

# General Education Council

2019-2020 Academic Year

## Agenda, for the meeting on Tuesday, October 29, 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 – Dean James Mike, Dr. Kirk Moll
4. Old Business
  - a. Reports from our Standing Committees
    - i. Assessment (Dr. Dudley Girard) – **See Attachments B, C**
    - ii. Budget (Dr. Carrie Sipes) – **See Attachment D, E**
      1. Review of Grant Proposals
        - a) Clements - **See Attachment F**
        - b) Greenburg – **See Attachment G**
        - c) Stambaugh – **See Attachment H**
    - iii. Program Committee (Dr. Sherri Bergsten) – **See Attachment I, J**
      1. HIS202 – Program Goal: Citizenship and Society (S) – **See Attachment K**
      2. First Year Seminar (U) Learning Objectives Revision – **See Attachments L, M**
      3. Revised General Education Course Proposal Form – **See Attachment N**
    - iv. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella) - **See Attachment O**
5. New Business
6. Announcements
7. Call to Adjourn

# ATTACHMENT A

## MINUTES

General Education Council, 3:30 pm, September 24, 2019, ELL 205

- I. Dr. Moll called the meeting to order at 3:34 pm. Attendance at the meeting included: S. Bergsten, C. Sipes, S. Lee, B. Culbertson, D. Girard, A. Vassallo, M. Lucia, S. Drzyzga, S. Zheng, B. Ulrich, A. May, D. Gochenaur, L. Bryant, R. Lesman, M. Hartman, K. Shirk, J. Carbo, J. Mike, M. Greenberg, W. Kubasko, S. Haase, K. Lorenz, B. Wentz, S. Forlenza, S. Benbow, J. Smith, and S. Burg.
- II. Dr. Forlenza motioned, seconded by Dr. Ulrich, to approve the August 27, 2019 minutes. Minor errors were noted and corrected. All were in favor and the motion passed unanimously.
- III. Dr. Moll made opening remarks, reviewed all of the officers for each sub-committee, and thanked all for their service.
- IV. Old Business
  1. Assessment Committee - The committee met on September 3, 2019. Dr. Girard shared that initial communication went out to all assessment contacts for each department.
    - I. UNIV 101 had additional feedback from Aug GEC Assessment Committee meeting that was passed on to UNIV 101 and the GEC Program Committee. UNIV 101 will be revising learning objectives.
    - II. CLA+ data was reviewed by the committee. Continued analysis and discussion is needed to explore the potential reasons this year's seniors performed differently than in previous years. Dr. Girard noted the current group showed no significant differences in GPA from previous groups. Spring 20 CLA+ will provide more information.
    - III. Data collection for 2018-2019 - 48/140 courses provided data for Fall 18. Small number of identified assessments will occur in Spring 20. A question was raised about how Honors course data is collected. It was noted that the Honors school would likely prefer to keep the data separate, so for now treating them as separate courses.
  2. Budget Committee - Dr. Sipes was elected as committee chair. Dr. Sipes shared the following budget requests made to the committee:
    - I. Dr. Benbow (Social Work and Gerontology) requested funds for the Visit to National Holocaust Museum, Washington DC. The committee recommended funding the proposal for \$2,546. All were in favor and the motion passed.
    - II. Dr. Lucia (Music and Theatre Arts) requested funds for Piano performance with silent film accompaniment, commentary, and lecture demonstration at Luhrs Performing Arts Center-Shippensburg University. The committee recommended funding the proposal for \$2,474. All were in favor and the motion passed.
  3. Program Committee - Dr. Bergsten shared that any changes to learning objectives are needed by Fall Break. There is a need to clarify what qualifies as a minor change and what qualifies as a major change.

- I. One proposal was submitted for approval - PSY205 Intermediate Physics, Program Revision. Program committee recommended approval of the program change. All were in favor and the motion passed.
4. First-Year-Experience Committee - Dr. Burg shared that the committee met on September 12, 2019.
    - I. The committee elected to create a sub-committee for learning objectives. The sub-committee is making changes to the learning objectives.
    - II. Data demonstrated there was a 3% gain in retention of students from first year to second year.
    - III. Dr. Berg reminded everyone this is a critical time in the semester to connect with students who may be experiencing challenges and the reality of college life.
  - V. New Business – No new business was presented.
  - VI. Announcements - Dr. Girard requested a calendar invite be created for future GEC meetings.
  - VII. The meeting adjourned at 4:04 pm.

Minutes submitted by Dr. Wendy Kubasko

# ATTACHMENT B

## GEC Assessment Committee Meeting

Sept 3<sup>rd</sup> 2019

**Members Present:** Dudley Girard, Jim Mike, Lance Bryant, Robert Lesman, Debbie Gochenaur

### Minutes taken by Robert Lesman

Discussed and voted Dudley Girard to continue as chair for the committee for the 2019 AY. Rob agreed to continue to be the secretary for the committee for the 2019 AY>

Going under the previous assignments have each member of the committee check with each dept. rep. to see if they are still the contact person. Use last year's list as the starting point.

Did some initial discussion on the data request email for spring 2019 data. Noted that that data will need to be turned in by late Oct. Additionally, that emails need to specify courses that have already turned in data, courses that have not turned in data, and courses not offered for the 2018 AY.

The committee then reviewed the CLA+ results concerning 2018 Freshmen and seniors and how they scored same. Dudley noted that level of effort indicated by seniors was lower than previous years. Presently waiting to what happens this year to see if the lower score is just do to lack of effort or if there is possibly another issue to be concerned about. Lesman noted that effort level on CLA+ would seem to measure student's feeling of commitment to institution, given that the student does not have an academic stake in the test. Lesman also asked what does the exam measure and how and requested looking at sample questions. **(See Attached Documents for CLA+ results and Sample Questions)**

### Course Reports (See Attached Documents):

ENG 114. Feedback from GEC Assessment was a need for more detail on the assessment instrument. Discussed how program was addressing the need to know below which line we are concerned about students.

UNIV 101: Dudley noted that in the meeting in spring 2019 that learning outcomes likely need to be adjusted to be made more measurable. Lesman noted that certain syllabus requirements can be tied reliably to the existing outcomes. For example, coordinating so that all sections of UNIV 101 require reflective writing assignments based on first semester experiences that take students outside of the classroom related to specific concepts, i.e. diversity.

Lastly the committee discussed the raw assessment data for fall 2018 **(See Attached Document – Raw Data)**. Dudley noted that there was a wide range of results in how students were doing and that calibration meetings over time will hopefully make data more consistent across and within goals. Dudley also noted that the data need to be taken with a grain of salt; over time data will show useful patterns and that we were still missing half of the 2018 AY. Lesman noted that the design of assessment system itself is valuable as it satisfies accreditation expectations. Dudley then noted that the first priority is to address

those courses for which no form was submitted. Second, for courses that indicated “Not Assessed-Other,” what the status of the course is.

The committee adjourned with plan to for the next meeting to focus on logistics for sending out the data request emails to the department contact for General Education assessment and for meeting with the departments that have courses in the goals being reviewed this semester: Quantitative, Diversity, and Historical.

# ATTACHMENT C

## Meeting of the General Education Assessment Committee

September 19, 2019

**Members present:** Dudley Girard, Debbie Gochenaur, Steve Haase, Robert Lesman

### Minutes taken by Robert Lesman

Meeting called to order at 1:05pm

1. Dudley discussed the process of ascertaining the contact person and alerting them about the need for data in late October. Forms have been updated. Process for contacting representatives asking for data reviewed. Emails this time will be more detailed, addressing courses not assessed or not offered. Raw fall 2018 data to be posted to Google Drive. Representative should be asked to fill out a form even when not submitting data. It would be useful to be able to easily check a list of courses offered. Email template for data requests reviewed. Separate emails should be sent for separate categories. It should be clear that a form should be submitted for all courses, whether assessed, offered but not assessed, or not offered. Information should be clearly separated into paragraphs or bullet points.

#### Existing History of Assessment within Gen Ed Program – Spring Data

<Name of Contact Person>,

For Middle States and the continuous assessment of the General Education program the GEC Assessment Committee is gathering data on the <Gen Ed Category> courses. Related to this we are looking for assessment data you have on <List of Courses Here>.

- For the fall semester you provided data on the following courses: <List of Courses Here>.
- You also noted these courses were not planned to be offered during the <XXX> academic year: <List of Courses Here>.
- Lastly, these courses did not have data reported or no form submitted: <List of Courses Here>.

Please use the following form to submit your assessment data:

<Paste Link for Filling in Form Here>

Please submit a form for all courses. If a course was offered, but did not get assessed during the academic year, please select “Other” and provide the plan for the course so that it will be assessed in the future.

The google form (**see attached file**) assumes you have gathered the data requested by the reporting form, see page 38 (numbered 33) of the new program document or see attached file:

[https://www.ship.edu/globalassets/gec/handbook\\_generaleducationship\\_2018\\_09\\_25.pdf](https://www.ship.edu/globalassets/gec/handbook_generaleducationship_2018_09_25.pdf)

This data is due by **October** <date>.

If you have any additional questions please contact the chair of the General Education Council’s Assessment Committee (<Assessment Chair Email>).

<Your Contact Information Here>

2. Next meeting will be to set up meetings with departments participating in goals being assessed by the committee this semester: Quantitative, Diversity, Historical. Spring will be Global Perspectives and Foreign Language.

Meeting adjourned at 1:50pm

Respectfully submitted,

Robert Lesman

**MINUTES**

**GEC Budget Committee Meeting**

October 09, 2019

Starting time - 2:15 p.m.

Ending Time – 2:30 p.m.

Location: Rowland 108

1. Dr. Sipes called to order at 2:15 p.m.
  - a. Present: Drs. Sipes, Vassallo, Carbo, Chen, Rojas
  - b. Absent/Excused: N/A
2. Dr. Sipes provided updates and agenda for next meetings.
3. Grant Applications
  - a. **Applicant:** Dr. Wadas (History).  
**Event:** Aki Japanese Steak House  
**Amount:** \$1,136.00  
**Recommendation:** Rubrics reviewed; all in favor to approve
  - b. **Applicant:** Dr. Clements (Social Work)  
**Event:** Newseum Field Trip  
**Amount:** \$3,280.00  
**Recommendation:** Applicants should specify tip/gratuuity amount for bus drivers.  
Rubrics reviewed; all in favor to approve
4. Meeting adjourned at 2:30 p.m.

