General Education Council

2018-2019 Academic Year

Agenda, for the meeting on Tuesday, April 23, 2019, in ELL205 at 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – See Attachment A
3. Remarks by Co-Chairs – Interim Dean Sherri Bergsten, Dr. Kirk Moll
4. Old Business/New Business
   a. Reports from our Standing Committees
      i. Program Committee – Dr. Kate Shirk - See Attachments B, C
         1. New Course Proposal – AEES190 – Writing Tutoring Theory and Praxis – (Program Goal – R – Critical Analysis and Reasoning) – See Attachments D, E
         2. New General Education Course Proposal Form – See Attachment F
      ii. Budget Committee – Dr. Sam Forlenza
      iii. First Year Experience Committee – Dr. Steve Burg and Laurie Cella
      iv. Assessment Committee – Dr. Dudley Girard – See Attachment G
   b. Election of Officers – Faculty Co-Chair, Secretary, and Non-voting Representative to the University Curriculum Committee
5. Announcements
6. Call to Adjournment

MINUTES

General Education Council, 3:30 PM March 26, 2019, ELL 205

I.   Dr. Moll called the meeting to order at 3:37 pm. Attendance at the meeting included: S. Bergsten, M. Hartman, T. Frielle, C. Sipes, D. Girard, A. Vassallo, L. Cella, A. Morana, S. Drzyzga, A. Feeney, B. Ulrich, A. May, D. Gochenaur, L. Bryant, R. Lesman, K. Shirk, M. Greenberg, S. Haase, K. Lorenz, B. Wentz, H. Chen, D. Hwang, C. Rojas, W. Kubasko, S. Forlenza, K. Johnson, J. Smith, and S. Burg.

II. Dr. Forlenza motioned, seconded by Dr. Shirk, to approve the February 26, 2019 minutes. All were in favor and the motion passed unanimously.

III. Dr. Moll made opening remarks regarding the upcoming Middle States review and how the general education committee can highlight their advancements. He shared that a team met with a consultant in preparation for the Middle States visit and reminded everyone to review the Middle States documents and be ready for the visit.

IV. Old Business
   a.   Program Committee-Dr. Shirk stated they reviewed a few items this month. First was the UCC18-195 - PLS 359 - European Political Culture and Identity application to Citizenship general education program goal. The committee recommended its approval, all were in favor and the motion passed unanimously. Next was the UCC18-196 - INT 358 - Global Political Economy and Security application to Global general education program goal. The committee recommended its approval, all were in favor and the motion passed unanimously.

   b.   Budget Committee-Dr. Forlenza reported that they had $2551 remaining in budget. The committee reviewed a proposal from the First Year Experience Committee to invite Eli Saslow as the First Year Experience speaker on Day of Human Awareness. The request was for $1,000. The committee recommends approving the proposal. All were in favor and the motion passed unanimously.

   c.   First-Year-Experience Committee-Dr. Cella and Dr. Burg reported that they are planning for 85 sections of UNIV with 5 transfer sections. 82 sections are staffed right now. Dr. Burg that that they are in the process of hiring peer anchors, slightly more than half of the positions are filled. He requested that if GEC members were aware of students who would be good candidates for the position, please encourage them to apply. Dr. Cella reported that two workshops will be held this semester to support UNIV 101 instructors. A session was held recently on differentiated learning and the second one on interactive learning next month. Dr. Burg shared that there has been some discussion about bringing On Course as a good general education faculty professional growth opportunity. Dr. Cella shared that FYE is focusing on creating consistency in the UNIV101.

   d.   Assessment Committee-Dr. Girard met last week. Reminders will be sent out to be sure that GEC data is turned in. The first set of the calibration meetings are scheduled. Please communicate with Dr. Girard if you are having any issues with the data entry or have any questions. If you are having trouble with getting your data entry done, please contact Dr. Girard. It is better to contact the Assessment Committee rather than waiting. The goal is to gather the data and get better as we continue the work.

e. Dr. Drzyzga - UCC met at the beginning of the month. Proposals were not GEC. New proposals have already been submitted to Dr. Shirk.

f. Dr. Shirk shared that she, Dr. Bergsten and Dr. Moll met with UCC about a new process for application submissions. The discussion involved potentially identifying three pathways for a course to become GEC. 1) existing course – applying to be GEC, 2) 190 course, 3) new course – applying to be GEC. Dr. Shirk stated there was also a discussion regarding the timeline for communication with UCC. After a course is approved by the GEC, courses will be packaged together once a year and proposed as a GEC program. Currently, discussions are still happening. A proposal will be submitted to GEC for approval in the future. A question/comment emerged about the offload and onload courses and enrollment – potentially cannibalizing onload programs with offload summer programming.

V. Announcements – Next month, April, are elections for each of the GEC positions. Note: April meeting is on a Thursday due to Minds at Work. Dr. Orzel will be speaking the Monday before Minds at Work.

VI. Dr. Kubasko motioned, seconded by Dr. Shirk to adjourn. All were in favor and the meeting adjourned at 4:39 pm.

Minutes submitted by Dr. Wendy Kubasko

Attachment B

GECPC Minutes March 19, 2019

Present: Kathryn Shirk, Sherri Bergsten, Kirk Moll, Michael Greenberg, and Jennifer Clements

Guests: Christopher Woltemade, Niel Brasher & Mark Sachleben

Agenda:

1. Review/Approve Minutes from 2/19/2019. Clements/Greenberg motion to approve with edits. All in favor.

2. UCC Program proposals – None

3. UCC Course proposals

    a. UCC18-189 ESS 110 – DE approval of existing course. Woltemade presented the details of the course. Discussed impacts on other offerings during the semester.

    b. UCC18-195 PLS 359 – Brasher presented the details of the proposal. Clements/Greenberg motion to approve. All in favor.

    c. UCC18-196 INT 358 – Sachleben presented the details of the course and answered questions. Greenberg/Clements motion to approve. All in favor.

4. UCC – GEC course policy updates – no progress yet this semester, meeting/draft expected soon. A couple people from GEC and UCC are meeting on March 21, 2019 at 3:30pm.

5. Discussion of moving developmental reading into general education. General discussion revolved around preparatory work not matching with General Education goals.

Next GEC Meeting 26 March 2019 in LL205

Next Program committee meeting: 2 April 2019 in LL 204

GECPC Minutes—April 2, 2019

Present: Kathryn Shirk, Sherri Bergsten, Brian Ulrich, Kirk Moll, Jennifer Clements, Karl Lorenz, and Brian Wentz

Guest: Karen Johnson

1. Approval of Minutes from 3/19/19 (Ulrich/Clements); 1 abstention
2. UCC Program Proposals: None received
3. UCC Course Proposals:
   a. UCC18-199 AEES 2XX – Writing Theory Tutoring and Praxis (Proposed "R")
      - Discussion of the proposal noted the need to specifically match the "R" learning objectives more clearly
      - Question regarding pre-requisite: ENG 114 (or equivalent) with a B or higher
      - This will be taught face-to-face
      - Sponsor decided to revisit this proposal in two weeks after revisions are completed
4. Reviewed a revised "General Education Course Proposal" form and accompanying checklist for UCC

Attachment D

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
NEW GENERAL EDUCATION COURSE PROPOSAL
Summary Sheet

At Shippensburg University, we want our students to:
develop solid **FOUNDATIONS**
recognize **INTERCONNECTIONS**
consider the importance of **CITIZENSHIP** & **RESPONSIBILITY**
understand the **NATURAL WORLD** & **TECHNOLOGIES** that
surround them
and to appreciate **CREATIVITY** & **EXPRESSION**.

