

General Education Council

2019-2020 Academic Year

Agenda, for the meeting on Tuesday, November 26, 2019, in ELL205 at 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – **See Attachment A**
3. Remarks by Co-Chairs – Dean James Mike, Dr. Kirk Moll
4. Old Business
 - a. Reports from our Standing Committees
 - i. Assessment (Dr. Dudley Girard)
 - ii. Budget (Dr. Carrie Sipes) – **See Attachment B**
 1. Review of Grant Proposals
 - a) Campbell - **See Attachment C**
 - b) Pierce – **See Attachment D**
 - iii. Program Committee (Dr. Sherri Bergsten) – **See Attachment E, F, G**
 1. Annual GEC Program Revision – **See Attachment H**
 2. Draft of Policy for Gen Ed courses not being assessed – **See Attachments I**
 - iv. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella) - **See Attachment J**
 5. New Business
 6. Announcements
 7. Call to Adjourn

Attachment A

MINUTES

General Education Council, 3:30 pm, October 29, 2019, ELL 205

- I. Dr. Moll called the meeting to order at 3:35 pm. Attendance at the meeting included: K. Moll, S. Bergsten, C. Sipes, S. Lee, B. Culbertson, D. Girard, C. Huo, A. Vassallo, L. Cella, 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. Clements, J. Smith, and S. Burg.
- II. Dr. Burg motioned, seconded by Dr. Forlenza, to approve the September 24, 2019 minutes. All were in favor and the motion passed unanimously.
- III. Dr. Moll made opening remarks and apologized for sending out the wrong program minutes.
- IV. Old Business
 1. Assessment Committee - The committee met on September 19, 2019. Dr. Girard shared that initial communication went out to all assessment contacts for each department. The committee is confirming that separate emails are sent for each goal to ensure that each goal reporting form is submitted.
 2. Budget Committee – The committee met on October 23, 2019. Dr. Sipes shared the following budget requests made to the committee:
 - I. Dr. Wadas (History) amended request funds for the Aki Japanese Steak House. The bus will now be free. The committee recommended funding the amended proposal for \$756. All were in favor and the motion passed.
 - II. Dr. Clements (Social Work) requested funds for the Newseum Field Trip. The committee recommended funding the proposal for \$3,280. All were in favor and the motion passed.
 - III. Dr. Greenburg (Political Science) requested funds to visit the National Archives and National Holocaust Memorial Museum for \$2,043.40. All were in favor and the motion passed.
 - IV. Dr. Stambaugh (AEES/Psychology) requested funds for Duckpin Bowling. The committee recommended funding the proposal for \$687.96. All were in favor and the motion passed.
 - V. A concern was raised about the sustainability of funding trips. There are limited funds remaining. Dr. Mike suggested that a sub-committee be formed to further explore the types of experiences that fit within the application. Dr. Moll asked whether it might be beneficial for the FYE Committee to meet with the Budget Committee to discuss the issue further. The question emerged about how to bring more experiences to campus to increase the potential number of students impacted.
 3. Program Committee – Dr. Bergsten shared there was one course approval.
 - I. New course approval – HIS 202. GEC Category S – Citizenship & Society. The Program Committee recommended approval of the new course. All were in favor and the motion passed.
 - II. First Year Seminar (UNIV 101) Learning Objectives Revision – Dr. Bergsten explained the UNIV 101 current learning objectives were teased out to clarify content, but the changes do not substantially change the

- objectives. The Program Committee recommended approval of the UNIV 101 revised learning objectives. All were in favor and the motion passed.
- III. Revised General Education Course Proposal Form – Dr. Bergsten shared the document was brought to GEC in the spring and clarified the language changes. Program committee recommended the revised GEC Course Proposal Form to be approved as the new GEC Course Proposal Form. All were in favor and the motion passed.
 - IV. Discussion Items
 - I. Proposal Draft for GEC Liaison – The program committee brought forth a proposal for a new position in the GEC. The proposal suggested that the person be elected by GEC and potentially be involved with UCC. A description of the role, including .25 release time, was provided to GEC members during the meeting. Dr. Moll acknowledged that the Ad Hoc Amendments Committee would need to be opened to discuss. A discussion occurred about the benefits, concerns and questions around the introduction of the potential GEC Liaison position.
 - II. Waivers and Exceptions Advisory Subcommittee – The program committee brought forth a suggested subcommittee for GEC. A discussion occurred about the benefits, concerns and questions around the introduction of the potential Waivers and Exceptions Advisory Subcommittee.
 - III. Dr. Ulrich motioned to reopen the Ad Hoc Amendments Committee for the two discussion items - GEC Liaison & Waivers and Exceptions Advisory Subcommittee. Dr. Burg seconded. All were in favor and the motion passed.
 4. First-Year-Experience Committee - Dr. Burg shared that the process for recruiting faculty for UNIV101 and peer mentors. The largest work at this time is supporting freshman in scheduling for Spring 2020. Dr. Burg commented that the academic advising process varies greatly. Dr. Burg shared that FYE is meeting with the Provost this month to discuss where UNIV101 lives within the larger university system as it currently does not have a specific department. Dr. Burg noted Joshua Eyler, author of *How Humans Learn*, will be coming to Shippensburg in the Spring.
 - V. New Business – Dr. May has secured an Assessment guru to come to campus on November 8th.
 - VI. Dr. Drzyzga motioned for the Budget Committee to develop new guidelines to review funding proposals. Dr. Forlenza seconded. Dr. Carbo amended the motion to include investigating all issues related to funding proposals including additional funding sources. Dr. Ulrich seconded. All were in favor and the motion passed.
 - VII. Announcements – Dr. Moll asked GEC members who are interested in serving on the Ad Hoc Amendments Committee to contact him.
 - VIII. The meeting adjourned at 4:50 pm.

Minutes submitted by Dr. Wendy Kubasko

Attachment B

MINUTES

GEC Budget Committee Meeting

November 20, 2019

Starting time – 2:30 p.m.

Ending Time – 3:30 p.m.

Location: Rowland 108

1. Dr. Sipes called to order at 2:30 p.m.
 - a. Present: Drs. Sipes, , Carbo, Chen, Rojas
 - b. Absent/Excused: Dr. Vassallo
2. Dr. Sipes provided updates:
 - a. Dr. Greenburg's trip was cancelled. The approved grant was for the amount of \$2,043.40. Due to the cancellation of the trip, the current available monies for grants (as of 11/23/2019) is \$ **3,416.04**. The committee agreed to inquire about the possibility of writing a policy/bylaw clarifying to prospective applicants what would occur whenever events for previously approved grants are cancelled.
3. Grant Applications
 - a. **Applicant:** Dr. Pierce (History).
Event/Project: Research project on historical objects. Physical build of historical replicas
Amount: \$396.34
Recommendation: Rubrics reviewed; all in favor to approve
 - b. **Applicant:** Dr. Campbell (Art and Design)
Event: Two trips: National Gallery of Art, Washington D.C.; and Philadelphia Museum of Art
Amount: \$3,191.00
Recommendation: Although the grant was recommended for approval, a conversation ensued about the lack of funds to fund both trips. Dr. Sipes sent an email to the applicant explaining the situation. Given the funds available at this moment, the grant could cover the costs of only one of the trips (National Gallery of Art, D.C.)
4. Meeting adjourned at 3:30 p.m.

Minutes submitted by Dr. Rojas

INFORMATION AND SUMMARY PAGE

Title of Project/Event: National Gallery of Art Museum, Wash., D.C. & Philadelphia Museum of Art
Date of Project/Event: March 27, 2020 (National Gallery) & April 3, 2020 (Philadelphia Museum of Art)

Your Name: Michael Campbell (Ben Culbertson, Mark Moilanen)	Department: Art & Design
Email: mecamp@ship.edu	Phone: ext. 1533 / 1530

General Education Program Goal Supported:

List the GE course(s) and sections you are teaching (or will teach) that this proposal is for:

Gen. Ed. Art 101: Art Appreciation, six sections:
 M. Campbell – CRN 27638
 B. Culbertson – CRN 27065; CRN 27066
 M. Moilanen – CRN 27072; CRN 27073; CRN 27074

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

Priority is given to Gen. Ed. Art 101: Art Appreciation students (current enrollment, six sections, is 133 students). Each trip will be open to SU students if spaces are available. Art Appreciation students are expected to claim all available bus seats (55 seats per bus x 2 = 110 seats; minus 3 for Art & Design faculty).

Total Amount Requested: **\$3,191.00**

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. Event Description:

The six sections of Gen. Ed. Art 101: Art Appreciation will have the opportunity to travel to the National Gallery of Art, Washington, D.C. or to the Philadelphia Museum of Art, Philadelphia, PA. Both museums present permanent collections and special exhibits (*see attached museum website pages*) which represent historical periods, styles of art, and art themes (gender, social, ethnic, political, diversity, and other). Direct experience with visual art heightens the understanding of and appreciation for the vision conceived by the visual artist. Both museums are recognized nationally and internationally for the quality of their collections and their curatorial expertise with contemporary and historical exhibits.