Minutes submitted by Dr. Rojas

# ATTACHMENT E

## MINUTES

### GEC Budget Committee Meeting

October 23, 2019

Starting time - 2:23 p.m.

Ending Time – 2:40 p.m.

Location: Rowland 108

1. Dr. Sipes called to order at 2:23 p.m.
  - a. Present: Drs. Carbo, Vassallo, Huo, Sipes
  - b. Absent/Excused: Dr. Rojas
2. Grant Applications
  - a. **Applicant:** James Greenburg (Political Science).  
**Event:** Visit to the National Archives and the National Holocaust Memorial Museum, Washington DC.  
**Amount:** \$2,043.40  
**Recommendation:** Rubrics reviewed; all in favor to approve  
**Notes:**
    - i. More detail is needed for the 20-dollar per person food cost estimate.
    - ii. The first paragraph the “Budget Sheet” describes a different transportation plan. Maybe an error due to copy-and-paste.
  - b. **Applicant:** Kelly Stambaugh (AEES/Psychology)  
**Event:** Duckpin Bowling at Gettysburg  
**Amount:** \$687.96  
**Recommendation:** Rubrics reviewed; all in favor to approve
3. Other items:

Related to a grant discussed and approved on 10/9: Heather Wadas mentioned that the bus company would not charge her for the ride due to their own mistake. Need to follow up and adjust the numbers.
4. Meeting adjourned at 2:40 p.m.

Minutes submitted by Chen Huo

**GENERAL EDUCATION GRANT****INFORMATION AND SUMMARY PAGE**

Title of Project/Event: Newseum Field Trip
--

Date of Project/Event: November 6, 2019
---

Your Name: Jen Clements	Department: Social Work
-------------------------	-------------------------

Email: jaclem@ship.edu	Phone: x1633
------------------------	--------------

General Education Program Goal Supported:
---

List the GE course(s) and sections you are teaching (or will teach) that this proposal is for: UNIV (3 sections for Dr. Clements, Dr. Lyman and Dr. Benbow
--

If the project/event is open to the entire campus, list any additional students/populations who may be interested in attending: not open—scheduled for 3 sections of UNIV 101
---

Total Amount Requested: \$
----------------------------

**PROJECT/EVENT SUMMARY**

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

1. The students in 3 sections of UNIV 101 will travel to Washington DC to experience the Newseum. The mission of the Newseum, located in Washington, D.C., is to increase public understanding of the importance of a free press and the First Amendment. Visitors experience the story of news, the role of a free press in major events in history, and how the core freedoms of the First Amendment — religion, speech, press, assembly and petition — apply to their lives. Considered one of the most interactive museums in the world, the Newseum has seven levels with 15 galleries and 15 theaters. Exhibits include the 9/11 Gallery Sponsored by Comcast, which displays the broadcast antennae from the top of the World Trade Center; the Berlin Wall Gallery, whose eight concrete sections are one of the largest displays of the original wall outside Germany; and the Pulitzer Prize Photographs Gallery, which features photographs from every Pulitzer Prize-winning entry dating back to 1942.
2. There will be up to 60 students attending as well as 3 faculty and 3 peer mentors.

## GENERAL EDUCATION GRANT

3. The required assignment is attached to this grant. The whole experience supports objectives 1 and 4 in the UNIV rubric.

- **OBJECTIVE: Cultivate Scholarly and Academic Success** *The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.*

Here the students will be able to experience interactive exhibits that illustrate research and presentation of information. They will work in teams to critically analyze the presentations of information to see how the media impacted social change movements.

- **OBJECTIVE: Promote Understanding of Diversity and Social Responsibility** *The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.*

Here students will be required to attend the film "Making a change: The Civil Rights Movement and the First Amendment. This film as well as many of the exhibits will help students understand the history of social responsibility and the and diversity as framed though the press. Students will then reflect on this goal via the required paper they will develop first in class through discussions and then in their final written report. (please see attached assignment)

4. Please see attached

GENERAL EDUCATION GRANT

**BUDGET PAGE**

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

**ITEMIZED BUDGET**

	<b>Item</b>	<b>Cost</b>	<b>Quantity</b>	<b>Amount</b>
1	Tickets	\$ 12.50	60	\$750.00
2	Bus transportation for the day (x2)	\$ 2, 530	2	\$ 2,530.00
3		\$		\$
4		\$		\$
5		\$		\$
6		\$		\$
7		\$		\$
8		\$		\$

<b>TOTAL AMOUNT OF PROJECT/EVENT: \$3,280.00</b>
<b>TOTAL AMOUNT REQUESTED: \$3,280</b>

## FIELD TRIP ANALYSIS GUIDELINES

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

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

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

This paper will meet the Learning Objectives identified in UNIV 101

- **Cultivate Scholarly and Academic Success** *The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student- scholar.*
- **Promote Understanding of Diversity and Social Responsibility** *The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.*

Due Date: Refer to the course calendar

Format:

All papers should be typed and double-spaced.

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

- Discuss your initial thoughts of what you expected of the museum, based on your research assigned in class prior to the trip (No less than a one page critical analysis).*
- What did you learn about yourself? ( 1-2 paragraphs)*
- What did you learn about what you were taught in high school, from family, from friends and or from the media regarding events presented? (1-2 paragraphs)*
- Describe your team's experiences, feelings and reactions throughout the exhibit. What did you collectively share? What did you learn from each other?*

Grading

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

## Newseum Field Trip Confirmation

Customer/Contact Information	Order Tracking
<b>Customer:</b> Shippensburg University <b>Group Name:</b> 0 <b>Contact:</b> Jennifer Clements 1871 Old Main Drive SHIPPENSBURG, PA 17257  jaclem@ship.edu	<b>Reservation No.:</b> 275582 <b>Date of Visit:</b> 11/06/19 <b>Time of Visit:</b> 10:00 AM <b>Status:</b> Quote <b>Reference:</b>

Quantity	Description	Price	Extended
6	SCHOOL TEACHER - DV - MULTI 2018/2019	0.00	0.00
60	SCHOOL STUDENT - MULTI 2018/2019	12.50	750.00
	10:45am Making a Change: The Civil Rights Movement and the First Amendment Documentary Theater, Concourse	0.00	
1	ED PROGRAM	0.00	0.00
	<b>Total</b>		<b>750.00</b>
	<b>Payments</b>		<b>0.00</b>
	<b>Balance</b>		<b>750.00</b>

### Important Information About Your Group's Upcoming Visit

***Please note: The Group Entrance on C Street is closed to buses indefinitely. Your buses should unload and load at the main entrance on Pennsylvania Avenue.***

We look forward to the arrival of your group at the Newseum. Please bring this reservation confirmation with you on the day of your visit, and refer to our list of policies and procedures below or on [newseumED.org](http://newseumED.org) to ensure a wonderful visit. Contact us at **(202) 292-6650** or [educationprograms@newseum.org](mailto:educationprograms@newseum.org) if you have any questions.

Newseum tickets are valid for two consecutive days so if anyone in your group is unable to see it all the first day, let them know to keep their ticket to return the following day.

### Group Dining

***Note: Outside food and beverage may NOT be consumed in the building. Students may bring in their own lunches but they must remain in their backpacks and be eaten offsite. There is no storage at the Newseum for student lunches.***

Your group can purchase lunch in the **Food Section by Wolfgang Puck** located on the concourse level of the Newseum. Available is an extensive selection of hot entrees, grilled and cold sandwiches, soups, salads, desserts and more.

**Subject:** FW: Wolf's Bus Lines  
**Date:** Monday, August 26, 2019 at 1:02:45 PM Eastern Daylight Time  
**From:** Benbow, Samuel <SRBenb@ship.edu>  
**To:** Clements, Jennifer <JAClem@ship.edu>  
**Attachments:** image001.jpg

Hey Jen,  
Below is the bus quote from Wolfs Bus Line. Take care, Sam

*Dr. Samuel R. Benbow, Associate Professor  
Department of Social Work & Gerontology  
Chair, Membership Committee, International Association for Social Work with Groups (IASWG)  
Penn- Chapter Representative, International Association for Social Work with Groups (IASWG)  
329 Shippen Hall, Shippensburg University of Pennsylvania  
1871 O.M. Drive, Shippensburg, PA 17257-2299  
E-mail: [Srbenb@ship.edu](mailto:Srbenb@ship.edu)  
Office Number: (717) 477-1781*

**“We must be diligent in our efforts to create space for ALL voices to be heard and felt”**

**From:** Jolene Wolf <Jolene@wolfsbus.com>  
**Sent:** Monday, August 26, 2019 1:00 PM  
**To:** Benbow, Samuel <SRBenb@ship.edu>  
**Subject:** Wolf's Bus Lines

Good afternoon Samuel!

Thank you for requesting a quote from Wolf's Bus Lines for your November 6, 2019 trip to Washington, DC. I do have a 38 passenger coach available and the price would be \$1173.00. We also have a 54 passenger coach available for \$1357.00  
The price is based on round trip transportation from Shippensburg, PA.  
*This price does not include the driver gratuity.*

If you would like to book, we would require a \$150.00 deposit **per bus, per day** and then the balance would be due 1 month prior to the departure date. Our cancellation policy: If you cancel prior to 1 month before departure date, you would get a full refund. Cancellations received thirty days to seven days before the trip are charged 50% of the contracted amount. Cancellations received less than 7 days prior will be charged 75% of the contracted amount.

When you charter any of our deluxe Wolf's motorcoaches, you are backed by over 65 years of service and

## ATTACHMENT G

### GENERAL EDUCATION GRANT INFORMATION AND SUMMARY PAGE

**Title of Project/Event:** UNIV 101-54/55 Washington, DC Field Trip

**Date of Project/Event:** October 26, 2019

**Instructor Name:** James Greenburg

Department

First Year Experience

Political Science

**Email:** [jgreenburg@ship.edu](mailto:jgreenburg@ship.edu)

Department Phone: 717-477-1341

Cell Phone: 717-609-5933

**General Education Program Goals Supported:** UNIV 101 is one of the "Foundations" courses within the General Education Curriculum. The course is designed to: "Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar?"

