 Agenda for the meeting on Tuesday, November 1, 2016, in ELL205 at 3:30 P.M. 

1. Call to order 
2. Review and approve the minutes of the previous council meeting – Attachment A 
3. Report from the faculty co-chair 
   a. The PASSHE BOG approved major revisions to its policies on general education (BOG Policy 1993-01) and student transfers (BOG Policy 1999-01-A), which brings them into alignment with the new Middle States standards for accreditation (new Standard III). 
      i. General Education 
         1. Current policy – Attachment B 
         2. New policy effective Fall 2018 – Attachment C 
      ii. Student Transfer 
         1. Current policy – Attachment D 
         2. New policy effective Fall 2017 – Attachment E 
4. Old Business 
   a. Report for our representative to the UCC (Kirk Moll) 
   b. Reports from our Standing Committees 
      i. Assessment (Dr. Dudley Girard) 
         1. Minutes from its meeting on Oct. 5, 2016 – Attachment F 
      ii. Budget (Dr. Ben Meyer) 
         1. Minutes from its meeting on Oct. 6, 2016 – Attachment G 
         2. General Education Grant Proposal – Attachment H 
      iii. Entry Year Experience (Dr. Laurie Cella) 
         1. Minutes from its meeting on Oct. 7, 2016 – Attachment I 
         2. Discussion document shared with the PC – Attachment J 
      iv. Program (Dr. Sherri Bergsten) 
         1. Minutes from its meeting on Oct. 4, 2016 – Attachment K 
5. New Business 
6. Announcements 
7. Call to adjourn
MINUTES
General Education Council, 3:30 PM September 27, 2016, ELL 205


II. Dr. Drzyzga started with introductions followed by elections of two needed positions. A. James motioned, seconded by D. Birsch to elect A. Feeney as secretary, all were in favor. K. Moll volunteered to be UCC rep for this semester while J. Hamblin is on sabbatical. All were in favor of electing K. Moll as acting UCC rep. S. Drzyzga reviewed Robert’s Rules of Order, stressing the importance of keeping meetings informal enough to allow everyone to discuss important items, that motions from the floor needed to be seconded, and motions from standing committees do not need to be seconded.

III. Dr. Clements motioned, seconded by Dr. Ramsey, to approve the April 21, 2015 minutes. No corrections or objections were made and the motion passed unanimously.

IV. Report from faculty co-chair. Dr. Drzyzga reported that Middle States has adopted a new accreditation program that will go into effect in 2017-2018 and will run on an 8-year cycle but will require departments to submit yearly reviews. Additionally, they have raised the bar on each standard and S. Drzyzga expects strong enforcement of those standards. Secondly, the PASSHE Board of Governors is reviewing the policy on general education. The BOG is considering replacing the content requirements and aligning with Middle State’s competency requirements and imposing a new maximum number of credits. The BOG is also considering changes to its Academic Passport and Student Transfer Policy to streamline the process, especially for Veteran and non-traditional students. Thirdly, Dr. Drzyzga reported that two sister institutions shared information about their general education programs. East Stroudsburg reduced the credit requirements of their program (from 50 to 45 credits) and made additional room for a 3-credit required freshman course and a 3-credit wellness course. Kutztown reported that their general education program has too many leaning objectives and that they are unable to conflate fragmented departmental assessments into a meaningful program assessment.

V. UCC report-Dr. Drzyzga went to their first meeting and reported there were no new proposals and very little had to do with GEC.

VI. Reports from Standing Committees-

a. Assessment-Dr. Girard reported they met back in April to review the assessment. They had good discussions with the history department for both their 105 and 106 courses, and examined what exactly it means to be proficient in their skills. Additionally, standardize tests were given to freshman and seniors which they plan to continue doing in following years. Seniors scored higher than freshman but little else can be gleaned from the first year of data at this time. Dr. Burg thanked Dr. Girard for meeting with his department and found the discussions of assessment to be very beneficial.
b. Budget-Dr. Meyer reported that last year the $12,000 was spent on several grants. The Provost has provided equal funding again this year. Over the summer, Dr. Paris Peet submitted one grant that the committee will evaluate before the November 1 meeting.

c. First Year Experience-Dr. Cella reported that the committee had asked the Provost for money to support a student intern over the summer. The intern was tasked with creating marketing ideas for the first year experience. They created a writing lab pamphlet, a Facebook page, a logo, bookmarks, and brochure. The grant received by Dr. Cella was to support Sherman Alexie speaking on campus. He was scheduled to speak this fall but due to an illness the event is postponed until April, where he will speak at the Day of Human Understanding. Sherman Alexie’s reading are being used by all first year writing courses along with many of his readings in upper-level writing courses. The event will hopefully demonstrate to students the benefit of their general education courses.

d. Program-Dr. Bergsten stated that the committee continues to work on reorganizing program goals based on themes rather than arbitrary letters that will align with the new Middle States standards. The committee needs to consider rubrics that can be used across the curriculum and by different departments. The committee will continue to work on this during the upcoming year.

VII. New business- Dr. Drzyzga listed the members assigned to each of the standing committees and called on the chairs from last year to organize their first meeting and elect chairs for this upcoming year. He assigned each committee with a goal for the year. Dr. Stokely made note that as Dean of Academic Engagement and Student Support she has many students enrolled in general education courses yet have no representation on the program committee. The positions for the committee is laid out in the Bylaws, but anyone is invited to attend the meetings. Dr. Drzyzga reported that the English department submitted a 190 special topics proposal past the possible review date. It could not be reviewed before the Registrar’s Office opened courses for enrollment, so the topic will not be offered this year, but can, upon approval, be offered next fall.

VIII. Finally, Dr. Drzyzga reminded everyone that they are their department’s representatives, so please inform them about the new Middle States accreditation cycle and assessment standards, and the possible changes to PASSHE policy. A unanimous decision was made to adjourn, and the meeting concluded at 4:37 pm.

Minutes respectfully submitted by Alison E. Feeney
POLICY 1993-01: GENERAL EDUCATION AT STATE SYSTEM OF HIGHER EDUCATION UNIVERSITIES

A. Purposes

1. To address the Board of Governors’ statutory duties to establish broad educational policies, and to prescribe minimum standards for graduation.

2. To implement recommendation #7 of Priorities for Pennsylvania’s State System of Higher Education during the 1990s (adopted by the Board of Governors in October 1990), calling for a greater emphasis on liberal education at State System universities.

