

General Education Council

2015-2016 Academic Year

Agenda for the meeting on Tuesday, January 26, 2016, in ELL 205 at 3:30 P.M.

1. Call to order
2. Approve the Minutes of the previous meeting
 - a. Attachment A: Minutes from the meeting on Nov. 24, 2015
3. Summary of recent events [2015 Annual Meeting of the MSCHE]
4. Old Business
 - a. Report from our GEC representative at the UCC (Dr. Beverley Wallace)
 - b. Reports from our Standing Committees
 - i. Budget (Dr. Ben Meyer)
 - ii. Assessment (Dr. Dudley Girard)
 1. Attachment B: Minutes from its meeting on Nov., 11, 2015; amended
 2. Attachment C: Minutes from its meeting on Dec., 3, 2015
 - iii. Program (Dr. Sherri Bergsten)
 1. Attachment D: Executive Summary of the Open Faculty Forum
 2. Attachment E: Minutes from its meeting on Nov. 17, 2015
 3. Attachment F: Minutes from its meeting on Dec., 1, 2015
 4. Attachment G: Minutes from its retreat on Jan., 13, 2016
 5. Attachment H: UCC proposed new Subject Code Policy (#Policy_1_2015)
 - c. Reports from our ad hoc Committees
 - i. First Year Experience (Dr. Allison Predecki)
 - ii. Amendment Committee (Dr. James Hamblin)
5. New Business
6. Announcements
7. Call to adjourn

General Education Council

2015-2016 Academic Year

Agenda for the meeting on Tuesday, November 24, 2015, in ELL 205 at 3:30 P.M.

Members in attendance: J. Mike, S. Drzyzga, S. Bergsten, A. Predecki, D. Girard, D. Kalist, L. Cella, A. Feeney, D. Birsch, M. Knight, J. Hamblin, M. Pineda-Volk, M. Lucia, K. Shirk, C. Botteron, M. Greenberg, S. Pineda-Volk, J. Beck, B. Wentz, M. Bratina, T. Gibbon, B. Meyer, H. Liu, K. Moll

1. Call to order

Meeting was called to order at 3:34pm.

2. Approve the Minutes of the previous meeting
 - a. Attachment A: Minutes from the meeting on Oct. 27, 2015

Motion to approve minutes (Lucia). A correction was made to Item 6 to change the Budget Committee chair to Meyer. Motion approved unanimously.

3. Summary of recent events [US DOE, MSCHE, PASSHE, SHIP]
 - a. Attachment B: Accreditation in the news

Dr. Drzyzga brought attention to a memo issued by the Department of Education on 11/5/15. There is a push to make the accreditation process more rigorous and flexible. A common counterargument to Gen Ed reform is that “Middle States won’t do anything.” However, Middle States is making moves that may allow them to have a bigger impact than is currently possible.

In addition, the PASSHE Board of Governors is looking at General Education. Not much information is available, however PASSHE is reportedly looking to create a modern General Education program focused on competencies (“employability skills”) rather than content areas.

Dr. Drzyzga encourages the GEC membership to share the references in Attachment B with their departments.

4. Old Business
 - a. Reconstitute the ad hoc Amendment Committee
 - i. Attachment C: GEC By-laws

Dr. Drzyzga distributed a sign-up sheet for the Amendment Committee.

- b. Report from our new GEC representative at the UCC (Dr. Beverley Wallace)

Dr. Wallace is not present, so her report was given by Dr. Drzyzga.

Psychology has a proposal to eliminate PSY 102. This course was last offered in 2014.

A new course, GER 220, is being proposed, and Modern Languages may propose to add this course to General Education in the future.

UCC is discussing a new policy that a new course proposal should be accompanied by a program proposal that explains where the course fits into the program. This impacts Gen Ed since General Education is a “program.”

c. Reports from our Standing Committees

i. Budget (Dr. Ben Meyer)

1. Attachment D: Minutes from its meeting on Oct., 9, 2015
2. Attachment E: Minutes from its meeting on Nov., 11, 2015

The Budget Committee met and discussed ways to solicit new proposals. Dr. Cella suggested that a WIFYS proposal might be a good use of the money, to match with some of the activities in other first-year skills courses (HCS, World History). Dr. Drzyzga suggested that GEC members should go back to their departments and encourage their members to submit proposals.