**GE Courses being instructed and to which this proposal applies:**

UNIV 101-54

UNIV 101-55

**Is project open to campus community:** No

**Total Amount Requested:**

\$2,043.40

## PROJECT/EVENT SUMMARY PAGE

### Part I – Description:

Students will visit the National Archives and the United States Holocaust Memorial Museum, as well as other museums and monuments on the National Mall. A reflective essay, class discussions and an end of course group presentation will link this experience to UNIV Learning Objectives and the course theme of Crime and Society.

### PROPOSAL SUMMARY:

On October 26, 2019, students enrolled in UNIV 101 Sections 54 and 55 will travel to the National Mall in Washington, D.C. via a contracted bus (First Student Bus Charter Rental – Ref # 7650527). Students will be chaperoned throughout the field trip by Professor James Greenburg and the Peer Anchor for UNIV 101 54/55, Ms. Serena Felix. The bus will leave campus for Washington, D.C. at 7:30 A.M. and return at approximately 9:00 P.M.

During the field trip, students will visit the National Archives and the United States Holocaust Memorial Museum and other museums on the National Mall. At the National Archives, students will view the copy of Magna Carta on permanent loan to the United States from the United Kingdom; the Declaration of Independence; the Constitution; and the Bill of Rights. Students will also tour the exhibit on the centennial of the Women's Suffrage Movement as an illustration of the societal evolution of justice and rule of law the United States has experienced both propelled and guided by our founding documents. Students will also visit the United States Holocaust Memorial Museum's permanent collection. This collection contains approximately one thousand historic relics and videos relating to the Holocaust. These artifacts trace the Nazi Regime's rise to power in Germany, its attempts to exterminate European Jews and other minorities, and the efforts of Europeans to resist its horrific acts. During their field experience on the National Mall, students will gain an awareness of the central role of genocide and large scale human rights abuses in world history in shaping our present and evolving conception of rule of law and societal justice in a representative democracy. This experience will address the following course learning objectives of UNIV 101 54/55: Understand the importance of building connections in the university community by engaging in diverse opportunities for learning and personal development beyond the classroom; Evaluate, adopt and apply skills for exploration of the University and societal environments through a scholarly perspective that creates a basis for life-long intellectual growth; Apply an increased understanding and appreciation of diversity and social responsibility in a way that exemplifies the principles of good citizenship within and beyond the campus community; Apply creative and critical thinking in developing and evaluating ideas including the use of primary and secondary source material and the objective analysis of points of view and perspectives that are widely divergent.

This field experience will also enhance students' understandings of their UNIV Course Theme, Crime and Society by enabling them to explore the historical experiences of laborers and enslaved workers throughout the world and the role of world wars and acts of genocide in shaping political and social struggles. The field trip will also enable students to examine larger issues bearing on societal justice to include race, ethnicity, and the power of language to identify, examine and challenge inequalities and injustice. It will also address key issues relating to the shaping of societal perceptions of the meaning of rule of law in representative democracies as they relate to evolving concepts of basic human rights and the protection, promotion and advancement of individual human dignity as the central focus of a just society.

To assess the success of the field experience in promoting these learning objectives and outcomes for this field trip, students will be required to write a reflective essay explaining how the field experiences enriched their understanding of the course theme, Crime and Society. Students will also be required to incorporate their insights from this field trip into an end of course group project be enabling students to analyze the relationship between acts of resistance to the Holocaust inform their understanding of the nature of the rule of law in a representative democracy.

**Part II – Participants:** Students enrolled in UNIV 101 54/55.

**Part III – How this Event will Support Learning Objectives:** The purpose of this Washington, DC Field Trip is to support the goals and objectives of the first year seminar course. Three specific areas will be our primary focus.

1. GOAL: Promote Understanding of Diversity and Social Responsibility

Objective: Students engage with core concepts of diversity and universality, and explore principles of responsible citizenship within our society.

- By participating in this field trip, students will be introduced to the founding documents that provide the foundational basis of rule of law in our society at the National Archives. By experiencing these documents first hand, their understanding of the “living” nature and direct relevance to our individual lives of these documents will be enhanced.
- Through the visit to the National Holocaust Memorial Museum, students will gain insight and perspective into the importance of how societies create and apply societal standards and the importance of the protection of the rights of minorities against the passions of the majority and the power of the state.

2. GOAL: Cultivate Scholarly and Academic Success

Objective: Students engage in academic exploration and apply the metacognitive and academic skills to be a well-rounded and successful student-scholar.

- Students will be required to reflect on their experience and the insights they drew through a required reflective essay.
- Students will be required to incorporate their experiences into an end of course group project in which they will examine critical contemporary issues regarding rule of law and societal justice in our representative democracy.

3. GOAL: Engage with the University Community

Objective: Students engage in opportunities for learning beyond the classroom.

- Students will expand their personal relationships by traveling to Washington, DC as a group and interacting in both structured and unstructured field trip activities.
- Students will have the opportunity to create bonds and connections through a shared experience outside of the classroom and outside of the immediate confines of Shippensburg University.

## Reflective Essay Writing Prompt

Students will complete the following assignment based upon the following three questions:

What?

- What did you notice at the National Archives about the Magna Carta; Declaration of Independence; Constitution and Bill of Rights?
- What did you notice at the United States Holocaust Memorial Museum about the Holocaust?
- Was anything different from what you had imagined or expected? Why?

So What?

- What did you learn from this Field Trip?
- What was this trip important to you?
- How did the trip and activities connect to the course theme of Crime and Society?
- How are you different after participating in this field trip? Why?

Now What?

- How will your participation in this field trip cause or influence you to think and/or act differently?
- After participating in this field trip, would you like to learn more about the things you saw and did?

# GENERAL EDUCATION PROJECT GRANT BUDGET SHEET

**NOTE:** WOLF BUS LINE TRANSPORTATION IS NOT AVAILABLE ON 26 OCTOBER. FIELD TRIP WILL UTILIZE TWO SHIPPENSBURG UNIVERSITY 16 PASSENGER VANS. COURSE INSTRUCTOR AND PEER ANCHOR WILL DRIVE VANS TO SHADY GROUP METRO STATION AND STUDENTS WILL TAKE THE WASHINGTON, DC METRO TO THE NATIONAL MALL.

- TRANSPORTATION: CONTRACTED BUS (FIRST STUDENT BUS CHARTER RENTAL): \$1,283.40
  
- FOOD
  - 36 STUDENTS + FACULTY MEMBER AND PEER ANCHOR
  - \$20.00 PER PERSON
  - TOTAL: \$760.00

**TOTAL REQUESTED: \$2,043.40**

**FACULTY MEMBER:**

  
JAMES R. GREENBURG

OCTOBER 11, 2019

# Thank you for Choosing First!

**First**  **Student**  
Charter Bus Rental

Printed on: OCT 09, 2019 at 11:19:47 CS

This is ONLY a Quote Please contact us to confirm and reserve your transportation.

Dear **DON BROWDER**,

Thank you for choosing First Student. When your group boards a First Student Charter School Bus they not only get safe, professional transportation service - they get a trip back to their childhood days when getting there was half the fun!

Here is a summary of your requested trip:

- # of Buses: 1
- # of Passengers: 38
- Pick up date: 10/26/2019
- Pick up time: 07:30 AM
- Pick up location: CEDDIA UNION BUILDING - 408 LANCASTER DR SHIPPENSBURG PA 17257 US
- Destination: US HOLOCAST MEMORIAL MUSEUM - 100 RAOUL WALLENBERG PL SW

To meet your needs, your trip will require a total service time of 14 hrs.

Your Trip Quote: \$1,283.40

Reference number: 7650527

All trips are scheduled on a first come first served basis. In order to ensure that we have buses available for you, we recommend you book your trip within 24 hours of receiving this letter.

Please contact us if you have any questions concerning your quote or our service. We look forward to assisting you with finalizing your reservation.

Sincerely,

First Student Charter Bus  
855-272-3222

*\*This quote is valid for 15 days. Pricing is based on information provided at the time of submission and is subject to change.*

# ATTACHMENT H

## GENERAL EDUCATION GRANT

### INFORMATION AND SUMMARY PAGE

Title of Project/Event: <b>UNIV 101 Duckpin Bowling</b>
Date of Project/Event: <b>11/24/2019</b>

Your Name: <b>Kelly Stambaugh</b>	Department: <b>For UNIV (FYE) AEES/Psychology are my departments</b>
Email: <a href="mailto:klstambaugh@ship.edu">klstambaugh@ship.edu</a>	Phone: <b>477-1698</b>

General Education Program Goal Supported:  <b>Univ 101 is one of the “Foundations” courses within the new General Education curriculum. The course is meant to: “Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar.”</b>
--

List the GE course(s) and sections you are teaching (or will teach) that this proposal is for: <b>UNIV 101 Sections 57 &amp; 80</b>
--

If the project/event is open to the entire campus, list any additional students/populations who may be interested in attending:
---

Total Amount Requested: <b>\$687.96</b>
---

### PROJECT/EVENT SUMMARY

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

Students (and Peer Anchors) from my sections of UNIV101 wish to travel to Rockwell Lanes in Gettysburg, PA. As part of this excursion, students will be participating in the game of duckpin bowling. The main intent for this trip is to establish a bond and sense of community amongst the students. However, there is an opportunity for learning, wellness, and promotion of diversity in this event as well.

Did you know that there is only one public place for duckpin bowling in Pennsylvania? Fortunately, it is close enough for us to take advantage! Duckpin bowling uses much smaller balls than traditional ten-pin bowling and allows for more inclusion. Duckpin bowling also levels the playing field, so to speak, as the person's strength does not factor in nearly as much as accuracy and precision. As one source concludes, we will all be "equally lousy" at the sport. Many people

## GENERAL EDUCATION GRANT

have achieved the glory of a perfect score of 300 in ten-pin bowling; no one has ever done so in duckpin. The highest recorded score in duckpin is 279. Duckpin bowling has been called a “lost art” and is significantly decreasing in popularity and availability. I would like to provide the students with a chance to experience this sport. (Barry, 2016; “National Duckpin Bowling”, n.d.)

The theme in my UNIV sections is balance. My hope is that this trip will highlight the importance of balance in their lives. I am trying to encourage and model a balance between their campus life/experience with experiences and opportunity off campus. As UNIV 101 instructors, we have been tasked to establish and emphasize a sense of community and civility within our classes. I believe that this trip is another means to accomplish that goal. This trip is meant to be both fun and educational. Given that this trip is offered outside of class time, the students will need to manage their time wisely to be able to participate in the fun. Additionally, they will need to be mindful at the event in order to successfully complete the assignment that will follow. My goal is to model to students that the best outcomes come from a balance of hard work and good-natured fun!