B. Definitions and Rationale

The focus of this policy is on procedures for assuring that a designated segment of the undergraduate curriculum, which is required of all students and is generally referred to as general education, addresses appropriate goals and serves to prepare State System students as effectively as possible for life and work in the 1990s and beyond. The rationale for the policy, however, as for the Priorities recommendation that prompted it, relates to the broader concept of liberal education.

Traditionally, educators have distinguished between professional education, which prepares students for their life work, and liberal education, which prepares students for life. In today’s world, where both careers and lives are subject to greater complexity and more frequent change than ever before, this distinction may be outdated.

Liberal education is essential today—regardless of the profession for which students may be preparing—to prepare them to think and communicate as professionals, to understand the societal and global context of their work, to transfer knowledge and skills from one setting and career to another, to recognize the ethical implications of
professional practice, and to balance the various dimensions of their personal and professional lives.

At the same time, liberal education is ever more essential in preparing students for the challenges and choices they face in their roles as partners, parents, friends, consumers, and lifelong learners—roles that have become more complicated and demanding than they were even a generation ago. Perhaps, above all, liberal education in the 1990s is critical for preparing students to be responsible citizens of pluralistic communities, a democratic country, and the global society of the 21st century.

Thus, while study within and across the arts and sciences disciplines forms the basis for the general education curriculum, the most important outcomes—the liberal education outcomes—will consist not so much in the mastery of particular bodies of knowledge as in the acquisition of the skills, values, awareness, understanding, perspective, and appreciation needed for continuing professional and personal growth in a rapidly changing world. To achieve the outcomes of a liberal education, imaginative, deliberate, and rigorous approaches to the design of general education and to its integration with other parts of the curriculum and the college experience are called for.

C. Procedures

To insure the quality, currency, and effectiveness of the general education portion of the undergraduate curriculum, State System universities shall:

1. Develop an institutional statement of general education goals and rationale to guide the design of the general education curriculum.

2. Develop written criteria, which may include pedagogical considerations, for inclusion of courses or other experiences in the general education program, and a process for reviewing and approving courses that meet the criteria and address the university’s goals for general education.

3. Develop effective means for communicating the goals and explaining the rationale and significance, as well as the specific requirements, of the general education program to students, parents, and other constituencies.

4. Develop processes for assessing outcomes of the general education program and for including the general education program in the university's program review cycle to assure the continued improvement, currency, and vitality of general education; summaries of general education reviews should be submitted to the Office of Academic and Student Affairs in the same manner as reports on other program reviews.

5. Include in the university's faculty professional development program opportunities for faculty to gain assistance, as might be needed, in developing
and teaching courses that address the goals of the university's general education program and in assessing student outcomes with relation to those goals.

D. **Recommended Liberal Education Goals**

A State System task force of faculty and administrators knowledgeable about general education programs developed the following list of goals or outcomes, based on the sample list included in Priorities recommendation #7(a). The list reflects recommendations and models commonly set forth in the national literature on general education.

None of these goals should be understood as equating to one or more specific courses. They may be addressed in countless curricular (and co-curricular) configurations. Moreover, the goals may be interpreted as outcomes to be realized through students’ entire undergraduate experience, as some should certainly be addressed through work in the academic major and through co-curricular experiences, as well as within the general education portion of the curriculum.

In developing or reviewing their own goal statements, designing general education curricula, and considering the integration of general education with the rest of the undergraduate curricula, State System university faculty and administrators should use these goals as guidelines or benchmarks.

1. Skill in various forms of inquiry, abstract logical thinking, inductive reasoning, critical analysis, and ability to find and use information.

2. Communication skills—including those required for effective reading, writing, speaking, and listening—and awareness of the challenges of cross-cultural communication.

3. Ability to understand numerical data and use mathematical methods for analysis and problem-solving.

4. Basic understanding of the natural and social sciences and their significance in contemporary society.

5. Historical consciousness, i.e., understanding of ideas, events, persons, and creative expressions from the past.

6. Awareness of the social, economic, political, and environmental interdependence of countries and regions of the world.

7. Understanding of how people's experiences and perspectives are shaped by gender, ethnicity, culture, and other factors that distinguish groups of people, coupled with recognition of common elements within human experience that transcend time, space, race, and circumstances.
8. Appreciation of and experience with literature and the arts.

9. Understanding of the role of values in personal, professional, and civic life; experience in recognizing and analyzing ethical issues.

E. Implementation

Several State System universities are already in a position to certify compliance with this policy and may submit statements explaining the university’s status with regard to items C (1-5) in this policy to the Office of Academic and Student Affairs soon after Board adoption of the policy. All State System universities should submit such statements when they believe they are in a position to certify compliance with Section C, but not later than December 1994. The Board will receive a report on policy implementation in January 1995.
Policy 1993-01-A: General Education at State System of Higher Education Universities

Adopted: January 21, 1993
Amended: October 6, 2016

A. Purposes

1. To reaffirm the significance and value of General Education and to strengthen its assessment through measurable outcomes;
2. To align the Board of Governors policy with regional accreditation standards related to General Education and assessment of student learning outcomes.

B. Introduction

General Education is aligned with the liberal education approach to learning and it is the part of a university undergraduate curriculum that is shared by all students. It ensures that students acquire breadth of knowledge and provides a basis for developing essential learning outcomes. Learning across traditions and disciplines fosters integration of knowledge and develops skills in diversity, civic and cultural awareness, communication, problem solving, and critical analysis. Within General Education, student learning outcomes consist less in mastery of disciplinary content than in the acquisition of the skills, values, awareness, understanding, perspective and appreciation that are the foundation for informed citizenship in a democratic society, innovation, and career readiness. General Education is also a foundational component of employability skills.

C. Definitions

Employability Skills are the foundational academic, practical and interpersonal skills required across industries and career paths.

General Education is a subset of Liberal Education which is shared by all students at a particular university.

Liberal Education is “an approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. This approach emphasizes broad knowledge of the wider world (e.g. science, culture and society) as well as in depth achievement in a specific filed of interest. It helps students develop a sense of social responsibility; strong intellectual and practical skills that span all major fields of study, such as communication, analytical, and problem-solving skills; and the demonstrated ability to apply knowledge and skills in real world settings” (AAC&U LEAP).

Pa Public School Code, 24 Section 20-2002-C refers to legislation that directs Pennsylvania public institutions of higher education to accept for transfer foundation
courses and accept with full junior standing the associate of arts or the associate of science degree into parallel baccalaureate programs.

**P2P** refers to the legislative Pennsylvania statewide program to program articulation agreements that provide clear transfer pathways into a State System university for community college students who have selected a transferable major program.