ii. Assessment (Dr. Dudley Girard)

1. Attachment F: Minutes from its meeting on Nov., 11, 2015

The Assessment Committee worked to try to map existing Gen Ed assessment goals with what is required by Middle States. The committee is also continuing to collect data from skills data, including from History and Math. There was discussion about the wording in part of the minutes from the Assessment Committee meeting. These will be clarified and redistributed at the next GEC meeting.

iii. Program (Dr. Sherri Bergsten)

1. Attachment G: Minutes from its meeting on Oct., 20, 2015
2. Attachment H: Minutes from its meeting on Nov., 11, 2015
3. Attachment I: UCC proposed new Subject Code Policy (#Policy_1_2015)

Dr. Bergsten first discussed the UCC policy proposal. Motion to approve by the committee. Various concerns were raised, including why this proposal is necessary and what the new approval process for a proposal with a new code would be.

Motion to postpone discussion until the next meeting (Birsch). Approved unanimously.

Follow-up from the motion at the last meeting, for the PC to provide a summary of faculty forums with a summary of concerns regarding the possible impact of Middle States.

Dr. Drzyzga gave the GEC an update: Dr. Lyman has expressed her continued support for the previous letter stating that Gen Ed reform shall not result in faculty retrenchment. She will talk to the President about perhaps writing a new letter. Dr. Lyman was also invited to speak at the January 2016 GEC meeting.

Since the attachment was not provided with the agenda, GEC will not be able to approve this document until the January 2016 meeting.

iv. Reports from our ad hoc Committees

1. First Year Experience (Dr. Allison Predecki)
2. Attachment J: Minutes from its meeting on Oct. 17, 2015

Dr. Predecki reported that the EYE Committee discussed a common theme to tie together the first-year required courses: "Navigating the Seas," and "4 C's." Also discussed were logos, branding, and mission statements for clearly indicating to students the importance of these courses, and helping point them towards tutoring resources. There was discussion about possible tactics for helping students develop better study skills. This discussion will continue in future EYE meetings.

5. New Business

No new business.

6. Announcements

7. Call to adjourn

Meeting adjourned at 4:51pm.

**GEC Assessment Committee Meeting Summary
November 10, 2015**

Present: Jim Mike, Corrine Bertram, Han Liu, Dudley Gerard, and Beverly Wallace

Beverly gave an overview of documents submitted to the Assessment Committee, which set up first round of comparing Gen Ed learning objectives with Middle States Standards, as per the 2015 document, Standard III.

The following hard copies were distributed to the group:

- Middle States Standards III and V copied from the 2015 web document
- A chart mapping existing draft learning objectives for the General Education Skill Learning and Categories matched to the Middle States expectations for General Education found under #5 of Standard III.
- A chart mapping the overall Skill Learning and Categories with Middle States expectations.

Criterion for matches was a strict reading of the learning objective alone, without consideration of what was taught or assessed in the course.

A discussion was conducted about how to move forward. Several issues were raised:

What about AAC&U value rubrics to assess learning objectives? GEC Program Committee is using these as a starting guide for standard three of the new program, but we should perhaps use them for the old program as well. English uses value rubric for WIFYS, so this skill learning section may be a model for assessment for other skill and categorical groups.

One Middle States expectation not covered by any existing learning objectives in our gen ed according to the chart is Technological Competency. Even though the existing learning objectives indicate that it is not covered, this competency is probably covered by more than one course in the existing General Education Program. This indicates a need for revision of learning objectives.

One other item that the charts indicate is that according to this assessment, the case cannot be made for a change in gen ed based on meeting Middle States Standards because the current gen ed does address the majority of expectations, at least according to the chart of matches between learning objectives and Middle States expectations.

Now, the existing goals should be revised to become learning objectives and mapped to match learning objectives by courses.

Dudley will continue to find out what we already have that can be assessed, using the charts to address Middle States expectations matched to learning objectives. His goal is to grab two objectives per year to assess.

The goal going forward is to assess what we have while working on revisions to goals to come up with about 6 General Education Program Learning Objectives.

The committee discussed the fact that it is our job to define learning objectives in working draft form to take to the GEC, either whole committee or Program Committee and then to whole.

