

# General Education Council

2018-2019 Academic Year

## Agenda, for the meeting on Tuesday, August 28, 2018, in DHC051 at 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – **See Attachment A**
3. Remarks by Co-Chairs – Dean James Mike, Dr. Kirk Moll
4. Old Business
  - a. Reports from our Standing Committees
    - i. Assessment (Dr. Dudley Girard) - **See Attachment B**
    - ii. Budget (Dr. James Hamblin) – Review of Grant Proposals - **See Attachments C, D, E**
    - iii. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella) – Update on First Year Experience Activities
5. Announcements
6. Call to Adjourn

# Attachment A

## MINUTES

General Education Council, 3:30 PM April 26, 2018, ELL 205

- I. Dr. Moll called the meeting to order at 3:36 pm in ELL 205. Attendance at the meeting included: J. Mike, M. Moilanen, S. Bergsten, C. Sipes, D. Girard, D. Kalist, E. Gailioto, L. Cella, S. Drzyzga, A. Feeney, D. Birsch, M. Ramsey, L. Bryant, R. Lesman, M. Lucia, K. Shirk, M. Greenberg, B. Wentz, D. Hwang, W. Kubasko, S. Forlenza, J. Clements, R. Ward, J. Smith, and S. Burg.
- II. Dr. Ward motioned, seconded by Dr. Ramsey to approve the March 27, 2018 minutes-It was noted that the typo in IIIb was corrected. All were in favor and the motion passed unanimously.
- III. Dr. Drzyzga motioned, seconded by Dr. Birsch, to add UCC proposal 17-294 to the agenda. All were in favor and the motion passed unanimously.
- IV. Remarks by Co-Chairs-Dr. Moll wanted to thank everyone in the room for their labors throughout the year and to celebrate the amazing accomplishments. It was nice to see the President recognized us in her inauguration. Dr. Moll wanted to extend a special thank you to Dr. Bergsten, Dr. Burg, Dr. Cella, Dr. Girard, Dr. Hamblin, Dr. Drzyzga, and Dr. Feeney for their work on committees, UCC, and as secretary.
- V. Old Business
  - a. Assessment Committee-Dr. Gerald had nothing to report.
  - b. Budget Committee-Dr. Forlenza reported that they met on March 29<sup>th</sup> and worked on the upcoming year's budget. The upcoming budget is proposed to have four categories with \$10,000 for First Year Experience, \$7,000 for GEC grants, \$2,000 for training and consultants, and \$17,500 for testing and assessment. They also discussed plans to revise the GEC grant application to clarify the language and timeline so that proposals can be properly reviewed, considered, and voted on by the entire GEC committee.
  - c. First-Year-Experience Committee-Dr. Burg reported that they held training for faculty on March 23<sup>rd</sup>. They have interviewed and hired 61 peer anchors who have been paired with faculty. A training will be held in May for faculty. They will be provided lesson plans and resources for shared assignments. During the summer, the committee will work on the summer reading program and welcome week. Next year the committee needs to address transfer students. Currently transfer students will come in under the old general education program, but as that changes over the next few years we need to determine if transfer students need separate experiences. Also, the committee needs to clarify and document responsibilities. Many groups have been working together to get this upcoming year ready, but in the future the different groups should have a more formal structure.
  - d. Program Committee-Dr. Bergsten reported that we had many proposals to review.
    - i. UCC-146 and UCC-147-English 114 and 115-name change to distinguish them from UNIV 101. The program committee recommend approval, all were in favor and it passed unanimously.
    - ii. UCC-148-HCS 100 is a catalog description change. A discussion arose on the course objectives. It was noted that only one component of the course is public speaking and that the course covers much more content. The program committee recommended approval, the majority were in favor with two abstentions and one nay vote. The motion passed.
    - iii. UCC 17-294 name change for HIS 106. The program committee recommend approval, all were in favor and it passed unanimously.