**Pa. Statewide Transfer Credit Framework** refers to the 30 credit hours of foundational liberal arts in 6 categories of study which was developed to implement the legislation (Pa Public School Code, 24 Section 20-2002-C) related to transfer among public institutions of higher education.

**Prior Learning** refers to students learning that occurred prior to enrollment at a State System university. Prior learning includes credits earned elsewhere as well as the assessment of skills, knowledge and competencies acquired outside the classroom against a set of standards or learning outcomes. Prior learning may include documented learning such as (but not limited to) Advanced Placement, International Baccalaureate, DANTES, CLEP, military experience, and credit by exam.

**D. Compliance with Middle States Commission on Higher Education and University responsibilities**

Middle States Commission on Higher Education (MSCHE) provides the common ground for General Education and its assessment for all State System universities. The State System of Higher Education institutions will meet the Middle States Requirements and Standards. The current standards are listed below:

1. As institutions that offer undergraduate education, each will provide a general education program either free standing or integrated into academic disciplines that:
   a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgements outside as well as within their academic field;
   b. offers a curriculum designed so that students acquire and demonstrate the essential skills including at least:
      - oral and written communication
      - scientific and quantitative reasoning
      - critical analysis and reasoning
      - technological competency
      - information literacy
   c. consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives (MSCHE standard III).

2. With regard to assessment of student learning and achievement, a regionally accredited institution will have clearly stated educational goals; organized and systematic assessment conducted by faculty and/or appropriate professionals evaluating the extent of student achievement of institutional
and degree/program goals. Institutions will articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives and where appropriate, further education.

They will support and sustain assessment of student achievement and communicate the results of this assessment to stakeholder and will use assessment results for improvement of educational effectiveness. (MSCHE Standard V)

3. Within the regional accreditation framework listed above, institutions will identify student learning outcomes. Consistent with their mission, institutions will design their general education programs and requirements to assure their students achieve the desired student learning outcomes. In addition to those student learning outcomes indicated by MSCHE, this policy enables system universities to identify additional learning outcomes.

General Education Requirements

Every student who graduates from an undergraduate degree program will satisfy the General Education requirements through learning experiences at the university, course-based transfer, core to core transfer, prior learning, and/or demonstration of competency.

Baccalaureate degrees. The BOG Policy 1990-06A: Academic Degrees requires a minimum of 40 General Education credits for a baccalaureate degree; the maximum shall not exceed 48 credits. The credit hours will be focused on competencies that are consistent with liberal arts learning outcomes. General Education requirements will be consistent with the requirements of the statewide Transfer Credit Framework.

Professional bachelor’s degrees such as the BFA, BM, BSN, BSW, BSEd, and BS in Business Administration identified in BOG policy 1990-06A are permitted to have General Education requirements specifically adapted to the profession but which must be consistent with the general education competencies for all students.

Associate degrees. The BOG policy 1990-06A: Academic Degrees require a minimum of 30 General Education credits for an Associate of Arts degree. Twenty-four credits of General Education are required for an Associate of Science and 21 for an Associate of Applied Science. The general education requirements should be consistent with requirements of the statewide Transfer Credit Framework.

Associate degrees designed for transfer must be aligned with the requirements identified in the parallel P2P articulation agreements.

Transfer

Middle States Commission on Higher Education standards (Standard IV) indicates that prior learning applicable to General Education will be recognized either through transfer of course credits or other transcripted equivalents.

The Board of Governors Student Transfer policy requires that State System institutions recognize the integrity, design, and validity of general education at other institutions and fully accept any completed general education coursework when comparable (though...
perhaps not identical) to general education at the receiving state system institution. There shall not be a course to course equivalency analysis or requirement.

The following apply to students who matriculate at a State System institution after attending another institution(s) of higher education:

- Students who transfer from one State System institution to another State System with their general education program completed will have their general education requirements met. Universities with unique signature general education requirements may expect students to satisfy those requirements if doing so does not extend the student’s time to degree.

- Students who transfer into the State System of Higher Education with an Associate degree (either an AA or AS) identified in a Program to Program (P2P) agreement as part of the Commonwealth Statewide College Credit Transfer system will be awarded full junior standing. These students will be expected to satisfy the remaining general education requirements at the receiving institution.

- Students who transfer into the State System of Higher Education with an Associate degree which is not identified as a P2P program will be expected to satisfy any remaining general education requirements.

- Students who matriculate at a State System institution without first earning an Associate degree in a transfer program will be required to complete any remaining requirements of that institution’s general education program. This does not apply to students who engage in “reverse transfer” by transferring their State System institution courses and credits back to a prior institution for the purpose of earning an Associate degree.

Prior learning

In addition to transfer credits, students’ learning may occur outside the college classroom. Students entering a State System institution who have met General Education student learning outcomes and competencies through mechanisms such as (but not limited to) Advanced Placement, International Baccalaureate, DANTES, CLEP, military experience, and credit by exam will have that learning transcripted.

All such learning will be indicated through transcription of academic credit or an alternative method to document learning.

Implementation

This policy will become effective for new undergraduate students who matriculate Fall 2018.
Policy 1999-01: The Academic Passport and Student Transfer Policy

A. Purpose

1. To create an Academic Passport to facilitate transfer of students and their credits from Pennsylvania community colleges to and among System universities.

2. To set forth general principles and guidelines for the implementation of the Academic Passport and student transfer policy.

3. To provide for periodic assessment of the Academic Passport and reporting of the outcomes to the Board of Governors, the chancellor, the presidents, and other System constituencies to ensure accountability and continuous improvement of the System’s transfer programs.

B. Background

Act 188, the enabling legislation for the State System of Higher Education, mandates that the State System provide high quality education at the lowest possible cost to the students. Accessibility, openness, convenience, and availability of a range of programs to interested and eligible Pennsylvanians always has been an objective of State System universities.

In addition to the 95,000 students enrolled in State System universities, more than 170,000 students attend Pennsylvania community colleges in degree credit and non-credit programs. Many of these college and university students, through life circumstances, find it necessary to relocate during their college career or obtain their post-secondary education from two or more institutions. Sound public policy mandates that these students be able to complete their education without unnecessary repetition of course work that already has been successfully completed at another accredited institution. An objective of the
Commonwealth's public colleges and universities, therefore, is the creation of a seamless system of public higher education in which students move freely between and among accredited public institutions of advanced learning. In January 1998, the System’s Board of Governors adopted a resolution to affirm the Academic Passport, which was designed to assist the transfer of community college students who earn the Associate of Arts (A.A.) or the Associate of Science (A.S.) degree. Incumbent students of State System universities with a cumulative grade point average (GPA) of 2.0 or higher were also deemed to have an Academic Passport for the transfer of credit to and among System institutions.