Jim Mike brought up that while course-level learning objectives are developed in departments, the GEC sets the standards to determine its program-level learning objectives. Then departments can decide whether or not a particular course fits into the General Education Program according to the Gen Ed Program learning objectives. The question becomes: "If you want to be part of program how does what you do in course "x" fit these learning objectives?"

Jim Mike reiterated that the GEC should go back to setting learning objectives and departments abide or get out of gen Ed. This is a 48 hour program that all students must take.

The goal going forward: Don't make learning objectives fit existing courses but ask how existing and new courses fit the learning objectives.

Responsibility doesn't lie with GEC assessment but with courses within categories to see how a course does or does not fit.

Plan of Action to be completed by Next Meeting:

- Beverly will meet with Jim Delle to turn the existing Gen Ed goals into broad program-level learning objectives. Then, if the existing goals do not cover the Middle States expectations, one or two additional program-level learning objectives will be developed. Any new objectives developed will be done by working with the program committee. This resulting document will be a working document for assessment. Jim Delle has gone through this process at Kutztown, and Beverly has gone through this process in developing the new gen ed program at Mansfield.
- Corrine and Han will take the charts to make their assessment of matches among the various learning objectives and Middle States expectations to establish interrater reliability at the next meeting.
- Dudley is going to continue finding existing assessments matched to learning objectives, concentrating first on those that are matched to Middle States expectations.

This procedure allows assessment to drive decisions.

Next meeting last week of semester.

Beverly will send copies of handouts to Shelley Morrisette, Scott Drzyzga, Sherry Bergsten, and Lance Bryant.

Respectfully,
Beverly Wallace
Secretary, GEC Assessment Committee

GEC Assessment Committee Minutes

Date: December 3rd, 2015
Prepared by Dudley Girard

Present: Han Liu, Dudley Girard, Dean Mike, Lance Bryant, and David Kalist

Assessment Chair: Dudley Girard
Assessment Secretary: Beverly Wallace (Not in Attendance)

First order of the meeting was to review the purpose of the Assessment Committee. Discussion focused on the Assessment Committee's purpose is to gather and review all assessment data related to the General Education program. It was also noted that the Assessment Committee is not charged with defining the learning objectives for courses in the program or mapping the learning objectives to the goals of the program. However, it was determined the Assessment Committee may discuss the mapping of course level objectives to the program level goals if one does exist. This in turn brought up the concern that the present learning objectives for courses and the presently approved program level goals have no defined mapping. So at this time the Assessment Committee has no way to determine if the General Education Program is meeting its program level goals using the course level data being gathered. It was determined that the GEC Program Committee would be made aware of this problem immediately as it is the role of the Program Committee to create this mapping.

The second order of the meeting focused on the proposed mapping of the existing course level objectives by category to the new Middle States program level goals that the Assessment Committee had been working on. It was first noted that as this was technically the Program Committee's job, that after reviewing any issues of the created map it would be sent to the Program Committee and not discussed further. It was also noted that the previous meeting's minutes did not state in a clear fashion that while it is possible to change the present program to meet the Middle States goals, it would not be a trivial process. Noted issues with trying to use the present program:

- Adding missing standards to any one category would require all courses in that category to meet that standard.
- Based on the initial mapping of the present course learning objectives by category creates large problems as it concerns assessment. All categories mapping to too many program goals. Making it very difficult to assess just how well the program is meeting the Middle States goals, and put additional workload on departments that would need to assess on those goals.
- Some categories and objectives have "or" clauses (Category A is the best example) that make guaranteeing a Middle State's goal is

completed by a given category uncertain. This would require changing the objectives of a specific category and potentially affecting one or more courses in the category.

The final order of business focused on assessment of the present program. Math, English, and History skills courses assessment data would be reviewed at the next meeting of the GEC Assessment Committee in the spring. First, to see if the data provided can be used to assess the learning objectives for those skills courses. Second, to see if there were any concerns raised by the data. The last part of the process will be to meet back with each department to see if any improvement in the assessment process is needed or changes in the courses due to concerns raised by the data. The GEC Assessment Committee also planned to gather data from Category A courses starting in the spring, hoped to have access to the second round of CLA+ testing, and find out how the HCS assessment went.