Please be sure to read the General Education Mission, Goals, Objectives, and Assessment document posted on the General Education Council (GEC) or University Curriculum Committee (UCC) websites prior to filling out this proposal. New General Education Courses should meet the requirements listed below:

- General Education courses must support one of the General Education Program Goals.
- General Education courses must provide students with ample opportunities to develop their competencies associated with the student learning objectives associated with the selected goal.
- All sections of the same General Education course should support the same program goal and student learning objectives, and work toward developing the same levels of competency.
- The sponsoring department or academic program must agree to foster assessment of student learning outcomes and to help the GEC to periodically assess the General Education Program.
- Academic programs should be aware of PASSHE's (2016) directed general education policy and its effect on courses that are cross-listed in both the General Education Program and a major program. Minor and certificate programs are not affected by this policy.

DATE: 2/12/19

ACADEMIC PROGRAM/DEPARTMENT: Academic Engagement and Exploratory Studies

COLLEGE: Elnetta G. Jones University Center for Student Success and Exploratory Studies

SPONSOR: Karen Johnson   PHONE/E-MAIL: kgjohnson@ship.edu ext. 3127

COURSE TITLE: Writing Tutoring Theory and Praxis

PROPOSED COURSE NUMBER: 190

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.

Ultimately, students will **use critical analysis to explain and analyze** theories and perspectives from an array of scholars, **apply these concepts to their personal writing center praxis,** and **evaluate the benefits** of their theoretical approaches and praxis to writers' experiences and learning goals.

DOES YOUR DEPARTMENT OR ACADEMIC PROGRAM AGREE TO FOSTER ASSESSMENT OF STUDENT LEARNING OUTCOMES AND TO HELP THE GEC TO PERIODICALLY ASSESS THE GENERAL EDUCATION PROGRAM?

YES

EFFECTIVE SEMESTER: __SPRING 2020____

OFFERED AS: ☐ Standard course

GRADE TYPE: ☐ Standard grading system

CREDIT HOURS: _____3____

WORK LOAD EQUIVALENCY: _____1/4 FTEF___

CREDITS COUNT TOWARD DEGREE: ☐ Yes

FINAL EXAM: ☐ Yes

RESOURCE IMPACT
Your department or academic program, and perhaps others too, will have to adjust current course offerings in order to accommodate a new course in the General Education Program. Describe how often the proposed General Education course will be taught and indicate the sections that will be dropped to accommodate this change.
Currently, our spring teaching loads are light, and course offerings are adequately covered by faculty in our department.

3

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
NEW GENERAL EDUCATION COURSE PROPOSAL
Detailed Information

At Shippensburg University, we want our students to:
develop solid **FOUNDATIONS**
recognize **INTERCONNECTIONS**
consider the importance of **CITIZENSHIP** & **RESPONSIBILITY**
understand the **NATURAL WORLD** & **TECHNOLOGIES** that
surround them
and to appreciate **CREATIVITY** & **EXPRESSION**

DATE: 2/12/19

ACADEMIC PROGRAM/DEPARTMENT: Academic Engagement and Exploratory Studies

COLLEGE: Elnetta G. Jones University Center for Student Success and Exploratory Studies

SPONSOR: Karen Johnson   PHONE/E-MAIL: kgjohnson@ship.edu
ext. 3127

COURSE TITLE: Writing Tutoring Theory and Praxis

PROPOSED COURSE NUMBER: 190

IMPLEMENTATION DATE: Spring 2020   CREDITS: 3

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?
A program goal is a clear statement that expresses what our program will do for students. Each goal is
designed to prompt and guide teaching practice and program assessment.

Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze
concepts, and apply concepts to issues to determine significance or value.

Ultimately, students will **use critical analysis to explain and analyze** theories and perspectives
from an array of scholars, **apply these concepts to their personal writing center praxis,** and
evaluate the benefits of their theoretical approaches and praxis to writers' experiences and
learning goals.

DOES YOUR DEPARTMENT OR ACADEMIC PROGRAM AGREE TO FOSTER
ASSESSMENT OF STUDENT LEARNING OUTCOMES AND TO HELP THE GEC   TO   ☐ Yes
PERIODICALLY ASSESS THE GENERAL EDUCATION PROGRAM?

CATALOG COURSE DESCRIPTION:

This course provides an opportunity to learn writing center theory and tutoring strategies within a university writing center. Students examine theories that inform composition and writing center studies to learn about processes involved in academic writing across disciplines and how to collaborate with student writers to meet their writing goals. Writing assignments explore the writing process, respond to writing center and composition research, analyze and evaluate theories and praxis, and culminate in a personal philosophy of theoretical beliefs and tutoring praxis. Classroom discussions analyze readings, evaluate strategies for tutoring writing, and apply concepts to peer tutorials. This course also involves field experiences where students will encounter unexpected growth and change in their abilities, skills, and perspectives concerning writing tutoring. Students spend a total of 10 hours observing and co-tutoring in the SU Writing Studio.

JUSTIFICATION:
This course fits the General Education Program because students must employ critical analysis and reasoning skills as they read scholarly articles, respond to scholars' ideas, apply these theories to field practices, and evaluate theories and praxis through a final tutoring philosophy assignment. Students will be challenged as they apply critical thinking and reasoning skills through a variety of scholarly readings (academic articles, book chapters, and academic websites), writing assignments, interactions with other students, presentations, and field practices where they apply learning to co-tutoring situations. Critical thinking and reasoning are also required for giving oral presentations, responding to role plays, and interacting in discussion board posts.

Currently, there is no course dedicated to critical analysis and reasoning for theory and praxis in writing tutoring or for students who want another course to improve their own writing. For students who want to build their writing and critical analysis skills, this writing-intensive course offers opportunities to build those abilities in three academic writing styles: MLA, APA, and Chicago. This course will strengthen the General Education program as it will help students become critical thinkers and compassionate citizens who learn ethical strategies for helping peers improve their writing. Providing feedback on a peer's writing is often a transferable skill that can be used in students' future professions. Additionally, this course will provide learning experiences that help to improve students' own writing and evaluation of their writing, ultimately preparing them to become better communicators upon graduation or advanced study.

Finally, for those students who decide to work as a writing tutor or a writing fellow, their improved education from taking this course will better equip them to provide writing support and offer opportunities for undergraduate research. Students will be more confident and informed tutors and fellows as a result of taking this course, which improves their agency in working as a tutor or fellow.

