protect or fails to protect basic rights, and avenues for individual or collective action.

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: Summer 2020

Distance Education only

Standard course

Both

OFFERED AS:

GRADE TYPE: Standard grading system Pass/Fail

CREDIT HOURS: ____3____

WORK LOAD EQUIVALENCY: ____3____

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.

None: Summer class

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: March 5, 2019

ACADEMIC PROGRAM/DEPARTMENT: Political Science

COLLEGE: Arts and Sciences

SPONSOR: Niel Brasher

PHONE/E-MAIL: x 1718

COURSE TITLE: European Political Culture and Identity

PROPOSED COURSE NUMBER: PLS 359

IMPLEMENTATION DATE: Summer 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.

Guide and prompt students to understand responsible citizenship through the development of ideas of citizenship and rights, how society protect or fails to protect basic rights, and avenues for individual or collective action.

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:

The primary theme of the course is how citizens and government interact to bring about change. The course provides a historical and contemporary analysis of how European governments try to both control and satisfy citizen demands and how citizens try to influence governments at the local, national and European Union levels. Particular attention is given to the rights of minority groups and non-citizens such immigrants and refugees.

JUSTIFICATION:

The course is well suited for General Education.

“A general education program is a university curriculum that is shared by all undergraduate students because it provides a framework for lifelong knowledge assimilation and development of skills necessary for career readiness and informed citizenship in a democratic society”

What better way to help each this aspiration than being exposed to different cultures and different ways of thinking. Study abroad is at the essence of creating well rounded students for the 21st century. A course, such as this one, that concentrates on citizenship and rights is doubly well suited for this endeavor.

The study abroad nature of the course allows students a more first-hand appreciation of the issues. The ability to stay with host families, the requirement to interact with Europeans, the various site visits and the thematic nature of the course all lead to the type of broad base knowledge, analytical skills and personal growth that is the hall mark of general education.

Over the 20 or so years we have taught this course the enrollment has always been diverse in terms of majors. Political Science students rarely make up more than 20 percent of the class. We approach citizenship and rights from a variety of academic perspectives including history, economics, political science and the use of arts. This makes the class especially appealing to a general education audience.

Because of financial aid rule changes and the reality of finances study abroad can no longer be used as an add on to a major. By making it part of general education it opens up the opportunity to many majors who have few free electives -- this is especially true for Education majors and any student wishing to complete a minor.

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

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? As discussed in the justification the course is at the essence of what general education is about. Our real goal is here is “lifelong knowledge assimilation and development of skills necessary for career readiness and informed citizenship” Because 80 percent of participants are not Political Science majors the program also provides a high impact experience out of most students major.
 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? The pedagogy has multiple facets. The online work starts to introduce the concepts. The field lectures continue the examination of the concepts. The site visits directly expose the students to the concepts. The discussions help discern the dynamics around the learning objects.
 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? See above
 4. How will student learning outcomes and competencies be assessed? Mainly with post trip essays. These are a set of short papers 2-5 pages students must write upon their return to the US to bring all the concepts together. See below

Learning Objectives	Opportunities to accomplish learning objectives	Assessed	Level of competency outcomes
The student understands the ways societies protect or fail to protect the basic rights of individuals and groups. (Civil Rights and Civil Liberties)	Online lectures --- especially ones on refugees and immigration. Face to face on site lecture – especially one on historical role of women and non citizens (from slaves to immigrants) Discussion Site visits (especially ICC, Brendonk, Refugee Center, Belgian African museum)	Quizzes Post Trip Essay	Master 30 Proficient 50 Developing 20
The student understands how societies and communities address collective issues. (Individual and Collective Action)	Online work especially Catalonia, Italian City states and the role of the Church. Site visits including museums for use of art as means of political communication, Catalanian symbols and museum in Barcelona, Forum in Rome. Discussions.	Post Trip Essay	Master 30 Proficient 60 Developing 10
The student understands that individuals and societies have responsibilities to each other and to the common good. (Responsibilities of Citizenship)	Online work especially Ancient Greece, EU and NATO. Interaction with host families. European Union visit and Italian City States Visit. Agora in Athens	Post trip Essay We normally ask the following: In this course, we visit numerous places that have experimented with different democratic structures. What were these? What are the problems with preserving democracy and what techniques do governments use to try to provide political stability, unity, civic participation and a sense of citizenship?	Mastery 50 Prof 40 Dev 10
Be proficient in interacting with people from a different culture in a seminar and professional setting	Orientation meeting at Ship but real introduction begins when they land in Europe. Emersion part of the study abroad – especially five day stay with host families.	Observation of student’s behavior. Participation in class. Comments from essay journal assignments where they were required to interact with Europeans. Participation and behavior at briefings and site visits. Feedback from host families.	Mastery 30 Prof 60 Dev 10
Be able to distinguish and explain the different historical, demographic and cultural forces that impact current European politics	Online work Entire course	Final paper, essay assignment.	Mastery 50 Prof 40 Dev 10

B. Practical Considerations

1. How will this course improve student learning in our General Education Program?
Program has cross discipline intrinsic value
2. What methods of instruction, learning, and assessment will be used?
As stated above online work, site lectures, site visits, host families, everyday experiences, paper, quizzes, post trip essays
3. What is the estimated offering capacity of the course?
 - a. How many sections and seats will be offered initially?
 - i. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department? Summer – no impact
 - ii. What resource impact(s) will this course have on students, other courses, or other departments? Provide details. none
 - 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)?
Summer course – limited to about 30 students per summer. Anticipate 24.
4. Why is this course needed in addition to the other General Education courses that already support the same Program Goal? Provide justification.
 - a. Identify all similar courses in other departments (i.e., consult with other departments prior to making the proposal.)
none
 - b. Explain how this course does not duplicate a course in another department.
Know of no similar courses
5. **Include a syllabus with a course content outline.**

See below

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.) Currently Professors Niel Brasher and Mark Sachleben will be teaching this course. However, Drs. Botteron, Grove and Bailey all have the needed training and skills to teach the course if they ever want to do so.

- 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.) **None**
- 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) **None beyond a normal course. There is an online portion but no special software or hardware is needed.**
- 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? **None beyond the current demand.**

SELECTED REFERENCES:

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

PLS 359: European Political Culture and Identity

This year the course travels to Italy, Greece, Spain, Belgium, Netherland and France

Course Structure: This is a study abroad course that features an in-depth focus on Global and European governmental and non-governmental decision-making and organizations for the individual's perspective, both from a contemporary and historical perspective.

