

**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 301

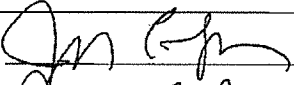
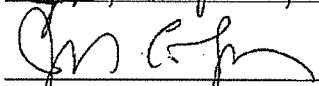
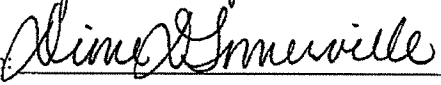
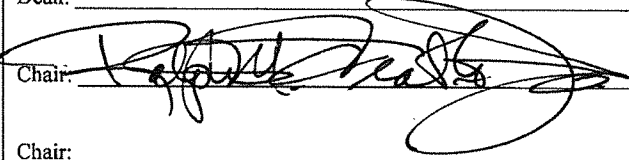
SHORT TITLE OF PROPOSAL: CGA President for General Education Points

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 <sup>1</sup>	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	A B1 B2 E	PQ	2ab.	
	<input type="checkbox"/>	2c Course 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 Departmental Recommended Class Size, if appropriate	A B1 B2 DE	PQR	2g. a, b	
	<input type="checkbox"/>	2h Student Learning Objectives	A B1 B2 DE	PQR	2h. a, b	
	<input type="checkbox"/>	2i Student Assessment and/or Evaluation	A B1 B2 E	PQR	2i. a, b	
	<input type="checkbox"/>	2j Course Assessment	A B1 B2 E	PQR	2j. a, b, e	
	<input type="checkbox"/>	2k Supporting Materials &/or Prototype Text	A	R	2k. a, b, f	
<input type="checkbox"/>	3	Deactivate a Course	A B1 B2 E	PQ	3. a, b	
<input checked="" type="checkbox"/>	4	Pass/Fail Grading	A B1 B2 DE	PQR	4. a, b	
<input type="checkbox"/>	5	Major/Minor/Concentration Requirements/Electives	A B1 B2 DE	PQV	5. a, b	
<input checked="" type="checkbox"/>	6	New Course	A B1 B2 DE	PQR	6. a, b	
<input type="checkbox"/>	7	Dual Listing (select 7a or 7b)	A B1 B2 DE	PQR	7. b	
	<input type="checkbox"/>	7a Offered in two departments with same number	A B1 B2 DE	PQR	7a. b	
	<input type="checkbox"/>	7b Offered in one department as undergrad & grad	A B1 B2 C1 C2 DE	PQR	7b. b	
<input checked="" type="checkbox"/>	8	General Education Change	A B1 B2 C3 DE	PQR	8. a, b	
<input type="checkbox"/>	9	Minor (Major exists)	A B1 B2 DE	PQV	9. a, b	
<input type="checkbox"/>	10	Minor (No Major exists)	3A B1 B2 DEFGH	PQTUV	10. a, b, c	
<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	16. b, c	
<input type="checkbox"/>	16	Degree Program	3A B1 B2 DEFGH	PQTUVW	17. a, b, c	
<input type="checkbox"/>	17	Program Policy Change	A B1 B2 DE	PQ	18. a, b, c	
<input type="checkbox"/>	18	Concept Approval	A B1 B2 DE	PQ, Letter of Intent	19. a, b, c	
<input type="checkbox"/>	19	Distance Education	A B1 B2 DE	PQR	20. a, b, c	
<input checked="" type="checkbox"/>	20	Other – Co-curricular learning experience	VARIES	VARIES	21. 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.	Concept Approval
X	R.	Syllabus	V.	Program Course Checklists <sup>4</sup>		

- 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 Concept approval required prior to detailed program development. Submit Letter of Intent.
- 4 Include existing and proposed checklists.