Section I. Student Learning Outcomes, and Assessments of Competency:

STUDENT LEARNING OBJECTIVES, OUTCOMES, AND ASSESSMENTS OF COMPETENCY FOR THE COURSE:
- A. A **student learning objective** is a clear statement of what we expect a successful learner to know, understand, or be able to do at the end of a period of learning.
- B. A **student learning outcome** is the result of a learning process; an actual outcome (e.g., an answer given, an essay written, an argument made, a skill demonstrated, etc.) that indicates what a learner knows, understands, or can do.
- C. A **competency** is a descriptor that describes how well a student knows, understands, or can do something (e.g., Unsatisfactory, Emerging, Developing, Proficient, or Mastery); a level of competency better than unsatisfactory is usually required to pass.
- D. Departments or academic programs offering General Education courses must address the student learning objectives associated with each selected General Education Program Goal and may

include additional student learning objectives associated with the subject, special topic, or discipline.

1. List the student learning outcomes for the course by completing the sentence,

    "Upon successful completion of this course, the student will be able to…"

2. List your methods for assessing student learning outcomes and competencies.

Learning Outcomes Upon Successful Completion of the course, students will be able to:	Assessments
1. **Identify** and **explain** the foundational writing center theories and **discuss how these theories** inform and impact praxis. *Conceptualization: Identification and explanation of concepts (theories) and relationship to relevant concepts (tutoring praxis).*	A. In your **Article Summary and Writing Analysis Essays,** you will **identify theories** and **explain how** these theories **were practiced** in tutoring sessions. B. In your **APA and Chicago Position Papers,** you **will identify, explain,** and **defend** your **position** of the directive/nondirective theoretical debate and **provide examples** from tutoring sessions that **support** your position. C. In your **Scholarly Article Presentation,** you will **identify and explain theories** from the article and their **relationship to tutoring practices** you have either observed in tutoring sessions or that should be integrated into tutoring sessions.
2. **Identify** tutoring **strategies** implemented in a tutoring session and **analyze the** strategy's success in helping the writer achieve his or her writing goals. *Analysis: identifies parts of a concept (tutoring strategies) and their relationship to each other (analyze and compare strategies) as well as demonstrating conceptual understanding (analyze each strategy's success in helping writers achieve their goals).*	A. In the **Observation Forms,** you will **identify** observed tutoring strategies from your readings and **analyze** each strategy's success in helping writers meet their goals. B. In the **Writing Session Feedback Forms,** you will **identify** the tutoring strategies you observed or employed and **analyze** the success of each strategy in helpng writers achieve their goals. C. Your **participation** in **Classroom Discussions** will demonstrate your ability to **understand and analyze the effectiveness of tutoring strategies** from your readings based on personal experiences, observations, and examples from the text.
3. Select theories that inform their tutoring philosophy, **apply** those theories to their tutoring praxis, and then **evaluate the benefits** of their theoretical approaches and praxis to writers' experiences and learning goals. *Evaluation: students apply concept (applicable theories) to an issue (their own*	A. In the **Final Exam,** you will write a personal writing tutoring philosophy paper in which you will **select relevant theories that apply** to your personal tutoring praxis, **explain how to apply those theories** in tutoring sessions, and **evaluate the benefits** of your theoretical approaches and praxis to writers' experiences and learning goals.

tutoring praxis) and determines the significance or value in relation to the concept as well as its implications (evaluates benefits of theoretical approaches and praxis to writers).	
4. **Apply components of good writing**, as defined by recent scholarship in composition and writing center research, to their own academic writing, research, and editing skills.	A. For their **Final Exam,** students will write a personal writing tutoring philosophy paper that demonstrates proficiency in academic writing. B. **Article Summary and Writing Analysis Assignments** should demonstrate students' proficiency in academic writing skills. C. Students' **APA and Chicago Position Papers** should reveal students' proficiency in academic writing skills.
5. Demonstrate competency in **explaining the conventions of standardized written English** yet demonstrate sensitivity to linguistic and cultural differences that affect the teaching and tutoring of writing.	A. **Writing Workshop Presentations** and **Participation** in workshops will demonstrate students' competency to explain grammar, mechanics, or style to peers.

CURRICULUM CONSIDERATIONS:
  A. General Education Mission and Goals, Student Learning Objectives, and Assessment of Student Learning Outcomes & Competencies
    1. How will this course support the mission and selected goal of our General Education Program?
    This course will support student learning in the General Education Program because it will help students improve their: written and oral communication abilities, critical reading skills, understanding of the writing processes, and ability to conceptualize and analyze ideas as they read scholarly articles, respond to scholars' ideas, and then evaluate theories and praxis by developing their personal tutoring philosophy. Students will be challenged as they practice critical thinking, analysis, and evaluation of concepts through a variety of readings, writing assignments, interactions with other students, presentations, and field practices where they apply learning to real-world experiences.

    This course will strengthen the General Education program by helping students practice critical and analytical thinking and by guiding them on how to ethically respond as compassionate citizens in tutorials. This course provides skills that will transfer across other courses during a students' academic career and their future professions because learning how to give and receive feedback helps students grow as writers and professionals. Also, this course provides learning experiences that improve students' literacy and evaluation of their writing, ultimately preparing them to become better communicators upon graduation. Finally, this course helps students develop soft skills needed for their future professions. Research (see references at the end of this proposal) attests to tutors' gains in soft skills, which has helped them in acquiring professional positions and applying the skills acquired during their tutoring experiences.

    2. How will this course provide students with ample opportunities to accomplish the learning objectives listed on the GEC's rubric for the selected Program Goal?

The program goal states: Guide and prompt students to use appropriate **critical analysis and reasoning** to explain and analyze concepts, and apply concepts to issues to determine significance or value. This course will help students **use critical analysis to explain and analyze** theories and perspectives from an array of scholars, **apply these concepts to their personal writing center praxis,** and **evaluate the benefits** of their theoretical approaches and praxis to writers' experiences and learning goals. Many opportunities for students to learn concepts and demonstrate learning of these concepts are provided: ten writing assignments that require critical analysis and evaluation, two student presentations, several student-led discussions, ten field experiences in the Writing Studio, a final exam, three discussion board posts, a variety of weekly readings, guest speakers, and role-playing in mock tutorial sessions.

3. If applicable, how will this course provide students with ample opportunities to accomplish the additional learning objectives associated with the subject, special topic or discipline?

The course provides many opportunities to learn about foundational theories that ground writing tutoring along with opportunities to practice those skills. The variety of learning experiences balances theoretical and practical learning experiences.

4. How will student learning outcomes and competencies be assessed?
    Student learning outcomes will be assessed through writing assignments, classroom discussions, Session Feedback Forms and Observation Forms, classroom presentations, a final exam, and discussion board posts.

B. Practical Considerations
    1. How will this course improve student learning in our General Education Program?
    This course will improve student learning in the General Education Program because it will help students to continue to improve their own written and oral communication abilities, understand the writing processes, and challenge them to think critically as they read and respond to scholarly articles, and then apply these theories to field practices. Students will grow in their critical thinking skills through a variety of assignments and field experiences where they apply learning to co-tutoring situations and then later evaluate the effectiveness of those strategies on writers' ability to meet their writing goals.

    2. What methods of instruction, learning, and assessment will be used?
    Face-to-face: lecture, small group discussion, student presentations, student-led discussions, field experiences in the Writing Studio, guest speakers, readings, writing assignments, discussion board posts, role-playing, and games.