- iv. UCC17-240-ESS108 is a title and catalog description change. The program committee recommend approval, all were in favor and it passed unanimously.
- v. UCC17-294-General Education Program Revision did not include PHY 221. It was an expedited course that was missed. The program committee recommend approval, all were in favor and it passed unanimously.
- vi. UCC 17-180 is the New International Development minor which facilitates students' entry to the Peace Corps program. The program committee recommend approval, all were in favor and it passed unanimously.
- vii. The following set of courses were voted on as a group by College. Any department that had to move courses in their major to accommodate the way credits are allocated had to submit a program revision. The program committee recommend the following changes in the College of Arts and Science—all were in favor and the motion passed unanimously. The program committee recommended the changes to the College of Education and Human Services, all were in favor and the motion passed unanimously.
  - UCC 17-234→239 (Geo-Earth Science program)
  - UCC 17-241→243 (Poli Sci programs)
  - UCC 17-244 (International Studies program)
  - UCC 17-249 (Sociology program)
  - UCC 17-250 (Chemistry program)
  - UCC 17-251 (Social Work program)
  - UCC 17-252→256&277 (Economics programs)
  - UCC 17-257 (HCS program)
  - UCC 17-260→265 (Biology programs)
  - UCC 17-266 (English program)
  - UCC 17-267→270 (History programs)
  - UCC 17-271 (Ex Science program)
  - UCC 17-272→275 (Math programs)
  - UCC 17-276 (Computer Science program)
  - UCC 17-278 (Spanish program)
  - UCC 17-279 (French program)
  - UCC 17-280 (Physics programs)
  - UCC 17-281 (Interdisc Arts program)
  - UCC 17-282→286, 290→293 (Teacher Ed programs)

Dr. Bergsten reported that calibration meetings have begun and she will fit a few more in before the end of the semester.

- VI. New Business-Dr. Burg ran the election of new officers. Dr. Moll said he was willing to serve as co-chair again. Dr. Birsch nominated Dr. Moll, seconded by Dr. Ramsey. Dr. Ramsey motioned, seconded by Dr. Forlenza to close the nominations. Dr. Shirk motioned, seconded by Dr. Birsch, to nominate Dr. Feeney to serve as secretary, Dr. Bergsten motioned, seconded by Dr. Birsch to close the nominations. Dr. Birsch motioned, seconded by Dr. Bergsten to nominate Dr. Drzyzga as UCC representative. Dr. Clements motioned, seconded by Dr. Ward to close the nominations. All were in favor of Dr. Moll serving as the 2018-2019 GEC co-chair. All were in favor of Dr. Feeney serving as the 2018-2019 GEC secretary. All were in favor of Dr. Drzyzga serving as the 2018-2019 non-voting representative to UCC.
- VII. Dr. Birsch motioned, seconded by Dr. Bergsten, to adjourn. Meeting adjourned at 4:46pm.

**General Education Curriculum**  
**Program Rubric for Assessing the Attainment of the Student Learning Outcomes**  
**Shippensburg University**

The Gen Ed program implements a comprehensive assessment system congruent with the University assessment and reporting protocols. The assessment system provides data on student learning outcomes for freshmen (F), seniors (S), and/or mix of all levels (M). The data inform decision-making within the Gen Ed program, the colleges and the university at large.

Name of the Program: General Education Year: 2017							
Student Learning Outcomes*	Unacceptable 1	Developing 2	Target 3	Rating			Comments
				F	S	M	
<p><b>Scientific and Quantitative</b></p> <p>The students exhibit the ability to solve problems involving mathematical models, including problem formulation, solution, and interpretation of the resulting answers.</p>	<p>The Gen Ed program rarely implements programmatic assessment of this SLO. Less than 70% of the students exhibit the ability to solve problems involving mathematical models, including problem formulation, solution, and interpretation of the resulting answers. The program rarely determines which key courses assess students' understanding and application of this SLO.</p>	<p>The Gen Ed program inconsistently implements programmatic assessment of this SLO. Over 70% of the students exhibit the ability to solve problems involving mathematical models, including problem formulation, solution, and interpretation of the resulting answers. The program inconsistently determines which key courses assess students' understanding and application of this SLO.</p>	<p>The Gen Ed program regularly implements programmatic assessment of this SLO. Over 80% of the students exhibit the ability to solve problems involving mathematical models, including problem formulation, solution, and interpretation of the resulting answers. The program regularly determines which key courses assess students' understanding and application of this SLO.</p>				<p><b>Meeting the target of 70% (NA):</b> See report for 2014. Under old program was to be assessed in 2017 AY using data from Category C.</p> <p><b>Regularity of Assessment (NA):</b> See report for 2014.</p> <p><b>Where To Assess (NA):</b> See report for 2014.</p> <p><b>Recommendation:</b> See 2014 report.</p> <p>Please see new program for update to SLOs and schedule:  <a href="https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf">https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf</a></p>