2. Who will or can participate:

GENERAL EDUCATION GRANT

There will be up to 107 Art Appreciation students participating and 3 Art & Design faculty.

3. How will this event support learning objectives:

- Objective: Interconnections. Students will be exposed to a diversity of images and content through this experience. They will be asked to analyze visual images which comment on themes (the human experience, inequality, diversity, culture, gender, social issues, and other) using the course content covered prior to the museum visit. Content seen in this museum visit will provide the student with the opportunity to make connections with other disciplines through distinct exhibit themes.
- Objective: Descriptive Communication, Analysis and Content, Interpretation and Response: Students will be assigned a paper that clearly, and with significant detail, makes an accurate observation of the work of art. The description will include visual art vocabulary, covered in Art 101: Art Appreciation, to add specificity. Context will be addressed by relating the work to other visual art styles, historical and contemporary periods and or events. Finally the student will articulate a thoughtful and personal response to the meaning or message carried by the work of art. Interpreting the symbolic, metaphorical, emotional, cultural, artistic, historical and contemporary relevance will be essential to gaining an appreciation of the work.

4. The assignment associated with this museum visit:

Attached are the assignments given by each of the Art & Design faculty.

PHILADELPHIA MUSEUM OF ART TRIP - FRIDAY, APRIL 3, 2020

Directions:

- Items to take with you on this trip: a pencil or pen, paper for notes/notebook, camera phone or camera for color photographs, museum admission fee, and lunch/snack money.
- When you arrive at the Philadelphia Museum of Art take a **Color photograph of you (ie. "a selfie") within the museum. Do not use a flash.** Ask permission of a security guard if it is ok to take a photograph in the space or gallery; look for signage, "No Photographs". Be sure the background contains information that gives "**visual proof**" that you are in the museum. *Note: Some areas of the museum, "Special Exhibits", do not permit the taking of photographs because the artwork may come from other museums or private collections. Again, when in doubt, please, always ask a security guard.*
- Locate a museum map and identify the exhibits or galleries of personal interest. Visit each of the exhibits and the galleries you identify.
- Select a few works of art, two dimensional or three dimensional or a combination of both, that are of interest to you. Ask a security guard if the work can be photographed; you may also be able to find the image of the work on a post card in the book/gift shop. **You will need a color photograph of the artwork to write the in-class Review!** If the work can not be photographed select another work of art. Two or three works of art will give you some options to consider when you write your in-class Review.
- Collect the following information for each work of art you photograph: **Artist's Name, Title of the Artwork, Medium/Media, Date, Dimensions, Country, Style of Art.** Look to the exhibit label or the posted description to find this information. Make some notes to yourself about each work. What do you see that is important in this work of art? What art vocabulary dominates and is striking to you in each work?
- On the assigned class date **bring all information on the work of art and the Color Photograph taken. All Color Photographs must be printed** so you have something in front of you to look at while completing the Review questions. **Looking at photographs on your phone will not be allowed when you write your Review.**
- Submit with your in-class Review with your printed Color Photographs, your museum notes, and the information you collected on each artwork. Each of these items are part of the Review assignment and will be assessed.
- **This assignment is worth one letter grade toward your final course grade; outlined in the course syllabus.**
- **You are expected to work independently on this assignment. Plagiarism will receive an "F" grade, and may result in a course grade of "F".**

Note: An alternative assignment (a research paper) is assigned to the student who is unable to participate in this educational museum experience. The research paper will be due Wednesday, April 1st at 8:00 am. **Late research papers will not be accepted; a grade of "F" will be assigned.**

* This assignment has been adopted by the Art & Design Department to meet the university requirements for General Education courses.

PHILADELPHIA MUSEUM OF ART, ART WORK REVIEW (IN-CLASS)

Selected Artwork for Review:

Artist: _____

Title of the Artwork: _____

Medium/Media: _____

Year: _____

Dimensions: _____

Country: _____

Style of Art: _____

Name: _____

Date: _____

PHILADELPHIA MUSEUM OF ART, ART WORK REVIEW (IN-CLASS):

Please write or print legibly. Use correct spelling, grammar, and punctuation in your writing. Limit your response to the lines provided. Staple to this sheet: your "selfie photograph", your Color Photograph of your selected artwork, and all museum notes.

Describe the Artwork: *Clearly and precisely, describe sufficient details of the artwork.*

Analysis & Content: *Use your art vocabulary, the visual elements, and the principles of design to identify the significant elements in the artwork. In addition, analyze the content and method(s) of creation.*

Interpretation & Response: *Write an articulate, thoughtful and personal response to the artwork. In your response consider the relevance of the work at a variety of levels (symbolic, metaphorical, emotional, cultural, artistic, historic, and contemporary).*

ART MUSEUM (IN-CLASS) EXAMINATION

Department of Art & Design

NAME _____

Shippensburg University

Professor DR. MOILANEN

Course _____

DATE _____

SEMESTER _____

Ensure that your **COLOR** photo (i.e., "selfie") of your face/body providing proof that you attended one of my approved art museums (listed in my official course syllabus) is **stapled onto the BACK** of this two-page (front-and-back) written examination. [Again: The "selfie" pic **MUST** be in COLOR - **not** in B/W !!!] **Not** doing so = **automatic** failing grade.

This in-class examination is worth a quarter (25%) of your **FINAL COURSE GRADE**. You **MUST** attach the "photo-of-proof" onto this handwritten examination *today*. Your written answers **MUST** address each of the three areas below - and be communicated with **penmanship that is LEGIBLE and WELL-PRESENTED**.

There are no "right" versus "wrong" answers to be obtained through my assignment; however, I will need to establish a grade (0-100 pts.) per my grading distribution outlined in my official course syllabus. The higher/richer/more informed description you offer - the higher the grade assigned by me, as your professor.

[NOTE: This assignment was specifically crafted by Department of Art & Design faculty to address/meet the newly-adopted (November, 2016) requirements for a course being included as an official General Education selection at Shippensburg University - per General Education Committee and SU Administration governance.]

ART MUSEUM _____

DATE OF VISIT _____

ARTIST'S NAME _____

TITLE OF ARTWORK _____

MEDIUM/MEDIA _____

YEAR _____ DIMENSIONS _____ COUNTRY _____ STYLE _____

REFERRING TO THIS (ABOVE) PARTICULAR ARTIST & HIS/HER ARTWORK YOU HAVE CHOSEN, **ANSWER** - with correct spelling, grammar, punctuation, and the like - the following three areas (using **ONLY** the lines provided):
[Other side, please]

"DESCRIBE" CATEGORY

Here, you must **"communicate clearly and precisely, with sufficient observational detail about the work of art."**

"ANALYSIS & CONTENT " CATEGORY

Here, you must use **"appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the content and its creation."**

"INTERPRETATION & RESPONSE" CATEGORY

Here, you must provide **"interpretation that expresses an articulate, thoughtful and personal response to a work of art, considering the relevance of the work at a variety of levels (symbolic, metaphorical, emotional, cultural, artistic, historic, contemporary)."**

Thank you for your responses.

Do **NOT** forget to staple the **REQUIRED COLOR (not B/W) "selfie" photo-of-proof** onto this paper!!! **COLOR!**

1. ON SHOW

From the museum flyer or signs posted, find out what the special exhibition is and plan to go see it. These special exhibitions are often rare opportunities to see work brought together from many locations. Here are current shows:

MUST SEE!

In Memoriam: Robert Frank (1924-2019)

Ongoing from September 17, 2019
East Building, Concourse

Famous photographer died Sept. 9 this year. One of his famous photos is in our textbook.

Verrocchio: Sculptor and Painter of Renaissance Florence

September 15, 2019 - January 12, 2020
West Building, Main Floor

Leonardo DaVinci's teacher. 50 Works of paintings and sculpture including a version of "David and Goliath" very different from Michelangelo.

The Eye of the Sun: Nineteenth-Century Photographs from the National Gallery of Art

September 8 - December 1, 2019

West Building, Ground Floor, Inner Tier

On the 180th anniversary of photography's introduction to the world in 1839, an exhibition of some 140 photographs offers an in-depth look at the development of the medium throughout its first 50 years

By the Light of the Silvery Moon: A Century of Lunar Photographs

July 14, 2019 - January 5, 2020

West Building, Ground Floor - Gallery 22

The year 2019 marks the 50th anniversary of the Apollo 11 moon landing on July 20, 1969. Lunar images from the 19th and 20th centuries! You won't see this again.

2. REFLECTIONS

Write your impressions of your visit. What artists did you see that you recognized? Did any of their works surprise you? What impressed you? What made you pause, made you think, made you laugh, revved you up, made you mad, made you sad, made you look twice.

OTHER ART MUSEUMS IN THE WALKING AREA (Check your maps or ask)

- ✓ *National Gallery Sculpture Garden* (just outside near the West bldg.) Good for photo ops!
- ✓ *The Hirshorn Museum*- Easy walk across from National Gallery toward the Smithsonian. Hard to miss, it's a circular building. It's well worth it; often much more challenging and interesting work than the National Gallery. Also take a walk through their Sculpture Garden.
- ✓ *The Museum of African Art*-(near the Freer and Sackler) Highly recommended. Often surprising or arresting work both ancient and contemporary.