    3. What is the estimated offering capacity of the course?
        a. How many sections and seats will be offered initially?
            One section each spring semester.
            i. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department?
                The addition of this course will not affect current teaching loads or other curricular offerings in this department. Our teaching loads are lighter in the spring when this course would be offered.
            ii. What resource impact(s) will this course have on students, other courses, or other departments? Provide details.
                No impact on other students or departments is anticipated.

There is no cost to students. The books for the course are provided at no cost to students. Students must take ENG 114 and make a minimum of a B- to enroll in the course.

b. What are the projected offerings over the next four years?
    i. If you project growth over the initial number of offerings, then what are the expected impacts of that growth on students, other sections, other courses, or departments (including yours)?
    Course offering is expected to be stable over the next four years, but if growth does occur, the instructor is willing to offer two sections in the spring, which would not impact other sections, courses, or other departments.
    Why is this course needed in addition to the other General Education courses that already support the same Program Goal? Provide justification.
    There is no course dedicated to critical analysis and reasoning for theory and praxis in writing tutoring or for students who want another course to improve their own writing. This course offers opportunities to build those abilities in three academic writing styles: MLA, APA, and Chicago. This course will strengthen the General Education program as it will help students become better writers and critical and analytical thinkers while helping peers improve their writing. Providing feedback on a peer's writing is often a transferable skill that can be used in students' future professions.

c. Identify all similar courses in other departments (i.e., consult with other departments prior to making the proposal.)
    No other courses like this are being taught in other departments.

d. Explain how this course does not duplicate a course in another department.
    There are no other writing tutoring courses being offered in other departments.

4. **Include a syllabus with a course content outline**.
    Syllabus is attached.

Section II. Support Services:
A.   Can this course be taught by several members of the faculty in the department, or is it restricted to a specialist in the field? Indicate likely instructors. (If a specialist is needed to teach this course, please provide the rationale.)

A specialist is needed to teach this course. Karen Johnson has extensive experience in tutoring, directing writing centers, and teaching writing. An experienced instructor with a background in composition and writing center studies is more equipped to challenge students to critically think and apply theories to writing and tutoring. Karen Johnson is the only faculty member at the time to teach this course, but it will only be offered once a year, which fits into her teaching schedule.

B.   What additional costs are anticipated over the next calendar year by instituting this course? (Faculty, supplies, equipment, facilities, e.g.: classroom space, laboratory space, or support personnel.)
No additional costs or support are required. The students do not even need to buy books as the instructor uses all open-access materials.

C.   Will this course require any computing resources? (use of a microcomputer laboratory, use of the mainframe computer, additional software or recommendation that students should buy computers and/or software)
No computing resources are required.

D.   What additional library resources will be required? Has the library been consulted to determine the adequacy of library holdings or to estimate the cost to improve these sufficiently?
No additional library resources are required.

SELECTED REFERENCES:

Writing Tutoring Education Courses are common in universities and colleges, and research demonstrates the professional development students receive from these experiences. For more details on research about tutor education courses and the value of them, you can peruse a few selected articles and research from recent scholarship:

Bleakney, Julia. "Ongoing Writing Tutor Education: Models and Practices." *What We Teach Writing Tutors: A* WLN *Digital Edited Collection*, edited by Karen G. Johnson and Ted Roggenbuck, 2019, https://wlnjournal.org/digitaleditedcollection1/Bleakney.html.

Buck, Elisabeth H. "From CRLA to For-Credit Course: The New Director's Guide to Assessing Tutor Education." Johnson and Roggenbuck, 2019, https://wlnjournal.org/digitaleditedcollection1/Buck.html.

Dinitz, Susan, and Jean Kiedaisch. "Tutoring Writing as Career Development." *The Writing Lab Newsletter*, vol. 34, no. 3, 2009, pp. 1-5.

Kail, Harvey, et al. The Peer Writing Tutor Alumni Research Project.

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

Writing Tutoring Theory and Praxis

AEES 190 Syllabus

Instructor: Dr. Karen Gabrielle Johnson
Class meeting time: TBD
Class location: TBD
Office Locations: Mowery Hall 104
Office Hours: TBD
Phone Number: (717) 477-1420
Email Address: kgjohnson@ship.edu

Course Overview

Welcome to Writing Tutoring Theory and Praxis! I am excited that you have chosen to be a part of this course and trust that you will find this course to be informative and beneficial in developing your own writing and communication skills. Many of the tutoring and interpersonal skills that you will gain will be valuable to you as you seek future employment or apply to graduate school.

This course will provide you with opportunities to learn writing center theory and practice tutoring strategies within a writing center. We will explore theories that inform composition studies and writing center studies to learn about processes involved in academic writing and how to collaborate with student writers to improve their writing abilities and become independent, active writers who continually work to refine their writing abilities. Through our writing assignments, we will reflect on our writing process and how to improve our own writing. We will discuss how to work in one-on-one peer tutorials and explore how to build trust, provide strategies for achieving writers' goals, and foster engaged learning.

You should expect to work collaboratively inside and outside of class, to observe and practice co-tutoring in the Writing Studio, to complete weekly readings, and to write formally, reflectively, analytically, and expressively about the intersections and divergences of theory and practice as you encounter them. This course will not only include typical classroom-based work—reading, writing, responding, discussing, exploring instruction and consultation processes—but it will also involve field experiences where you will encounter unexpected growth and change in your abilities, skills, and perspectives concerning the teaching of writing. You will spend a total of 10 hours observing and co-tutoring in the SU Writing Studio.

Learning Outcomes and Assessments

A variety of readings from textbooks, scholarly journals, and websites will be used to explore theoretical constructs of tutoring in a writing center environment. Practical application of theory will take place through written exercises, discussions, and actual teaching and tutoring opportunities.

Learning Outcomes Upon Successful Completion of the course, students will be able to:	Assessments

1. **Identify** and **explain** the foundational writing center theories and **discuss how these theories** inform and impact praxis.	A. In your **Article Summary and Writing Analysis Essays,** you will **identify theories** and **explain how** these theories **were practiced** in tutoring sessions. B. In your **APA and Chicago Position Papers,** you **will identify, explain**, and **defend** your **position** of the directive/nondirective theoretical debate and **provide examples** from tutoring sessions that **support** your position. C. In your **Scholarly Article Presentation,** you will **identify and explain theories** from the article and their **relationship to tutoring practices** you have either observed in tutoring sessions or that should be integrated into tutoring sessions.
2. **Identify** tutoring **strategies** implemented in a tutoring session and **analyze the** strategy's success in helping the writer achieve his or her writing goals.	A. In the **Observation Forms,** you will **identify** observed tutoring strategies from your readings and **analyze** each strategy's success in helping writers meet their goals. B. In the **Writing Session Feedback Forms,** you will **identify** the tutoring strategies you observed or employed and **analyze** the success of each strategy in helpng writers achieve their goals. C. Your **participation** in **Classroom Discussions** will demonstrate your ability to **understand and analyze the effectiveness of tutoring strategies** from your readings based on personal experiences, observations, and examples from the text.
3. Select theories that inform their tutoring philosophy, **apply** those theories to their tutoring praxis, and then **evaluate the benefits** of their theoretical approaches and praxis to writers' experiences and learning goals.	A. In the **Final Exam,** you will write a personal writing tutoring philosophy paper in which you will **select relevant theories that apply** to your personal tutoring praxis, **explain how to apply those theories** in tutoring sessions, and **evaluate the benefits** of your theoretical approaches and praxis to writers' experiences and learning goals.
4. **Apply components of good writing**, as defined by recent scholarship in composition and writing center research, to their own academic writing, research, and editing skills.	A. For their **Final Exam,** students will write a personal writing tutoring philosophy paper that demonstrates proficiency in academic writing. B. **Article Summary and Writing Analysis Assignments** should demonstrate students' proficiency in academic writing skills. C. Students' **APA and Chicago Position Papers** should reveal students' proficiency in academic writing skills.
5. Demonstrate competency in **explaining the conventions of standardized written English** yet demonstrate sensitivity to linguistic and	A. **Writing Workshop Presentations** and **Participation** in workshops will demonstrate students' competency to explain grammar, mechanics, or style to peers.

cultural differences that affect the teaching and tutoring of writing.	