Although it is preferable that students transfer with the A.A or A.S. degree, experience shows that the vast majority of students transfer without having completed their studies at the community college. Thus, it is vital that any effective articulation policy addresses both students who transfer with an associate degree and students who transfer prior to completing a degree program.

Underlying this policy is the belief that the competencies developed through general education are more important than individual courses. Recognition of the integrity and validity of the general education program at each sending institution results in acceptance of a general education program, which is comparable, but may not be identical to the general education program at the receiving institution.

C. Definitions

The Academic Passport - The Academic Passport, described in detail in Section E.1 and E.2 of this policy, is a transfer program designed to promote and facilitate the transfer of students of Pennsylvania community colleges to State System of Higher Education universities, and to support the transfer of undergraduate credits earned by State System students to other System universities.

Associate Degrees - Pursuant to Board Policy 1990-06, Academic Degrees, associate degrees indicate that the holder has developed proficiencies sufficient to prepare for upper division collegiate work or to enter directly into a specific occupation. Associate degrees are awarded only for completion of a coherent program of study designed for a specific purpose. They reflect satisfactory achievement of a minimum of 60 semester hours of credit, in two parts: a general education component and an area of concentration or major component.

1. Associate of Arts (A.A.) - An Associate of Arts degree program is designed specifically for transfer into baccalaureate degree programs in the arts, humanities, social, or behavioral sciences fields, or in professional fields based upon these disciplines. Recipients of the A.A. degree normally complete a minimum of 60 credit hours.
2. **Associate of Science (A.S.)** - An Associate of Science degree program is designed primarily for transfer into baccalaureate programs in one of the mathematical, biological, or physical sciences, or into one of the professional fields with these fields as its base. The A.S. degree also normally requires the successful completion of 60 semester hours of study.

**D. Policy Statement**

The policy of the Board of Governors of the State System of Higher Education encourages the seamless transfer of students between accredited Pennsylvania community colleges and System universities and between and among System universities. To that end, community college and System students who meet the established eligibility criteria shall be granted an Academic Passport, which shall provide entry to a System university and, pursuant to the guidelines below, ensure the transfer and acceptance of course credits.

**E. Procedures and Criteria for the Academic Passport**

The following sections outline the eligibility criteria for the Academic Passport and the procedures under which credits earned at one institution may be accepted by and applied to a degree program at the receiving institution.

1. **Students Transferring With an Associate Degree**

   Students are encouraged to complete an Associate of Arts (A.A.) or Associate of Science (A.S.) degree program prior to transfer. Students who earn the A.A. or A.S. degree in a transfer or college parallel program from an accredited public Pennsylvania community college and who apply in accordance with the established university time frame shall have an Academic Passport that provides entry into any university in the State System of Higher Education.

   System universities will recognize and honor the Academic Passport by admitting such students and shall, consistent with G.5 (Guiding Principles) apply credit towards graduation for all college parallel course work completed for the associate degree.

   Up to a maximum of 45 general education credits and liberal arts course credits earned at the two-year college shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education. A course by course match shall not be required.

   Capacity limits and/or higher admissions standards may apply to certain high demand academic programs.
Students transferring with an Associate of Arts or Associate of Science degree to a System university must have a 2.0 minimum cumulative grade point average (GPA) in all course work presented for transfer from each institution attended.

Associate of Arts and Associate of Science degrees recognized for the Academic Passport must contain, as a minimum, 30 hours of liberal arts among the following fields of study: Composition/Communications, Humanities/Fine Art, Behavioral/Social Sciences, Biological/Physical Sciences, and Mathematics and Computer Science. Vocational, technical, and career courses shall not be used to satisfy general education requirements.

2. Intra-System Transfer

Incumbent System university students who have attained a GPA of 2.0 or higher in a minimum of 12 credit hours of college level course work shall hold an Academic Passport enabling transfer to any other System university.

System universities shall recognize and honor the Passport held by incumbent students who apply within the established university time frame by providing admission upon transfer and shall, consistent with G.5 (Guiding Principles), apply credit towards graduation for all college course work completed at the sending university.

Up to a maximum of 45 general education credits and/or liberal arts course credits earned at the sending university shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education. A course by course match shall not be required.

Capacity limits and/or higher admissions standards may apply to certain high demand academic programs.

Instruction Through Distance Learning: With the prior approval of the student’s home institution, System students holding the Academic Passport shall be entitled to take any course offered through distance learning and listed in the catalogue at any other System university and have those credits and the grade earned accepted by their home institution. The home institution retains the right to determine the application of such credits towards the satisfaction of specific degree or major requirements.

F. Procedures and Criteria for Transferring Without the Academic Passport

Pennsylvania community college students who have not completed the A.S. or A.A. degree may also apply to and be accepted for admission to a System university. To facilitate the transfer of students with a minimum of 12 credit hours of college level course work, up to a maximum of 45 credits in courses which
have been designated and credited as general education by an accredited Pennsylvania community college shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education.

Students seeking to transfer course credits without the completed A.S. or A.A. degree must have a minimum cumulative GPA of 2.0 or greater in all course work presented for transfer for each institution attended.

G. Guiding Principles

1. Students seeking to transfer to a State System university and who are admissible shall receive an evaluation of credits prior to enrollment and payment of tuition and fees. (Application fees may still be required.)

2. Current or future mutually agreed upon institutional articulation agreements may provide for the transfer of credits in excess of the numbers contained in this policy. Transfer students who meet the conditions of published articulation agreements (i.e., 2+2) between the sending and receiving institutions shall not be required to take a higher number of credits for the baccalaureate degree than indigenous students of the receiving institution.

3. For students holding an Academic Passport, admission to a specific curriculum and acceptance of transfer credits in that curriculum at a participating university shall be determined by the university based upon the same established criteria required for indigenous students.

4. Students transferring from a Pennsylvania community college with an Academic Passport shall be entitled to the same rights and privileges accorded System students with junior status.