Box 5: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A Dept/Program:	Chair: 	11/7/13
B1 College Curriculum Committee	Chair: 	11/7/13
B2 College Dean	Dean: 	11.22.13
C1 Graduate Council	Chair: _____	_____
C2 Graduate Dean	Dean: _____	_____
C3 General Education Council	Chair: 	4/2/14
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: Student Affairs
Contact Person: Jeffrey Long	Phone: 4198      Effective Semester: Fall 2014

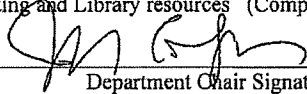
Q-1: Briefly describe what is requested: CLE 301		
Requesting 1 GEP each for General Education Goal #1 Communication and Goal #10 Citizenship.		
For new courses or changes in existing courses (needed by Registrar):		
New Title: CGA President for General Education Points	Course #: CLE 301	Credits: 0
Course Abbreviation: (Maximum of 20 letters including blank spaces)		
Old Title:	Course #:	Credits:

Q-2: Set forth the full rationale for what is proposed.
(Use space as needed.) The CGA President dedicates approximately 20 hours weekly in satisfying the responsibilities of the office, most of which are aligned with the student learning outcomes of this CLE. It is therefore considered that the successful completion of the CLE will warrant one GEP for General Education Goal 1, Communication, and one GEP for General Education Goal 10, Citizenship.

Q-3 RESOURCES
<input checked="" type="checkbox"/> No additional resources required. Explain why. The creation of this CLE does not require additional funds or personnel. Staff oversight for this CLE and assessment are already in place.
<input type="checkbox"/> Use space as needed to indicate probable source of additional funds:
(Use space as needed.)

Q-4 Impact including Center for Academic Computing and Library resources (Complete a or b)

a) Impact was reviewed but none detected:

  
Department Chair Signature

11/7/13  
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:

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Date

Document R: Master Course Syllabus  
General Education Co-curricular Learning Experience Proposal

1. Date prepared: September 27, 2013
  2. Prepared by: Jeffrey C. Long
  3. Department: Student Affairs
  4. Course Number: CLE 301
  5. Course Title: Community Government Association (CGA) President
  6. Credit hours: 0
- General Education:
1. Communication 1 GEP
  10. Citizenship 1 GEP
7. Prerequisites: Elected as CGA President
  8. Catalogue Description:

Provides the Community Government Association (CGA) President, the elected leader of the student body at Bloomsburg University, the opportunity to learn more regarding communication and citizenship by representing Bloomsburg University at Trustee meetings, PASSHE meetings and Town of Bloomsburg government meetings. The CGA President is an officer of Honeysuckle Student Holdings, Inc., the Kehr Union Governing Board and the Student Recreation Center Governing Board. The CGA President has fiscal responsibility for the operating budget of CGA, Inc. CGA President serves for a term of one academic year and will receive General Education points once.
  9. Content Outline and 10. Methods:

The CLE supervisor will collect examples of quality work using the assigned Value Rubric. In the following activities the student will develop communication and organizational skills:

    - A. Representing Bloomsburg University at Trustee, PASSHE and Town of Bloomsburg meetings.
    - B. Conducting weekly business meetings of the CGA Senate and Executive Committee.
    - C. Serving on the governing board of Honeysuckle Student Holdings, Inc., Student Recreation Center and Kehr Union.
    - D. Meetings with Bloomsburg University leaders such the President, Administrators, faculty, staff and students to identify, discuss and resolve student issues.
    - E. Overseeing the operating budget through the Community Government Association, Inc.
    - F. Serving as Chief Executive Officer of CGA, Inc. which approves the budgets and personnel of the University Store, Quest and Child Care Center.

11. Student Learning Objectives:

Student will:	General Education Goal With GEP(s):	Related Value Rubric and Element
1. Communicate effectively as CGA and University representative in a variety of public forums	Communication	Civic Engagement Civic Communication
2. Organize and participate in community enrichment events such The Big Event and Relay for Life	Citizenship	Civic Engagement Civic Contexts/Structures

The CGA President dedicates approximately 20 hours weekly in satisfying the responsibilities outlined in section nine above, most of which are aligned with the student learning outcomes of this CLE. The successful completion of the CLE thereby warrants one GEP for General Education Goal One, Communication, and one GEP for General Education Goal Ten, Citizenship.