Required Texts and Materials

Ryan, Leigh and Zimmerelli, Lisa. *The Bedford Guide for Writing Tutors.* New York: Bedford/St. Martins, 2016.

Writing Lab Newsletter: A Journal of Writing Center Scholarship archives: https://wlnjournal.org/resources.php

Other readings as assigned

Course Policies

Assignments

You are required to complete **all** of the assignments. Completing assignments are an essential element of this course and can make the difference between letter grades. As a general rule, *no late assignments will be accepted*; however, should you encounter some unforeseen difficulty, please contact me *before the assignment is due* and do not wait until the last minute to ask for help. The best plan is to try to plan appropriately and work ahead when possible to ensure that your work is completed before the due date.

Electronic Communication Policy

Throughout the semester I will send information to you through your D2L Brightspace course management system which will go to your ship.edu email account. I expect that you will follow the University guidelines that require you to maintain and regularly check this email account twice a day. Additionally, I enjoy hearing from you and look forward to responding to you via email. If you have a question regarding an assignment or requirement, first thoroughly read the assignment directions and then email me if you still have questions. However, please know that I may not check my mail over the weekend and it may take me 24 hours to respond during the week, although I do work to respond as quickly as possible.

D2L Brightspace

The course syllabus, class assignments, and grades are posted on D2L Brightspace, Shippensburg University's online course management system. Important communication and discussions will take place on D2L, so please make sure you know how to use it. To view the course, go to https://d2l.ship.edu/ .

Inclement Weather

If there is inclement weather, check D2L Brightspace for announcements and/or class cancellations.

Assistance

Please feel free to contact me via email or phone or drop by my office during office hours. Never hesitate to contact me or make an appointment whenever you have questions or concerns.

Students with Disabilities:

If you are a student with a documented disability and need classroom accommodations, you must first register with the Office of Accessibility Resources, which is located on the second floor of the E. G. Jones University Success Center. Please make an appointment to meet with me so we can discuss your specific needs.

Grading and Course Requirements

Assignments and Values for Peer Tutors	
Writing Assignments (7 @ 50 points each)	350
Field Experiences (10 @ 20 points each Writing Session Feedback forms and/or Observation Forms)	200
Writing Workshop Presentation	50
Scholarly Article Presentation	50
Discussion Board Posts (3 @ 20 points each)	60
Final Exam- Philosophy of Tutoring Writing	150
Participation	140
Total Points	1,000

Total Number of Points = Letter Grade

950–1000 = A Excellent   760-799 = C+ Good
900-949   = A- Excellent   700-759 = C Satisfactory
870 -899   = B+ Excellent   650-699 = D Unsatisfactory
840-869   = B Good   0 - 649 = F   Failure
800–839   = B- Good

Tutor Assignment Descriptions

Writing Assignments (350 Points)

A wide variety of writing assignments are designed to encourage reflective practices and provide opportunities for you to develop competencies in MLA, APA, and Chicago style. These writing assignments are intricately tied to your reading assignments, so you should consider and apply these theories when responding to assignment prompts. A list of assignments can be found on D2L Brightspace, and you will need to refer to this list in order to complete these activities as scheduled. Because you may be writing in styles that you may not be familiar with, you may want to begin assignments early and consider scheduling a writing tutoring appointment to get feedback.

Field Experiences-Observations and Co-Tutoring (200 Points)

Ten hours of co-tutoring and observations are required for full credit in this area. You are required to observe three tutoring sessions before you begin co-tutoring. Try to schedule observations with different tutors. While observing each session, you will need to fill out a Tutor Observation Form upload it to D2L. Once you begin co-tutoring, you should fill out your own Writing Session Feedback Form to indicate the tutoring support you gave in the session. ***For all tutoring and observations, you will need to complete a Writing Session Feedback Form or the Tutor Observation Form***. . You will use these forms to reflect upon your tutoring experiences and write your final paper. By the end of the semester, you should have a total of 10 forms. If the tutor you are scheduled to observe or co-tutor with does not have a student, come prepared with a paper that you are working on so you can discuss your paper with a tutor

Writing Workshop Presentation (50 Points)

Writing tutors must be knowledgeable in the essential foundations of writing. To brush up on grammar, mechanics, and style, we will review an array of topics through weekly workshops. You and a partner will choose a topic from a list I provide and prepare a 10 minute interactive workshop. This workshop must incorporate a short lesson with examples and opportunities for classmates to practice the concepts. Creativity, visual aids, and digital literacies are highly encouraged.

Scholarly Article Presentation **(50 Points)**

You will select an article from the Tutors' Column from the archives of the *Writing Lab Newsletter: A Journal of Writing Center Scholarship* , *The Dangling Modifier,* OR *Praxis* and write a summary and response to the author's ideas. You will also tell how you can apply what you've learned from the article to your own tutoring praxis. When you present your article to the class, you will prepare two questions to lead a short discussion. Do not select an article that is more than 15 years old, and all articles must be approved in advance to avoid duplication of presentations.

Discussion Board (60 Points)

You will respond to three out of four Discussion Board prompts and respond to at least one classmate. Extra credit will be given for students who choose to answer all four Discussion Board posts.

Final Exam (150 Points)

You will write a research essay that discusses your philosophy of tutoring writing. You will analyze how a particular theoretical approach or philosophy has informed your tutoring practice. This assignment requires you to integrate appropriate theories from the articles and actual experiences from tutoring sessions into your discussion. Details can be found on D2L.

Participation (140 Points)

This grade will be based on your level of involvement which includes attendance, attentiveness during class activities, homework assignments, focused contributions to group discussions, and a respectful attitude toward other students and this course. Excelling requires regular and engaged participation in class discussions and activities. *Since success in this class not only depends on completing assignments but also on preparation and participation in classroom activities, you are expected to attend every class session*. Though I hope you will attend all our classes, you may **miss two classes** with no penalty. More than two absences will result in a lowered participation grade. If you are experiencing serious difficulties that will cause more frequent absences, be sure to let me know RIGHT AWAY, so that we can work through the problem.