5. In the acceptance and application of credits for students holding an Academic Passport, the receiving university shall look first to apply as many credits as possible towards the satisfaction of lower division general education requirements. Next the receiving university shall look towards applying the credits remaining to satisfy requirements in the major. Lastly, credits may be applied to satisfy elective requirements. It is the intent of this policy that credits earned by a community college student as part of a qualifying degree program should be accepted and applied towards completion of the baccalaureate degree. It is recognized that in certain circumstances, such as a change in major or intended program of study, it may not be possible to apply all credits earned at the community college to the four-year degree; however, absent legitimate academic reasons, the intent of this policy is to make full and complete use of credits earned in a qualified A.A. or A.S. degree program.
6. When a student transfers from one State System university to another, the record of all successfully completed undergraduate credits taken by the student at a System university shall be placed on the transcript of the receiving institution. The credits shall be evaluated by the receiving institution to determine which shall apply to general education requirements, the major requirements of the program in which the student is enrolled, or electives. State System universities shall honor and accept credits earned at other State System institutions. It is recognized that given the specific requirements of some majors for certification or licensure and the fact that students often do change majors, it may not always be possible to apply all credits earned to the receiving institution’s degree program. The intent of this policy, however, is to maximize the acceptance and application of credits earned by a student at another System university.

7. Consistent with G.3 above, transfer students shall not be required to repeat or retake courses which they have already successfully completed at another accredited institution, as defined in this policy.

H. Implementation

1. The intent of this policy is to ensure that students transferring to System universities have the skills and competencies to succeed in upper level college work. Competency may also be demonstrated through examination, and each university should provide transfer students with the same opportunities as non-transfer students to demonstrate their competence.

2. System universities shall publish and promote all of their transfer programs, including the Academic Passport and other articulation agreements. They also shall offer transfer advisement and counseling to community college and university students interested in seeking admission to their institution.

An office or person shall be designated at each System university to manage the articulation and transfer process internally and to provide the contact point for external communication. A student appeals process for transfer issues shall be developed at each System university and published in the university catalog and other relevant documents.

3. Coordination of curriculum matters shall be the responsibility of the Articulation Coordinating Council with representatives of the participating colleges and universities meeting on a regular basis to work cooperatively to continuously improve and enhance the articulation between State System universities and Pennsylvania community colleges.

4. The Articulation Coordinating Council shall convene a meeting of System university faculty representatives and community college faculty representatives for the purpose of enhancing and advancing the development of program to program articulation agreements, exploring
agreement on a common core for general education, and to define more fully the distinctions between upper and lower division courses, and the assignment of course numbers. The discipline-based faculty groups also may consider programmatic implications associated with implementation of this policy.

5. It is recognized that much work remains to be done before Pennsylvania has an effective statewide articulation program. To that end, the Board of Governors directs the System universities to join with other publicly funded higher education institutions to (1) develop a statewide articulation program which would consider establishment of core to core general education and program to program agreements and (2) determine the applicability of Associate of Applied Science degree credits to baccalaureate degree programs as well as the feasibility of common course numbering, indexing, or other innovations designed to provide students with a more effective and efficient pathway through higher education.

I. Periodic Review

Each State System university shall prepare an outcomes assessment report on the effectiveness of the Academic Passport to be used as a basis for any necessary revisions and improvements. Such reports shall be compiled by the Office of the Chancellor and presented to the Board of Governors one year following the adoption of this policy and biannually thereafter. Included in the assessment shall be an institutional review of transfer decisions, a survey of students who have transferred, and other relevant data (e.g., retention rates, grade point averages, and graduation rates).

J. Effective Date

The Academic Passport (Sections E.1 and E.2 of this policy) shall become effective immediately.

Section F pertains to students transferring without a completed degree program, and shall become effective beginning with the fall semester 1999. This policy supersedes and replaces Board of Governors Policy 1983-05: Relationship with Two-Year Institutions.
Policy 1999-01-A: The Student Transfer Policy

See Also: Board of Governors' Policy 1990-06-A: Academic Degrees; Procedure/Standard Number 2016-24: Graduation Residency Requirements

Adopted: January 14, 1999
Amended: October 6, 2016

A. Introduction

The student transfer policy operates on the principle that competencies and learning outcomes developed and documented through prior learning are the basis of recognition of transfer credit, not course matching. The intent of this policy is to maximize the acceptance and application of college-level credits awarded by regionally accredited institutions.

Sound public policy advocates that students who transfer into and among State System universities be able to complete their education without unnecessary repetition of learning successfully completed and documented at another institution.

The State System recognizes the value of learning that students demonstrate upon earning an Associate degree. Undergraduate students who transfer into a State System university with an Associate of Arts or Associate of Science degree in a parallel program will be awarded junior status and will have the same requirements for admission to a particular academic program as native students.

The purposes of this policy are:

1. To facilitate transfer of undergraduate and graduate students and their prior learning to and among State System universities.
2. To ensure that students can complete their education without unnecessary duplication of coursework.
3. To assist non-diploma and non-degree-holding students who have earned college-level credits from a previously attended PA Community college earn an associate degree or other credential by “reverse transferring” their current PA State System University credits back to their PA Community College.

B. Background

In 2008, legislation amended the Public School Code of 1949 by adding Article XX-C “Transfer of the Credits between Institutions of Higher Education” and established the Statewide Transfer and Articulation System so that students could transfer Associates of Arts (AA) and Associate of Science (AS) degrees into parallel bachelor degree programs at State System universities with junior standing.
A Transfer and Articulation Oversight Committee (TAOC) developed a process and timeline for implementing statewide program to program articulation agreements. TAOC created a transfer credit framework for 30 credits of foundational courses in 6 areas as well as the guidelines for program articulation from 2 year to 4 year institutions. Representative community college and 4 year college faculty developed Program to Program (P2P) transfer articulation understandings for academic major programs.

C. Definitions

1. Undergraduate Degrees:

   - **Associate’s Degrees:** An Associate degree indicates that the holder has developed proficiencies sufficient to prepare for upper division collegiate work or to enter directly into a specific occupation. Associate degrees are awarded only for completion of a coherent program of study designed for a specific purpose. They reflect satisfactory achievement of a minimum of 60 semester hours of credit, in two parts: a general education component and an area of concentration or major component. Examples of Associate Degrees include Associate of Arts, Associate of Science, and Associate of Applied Science.

   - **Bachelor’s Degrees:** A Bachelor’s degree is a four year degree that consists of two principal components, general education and study in depth in a major, which, taken together, are designed to prepare the student for a productive career, informed citizenship, and continuous growth.

2. Graduate Degrees:

   - **Master’s Degrees:** A Master’s degree represents advanced study beyond the baccalaureate degree and signifies mastery in a discipline or professional field. A master’s program requires a minimum of 30 semester credit hours and usually includes three basic components: (a) a common core of courses related to the discipline or field of study; (b) a concentration or specialization in a focused area of the discipline; and (c) cognate courses which broaden perspective or mastery, or provide special skills such as statistics or foreign language.