Social activity is known to be correlated with longevity and happiness. Physical activity and wellness also contribute. My assumption is that this relationship would be reflected in retention of our students as well. Students are required to write a reflection on this event and connect it to topics from our course. The topic of wellness (\*Chapter 14 of the required textbook) will be the highlight, but other connections are encouraged and will be obvious to the most contemplative students.

\*Gardner, J. N., & Barefoot, B. O. (2018). Your College Experience: Strategies for Success. (13<sup>th</sup> ed.). Boston, MA: Bedford/St. Martin's.

<http://www.ndbc.org/index.html>

<https://www.nytimes.com/2016/05/29/sports/duckpin-bowling.html>

<https://www.rockwelllanes.com/>

## GENERAL EDUCATION GRANT

It is my belief that this event will specifically foster these specific UNIV101 learning objectives:

### 1.) Engagement with the University Community

*The student engages in opportunities for learning beyond the classroom.*

This game will be new and interesting to all. It will provide the opportunity for students to socialize with one another, their peer anchor, and their instructor outside of class time. It also involves learning the rules of play so that proper scoring can be calculated. To complete the required assignment, the students will be prompted to further investigate the history of the sport.

### 2.) Foster Personal Development and Wellness

*The student develops strategies and goals to support their personal wellness and academic and professional success.*

The students will be encouraged to activate their time management skills in order to be able to participate in this rewarding experience. This social and physical activity will allow for them to reduce their stress and improve their overall wellness.

### 3.) Promote Understanding of Diversity and Social Responsibility

*The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.*

The students will have a chance to demonstrate sporting ethics in a new arena. This sport will be new, challenging, and inclusive.

## GENERAL EDUCATION GRANT



### Shared Assignment: Campus Event Reflection

#### → WRITING PROMPT:

**Within one week of completing your approved service-learning activity or campus event, you should complete and submit this reflection assignment.** The file should be attached to the dropbox and the hard-copy must also be submitted. Aim to write 350-500 words and a three paragraph essay. This assignment will ask you to respond to three questions:

#### *Paragraph 1: What? Focus on:*

- What happened at the event or service project? What was the topic or purpose?
- If this was a project, what was it seeking to accomplish?
- What did you notice about the event or activity? Did anything surprise you? If so, what?
- If this was a service project, skills and/or knowledge did you bring to the project or event?

#### *Paragraph 2: So What? Focus on:*

- What did you learn from this event or program?
- Why was this event or activity important?
- How did the event or service project connect to topics or themes covered in class?
- How did you benefit from attending this event? How did participating or attending connected to your personal and/or professional goals?

#### *Paragraph 3: Now What? Focus on:*

- How will attending this event cause you to think or act differently in the future?
- After attending this event, what would you like to learn more about related to this topic?
- If you participated in a service project, how did your understanding of the community change because of your experience?
- If you could do the project or attend this event again, what would you do differently?

**NOTE TO STUDENTS:** *Be sure that your essay has a title and includes the correct heading. While this essay asks you to address specific questions, remember that this is still an essay. You'll have to ensure you create transitions between each part that make sense and are interesting to read. Use this checklist as a guide to review your essay:*

- *How have you made it evident that your paragraphs relate to one another?*
- *Have you read your work out loud to yourself or someone else (Peer Anchor for example)?*
- *Have you thought about taking a draft of your essay either to the Learning Center's Writing Studio in Mowrey Hall or to the Dauphin Humanities Center Writing Lab? Keep in mind that this is a requirement within our course . . . feed two birds with one scone!*
- *Have you allowed time for revisions?*
- *Consider having your Peer Anchor review your final draft before handing it in to your faculty.*
- *Is your name name included? Have you included the rubric and graded yourself? Stapled?*

# GENERAL EDUCATION GRANT



## Campus Event Rubric

<i>Learning objectives</i>	<b>Levels of Competency</b>				
	<b>Unsatisfactory 2</b>	<b>Emerging 4</b>	<b>Developing 6</b>	<b>Proficient 8</b>	<b>Mastery 10</b>
<b>Meets Assignment Guidelines</b> <i>The student follows all of the assignment guidelines, including a heading, a title, appropriate length, and three paragraph structure</i>	Fails to understand and apply the assignment guidelines.	Begins to apply the assignment guidelines.	Follows some of the assignment guidelines.	Follows most of the assignment guidelines.	Follows all the assignment guidelines completely and accurately.
<b>Reflection and Comprehension</b> <i>The student includes clear, vivid examples from the experience that demonstrate understanding of the material..</i>	Fails to include any examples or illustrations to demonstrate comprehension.	Includes at least one example. Comprehension is not clear	Includes some examples from the experience. Comprehension is somewhat clear.	Includes many examples from the experience that demonstrate comprehension	Includes plentiful examples and illustrations from the experience that demonstrate comprehension
<b>Connection to the Course Material</b> <i>The student connects the experience with material and/or terminology from the course.</i>	Fails to connect to the course in any way	Only briefly connects to the course. Little to no course terminology used.	Briefly connects to the course. Mentions several course terms, but does not provide a clear application or explanation of the terminology.	Several accurate applications of course terminology. All terms from the same chapter.	Several accurate applications of course terminology. Terms used from 2 or more chapters.
<b>Logic and Order</b> <i>The student produces clearly worded and organized text that conveys the logic used to make a clear reflection and conclusion.</i>	Fails to demonstrate awareness of the correct form or structure.	Begins to develop a sense of order to convey an idea, and basic organizational structure is apparent.	Shows awareness of the correct form or structure, and logic is employed to make a reflection and conclusion.	Presents a clear organizational pattern for the reader, with consistent and effective use of logic and structure to make a reflection and conclusion.	Superior development of organizational patterns, and excellent use of logic throughout the writing assignment to make a reflection and conclusion.
<b>Control of Language and Syntax</b> <i>The student uses language that is controlled, readable, clear and proofread.</i>	Fails to convey meaning due to lack of control.	Attempts to control language but meaning impeded because of weak syntax and consistent errors in usage.	Controls language to convey meaning clearly, but syntax and grammar are still a distraction.	Controls language such that it is readable with few exceptions, but contains some errors in usage and grammar.	Thoughtfully controls language that is correct, edited, proofread, and contains very few errors.

GENERAL EDUCATION GRANT

**BUDGET PAGE**

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

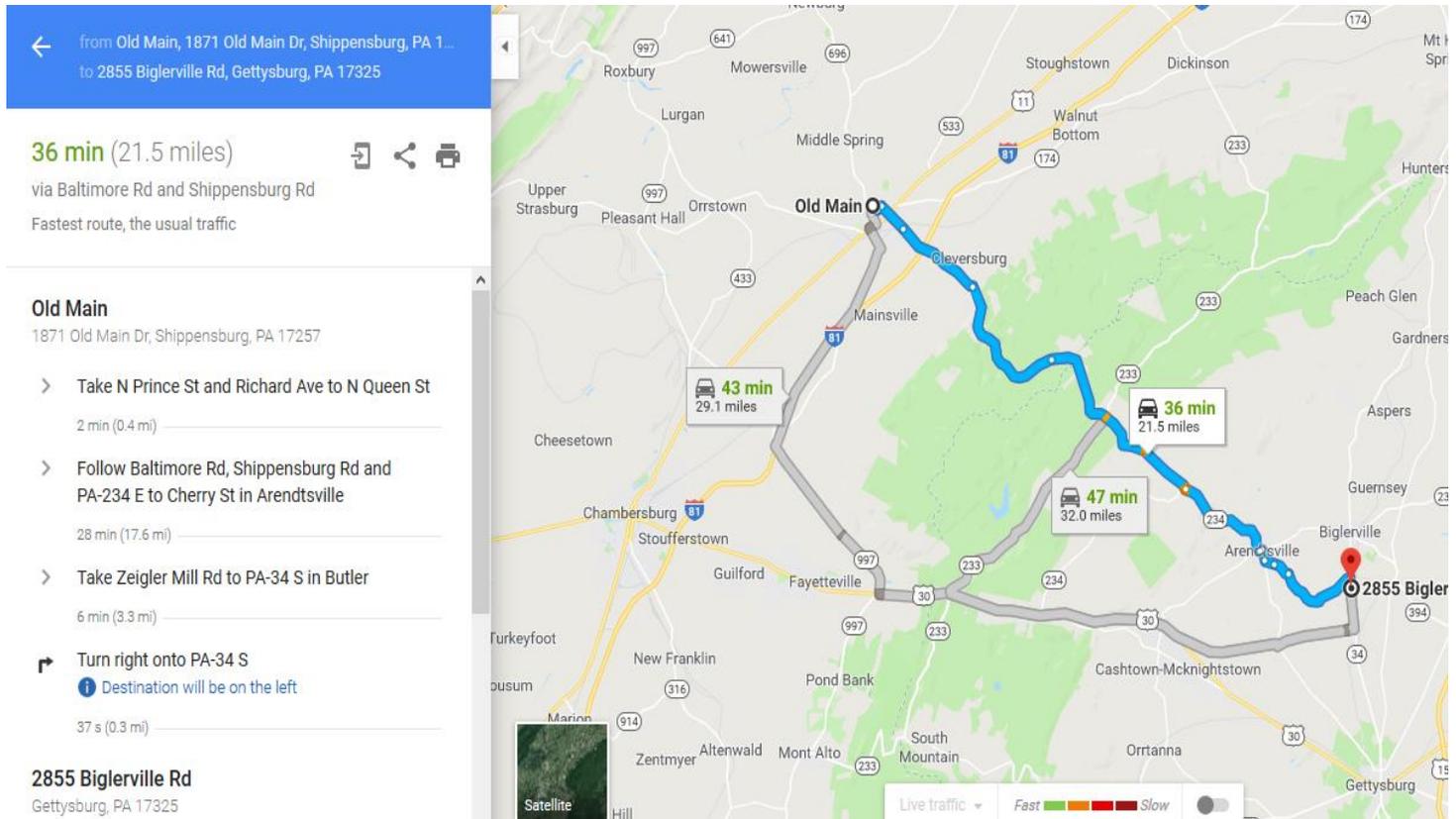
**ITEMIZED BUDGET**

	<b>Item</b>	<b>Cost</b>	<b>Quantity</b>	<b>Amount</b>
1	<b>Rockwell Lanes College Pizza Bowl Special</b> (includes 2 games of bowling, shoe rental, 2 slices of pizza, and a medium drink)	\$ 16.00	40	<b>\$ 640.00</b>
2	<b>Transportation</b> 2 University 15 passenger vans 22 miles one way (44 miles round trip) @ \$0.545 per mile	\$ 0.545	88	<b>\$ 47.96</b>
3		\$		\$
4		\$		\$
5		\$		\$
6		\$		\$
7		\$		\$
8		\$		\$

**TOTAL AMOUNT OF PROJECT/EVENT: \$687.96**

**TOTAL AMOUNT REQUESTED: \$687.96**

# GENERAL EDUCATION GRANT



The following vehicle request has been approved:

**Request No.:** 14122  
**Driver Name:** Stambaugh , Kelly  
**Cost Center:** 6511705000 First Year Experience  
**Vehicle Type:** Van  
**Begin Date/Time:** 11/24/2019 12:00:00 PM  
**End Date/Time:** 11/24/2019 6:00:00 PM  
**Occupant Count:** 15  
**Passenger Names:** Kylee Ford and participating UNIV101 students  
**Destination:** Rockwell Lanes, [2855 Biglerville Road, Gettysburg, PA 17325](#)  
**Purpose of Trip:** UNIV101 Class trip

If your requirements for this vehicle change, please notify Vehicle Dispatch at x 1567 as soon as possible.