As a courtesy to your instructors and other students, you must be on time. Missing class does not excuse you from due dates for assignments or other course requirements, and you are required to turn your work in on time through D2L Brightspace whether or not you are in class. *Late assignments will not be accepted. Plan to complete your work early and plan for unexpected hindrances that impede your ability to turn in assignments on time.*

Come to class prepared. This entails using the bathroom before class, bringing all necessary materials, **completely** turning off cell phones, and finishing homework assignments before class. Students who are texting in class will be asked to leave the class and will lose all participation points for that day.

Qualifications for Tutoring

Successful completion of this course does not guarantee that you will be awarded with a tutoring position in writing. You will need to demonstrate excellent achievement of the learning outcomes, effective interpersonal skills, and excellent writing ability in order to obtain a paid tutor or writing fellow position.

Date	Classroom Agenda (Based on T/TH schedule)	Assignments Due for Next Class
#1	**INTRODUCTION TO WRITING CENTERS** ➢ Welcome ➢ Discuss syllabus ➢ Discuss Homework Assignments	➢ Read Chapter 1 of *The Bedford Guide for Writing Tutors* (pages 1-4). **DUE: Class #2** ➢ Go to the Writing Studio Website to locate information and resources. Be ready to discuss two resources or sources of information you think you might use as a tutor.
#2	**INTRODUCTION TO WRITING CENTER/COMPOSITION THEORIES** ➢ Writing Studio resources ➢ Writing Center as a Workplace	➢ Read Chapter 2 in *Bedford* ➢ Look at the terminology in Exercise 2C in *Bedford;* look up unfamiliar terms and know the definitions of all terms for in-class activity
#3	**SETTING THE STAGE FOR A SESSION DEFINING WRITING CENTER WORK** ➢ Chapter 2 in *Bedford* ➢ Play terminology Jeopardy ➢ Conventions of MLA style and formatting	➢ Read: Stephen North, "The Idea of a Writing Center" ➢ Complete **Writing Assignment #1**: Exercise 2E in *The Bedford Guide.* You only need to complete ONE writing session, not two as the *Bedford Guide* instructs. **DUE Class #7**
#4	**HISTORY OF WRITING CENTERS** ➢ "The Idea of a Writing Center"	➢ **Complete Observation#1 and turn in Observation Form. DUE: Class #7** ➢ **Complete Writing Assignment #2:** Article Summary and Analysis for North "The Idea of a Writing Center." This must be written in MLA Style. **DUE Class #6** ➢ Read "Setting the Agenda" under Assigned Articles in D2L
#5	**INSIDE THE TUTORING SESSION** ➢ "Setting the Agenda" ➢ Observations and Tutor Observation Sheet ➢ Tour of Writing Studio	➢ **Complete Observation #1 and turn in Observation Form. DUE: Class #7** ➢ **Writing Assignment #1: DUE Class #7** ➢ **Complete Writing Assignment #2: DUE Class #6** ➢ **Complete Exercise 2G** in *The Bedford Guide.* Post your responses on D2L
#6	**LEARNING WRITING STUDIO PROCEDURES** ➢ Writing Session Feedback Forms ➢ Writing Studio Procedures	➢ **Complete Observation #1 and turn in Observation Form. DUE: Class #7** ➢ **Writing Assignment #1: DUE Class #7** ➢ Complete **Discussion Board #1:** Concerns about tutoring. **Due Class #8.**
#7	**THE TUTORING PROCESS: EXPLORING PARADIGMS AND PRACTICES** ➢ Discuss Writing Workshop Presentations ➢ Challenging tutoring situations	➢ Read North's essay, "*Revisiting the Idea of a Writing Center*" ➢ **Writing Assignment #3**: "Article Summary and Analysis" in MLA style for North's article. **DUE Class #9** ➢ **Complete Observation #2 and turn in Observation Form. DUE: Class #9**
#8	**HISTORICAL THEORETICAL CONSTRUCTS** ➢ "*Revisiting the Idea of a Writing Center*"	➢ Read Lunsford "Collaboration, Control, and the Idea of a Writing Center" **OR** "Peer Tutoring and 'The Conversation of Mankind.'" **Take notes and be ready to discuss.** ➢ **Complete Observation #2 and turn in Observation Form. DUE: Class #9**

#9	**TUTORING IN THE DIGITAL AGE; ALTERNATIVE THEORETICAL CONSTRUCTS** ➤ "Collaboration, Control, and the Idea of a Writing Center" and "Peer Tutoring and 'The Conversation of Mankind.'"	➤ **Complete Observation #3 and turn in Observation Form. DUE: Class #11** ➤ Read the article by Jeff Brooks, "Minimalist Tutoring: Making the Student Do All the Work" Take notes & be ready to discuss ➤ Complete **Writing Assignment #4**: Article Summary and Analysis **DUE Class #10**
#10	**DEFINING THE ROLE OF A TUTOR** ➤ Discuss Brook's argument for minimalist strategies	➤ **Complete Observation #3 and turn in Observation Form. DUE: Class #11** ➤ Read Linda Shamoon and Deborah Burns, "A Critique of Pure Tutoring" *OR* Peter Carino's "Power and Authority in Peer Tutoring." Take notes & be ready to discuss.
#11	**AUTHORITY AND POWER IN TUTORIALS** ➤ APA Workshop Presentation ➤ Discuss Linda Shamoon and Deborah Burns, "A Critique of Pure Tutoring" and Peter Carino, "Power and Authority in Peer Tutoring"	➤ **Complete co-tutoring #1 and turn in Session Summary Form. DUE Class #13** ➤ Read "Tutoring Style, Tutoring Ethics: The Continuing Relevance of Directive/Nondirective Instructional Debate; take notes and be ready to discuss ➤ Read *Bedford* Chapter 3
#12	**TUTORING WRITERS THROUGH THE WRITING PROCESS** ➤ Discuss Chapter 3 ➤ Discuss directive/nondirective tutoring positions ➤ Role play scenarios	➤ **Complete co-tutoring #2 and turn in Session Summary Form. DUE Class #15** ➤ **Writing Assignment #5**: Using three articles that discuss minimalist and more direct tutoring strategies, develop a position paper in APA style. **Due in class #15**; details on D2L.
#13	**THE NONDIRECTIVE/DIRECTIVE TUTORING DEBATE** ➤ *St. Martin's*: "Tutoring Style, Tutoring Ethics: The Continuing Relevance of Directive/Nondirective Instructional Debate"	➤ **Complete co-tutoring #2 and turn in Session Summary Form. DUE Class #15** ➤ Read Chapter 4 in *The Bedford Guide*
#14	**WRITERS YOU TUTOR** ➤ Read Chapter 4 in *The Bedford Guide*	➤ **Complete co-tutoring #3 and turn in Session Summary Form. DUE Class #17** ➤ Read: "Learning Disabilities and the Writing Center" OR "When Something is Not Quite Right: Pragmatic Impairment and Compensation in the College Writing Tutorial." **Take notes and be ready to discuss** ➤ Continue to work on APA position paper.
#15	**WORKING WITH INDIVIDUALS WHO HAVE LEARNING DISABILITIES** ➤ Discuss "Learning Disabilities and the Writing Center" and "When Something is Not Quite Right: Pragmatic Impairment and Compensation in the College Writing Tutorial"	➤ **Complete co-tutoring #3 and turn in Session Summary Form. DUE Class #17** ➤ Read Bedford Chapter 5 ➤ Prepare for workshop presentations ➤ Complete **Discussion Board #3**, "Working with Writers who have a Learning Disability"
#16	**HELPING WRITERS ACROSS THE CURRICULUM** ➤ Discuss *Bedford* Chapter 5 ➤ Writing Workshop Presentation ➤ Chicago Style Writing Workshop Presentation	➤ **Complete co-tutoring #3 and turn in Session Summary Form. DUE Class #17** ➤ Read Megan Knight, "Exporting Writing Center Pedagogy: Writing Fellows Programs as Ambassadors for the Writing Center" ➤ **Writing Assignment #6:** Complete Summary and Analysis for "Exporting Writing Center Pedagogy: Writing Fellows Programs as Ambassadors for the Writing Center" in Chicago Style. **DUE Class #18.**