<p><b>Written Communication</b></p> <p>The students write essays that meet conventional academic expectations for clarity, organization, paragraphing, and grammatical control</p>	<p>The Gen Ed program rarely implements programmatic assessment of this SLO. Less than 70% of the students write essays that meet conventional academic expectations for clarity, organization, paragraphing, and grammatical control. The program rarely determines which key courses assess students' understanding and application of this SLO.</p>	<p>The Gen Ed program inconsistently implements programmatic assessment of this SLO. Over 70% of the students write essays that meet conventional academic expectations for clarity, organization, paragraphing, and grammatical control. The program inconsistently determines which key courses assess students' understanding and application of this SLO.</p>	<p>The Gen Ed program regularly implements programmatic assessment of this SLO. Over 80% of the students write essays that meet conventional academic expectations for clarity, organization, paragraphing, and grammatical control. The program regularly determines which key courses assess students' understanding and application of this SLO.</p>	-	-	-	<p><b>Meeting the target of 70% (NA):</b> See 2014 Report.</p> <p><b>Regularity of Assessment (NA):</b> See 2014 Report.</p> <p><b>Where To Assess (NA):</b> See 2014 Report.</p> <p><b>Recommendation:</b> See 2014 Report</p> <p>Please see new program for update to SLOs and schedule: <a href="https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf">https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf</a></p>
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<p><b>Oral Communication</b></p> <p>The students use rhetorical strategies of verbal and nonverbal communication in order to effectively deliver public speeches.</p>	<p>The Gen Ed program rarely implements programmatic assessment of this SLO. Less than 70% of the students use rhetorical strategies of verbal and nonverbal communication in order to effectively deliver public speeches. The program rarely determines which key courses assess students' understanding and application of this SLO.</p>	<p>The Gen Ed program inconsistently implements programmatic assessment of this SLO. Over 70% of the students use rhetorical strategies of verbal and nonverbal communication in order to effectively deliver public speeches. The program inconsistently determines which key courses assess students' understanding and application of this SLO</p>	<p>The Gen Ed program regularly implements programmatic assessment of this SLO. Over 80% of the students use rhetorical strategies of verbal and nonverbal communication in order to effectively deliver public speeches. The program regularly determines which key courses assess students' understanding and application of this SLO.</p>	<p>2</p>	<p>-</p>	<p>-</p>	<p><b>Meeting the target of 70% (Developing):</b> Please see 2016 report.</p> <p><b>Regularity of Assessment (Developing):</b> See 2016 report..</p> <p><b>Where To Assess (Target):</b> See 2016 report.</p> <p><b>Recommendation:</b> See 2016 report.</p> <p>Please see new program for update to SLOs and schedule: <a href="https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf">https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf</a></p>
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<p><b>Global Perspective</b></p> <p>The students demonstrate an ability to write clearly and think critically about world history since 1500.</p>	<p>The Gen Ed program rarely implements programmatic assessment of this SLO. Less than 70% of the students demonstrate an ability to write clearly and think critically about world history since 1500. The program rarely determines which key courses assess students' understanding and application of this SLO.</p>	<p>The Gen Ed program inconsistently implements programmatic assessment of this SLO. Over 70% of the students demonstrate an ability to write clearly and think critically about world history since 1500. The program inconsistently determines which key courses assess students' understanding and application of this SLO.</p>	<p>The Gen Ed program regularly implements programmatic assessment of this SLO. Over 80% of the students demonstrate an ability to write clearly and think critically about world history since 1500. The program regularly determines which key courses assess students' understanding and application of this SLO.</p>	-	-	-	<p><b>Meeting the target of 70% (NA):</b> See 2014 Report.</p> <p><b>Regularity of Assessment (NA):</b> See 2014 Report.</p> <p><b>Where To Assess (NA):</b> See 2014 Report</p> <p><b>Recommendation:</b> See 2014 Report</p> <p>Please see new program for update to SLOs and schedule: <a href="https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf">https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf</a></p>