   - **Doctorate Degrees:** The doctorate is the highest academic degree awarded in American higher education and is of two types: the Doctor of Philosophy (Ph.D.) and the Professional Doctorate. Though the primary distinction is that the Ph.D. is a research degree and professional degrees are applied degrees, most doctoral programs include both research and applied studies.

3. Certificates: A certificate is a formal credit-based credential designated on the academic record and awarded by an educational institution to indicate completion of an organized program of study at the postsecondary level that does not culminate in a degree.

4. **Program to Program (P2P):** Refers to a Pennsylvania statewide program to major program articulation agreement that provides a clear transfer pathway into a State System university for community college students who have selected a transferable major program. Associate of Arts and Associate of Science degrees that are part of the P2P articulation contain a minimum of 30 hours of liberal arts among the following six fields of

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*Effective by Fall 2017*
5. **Prior Learning**: Refers to student learning that occurred prior to enrollment at a State System university. Prior learning includes college-level credits earned elsewhere as well as the assessment of skills, knowledge and competencies acquired outside the classroom against a set of standards or learning outcomes. Prior learning may include documented learning such as (but not limited to) Advanced Placement, International Baccalaureate, DANTES, CLEP, military experience, and credit by exam.

6. **Credit**: The recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a postsecondary degree, diploma, certificate, or other formal award, irrespective of the activity's unit of measurement.

7. **Directed General Education (Prescribed General Education)**: General education courses that are required for the major are considered "directed general education" or "prescribed general education". Therefore, directed (prescribed) general education courses are counted in the general education requirement/credits, not in the major or cognate requirements.

8. **Reverse Transfer**: A credit review of degree seeking students who transferred from a PA community college to a four-year Pennsylvania State System University without having earned their associate degree. Credits earned while working toward their bachelor degree will be sent to the PA Community College for evaluation for possible credit towards the completion of the associate degree requirements. PA's State System of Higher Education Universities and the 14 Pennsylvania Community Colleges have a signed and executed statewide Reverse Transfer Agreement.

D. **Policy Statement**

All college-level credits from regionally accredited institutions will be accepted in transfer, regardless of how the prior learning was acquired. The intent of this policy is to maximize the application of college-level credits awarded by regionally accredited institutions. Review of learning from non-regionally accredited institutions will be evaluated locally on a student by student basis. State System Universities shall ensure consistency and equity in the application of credit from non-regionally accredited institutions.

It is up to the receiving State System University as to how the credit is applied towards the intended degree:

**Undergraduate**

- In the acceptance and application of undergraduate transfer college-level credits, the receiving institution will first apply as many college-level credits as possible toward the satisfaction of general education requirements, then to requirements in the major and finally to elective credits.
• State System universities will recognize the integrity, design and validity of general education programs at other institutions and will accept general education coursework when comparable (though perhaps not identical to general education at the receiving State System institution). There shall not be a course to course equivalency requirement.

• Students who transfer from one State System institution to another State System institution with their general education program completed will have their general education requirements met. Universities with unique signature general education requirements may expect students to satisfy those requirements if doing so does not extend the student’s time to degree.

• Undergraduate students who transfer into the State System of Higher Education with an Associate degree in a parallel academic programs or as part of the P2P Statewide agreements will be awarded junior standing.

Graduate

• Students may transfer one-third of the equivalent graduate-level credits required in a graduate program.

E. Guaranteed Admissions

Admission to a State System university is guaranteed for undergraduate students transferring from a Pennsylvania Community College with an Associate degree and for students transferring from one State System University to another State System University.

• Admission is guaranteed into a State System University but not to a specific major or degree program.
• Criminal Conviction of a Felony Offense or Dismissal from a Previous Institution for Disciplinary Reasons may limit the ability to enroll in the Institution or complete certain academic majors/programs and may affect approval to live in university-owned or university-affiliated housing. These will be handled on a case-by-case basis.

F. Effective Date

The policy will become effective no later than start of Fall 2017.
GEC Assessment Committee Minutes

Date: Oct 5th, 2016
Prepared by Dudley Girard
Chair: Dudley Girard
Secretary: TBD

Present: James Mike, Karen Johnson, Becky Ward, Rob Lesman, and Dudley Girard

Chair and Secretary

Dudley offered to be chair again and was unanimously approved. Corrine Bertram was nominated for secretary, any vote was deferred until next meeting as she was not present. Dudley offered to take notes for the meeting instead.

Category A and Communication Skills Assessment

Dudley reviewed the guide for gathering and analyzing assessment data from departments with the new members of the committee. Becky, Rob, and Karen asked a number of questions related to the process. Karen noted to remember to tell departments what they are doing well first, before listing concerns. As part of the discussion Dudley noted that the General Education assessment system was built with over 80 learning outcomes that are not connected. Because of this the present assessment system cannot provide the information needed to know how students are doing at a program level for accrediting bodies such as Middle States. At present the assessment process can identify which objectives can be assessed, and when assessed if students in that course met the objective at some level. However, in most cases the assessment process cannot identify if two different courses met the objective at the same level.

For this semester Dudley was assigned to gather Category A assessment information from the Computer Science and Engineering department, Becky Ward was assigned to gather Fluency in Speaking assessment information from the Human Communication Studies department. Rob Lesman was assigned to gather Category A assessment information from the Mathematics department. Karen Johnson was assigned to gather Category A assessment information from the History / Philosophy department. At the next meeting (approximately 1 month) the goal is for each person to have made contact and be, at the minimum, in the process of waiting for the departments to send their information. All information is expected to be gathered and reviewed by the end of the semester.

General Education Program Assessment Plan

As per Scott's request Dudley next started a discussion on what sort of assessment plan would allow for proper assessment of the program. Dudley reviewed a document draft to the committee that summarized a plan based on notes from various conferences and experience assessing both General Education and Computer Science. Key points in the document discussed by all
committee members were separating course objectives (set by the department) and general education learning outcomes (set by the GEC). Additionally, limiting the general education learning outcomes to be less than 10. Such that one learning outcome could be focused on at a time by gathering and reviewing assessment data for all courses that meet that learning outcome. Lastly, the discussion focused on a need for a general rubric that each course could build its assessment around in such a way that data across different courses could be compared. Committee members were given 2 weeks to offer any changes or suggestions to the document before forwarding it on to the GEC Program Committee.
Minutes
Budget Committee of the General Education Council
October 6, 2016 at 3:00pm in Century Café

I. Meeting was called to order by Dr. Ben Meyer, chair of the GEC Budget Committee. The meeting was attended by Tom Frielle, David Hwang, Ben Meyer, and Paul Taylor.