Currently Europe faces demands for greater integration and demands from some countries to leave the union. At the same time, there are demands to break up several countries such as Scotland from the UK, Flanders from Belgium, and Catalonia from Spain. There is a clash between the demands of a joint European economic force and desires for sovereignty both at the national and regional levels.

Complicating the process is an influx of immigrants – both legal and illegal. Part of this is recent worldwide developments and part of this is an outgrowth of European colonialism.

The course takes a bottom up approach focusing on rights and duties of individuals, citizens, community and factions.

The program will employ hands-on learning in order to give students an experiential understanding of the history of European political thought and political systems. This is not your typical study abroad course where students go to a foreign country and take classes at a host university. It uses a holistic approach that maximizes the international experience.

The holistic experience means students should get an appreciation of not only European economic and political systems, but also gain an understanding of European society and culture, both past and present and how individual and group rights and obligations fit into this framework. To achieve this end, we will not only focus on historical trends of various states, but also compare these with contemporary issues. In addition we will consider changes in culture and society as depicted in the art and architectural treasures of Europe.

Course Description: The primary theme of the course is how citizens and government interact to bring about change. The course provides a historical and contemporary analysis of how European governments try to both control and satisfy citizen demands and how citizens try to influence governments at the local, national and European Union levels. Particular attention is given to the rights of minority groups and non-citizens such immigrants and refugees.

Learning Objectives: Upon successfully completing this course, students will:

The student understands the ways societies protect or fail to protect the basic rights of individuals and groups. (Civil Rights and Civil Liberties)

The student understands how societies and communities address collective issues. (Individual and Collective Action)

The student understands that individuals and societies have responsibilities to each other and to the common good. (Responsibilities of Citizenship)

The student is able to distinguish and explain the different historical, demographic and cultural forces that impact current European politics

The student is proficient in interacting with people from a different culture in a seminar and professional setting

Modules:

The online readings and course will be structured on the following areas.

Human Rights including the ICC, refugees and prisoners.

The historical role of the Catholic Church in Europe vis a vis the state and the rise of the city state.

What we can learn from Greek, Roman and Italian City State Governments

The European Union and regionalization.

Spain and Catalanian drive for independence / The split in Belgium

Assignments

Pre-departure writing assignment (preparation): Read the assigned readings and take the following quizzes on Sakai:

1. ICC and Refugees essay
2. Church and Rome Quizes
3. Greece Quiz and Italian City State Quiz.
4. European Union Quiz
5. Catalonia and Belgian quiz

All online work must be completed prior to departure on midnight May 15.

Participation in Europe: The instructor considers this course to be a seminar (an exchange of ideas and information); thus your grade will be dependent on active participation in briefings and lectures. The student is expected to attend every briefing and class session. The journal assignment (listed below) will include your notes on briefings and visits. During our travels there will be times when the instructor will ask you to reflect on ideas, concepts and places we have visited.

Journal Essay Assignment: You will turn in a typed journal by the end of the trip which will reflect your thoughts on the meetings as well as the answer to journal questions posed during the trip. Final essay questions will be given at various times in Europe that need to be included in your journal. In addition, you are to make up two of your own questions and answer them. Essays will vary in length, from two to five pages, depending on the question. Your journal must be posted to d2l no later than noon, June 20 2018.

Paper: The first part of each topic needs to be researched in advance. You need to write approximately 5 pages based on this preliminary research. The second part of each topic should be based on your experience while abroad. You will add insights gained while abroad to the paper once you have returned home. Insights should be gained through observation but also SPEAKING with Europeans. You should add this information in red ink to the original paper and your final copy should be approximately 10 pages in length. You will be required to report your results on the trip during a discussion session.

Multiple Choice: In order to make sure you are paying attention during the trip and a multiple choice exam will be given at some point during the last two days. This test will cover content that was obtained on the program.

Grading:

Your grade will be determined as follows:

- Preparation (online) – 25%
- Participation – 10%
- Multiple Choice – 10%
- Journal Essay Assignment – 40%
- Paper – 15%

PLS 359 Required Readings:

Students are responsible for all readings in the course packet handed out at the organizational meeting.

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: 1 March 2019

ACADEMIC PROGRAM/DEPARTMENT: International Studies COLLEGE: Arts and Sciences

SPONSOR: Mark Sachleben
x.1343

PHONE/E-MAIL: mdsachleben@ship.edu;

COURSE TITLE: Global Political Economy and Security

PROPOSED COURSE NUMBER: INT358

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

To prompt and guide students to ...

To guide and prompt students to develop global perspectives by analyzing systems and evaluating interrelationships.

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: Summer 2020

OFFERED AS: Distance Education only Standard course Both

GRADE TYPE: Standard grading system Pass/Fail

CREDIT HOURS: 3

WORK LOAD EQUIVALENCY: 3

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.

There is no impact. Two sections of the course will be offered every semester.

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: 1 March 2019

ACADEMIC PROGRAM/DEPARTMENT: International Studies COLLEGE: Arts and Sciences

SPONSOR: Mark Sachleben
 x.1343

PHONE/E-MAIL: mdsachleben@ship.edu

COURSE TITLE: Global Political Economy and Security

PROPOSED COURSE NUMBER: INT358

IMPLEMENTATION DATE: Summer 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.

To prompt and guide students to ...

To guide and prompt students to develop global perspectives by analyzing systems and evaluating interrelationships.

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 is a study abroad course that features an in-depth focus on global politics, history, and economics, focusing on governmental and non-governmental decision-making and organizations, both from a contemporary and historical perspective. A major focus will be on understanding the workings of international institutions such as NATO, European Union, Red Cross, Organisation for the Prevention of Chemical Weapons and International Criminal Court. The course also examines

Europe in the context of trends of globalization, localization and human rights in the modern era. This course meets in Europe and has a substantial online component.

JUSTIFICATION:

This course has been taught for several years; however, the inter-disciplinary nature of the material and pedagogy lends itself far better to international studies. It encompasses not only political science, but addresses history, economics, sociology and art.

The course also provides an excellent introduction to globalization and internationalization, by discussing concepts and allowing students to observe the effects. Students are able to engage with officials from several international institutions to discern the impact of interconnections and globalization on a local, regional and global level.