Summary of Comments and Concerns from General Education Reform Forums and Excerpts from Middle States Commission on Higher Education Resources

In an effort to inform the faculty across the campus regarding the need for general education reform and to consider their concerns about such action; the General Education Council (GEC) held two open forums on October 2nd and October 8th, followed by a digital open forum to allow additional comments from those who attended and those who did not. A summary of the comments and concerns expressed during the open forums in October is included below, and a full transcript of comments from the digital open forum is available on the GEC website. This feedback from across the campus will be valuable as we work toward a plan that considers the existing strengths of our campus and the needs of our students.

General Education Reform is being discussed not only because continual review and revision of curriculum is essential to providing our students with the best educational opportunities, but changes in the academic and political climate have increased pressure to assess and demonstrate appropriate responsiveness to assessment on many levels. There is pressure on accreditors as well as on educational institutions to show their value. A press release from the U.S. Department of Education earlier this month (11/06/15) pointed to increased attention on the accreditation process.

“Accreditation's historic function serves as an important protection for both students and taxpayers by assuring the quality of our postsecondary educational system. Since accreditation is a prerequisite for schools' participation in the federal student aid programs, it plays a ‘gatekeeping’ role in institutional access to the annual \$150 billion investment in federal student aid. ... However, there is broad agreement and a sense of urgency about the need for significant improvement in both the rigor and flexibility of accreditation. Secretary Duncan emphasized the importance of a new focus on outcomes and greater transparency in higher education. He noted particularly that accreditors have provided little accountability for some poor-performing institutions and ... that the Department must do more to hold accreditors responsible for their work.”

Middle States Commission on Higher Education recently released the 13th edition of their Standards for Accreditation, and with the increasing pressures, the GEC is particularly interested in ensuring that Shippensburg University's General Education program meets those standards. Excerpts from the new standards that are particularly relevant to our discussion of general education reform are included below. Shown in bold within the excerpts are points that emphasize the importance of transparent and meaningful assessment as well as content areas that our current general education program does not fully address. A bulleted list showing the range of potential negative accreditation actions is provided with standard terminology for those actions highlighted in bold. Information on the Middle States website that summarizes accreditation actions since 2001 shows an upward trend in the number of warnings issued by the commission. Additional details for 2014 are included below, along with websites where all commission actions are documented.

The General Education Council appreciates the feedback from the campus and recognizes the importance of moving forward toward a General Education program that embraces our liberal arts tradition, prepares students for meaningful citizenship and careers, meets the standards for accreditation, and establishes a framework for continual assessment and revision.

Executive Summary of Face-to-Face Faculty Forums

Theme One: New Middle States Standards.

Middle States' goal is that educational programs should be intentional and thoughtful about student learning objectives and outcomes. Our current program does not include all of the Middle States' standards (See Additional Document). Minimally, the current program needs to be updated to include those requirements (competencies). To the question, "Are the competencies being generated internally or externally?" is the answer, Middle States.

This brought up the concern that if national standards were driving the train and national instruments such as the AACU's Values Rubrics were used for assessment, wasn't there a threat to discipline-specific standards? Conversation turned to the idea that departments who wanted to participate in offering classes under a specific competency (i.e., oral or written communication) could create and standardize the assessment tool – working from scratch or from something like the Values Rubrics.

Theme Two: A Program Problem or an Assessment Problem?

The argument presented by the GEC Program Committee was that one of the major needs for reform was assessment. It was suggested that before changing the program, a better assessment of our current program should be done. However, as Theme One points out, the current program does not address the new Middle States Standards. In the 2009 assessment of Gen Ed, which received praise by Middle States, the discovery was that the learning objectives for the Categories of Knowledge were muddled, extraordinarily burdensome for departments/faculty to assess, and many of the learning objectives could not be assessed in a consistent way across departments. That was the finding of the 2009 assessment exercise.

The question was asked whether the current objectives could be simplified/streamlined/pared down in lieu of big program changes, but in itself that does not address the problem that the current program does not meet new Middle States objectives. Adding new objectives onto an already cumbersome (in terms of assessment) program may be something faculty wish to avoid when assessment comes around. As some pointed out, many departments already assess some of the new standards, for example the use of technology. However, this is not intentionally assessed in a way useful to the assessment of General Education as a whole. The GEC Program Committee believes restructuring the program is a best option as it would provide the opportunity to intentionally streamline the program, add in the new learning objectives, and to reconsider purging those objectives that are cumbersome or nearly impossible to assess.