#17	**WRITING FELLOW PROGRAMS AND** ➢ Writing Workshop Presentations ➢ "Exporting Writing Center Pedagogy: Writing Fellows Programs as Ambassadors for the Writing Center" ➢ Special guest: writing fellow	➢ **Complete co-tutoring #4 and turn in Session Summary Form. DUE Class #19** ➢ Complete **Discussion Board #4** "Reflecting on Tutoring Sessions". **DUE Class #19.** ➢ Read *Bedford* Chapter 6 ➢ Prepare for workshop presentation
#18	**TUTORING IN THE INFORMATION AGE AND IN NEW MEDIA** ➢ Discuss Bedford Chapter 6 ➢ Writing Workshop Presentations	➢ **Complete co-tutoring #4 and turn in Session Summary Form. DUE Class #19** ➢ Select one article regarding reading in the WC (not a Tutors' Column) from https://wlnjournal.org/archives/v41/41.7-8.pdf ➢ **Writing Assignment #7:** Complete Summary and Analysis assignment for one article in the *Writing Lab Newsletter, Praxis, or The Dangling Modifier*. **DUE: Class # 20**.
#19	**TEACHING READING IN THE WRITING CENTER** ➢ Discuss Horner's Special Issue on Reading in the WC from *The Writing Lab Newsletter*	➢ **Complete co-tutoring #5 and turn in Session Summary Form. DUE Class #21** ➢ Read *Bedford* Chapter 7 ➢ Prepare for workshop presentations
#20	**ADDRESSING DIFFICULT TUTORING SITUATIONS** ➢ Discuss *Bedford* Chapter 7 ➢ Writing Workshop Presentation	➢ **Complete co-tutoring #5 and turn in Session Summary Form. DUE Class #21** ➢ Read Sharon Myers, "Reassessing the 'Proofreading Trap': ESL Tutoring and Writing Instruction **OR** "Rethinking our Work with Multilingual Writings: The Ethics and Responsibility of Language Teaching in the Writing Center" **OR** "Bridging the Gap: Essential Issues to Address in Recurring Writing Center Appointments with Chinese ELL Students" ➢ **Writing Assignment #8 (Bonus):** Complete Summary and Analysis of Myer's essay. **DUE: Class #22.**
#21	**RESPONDING TO ESL WRITERS** ➢ Discuss "Reassessing," "Rethinking," and "Bridging the Gap ➢ Writing Workshop Presentation	➢ **Complete co-tutoring #6 and turn in Session Summary Form. DUE Class #23** ➢ Read Chapter 8 from *Bedford* ➢ Prepare for Writing Workshop
#22	**RESEARCH IN THE WRITING CENTER** ➢ Discuss Chapter 8 from *Bedford* ➢ Writing Workshop Presentations	➢ **Complete co-tutoring #6 and turn in Session Summary Form. DUE Class #23** ➢ Read Dossin, "Using Others' Words: Quoting, Summarizing, and Documenting Sources" on D2L ➢ Read *Bedford* pages 107-108 ➢ Scholarly Article Presentations: Choose one scholarly article from list and follow directions for presentation on D2L Brightspace.
#23	**ISSUES OF PLAGIARISM** ➢ Discuss "Using Others' Words: Quoting, Summarizing, and Documenting Sources" from *A Tutor's Guide* ➢ Discuss Plagiarism from *Bedford* pages 102-104	➢ **Complete co-tutoring #7 and turn in Session Summary Form. DUE Class #25** ➢ Read *Bedford* Chapter 9 ➢ Prepare (if needed) for Writing Workshop
#24	**THE WRITING CENTER AS A COMMUNITY** ➢ **Discuss Bedford Chapter 9 and Exercise 9A, A**rticulating Your Tutoring Philosophy and Final Exam ➢ Writing Workshop Presentations	➢ **Complete co-tutoring #7 and turn in Session #25** ➢ Prepare for Scholarly Article Presentation
#25	**SPECIAL TOPICS: WRITING IN THE SCIENCES** ➢ Special Topics on Writing in the Sciences ➢ Scholarly Article Presentations	➢ **Make-up co-tutoring and observation sessions** ➢ Work on final exam; turn in outline on Class #26 ➢ Prepare for Scholarly Article Presentation

#26	**SPECIAL TOPICS: WRITING IN THE SOCIAL SCIENCES** ➢ Special Topics on Writing in the Social Sciences ➢ Scholarly Article Presentations ➢ Discuss final exam	➢ **Make-up co-tutoring and observation sessions** ➢ Prepare for Scholarly Article Presentation ➢ Work on final exam
#27	**SPECIAL TOPICS: WRITING IN THE HUMANITIES** ➢ Special Topics on Writing in the Humanities ➢ Scholarly Article Presentations ➢ Final Exam Preparation/Discussion	➢ **Make-up co-tutoring and observation sessions** ➢ Work on final exam
#28	**PRESENTATIONS AND WRAP-UP** ➢ Scholarly Article Presentations ➢ Final Exam Preparation/Discussion	➢ **Make-up co-tutoring and observation sessions** ➢ **Prepare for Final Exam**
	➢ **Final Exams TBA**	

Attachment F

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
NEW GENERAL EDUCATION COURSE PROPOSAL

> At Shippensburg University, we want our students to:
> develop solid **Foundations**
> recognize **Interconnections**
> consider the importance of **Citizenship** & **Responsibility**
> understand the **Natural World** & **Technologies** that surround them
> and to appreciate **Creativity** & **Expression**.

Please be sure to read the General Education Mission, Goals, Objectives, and Assessment document posted on the General Education Council (GEC) or University Curriculum Committee (UCC) websites prior to filling out this proposal. New General Education Courses should meet the requirements listed below:

- General Education courses must support one of the General Education Program Goals.
- General Education courses must provide students with ample opportunities to develop their competencies associated with the student learning objectives associated with the selected goal.
- All sections of the same General Education course should support the same program goal and student learning objectives, and work toward developing the same levels of competency.
- The sponsoring department or academic program must agree to foster assessment of student learning outcomes and to help the GEC to periodically assess the General Education Program.
- Academic programs should be aware of PASSHE's (2016) directed general education policy and its effect on courses that are cross-listed in both the General Education Program and a major program. The default is to count course credits as general education. If the course should count in the major, then a program revision will need to be submitted. Minor and certificate programs are not affected by this policy.