- ✓ *The National American Indian Museum*
Amazing building itself. Walk around it. This museum is jammed full of works from native cultures. You might get lucky and see a free native dance performance

3. WRITING ABOUT ART

Choose two(2) works you like. A 2D work (painting, drawing, print) and a 3D work (sculpture, mixed media, fine craft). Don't forget the Sculpture Garden outside! Take some time to take the works apart visually. You must include pictures of the works you are analyzing. Answer the questions from "Looking at Art and Writing: The Critique" found below. Expect to write at least a page for each work you critique.

LOOKING AT ART AND WRITING: THE CRITIQUE

Here is a method that will allow you to look at works of art the same way an art critic might look at a work. Begin with the assumption that everything in the work is intentional. Also, assume that there is something the work is trying to say but it may be difficult to hear without focused attention and further study. Try to suspend judgment for a moment.

A. Art is a product of culture; Culture is a product of time and place.- Begin with these questions:

1. Artist, title, medium, and date?
2. Where is the artist from? What do you know or what can you find out about the artist? (Copy info from the label on wall or find info sheets in the room with the work.)
- 3 What is the historical style?
4. Does it remind you of any artwork you've seen before? In what way?
5. Where in history does this work fit? Can you find any evidence that this work is a reaction to a previous way of thinking?

B. Test your attention

Before you begin to write take the time to identify formal elements present in the work. (FORM- The way a work looks) Then, when you begin writing choose the ones that apply most to your chosen work.

- Sketch the linear structure analysis of these pieces. A 3-D work might need more than one view. Include this in your report! Examples will be given in class.
- You can draw on top of an image of the work if you like. You will need a photo of the work; check to be sure photos are permitted.

HERE ARE SOME QUESTIONS ABOUT THE STRONGEST ELEMENTS IN THE WORK YOU SHOULD NOTICE BEFORE WRITING (Remember: not all will apply to every work)

- ✓ **NOTICE THE OVERALL FORM:** What are the most prominent visual elements in this work?
- ✓ **NOTICE USE OF LINES:** Are there strong lines (actual or implied) that cause your eye to move around the work creating movement or direction? Lines formed by edges? Thick, thin, irregular?
- ✓ **NOTICE SHAPE:** Predominant shapes? Predominance through repetition? Geometric or natural or irregular?
- ✓ **NOTICE COLOR:** Inventory colors. Where are they used? Warm/cool? Dark/light? Naturalistic or dream colors? What color harmonies are used? Is there emotional content in the use of color?
- ✓ **NOTICE LIGHT and VALUE:** Natural/artificial? Bright/dark? Shadows? Where is the light coming from? Does it shine on and give more importance to one part of the artwork? Why?
- ✓ **NOTICE TEXTURE:** Actual or Visual texture? Does the artist use unusual texture? If you could touch it how would it feel?
- ✓ **NOTICE SPACE:** If 2D: Flat or deep? Do you feel like you could enter this work? How would you feel there? What is your vantage point as the observer?
- ✓ **If 3D or Sculpture:** Does it seem to enclose space or project outward? Is "negative space" important? Does it invite you to move around it, how? Does it have interesting or changing views from many angles?

NOTICE DESIGN PRINCIPLES

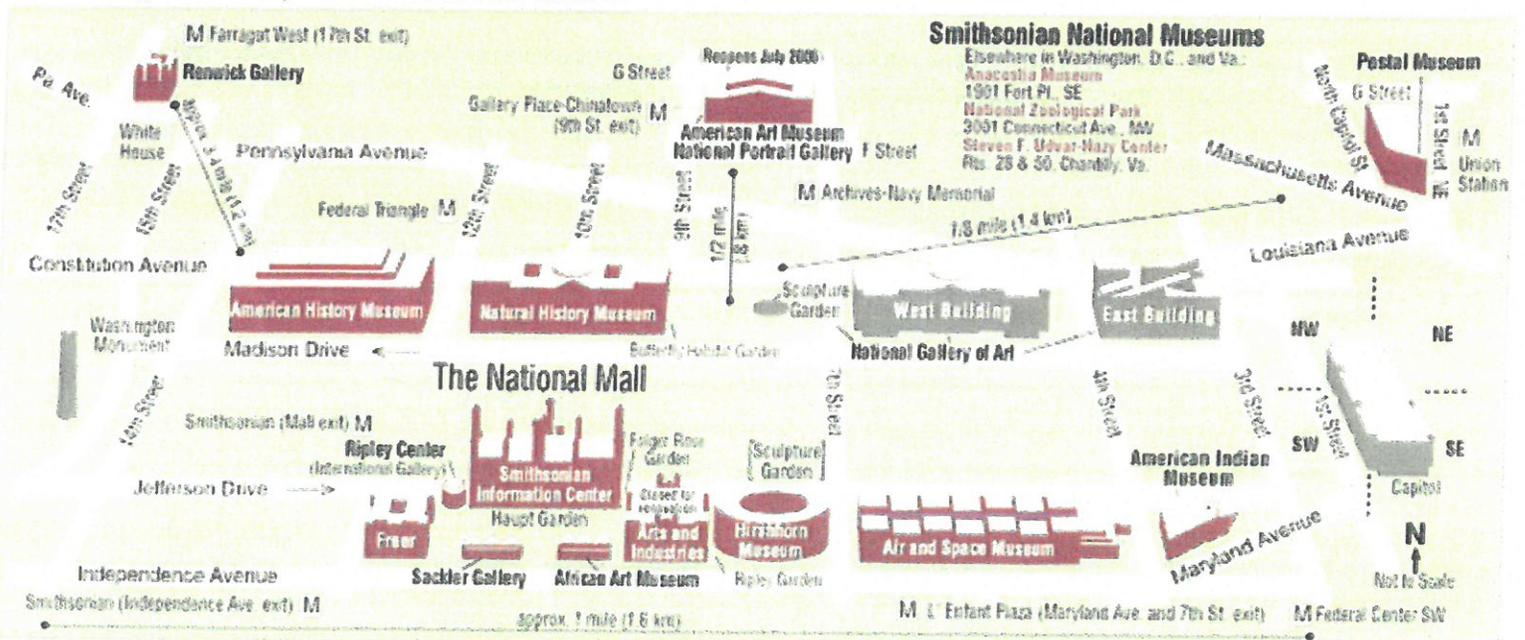
1. Where does your eye go to first? Why? Are there shapes, colors, or textures that cause you to pause in certain places? What is emphasized and how? Does it have a focal point, a place where your eye is drawn most?
2. Do you sense contrast or tension? How is it created?
3. How does the work achieve unity? Which end of the "unity and variety scale" does it lean toward?

4. How is the work balanced? Is there an interesting use of space, visual weight, and interest?
5. What is the scale in relation to you? Does this affect the way you look and respond to it?

C. Speculate and Analyze (Probing Questions)

Now that you have taken an inventory of the form, the real challenge is to relate the form to the content. Speculate on why the artist made the choices he/she did. Keep in mind that artists may make choices based on many issues including: historical references, social issues, art or design issues as well as issues of sex, oppression, taboos, philosophy, religion and so on. Does the artist want you to leave with a feeling, a thought, an idea, or question?

1. **Concerning the form:** Are there aspects of the form that seem to be most important in communicating a certain meaning or mood? What are they and what makes them most important in your opinion?
2. **Concerning the subject:** How has the artist handled the subject? Naturalistic, abstract, non-objective? Do you sense a story in the subject or is it more about purely visual and/or emotional sensations?
3. **Concerning objects or figures:** Is their placement significant? Are they naturalistic or abstract or dreamlike? What is the relationship to the environment or background? Who are they and what are they doing? Where have you been placed, as viewer, in relation to the figure(s)? Is that significant?
4. **About medium and materials:** Traditional or non-traditional? Are the materials important to the artists' expression and overall effect of the work?
5. **Concerning the Content:** How does the piece make you feel: relaxed, ambivalent, joyful, overwhelmed, uncomfortable, angry? Why do you think that is? Is there tension in the piece, visually, conceptually or both? What part(s) of the work seem to communicate the most? Why?



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

	Item	Cost	Quantity	Amount
1	National Gallery of Art, Washington, D.C.	\$ 1,380.00	1 Bus	\$ 1,380.00
2	Philadelphia Museum of Art, Philadelphia, PA	\$ 1,811.00	1 Bus	\$ 1,811.00
3		\$		\$
4		\$		\$
5		\$		\$
6		\$		\$
7		\$		\$
8		\$		\$

TOTAL AMOUNT OF PROJECT/EVENT: \$3,191.00
TOTAL AMOUNT REQUESTED: \$3,191.00

Bollman Charter Service Inc.