12. Student Assessment:

Student learning objectives will be assessed by auditing CGA documents and correspondence written by the CGA President and by observing the CGA President conducting business meetings and speaking engagements.

13. Evaluation of Individual Student Performance:

CLE supervisor will gauge the degree to which the SLO's identified in item 11 are being achieved through:

- a. Weekly meetings with CGA President in preparation for communication activities.
- b. Observing CGA President perform communication activities.  
The Civic Engagement Value Rubric will be used to determine the pass/fail grade.
- c. The CGA Advisor will collect appropriate written documents and correspondence such as agendas, meeting minutes, e-mail correspondence, website content and evaluate them as per the Value Rubric. President will receive a passing grade based on reaching pre-determined performance level determined by CLE Supervisor per the Value Rubric.
- d. The CGA Advisor will collect appropriate documents such as The Big Event Organizational Manual and correspondence pertaining to the coordination of activities and assignments necessary to successfully execute the identified community event. President will receive a passing grade based on reaching pre-determined performance level determined by CLE Supervisor per the Value Rubric.

14. Course Assessment:

This CLE will be assessed each time a CGA President seeks the GEPs. Assessment data will be reviewed by the Office of Student Affairs and used to strengthen the CLE opportunity. Representative artifacts will be collected over time as part of the CLE review process. Data will be sent to the Office of Planning and Assessment.

15. Supporting Materials and References:

The following link provides background information on the Community Government Association, Inc. and the responsibilities of the CGA president: <http://www.bloomu.edu/cga>.

Community Government Association, Inc. Policy Manual. The contents of the manual include the Mission Statement, Constitution, By-Laws, Policies and Officer responsibilities for the Corporation.

Kouzes, J.M. & Posner, B.Z. (1989). The Leadership Challenge. San Francisco: Jossey-Bass.

Schein, Edgar H. (1988). Organizational Culture and Leadership. San Francisco: Jossey-Bass.

## CIVIC ENGAGEMENT VALUE RUBRIC

CLE 301 CGA President – The lack of achievement of benchmark 1 indicates the SLO's have not been met.

Student Learning Objective: Upon completion of this course student will be able to:	Rubric Elements	Capstone 4	3	Milestones 2	Benchmark 1	Benchmark Not Met 0
1. Communicate effectively as CGA and University representative in a variety of public forums.	Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
2. Organize and participate in community enrichment events such as Big Event and Relay for Life	Civic Contexts/ Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.

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# ORAL COMMUNICATION VALUE RUBRIC

CLE 301 CGA President

Student Learning Objective: Upon completion of this course student will be able to:	Rubric Elements	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Benchmark Not Met 0
Organize and execute presentations about student issues and CGA's role to university, public constituents and small groups.	Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
Organize and execute presentations about student issues and CGA's role to university, public constituents and small groups.	Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.

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# WRITTEN COMMUNICATION VALUE RUBRIC

## CLE 301 CGA PRESIDENT

Student Learning Objective: Upon completion of the course student will be able to:	Rubric Elements	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Benchmark Not Met 0
Write official correspondence such as memos and meeting minutes using correct grammar, spelling and tone.	Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
Write official correspondence such as memos and meeting minutes using correct grammar, spelling and tone.	Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.

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# TEAMWORK VALUE RUBRIC

## CLE 301 CGA President

Student Learning Objective: Upon completion of this course student will be able to:	Rubric Elements	Milestones			Benchmark	Benchmark Not Met
		4	3	2		
Identify, organize, and complete annual CGA elections and purchasing decisions.	Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.	0
	Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members by taking turns and listening to others without interrupting.		
Identify, organize, and complete annual CGA elections and purchasing decisions.	Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
	Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>		
Identify, organize, and complete annual CGA elections and purchasing decisions.	Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	

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