

DOCUMENT P - OMNIBUS COURSE, CO-CURRICULAR LEARNING EXPERIENCE, AND PROGRAM DEVELOPMENT COVER SHEET

Instructions: See PRP 3230 Course and Program Development

DISCIPLINE PREFIX, COURSE NUMBER, COURSE TITLE: CLE 244 Military and Veterans – Unique Experiences

SHORT TITLE OF PROPOSAL: Create New CLE, 2 MyCore GEPs for Goal #4, Cultures and Diversity

CIP: (FOR PROVOST'S USE ONLY)

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	N/A <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input checked="" type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	Other <input type="checkbox"/>	
Box 3: ITEM OF ACTION (check appropriate boxes)	APPROVAL SEQUENCE(see box 5)		DOCUMENTS REQUIRED (see box 4)		INFO COPIES (see 2 below)
<input type="checkbox"/> 1 Experimental Course ¹	A B2 E		PQR		1. d
<input type="checkbox"/> 2 Change in Master Course Syllabus:					
<input type="checkbox"/> 2a Title and/or Description <input type="checkbox"/> 2b Credits/Points	A B1 B2 E		PQ		2ab.
<input type="checkbox"/> 2c Course/CLE Number	A B1 B2 E		PQ		2c.
<input type="checkbox"/> 2d Pre & Co-Requisite	A B1 B2 E		PQ		2d. a, b
<input type="checkbox"/> 2e Content Outline	A B1 B2 DE		PQR		2e. a, b
<input type="checkbox"/> 2f Methods	A B1 B2 E		PQR		2f. a, b
<input type="checkbox"/> 2g Student Learning Objectives	A B1 B2 DE		PQR		2g. a, b
<input type="checkbox"/> 2h Student Assessment and/or Evaluation	A B1 B2 E		PQR		2h. a, b
<input type="checkbox"/> 2i Course/CLE Assessment	A B1 B2 E		PQR		2i. a, b, e
<input type="checkbox"/> 2j Supporting Materials &/or Prototype Text	A		R		2j. a, b, f
<input checked="" type="checkbox"/> 3 Departmental Recommended Class Size, if appropriate	A B1 B2 DE		PQR		3. a, b
<input type="checkbox"/> 4 Deactivate a Course/CLE	A B1 B2 E		PQ		4. a, b
<input checked="" type="checkbox"/> 5 Pass/Fail Grading	A B1 B2 DE		PQR		5. a, b
<input type="checkbox"/> 6 Major/Minor/Concentration Requirements/Electives	A B1 B2 DE		PQV		6. a, b
<input checked="" type="checkbox"/> 7 New Course/CLE	A B1 B2 DE		PQR		7. a, b
<input type="checkbox"/> 8 Dual Listing (select 8a or 8b)	A B1 B2 DE		PQR		8. b
<input type="checkbox"/> 8a Offered in two departments with same number	A B1 B2 DE		PQR		8a. b
<input type="checkbox"/> 8b Offered in one department as undergrad & grad	A B1 B2 C1 C2 DE		PQR		8b. b
<input checked="" type="checkbox"/> 9 General Education Change	A B1 B2 C3 DE		PQR		9. a, b
<input type="checkbox"/> 10 Minor	A B1 B2 DE		PQV		10 a, b
<input type="checkbox"/> 11 Non-Degree Certificate Program	A B1 B2 DE FGH		PQTU		11. a, b
<input type="checkbox"/> 12 Program Deletion	A B2 D-Information EFGH		PQTU		12. a, b, c
<input type="checkbox"/> 13 Program Moratorium	A B2 D-Information EFH		PQ		13. a, b, c
<input type="checkbox"/> 14 Certificate Program(Major or Minor Exists)	A B1 B2 DEFG		PQ		14. a, b, c
<input type="checkbox"/> 15 Degree Designation	A B1 B2 DEFGH		PQTU		15. b, c
<input type="checkbox"/> 16 Degree Program					16. a, b, c
<input type="checkbox"/> 16a Letter of Intent	A B1 B2 DEFGH		X		
<input type="checkbox"/> 16b Request for Accelerated Program Review	A B1 B2 DEFGH		PQTUVW		
<input type="checkbox"/> 16c Detailed Program Proposal ³	A B1 B2 DEFGH		PQTUVW		
<input type="checkbox"/> 17 Program Policy Change	A B1 B2 DE		PQ		17. a, b, c
<input type="checkbox"/> 18 Concept Approval	A B1 B2 DE		PQ		18. a, b, c
<input type="checkbox"/> 19 Distance Education (80% of content via Dist Ed)	A B1 B2 DE		PQR		19. a, b, c
<input type="checkbox"/> 20 Other	VARIES		VARIES		20. varies