359 Upper Snake Spring Road
Everett, PA 15537
bollmancharter.com

Confirmation

Trip #: 1164
Trip Date: 03-Apr-2020
Group: Charter Group

Shippensburg University
1871 Old Main Drive
Shippensburg, PA 17257
Contact: Ellen Fetter

Phone: (717)477-1238

Booked Date: 14-Nov-2019
Total Vehicles: 1
Sales Person: Bob Mock

55-Passenger

1 x \$1,380.00 = \$1,380.00

Spot Time	03-Apr-2020 7:45 AM	Shippensburg University	1871 Old Main Dr Shippensburg, PA 17257
Depart Pickup	03-Apr-2020 8:00 AM	Shippensburg University	1871 Old Main Dr Shippensburg, PA 17257
Arrive at Destination	03-Apr-2020	Washington, DC	
Depart Destination	03-Apr-2020 3:00 PM	Washington, DC	
Return to Origin	03-Apr-2020	Shippensburg University	1871 Old Main Dr Shippensburg, PA 17257
Total:			\$1,380.00

DEPOSITS: Your tour is not confirmed until a signed confirmation is received and your \$100 deposit (Per Bus) is paid.

FINAL PAYMENT: Must be paid 2 weeks prior to trip departure

CREDIT CARD PAYMENT: A 3% Service Fee will be added to all Credit Card Transactions.

ITINERARY: A detailed itinerary is the key for a successful trip. Please send us specific loading points, with addresses and special directions. Our group department will prepare a final itinerary for your tour at least two weeks prior to departure.

BAGGAGE: Personal baggage, musical instruments, athletic equipment and other paraphernalia necessary for the trip, and limited to the capacity of the chartered vehicle, will be transported in custody of the chartering party (Bollman Charter) at no additional charge. Bollman Charter assumes no responsibility or liability for such personal baggage and/or personal property transported by it.

Bollman Charter will not be responsible for items presumed left onboard the motorcoach at the end of a trip.

SMOKING/VAPING: Smoking & Vaping are not permitted on any Bollman motorcoach. Rest stops can be made as requested by the tour leader to give those who smoke ample opportunity to do so.

OBJECTIONABLE PERSON: Bollman Charter Service reserves the right to refuse to transport a person or persons under the influence of alcohol or drugs, or whose conduct is such as to make him or her objectionable to other passengers or the safe operation of the vehicle.



Visit

The National Gallery of Art is free to all visitors and is open seven days a week and is located between 3rd Street and 9th Street on Constitution Avenue, NW.

Gallery Hours

Monday–Saturday: 10:00 a.m.–5:00 p.m.

Sunday: 11:00 a.m.–6:00 p.m.

Sculpture Garden Hours

August 26 through November 14, 2019

Monday–Saturday: 10:00 a.m.–5:00 p.m.

Sunday: 11:00 a.m.–6:00 p.m.

The Gallery is closed December 25 and January 1.



Home » Exhibitions » Upcoming

Upcoming Exhibitions and Special Installations



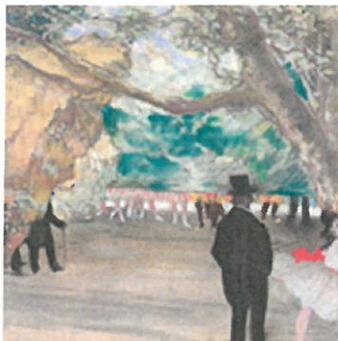
**Richard Mosse:
Incoming**
November 17, 2019 –
March 22, 2020



**Painting from Nature:
European Landscape
Sketches, 1770–1870**
February 2 – May 3,
2020



**Raphael and His
Circle**
February 16 – June 14,
2020



Degas at the Opéra
March 1 – July 5, 2020



**A Superb Baroque:
Art in Genoa, 1600–
1750**
May 3 – August 16, 2020



Philip Guston Now
June 7 – September 13,
2020



**Treasures Past and
Present: The Princely
Collections,
Liechtenstein**
June 20 – September 6,
2021

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Bollman Charter Service Inc.

359 Upper Snake Spring Road
Everett, PA 15537
bollmancharter.com

Confirmation

Trip #: 1165
Trip Date: 10-Apr-2020
Group: Charter Group

Shippensburg University
1871 Old Main Drive
Shippensburg, PA 17257
Contact: Ellen Fetter

Phone: (717)477-1238

Booked Date: 14-Nov-2019
Total Vehicles: 1
Sales Person: Bob Mock

55-Passenger

1 x \$1,811.00 = \$1,811.00

Spot Time	10-Apr-2020 7:45 AM	Shippensburg University	1871 Old Main Dr Shippensburg, PA 17257
Depart Pickup	10-Apr-2020 8:00 AM	Shippensburg University	1871 Old Main Dr Shippensburg, PA 17257
Arrive at Destination	10-Apr-2020	Philadelphia, Pa Museum of Art	2000 Benjamin Franklin Pkwy. Philadelphia, Pa
Depart Destination	10-Apr-2020 3:00 PM	Philadelphia, Pa Museum of Art	2000 Benjamin Franklin Pkwy. Philadelphia, Pa
Return to Origin	10-Apr-2020	Shippensburg University	1871 Old Main Dr Shippensburg, PA 17257
Total:			\$1,811.00

DEPOSITS: Your tour is not confirmed until a signed confirmation is received and your \$100 deposit (Per Bus) is paid.

FINAL PAYMENT: Must be paid 2 weeks prior to trip departure

CREDIT CARD PAYMENT: A 3% Service Fee will be added to all Credit Card Transactions.

ITINERARY: A detailed itinerary is the key for a successful trip. Please send us specific loading points, with addresses and special directions. Our group department will prepare a final itinerary for your tour at least two weeks prior to departure.

BAGGAGE: Personal baggage, musical instruments, athletic equipment and other paraphernalia necessary for the trip, and limited to the capacity of the chartered vehicle, will be transported in custody of the chartering party (Bollman Charter) at no additional charge. Bollman Charter assumes no responsibility or liability for such personal baggage and/or personal property transported by it.

Bollman Charter will not be responsible for items presumed left onboard the motorcoach at the end of a trip.

SMOKING/VAPING: Smoking & Vaping are not permitted on any Bollman motorcoach. Rest stops can be made as requested by the tour leader to give those who smoke ample opportunity to do so.

OBJECTIONABLE PERSON: Bollman Charter Service reserves the right to refuse to transport a person or persons under the influence of alcohol or drugs, or whose conduct is such as to make him or her objectionable to other passengers or the safe operation of the vehicle.

Admission

Your ticket gets you two consecutive days of unforgettable experiences at the main building, the Perelman Building, the Rodin Museum, and historic house Cedar Grove in Fairmount Park.

General Admission Rates

Adults	\$25
Seniors (65 & over)	\$23
Students with valid ID	\$14
Youths (18 & under)	Free
Members	Free
Member Guests	\$12

Special Rates

We offer discounted general admission throughout the year, redeemable in person at any Visitor Services Desk. They do not include entry to ticketed exhibitions or programs and are not valid with other offers.

Pay What You Wish Admission

On the first Sunday of the month (10:00 a.m.–5:00 p.m.) and every Wednesday night (5:00–8:45 p.m.), pay whatever amount you'd like. This rate is available in person only (not online).

Free Admission for PA ACCESS & EBT Cardholders

Receive free general admission for 4 adults with your PA ACCESS card or EBT card and photo ID. 18 and under are always free.

These discounts are made available through partnerships with organizations dedicated to giving people of all backgrounds greater access to arts and culture. PA ACCESS card admission is a citywide initiative led by **Art-Reach**. EBT card admission is made possible by **Museums for All**, a cooperative initiative between the Association of Children's Museums and the Institute for Museum and Library Services.

Free Summer Admission for Military Personnel

Active-duty military personnel and their families receive free admission from Memorial Day through Labor Day as part of **Blue Star Museums**.

[Back to calendar](#) >

Friday, April 3, 2020

View:  

Viewing all exhibitions (15)



Horace Pippin: From War to Peace

Ongoing,
Fernberger Family Gallery 208,
Main Building

Free with museum admission



Present Tense: Recent Gifts of Contemporary Art

Through December 2019,
Alter Gallery 276, Main Building

Free with museum admission



Off the Wall: American Art to Wear

Through May 17, 2020,
Perelman Building

Free with museum admission



Duchamp Galleries

Ongoing,
Gallery 281 & d'Harnoncourt
Gallery 282, Main Building

Free with museum admission



Dutch Tiles

Ongoing,
Gallery 371, Main Building

Free with museum admission



Pattern and Purpose: Works from the Ann McPhail Collection

Ongoing,
William P. Wood Gallery 327, Main
Building

Free with museum admission



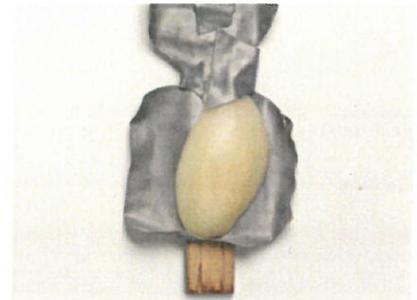
Figures and Fragments

Ongoing,
Gallery 270, Main Building
Free with museum admission



Surface Disappearances: Minimalist and Monochrome Painting

Ongoing,
Edna and Stanley Tuttleman Gallery 274,
Main Building
Free with museum admission