Another issue along this line was the emphasis by Middle States to introduce cross-discipline learning in the General Education program. The question was brought up, if competencies are cross-disciplinary, how is it possible to assess them? (i.e., reasoning in Sociology vs. Art History vs. Biology). It was discussed how all arts, for example, share in the act of analyzing, describing, etc even if the subject of the analysis varies. A rubric, then, could be designed by all departments sharing in that competency based on commonalities.

There was a question about the place for core courses – for example WIFYS or Mathematics – as they taught a specific skill. Conversations ensued and it was the impression of the note taker that a distinction could be made in the use of rubrics that assessed the introduction of a competency (i.e., learning to write correctly) that was department specific (i.e., English) as opposed to the practice of the competency that could be assessed in Gen Ed courses with a ‘Written Communication’ tag. This would allow departments to ensure disciplinary standards were protected/advanced while aiding other departments in raising the level of student attainment in those competencies.

Theme Three: Implementation

The first step would be to develop a skeleton/framework based on learning objectives, then create the process for periodic assessment of student learning associated with those objectives. The next step would be to populate the program with courses whose learning objectives align with expectations.

The question arose, “Who designates which courses receive which tag?” Past practice suggests that departments would populate the new program by applying to position their courses as they see fit. In essence, first a department conversation would have to take place as to which competency faculty would assess in their Gen Ed courses, after which the course would find its placement in the proper competency category by demonstrating to the GEC how the course meets the associated objectives.

The point was made that if/when a new program goes through, the GEC Assessment and Program Committee had to provide extremely clear guidance on how to assess; including instruments, time frames, etc. GEC responded that best practice is to assess one or a very few learning objectives each semester, program-wide. This practice allows the campus community to collaboratively seek clarification and guidance (and the GEC to provide both), and to normalize expectations about baseline, above average, average, and below average competency levels across General Education. Ideally, time frames would be linked with our normal 5-year and 1-year program review cycles (Note: Not every department/class is assessed each year.)

Over both Forums was the very strongly stated point: If/when new program comes out, the Tags/Objectives must be very very clearly laid out and each and every step about grandfathering in courses, mechanism for how the program is to be populated, assessment rotations, etc. must be explicit.

Theme Four: Retrenchment and General Education Reform

In the face of what was a perception of General Education reform and retrenchment was the comment: Two faculty members of my department were retrenched and relocated from other PASSHE campuses due in part to GE redesign. When the GEC began the process of reform many years ago a letter was on the table signed by President Ruud and Provost Lyman that said “no faculty would be retrenched as a result of General Education reform.” There was a suggestion that another letter should be requested from President Harpster and Provost Lyman as it is unclear whether the commitment under the previous letter still stands.

Theme Five: The Mixed Bag

First, a great deal of frustration was expressed in that everyone kept hearing that something was coming but no program draft emerged and it was difficult (even a waste of time) to have a discussion when nothing was on the table. Faculty stated they wanted to see alternative programs/proposals. There are several reasons for the time lag: first, the initial 'draft' that many saw several years ago can no longer stand as Middle States changed its accreditation standards; second, the issuance of the retrenchment letter made movement on the issue very problematic; lastly, meetings held with a large number of departments provided important information to the Program Committee that caused a rethinking of the model. It is the aim of the Program Committee to have before the GEC a draft program in the Spring 2016.

Following on the frustration point is this: it was noted by faculty and GEC that PASSHE and Middle States standards are now largely incompatible. PASSHE standards remain content driven while Middle States moved to a competency based one. The Program Committee is aware and has been looking for guidance on how to resolve the issue, yet another reason for delay.

Lastly, there was a suggestion that instead of operating in the dark about program reform, we should bring a Middle States representative to campus to serve as a consultant. It is unclear whether a Service for Fee that Middle States offers is appropriate to this context. However, six (6) individuals from GEC Assessment Committee and Program Committee attended a Middle States conference in 2014 and brought back information received there. One point emphasized at the Middle States conference and in subsequent articles about Middle States and accreditation agencies in general is that accreditation agencies are strengthening the oversight/accreditation process in the attempt to stave off what appears to be an effort by the federal government to take over the process. In other words, accreditation agencies are working to prove that the peer review process can be meaningful. Shippensburg, in the 2018-2019 Middle States review will be assessed under the new standards and climate.