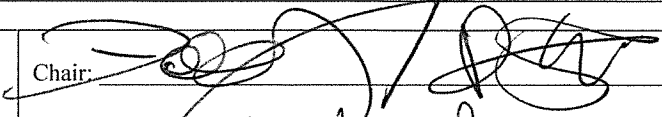
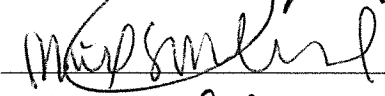

Box 4: DOCUMENTATION					
X	P. This Cover Sheet		T. Fiscal Impact		W. Program Completion Plan
X	Q. Summary (Reverse of P)		U. Needs Analysis		X. Letter of Intent
X	R. Syllabus		V. Program Course Checklists ⁴		

- 1 Approval automatically lapses after two offerings unless permanently approved as a new course.
- 2 Codes: a) Director, Library Services b) College Deans c) Institutional Research d) BUCC
e) Office of Planning & Assessment f) Provost's Office
- 3 16a, submission of Letter of Intent to PASSHE, must be completed prior to detailed program development unless Request for Accelerated Program Review is granted
- 4 Include existing and proposed checklists.

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SEP 14 2016
BY: *Acused*

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JUN 01 2016

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MAY 23 2016

Box 5: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A Dept/Program:	Chair: 	5/11/16
B1 College Curriculum Committee	Chair: 	5/11/16
B2 College Dean / VP	Dean: 	05-19-2016
C1 Graduate Council	Chair: _____	_____
C2 Graduate Dean	Dean: _____	_____
C3 General Education Council	Chair: _____	_____
D University Curriculum Committee (BUCC)	Chair: _____	_____
E University Provost & VPAA	Provost & VPAA _____	_____
F University President	President: _____	_____
G Council of Trustees	Chair: _____	_____
H PASSHE	_____	_____

DOCUMENT Q - SUMMARY PROPOSAL

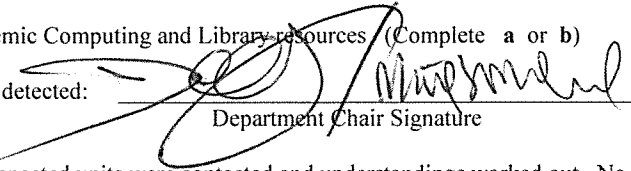
College: Student Affairs	Department: Office of Military and Veterans Resources – Student Affairs Division
Contact Person: Robert Heckrote	Phone: 4696 Effective Semester: Spring 2017

Q-1: Briefly describe what is requested: CLE 244		
Requesting 2 GEPs for General Education Goal #4 Cultures and Diversity.		
For new courses or changes in existing courses (needed by Registrar):		
New Title: CLE 244 Military and Veterans – Unique Experiences	Course #: CLE 244	Credits: 0
Course Abbreviation: MVETS - Unique Exp. (Maximum of 20 letters including blank spaces)		
Old Title:	Course #:	Credits:

<p>Q-2: Set forth the full rationale for what is proposed.</p> <p>To help military students incorporate their prior experience into their general education, this experience provides them an opportunity to connect academic course readings to their past encounters with cultures other than their own. Through reading assigned texts and completing written and other assignments (see 12, Student Assessment) and also through incorporating concurrent or past academic coursework / readings which resonate with the student, CLE 244 will help military students reflect upon and connect their military experience to their current curriculum.</p> <p>CLE 244 will be administered by the Supervisor of the Office of Military and Veterans Resources (OMVR). The OMVR Supervisor will operate as the CLE mentor due to the extensive military knowledge required of that individual. Outlined in the rationale that military students who have been exposed to cultures outside of their own, typically on deployments or mobilizations outside of the continental United States, have been thrust into cultures they might not have been familiar with. This exposure provided an opportunity for the military students to learn about new cultures, to see norms and values potentially different from their own. It is understood that simply being outside of the continental United States does not necessarily mean an individual has cultural understandings or even that they were around people from cultures outside of their own. However, this experience is meant for those military students who were exposed to diverse cultural situations and feel they gained greater introspection and empathy relating to other cultures. This experience is an opportunity for military students to connect their tacit knowledge and experiences from first hand interactions to the explicit knowledge and learning taking place in the classroom. The CLE uses approved reading materials to help the student better understand their own culture, other people’s cultures, what influences cultural interactions, their personal assumptions about other cultures, and how they have grown as a result of exposure. Through 5-6 hours a week of independent work related to experience material and 1-2 hours a week with the CLE mentor, students will earn two GEPs toward Goal #4: Cultures and Diversity.</p>
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<p>Q-3 RESOURCES</p> <p><input checked="" type="checkbox"/> No additional resources required. Explain why. Professionals in the Office of Military and Veterans Resources job descriptions will be adjusted to complete the work.</p> <p><input type="checkbox"/> Additional resources required. Indicate probable source of additional funds.</p>
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Q-4 Impact including Center for Academic Computing and Library resources (Complete a or b)