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

Course Objectives and Evaluation

Learning Objectives / Desired Outcomes	Assignments and Activities (in addition to readings)	Evaluation	Level of Competency Outcomes
Factors and Interactions The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions among/between groups, cultures, states, regions or nations.	Professional visits to international institutions (e.g. EU, NATO, ICC). Site visits to Breendonk Concentration Camp and other national memorials.	In their journals, students will reflect upon and demonstrate how the wars, ethnic and religious persecutions, and financial crises of the early 20th century led to the creation of political institutions of the late 20th and early 21st centuries.	Mastery 40% Proficient 40% Developing 20%
Representation and Sources The student understands and/or use appropriate quantitative data representations (e.g. graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.	Case study approach to understand how institutions are created with various rules, procedures and structures to respond to different situations, political realities and globalization.	In written essays, students will demonstrate how each institution takes on different roles. And, using charts and maps, demonstrate how overlapping memberships have significant implications in positions and policies	Mastery 40% Proficient 40% Developing 20%

<p>Perspectives The student has developed the capacity to understand the interrelationship among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local and global) when exploring subjects within natural and/or human systems.</p>	<p>Students will have several experiences of governmental and non-governmental, multilingual and multicultural institutions.</p>	<p>Students will demonstrate in their journals how the institutions reflect history and culture.</p>	<p>Mastery 40% Proficient 40% Developing 20%</p>
<p>Internationalization Based upon the disciplinary imperative to internationalize the curriculum, the student will understand and have the capacity to express how different perspectives and experiences lead people to come to different political decisions and philosophies, without necessarily agreeing.</p>	<p>Students will have an opportunity to discuss with host families their understanding of community, regions and states.</p> <p>Students will have opportunities to meet Europeans to discuss how politics, history and globalization are intertwined in modern politics.</p>	<p>Students will write a short essay explaining how Europeans view a situation or problem different from most Americans.</p>	<p>Mastery 30% Proficient 50% Developing 20%</p>
<p>Skills The student will develop the capacity to engage in professional meetings and presentations, often cross-culturally, and to facilitate and execute professional travel.</p>	<p>Students will experience and participate in several professional meetings, evaluating effectiveness.</p> <p>Students will participate in “travel exercises,” which are designed to help them navigate an international locale.</p>	<p>Students will be assessed on their participation in professional meetings, asking appropriate questions and delivering executive summaries.</p> <p>Students will have the practical experience of demonstrating their knowledge of travel and navigation.</p>	<p>Mastery 50% Proficient 40% Developing 10%</p>

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?

The course focuses on three essential elements of global education:

- a. Systems of interaction
- b. Models of representation

c. **Interrelationship of multiple perspectives**

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?

- a. Prior to departure, students read several articles (see sample syllabus) that discuss the structure of international institutions, their *raison d'être*, political culture and background, as well as the historical context present at their creation. Through the assigned readings students will learn how multiple institutions, performing different tasks, help to maintain and sustain the liberal international order founded following the Second World War. Finally, the readings provide an introduction how different perspectives interpret these institutions, including from realists, liberal, constructivist, and post-colonial perspective.
- b. Students will visit international institutions, participate in briefings, and have an opportunity to observe international institutions at work. From these observations, students will be able to demonstrate how international institutions create **systems of interaction** between states, regions, and individuals through their journals.
- c. Through questions to speakers, and observations of the work of the organization, supplemented by the readings, students will be able to use organizational charts of institutions to demonstrate how organizational behavior responds to the needs and stimuli of the international system. Furthermore, students will be able to use maps and statistical charts, as **models of representation**, to explain how different challenges (e.g. immigration) affect different states and regions asymmetrically. The student will demonstrate these observations through the final essay written at the conclusion of the experience.
- d. By observations and discussion with people and officials, supplemented by the readings, students will be able to express how systematic approaches to global challenges and problems can be addressed through **multiple perspectives**. Students will understand how the cultural, historical, economic and regional disposition can help to determine how different individuals can come to understand the same problem differently.

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?

- a. These will be met through online materials, lectures, site visits, and seminar style discussions. The final essay, incorporating the preliminary readings, field notes, and reflective questions.

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

Students who participate in study abroad courses are self-selecting. There will be a natural tendency for students to be interested in the material. For all the above, the standard is 80% (or better) proficient, and 40% (or better) mastery.

As an experiential course, the students are immersed in the workings and details of these organizations. There is a great deal of contact time with each participant. Therefore, as an instructor, I can rely on multiple tools of assessment, such as written work, participation, research and observation, to determine the levels of competencies for each student. Also, I can use the small-group dynamics to help enhance the learning experiences by fostering conversations about the experiences of others and the group. Students can better learn from the strengths and weaknesses of others throughout the study abroad experience.

The primary mode of assessment for each of the areas comes through a variety of methods:

- (a) Systems of interaction – Prior to the trip students will have read about the development of international institutions, the interactions between non-governmental organizations (NGOs) and governments, and the processes of globalization (focusing on the economic, political, cultural and ecological dimensions). Students write essays that inform discussions and lectures during the trip. During the trip, students are required to keep an academic journal which consist of a series of