II. The committee made a call for nominations for committee chair and secretary.

III. Dr. Ben Meyer was elected as committee chair and Dr. Paul Taylor was elected as committee secretary.

IV. The Budget Committee of the General Education Council (GEC) reviewed a General Education Grant proposal that was submitted by Dr. Paris Peet (Music and Theatre Arts). Dr. Peet would like to take students in the THE 121 course (Introduction to Theater) and IAP 111 course (Introduction to Interdisciplinary Arts) to Elizabethtown College in Elizabethtown, PA in November 2016. The excursion will include a performance event and dedicated lecture presentation by the Managing Director of the Harrisburg Shakespeare Festival as well as a first folio exhibition of Shakespeare’s plays. The trip will be offered on a voluntary basis and will accommodate 40 students. The Budget Committee highly recommended funding the proposed event for $850.70 and moved its positive recommendation to the GEC.

V. The committee has a $12,000 budget for the 2016-2017 academic year.

VI. The committee discussed the creation of a centralized location for Budget Committee information. Paul Taylor will investigate the addition of a link on the GEC webpage that will contain examples of past successful proposals as well as a listing of the remaining funds for the academic year. In addition, the committee will seek advice from the GEC regarding the possibility of having an email sent by Brian Johnson to all faculty that advertises the GEC grant program.

VII. The committee discussed the possibility of grant proposals submitted by faculty who do not teach General Education courses. If we need to change the wording of the call for grant proposals, what approvals are needed? (e.g., GEC, provost, etc.)

VIII. The next meeting will be scheduled when a new grant proposal is received.

The meeting was adjourned at 3:25pm.

--Minutes submitted by Ben Meyer
GENERAL EDUCATION PROJECT GRANT
2015-16 ACADEMIC YEAR

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

GRANT APPLICATION

PROPOSALS MUST CONTAIN THE FOLLOWING:

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

AWARD CRITERIA

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

GRANT POLICIES

Receipts must be retained and submitted for reimbursement.

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

Grant Awards are limited to:

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

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

QUESTIONS AND SUBMISSION INSTRUCTIONS

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

Department: Music and Theatre Arts

Email: papeet@ship.edu

Phone: 477-1644

Date of Proposed Project/Event/Excursion: Sunday, November 13, 2016. Shakespeare First Folio Exhibition Elizabethtown College – Lecture/Tour/Performance

If project/event is specific to your general education course sections, please provide Course # and Section number(s): THE 121______________________, ___IA 111______________________,

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

- Acquaint students with the richness and recognized standards of literary and artistic culture.
- Witness the historical and cultural significance of literature and theatre during the English Renaissance.
- Discover the relevance of historical artifacts and the efforts to conserve and interpret rare texts.

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

Elizabethtown College is hosting a traveling exhibit featuring a first folio edition of Shakespeare’s plays. This personalized tour would include a dedicated lecture presentation by Melissa Nicholson, the Managing Director of the Harrisburg Shakespeare Festival. Elizabethtown College will also be hosting a performance event on this date.

This trip will be offered on a voluntary basis to several gen ed. sections and will only accommodate 40 students. The exhibit at Elizabethtown is not suited to large crowds. This excursion will complement the Renaissance component of the Introduction to Theatre curriculum

Total Amount Requested:_______ 850.70__________________

Faculty Member Paris Peet

Date 6/27/2016
**GENERAL EDUCATION PROJECT GRANT**

**BUDGET SHEET**

(Written estimates from vendors must be attached to hard copy)

**NAME:** paris peet  
**DEPARTMENT:** Music & Theatre

**EMAIL:** papeet@ship.edu  
**PHONE:** 477-1644

**MONTH AND YEAR OF PROPOSED EVENT:** November 2016

**ITEMIZED BUDGET (PROPOSED)**

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<tr>
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**TOTAL REQUESTED:** 850.70

**FACULTY MEMBER** paris peet  
**DATE 6/27/2016**
INVOICE

June 24, 2016

TO: Paris Peet
   Shippensburg University

FROM: Melissa Nicholson
      Gamut Theatre Group
      15 N. 4th Street
      Harrisburg, PA 17101
      EIN: #25-1727630

First Folio guide and workshop.................................................. $ 400.00

Sunday, November 13: Conduct 1 hour First Folio workshop with bus load of students and serve as guide and docent to their viewing of the First Folio at Elizabethtown College. 3 hours total.

THANK YOU!

Payment is due by November 13, 2016. Please make payment payable to Gamut Theatre Group.
**This is an Estimate only.**

**You must respond by 11/1/16 to schedule the bus. $ Deposit Required.**

**3% Transportation Assistance Tax will be included on final invoice unless your organization is tax exempt.**

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**Meyers Bus Lines, Inc.**
2455 Edenville Rd
Chambersburg, PA 17202

**Estimate**

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**Leasee**

SHIPPENSBURG UNIVERSITY

/c/o Paris Peet

1871 Old Main Dr.

Shippensburg, PA 17257

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<tr>
<th>Contact Person</th>
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<tr>
<td>Paris Peet</td>
<td>240.500.6820</td>
<td><a href="mailto:PAPeet@ship.edu">PAPeet@ship.edu</a></td>
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**Description**

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<td>Drivers Hours</td>
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11/13/16 - 12:00pm pick up at Shippensburg Univ., transport to Elizabethtown College, Alpha Dr., Elizabethtown, PA 17022
4:00pm - Leave Elizabethtown College to return to Ship. Univ.

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**Total**

$450.70

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WE NOW ACCEPT CREDIT CARDS. Mastercard, Visa, Discover, American Express

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Minutes

Entry Year Experience Committee of the General Education Council, October 7, 2016, 1:00, DHC Computer Lab

Members Present: Laurie Cella, Matthew Ramsey, Carrie Sipes, Steve Burg, Margaret Lucia

I. Laurie Cella was elected chair of the committee for the Fall semester. A new chair will be elected when Laurie Cella goes on sabbatical in the spring.

II. Steve Burg presented materials he has developed in collaboration with the chairs of English and Human Communication Studies.

III. Laurie Cella presented materials developed by the EYE Committee during the 2015-2016 AY.

IV. Steve Burg offered to merge the two documents into one cohesive document.

V. Carrie Sipes offered to share materials from previous EYE committees.

VI. Laurie Cella offered to attend a Program Committee meeting and share the newly merged document with the Program Committee.