**Disclaimer:** Vehicles are subject to availability at time of pickup. Every effort is made to have the type of vehicle requested when you need it; however, mechanical problems, accidents, and late returns by other drivers can result in a vehicle being unavailable when expected.

## GENERAL EDUCATION GRANT

The following vehicle request has been approved:

Request No.: 14121  
Driver Name: Stambaugh , Kelly  
Cost Center: 6511705000 First Year Experience  
Vehicle Type: Van  
Begin Date/Time: 11/24/2019 12:00:00 PM  
End Date/Time: 11/24/2019 6:00:00 PM  
Occupant Count: 15  
Passenger Names: Kelly Stambaugh and participating UNIV101 students  
Destination: Rockwell Lanes, [2855 Biglerville Road, Gettysburg, PA 17325](#)  
Purpose of Trip: UNIV101 Class trip

If your requirements for this vehicle change, please notify Vehicle Dispatch at x 1567 as soon as possible.

Disclaimer: Vehicles are subject to availability at time of pickup. Every effort is made to have the type of vehicle requested when you need it; however, mechanical problems, accidents, and late returns by other drivers can result in a vehicle being unavailable when expected.

**Please note that I took this same trip and received a quote last year from the owner of Rockwell Lanes (Jason). This is what he is referring to in this recent email pasted directly below. I also included the email quote from last spring that specifies what exactly is included in the “College Pizza Bowl Special” The only difference is that the price increased by one dollar per person.**



Rockwell Lanes <rockwelllanes@gmail.com>

Mon 10/7, 9:43 PM



**To:** Stambaugh, Kelly

**Subject:** Re: New message via your website, from [klstambaugh@ship.edu](mailto:klstambaugh@ship.edu)

Ok sounds good. We can do what we did last year and it would be \$16 per person. Let me know at some point which day works best.

Thanks,  
Jason

...

## GENERAL EDUCATION GRANT

Re: New message via your website, from klstambaugh@ship.edu - Stam...

<https://mail.ship.edu/owa/#viewmodel=ReadMessageItem&It>

Re: New message via your website, from klstambaugh@ship.edu

Rockwell Lanes <rockwelllanes@gmail.com>

Tue 2/12/2019 8:35 PM

To: Stambaugh, Kelly <KLStambaugh@ship.edu>;

Okay sounds great and help is my middle name. Lol. Okay, so to get right to it lets call it our College Pizza Bowl Special which include 2 games of Bowling, Shoe Rental, 2 slices of cheese pizza and a medium soft drink (we also have iced tea & lemonade) all for only \$15 per person. Hope this helps and let me know if you can pin down a date.

Thanks,  
Jason  
Owner  
Rockwell Lanes

GENERAL EDUCATION GRANT

**GRANT EVALUATION**  
**COMPLETED BY GE BUDGET COMMITTEE**

Date of Submission:	Date of Evaluation:
---------------------	---------------------

Required Elements	Complete proposal?	Linked to GE Program Goal?	Itemized budget?	Supporting documentation for all budget items?
		Yes/No	Yes/No	Yes/No

	2 – Excellent	1 – Adequate	0 – Poor	Rating
<b>Quality of Application</b>	Clear and detailed description of project/event; All information provided; Free of typographical errors	Clear but general description of project/event; Details missing; Contains a few typographical errors	Unclear what project/event is; Information missing; Contains several typographical errors	
<b>Relevance to General Education</b>	Clear that proposed project fits with specified Program Goal; Explains how project connects to specific learning objectives	General links to Program Goal made; Connections with specific learning objectives not clear	How project fits with Program Goal not explained; Connections with learning objectives absent	
<b>Students Impacted</b>	Open to campus community or students across different GE courses; Students from different disciplines could benefit	Open to students across different GE courses or multiple course sections	For students in one section of one GE course	
<b>Project/Event Budget</b>	Budget for project is reasonable; Costs are essential and relevant to project	Budget is generally reasonable; Some costs not essential or relevant to project	Budget unreasonable given the project; Many expenses are not essential	
<b>Assessment of Student Learning</b>	Requires student assignment based on participation in project; Assignment described clearly and fits with project	Requires student assignment based on participation, but not described clearly or does not fit with project	Student assignment not required	
<b>Comments</b>				
	<b>TOTAL</b>			

**Recommendation:** Approve / Do Not Approve

# ATTACHMENT I

GEC Program Committee  
September 17, 2019  
LL204, 3:45 p.m.

Attending: Kirk Moll, Sherri Bergsten, Kate Shirk, Margaret Lucia, Michael Greenberg, and Brian Ulrich

MOLL informed the committee that there is still no representative from the College of Business.

SHIRK nominated BERGSTEN for Chair; LUCIA seconded. BERGSTEN was unanimously elected.

SHIRK nominated ULRICH for Secretary; GREENBERG seconded. Ulrich was unanimously elected.

The committee reviewed the minutes from April 16, 2019. GREENBERG made a motion to approve, SHIRK seconded, and they were unanimously approved.

The committee looked at UCC 19-25, a revision of the Human Communications B.A. It concluded that because it did not have any general education impact, it was outside the purview of the committee.

The committee looked at UCC 19-21, changing the co-requisite/prerequisite for PHY 123. There will be no change to the PHY 205 lecture learning objectives that address general education. ULRICH moved to approve, and LUCIA seconded. The motion passed unanimously.

SHIRK provided an update on a new Curriculog program for managing course proposals (replacing the S:/ drive). The program is not yet up and running.

SHIRK and BERGSTEN discussed the new GEC proposal form, which UCC has requested. A member of the committee will apply the feedback on the form from the April 25 GEC meeting and send it to UCC.

SHIRK described the assessment calibration meetings from the Spring, which were for goals O, W and U, as well as the ways HCS, ENG, and the UNIV 101 leadership are planning to adjust their learning outcomes. BERGSTEN asked about the format for future calibration meetings. The committee discussed the differences between assessment calibration, handled by the program committee, and assessment feedback, handled by the assessment committee. Calibration is more considering the language of goals and how they fit the program, whereas assessment feedback is more looking at existing data and means of assessment. Both committees should have representation at each other meetings.

The committee decided to make LL 204 their meeting room for the academic year.

Program committee meetings will be the first and third Tuesdays of each month, subject to cancellation if there is no business. The October 15 meeting will be moved to October 22 due to Fall Break.

SHIRK offered BERGSTEN information on accessing UCC spreadsheet and identifying proposals relevant to GEC.

BERGSTEN raised the issue of a policy for departments which do not assess their general education courses. The committee will discuss this further at the October 1 meeting, as well as policies on what sorts of changes can be made to general education mid-cycle as opposed to every four years.

BERGSTEN indicated support from administration for a ¼ time release position for a liaison between GEC and the administration.

BERGSTEN raised the issue of having a general education presence of waivers and exceptions committees that advise deans' offices on waivers and exceptions to requirements.

The meeting adjourned.

GEC Program Committee  
October 22, 2019  
LL204, 3:45 p.m.

Attending: Sherri Bergsten, Kate Shirk, Ben Culbertson, Brian Wentz, Brian Ulrich, Margaret Lucia, Michael Greenberg, and Kirk Moll. Steve Burg was present as a guest representing History and First Year Seminar, and Scott Drzyzga was also a guest as GEC UCC representative.

SHIRK motioned to approve the minutes from 10/1, LUCIA seconded. The minutes were approved unanimously.

SHIRK motioned to recommend proposal 19-76, to add HIS 202 to the GEC as a "Citizenship" course. ULRICH seconded. The motion passed unanimously.

BURG offered an overview of the revisions to the UNIV 101 learning outcomes as a response to an assessment calibration meeting. This involved in part increasing the number of learning outcomes from four to six. The learning outcomes were still complex, which BURG explained as related to the fact that they also served as course themes. BURG also suggested that as the course is still developing its identity, bigger changes might be best left to a discussion at the end of the four-year cycle. Existing assessment data has played a key role in figuring out how best to develop the course going forward. WENTZ questioned whether any change would be needed right now, but BURG thought these clarifications would be helpful. SHIRK also mentioned that the assessment committee thought changes would lead to better data. Committee members suggested changing the wording on the "Cultivate Academic Success" learning outcome.

ULRICH motioned to recommend the amended UNIV 101 outcomes, and SHIRK seconded. The motion passed 5-0 with one abstention.

BERGSTEN reported that the UCC chair thought the new UCC form for new general education course proposals should be subjected to a GEC vote. ULRICH motioned to recommend the form, and WENTZ seconded. The motion passed unanimously.

BERGSTEN will prepare language creating a waivers and exceptions advisory subcommittee to refer to the GEC Bylaws Subcommittee. A proposal to reopen the Bylaws Subcommittee will be made at the next GEC meeting.

DRZYZGA will set up a meeting to move forward discussions of approval processes between UCC and the GECPC.