- prompts and field notes about the site visits and briefings that occur each day. These writing prompts help students focus on the linkages between the readings and experience. For example, a prompt might ask, “How do the explanations of officers at SHAPE reflect both the mission of NATO and the difficulties of working in a multilateral environment?” The post-trip essays (essentially a take-home final exam) have students synthesize the readings and experiences with an opportunity to reflect. Thus, a typical final essay would be as follows: “What are the benefits and potential drawbacks to cooperation. Discuss three examples, at least one each from the international and national level. What are the inhibitors to cooperation that you observed in each instance?”
- (b) Models of Representation – the methodology of pre-departure readings, academic journals and post trip essays are the same as above. Throughout the experience, students are introduced to the various levels of poverty, inequality, diversity and education levels through statistical charts. Furthermore, maps demonstrating proximity and statistical information are provided and discussed. Typical prompts during the trip ask students: “What historical influences, including the Second World War and other events, explains why Germans might have a different perspective on immigration than other countries in Europe?” A typical final essay question will ask students to use statistical information to back their analyses. (e.g. “We have a general impression that countries behave differently in terms of migration, but what statistical evidence can you offer make the case? [provide citations and explanations for your sources]”)
- (c) Multiple perspective – It is difficult to encourage people, in general, to understand that different experiences perspectives arise from different experiences. There is a tendency to believe that our personal experiences are universal. Thus, the great benefit of experiential learning and study abroad opportunities is that students are afforded the opportunity to hear and understand the experiences and perspectives of others who are a different political milieu. Thus, a walking tour of the Irish Rising, hearing Irish people recount the events of the Great Famine and subsequent mass emigration from Ireland provides a populist understanding of history that is different from what most of our students will learn. Thus, prompts might ask students, “What prompts people in Ireland to view worldwide migration differently than its neighbors?” A final essay asks students to take the idea to another level of understanding by reflecting on why people might have different perspectives and the necessity to understanding this concept might be helpful. (e.g. “Discuss how and why people that we have encountered on the trip might have different views on a particular topic or issue. Why is it helpful for you and a diplomat or a government official to understand these differences? How does this understanding apply to our everyday lives once we are home?”)
- (d) Additional goals – We believe that this experience also helps students in their development by discussion about travel and comportment during professional meetings.

B. Practical Considerations

1. How will this course improve student learning in our General Education Program? Virtually all pedagogical studies suggest that experiential activities increase student learning outcomes. Furthermore, study abroad experiences are strongly correlated with retention and builds loyalty to the education institution sponsoring the trip.
2. What methods of instruction, learning, and assessment will be used? This is largely been covered above, but primarily through interaction and writing syntheses. The instructor, because of the large amount of contact time and small class size, has an opportunity to observe and evaluate individual student progress particularly well.
3. What is the estimated offering capacity of the course? Approximately 12-15 students, depending on the dynamics of the trip.

- a. How many sections and seats will be offered initially? Two sections, about 30 “seats” total. (***) It seems odd discussing classroom seats on a study abroad course).
 - i. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department? There is no effect. These courses are offered during the summer.
 - ii. What resource impact(s) will this course have on students, other courses, or other departments? Provide details. None.
 - b. What are the projected offerings over the next four years? Two sections, each summer
 - 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)? We anticipate no change
4. Why is this course needed in addition to the other General Education courses that already support the same Program Goal? Provide justification. I do not believe that there are any.
- a. Identify all similar courses in other departments (i.e., consult with other departments prior to making the proposal.)
 - b. Explain how this course does not duplicate a course in another department. It is difficult to prove a negative; however, I do not believe that there are any other similar courses in other departments.
5. Include a syllabus with a course content outline.

See attached syllabus: INT 358: Global Political Economy and Security (Sample)

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. Sachleben, Brasher, Grove, Botteron.
- 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.) None.
- 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) No.
- 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? None.

SELECTED REFERENCES:

- Barber, B. (2007) ‘Internationalizing the Undergraduate Curriculum,’ *PS: Political Science & Politics* 40(1): 105-120.
- Lianes, Á. And Muñoz, C. (2009) ‘A short stay abroad: Does it make a difference?’ *System* 37(3): 353-365.
- Paige, R.M. and Fry, G.W. (2009) ‘Study abroad for global engagement: The long-term impact of mobility experience’, *Intercultural Education* 20: S29-S44.
- Stone, M.J. and Petrick, J.F. (2013) ‘The educational benefits of travel experiences: A literature review’, *Journal of Travel Research* 52(6): 731-744.

INT 358: Global Political Economy and Security

Summer 2018

Instructor: Dr. Mark Sachleben
Email: mdsachleben@ship.edu

Course Descriptions:

This is a study abroad course that features an in-depth focus on global politics, history, and economics, focusing on governmental and non-governmental decision-making and organizations, both from a contemporary and historical perspective. A major focus will be on understanding the workings of international institutions such as NATO, European Union, Red Cross, Organisation for the Prevention of Chemical Weapons and International Criminal Court. The course also examines Europe in the context of trends of globalization, localization and human rights in the modern era. This course meets in Europe and has a substantial online component.

Course Information

The face-to-face portion of this course begins May 17 at 10:00AM (local time) at Edinburgh Airport and ends June 8 at 10:00AM (local time) Dublin Airport.

Students are advised to take precautions when travelling and consult the State Department for good and sensible information about travel. See Traveler's Checklist:

<http://travel.state.gov/content/passports/english/go/checklist.html>.

The State Department also maintains a list of dangers and safety concerns for every country. Shippensburg University urges you to consult the website for each country:

United Kingdom	http://travel.state.gov/content/passports/english/country/united-kingdom.html
Netherlands	http://travel.state.gov/content/passports/english/country/netherlands.html
Belgium	http://travel.state.gov/content/passports/english/country/belgium.html
Germany	http://travel.state.gov/content/passports/english/country/germany.html
Czech Republic	http://travel.state.gov/content/passports/english/country/czech-republic.html
Ireland	http://travel.state.gov/content/passports/english/country/ireland.html

For the most part, Europe is extremely safe; however, this does not mean that you should let down your guard. Recent terrorist threats and attacks have prompted concern. This course will take precautions against those concerns and urges you to be safe and take precautions.

The course will consist of interactive lectures, guest speakers and tours. It is assumed that students will act in a manner that will reflect well on them, the faculty, Shippensburg University and their home country. It is important to remember that we are guest. Much like taking a course on campus, when not involved in class activities students are free to pursue their interests; however, the rules of the Shippensburg University's Code of Conduct applies. For the safety of all members of the seminar, two additional rules apply. There can be no non-Shippensburg University visitors to hotel rooms, and when touring, especially at night, students cannot travel alone.