Meeting was adjourned at 2:00 pm
Background: In the 2014-2015 academic year, the GEC EYE Committee studied first-year experiences at universities around the nation and sought to develop a program for Shippensburg University based on national best practices. The committee developed learning objectives for such a program, and a plan for a first-year seminar that would be taken by all Shippensburg University students. However, financial considerations made that particular approach unfeasible. In the 2015-2016, the GEC EYE Committee focused on an EYE program that should reflect a shared culture. Simultaneously, the chairs of the English, History, and Human Communication Studies Departments, developed a more detailed EYE proposal that focused on integrated learning, collaboration, and shared assessment among courses in the Shippensburg University general education core. In the spring of 2016, the chairs met with the faculty co-chair of the GEC, the chair of the GEC Program Committee, and the chair of the GEC EYE Committee to share and discuss the draft proposal. This proposal reflects the culmination of two years of research, planning, and collaboration to develop an Entry Year Experience Proposal reflecting national best practices, the learning objectives of Middle States, our university’s existing expertise in first-year general education teaching and learning, and the realities of Shippensburg University’s resources.

Aspirational Purpose

The purpose of the Entry-Year-Experience program is to help our students develop into a thriving community of learners during their first year on campus. We believe it is important to help our students develop a shared sense of comfort, confidence, and curiosity during this important transition period so that they may accomplish their personal educational goals.

General Objectives

To achieve this purpose, the EYE program should be focused on accomplishing four objectives:

1. Provide our students with clear and consistent messages about college-level expectations and opportunities
2. Help our faculty members foster a continuous conversation about students’ first-year experiences
3. Facilitate collaboration, connections, and common assessment among the entry-year core general education courses based on program-level learning objectives.
4. Encourage Academic Affairs and Student Affairs to collaborate in developing innovative programming

Specific Methods for Achieving the General Objectives

1) Providing students with clear and consistent messages about college---level expectations and opportunities
The GEC EYE Committee has identified several specific ways to accomplish this goal:

   1. Brand the program for better recognition of available services
   2. Establish a website for EYE program
   3. Provide programming about college level expectations and opportunities, including during orientation and Welcome Week.
4. Facilitate collaboration between the three primary academic departments (English, History and Human Communication Studies) that includes common language about the EYE purpose and goals.

2) Helping faculty members foster a continuous conversation about students’ first-year experience:

The GEC EYE Committee has identified several specific ways to accomplish this goal:

1. Provide faculty with a flowchart of available resources for first year students
2. Hold a continuous faculty awareness campaign
3. The creation of an EYE Program Coordinator (a faculty member who will receive appropriate reassigned time) to plan events for first-year students as part of the EYE Program.

3) Facilitate collaboration, connections, academic support, and common assessment among the entry-year core general education courses based on program-level learning objectives:

1. Envision the first-year experience as a sub-program of Shippensburg University’s General Education Program with its own specific first-year learning objectives.
2. Develop a set of learning objectives and assessment methods that specifically evaluate the total impact of the first-year college experience on student learning.
3. Use the multi-course sequence to provide an integrated first-year experience for students that bridges students’ entire first year.
4. Provide comprehensive academic support through tutoring programs and supplemental instruction.
5. Embed training in college success skills in core courses, and supplement with online skills modules.
6. Use the academic component of the Entry-Year Experience as a hub for engaging students with the broader campus learning experience and campus resources.

4) Encourage Academic Affairs and Student Affairs to develop innovative, collaborative programming.

The GEC EYE Committee has identified that the best way to accomplish this goal would be to hold regular GEC EYE committee meetings. To be successful the EYE program needs:

1. Staffing including a Program Coordinator, an Intern and a Student Worker.
2. Budget for EYE programming
3. A standing GEC EYE Committee comprised of members of the GEC, representatives from English, History, and Human Communication Studies and ex-officio members from Academic Affairs and Student Affairs (e.g.: First Alert Coordinator, Residence Life, Dining Services, Library, the Career Development and Community Engagement Center, Exploratory Studies).
4. Faculty resources to ensure class sizes are appropriate to meet program’s learning objectives
I. The meeting was then called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Sherri Bergsten, Doug Birsch, Jennifer Clements, James Delle, Scott Drzyzga, Michael Greenberg, Karl Lorenz, Alice James, Kathryn Shirk, Brian Wentz, and Sarah Stokely.

II. Drs. Shirk/Clements motioned to approve the minutes with minor revisions from the 9/20/16 meeting, which were approved unanimously.

III. The committee then moved on to elect its officers for this academic year. On a motion by Drs. Clements /Birsch to nominate Dr. Bergsten for another year of superb leadership as the GEC Program Committee Chairperson, she was elected to the position unanimously. On a motion by Drs. Birsch/Shirk to nominate Dr. Lorenz as recording secretary, he was also elected to the position for another year unanimously. Dr. Bergsten then proceeded to set the calendar of GEC Program Committee meetings for the remainder of the Fall 2016 semester. The committee agreed to meet on Tuesday October 25, Thursday November 3, Tuesday November 15, and Tuesday December 6. The committee hopes to present a full working draft document of the proposed New General Education Program to the GEC at its last meeting on Tuesday November 29.

IV. The committee then voted on various parts of the new General Education Core Program outline that will be presented to the GEC on November 29. Drs. Shirk/Clements motioned to approve the five themes: Foundations; Culture, Reflection, & Responsibility; Interconnections; Natural Science & Technology; Creativity & Expression, as well as their associated program goals and rubric tag designations with minor editorial changes. Included in this motion was the removal of Tag H2 from Interconnections and creating a second elective H course in the Foundations theme of the core program. The vote was 7 Ayes with 1 abstention. Next, the first two of six bullet points relating to the core program outline listed at the end of the outline matrix were discussed and the first one was revised to read, “Courses will carry only one tag designation, which will be proposed by the Department or Program offering the course and approved through the University curriculum processes.” This revision was approved unanimously. Due to the lateness of the meeting, some committee members had to leave, so before a quorum was lost, a unanimous vote on a Clements/Shirk motion was taken to continue revision of the remaining bullet points as an editable google doc that would be discussed at the next meeting on October 25. Drs. Lorenz/Greenberg motioned that discussion of these remaining bullet point revisions to be approved will take no more than 15 minutes of the next meeting. The vote was 5 Ayes and 1 Nay. On a motion from Drs. Greenberg/Lorenz the committee unanimously voted (4 Ayes) that Drs. Drzyzga and Bergsten take the lead in writing the final document for the General Education Program, which will need to be drafted and presented to the GEC Program Committee at its November 15 meeting before it can be presented to the full GEC on November 29.

V. The next Program Committee meeting will be scheduled for Tuesday October 25, in FSC 016 at 3:40 pm, when we plan to finalize and vote on our revisions of the Program Outline bullet points and determine the number of credits to be included in each program theme.

VI. The meeting was adjourned at 5:55 pm.