The committee adjourned.

UCC CONTROL # \_\_\_\_\_

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

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

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

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

DATE: **September 10, 2019**

ACADEMIC PROGRAM/DEPARTMENT: **History/Philosophy** COLLEGE: **Arts and Sciences**

SPONSOR: **Dr. Steven Burg**

PHONE/E-MAIL: **sburg@ship.edu**

COURSE TITLE: **Recent U.S. History**

PROPOSED COURSE NUMBER: **HIS 202**

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

Category S: Citizenship and Society.

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

Yes

No

EFFECTIVE SEMESTER: **\_ Fall 2019 \_\_\_\_\_**

Distance Education only

Standard course

Both

OFFERED AS:

GRADE TYPE:  Standard grading system  Pass/Fail

CREDIT HOURS: \_\_\_\_3\_\_\_\_

WORK LOAD EQUIVALENCY: \_\_\_\_\_.25 FTEF\_\_\_\_\_

CREDITS COUNT TOWARD DEGREE:  Yes  No

FINAL EXAM:  Yes  No

RESOURCE IMPACT

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

**We currently offer one section of this course each semester. We anticipate offering one additional course per semester (two total). We anticipate offering one less section of HIS 105 in the fall term and HIS 106 in the spring term as the History/Philosophy Department adjusts to the transition of the new general education program.**

---

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: 9/10/2019

ACADEMIC PROGRAM/DEPARTMENT: History/Philosophy

COLLEGE: Arts and Sciences

SPONSOR: Dr. Steven Burg

PHONE/E-MAIL: x1189/sbburg@ship.edu

COURSE TITLE: **Recent United States History**

PROPOSED COURSE NUMBER: **HIS 202**

IMPLEMENTATION DATE: **Fall 2020**

CREDITS: **3**

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

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

Category S: Citizenship and Society.

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:

**Examines the social, political, and economic currents of American history since the Civil War. Emphasizes changes taking place in agriculture, labor, urban society, social relations, and industry.**

JUSTIFICATION:

The general education program's Citizenship and Society theme encourages 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. A study of recent United States history provides students with an exceptional way to understand the changing and contest nature of American citizenship through the close examination of episodes in American history such as Reconstruction, the fight for women's suffrage, Japanese Internment, and the Civil Rights Movement.

## 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:

#### **History Learning Objectives:**

- A. Identify and explain the core themes and events of United States history since 1865, and how those topics relate to contemporary American society.
- B. Analyze and evaluate original primary source documents in a sophisticated manner that appreciates issues of content, context, audience, and authorship.
- C. Express complex ideas in clear and effective written English.
- D. Discuss historical issues and controversies with faculty and peers, and defend your point of view using historical facts, examples, and data.
- E. Employ historical thinking that considers factors of change and continuity, context, causation, complexity, and contingency.

#### **General Education Citizenship and Society Learning Objectives**

- F. Civil Rights and Civil Liberties: The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.
- G. Individual and Collective Action: The student understands how societies and communities address collective issues.
- I. Responsibilities of Citizenship: The student understands that individuals and societies have responsibilities to each other and to the common good.

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

- Midterm and Final Exam comprising short answer, document-based questions, and essays (Learning Objectives A, B, C, D, E, F, G, I)
- Periodic Reading Quizzes: A
- Research or Thematic Paper: B, C, D, E

**NOTE:** For purposes of General Education assessment, the final exam will be designed to include five multiple choice questions for each General Education Learning Objective that reflect the levels of mastery of those objectives. Those multiple choice questions will be included in the course final exam as a form of embedded assessment that will enable assessment of the General Education Citizenship and Society Learning Objectives F, G, and I.

## 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 will provide Shippensburg University students with a rigorous exploration of the issues of citizenship and social responsibility grounded in the study of United States history.**

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 content of modern American history is replete with examples of how American rights and responsibilities have been contested from Reconstruction to the present day. Through course content, class discussions, and assignments, students will be deeply immersed in an exploration of how individual and collective action, as well as the role of government and politics, have continually reshaped and redefined notions of rights and citizenship in the United States. Some specific examples of how the Citizenship and Society Learning Objectives will be covered in the class:

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

- Will be addressed extensively in Week 2 & 3 as the class examines the process of post-Civil War Reconstruction, the passages of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution (abolishing slavery, ensuring the right of citizenship, and the right of male suffrage). The course will cover the engagement of African American in the governments of the South, as well as the growing white reaction to African American power. This unit will specifically consider the use of white terror organizations to thwart African-American civil rights in the South. Such as the Ku Klux Klan. The unit on Reconstruction concludes with the eventual federal retreat from defending African-American civil rights after the election of 1876, the withdrawal of federal troops from the South, and the erosion of African-American power and rights.
- Week 4 will discuss the rise of segregation and Jim Crow in the late nineteenth and early twentieth centuries, and the use of extra-legal violence and lynching to enforce racial supremacy in the United States.
- Week 6 addresses the First World War, and a major issue considered is the treatment of wartime dissent, particularly the passage and enforcement of the Espionage and Sedition Acts, and the wartime treatment of German Americans.
- Week 11: The unit on World War Two includes an examination of the treatment of Japanese Americans and the process of Japanese internment.
- Week 12: As part of the discussion of the Cold War, the course will examine the Red Scare and McCarthyism.
- Week 13 and Week 14: In the study of the Civil Rights Movement and the social movements of the 1950s and 1960s, the course considers the institutional discrimination faced by African Americans under Jim Crow, and the ways that the consideration of issues of race led to deeper examination of other forms of social and institutional discrimination based on race, gender, and ethnicity.

**Individual and Collective Action: The student understands how societies and communities address collective issues.**

- Week 3 will specifically discuss the rise of the Farmers Alliance and Populist Party in the late nineteenth century as an expression of rural discontent and political action.
- Week 4 will have students read Ida B. Wells's *Southern Horrors* focusing on the international campaign to organize in opposition to lynching and violence against African Americans.
- Week 5 and Week 6 will discuss the rise of the Progressive Movement and the multitude of social movements associated with that era, including the temperance and woman suffrage movements.
- Week 5: Students will read *Twenty Years at Hull House* that provides an exhaustive discussion of both the challenges of immigration and urban life in turn-of-the-century America, as well as the rise of Jane Addams's Hull House and the Settlement House movement. This provides a rich case study of methods to address social problems through individual and collective action, as well as the process of political and social reform.
- Week 10: The onset of the Great Depression sees a mass of popular organizing to address the crisis of the Great Depression, including the massive organizing by farmers, veterans, the unemployed, and industrial workers. The Depression also provides an excellent opportunity to consider the interplay between politics and collective action with the rise of the New Deal.
- Week 11: The Second World War provides an excellent case study for examining individual collective action during wartime, particularly the role of Americans supporting the war on the home front, as well as the men and women who served in the nation's Armed Forces.
- Weeks 13 and 14: The units on the Civil Rights Movement and the social movements of the 1960s will provide detailed examination of the methods and goals of the fight for African-American freedom and justice, as well as other movements such as the women's movement, the farm workers movement, the peace movement, the counter culture, and the environmental movement.
- Week 15: The course will discuss the rise of the modern conservative movement from the 1960s through the 1980s.

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

- This is a theme throughout the course, but one that is particularly present during discussion of the Populist Movement (what is the role of the government to regulate the economy and assist struggling farmers?); the Progressive Movement (what is the best way for society and government to protect the quality of life and democratic ideals in a time of rapid change, industrialization and urbanization?), the Great Depression (to what extent should the government take a role in providing for the welfare and economic security of individual citizens and families?), World War One and World War Two (the issue of involuntary military service, the use of government propaganda urging public support for the war effort on the home front, and the balance between security and civil rights); and the Civil Rights Movement (what is the role and responsibility of all citizens in ensuring the rights of all America citizens?).
- The course textbook (Eric Foner, *Give Me Liberty!*) and supplemental primary-source reader (Eric Foner, *Voices of Freedom*) are organized around examining three issues: "(1) the meaning of freedom, (2) the social conditions that make freedom possible, and (3) the boundaries of freedom that determine who is entitled to enjoy freedom and who is not. All have changed over time." These themes connect directly to the

General Education Learning Objectives for Citizens and Society, and thus ensure that the course reading reinforces the central learning goals of this course.

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?

**The additional learning objectives are fundamental to the process of studying history. The course content, assignments, and method of examining historical evidence will immerse students in the work of historical analysis, thinking, and writing.**

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

See D.2 above. For General Education Learning Objectives, Instructors will offer a final examination during Finals that will include five multiple choice questions for each General Education Learning Objective that reflect the levels of mastery of those objectives. Those multiple choice questions will be included in the course final exam as a form of embedded assessment that will enable assessment of the General Education Citizenship and Society Learning Objectives F, G, and I.

#### B. Practical Considerations

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

**This course will provide students with an exceptional way to explore the themes of Citizenship and Society while deepening their understanding of modern United States History. As illustrated above, this course will provide a thorough exploration of the category's learning objectives.**

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

**The course will use a variety of instructional methods, such as lecture, discussion, analysis of historical documents and texts, and debates.**

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

**Two section per semester.**

4.
  - a. How many sections and seats will be offered initially? **1-2 sections, 35 seats per section.**
    - i. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department?

**It will not. The department currently offers 1-2 sections per semester.**

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

**No impact.**

- 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, sections, other courses, or departments (including yours)?

**We do not expect significant growth. Growth would be balanced for our department by a decline in the number of students needing HIS 106 due to changes to the general education curriculum.**

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

**This course is distinctive from all of the other courses in the category. By looking at American history since 1865, the course will provide students with a rich and interesting opportunity to consider the ways that society has protected or failed to protect the basic rights of individuals and groups, the way that Americans have addressed collective issues, and the responsibility individuals and societies have to each other and the common good. There is no other course in the entire General Education curriculum that will provide students with this in-depth look at modern United States history.**

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

**No similar courses.**

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

**This is the only course on campus specifically addressing United States History from a historical perspective from 1865-present.**

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

## Section II. Support Services:

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

**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.**

**Shippensburg University Department of History  
History 202: Recent History of the United States (3 credits)**

**Course Description**

Catalog Course Description: Examines the social, political, and economic currents of American history since the Civil War. Emphasizes changes taking place in agriculture, labor, urban society, social relations, and industry.