Course Objectives and Evaluation

Learning Objectives / Desired Outcomes	Assignments and Activities (in addition to readings)	Evaluation
<p>Factors and Interactions The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions among/between groups, cultures, states, regions or nations.</p>	<p>Professional visits to international institutions (e.g. EU, NATO, ICC).</p> <p>Site visits to Breendonk Concentration Camp and other national memorials.</p>	<p>In their journals, students will reflect upon and demonstrate how the wars, ethnic and religious persecutions, and financial crises of the early 20th century led to the creation of political institutions of the late 20th and early 21st centuries.</p>
<p>Representation and Sources The student understands and/or use appropriate quantitative data representations (e.g. graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.</p>	<p>Case study approach to understand how institutions are created with various rules, procedures and structures to respond to different situations, political realities and globalization.</p>	<p>In written essays, students will demonstrate how each institution takes on different roles. And, using charts and maps, demonstrate how overlapping memberships have significant implications</p>
<p>Perspectives The student has developed the capacity to understand the interrelationship among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local and global) when exploring subjects within natural and/or human systems.</p>	<p>Students will have several experiences of governmental and non-governmental, multilingual and multicultural institutions.</p>	<p>Students will demonstrate in their journals how the institutions reflect history and culture.</p>
<p>Internationalization Based upon the disciplinary imperative to internationalize the curriculum, the student will understand and have the capacity to express how different perspectives and experiences lead people to come to different political decisions and philosophies, without necessarily agreeing.</p>	<p>Students will have an opportunity to discuss with host families their understanding of community, regions and states.</p> <p>Students will have opportunities to meet Europeans to discuss how politics, history and globalization are intertwined in modern politics.</p>	<p>Students will write a short essay explaining how Europeans view a situation or problem different from most Americans.</p>
<p>Skills The student will develop the capacity to engage in professional meetings and presentations, often cross-culturally, and to facilitate and execute professional travel.</p>	<p>Students will experience and participate in several professional meetings, evaluating effectiveness.</p> <p>Students will participate in “travel exercises,” which are designed to help them</p>	<p>Students will be assessed on their participation in professional meetings, asking appropriate questions and delivering executive summaries.</p>

	navigate an international locale.	Students will have the practical experience of demonstrating their knowledge of travel and navigation.
--	-----------------------------------	--

Required Readings

Globalization

Manfred B. Steger, *Globalization: A Very Short Introduction*, Third Edition (New York: Oxford University Press, 2013).

European Union

John Pinder & Simon McDougall Usherwood, Chapter 1 “What the EU is for,” Chapter 2 “How the EU was made,” and Chapter 4 “Single market, single currency,” in *European Union: A Very Short Introduction*, Fourth Edition (New York: Oxford University Press, 2018).

Fact Sheet on the European Union (2018), including the chart and map on overlapping institutions.

“Irish Brexit sets out united Ireland proposal,” BBC News, 2 August 2017.

“Europe at a Crossroads: Will the EU Survive 2018?” *The Week*, 5 January 2018.

Stephen Castle, “U.K. Reaches Brexit Transition Deal with E.U.” *New York Times*, 19 March 2018.

International Criminal Court

Eric K. Leonard, “Historical Rise of the ICC” and “The Rome Statute,” in *The Onset of Global Governance: International Relations Theory and the International Criminal Court* (New York: Routledge, 2017).

American Red Cross, *International Criminal Court* (July 2013).

Marlise Simons, Alan Cowell, and Barbara Surk, “Mladic Conviction Closes Dark Chapter in Europe, but New Era of Uncertainty Looms,” *New York Times*, 23 November 2017, page A1.

“The International Criminal Court on Trial: A Conversation With Fatou Bensouda,” *Foreign Affairs*, 12 December 2016.

North Atlantic Treaty Organization

NATO, *What is NATO? An Introduction to the Transatlantic Alliance* (Brussels: NATO, 2016).

“Standing Up for NATO: A Conversation with Jens Stoltenberg,” *Foreign Affairs*, 6 April 2016.

Jonathan Eyal, “The Real Problems with NATO: What Trump Gets Right, and Wrong,” *Foreign Affairs*, 2 March 2017.

Christopher Reeves, “Defense of the West: NATO, the European Union and the Transatlantic Bargain,” *Political Studies Review* 16(10): NP57 (2018).

Migration

International Migration glossary

Khalid Koser, “Migration and Globalization,” in *International Migration: A Very Short Introduction*, Second Edition (New York: Oxford University Press, 2016).

Khaled Hosseini and Dan Williams, *Sea Prayer* (New York: Bloomsbury, 2018).

Ian Traynor, “EU plans migrant quotas forcing States to ‘share’ burden,” *The Guardian*, 11 May 2015.

Film: *4.1 Miles* (link to film on d2l)

Kondylia Gogou, "The EU-Turkey deal: Europe's year of shame," *Amnesty International*, 20 March 2017.

Declan Walsh, "Bodies of 74 Migrants Wash Up on Libyan Coast," *New York Times*, 21 February 2017.

Professional Meetings

Dr. Sachleben's Guide to Professional Meetings and Presentations

Julie Weed, "5 Ways to Be a Better Tourist," *New York Times*, 28 November 2016.

Assignments

PLS 358

Pre-departure writing assignment (preparation): Read the assigned readings and take the following quizzes on d2l:

1. Globalization Essay
2. European Institution Essay
3. Paper regarding the effects of migration on Europe today

All quizzes must be completed prior to departure on May 16 (Wednesday) evening.

Participation in Europe: The instructor considers this course to be a seminar (an exchange of ideas and information); thus, your grade will be dependent on active participation in briefings and lectures. The student is expected to attend every briefing and class session. The journal assignment (listed below) will include your notes on briefings and visits, as well as readings assigned prior to the trip and those distributed while in Europe. During our travels there will be times when the instructor will ask you to reflect on ideas, concepts and places we have visited.

Journal Assignment: You will turn in a typed journal after the end of the trip which will reflect your thoughts on the meetings as well as the answer to journal questions posed during the trip. A final essay question will be given in Europe that will be included in your journal. It will be included with your Journal Assignment for PLS 359.

Grading:

Your grade will be determined as follows:

Preparation – 30%

Participation – 20%

Journal Assignment – 50%

Tentative Course Outline:

Subject to Change: This will be updated throughout the trip

Note that there is overlap between PLS 358 and PLS 359 in terms of presentation and content, which is reflected in this outline.