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<p><b>Critical Thinking</b></p> <p>The students demonstrate analytical and critical thinking skills.</p> <p>Data Report Form for PAR analysis</p>	<p>The Gen Ed program rarely implements programmatic assessment of this SLO. Less than 70% of the students demonstrate analytical and critical thinking skills. The program rarely determines which key courses assess students' understanding and application of this SLO.</p>	<p>The Gen Ed program inconsistently implements programmatic assessment of this SLO. Over 70% of the students demonstrate analytical and critical thinking skills. The program inconsistently determines which key courses assess students' understanding and application of this SLO.</p>	<p>The Gen Ed program regularly implements programmatic assessment of this SLO. Over 80% of the students demonstrate analytical and critical thinking skills. The program regularly determines which key courses assess students' understanding and application of this SLO.</p>	-	-	3	<p><b>Meeting the target of 70% (Target):</b>  <b>HIS 105 and 106:</b> See 2014 report.  <b>Category A:</b> Data from Philosophy courses show improvement for 70% of the students. However, concern stated that 40% performed very poorly in PHL 105.</p> <p><b>CLA+:</b> Data shows first-year students at a basic mastery level and seniors at a proficient mastery level. Overall scores for seniors 1184 for both spring 2018. Overall score for first-years is 1020 for fall 2017. The score for seniors is higher, but not significantly different from 2015-16 AY. The score for first-years is lower, but not significantly different from 2015-16AY. Target met for 2017 AY in that no noticeable negative change from 2015-16 AY results. Target for 2018 will be based using 2015-17 data.</p> <p><b>Category C:</b> Not Assessed this AY.</p> <p><b>Regularity of Assessment (Target):</b>  Last reviewed 2015 (see 2015 report). Please see new program for update to SLOs and schedule: <a href="https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf">https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf</a></p> <p><b>Where To Assess (Target):</b>  A number of Categories and Skills presently have clear SLOs that map to this SLO.</p> <p><b>Recommendation:</b> Checking how changes to PHL 105 affect student performance in the course.</p>
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<p><b>Information Literacy**</b></p> <p>Conduct academic research and to integrate ideas and knowledge from sources into the students' own writing.</p>	<p>The program rarely assesses students' use of information literacy. Less than 70% of the students demonstrate Information Literacy skills. The program rarely determines which key courses assess students' understanding and application of this SLO.</p>	<p>The program inconsistently assesses students' use of information literacy. Over 70% of the students demonstrate Information Literacy skills. The program inconsistently determines which key courses assess students' understanding and application of this SLO.</p>	<p>The program regularly assesses students' use of information literacy. Over 80% of the students demonstrate Information Literacy skills. The program regularly determines which key courses assess students' understanding and application of this SLO.</p>				<p><b>Meeting the target of 70% (NA):</b> See 2014 Report</p> <p><b>Regularity of Assessment (NA):</b> See 2014 Report</p> <p><b>Where To Assess (NA):</b> See 2014 report</p> <p><b>Recommendation:</b> See 2014 report</p> <p>Please see new program for update to SLOs and schedule: <a href="https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf">https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf</a></p>
<p><b>Technical Competency**</b></p> <p>Students will learn about measurement and data analysis which are both necessary to quantify the outcome of experiments and observations.</p>	<p>The program rarely assesses students' use of Technical Competency. Less than 70% of the students demonstrate Technical Competency. The program rarely determines which key courses assess students' understanding and application of this SLO.</p>	<p>The program inconsistently assesses students' use of Technical Competency. Over 70% of the students demonstrate Technical Competency. The program inconsistently determines which key courses assess students' understanding and application of this SLO.</p>	<p>The program regularly assesses students' use of Technical Competency. Over 80% of the students demonstrate Technical Competency. The program regularly determines which key courses assess students' understanding and application of this SLO.</p>				<p><b>Meeting the target of 70% (NA):</b> See 2014 Report</p> <p><b>Regularity of Assessment (NA):</b> See 2014 Report</p> <p><b>Where To Assess (NA):</b> See 2014 Report</p> <p><b>Recommendation:</b> See 2014 report</p> <p>Please see new program for update to SLOs and schedule: <a href="https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf">https://www.ship.edu/globalassets/gec/gec_pc_proposal4generaleducationprogramreform_finalapproved.pdf</a></p>

\*The SLOs listed here are a small subset of the total number of SLOs presently listed for our General Education Program. Our present assessment process has shown we have too many SLOs that are not well mapped to the expected outcomes. We are presently in the

process of redesigning our General Education Program to address this problem, with data from the assessment of the present program to help guide this change.

\*\*SLOs from the existing General Education program are presently being used to assess, as well as possible Information Literacy and Technical Competency. We are presently in the process of redesigning our General Education Program and developing SLOs that better match Information Literacy and Technical Competency.

## GENERAL EDUCATION PROJECT GRANT 2017-18 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 **James Hamblin** at [JEHamb@ship.edu](mailto:JEHamb@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: Margaret Lucia

Department: Music & Theatre Arts

Email: meluci@ship.edu

Phone: 477-1527 (717-991-3222)

Date of Proposed Project/Event/Excursion: Saturday, November 17, 2018, 8 p.m. Concert by the Harrisburg Symphony at The Forum Auditorium in Harrisburg, PA

If project/event is specific to your general education course sections, please provide Course # and Section number(s): UNIV 101, Sections 89 and 93, \_\_\_\_\_,

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

*Foundations: University 101 Curriculum Learning Objectives (see summary, below)*

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

Students will attend a concert by the Harrisburg Symphony Orchestra in the Forum Auditorium in Harrisburg, Pennsylvania. They will also hear a lecture presented immediately prior to the concert by Stuart Malina, music director of the orchestra. Essays and class discussions, linked to course objectives and the course theme, "Iconic Art", will be integrated into the class assignments.

Total Amount Requested: \_\_\_\$1254.00\_\_\_\_\_

Faculty Member      Margaret Lucia

Date August 20, 2018

**GENERAL EDUCATION PROJECT GRANT  
BUDGET SHEET**

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

NAME: MARGARET

DEPARTMENT: MUSIC AND THEATER ARTS

EMAIL: MELUCI@SHIP.EDU

PHONE: 477-1527; 717-991-3222

MONTH AND YEAR OF PROPOSED EVENT: NOVEMBER, 2018

**ITEMIZED BUDGET (PROPOSED)**

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1. Bus service for 43 students and one faculty member	\$394.00
2. 43 tickets for November 17, 2018 concert, Harrisburg Symphony	\$430.00
3. 43 bagged lunches (Dining Services)	\$430.00
4.	
5.	
6.	
7.	
8. (Continue on back if necessary)	

**TOTAL REQUESTED: \$1254.00**

FACULTY MEMBER MARGARET LUCIA

DATE: 8/20/2018

## GENERAL EDUCATION PROJECT SUMMARY

This trip would be applicable to the old Category B, the new First-year seminar rubric, and/or the new Arts competency in the new GEC program. (list learning objectives here)

“FOUNDATIONS” AREA IN THE NEW GEC CURRICULUM:

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**.

University 101 learning objectives:

*Cultivate Scholarly and Academic Success:*

*The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.*

1. *Engagement with the University Community*

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

2. *Foster Personal Development and Wellness*

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

3. *Promote Understanding of Diversity and Social Responsibility*

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

This concert by the Harrisburg Symphony, the second “Masterworks” concert of the season, includes works by Italian composer Gioachino Rossini (1792-1868), French composer Maurice Ravel (1875-1937), Christopher Theofanidis (a contemporary American composer, born 1967), and, most important, the Fifth Symphony of Ludwig van Beethoven (1770-1827). Attendance at this event will enable students (many for the first time) to experience a performance by a professional orchestra, playing one of the most “iconic” works of western culture; thus, the event is directly related to the topic of these two sections of the first-year seminar, “Iconic Art”.

The pre-concert lecture by the music director will also provide the students with a personal connection to the orchestra performers and the music; Malina is a gifted advocate and speaker as well as a conductor and pianist. Prior to the proposed trip, we will study Beethoven and this particular composition, which represents not only a masterpiece of the classical music genre, but also a composer’s triumph at a tumultuous time in his life when he had just realized that he would be disabled (deaf) for the rest of his life. Following the concert, students will be asked to write a paper in which they discuss their responses to the music and to the event as a whole; they will be asked to share their papers with the other students and we will discuss them in class.

This event clearly addresses the learning objectives for the First-Year Seminars cited above: most specifically, “academic exploration beyond the classroom,” and the “promotion of an understanding of diversity and social responsibility”. The experience of attending a concert of this type will expose students to a diverse community of music concert-goers, likely to be very different from any other public gathering that they have encountered so far in their lives. Support of cultural events, such as concerts of local orchestras, are very important for the progress, vitality and health of the community (and region) that they serve. I would also argue that, while the

issue of wellness may be more indirectly addressed, the experience of a brief period of dedicated listening to this type of music has benefits far beyond those experienced in that time period. Their skills as listeners will be both challenged and rewarded. Students in previous classes have expressed amazement at the emotion, the expertise and dedication of the performers and surprise at their positive reactions to the experience. Here is a 60-second video by Harrisburg Symphony Music director Stuart Malina, describing the concerts of the “Masterworks series”: <https://www.youtube.com/watch?v=ozgW4ZBiThM>