**Course Overview**

This course seeks to explore the major themes, events, and ideas of American history from 1865 to 2008. It is important to note from the outset that we will not be covering everything that happened in those years. Instead, this course will be focused on addressing a series of “big questions” about American

history. Below are three of those important questions that will follow us throughout the semester. As you will note, these are not simply historical questions, but issues that remain hotly contested even today:

What is the proper relationship between governments, business, and American citizens? To what extent should government power be used to promote social and economic equality, or to regulate the power of private individuals and industries?

How have ideas of who is an American, and who is entitled to the full rights of citizenship, changed over time? What forces have brought about those changes?

What enduring ideas and issues that we recognize in the United States today have their roots in the past that we study?

What is the proper role of America in the world today? To what extent should the United States be involved in efforts to maintain peace, security, and prosperity beyond its borders? If so, what forms should that international involvement take?

This course will be a critical exploration of American history that examines the fundamental issues that shaped recent American history—and that continue to influence American society to this day.

### **Course Learning Objectives:**

#### **History Learning Objectives:**

A. Identify and explain the core themes and events of United States history since 1865, and how those topics relate to contemporary American society.

B. Analyze and evaluate original primary source documents in a sophisticated manner that appreciates issues of content, context, audience, and authorship.

C. Express complex ideas in clear and effective written English.

D. Discuss historical issues and controversies with faculty and peers, and defend your point of view using historical facts, examples, and data.

E. Employ historical thinking that considers factors of change and continuity, context, causation, complexity, and contingency.

#### **General Education Citizenship and Society Learning Objectives**

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

G. Individual and Collective Action: The student understands how societies and communities address collective issues.

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

**Students with Disabilities**: Shippensburg University welcomes students with disabilities into all of the University's educational programs and strives to make all learning experiences as accessible as possible. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office of Accessibility Resources (OAR) to discuss your specific needs. OAR is located in Horton Hall 324 and can be reached by phone at (717) 477-1364. The office's website is [www.ship.edu/oar](http://www.ship.edu/oar).

### **Required Readings**

All of the following books, except for the extra books, are available at the Shippensburg University Bookstore. Please complete all readings before the class for which they are assigned. I have selected these editions because they are both affordable and readable editions. Please be sure to have the specified edition of the Foner and the Ida B. Wells books. Other editions of the other books are acceptable.

Eric Foner, *Give Me Liberty*, volume 2, Seagull 4th edition

Eric Foner, *Voices of Freedom*, volume 2, 4th edition

\*\*Please note that the bookstore has ordered these first two books as a package. As a package the Voices of Freedom reader is available at a significant discount.

Ida B. Wells and Jacqueline Jones Royster, *Southern Horrors and Other Writings*, (Bedford, 1996)

Jane Addams, *Twenty Years at Hull House* (Signet, 1999).



**Attendance**

I will regularly take attendance at the beginning of class. You may miss two classes without penalty. You must notify me about any additional absences, and I may request documentation in order for those to be considered excused absences. If you have more than two unexcused absences, I will deduct 5 points from your participation grade per absence. You must attend at least two-thirds of the scheduled class sessions in order to pass this course.

**Class Ground Rules**

Please arrive on time, and do not begin packing up until class had officially ended. All members of the class are to be treated with courtesy and respect. When we discuss controversial topics, comments should be framed so as to address an individual's ideas rather than attacking the person (i.e.: I do not agree with your statement about...). If you are having problems with any aspect of this class, please let me know as soon as possible. I will make every effort to assist you and to meet your goals for this class. If your behavior is discourteous or disruptive, you may be asked to leave the class. Please put cell phones away...unless I ask you to take them out. In that case, take them out.

**Quizzes**

There will be a very brief weekly quiz given at the beginning of class most Tuesdays. These cover the primary document readings, and require that you analyze them within the context of information that you learn through your background readings. I provide a grading rubric in the upper right hand corner of the quizzes to help you understand what you'll need to address in your answer. You will be graded on five aspects of your answer: accuracy, the degree to which you answer the question that is asked, the specific examples from background readings that you provide, the specific examples from the primary documents that you provide, and the clarity of your writing. No make-up quizzes will be given, but I will drop your three lowest quiz grades.

**Book Quizzes**

In addition to the regular quizzes that you will take during the semester, there will be three book quizzes. These will be based upon Jane Addams, *Twenty Years at Hull House*, Ida B. Wells, *Southern Horrors*, and your extra book. These have a more detailed grading rubric than the one that I use for your regular quizzes, and they are each worth 20 points. The rubric template for the book quizzes is posted on d2l.

**Exams**

There will be a midterm and a final exam given in this course. Tests will include a combination of multiple choice questions, true-false questions, term identifications, and essays. Bring the following to every exam: Two pens and two sharpened #2 pencils and two blue books (these may be purchased at the bookstore).

**Extra Book and Final Project**

On the first day of class, you will select an extra book to read from the "Extra Book" list provided earlier in the syllabus. These books are novels or memoirs set and written during a decade during the 20<sup>th</sup> century. You will be grouped with the other people assigned to read your book. You will create with them a presentation of the book for the class, and, at the end of the semester, you will put together a poster exhibit about the book and the time period in which it was written. Your task in your presentations will be two-fold. First, discuss the major issues that the author includes in the book that reflect the time period in which the author wrote it. Second, discuss the issues that the author raises that are still relevant to our lives today. We will have a gala exhibit at the end of the semester featuring both sections of History 202.

**Extra Book Journals**

Three times during the semester, I give you an extra credit opportunity to update me on the progress that you have made reading your extra book. You just need to write a one page plot summary with characters and page numbers detailing what you have read in your book by the due date of the journal. Each journal entry that I accept is worth three points.

**Research Paper**

You will also write a 4-6 page research paper in which you report on the extra book that you read. As with your presentation, you'll conduct research on a topic addressed in the book from the time that the book was published, and a related topic from the present. Fuller guidelines on this paper will be distributed in class and will be posted on D2L.

**University Closings & Cancelled classes**

University closing and cancelled classes will not change the dates of assignments, quizzes, and exams as noted on this syllabus. If a class is all cancelled, all assignments, quizzes, and exams will be due or made up at the next scheduled meeting of the class. If the university is open, classes will meet, but if you are commuting to campus, I will give you the discretion to determine whether or not it is safe for you to travel to campus.

#### **Email Access**

Please make sure your university email account is open and functioning and that you check it regularly. If you have another personal email account that you prefer to use, make sure that your university email account is forwarded to that other address.

#### **Academic Dishonesty**

All students are required to familiarize themselves with the academic dishonesty policies contained in the Undergraduate Catalogue. Any flagrant instance of academic dishonesty, such as cheating on exams, plagiarism, or turning in a paper written by another person will result in an automatic "F" for this course.

**Commitment to a Safe Classroom and Campus** 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/](http://www.ship.edu/No_More/Sexual_Misconduct/Sexual_Misconduct_Information/)

### **Class Schedule**

**(Any changes to this schedule will be announced and posted on D2L)**

#### **Week 1: Introductions and Understanding the Process of History**

January 22	Introductions & Course Overview
January 24	The Nature of History & Snapshot of America: 1870 & 1900.

#### **Week 2: The Triumph and Failure of Reconstruction**

\*\*Background Reading: *Liberty*, Chapter 15 (all)

January 29	The Politics of Reconstruction, <i>Freedom</i> , doc. 94,95,96,97
------------	---

**Quiz #1**

January 31 A Radical Moment and The Defeat of Reconstruction, Freedom, doc. 98, 99,100.

**Week 3: America's "Gilded Age"**

\*\*Background Reading: *Liberty*, Chapter 16 (all), Chapter 17 (637-648) start Ida B. Wells, *Southern Horrors*

February 5 The Social and Economic Transformation of America, *Freedom*, doc.102

**Quiz #2. First Book Journal Due.**

February 7 Popular Challenges to the New Order, *Freedom* doc. 103,104,105,107

**Week 4: Freedom's Boundaries, Home and Abroad**

\*\*Background Reading: *Liberty*, Chapter 17 (648-end) & Ida B. Wells, *Southern Horrors*

February 12 Spanish American War & Rise of American Imperialism, *Freedom*, doc.112, 113

**Quiz #3**

February 14 Segregation, Violence, and the Anti-Lynching Crusade, Ida B. Wells, *Southern Horrors* (all)

**Book Quiz****Week 5: The Progressive Era**

\*\*Background Reading: *Liberty*, Chapter 18(all), start Jane Addams, *Twenty Years at Hull House*

February 19 The Progressive Movement, read *Freedom*, doc. 115,116,117, 118, 119, 120

**Quiz #4**

February 21 Progressive Politics and Government Policy.

**Week 6: Jane Addams, Twenty Years at Hull House & World War One**

\*\*Background Reading: *Liberty*, Chapter 19 (all)

February 26 Jane Addams, *Twenty Years at Hull House* (all)

**Book Quiz**

February 28 The United States in the Great War, read *Freedom*, doc. 122,123, 125

**Week 7: Midterm Exam**

March 5

**Midterm Exam**

March 7

Aftermath of the Great War, read *Freedom*, doc. 127,128,129.