-Respectfully submitted by Cynthia Botteron with GEC Program Committee

Middle States Standards for Accreditation and Requirements of Affiliation, Thirteenth edition

An accredited institution possesses and demonstrates the following attributes or activities:

Standard III.2. student learning experiences that are designed, delivered, and **assessed by faculty** (full-time or part-time) and/or other appropriate professionals who are:

- a. rigorous and effective in teaching, **assessment of student learning**, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies.

Standard III.5. at institutions that offer undergraduate education, a general education program, 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 judgments outside as well as within their academic field;
- b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, **technological competency, and information literacy**. Consistent with mission, the general education program also includes the **study of values, ethics**, and diverse perspectives.

Standard V.2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

- a. **define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals**; b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; c. **support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders**.

Standard V.3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

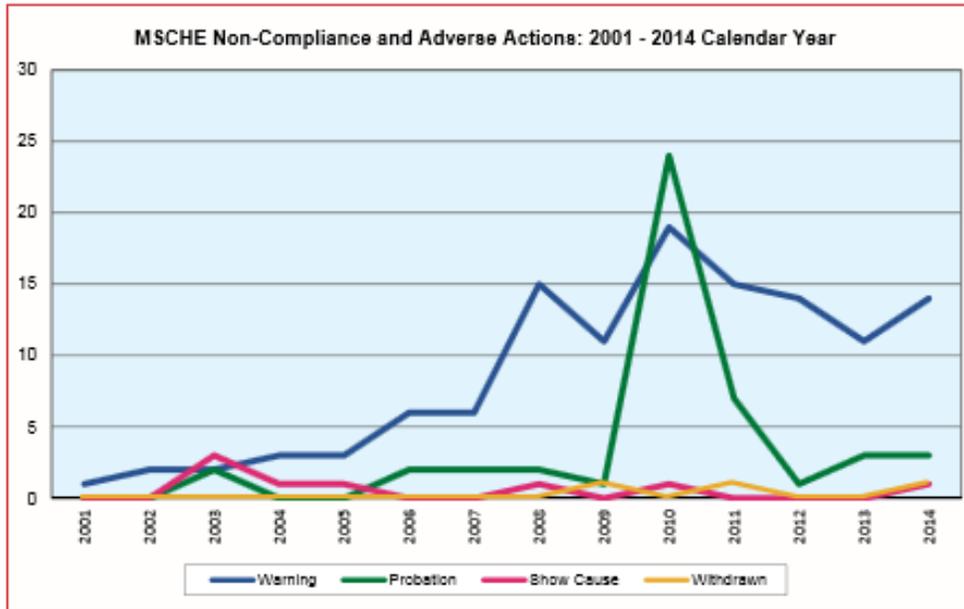
- a. assisting students in improving their learning;
- b. improving pedagogy and curriculum;
- c. reviewing and revising academic programs and support services;
- d. planning, conducting, and supporting a range of professional development activities;
- e. planning and budgeting for the provision of academic programs and services;
- f. informing appropriate constituents about the institution and its programs;
- g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
- h. implementing other processes and procedures designed to improve educational programs and services.

Middle States Policy Statement on Accreditation Actions

- The Commission **warns** an institution that its accreditation may be in jeopardy when the institution is not in compliance with one or more accreditation standards and requirements of affiliation. A **monitoring report** and a **small team visit** are required to demonstrate that the institution has made appropriate improvements to bring itself into compliance.
- The Commission may place the institution on **probation** at any time if it determines that the institution has failed to address satisfactorily the Commission's concerns regarding non-compliance with accreditation standards and requirements of affiliation in a prior action. This action is accompanied by a request for a **monitoring report** and a **visit** follows.
- Probation may, but need not always, precede an action of show cause. **Show cause** is a non-compliance action requiring an institution to demonstrate why its accreditation should not be withdrawn. The Commission may require an institution to show cause at any time if the Commission determines that the institution no longer meets one or more of the accreditation standards and requirements of affiliation. A show cause action requires an institution to present its case to the Commission for continued accreditation by means of a **show cause report** and an **on-site visit/evaluation**. The institution is required to submit a **teach-out plan** with the show cause report.
- Show cause may or may not result in an adverse action. The Commission may take the following adverse actions:
 - **Deny candidate status** – An institution is denied candidate for accreditation status.
 - **Deny accreditation** – An institution is denied (initial) accreditation. The institution may be permitted to remain in candidate status until it is ready for a new evaluation within the allowable five-year period of candidacy.
 - **Withdrawal of candidate status** – An institution's candidate for accreditation status is withdrawn. The institution must wait two years to reapply.
 - **Withdrawal of accreditation** – An institution's accredited status is withdrawn. If the institution appeals this action, its accreditation remains in effect until the appeal is completed or until the effective date of the withdrawal of accreditation. The institution must wait two years to reapply.
- The Commission must determine whether compliance has been achieved no later than 24 months after the initial non-compliance action was taken. At any time during the 24 month period of non-compliance, the Commission may, at its discretion, continue the institution's non-compliance status and extend accreditation for good cause beyond the original 24 month period. The Commission may extend accreditation for good cause only once and for a maximum of twelve months.
- Adverse actions are subject to appeal in accordance with due process as delineated in the procedures *Appeals from Adverse Accrediting Actions*. An institution retains its accreditation during the appeal. The Commission, in its sole discretion, shall fix the effective date of the withdrawal of accreditation status. The effective date of an adverse accreditation action is not an appealable decision.