STUDENT LEARNING OBJECTIVES, OUTCOMES, AND ASSESSMENTS OF COMPETENCY FOR THE COURSE:
A. A **student learning objective** is a clear statement of what we expect a successful learner to know, understand, or be able to do at the end of a period of learning.
B. A **student learning outcome** is the result of a learning process; an actual outcome (e.g., an answer given, an essay written, an argument made, a skill demonstrated, etc.) that indicates what a learner knows, understands, or can do.
C. A **competency** is a descriptor that describes how well a student knows, understands, or can do something (e.g., Unsatisfactory, Emerging, Developing, Proficient, or Mastery); a level of competency better than unsatisfactory is usually required to pass.
D. Departments or academic programs offering General Education courses must address the student learning objectives associated with each selected General Education Program Goal and may include additional student learning objectives associated with the subject, special topic, or discipline.

  1. List the student learning outcomes for the course by completing the sentence,

     "Upon successful completion of this course, the student will be able to…"

  2. List your methods for assessing student learning outcomes and competencies.

DATE:

ACADEMIC PROGRAM/DEPARTMENT: COLLEGE:

SPONSOR: PHONE/E-MAIL:

COURSE TITLE:

❑ EXISTING COURSE NUMBER:

<u>OR</u>

❑ PROPOSED COURSE NUMBER: 190 [recommended process for new course (not currently in course catalogue)]

WHICH GENERAL EDUCATION PROGRAM GOAL ARE YOU PROPOSING TO SUPPORT?

> To prompt and guide students to ...

EFFECTIVE SEMESTER: _____

OFFERED AS: ☐ Distance Education only ☐ Standard course ☐ Both

GRADE TYPE: ☐ Standard grading system ☐ Pass/Fail

CREDIT HOURS: _____

WORK LOAD EQUIVALENCY: _____

CREDITS COUNT TOWARD DEGREE: ☐ Yes ☐ No

FINAL EXAM/ASSIGNMENT: ☐ Yes ☐ No

CATALOG COURSE DESCRIPTION:

PRE/CO-REQUISITES:

General Education Mission and Goals, Student Learning Objectives, Assessment of Student Learning Outcomes & Competencies, and Resource Implications

1. How will this course support the mission, and selected theme and goal, of our General Education Program?
2. Does this course duplicate any existing courses? Why is this course needed in addition to the other General Education courses that already support the same Program Goal? Provide justification.
3. How will this course provide students with ample opportunities to accomplish the learning objectives listed on the GEC's rubric for the selected Program Goal?
4. If applicable, how will this course provide students with ample opportunities to accomplish the additional learning objectives associated with the subject, special topic or discipline?
5. How will student learning outcomes and competencies be assessed? Please share any assessment data relevant to the General Education goal.
6. Include a **syllabus** with a tentative schedule of topics and assignments, and selected textbooks or readings. Indicate the syllabus page number(s) where General Education learning objectives and assessments are shown. This syllabus is not binding, but it should show specific examples of how the course may achieve the learning outcomes associated with the proposed General Education program goal.
7. What is the estimated offering capacity of the course?
   a. How many sections and seats will be offered initially?
      i. How will the addition of this course affect the current teaching loads, enrollments, and curricular offerings of your department?
      ii. What resource impact(s) will this course have on students, other courses, or other departments? Provide details.
   b. What are the projected offerings over the next four years?
      i. If you project growth over the initial number of offerings, then what are the expected impacts of that growth on students, other sections, other courses, or departments (including yours)?
   c. Can this course be taught by several members of the faculty in the department, or is it restricted to a specialist in the field? Indicate likely instructors. (If a specialist is needed to teach this course, please provide the rationale.)
   d. What additional costs are anticipated over the next calendar year by instituting this course? (Faculty, supplies, equipment, facilities, e.g.: classroom space, laboratory space, or support personnel.)
8. Please address possible impacts on existing courses in the General Education program goal and theme. Verify consultation with the other departments teaching courses in the same program goal.
9. Will this course require any computing resources above and beyond those typically available in the classroom? ~~(use of a microcomputer laboratory, use of the mainframe computer, additional software or recommendation that students should buy computers and/or software)~~
10. What additional library resources will be required? Has the library been consulted to determine the adequacy of library holdings or to estimate the cost to improve these sufficiently?

4

SELECTED REFERENCES:

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

Minutes of the Meeting of the General Education Assessment Committee

Meeting was called to order at 11:05am

Members present: Kirk Moll, Debbie Gochenaur, Sherri Bergsten, Robert Lesman, Lance Bryant, and Steven Haase.

Minutes taken by Robert Lesman

Dudley discussed ideas for smoothing out with reporting of data, like making sure any sample pdf can't be filled in. He mentioned it will be helpful to attach a pdf of the Google form to the initial communication so that reporters can look through the form ahead of time. The four-week timeframe was also not considered enough by one reporter. When there is no formal instrument to address the goal but it was addressed in instruction, we could make it possible for reporters to indicate as such. Sherri clarified that it must be clear that reporting is based on the Gen Ed rubric; the committee should not send the message that not measuring according to the Gen Ed rubrics is acceptable. It was agreed that a reminder email could be sent, where necessary, to both the data contact and the GEC representative.

CLA+ was discussed. In spite of difficulties caused by the weather, we were able to get more than 100 students to participate in the spring 2019 testing. The fall 2018 results were better than fall 2017; Dudley suggested that there may be selection bias at work in this difference, given that while the testing groups showed a difference in GPA, the overall GPAs of the whole freshman group were similar between both groups. Steven asked about the statistical significance of the difference in CLA results. Dudley asserted that they were significant. Dudley suggested that the evaluation could be indicating that there is a significant group of disengaged students who came in this year who brought down the GPA average for the group in spite of the higher average score on the CLA+.

Dudley announced that dates for calibration meetings have been set, and that his goal is that the chair of the Program Committee and the data reporting representative of the relevant department be present. Sherri asserted that the calibration meeting should focus on planning for future assessment, rather than viewing past data. Dudley also asserted that targets need to be set, and this should be discussed in the calibration meeting where possible. Finally, he added that problems encountered in assessment in general should be discussed. Sherri clarified that meetings involving multiple departments will need to separate out the look back at existing data, which will be more particular to individual departments, whereas discussion of calibration will be directed toward all departments included in the category. Each semester, when there are problems in the mechanics of reporting, those can be addressed by email, even when the category is not up for review that semester. Dudley and Debbie agreed that we are working long term on improving the reporting of data; where there are problems, we simply want to see what data are available so that the process of improvement can begin.

Kirk asserted that the ongoing process of revision of the Oral Communication rubric might cause difficulty in the meeting this semester. Nonetheless, it was agreed that meetings should go ahead to discuss both data and data collection processes. Debbie expressed that new courses that are joining the program need to have a concrete plan for how to use the rubric for assessment. Kirk asserted that future new courses that petition to enter Gen Ed will need to do so as 190 courses, gather data, and then give evidence of assessment when applying to become a permanent part of the program.

Dudley asked that all Assessment Committee members attend one of the calibration meetings to learn how the meetings proceed.

Meeting adjourned at 11:50am.

Respectfully submitted,

Robert Lesman