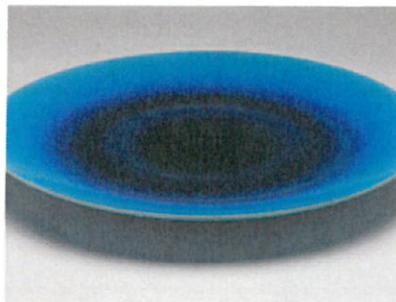
Marisa Merz

Through summer 2020,
Gallery 271, Main Building
Free with museum admission



Diego Rivera: Frescoes

Ongoing,
Black and Gallos Gallery 273, Main
Building
Free with museum admission



Kōgei: Art Craft Japan

Through summer 2020,
Galleries 341–343, Main Building
Free with museum admission



Baroque: The Art of Drama

Ongoing,
Gallery 358, Main Building
Free with museum admission



New Chinese Galleries

Ongoing,
Galleries 326 & 333-336, Main Building
Free with museum admission



Made by Hand: Contemporary Korean Craft

Ongoing,
Baldeck Gallery 338, Main Building
Free with museum admission



Crossing Borders: Painting in the Crown of Aragon, 1400-1500

Ongoing,
Gallery 373, Main Building
Free with museum admission

Philadelphia
Museum of **Art**

Main Building

2600 Benjamin Franklin Parkway
Philadelphia, PA 19130
215-763-8100

Regular Hours

Sunday, 10:00 a.m.-5:00 p.m.
Monday, Closed*
Tuesday, 10:00 a.m.-5:00 p.m.
Wednesday, 10:00 a.m.-8:45 p.m.
Thursday, 10:00 a.m.-5:00 p.m.
Friday, 10:00 a.m.-8:45 p.m.
Saturday, 10:00 a.m.-5:00 p.m.

*Except for selected holidays

Visit

Calendar

Collection

Learn

Join

Attachment D

GENERAL EDUCATION PROJECT GRANT 2015-16 ACADEMIC YEAR

PURPOSE:

This grant funds **projects** and **events** that advance the objectives of the General Education program. Two types of projects are funded by this grant program. The first supports projects and excursions directly related to a faculty member's general education sections (i.e., trips to Washington, D.C., etc.). The second are those projects, programs, and/or events which benefit the general education program or students within a discipline and/or the community at large (i.e., performances that General Education students in a Department are required to attend, events where the work of General Education students are featured, and so forth.) **This grant can now support projects that have been funded previously.** The deadline is a rolling date until funds are exhausted.

GRANT APPLICATION

PROPOSALS MUST CONTAIN THE FOLLOWING:

- Title Page
- Summary: The Summary must provide a clear description of the project. It must then explain how the project advances the learning objectives of the appropriate General Education Category (Attached). For projects/programs/excursions specific to a faculty member's General Education Sections, it is suggested that an 'assignment' of some type be required (i.e., reaction paper, exam question, etc.)
- Budget Page: The Budget Page must be completed. In addition, for each budget item you **MUST** include a written estimate produced by the vendor. The grant will **NOT** be evaluated without written estimates attached.
- Written Estimates or Receipts (The grant **WILL NOT** be evaluated by the Committee without these.)

AWARD CRITERIA

- Summary statement that clearly and concisely explains how the project will meet established objectives of **BOTH** the General Education program and appropriate Category Objectives.
- Budget feasibility and reasonableness.
- Quality of overall proposal (well organized and presented, proofread, etc.)

GRANT POLICIES

Receipts must be retained and submitted for reimbursement.

General Education Project Grants can be submitted once a semester and for General Education course sections taught by a faculty member.

Grant Awards are limited to:

- \$1,500 per General Education class section (For example, 2 sections of a Gen Ed class going to Washington D.C. is limited to a \$3,000 grant.)
- \$2,000 per 'Project' that falls outside the direct purview of a faculty member's course sections.

If your project is funded, you must complete a final report at the end of the semester assessing your program/project. Guidelines for this will be given out with award letters.

QUESTIONS AND SUBMISSION INSTRUCTIONS

Questions can be directed to **Ben Meyer** at BWMEyer@ship.edu. Please submit the grant application as an attachment to me. The electronic submission does not need signatures or vendor estimates. However, you must send a single hard copy of the entire proposal that includes original signatures and vendor estimates to **Henderson Gym 107D**.

GENERAL EDUCATION PROJECT GRANT TITLE PAGE

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

Name: Gretchen Pierce

Department: History

Email: gkpierce@ship.edu

Phone: 717-477-1729

Date of Proposed Project/Event/Excursion: Fall 2019

If project/event is specific to your general education course sections, please provide Course # and Section number(s): HIS 105-04 and HIS 105-05

General Education Category: (Skills and competencies, A-E, Diversity requirement): Under the Old System: Skills and Competencies; Under the New System: Foundations

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

The students did a research project on an historical object like a pyramid or a temple. In addition to writing a paper and presenting their work, the group had to physically build a replica of the object. I am requesting money for supplies: paint, blocks, craft sticks, etc.

Total Amount Requested: \$396.34

Faculty Member: Gretchen Pierce

Date: 11/17/19

Summary:

I did a research and construction project in my HIS 105 sections. Students were divided into ten groups, each with three-five people in them. Each group had to pick a different culture: Ancient Egypt, Ancient Israel,

Ancient Mesopotamia, Classical Greece, Classical Maya Kingdoms, Hellenistic Egypt, Maurya India, the Persian Empire, Qin China, or the Roman Empire. They then picked one piece of architecture—a wall, temple, or pyramid—for example, to study. Each student was responsible for researching basic information about their object: When was it built? Where was it built? Who commissioned it, designed it, or built it? How was it built? What was it used for? Is it still there today? What is it used for today? Each student then had a different theme of their own to research. One student in each group examined the building's connection to religion. Another looked at politics. A third researched gender. A fourth person focused on social structure. For teams with five people, the theme of geography was added. Each student was expected to use at least four sources and their paper had to discuss both the basics of their object and its connection to their theme. As a group, the team physically built a replica of their object. I made it clear that I did not expect them to spend any of their own money. Rather, I gave each team a \$20 budget. They had to decide what they needed to build their object and present me with a formal budget. Finally, each group presented their object, providing the basic history of the piece of architecture, but connecting it back to the four-five main themes as well.

Based on the formal assessment of the project I did over the last two years (the first two times I did this assignment), and the informal assessment I have done so far (I will be doing formal assessment of it again at the end of the semester), the activity was effective for a variety of reasons. First, it appealed to all learning styles: visual, aural, and kinesthetic. Second, it reinforced the four key themes of the course (religion, politics, social structure, and gender) as well as the secondary theme of geography. Third, the project as a whole is a way to achieve several General Education (GE) learning objectives. These include:

1. demonstrate effective reading, writing, oral communications, and critical thinking;
2. demonstrate an understanding of ideas, events, persons, and creative expressions from history; and
9. understand how people's experience and perspectives are shaped by gender, ethnicity, culture, and other factors.

The project contributed to the (old) GE Skills and Competencies learning objectives:

- 1b. An ability to write clearly and think critically about world history to 1500; and
- 1c. An ability to analyze historical events and trends effectively.

It also met the (new) GE Historical learning objectives:

1. The student demonstrates knowledge and understanding of major historical themes or trends;
2. The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards;
3. The student uses language that is organized and clear, and demonstrates an ability to draw comparisons and/or construct historical arguments.

GENERAL EDUCATION PROJECT GRANT BUDGET SHEET

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

NAME: GRETCHEN PIERCE

DEPARTMENT: HISTORY

EMAIL: GKPIERCE@SHIP.EDU

PHONE: 717-477-1729

MONTH AND YEAR OF PROPOSED EVENT: FALL 2019

ITEMIZED BUDGET:

ITEM

ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)

SEE THE FOLLOWING PAGES

TOTAL REQUESTED: \$396.34

FACULTY MEMBER
Gretchen Pierce

DATE
11/17/19

WALMART *Email receipts below, plus two hard-copy receipts being sent via Interoffice Mail

Item	Quantity	Price
DAP Patching Plaster	1	4.42
AdTech Hi-Temp Mini Glue Gun w/10 Glue Sticks	1	3.95
AdTech Full Size Glue Sticks, 30	1	3.97
Hot Melt Glue Sticks, 6 count	1	5.97
Gorilla Super Glue, .34 oz	1	4.97
Scotch Tape, 3 pack	1	3.24
Rust-Oleum Spray Paint, Lagoon, 12 oz	1	3.96
Rust-Oleum Spray Paint, White, 12 oz	2	11.88
Rust-Oleum Spray Paint, Desert Bisque, oz	2	11.88

Folk Art Brushed Metal Acrylic Paint, Antique Gold, 2 oz	2	5.08
Apple Barrel Acrylic Paint, Crimson, 8 oz	1	2.50
Apple Barrel Acrylic Paint, White, 8 oz	2	6.72
Apple Barrel Acrylic Paint, White, 2 oz	3	2.61
Apple Barrel Acrylic Paint, Award Blue, 2 oz	6	5.45
Apple Barrel Acrylic Paint, Electric Blue, 2 oz	2	1.74
Apple Barrel Acrylic Paint, Golden Sunset, 2 oz	2	1.00
Plaid Chip Brush Set, 3 pieces	1	2.47
Horizon Assorted Triangle Paint Brushes, 6 count	1	2.97
Horizon Wooden Dowels, 3/16 x 12 in	2	2.96
Elmer's Trifold Board, 28 x 40	2	5.54
Medium Moving Boxes	8	18.24
Westcott Bent Sewing Scissors, 8"	2	3.94
Subtotal	49	116.21
Taxes Minus Discount		6.18
Total	49	122.39



Item	Qty	Total
<u>Apple Barrel Crimson Matte Acrylic Paint Squeeze Bottle, 8 Fl. Oz.</u> \$2.50	1	\$2.50

Item	Qty	Total
<u>Westcott All Purpose 8" Bent Sewing Scissor, 1 Each</u> \$1.97	2	\$3.94

Item	Qty	Total
<u>Horizon Group USA 3/16 Round Dowels, 16 Piece</u> \$1.48	2	\$2.96

Item	Qty	Total
<u>Apple Barrel Acrylic Paint, 2 Fl. Oz.</u> \$0.98 \$0.90	6	\$5.45
<u>AdTech Hi-Temp Mini Glue Gun with 10 Glue Sticks Combo Pack,</u> <u>1 Each</u> \$4.27 \$3.95	1	\$3.95

Item	Qty	Total
<u>Apple Barrel Colors White Paint, 8 Fl. Oz.</u> \$3.36	2	\$6.72
<u>Elmer's Tri-Fold Corrugated Display Board, 28" x 40", White</u> \$2.77	2	\$5.54
<u>AdTech Full-Size 4" Multi-Temp Hot Glue Sticks, 30 Count</u> \$3.97	1	\$3.97
<u>Plaid Natural Chip Brush Set, 3 Piece</u> \$2.47	1	\$2.47

Item	Qty	Total
<u>Rust-Oleum Stops Rust Multicolor Textured Desert Bisque Spray</u> <u>Paint, 12 oz</u> \$5.94	2	\$11.88
<u>FolkArt Brushed Antique Gold Acrylic Paint, 2 Fl. Oz.</u> \$2.54	2	\$5.08
<u>DAP Patching Plaster, 32 oz</u> \$4.42	1	\$4.42
<u>Lagoon, Rust-Oleum American Accents 2X Ultra Cover, Satin</u> <u>Spray Paint, 12 oz</u> \$3.96	1	\$3.96
<u>Horizon Group USA Assorted Triangle Handle Paint Brushes, 6</u> <u>Count</u> \$2.97	1	\$2.97

Apple Barrel Multi-Surface White Acrylic Paint, 2 Fl. Oz.
\$0.87

3

\$2.61

Order summary

Order subtotal:	\$69.17
Shipping discount	-\$0.75
Total tax:	\$4.11
Pickup:	FREE
Order total:	\$72.53

Billing information

Billing address

Gretchen Pierce
106 Meeting House Rd
Carlisle, PA 17013

Payment method(s)

VISA ending in 6281

Credit cards aren't charged until your order ships. If you see a pending charge on your account prior to shipping, this is an authorization hold to ensure the funds are available.

AMAZON *Email receipts below

Item	Quantity	Price
Rust-oleum Spray Paint, Textured, Caribbean Sand	3	17.94
Darice Satin Acrylic Paint, Golden Brown, 2 oz	2	2.00
Darice Satin Acrylic Paint, Grass Green, 2 oz	1	1.00
Darice Matte Acrylic Paint, Black, 2 oz	2	2.00
Deco Art Dazzling Metallics Paint, Emperor's Gold, 2 oz	1	3.47
Folk Art Brushed Metal Acrylic Paint, Gold, 2 oz	1	1.98
Royal Talens Paint, Ultramarine	1	3.42
Apple Barrel Paint, Nutmeg, 2 oz	2	10.58
Apple Barrel Acrylic Paint, White, 16 oz	1	4.47
Delta Creative Ceramcoat Acrylic Paint, White, 8 oz	1	3.99
Crayola Tempera Paint Set, 6 count	1	7.24
Crafts 4 All Paint Brushes, 10 pc set	1	6.02
Artificial Nylon Hair Brushes, 10 pieces	1	4.99
Metal Scalpel	1	6.49
Juvalle Foam Half Ball, 11.5 x 6	1	10.99
FloraCraft Foam Project Bricks, Tan, .6 x .6 x 1.4	1	17.53
FloraCraft Foam Block, .9 x 11.9 x 17.9	1	6.65
Panlos STEM Building Blocks, 500 pieces	1	15.99
Crafting Twine String	1	7.99
Army Men Figurines	1	6.99
Chenille Kraft Natural Wood Jumbo Craft Sticks, 6 x 3/4, 500 count	1	8.48
Norpro Ornate Wood Toothpicks, 360 counts	1	5.43
Natural Bamboo Toothpicks, 1000 count	1	4.43
Domino Sugar Cubes, 1 lb box	1	7.83
Elmer's School Glue, 4 oz	1	5.00
Subtotal	30	172.82
Taxes – Discount		9.93
Total	30	182.75



Final Details for Order #112-4211132-2776217

[Print this page for your records.](#)

Order Placed: September 22, 2019
Amazon.com order number: 112-4211132-2776217
Order Total: \$12.11

Items Ordered 1 of: 1000 Count 100% Natural Bamboo Toothpicks – Kitchen Essential Sold by: SimplyDelivered (seller profile) Condition: New	Price \$4.43
Items Ordered 1 of: HAPTIME 100 Pcs Various Pose Toy Soldiers Figures, Army Men Green Soldiers, Toy Soldiers Action Figures for Kids Children Sold by: HAPTIME Store (seller profile) Product question? Ask Seller Condition: New	Price \$6.99
Payment Method: Visa Last digits: 6281 Billing address Gretchen Pierce 106 MEETING HOUSE RD CARLISLE, PA 17013-1729 United States	Item(s) Subtotal: \$11.42 Shipping & Handling: \$0.00 ----- Total before tax: \$11.42 Estimated tax to be collected: \$0.69 ----- Grand Total: \$12.11

Final Details for Order #112-7999787-4997053

[Print this page for your records.](#)

Order Placed: October 21, 2019
 Amazon.com order number: 112-7999787-4997053
 Order Total: \$6.34

Shipped on October 22, 2019

Items Ordered	Price
1 of: <i>Rust-Oleum 239121 Multi-Color Textured Spray Paint, 12 oz, Caribbean Sand</i> Sold by: Amazon.com Services, Inc Condition: New	\$5.98

Payment Method:

Visa | Last digits: 6281

Item(s) Subtotal: \$5.98

Shipping & Handling: \$0.00

Billing address

Gretchen Pierce
 106 MEETING HOUSE RD
 CARLISLE, PA 17013-1729
 United States

Total before tax: \$5.98

Estimated tax to be collected: \$0.36

Grand Total: \$6.34

Final Details for Order #112-6521172-5121860

[Print this page for your records.](#)

Order Placed: September 23, 2019
 Amazon.com order number: 112-6521172-5121860
 Order Total: \$14.75

Shipped on September 24, 2019

Items Ordered	Price
1 of: <i>Chenille Kraft Natural Wood Craft Sticks, Jumbo Size, 6 x 3/4, Wood, Natural Wood, 500/Box (3776-01)</i> Sold by: Amazon.com Services, Inc Condition: New	\$8.48
1 of: <i>Norpro Ornate Wood Toothpicks, 360 pieces</i> Sold by: Amazon.com Services, Inc	\$5.43

Payment Method:

Visa | Last digits: 6281

Item(s) Subtotal: \$13.91

Shipping & Handling: \$0.00

Billing address

Gretchen Pierce
 106 MEETING HOUSE RD
 CARLISLE, PA 17013-1729
 United States

Total before tax: \$13.91

Estimated tax to be collected: \$0.84

Grand Total: \$14.75

Final Details for Order #112-3478185-4989003

[Print this page for your records.](#)

Order Placed: September 22, 2019
 Amazon.com order number: 112-3478185-4989003
 Order Total: \$149.55

Shipped on September 24, 2019

Items Ordered	Price
1 of: <i>FolkArt Brushed Metal Paint in Assorted Colors (2 oz), 5121 Gold</i> Sold by: Amazon.com Services, Inc Condition: New	\$1.98
1 of: <i>FloraCraft Foam 285 Piece Project Bricks 0.6 Inch x 0.6 Inch x 1.4 Inch Tan</i> Sold by: Hour Loop (seller profile) Condition: New	\$17.53
2 of: <i>Darice 30062605 Satin Golden Brown, 2 Ounces Acrylic Paint,</i> Sold by: Amazon.com Services, Inc Condition: New	\$1.00
1 of: <i>Metal Handle Scalpel Cutter Pen, Fruits Paper Craft Wood Engraving Carving Blades</i> Sold by: SmartHouzz Direct (seller profile) Condition: New	\$6.49
1 of: <i>Elmer's Washable No Run School Glue, 4 Ounces, White and Dries Clear</i> Sold by: EliteEffect (seller profile) Condition: New	\$5.00
1 of: <i>Apple Barrel Acrylic Paint in Assorted Colors (16 Ounce), 21119 White</i> Sold by: Amazon.com Services, Inc	\$4.47