Middle States Literature Promoting Educational Excellence and Improvement

During 2014, the Middle States Commission actions included 39 reaffirmations of accreditation via self-study; 46 reaffirmations of accreditation via Periodic Review Report; 14 warnings issued or continued; three probations issued or continued; one show cause issued; and one withdrawal of accreditation.



References and Websites

Middle States Commission on Higher Education. *Standards for Accreditation and Requirements of Affiliation, 13th edition (2015)*. Available from:

www.msche.org/publications/RevisedStandardsFINAL.pdf

Middle States Commission on Higher Education. *Accreditation Actions, Version 110615 (2015)*.

Available from: www.msche.org/documents/P2.3-AccreditationActions.pdf

Middle States Commission on Higher Education. *Promoting Educational Excellence and Improvement (2015)*. Available from:

www.msche.org/publications/PromotingEducationalExcellenceandImprovement2015FINAL.pdf

Middle States Commission on Higher Education. *Summary of Commission Actions on Institutions from the Commission meeting on November 20, 2014 (2014)*. Available from:

www.msche.org/institutions_reactions_view.asp?dteStart=11/20/2014&dteEnd=11/20/2014&idCommitteeType=0&txtMeeting=Commission

MSCHE. *Institution Directory: Shippensburg University of Pennsylvania [Accredited](2015)*.

Last accessed on 23 Nov. 2015 at https://www.msche.org/institutions_view.asp?idinstitution=434

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Minutes

Program Committee of the General Education Council, 11/17/15, 3:45 pm, FSC 246

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, Scott Drzyzga, Karl Lorenz, Alice James, Brian Wentz, Cynthia Botteron, Douglas Birsch, Kathryn Shirk, Jennifer Clements, Paris Peet, Mike Greenberg, James Mike and James Delle.

II. Dr. Birsch motioned to approve the minutes from the 11/3/15 meeting. The motion was seconded by Dr. Shirk. The minutes were approved unanimously.

III. The UCC proposal to reduce the proliferation of subject codes for newly proposed courses was briefly discussed and Dr. Peet motioned (Dr. Clements seconded) to approve the UCC proposal requiring that subject codes for new courses be limited to the current subject code assigned to the department or program. The motion was approved by all voting members with one abstention.

IV. Next, the committee discussed a strategy for its presentation at the next General Education Council meeting on Tuesday, November 24. As requested by the GEC, the committee outlined a draft of an executive summary of the comments from the Faculty Face-to-Face Discussion Forum along with a presentation of the raw data from the online faculty survey to gauge the general degree of faculty support for the perceived need to revise the General Education program. Also, the committee outlined a draft that we were tasked with producing to highlight how our current program is not in line with Middle States standards and further detailing the consequences of not meeting Middle States standards. The committee agreed to hold an online vote to approve each document before presenting them to the General Education Council meeting on Tuesday, November 24.

V. The next Program Committee meeting will be 12/1/15 in FSC 248 starting at 3:45 pm.

VI. The meeting was adjourned at 5:03 pm.

Minutes submitted by Karl Lorenz

Minutes

Program Committee of the General Education Council, 12/1/15, 3:45 pm, FSC 248

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, Karl Lorenz, Brian Wentz, Douglas Birsch, Kathryn Shirk, Jennifer Clements, Paris Peet, and James Delle.