# Meyers Bus Lines, Inc.

2455 Edenville Rd  
Chambersburg, PA 17202

# Estimate

Date	Estimate #
8/8/2018	495

Leasee
SHIPPENSBURG UNIVERSITY c/o Margaret Lucia 1871 Old Main Dr. Shippensburg, PA 17257

Contact Person	Margaret
Phone #	
Email	MELuci@ship.edu

Description	Miles/Hrs	Cost	Total
Mileage Rate - 72 passenger school bus (seats 48 adults comfortably)	125	2.20	275.00
Drivers Hours	7	17.00	119.00
11/17/18 - Saturday 5:00pm pick up at Ship. Univ. Transport to Forum Auditorium, 500 Walnut St., Harrisburg, PA 17120 (Harrisburg Symphony Concert at 8:00pm) Leave for return by 10:30pm * This estimate is for 1 bus			
** This is an Estimate only. ** You must respond by <u>10-30-18</u> to schedule the bus. \$ <u>0</u> Deposit Required. ** 3% Transportation Assistance Tax will be included on final invoice unless your organization is tax exempt.			

Estimate based on information given. Invoicing will be for actual mileage reading from bus odometer and drivers hours from Meyers Bus Lines, Inc. parking lot located at 2455 Edenville Rd., Chambersburg, PA 17202.

<b>Total</b>	<b>\$394.00</b>
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Phone #	Fax #	E-mail	Web Site
717-267-0684	717-263-7412	darwin@meyersbuslines.com	meyersbuslines.com



## SHIPPENSBURG UNIVERSITY CATERING SERVICES

Reisner Dining Hall  
 Shippensburg University  
 Catering Department  
 Shippensburg, PA 17257  
 Phone: 717-477-1123 ext.3202  
 Fax: 717-477-1637

Date of Event: Nov. 17, 2018  
 Name of Event: UNIV101  
 Start Time: 5:00 PM  
 End Time: 11:30 PM  
 Pick-up/Delivery: Delivery  
 Location: PAC Music/Theater Dept.  
 Approximate Count: 43

Contact Name: Margaret Lucia  
 Contact Phone: 717-477-1527; 717-991-3222  
 Contact Fax: 717-477-4033  
 Contact Email: meluci@ship.edu

Cost Center: Bill directly to Margaret Lucia  
 Other Billing: Waiting grant approval

University Event: Yes  No

China:

Scroll:

Paper:

Waitstaff Needed:

**THE REQUESTOR IS RESPONSIBLE FOR HAVING TABLES FOR FOOD AT THE LOCATION OF SERVICE**

Qty	Description	Price Per Person	Total
43	*Raider Bagged Lunch to include:	\$10.00	\$430.00
	Turkey and cheese		\$0.00
	Ham and cheese		\$0.00
	Roast Beef and cheese		\$0.00
	Vegetarian		\$0.00
	Lunch to include:		\$0.00
	Whole fruit		\$0.00
	Bagged chips		\$0.00
	Cookie		\$0.00
	Bottled water		\$0.00
			\$0.00
	*Bagged lunch pricing approved Jodi/Nick		\$0.00
	<b>TOTAL</b>		<b>\$430.00</b>

## GENERAL EDUCATION PROJECT GRANT 2017-18 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 **James Hamblin** at [JEHamb@ship.edu](mailto:JEHamb@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: Dr. Mark E. Spicka

Department: History/Philosophy

Email: mespic@ship.edu

Phone: 477-1009

Date of Proposed Project/Event/Excursion: November 15, 2018

If project/event is specific to your general education course sections, please provide Course # and Section number(s): \_Univ 101, sections 48, 55, and 92

General Education Category: (Skills and competencies, A-E, Diversity requirement): Univ 101 is part of the Foundations element of the new General Education curriculum. The program goal is the following: 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.

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

I will be taking my three sections of University 101 to the United States Memorial Museum. We will view the exhibit and have a debriefing with a resident scholar at the museum. I will be traveling with David Wildermuth's section of University 101.

Total Amount Requested: \_\_\_\_\_\$1342\_\_\_\_\_

Faculty Member: Dr. Mark E. Spicka

Date 6/14/18

Dr. Mark E. Spicka  
[mespic@ship.edu](mailto:mespic@ship.edu)  
General Education Project Grant  
Summary

I am planning to take my three sections of University 101 to the United States Holocaust Memorial Museum (USHMM) in Washington, D.C. on November 15, 2018. We will leave by 8:00 and arrive and enter into the museum by 10:30. Students will have time to view the exhibit and then have lunch following. We have scheduled a debriefing with a resident scholar at the museum, Dr. Geoffrey Megargee at 2:00 pm. This will give the students the opportunity to ask questions about the Holocaust in general and about the USHMM in particular. David Wildermuth and I will organize the field trip together so we will have a total of 2 buses for our 4 sections of University 101.

The theme of my University 101 class will be resilience and standing up for one's values in difficult situations. We will be using *The Book Thief* as a core text in the class. Set in Nazi Germany, in the novel a young girl develops literacy and the power of words as part of finding agency in a seemingly hopeless situation. As part of the story, her foster family hides a Jew in their basement despite the clear risks. She befriends the Jew and risks her safety on his behalf.

In my University 101 class we will be discussing the rise of Nazism and the racism of the Third Reich in our examination of the book. We will particularly focusing on individuals who resisted and showed moral resilience under extreme conditions. Therefore, a trip to the USHMM would be an effective way to tie together a number of the themes that we be exploring over the course of the semester. In preparation for the field trip, we will discuss what is contained in the museum and how to think about visiting a museum as a learning experience. As a follow up to the field trip to the USHMM, we will spend a portion of a class period discussing students' experiences and thoughts about the museum. Students will also write a 2-3 page reaction paper exploring what they learned from the museum, the impact the museum had on them, and what they see as most important about the lessons that the museum can teach.

A field trip the USHMM fits in well with the learning objectives of University 101, which are the following:

1. Cultivate Scholarly and Academic Success The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student scholar.
2. Engagement with the University Community The student engages in opportunities for learning beyond the classroom.
3. Foster Personal Development and Wellness The student develops strategies and goals to support their personal wellness and academic and professional success.
4. Promote Understanding of Diversity and Social Responsibility The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.

The field trip achieves the learning objective #1 as students will have the opportunity to apply some of the concepts we will have explored in class in their interpretation of the museum and the Holocaust as a whole. Furthermore, the experience of interacting with a scholar in the field of Holocaust studies will introduce students to how academic inquiry functions and its importance. The field trip achieves the learning objective #2 as this an excellent opportunity to engage students in learning outside of the classroom. Students will have the opportunity to explore in depth some of the themes we have introduced in class and engage themselves deeply into the themes of racism and genocide. Having a debriefing with a prominent Holocaust scholar at the museum will provide an excellent opportunity for students to ask questions about what they have just observed in the museum. The field trip also achieves learning objective #4. The USHMM focuses on the dangers of racism and how a society can devolve when individual citizens do not stand for the values

that protect all members of society. The USHMM also highlights the dangers of racism and genocide in the contemporary world in some of its temporary exhibits.

# Quotation Details

Wolf's Bus Lines, Inc

Client ID Client Company Client Ref 1 Client Ref 2	Mark Spicka Shippensburg Univ Dept of History	Quotation ID Movement ID  Passengers Distance	3354 4756  283
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First Pick-up Pick-up Date Single Journey Vehicle To Stay	Main Campus - (Shippensburg Univ.) Thu 11/15/2018 Time 07:30 No Yes	Destination Arrival Date Leave Date Back Date	Holocaust Museum - Washington, DC Thu 11/15/2018 Time Thu 11/15/2018 Time 14:30 Thu 11/15/2018 Time 17:00
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First Pick-up Instructions	Destination Instructions
1871 Old Main Drive Shippensburg, PA 17257	100 Raoul Wallenberg Pl, SW Washington, DC 20024

Quantity	Seats	Vehicle Description	Unit Price	Price	Tax %	Tax	Total
1	38	Deluxe Motorcoach	\$1,342.00	\$1,342.00	0	\$0.00	\$1,342.00
1	54	Deluxe Motorcoach	\$1,570.00	\$1,570.00	0	\$0.00	\$1,570.00
Movement Totals				\$2,912.00		\$0.00	\$2,912.00

Route	Further Requirements
7:30 a.m. Depart for Holocaust Museum. 10:15 a.m. Arrive. 2:30 p.m. Depart for home. 5:00 p.m. Arrive back to Shippensburg.	Driver gratuity is not included.  Thank you for requesting a quote from Wolf's Bus Lines!

Included Items	Included	Included Items	Included
Driver Gratuity	No		

## GENERAL EDUCATION PROJECT GRANT 2017-18 ACADEMIC YEAR

### PURPOSE:

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# 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: David W. Wildermuth

Department: Dept. of Global Languages &  
Cultures

Email: [dwwildermuth@ship.edu](mailto:dwwildermuth@ship.edu)

Phone: 717-477-1119

Date of Proposed Project/Event/Excursion: November 15, 2018

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

UNIV101 Section 19

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

The skills and competencies of the UNIV101 First-year seminar are to: "Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar."

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

Students will visit the permanent exhibition of this world-renown museum to gain insights into issues of racism, intolerance and social responsibility. The visit will also provide a visual contextualization of the themes and issues found in the UNIV 101 course reader, *The Book Thief*, which takes place in Nazi Germany.

Total Amount Requested:     \$1,673.00    

Faculty Member David W. Wildermuth

Date June 22, 2018

## Summary Narrative

The proposed excursion to the United States Holocaust Memorial Museum (USHMM) on November 15, 2018 will address the program goal for the new University 101 course offering: "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." Comparisons and contrasts will be made between the Holocaust and historical and contemporary societal issues at the local, regional and national level to promote understanding of diversity and social responsibility.

Students will spend approximately four hours touring the permanent exhibition at the USHMM after which they will participate in a question and answer session with Dr. Geoff Megargee, currently the project director for the *Encyclopedia of Camps and Ghettos, 1933-1945* at the Center for Advanced Holocaust Studies at the USHMM. Upon our return to campus, students will write a reflective paper which will demonstrate their engagement with and broader understanding of issues of diversity and tolerance based on the historical example of the Holocaust. The excursion will thus directly address the following three learning goals of the UNIV101 course:

- The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.
- The student engages in opportunities for learning beyond the classroom.
- The student engages with core concepts of diversity and universality, and demonstrates principles of responsible citizenship within and beyond the campus community.

Please note I am planning this visit to the USHMM in conjunction with one section of the UNIV101 course taught by Professor Mark Spicka, hence the request for a larger (54-seat) motor coach.

# GENERAL EDUCATION PROJECT GRANT

## BUDGET SHEET

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

Name: David W. Wildermuth

Department: Dept. of Global Languages &  
Cultures

Email: [dwwildermuth@ship.edu](mailto:dwwildermuth@ship.edu)

Phone: 717-477-1119

MONTH AND YEAR OF PROPOSED EVENT: NOVEMBER 2018

### ITEMIZED BUDGET (PROPOSED)

ITEM	ITEM AMOUNT (WRITTEN ESTIMATE ATTACHED)
1. Wolf's Bus Lines Deluxe motorcoach	\$1,598.00
2. gratuity for Wolf's Bus Lines Deluxe motorcoach	\$75.00
3.	
4.	
5.	
6.	
7.	
8.	
(Continue on back if necessary)	

**TOTAL REQUESTED: \$1673.00**

FACULTY MEMBER DAVID W. WILDERMUTH

DATE JUNE 22, 2018

# Quotation Details

Wolf's Bus Lines, Inc

Client ID Client Company Client Ref 1 Client Ref 2	David Wildermuth Shippensburg Univ Dept. Modern	Quotation ID Movement ID Passengers Distance	3310 4707 283.7
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Pricing Period	2018 Fall Dates	Price Band	Sun - Friday
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First Pick-up Pick-up Date Single Journey Vehicle To Stay	Main Campus - (Shippensburg Univ.) Time 00:30 No Yes	Destination Arrival Date Leave Date Back Date	Holocaust Museum - Washington, DC Time Time Time 23:59
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First Pick-up Instructions	Destination Instructions
1871 Old Main Drive Shippensburg, PA 17257	100 Raoul Wallenberg Pl, SW Washinton, DC 20024

Quantity	Seats	Vehicle Description	Unit Price	Price	Tax %	Tax	Total
1	54	Deluxe Motorcoach	\$1,598.00	\$1,598.00	0	\$0.00	\$1,598.00
Movement Totals				\$1,598.00		\$0.00	\$1,598.00

Route	Further Requirements
Depart for Holocaust Museum.	Driver gratuity is not included.
	Please advise of departure times and pick up locatation in Shippensburg.
	Thank you for requesting a quote from Wolf's Bus Lines!

Included Items	Included	Included Items	Included
Driver Gratuity	No		