1 of: <i>Artlicious - 10 Hand Made All Purpose Nylon Hair Brush Set - Acrylic, Oil, Watercolor Paints</i> Sold by: Sorillo Brands (seller profile)	\$4.99
Condition: New	
2 of: <i>Darice DPCS192-63 Matte Black, 2 Ounces Acrylic Paint</i> Sold by: Amazon.com Services, Inc	\$1.00
Condition: New	
1 of: <i>Natural Jute Twine 2 Pack - Best Crafting Twine String for Craft Projects, Gift Wrapping, Packing, Gardening and More - 656 Feet of 3ply Jute Rope to Use Around The House and Garden.</i> Sold by: BeCreativeStore (seller profile) Product question? Ask Seller	\$7.99
Condition: New	
1 of: <i>Darice 30062615 Satin Grass Green, 2 Ounces Acrylic Paint,</i> Sold by: Amazon.com Services, Inc	\$1.00
Condition: New	
1 of: <i>Delta Creative Ceramcoat Acrylic Paint in Assorted Colors (8 oz), 025058, White</i> Sold by: Amazon.com Services, Inc	\$3.99
Condition: New	
2 of: <i>Apple Barrel Acrylic Paint in Assorted Colors (2 oz), 20521, Nutmeg Brown</i> Sold by: Amazon.com Services, Inc	\$5.29
Condition: New	
1 of: <i>FloraCraft Styrofoam Block 0.9 Inch x 11.9 Inch x 17.9 Inch White</i> Sold by: Hour Loop (seller profile)	\$6.65
Condition: New	

Items Ordered	Price
1 of: <i>Juvale Foam Half Ball - Large Polystyrene Foam Hollow Half Ball for Arts and Craft Use, Makes Large DIY Ornaments, Presentation, and School Projects, White, 11.5 x 6 Inches</i> Sold by: Juvo+ (seller profile)	\$10.99
Condition: New	
1 of: <i>Crayola Tempera Paint Set, 2-Ounce, 6 Count</i> Sold by: Amazon.com Services, Inc	\$7.24
Condition: New	
1 of: <i>Domino Premium Pure Cane Sugar Cubes Dots, 1 Pound Box</i> Sold by: TheNewMall (seller profile)	\$7.83
Condition: New	
1 of: <i>PANLOS STEM Building Bricks Kit Classic Colors 500 Pieces Building Blocks Toys-Compatible with All Major Brands</i> Sold by: Panlos Store (seller profile)	\$15.99
Condition: New	

Items Ordered	Price
1 of: <i>DecoArt Dazzling Metallics 2-Ounce Emperor's Gold Acrylic Paint</i> Sold by: Amazon.com Services, Inc	\$3.47
Condition: New	
1 of: <i>Crafts 4 ALL Paint Brushes Set 10 Pieces Professional Fine Tip Paint Brush Set Round Pointed Tip Nylon Hair Artist Acrylic Paints Brush for Watercolor Oil Painting (10)</i> Sold by: E & I Trading Ltd. (seller profile) Product question? Ask Seller	\$6.02
Condition: New	
1 of: <i>ROYAL TALENS NORTH AMERICA 17095042 AAC 120MI Ultramarine</i> Sold by: Amazon.com Services, Inc	\$3.42
Condition: New	

Items Ordered	Price
2 of: <i>Rust-Oleum 239121 Multi-Color Textured Spray Paint, 12 oz, Caribbean Sand</i> Sold by: Amazon.com Services, Inc	\$5.94
Condition: New	

Payment Method:

Visa | Last digits: 6281

Billing address

Gretchen Pierce
106 MEETING HOUSE RD
CARLISLE, PA 17013-1729
United States

Item(s) Subtotal:	\$141.51
Shipping & Handling:	\$0.00

Total before tax:	\$141.51
Estimated tax to be collected:	\$8.04

Grand Total:	\$149.55

MICHAEL'S *Email receipts below

Item	Quantity	Price
Elmer's Carpenter Wood Glue	1	3.99
Aleene's Tacky Glue, 5 oz	3	5.97
Artists Loft, Medium Viscosity Acrylic Paint, Raw Sienna	1	5.49
Craft Smart Acrylic Paint, Red, 2 oz	1	0.79
Craft Smart Acrylic Paint, Black, 2 oz	1	0.79
Creatology Foam Project Brick Set, Neutral	2	29.98
FloraCraft Styrofoam Ball, 6 in	1	5.99
Elmer's Foam Board, 20 x 30 x 1/2	1	7.00
Subtotal	11	60.00
Taxes		3.60
Total	11	63.60



SHOP | COUPONS | WEEKLY AD

Billing Information	Payment Method	Payment Total
Gretchen Pierce 106 Meeting House Rd Carlisle PA 17013 US Phone: 219-508-8504	*****PayPal Amount: \$63.6	Order Subtotal: \$60.0 Cart Level Discount: \$0 Shipping: \$0.0 Sales Tax: \$3.6 <hr/> Total: \$63.6

Shipment

Item	Quantity	Price
Elmer's® 1/2" Foam Board, 20" x 30" Color: White Size: 20" x 30" Item No: 10103358	1	\$7.00

Aleene's® Original Tacky Glue® 3 \$1.99
Size: 5
Item No: 10503417

Floracraft® Styrofoam® Ball, White 1 \$5.99
Color: White
Size: 6
Item No: 10553362

Creatology™ Foam Project Brick Set, Neutral 2 \$14.99
Color: Natural
Item No: 10115435

Elmer's® Carpenter's Wood Glue 1 \$3.99
Color: Natural
Size: 4
Item No: 10080949

Medium Viscosity Acrylic Paint By Artist's Loft™ 1 \$5.49
Color: Raw Sienna
Size: 2.54
Item No: 10553383

Craft Smart® Acrylic Paint, 2 oz. 1 \$0.79
Color: Red
Size: 2
Item No: 10402445

Craft Smart® Acrylic Paint, 2 oz. 1 \$0.79
Color: Black
Size: 2
Item No: 10402491

TARGET *Email receipts below

Item	Quantity	Price
Elmer's Presentation Board, 28 x 20	1	2.99
Taxes – Discount		.02
Total	1	3.01

[Help topics](#)

Order details

#1057184943645
 1 pickup
 Ordered at 9:47pm on Sep 22, 2019

Pickup 1 of 1

Picked up
Thu, Sep 26
 at Carlisle

Picked up

[Track status](#)

[Get notifications](#)

Presentation Board White 28in 20in Elmer's

qty 1 **\$2.99**

[Add for delivery](#)

[Write review](#)

\$3.01 Cost Breakdown

Subtotal **\$2.99**

Discounts **-\$0.15**
REDCard 5% Discount

Delivery **free**

Estimated tax **\$0.17**

Total **\$3.01**

Target Debit Card ***6030

A. C. Moore *One hard-copy receipt being sent via Interoffice Mail

Item	Quantity	Price
Premiere by Nicole Acrylic Paint, Sand, 200 mL	1	4.99
Taxes		0.30
Total		5.29

DOLLAR TREE *Email receipt below

Item	Quantity	Price
Floral Craft, White Foam Blocks, 2.875 x 3.875 x 3.875	8	8.00
Taxes + Handling		1.76
Total	8	9.76



Thank You For Your Dollar Tree Order!

Items Purchased	Description	Qty	Price	Total
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Floral Craft White Foam Blocks, 2.875x3.875x3.875 in.
 SKU# 223189
 18 units per case

8 Units \$1.00 **\$8.00**

Delivery Info:
 Store Pickup
 650 E High Street Suite 640
 The Pointe at Carlisle Plaza
 Carlisle, PA 17013
 US

.....

Subtotal: \$9.20

Handling Fee: \$1.20

Tax: \$0.56

Total: \$9.76

DOLLAR GENERAL *Two hard-copy receipts being forwarded via Interoffice Mail

Item	Quantity	Price
Sharpie, black	1	1.00
Duck Standard Packaging Tape, Clear	1	1.35
Sewing Patch Hot Glue Gun	1	3.00
Sewing Patch Hot Melt Mini Glue Sticks	1	2.00
Duck Craft Paper Roll, 30 in x 15 ft	1	1.65
Subtotal	5	9.00
Taxes		0.54
Total		9.54

PROJECT TOTAL

\$396.34

Attachment E

GEC Program Committee
October 1, 2019
LL204, 3:45 p.m.

Attending: Sherri Bergsten, Brian Wentz, Margaret Lucia, Brian Ulrich, and Kate Shirk

BERGSTEN proposed some emendations to the description of the physics course proposal in minutes from September 17, which were adopted. LUCIA motioned to approve, SHIRK seconded. Motion approved with three yeas and one abstention.