II. Dr. Shirk motioned to approve the minutes from the 11/17/15 meeting, and Dr. Birsch seconded. Minutes were amended to more clearly reflect that the program committee was tasked by the GEC with producing an outlined draft of how our current program is not in line with Middle States standards and further detailing the consequences of not meeting Middle States standards. Dr. Wentz motioned to approve the amended minutes and Dr. Shirk seconded. The motion was approved unanimously.

III. Concerns: Faculty had expressed concerns about the minutes in the Assessment Committee where they mistakenly indicated that we are meeting the new Middle States standards of 2014.

IV. Next, the committee discussed the need for improving the consistency of the language for each rubric and the overall program goals. The committee also discussed various ways that the new program could be populated with courses.

V. The next Program Committee meeting will be a faculty retreat in January in FSC 248 from 9 am- 3 pm with a doodle poll to follow this meeting.

VI. The meeting was adjourned at 5:00 pm.

Minutes submitted by Karl Lorenz

Minutes

Program Committee of the General Education Council, 1/13/16, 9:00 am, FSC 248

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, James Delle, Scott Drzyzga, Jen Clements, Brian Wentz, Karl Lorenz, Cynthia Botteron, Kathryn Shirk, Paris Peet, Mark Spicka and Jim Edwards (standing in for Doug Birsch).

II. The committee had a lengthy discussion of how best to organize and describe general education course requirements in preparation for writing a formal proposal for a new core program. Examples of programs from other schools were considered. The committee voted (7 For, 1 Against) to move forward with a proposal that includes 5 broad general education themes that address point by point the new Middle States standards including: 1) Foundations (i.e. Core); 2) Culture, Reflection, and Responsibility; 3) Interconnections; 4) Natural Science and Technology; 5) Creativity and Expression.

III. Descriptions of the broad themes were drafted and work will continue on core program goals associated with each theme, as well as a consistent set of rubrics representing each goal to assess learning outcomes in general education courses.

IV. The next Program Committee meeting will be on 1/19/16 starting at 3:40 pm.

V. The meeting was adjourned at 3:00 pm.

UCC CONTROL #Policy 1_2015

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
POLICY PROPOSAL (New or Revised)

DEPARTMENT: Chemistry

COLLEGE: Arts and Sciences

SPONSOR: Curtis Zaleski

PHONE/E-MAIL: cmzaleski@ship.edu; x1522

DATE: September 17, 2015

POLICY TITLE/DESCRIPTION: Subject Code Management

Is this a NEW policy or a REVISION of a current policy? NEW REVISION

Proposed Policy: For any University Curriculum Committee (UCC) course proposal, the subject code of the proposed course should be that of the current subject code assigned to the department or program. Alternate subject codes should only be proposed after consultation the UCC chair and the Registrar's Office. A final decision regarding a proposed new subject code (as part of a course proposal) will be made through the normal UCC process and with input from the Registrar's Office.

Justification: Altering or adding new subject codes has many complex consequences which may be unrealized by proposal sponsors. In order to minimize potential conflicts and to maintain a manageable subject codes list, the University Curriculum Committee (UCC) and Registrar's Office feel the need to use the shared governance process to define guidelines and criteria for the consideration of the addition of new subject codes. The UCC recommends that new subject codes only be created upon approval of the UCC and the Registrar's Office. Historically, the Registrar's Office has sometimes questioned the need for new subject codes when requested. The UCC and the Registrar's Office strongly feel that new subject codes should only be added if the course cannot fit under an existing department or program, if a program runs out of potential course numbers, or if there are other extenuating circumstances. If subject codes were created for every sub-discipline course in a program, it would adversely impact the ability to locate information in the catalog and generate reports for subject specific information. It also creates a more time-consuming and labor intensive search process when students try to search for and register for courses during scheduling. Finally, it makes it more difficult for transcript recipients to interpret student academic transcripts, and since transcript paper is ordered years in advance, the transcript legend will not contain the new subject codes. Under the current curriculum process, if UCC and other bodies on campus approve the addition of a subject code, the Registrar's Office does not have the authority to provide input.

PROPOSED IMPLEMENTATION DATE: Spring 2016