a) Impact was reviewed but none detected:  5/11/16
Department Chair Signature Date

b) Impact was reviewed. All impacted units were contacted and understandings worked out. No unit objections to the proposal as currently submitted. Supporting documents are attached. The units contacted were:

_____ Date
Department Chair Signature

c) Impact was reviewed. All objections were worked out except those documented in attachments. Units contacted were:

_____ Date
Department Chair Signature

IB/kef/OmnibusForm 12/10/15

Bloomsburg University – Document R

Master Course Syllabus

1) **Date Prepared:** November 2015
 2) **Prepared by:** Robert Heckrote, Patricia Beyer, and Ted Roggenbuck
 3) **Department:** Office of Military and Veterans Resources – Student Affairs Division

4) **Course Number:** CLE 244
 5) **Course Title:** Military and Veterans – Unique Experiences
 6) **Credit Hours:** 0

Goal #4: Cultures and Diversity | 2 GEPs

7) Prerequisites: Open to military students (to include military dependents) who have had extended exposure to cultures different from their own (typically in the fashion of a deployment overseas or mobilization which resulted in foreign interactions) and permission from the Supervisor of the Office of Military and Veterans Resources.

8) Catalog Description: Explores experiences with cultures other than the student’s own and the impact those experiences had on growth and development regarding cultural competence. Students will critically think about the differences and similarities to cultures outside of their own and how exposure to other cultures has helped them to be more aware of diversity and informed about global issues and differences. Students will explore their cultural assumptions and cultural self-awareness, and will demonstrate how better understanding other cultures has helped them to grow. This experience earns two GEPs toward Goal #4, Cultures and Diversity in general education.

9) Content Description: Reading material and other supporting documentation related to the reading assignments can be drawn from **15) Supporting Materials** or, with the prior approval of the CLE mentor, can be drawn from established courses. The justification for this lies in the fact that each individual student’s experiences and exposures with other cultures can be received and interpreted differently. An assignment or reading from an Anthropology course or a Psychology course (etcetera) might resonate with a student better than the established supporting materials as long as the readings support the SLOs and are approved by the CLE mentor. The reading material and instruction will be used to help the student articulate or be exposed to the following essential topics: (Note: topics may include, but are not limited to the following)

- I. Culture
- II. Cultural self-awareness
- III. Individual diversity development theory (Chavez)
- IV. Culture and the media
- V. Radicalization
- VI. Ethnocentrism
- VII. Diversity
- VIII. Prejudice / racism
- IX. Cultural empathy
- X. Cultural competence
- XI. Curiosity about other cultures
- XII. The ability to analyze other cultures
- XIII. Articulate cultural assumptions and misunderstandings

10) Methods: Students will meet weekly with the CLE mentor, in a fashion similar to an independent study, in order to discuss reading materials and to share their progress toward their final product. The expectation is that the student will spend 5-6 hours a week with the experience material and 1-2 hours a week with the CLE mentor reviewing assignments and experience materials. Prior to participating in this experience, students must complete a form similar to that of an independent study contract, which details their work load and what they wish to produce by the conclusion of the experience. The CLE mentor is limited to no more than five CLE 244 students at a time.

The essential element of this experience is to help the student learn and articulate that s/he has been exposed to culturally diverse situations by virtue of either their service in, or proximity to, the United States Armed Services while interacting with a culture different than their own (typically from deployment outside of the continental United States). Acknowledging and understanding this exposure / experience is intended to help the student see that they are culturally aware of their assumptions and are open to other people’s ways of life.