Multiple committee members raised the problem that proposal 19-76, a proposal to make HIS 202: Recent History of the United States a general education course, was not adequately specific with how the course content would meet the general education objectives. LUCIA moved that the proposal will be sent back to the department so as to address this problem. WENTZ seconded, and the motion passed with three yeas and one abstention.

BERGSTEN brought records of the changes to the UCC new general education course proposal form suggested at the April 2019 GEC meeting. The committee decided to change “Effective Semester” to “Proposed Semester” on page 2 and change the wording of questions 3, 4, and 5 on page 3. ULRICH motioned to send the amended form to UCC and LUCIA seconded. The motion passed unanimously.

BERGSTEN will work with a faculty member to adapt her proposal to the new form for use as a sample course proposal for the GEC website.

BERGSTEN reported that UNIV 101 and HCS 100 should have new learning outcomes by the October 22 GECPC meeting, as well as mentioned other proposals that might come then.

The committee reviewed the process by which a proposal for a General Education Liaison would have to be approved, as well as the potential timeline for its adoption. SHIRK moved to forward the proposal to the full GEC for consideration and discussion. LUCIA seconded. The motion passed unanimously.

BERGSTEN raised the desirability of a GEC subcommittee to evaluate requests for waivers and exceptions in an advisory relationship to the deans.

The meeting adjourned.

Attachment F

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, Scott Drzyzga (non-voting) and Kirk Moll. Steve Burg was present as a guest representing History and First Year Seminar.

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 objectives as a response to an assessment calibration meeting. This involved in part increasing the number of learning objectives from four to six. The learning objectives 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. A question arose as to whether any change would be needed right now, but BURG thought these clarifications would be helpful. It was 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 objective.

ULRICH motioned to recommend the amended UNIV 101 objectives, 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.

Attachment G

GEC Program Committee
November 5, 2019
LL 134, 3:45 p.m.

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

SHIRK motioned to approve the minutes from 10/22 with minor amendments and GREENBERG seconded. The motion passed unanimously

The calibration meetings for this semester will be H(istory), which was bumped back from the spring as it is a spring course, as well as Q(uantitative reasoning) and D(iversity). BERGSTEN will organize through contact with department chairs and assessment coordinators in each department. As a point of terminology, “calibration meetings” are now different from “assessment meetings.” The former considers method, the latter data.

The committee discussed how to handle departments that do not submit outcomes assessment data, and produced a draft to further consider at the next meeting.

In further discussion of the calibration and assessment meetings, the idea arose that the assessment meeting should precede the calibration meetings.

The GEC advising handbook will be updated with new courses for advising purposes as soon as program revisions pass UCC.

The committee reviewed a proposed set of policies for revision of the program goals, learning objectives, and rubrics, and will continue discussion.

The meeting adjourned.

Attachment H

UCC CONTROL # _____

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
PROGRAM REVISION

COLLEGE:

DATE: 11/26/2019

DEPARTMENT: General Education Council

IMPLEMENTATION DATE: Spring 2020

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

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

PROPOSED REVISION:

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

JUSTIFICATION:

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

Citizenship

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

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

Global Perspectives

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

Critical Analysis and Reasoning

AEES190: Writing Tutoring Theory and Praxis (General Education Selected Topics)

RESOURCE CONSIDERATIONS:

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

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

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

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

3. How will this program be assessed?

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

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

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

Broad Theme	Credits Required	Program Goal, Rubric	Credits Distributed	Courses Approved by GEC *
FOUNDATIONS	15	First Year Seminar (U)	3	UNIV101
		Writing (W)	3	ENG114,115; HON106
		Oral Communication (O)	3	HCS100; HON100
		History (H)	3	HIS105; HON122
		Quantitative (Q)	3	MAT105,107,111,117,181,211,217
INTERCONNECTIONS	9	Diversity (D)	At least 3	DS100; ETH100,101,102; FRN150; GEO103; HON102,140,151; INT252; PSY101; SPN150; SWK265; WST100
		Global Perspectives (G)	At least 3	ANT105,111; ECO101; FRN204; GEO101; GER150,204; HIS106; HON123,141,160,165,274; INT358; PLS141; SPN153,204,385
		Foreign Languages (F)	e	ASL101,102; CHN101,102,103; FRN101,102,103,202,320; GER101,102,103,203,215; SPN101,102,103,202,330
CITIZENSHIP AND RESPONSIBILITY	6**	Citizenship (S)	e	ESS108; HIS201; HIS202; HON279; PLS100; PLS359
		Ethical Reasoning (E)	e	HON105; PHL105
		Critical Reasoning (R)	e	AEES190; ECO113; ENGR110; ESC207; FIN101; GEO140; HCS125; HON130,161; MAT225; PHL101,102; SOC101
NATURAL WORLD AND TECHNOLOGY	9	Natural World (N)	At least 6	ANT121; BIO100,145,150,161,162,208,237; CHM103,105,121; ESS110,111,210; HON108,142,145,159,180,186,196,244; PHY108,110,121,122,205,221
		Technology (T)	e	CSC103,104,120,180; ECO102; EDU200; ENGR120; HON166,182; MAT219; MIS300
CREATIVITY AND EXPRESSION	6***	Literature (L)	3	ENG243,248,250; FRN330,331; GER151; HON101,224,249; SPN152,360,361; THE121
		Arts (A)	e	ART101,231,232,233,339; HON111,135,208,210,261; IAP111; MUS121,129,227,261
		Creativity (C)	e	ENG224; MECH100
	45		30	TOTALS

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

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

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

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

FOUNDATIONS

First Year Seminar (U)

- UNIV101 Shippensburg University First Year Seminar

Writing (W)

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

Oral Communication (O)

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

History (H)

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

Quantitative (Q)

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

INTERCONNECTIONS

Diversity (D)

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

Global Perspectives (G)

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

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

Foreign Languages (F)

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

CITIZENSHIP AND RESPONSIBILITY

Citizenship (S)

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

Ethical Reasoning (E)

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

Critical Reasoning (R)

- **AEE190 Writing Tutoring Theory and Praxis**
- ECO113 Principles of Economics
- ENGR110 Modelling and Simulation
- ESC207 Stress Management
- FIN101 Personal Finance
- GEO140 Cultural Geography
- HCS125 Survey of Communication Studies
- HON130 Honors: Introduction to Philosophy
- HON161 Honors: Introduction to Sociology: Society and Diversity
- MAT225 Discrete Mathematics
- PHL101 Introduction to Philosophy
- PHL102 Critical Thinking
- SOC101 Introduction to Sociology: Society and Diversity

NATURAL WORLD AND TECHNOLOGY

Natural World (N)

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

Technology (T)

- CSC103 Overview of Computer Science
- CSC104 Programming in Python

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

CREATIVITY AND EXPRESSION

Literature (L)

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

Arts (A)

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

Creativity (C)

- ENG224 Introduction to Creative Writing
- MECH100 Engineering Graphics

Original

UNIVERSITY 101 CURRICULUM RUBRIC

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

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

(Continued on the next page)

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

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

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

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

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

Revised

UNIVERSITY 101 CURRICULUM RUBRIC

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

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

(Continued on the next page)

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

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

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

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

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

Attachment I

Draft of policy on non-assessed courses

If there is a course with no data for a year in which it is taught, then the department which is home to that course will receive a letter from the GEC faculty co-chair, copied to the chairs of the program and assessment committees, inviting them to a meeting to discuss assessment plans and strategies. This process shall be repeated for every year in which there is no data, and as needed and at the discretion of the GEC faculty co-chair, letters may include a notice that the course may be subject to removal from the general education program when the program is reviewed by GEC at the end of the four year cycle.

Attachment J

MINUTES

First Year Experience Subcommittee, General Education Council,
3:40 PM November 5, 2019, DHC 205

- I. Dr. Cella called the meeting to order at 3:40 pm. Attendance at the meeting included: A. May, J. Smith, S. Burg, C. Bennet, W. Kubasko
- II. Drs. Cella and Burg met with Dynel Miracle, Diana Worden Brian Johnson, Kara Laskowski met to discuss UNIV101 faculty without department. The FYE faculty coordinators will be calling a meeting with representatives of the GEC, APSCUF, impacted departments, and the administration to develop a local agreement to put a structure in place to evaluate faculty teaching UNIV 101 who are not also contracted to teach for a department
- III. Planning for Fall 2020
 - a. 1250 estimate at freeze date, 1300 seats planned for 68 sections (63 first times, 4 Transfers, 1 repeat)
- IV. Faculty application review
 - a. 42 applicants- 42 sections filled by full time permanent faculty, 26 sections filled by adjunct faculty
 - b. Motion for faculty applying
 - i. First time faculty teach one section, with exception of departmental demand. Two sections maximum taught by an individual faculty, with exception of faculty applicants in AEES or History because of departmental need.
- V. Future Discussion
 - a. Mentoring and training for classroom faculty
 - b. Student experience and application evaluation process