Berlin

Arrival in Berlin / Orientation

Lecture on Germany and Berlin in the Modern World / Brandenburg Gate / Berlin Wall

Visit the Bundestag (Reichstag Building)
Explore the City Activity
Memorial to Murdered Jews / Turkish Market

Edinburgh

Scottish Parliament
National Museum of Scotland
Edinburgh Castle
Discussions with Dr. Leith and Dr. Sim

Amsterdam / The Hague

Anne Frank Haus
International Criminal Court

Belgium (The Hague and environs)

Breendonk / Beersel Castle Waterloo / Host Families
Briefing at the Kellen Group / European Parliament / Lecture-Discussion in Halle
Meetings and Briefing on Refugees

Prague

Old Town Square
Briefing at Radio Free Europe
Walking Lecture – Czech National identity - Charles Bridge, Prague Castle, and Jewish Quarter
Seminar at the Museum of Communism

Dublin

Arrival in Dublin by 3:00PM / Orientation
Lecture on Irish Politics and Political Culture
Tour of Croke Park
Temple Bar District / Kilmainham Gaol
1916 Irish Rising lecture and walking tour
Briefing at the Irish Dáil (Parliament)

Belfast

Conversation and Lecture at the Ulster Museum
Tour of the Falls Road and Peace Wall

Attachment F

MINUTES

GEC Budget Subcommittee Meeting
Conducted Electronically

1. Grant Applications
 - a. Laurie Cella, Steve Burg, Javita Thompson (First Year Experience) for the Day of Human Understanding speaker - **Application was approved 4-0**
2. New Budget Proposal
 - a. Submitted to Interim Provost Mike
 - b. Asked for more funds for grants (including a separate line for UNIV 101 courses), and dedicated funds for the Day of Human Understanding, CLA+ testing, and trainings in GEC budget

Minutes submitted by Sam Forlenza

Attachment G

GENERAL EDUCATION PROJECT GRANT TITLE PAGE

Name: First Year Steering Committee: Dr. Laurie Cella, Dr. Steve Burg, Javita Thompson

Department: First Year Experience

Email: Dr. Laurie Cella, ljcella@ship.edu

Phone: Laurie Cella: 717-477-1204

Date of Proposed Project/Event/Excursion:

Wednesday, September 25th, 2018 OR Wednesday, October 2, 2019 (determining dates)

If project/event is specific to your general education course sections, please provide Course # and Section number(s): This event, the First-Year Experience Speaker, would be strongly encouraged for all students taking UNIV 101.

General Education Category: This event would fit under THREE of the Learning Outcomes for the First Year Seminar course: Diversity, Connection to Campus Community and Academic Skills and Resources

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

We have invited Eli Saslow as the First Year Experience speaker. His lecture is based on his Pulitzer Prize winning book, *Rising out of Hatred: The Awakening of a Former White Nationalist*. FYS instructors will strongly encourage all of their first year students to attend, and the First Year Seminar Curriculum Committee, working with Eli Saslow's agent and Saslow himself, will develop a common reflection assignment that will respond directly to Saslow's presentation and ask student to engage deeply with the topics of diversity that Saslow will discuss.

Summary of Grant Proposal for Eli Saslow as First-Year Experience Featured Speaker

The First Year Experience Executive Team is developing programs that will help brand the FYE program here at Shippensburg. As part of the effort to create a cohesive FYE program, we plan to invite another speaker, the journalist and writer Eli Saslow, to follow up on the very successful addresses by W. Kamau Ball, Gish Jen and Sherman Alexie. Eli Saslow's lecture will discuss issues of diversity, racism, and the process that encouraged Derek Black to reject a life of hatred within the White Nationalist ideology. Read the initial article here:

https://www.washingtonpost.com/national/the-white-flight-of-derek-black/2016/10/15/ed5f906a-8f3b-11e6-a6a3-d50061aa9fae_story.html?utm_term=.7b0ae4789dc1. Saslow will be an ideal speaker for our purposes. He is a journalist whose goal is to help his audience think more carefully and critically about how to talk about difference, diversity and race. He has many articles from the *Washington Post* <https://www.elisaslow.com/new-page-2> that would very easy for faculty across the campus to teach. He is the author of a new book, *Rising out of Hatred: The Awakening of a Former White Nationalist*. He often writes investigative journalism based on various racially motivated incidents across America. His story of how Derek Black rejected his upbringing and renounced hatred will be a wonderful example of how natural dialogue and an engaged campus community can change minds and open hearts. The fact that Derek Black was the same age as many of our students, and that many of our students are struggling to reconcile their own upbringing with the new ideas that they are exposed to at the university.

Like we did for Bell, Alexie and Gish Jen, we will strongly encourage ALL UNIV professors to incorporate Eli Saslow into their course in some way. This will provide a common discourse for all FYS instructors and provide a means to collaborate on a variety of compelling assignments. Students will be asked to respond critically to his texts and his presentation. The "FYE Speaker" thus creates a common pedagogy across classes, and this is a strong step toward creating a cohesive First-Year Experience for new students here at Ship. Currently, we have 80 sections of FYS courses on the books, which will be 1600 students. We anticipate that at least half of these students will attend this event.

We anticipate that Eli Saslow's lecture will draw local high school teachers and students, like the Bell, Alexie and Jen presentations did. Thus, his presentation would also function as a way to attract high school students to Shippensburg and provide relevant programming that would have an impact on the community and the surrounding area.

Saslow's presentation will be co-funded by a Human Understanding grant, and so his lecture would serve as both the keynote for the Day of Human Understanding as well as First-Year Experience speaker. Combining these two into one lecture achieves an important purpose on campus: we are introducing First Year students to important issues of diversity, while we are simultaneously encouraging a large-scale conversation about these issues in all our FYE classes. I have been in regular contact with both DHU and FYE committees, soliciting feedback and gathering ideas for speakers. Eli Saslow was considered an excellent choice by all involved.

Basic Assessment of FYE Speaker (2017—Data from 2018 still being compiled)

Over 900 people attended the lecture by Alexie, the first WIFYS speaker, as part of the FYE experience. The same number of students attended the Gish Jen talk. This attendance exceeded our initial expectation of 725, implying that not only WIFYS students attended. We made substantial outreach to area high schools and know that at least 70 high school teachers and students attended.

We combined efforts with the Day of Human Understanding, and the lecture was the culmination of several DHU pieces of programming—a ShipTalk earlier in the day, a showing of Smoke Signals (based on one of Alexie’s books and directed by him), and a fantastic Native American dinner at Reisner. We feel these features helped solidify what the FYE committee is trying to do. The crowd seemed to love it; as The Slate put it: “Audience members roared with laughter and applause...as Sherman Alexie wove ideas of cultural competence and personal stories together” (10 April). We plan similar activities for the Bell event: we have a dinner at Reisner planned, and he will meet with students in a small group setting before his presentation.