11) Student Learning Objectives:

Student Learning Objectives Upon completion of this course students will be able to:	Gen Ed Goals w/ GEPs	Related VALUE Rubric Elements	Means of Assessment

1) Articulate cultural points of view different from their own	Goal #4 – Cultures and Diversity	Intercultural Knowledge and Competence Knowledge: Knowledge of cultural worldview frameworks	-Autobiography -Summary, reflection, and discussion of assigned readings - Summary, reflection, and discussion of personal interviews -Final product (see 12) Student Assessment)
2) Articulate that there are many cultural factors affecting thoughts, behaviors, and actions	Goal #4 – Cultures and Diversity	Intercultural Knowledge and Competence Skills: Empathy	- Summary, reflection, and discussion of assigned readings - Summary, reflection, and discussion of personal interviews -Final product (see 12) Student Assessment)
3) Seek out and articulate answers to complex questions about cultures in order to foster understanding and acceptance	Goal #4 – Cultures and Diversity	Intercultural Knowledge and Competence Attitudes: Curiosity	- Summary, reflection, and discussion of assigned readings - Summary, reflection, and discussion of personal interviews -Final product (see 12) Student Assessment)
4) Articulate changes to their own assumptions about cultural differences through the analysis of different cultures	Goal #4 – Cultures and Diversity	Critical Thinking Influence of Context and Assumptions	-Autobiography - Summary, reflection, and discussion of assigned readings - Summary, reflection, and discussion of personal interviews -Final product (see 12) Student Assessment)

To help military students incorporate their prior experience into their general education, this experience provides them an opportunity to connect academic course work to their past encounters with cultures other than their own. Through reading assigned texts and completing written and other assignments (see 12, Student Assessment) and also through incorporating concurrent or past academic readings / assignments which resonate with the student, CLE 244 will help military students reflect upon and connect their military experience to their current curriculum.

CLE 244 will be administered by the Supervisor of the Office of Military and Veterans Resources (OMVR). The OMVR Supervisor will operate as the CLE mentor due to the extensive military knowledge required of that individual. Outlined in the rationale that military students who have been exposed to cultures outside of their own, typically on deployments or mobilizations outside of the continental United States, have been thrust into cultures they might not have been familiar with. This exposure provided an opportunity for the military students to learn about new cultures, to see norms and values potentially different from their own. It is understood that simply being outside of the continental United States does not necessarily mean an individual has cultural understandings or even that they were around people from cultures outside of their own. However, this experience is meant for those military students who were exposed to diverse cultural situations and feel they gained greater introspection and empathy relating to other cultures. This experience is an opportunity for military students to connect their tacit knowledge and experiences from first hand interactions to the explicit knowledge and learning taking place in the classroom. The CLE uses approved reading materials to help the student better understand their own culture, other people’s cultures, what influences cultural interactions, their personal assumptions about other cultures, and how they have grown as a result of exposure. Through 5-6 hours a week of independent work related to experience material and 1-2 hours a week with the CLE mentor, students will earn two GEPs toward Goal #4: Cultures and Diversity.

12) Student Assessment: All students will be required to produce a culminating product to be shared with a predetermined audience to include the CLE mentor, a panel, or a larger audience. All SLOs can be demonstrated through the completion and presentation of the culminating product. Prior to beginning this experience, students will determine, with the assistance of the CLE mentor, what they wish to produce, and to whom they will deliver their finished product. For their final product, students and the CLE mentor may choose any delivery method, to include: presentation, collage presentation, picture presentation, narrative, essay, autobiography, portfolio, e-portfolio, etc. The final product must demonstrate growth and development as a result of experience and exposure to cultures outside of their own. Further demonstration of SLOs may occur through assignments during the experience which can include but are not limited to:

- An autobiography
 - With reflection and discussion
- Case studies of different cultures / cultural misunderstandings
 - Guided summary, reflection, and discussion
- Interview(s) with an individual of their own culture
 - Guided summary, reflection, and discussion

Interview(s) with an individual of a culture different than their own
Guided summary, reflection and discussion
Final product

13) Evaluation of Individual Student Performances: Students who turn in all completed assignments from the CLE mentor and who receive a 'grade' of "Pass" on two thirds of all assignments will receive a Pass in the experience. Those who do not turn in all assignments from the CLE mentor and who do not receive a Pass on two thirds of all assignments will receive a Fail for the experience and will not receive any GEPs.