**Week 8: Spring Break****Week 9: The 1920s**

\*\*Background Reading: *Liberty*, Chapter 20 (all)

March 19 The Contradictions of the 1920s, read *Freedom*, doc.130, 133, 136

**Quiz #5. Second Book Journal Due.**

March 21 The Rise and Crash of Consumer Society **Final Exhibit Prospectus Due.**

**Week 10: Great Depression and New Deal**

\*\*Background Reading: *Liberty*, Chapter 21 (all)

March 26 The Great Depression and the New Deal, read *Freedom*, doc.137, 138, 139, 140, 141

**Quiz #6**

March 28 FDR and the Approach of World War II/Instructions for the Research Paper

**Week 11: World War II**

\*\*Background Reading: *Liberty*, Chapter 22 (all)

April 2 Fighting World War II at Home and Abroad, read *Freedom*, doc. 145

**Quiz #7**

April 4 The Challenges of Wartime, read *Freedom*, doc. , 151, 152

**Week 12: U.S. and the Cold War**

\*\*Background Reading: *Liberty*, Chapter 23 (all)

April 9 Cold War Policy, Cold War Politics, read *Freedom*, doc. 154, 155, 157, 159, 160

**Quiz #8. Third Book Journal Due.**

April 11 Popular Culture of the 1950s. **DUE: Poster exhibit proposals.**

**Week 13: 1950s and Rise of the Freedom Movement**

\*\*Background Reading: *Liberty*, Chapter 24 (all)

April 16 American Society in the 1950s, read *Freedom*, doc.162, 166, 167

**Quiz #9**

April 18 Rise of the Civil Rights Movement, read *Freedom*, doc.158, 164, 168, 169

**Week 14: Politics and Social Movements of the 1960s**

\*\*Background Reading: *Liberty*, Chapter 25 (all)

April 23 **Quiz on your Extra Book/Discussion of Book Projects**

April 25 The Vietnam Conflict, Politics and Social Movements of the 1960's

Read *Freedom*, doc. 171, 172, 173, 174, 175 **Quiz #10**

**Week 15: The Post-Sixties Backlash and The Triumph of Conservatism**

\*\*Background Reading: *Liberty*, Chapter 26

April 30 Politics and Social Movements of the 1960s, read *Freedom*, doc. 181,

184 **Quiz #10/Due: Extra Book Exhibits!!!!**

May 2 **Book Report Paper Due by 9am in the "Final Paper" file in the d2l dropbox.**  
1990's to the present. **Book Exhibit Display TBA.**

**Final Exam: Date and Time To Be Announced**

## CURRENT LEARNING OBJECTIVES - ATTACHMENT L

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

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

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

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

(Continued on the next page)

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

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

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

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

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

## PROPOSED REVISED LEARNING OBJECTIVES - ATTACHMENT - M

	Levels of Competency				
Learning Objectives/ Desired Learning Outcomes	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<b>Cultivate Academic Success:</b> Student <i>practices</i> college level reading, writing, and critical thinking.	Fails to develop appropriate achievement strategies or college-level skills in reading and writing, critical thinking.	Defines appropriate achievement strategies and defines college-level skills in reading and writing, and critical thinking.	Begins to implement appropriate achievement strategies and college-level skills in reading and writing, critical thinking.	Implements appropriate achievement strategies, and demonstrates college-level skills in reading and writing, critical thinking.	Implements and adapts academic strategies to support their academic achievement, consistently demonstrates college-level skills in reading and writing, critical thinking.
<b>Measurement</b>	Use of random sample of final, common written essay to measure outcomes.				
<b>Empower Students to Manage their College Experience:</b> Student <i>employs</i> tools and strategies to manage their time, set goals, <i>establishes</i> priorities, <i>identifies</i> campus resources, and <i>develops</i> a plan for their academic and personal success.	Fails to identify strategies, tools, and campus resources to plan and manage their college experience.	Identifies strategies, tools, and campus resources to plan and manage their college experience.	Begins to implement strategies, utilize tools, and access campus resources to plan and manage their college experience.	Frequently Implements strategies, utilizes tools, and accesses campus resources to plan and manage their college experience.	Consistently Implements strategies, utilizes tools, and accesses campus resources to manage their college experience and to enhance their academic achievement.
<b>Measurement</b>	Use of random sample of final, common essay to measure outcomes.				

<p><b>Build Connections to the Campus and Community</b> Student <i>builds</i> a personal and professional network, <i>engages</i> in campus and community life, and establishes a connection to the purpose and traditions of Shippensburg University.</p>	<p>Fails to create relationships with peers, staff, and faculty; fails to participate in academic and co-curricular activities, or to establish a personal connection to the traditions of Shippensburg University.</p>	<p>Describes how relationships with peers, staff, and faculty are important to their student experience, defines the value of campus academic and co-curricular activities, and defines the purpose and traditions of Shippensburg University.</p>	<p>Identifies peers, staff, and faculty with whom to build relationships, identifies academic and co-curricular activities of interest on campus and/or in the community, and explains the purpose and traditions of Shippensburg University.</p>	<p>Initiates relationships with peers, staff, and faculty, attends academic activities and co-curricular activities on campus and/or in the community; and explains how they connect to the purpose and traditions of Shippensburg University.</p>	<p>Develops relationships with peers, staff, and faculty; attends academic events; is involved with one or more campus group, team, or organization; and explain how they can contribute to purpose and traditions of Shippensburg University.</p>
<p><b>Measurement</b></p>	<p>Self-reported student data on pretest/posttest survey.</p>				
<p><b>Foster Personal Health &amp; Wellness</b> The student <i>develops</i> strategies and goals to support their personal wellness and identifies the connection between wellness and academic success.</p>	<p>Fails to identify how personal wellness contributes to their academic success and professional goals.</p>	<p>Defines personal wellness and identifies strategies for their personal wellness.</p>	<p>Explains how personal wellness contributes to academic success and professional goals.</p>	<p>Connects how their personal wellness contributes to their academic success and professional goals.</p>	<p>Identifies strategies to achieve their personal wellness goals, and reflects on how their wellness connects to their academic success</p>
<p><b>Measurement</b></p>	<p>Self-reported student data on pretest/posttest survey.</p>				
<p><b>Promote Civic Responsibility</b> Student <i>identifies</i> the values and responsibilities associated with being part of a community, and the importance of</p>	<p>Fails to identify value of civic engagement leadership and service.</p>	<p>Defines civic engagement, leadership and service in a community.</p>	<p>Explains examples of civic engagement and strategies for leadership and service in a community.</p>	<p>Interprets the value of civic responsibility and how those values connect to their own life and experience.</p>	<p>Identifies and acts on opportunities to implement the values of civic engagement, leadership, and service.</p>

civic engagement, leadership, and service.					
<b>Measurement</b>	Number of students participating in the Day of Service will be used to measure service (Benchmark needed).				
<b>Practice Civility in a Diverse Society:</b> Student <i>engages</i> with the concepts of diversity and universality, and <i>employs</i> the skills to live, work, and interact as part of a diverse community.	Fails to define or apply concepts of diversity, inequality, privilege, and diverse perspectives in their communications and interactions.	Defines concepts of diversity, inequality, privilege, and diverse perspectives that impact communication and interactions in a diverse community.	Explains concepts of diversity, inequality, privilege, and diverse perspectives, and explains how those impact their own communication and interactions when interacting in a diverse community.	Interprets concepts of diversity, inequality, privilege, and diverse perspectives, and begins to apply those concepts to their own communication and interactions in a diverse community.	Applies concepts of diversity, inequality, privilege, and diverse perspectives when engaging in communications and interactions in a diverse community.
<b>Measurement</b>	Self-reported student data on pretest/posttest survey.				

# ATTACHMENT N

UCC CONTROL # \_\_\_\_\_

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

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. **The default is to count course credits as general education. If the course should count in the major, then a program revision will need to be submitted.** Minor and certificate programs are not affected by this policy.

#### 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.

DATE:

ACADEMIC PROGRAM/DEPARTMENT:

COLLEGE:

SPONSOR:

PHONE/E-MAIL:

COURSE TITLE:

EXISTING COURSE NUMBER:

OR

PROPOSED COURSE NUMBER: 190 [recommended process for new course (not currently in course catalogue)]

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

To prompt and guide students to ...
-------------------------------------

PROPOSED SEMESTER: \_\_\_\_\_

OFFERED AS:  Distance Education only  Standard course  Both

GRADE TYPE:  Standard grading system  Pass/Fail

CREDIT HOURS: \_\_\_\_\_

WORK LOAD EQUIVALENCY: \_\_\_\_\_

CREDITS COUNT TOWARD DEGREE:  Yes  No

FINAL EXAM/ASSIGNMENT:  Yes  No

CATALOG COURSE DESCRIPTION:

PRE/CO-REQUISITES:

General Education Mission and Goals, Student Learning Objectives, Assessment of Student Learning Outcomes & Competencies, and Resource Implications

**Please see sample proposal on the GEC website.**

1. How will this course support the mission, and selected theme and goal, of our General Education Program?
2. Does this course duplicate any existing courses? Why is this course needed in addition to the other General Education courses that already support the same Program Goal? Provide justification.
3. **General Education Learning Objectives:** How will this course provide students with ample opportunities throughout the course to accomplish the learning objectives listed on the GEC's rubric for the selected Program Goal?
4. **Discipline Specific Learning Objectives:** If applicable, how will this course provide students with ample opportunities to accomplish any additional discipline specific learning objectives?
5. How will student learning outcomes and competencies be assessed using the approved rubrics for reporting to the GEC Assessment Committee? Please share any assessment data relevant to the General Education goal.
6. Include a **syllabus** with a tentative schedule of topics and assignments, and selected textbooks or readings. **Be explicit regarding when and how the General Education learning objectives are addressed through the content and assignments in the syllabus.** This syllabus is not binding, but it should show specific examples of how the course may achieve the learning outcomes associated with the proposed General Education program goal.
7. 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?
    - ii. What resource impact(s) will this course have on students, other courses, or other departments? Provide details.
  - 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)?
  - c. 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.)
  - d. 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.)
8. Please address possible impacts on existing courses in the General Education program goal and theme. Verify consultation with the other departments teaching courses in the same program goal.
9. Will this course require any computing resources above and beyond those typically available in the classroom?
10. 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?

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.**

# ATTACHMENT O

## MINUTES

First Year Experience Subcommittee, General Education Council,  
3:30 PM September 12, 2019, DHC 050

- I. Dr. Cella called the meeting to order at 3:30 pm. Attendance at the meeting included: T. Frielle, S Burg, K. Johnson (for Bennet)
- II. Drs. Cella and Burg unanimously elected co-chair FYE, Prof. Josefina Smith elected as secretary.
- III. Update for UNIV101:
  - a. Smoother than last year
  - b. Transfer section successful
  - c. More consistency present in UNIV101 sections
  - d. Peer anchor program more effective
    - One-on-one with peer anchors and student early requirements (follow writing fellow model)
    - Peer anchor training (counseling, learning support)
    - JMS will contact Javita Thompson about IL in UNIV 101
- IV. Campus-Wide steering committee meeting
  - a. Housing
  - b. athletics
  - c. Student first
  - d. Early Explorers program successful anecdotal
  - e. 75% FY students at academic wellness week
  - f. Charles Payne: Veterans Service Coordinator of Veteran Affairs and Non-Traditional Students
- V. Assessment
  - a. Burg will send report from last year
  - b. rubric revisions based on recommendations from Program & Assessment Committee
    - J. Smith and S. Burg will draft new rubric for committee review
  - c. Final paper for skills assessment