Learning Outcomes

This lecture would address a wide variety of Learning Objectives: **Diversity, Community Engagement, and the Academic Skills Learning Outcomes.**

• Diversity:

One of the primary learning objectives for the UNIV 101 course is an increased awareness of diversity - both on this campus and in the surrounding community. In this course, UNIV faculty hope to foster a safe space where students will feel comfortable sharing their perspectives and learning more about the perspectives of others. Eli Saslow’s talk is meant to stimulate a sustained conversation regarding acknowledging, recognizing, and respecting our differences as we grow as a learning community. The FYE Executive team feels very strongly that the UNIV course is an excellent platform to begin these conversations, and that this course has the potential to create a more welcoming, supportive environment for students of all backgrounds and experiences.

•Community Engagement:

One of the four learning objectives for the UNIV course is to connect first year students to the Shippensburg campus community, through engaging in clubs, leadership programs, and campus events. This event, since it will be required by most and strongly encouraged by all, will be a widely attended program, and it will stimulate lots of conversation within students, Peer Anchors, and faculty. There will definitely be a “buzz” on campus when Saslow is here. This concentrated effort to coordinate event programming, academic engagement through reflection, and diversity initiatives will be an effective use of resources from all across campus.

Academic Study Skills and Resources:

One of the four learning objectives for the UNIV 101 course is an emphasis on developing strong

and practical Academic study skills and tools for success. The FYS Team is developing a academic reflection essay that all FYS faculty will assign, and students will be able to respond to Saslow's talk through this assigned reflection essay. We are in contact with Saslow and his agent to make completely sure that this assignment is thoughtfully keyed to his talk. Since Saslow knows that this assignment will be given, he will likely incorporate the UNIV course, and its corresponding reflection assignment, into his presentation. Thus, this lecture will encourage students to manage their time, respond in a timely manner to the talk, and develop their writing skills in their response to the assignment.

BUDGET

Eli Saslow's Speaking and Travel Fees:	\$12,500
Human Understanding Grant:	\$10,000
Reflector:	\$500
English Department	\$1,000
General Education Grant:	\$1,000

Eli Saslow's speaking fee will be primarily covered by the Human Understanding Grant, but the General Education grant will cover part of the remaining cost.



LYCEUM AGENCY

Engagement Contract: Eli Saslow

This Engagement Contract (“Contract”) entered into effective as of **3/13/2019** (the “Effective Date”) by and between **Oration Services, Inc. (dba The Lyceum Agency)** (1530 SE 30th Avenue, Portland, OR 97214), the authorized agency of the Speaker (as defined below), hereafter referred to as “Agency” and **Shippensburg University**, hereafter referred to as “Sponsor.”

Agency will provide to Sponsor the services of **Eli Saslow**, hereafter referred to as “Speaker”, to lecture at:

EVENT: Day of Human Understanding

PLACE: Luhrs Performing Arts Center (1871 Old Main Drive, Shippensburg, PA)

DATE: Wednesday, October 2, 2019

TIME: 4:45—9:00 PM

PROGRAM:

- 1) **5:00 PM**—Informal dinner with students (no prepared remarks required; obligation approx. 45 mins).
- 2) **6:00 PM**—Informal discussion with small student group (no prepared remarks required; obligation approx. 30 mins).
- 3) **7:00 PM**—45-min keynote lecture followed by 15 mins audience Q&A (audience: approx 750 students, faculty, staff and community members).

NOTE: Please allow sufficient time prior to the lecture to allow for full A/V check with professional tech person.

- 4) **8:15 PM**—Book signing (on-site sales to be coordinated by Sponsor; obligation approx. 45 mins).

PRODUCTION REQUIREMENTS: Performance space should be equipped with stage, podium, mic, and appropriate lighting. For large audiences use of question cards or floor mics is HIGHLY recommended for Q & A.

OTHER: Any other activities must be cleared through our office in advance of the event. No lecture or program or any part thereof is to be reproduced, including but not limited to the reproduction by broadcasting, visual recording or audio recording without the written permission of the Agency or the Speaker.

TERMS: A fee of \$12,500, inclusive of all expenses.

The Sponsor agrees to pay the Agency as consideration for Speaker’s services the amount set forth in the terms above. A deposit of 50% (\$6,250) is required to validate this agreement and is due upon Sponsor’s receipt of an executed Contract. In the event of a cancellation, every effort will be made to reschedule Speaker’s presentation within the following 12 months. If the event cannot be rescheduled and cancellation is due to Sponsor, the deposit is non-refundable. If cancellation is due to Speaker, the

(over)

deposit will be refunded. **Balance of payment must be sent to the Agency the day of the appearance.** Checks should be made payable to The Lyceum Agency (EIN 46-5619463).

COLLECTION: If Sponsor fails to pay the Agency for services performed by the Speaker as outlined above and a lawyer must collect fees and costs due under this agreement from Sponsor, Sponsor agrees to pay the reasonable expenses and attorney fees for the time and the costs to do the collection.

It is understood that this Contract is binding on both parties; it cannot be cancelled except as follows: The Agency and the Sponsor mutually agree that either party may cancel this Contract and all parties shall be released from any liability or damages hereunder, if the Speaker or the Sponsor is unable to fulfill the terms of this Contract due to an act of God or any other legitimate conditions beyond the control of the Speaker or the Sponsor. However, it is agreed by both parties that best efforts will be made by both parties to so adapt that the lecture be presented as scheduled.

SPONSOR SIGNATORY:

Mona Holtry, Asst. Director of Purchasing and Contracting
Shippensburg University
1871 Old Main Drive
Old Main 207
Shippensburg, PA 17257
Tel: 717-477-1386
mmholt@ship.edu

EVENT CONTACT:

Dawn Butts, Management Technician
Shippensburg University
Cell: 717-372-2814 / Tel: 717-477-1161
drbutt@ship.edu

The representative of the Sponsor in signing this Contract warrants that (s)he signs as a duly authorized representative of the Sponsor and does not assume personal liability. The Agency representative in signing this Contract warrants that the Agency has the express authority to sign on behalf of the Speaker. The Agency shall have no liability in the event that the Speaker fails to perform his/her obligations.

Your signed copy of the Contract is acknowledgement that the Speaker has accepted this engagement and has agreed to appear at the time and place specified above. The Lyceum Agency reserves the right to withdraw this offer should this signed Contract and deposit (if required) not be received by the Agency within 21 days of the date "entered into." This contract cannot be changed except in writing and signed by both parties.

This contract is governed by the law of the United States excluding its conflict of laws rules. The courts in Oregon shall have jurisdiction, and venue shall be in Multnomah County. The Sponsor accepts the jurisdiction of such courts and waives the defense that they are not a convenient forum.

For The Lyceum Agency
Miriam Feuerle

For Shippensburg University
Mona Holtry, Asst. Director of Purchasing and Contracting

By: _____
(Agency)

By: _____
(Sponsor)

Please sign one copy of this Contract and return to us for counter signature via mail or email. We will then send you a counter-signed copy for your records and an invoice for lecture fee/deposit via email. If you require a true original, please indicate that when sending us the signed contract.

Communication with Eli Saslow's agent (Fee = \$10,000 + travel and incidentals)

From: Hannah Scott [mailto:hannah@lyceumagency.com]
Sent: Thursday, February 21, 2019 4:25 PM
To: Butts, Dawn <drbutt@ship.edu>
Subject: RE: Ward Inquiry - Shippensburg University - PA - Fall 2019

Hi Dawn,

He just mentioned that too! I am so glad they got to meet him... And what good timing that it was right after I suggested him as a speaker! I love it.

All three of those dates are open in Eli's speaking schedule right now, though he might have a preference based on other commitments, so I always encourage schools to offer as many dates as possible on their formal invitation. Once we have Eli secured, we can definitely ask Derek if he'd be willing to answer a few questions via video link or a pre-recorded video but it's not necessarily something I can guarantee. That said, there are some great interviews out there with him (The Daily Show, the Today Show, Fresh Air,) that you could use as a resource if you want to make sure his own voice is represented directly as well.

Let me know if you are ready to move forward with an invite for Eli and I'll be happy to send you the invite form!

Best,

Hannah

Hannah Scott

Lyceum Agency

Portland, OR

Cell: 971.409.0258 / Tel: 503.467.4621

www.lyceumagency.com

From: Butts, Dawn [mailto:drbutt@ship.edu]
Sent: Thursday, February 21, 2019 12:45 PM
To: Hannah Scott
Subject: RE: Ward Inquiry - Shippensburg University - PA - Fall 2019

Hi Hannah,

We had our meeting and it seems a few of our members actually met Eli at a conference or something last week, so that was very exciting.

Possible Dates in order of preference are: 9/25, 10/2, and 10/16.

Theme: Civility (still nailing down the specific logistics)

Would we be able to bring Eli to campus and at the end of his lecture have Derek come in via Zoom and answer pre-prepared questions for 10-15 minutes? If Derek is not available, would we be able to show a video recording of Derek answering the questions?

Thanks,

Dawn

From: Hannah Scott [<mailto:hannah@lyceumagency.com>]
Sent: Tuesday, February 05, 2019 3:42 PM
To: Butts, Dawn <drbutt@ship.edu>
Subject: RE: Ward Inquiry - Shippensburg University - PA - Fall 2019

Hi Dawn! Great to chat with you earlier. Here is a bit of info on the Lyceum speakers I mentioned on the phone, and I'll follow up with a fee for Roy Wood Jr when I have it. Happy to make additional suggestions if helpful, but I think this could be a good starting place!

Best,

Hannah

ELI SASLOW (\$10K + FC)—In his Pulitzer Prize-winning coverage for *The Washington Post*, Eli Saslow, “one of the great young journalists in America,” reveals the human stories behind the most divisive issues of our time, from racism and poverty to addiction and mass shootings. Saslow won the 2014 Pulitzer Prize in Explanatory Reporting for a yearlong series about food stamps in the United States, later collected into the book *American Hunger*. In his feature “The White Flight of Derek Black,” Saslow told millions of Americans a story we need to hear: how the one-time heir to America’s white nationalist movement came to question the ideology he helped spread. Saslow’s newest book, *Rising Out of Hatred: The Awakening of a Former White Nationalist*, charts the rise of white nationalism through the experiences of one person who abandoned everything he was taught to believe. Saslow’s first book, *Ten Letters: The Stories Americans Tell Their President*, grew out of his fascination with President Obama’s daily habit of reading ten letters he had received from Americans. By turns angry, optimistic, and moving, these letters—addressed from “Dear Mr. President” to “Dear Jackass”—serve as Saslow’s lens through which to understand who we are as Americans. In 2011, Saslow cofounded Press Pass Mentors, a writing-focused nonprofit for underrepresented high school students in the Washington, DC area. Saslow speaks on the role of journalism in highlighting social and public health issues, the craft of longform journalism, the human impacts of public policy, and the importance of civility and radical inclusion. <http://www.lyceumagency.com/speakers/eli-saslow/>

Eli Saslow in The Washington Post: The White Flight of Derek Black:

https://www.washingtonpost.com/national/the-white-flight-of-derek-black/2016/10/15/ed5f906a-8f3b-11e6-a6a3-d50061aa9fae_story.html?utm_term=.367719841e07

Eli Saslow on Fresh Air with Terry Gross discussing the Pittsburgh synagogue

shooting: <https://www.npr.org/2018/10/28/661633763/eli-saslow-traces-a-straight-line-from-white-nationalism-to-the-synagogue-shoote>

VIDEO: Eli Saslow and Derek Black on The Daily Show: <http://www.cc.com/video-clips/3w4cbf/the-daily-show-with-trevor-noah-eli-saslow---derek-black---from-racism-to-redemption-in--rising-out-of-hatred---extended-interview>

Attachment H

MINUTES

First Year Experience Subcommittee, General Education Council,
3:30 PM March 7, 2019, DHC 050

- I. Dr. Cella called the meeting to order at 3:30 pm. Attendance at the meeting included: A. May, J. Smith, and S. Forlenza
- II. Discuss models for FYE budget requests
 - a. Review of Budget Proposal Draft within context of GEC budget process
- III. Discuss ways to expedite the process of approving UNIV 101 field trips
 - a. Moving budget to FYE balance OR Budget approval in GEC FYE
 - b. FYE committee proposes FYE makes decisions regarding grant funding requests in order to create a more streamlined, responsive proposal process; budget committee member will be in attendance of FYE committee funding request review
- IV. Updates for Fall 2019 UNIV 101
 - a. Town hall meeting April 1st