14) Course Assessment: The CLE mentor will assess the students' completed final products using the VALUE rubrics to ensure the CLE met each of the SLOs. The students will also complete assignments throughout the experience in order to ensure comprehension of subject material, but the assignments will also serve as a formative assessment for the experience. The Office of Military and Veterans Resources Supervisor will evaluate the effectiveness of the experience using the VALUE rubrics and the formative assessment. The OMVR Supervisor will use the data to change the experience if needed to better suit the students' needs and ensure the SLOs are being met. Collected data will be reported to the Office of Planning and Assessment, as requested by the General Education Council. The data and assessment collected through the OMVR will be processed through the Student Affairs Curriculum Committee.

15) Supporting Materials: ^MDenotes resources available in the OMVR; ^{*}Denotes resources available in Andross Library at Bloomsburg University

- ^{M/*}Brown, W. B., Sanulis, R., Theis, B., Farnsworth, J., & Daniels, D. (2013). The perfect storm: Veterans, culture and the criminal justice system. *Justice Policy Journal*, 10(2), 1-33.
- ^MCaligiuri, P., Noe, R., Nolan, R., Ryan, A. M., & Drasgow, F. (2011). Training, developing, and assessing cross-cultural competence in military personnel. *Rutgers-The State Univ*, Piscataway, NJ.
- ^{M/*}Cashdan, E. (2001). Ethnocentrism and xenophobia: A cross-cultural study. *Current Anthropology*, 42(5), 760-765.
- ^{M/*}Chávez, A. F., Guido-DiBrito, F., & Mallory, S. (2003). "Learning to value the "other": A framework of individual diversity development. *Journal of College Student Development*, 44(4), 453-469.
- ^{M/*}Culhane, E., Reid, P., Crepeau, L. J., & McDonald, D. (2012). Beyond frontiers: The critical role of cross-cultural competence in the military. *The Industrial-Organizational Psychologist*, 50(1), 30-37.
- ^{M/*}Greene, T., Buckman, J., Dandeker, C., & Greenberg, N. (2010). The impact of culture clash on deployed troops. *Military Medicine*, 175(12), 958-963.
- Kinloch, P., & Metge, J. (2014). Talking past each other: Problems of cross cultural communication. *Victoria University Press*.
- ^{M/*}Kam, C. D., & Kinder, D. R. (2007, May). Terror and ethnocentrism: Foundations of american support for the war on terrorism. *The Journal of Politics*, 69(2), 320-338.
- ^{M/*}Laurence, J. H. (2011). Military leadership and the complexity of combat and culture. *Military Psychology*, 23(5), 489-501.
- ^{M/*}Raden, D. (2003, Dec). Ingroup bias, classic ethnocentrism, and non-ethnocentrism among american whites. *Political Psychology*, 24(4; Neuroscientific Contributions to Political Psychology), 803-828.
- ^{M/*}Tinoco, J., & Arnaud, A. (2013, July). The transfer of military culture to private sector organizations: A sense of duty emerges. *Journal of Organizational Culture, Communications and Conflict*, 17(2), 37-63.
- ^MWeiss, E., Coll, J. E., & Metal, M. (2011). The influence of military culture and veteran worldviews on mental health treatment: Practice implications for combat veteran help-seeking and wellness. *International Journal of Health, Wellness & Society*, 1(2), 75-86.

16) Prototype Text: None

**CLE 244 Military and Veterans – Unique Experiences
VALUE Rubric: Intercultural Knowledge and Competence**

SLO	VALUE Element	Exceptional Capstone 4	Competent Milestone 3	Competent Milestone 2	Benchmark 1	Benchmark Not Met 0
1) Articulate cultural points of view different from their own	Knowledge: Knowledge of cultural worldview frameworks Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance
2) Articulate that there are many factors affecting thoughts, behaviors, and actions	Skills: Empathy Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance
3) Seek out and articulate answers to complex questions about cultures in order to foster understanding and acceptance.	Attitudes: Curiosity Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance

**CLE 244 Military and Veterans – Unique Experiences
VALUE Rubric: Critical Thinking**

SLO	VALUE Element	Exceptional Capstone 4	Competent Milestone 3	Competent Milestone 2	Benchmark 1	Benchmark Not Met 0
4) Articulate their own assumptions about cultural differences through the analysis of different cultures	Influence of Context and Assumptions Thoroughly (systematically and methodically) analyzes others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance