

General Education Council

2016-2017 Academic Year – Final meeting of the year

Agenda for the meeting on Thursday, September 27, 2016, in ELL205 at 3:30 P.M.

1. Call to order
2. Greetings and introductions
3. Brief review of Roberts Rules of Order
4. Fill the position of GEC Secretary for the year.
5. Fill the position of GEC Representative to the UCC for the Fall semester, only.
6. Review and approve the minutes of the previous council meeting – **Attachment A**
7. Report from the faculty co-chair
 - a. MSCHE has adopted a new 8-year reaccreditation cycle – **Attachment B**
 - b. The PASSHE BOG is considering major revisions to its policies on general education (BOG Policy 1993-01) and student transfers (BOG Policy 1999-01) to bring them both into alignment with the new Middle States standards for accreditation.
 - c. East Stroudsburg University implemented a new General Education Program
 - i. 45 credits (down from 50)
 1. 3 credits for a new first year experience requirement (FYE 100)
 2. 3 credits for a new wellness requirement
 - d. Kutztown University completed its first assessment of its new general education program.
 - e. Report from the UCC
8. Old Business
 - a. Reports from our Standing Committees
 - i. Assessment (Dr. Dudley Girard)
 1. Minutes from its meeting on April 29, 2016 – **Attachment C**
 2. Evaluation of student learning assessment for ENG105 – **Attachment D**
 3. Evaluation of student learning assessment for HIS105 – **Attachment E**
 - ii. Budget (Dr. Ben Meyer)
 - iii. First Year Experience (Dr. Allison Predecki)
 1. Letter to the Provost requesting summer support – **Attachment F**
 - iv. Program (Dr. Sherri Bergsten)
 1. Minutes from its meeting on April 26, 2016 – **Attachment G**
9. New Business
 - a. Standing Committee assignments for AY 2016-2017
 - b. A new “190” special topic proposal: ENG190 – **Attachment H**
10. Announcements
11. Call to adjourn

General Education Council

2015-2016 Academic Year – Final meeting of the year

Minutes for the meeting on Thursday, April 21, 2016, in ROWLAND HALL 200 at 3:30 P.M.

Members present: S. Drzyzga, M. Moilanen, S. Bergsten, A. Predecki, C. Sipes, D. Girard, D. Kalist, L. Cella, D. Birsch, M. Knight, J. Hamblin, M. Lucia, K. Shirk, C. Bertram, K. Lorenz, F. Liu, B. Wentz, M. Bratina, B. Meyer, B. Wallace, K. Moll, J. Fowler

1. Call to order

The meeting was called to order at 3:36pm.

2. Approve the Minutes of the previous meeting
 - a. Attachment A: Minutes from the council's meeting on Mar. 24, 2016

Motion to approve the minutes (Fowler). Motion passed unanimously.

3. Old Business
 - a. Attachment B: Letter to the Registrar RE: ENG190
 - b. Attachment C: Letter to the UCC RE: PSY101
 - c. Attachment D: GEC Grant Recommendation to the Provost
 - d. Attachment E: GEC Grant Recommendation to the Provost
 - e. Attachment F: GEC Grant Recommendation to the Provost

Dr. Drzyzga presented these memos related to business that was accomplished at the previous GEC meeting. Dr. Cella mentioned that she has received additional funds and has a signed contract from Sherman Alexie for his planned visit to SU. This event will be on September 27-28, 2016.

- f. Departments and programs with terms that expire in Spring 2016

APSCUF	Human Communication Studies
Chemistry	Modern Languages
Computer Science	Finance and Supply Chain Management
Geography / Earth Science	Teacher Education

Dr. Drzyzga has heard from FSCM and Teacher Ed that they have appointed representatives. At this meeting, representatives from Chemistry and HCS mentioned that their departments have also appointed representatives. APSCUF is working on it, and there is still no word from Modern Languages.

- g. Report from our GEC representative at the UCC (Dr. James Hamblin)

UCC Proposal 15-177 (PSY101) was approved by UCC.

Discussion on the PSY program revision slipping through the cracks: The suggestion was made for the GEC-UCC rep to be more “plugged in” to curriculum issues. Maybe create a one-page instruction for the new rep so that they understand it’s more than just showing up to UCC once a month? Curt Zaleski suggested that the new rep come to the next UCC meeting (April 26 at 3:30pm in LL 106).

Revision to Gen Ed 190 (selected topics) proposal is still working its way through the other councils and was not considered at this meeting.

There was discussion about implementing deadlines for course and program proposals by implementation date. These deadlines are already listed in the UCC as “suggestions,” and a revision to the UCC manual would be necessary to make these firm deadlines.

- h. Reports from our ad hoc Committee
 - i. Amendment Committee (Dr. James Hamblin)

With the approval of the proposed amendments at the previous GEC meeting, the Amendment Committee moves to dissolve itself. Motion approved unanimously.

- i. Reports from our Standing Committees
 - i. Budget (Dr. Ben Meyer)

The Budget Committee did not meet since the last GEC meeting. The Provost approved and funded all of the recommended grants.

- ii. First Year Experience (Dr. Allison Predecki)
 - 1. Attachment G: Proposed letter to the Provost requesting summer support

The FYE Committee did not meeting since the last GEC meeting. Dr. Cella, a member of this committee, presented a proposed letter to the Provost to request funding for a student worker to help brand the First-Year Experience and create brochures and other materials. Dr. Moll suggested working with Justin Sentz to incorporate the information into the Ship app.

Motion from the committee for GEC to approve and forward this letter to the Provost.

Discussion: Dr. Hamblin suggested touching base with Tracy Schoolcraft about possible integration of EYE materials with the new SSC Campus program that will be rolling out in the Fall. There was also suggestions about including more than just “brochures,” but also other online or infographic-style materials for students (since they don’t really use paper resources in the same way). Materials could also be made available during Admissions Open House for parents.

Motion to amend (Hamblin): To have Dr. Cella work with Dr. Drzyzga to draft a letter that incorporates the suggestions made here and send the letter on to the Provost.

Motion to amend passed.

Amended motion passed.

- iii. Program (Dr. Sherri Bergsten)

1. Attachment H: Minutes from its meeting on Mar. 1, 2016
2. Attachment I: Minutes from its meeting on Mar. 22, 2016
3. Attachment J: UCC Proposal #15-297

PC is still working on reorganizing around the idea of 5 themes to make the value of Gen Ed clear within the program. Goals and rubrics have been rewritten several times, but they are getting close to a set of goals that connect closely to assessment rubrics. They are also working to make sure that existing courses fit well inside the new scheme.

Motion from the committee to recommend approval for UCC 15-297, a minor revision to CHM 121 – Chemical Bonding. The proposal is to add a prerequisite of a Chemistry placement exam for this course.

Dr. Drzyzga recommended that (pending approval of this motion) GEC expresses concern that UCC ensure that the Chemistry department work with the Registrar and/or Placement Office to help with logistical issues.

Motion passed.

iv. Assessment (Dr. Dudley Girard)

1. Attachment K: Minutes from its meeting on Mar. 18, 2016
2. Attachment L: Assessment of student learning in MAT211
3. Attachment M: Evaluation of Assessment of Student Learning in MAT211

The Assessment Committee met with the Math Department regarding math skills courses. The Math Department does not have a target number for how they expect students to score on assessment items. Other concerns are that the math skills objective contains multiple items and is therefore hard to measure.

The AC looked at the English assessment of WIFYS. English measures students according to various levels, but there is no indication about which levels indicate concern.

The AC also looked at History, who updated their courses and learning objectives recently. It is unclear that a department can actually change the learning objectives associated with a particular courses they can change the course-level objectives, but not the Gen Ed program-level objectives.

Dr. Girard noted that the math competency skills objectives are very generic, whereas the objectives for WIFYS and HIS 105/106 are much more directly tied to those courses. Also, the current form of the HIS 105/106 objectives require *both* courses rather than allowing each course to be assessed separately.

The AC will be meeting with HCS to discuss similar issues in the future.

4. New Business

- a. Close nominations for GEC faculty co-chair and GEC secretary, AY 2016-2017.

Dr. Drzyzga reminded the GEC that the UCC-GEC Representative must also be elected at this meeting. He opened the nominations for UCC-GEC rep.

Dr. Hamblin withdrew his nomination for Secretary and nominated himself for UCC-GEC rep.

Dr. Birsch moved to close the nominations for Faculty Co-Chair and UCC-GEC Representative. Motion passed.

b. Elections for GEC faculty co-chair and GEC secretary, AY 2016-2017

Since there was only one nomination for Faculty Co-Chair and UCC-GEC Representative, Dr. Drzyzga and Dr. Hamblin (respectively) were appointed to these positions for Academic Year 2016-17.

There were no nominations for Secretary, so Dr. Drzyzga will work with Dr. Mike to appoint someone for this role.

c. Volunteer sign-up sheets for the standing committees

5. Announcements

Dr. Birsch asked that that the GEC thank Drs. Drzyzga and Hamblin for agreeing to serve in these important roles.

6. Call to adjourn

The meeting was adjourned at 4:44pm.

2016 LEAP States Summit

September 13-15, 2016 @ Milwaukee, WI

Hosted by the Association of American Colleges & Universities

The PASSHE team: James Brown, Bloomsburg; Edward Bowman, Lock Haven; Mary Eicholtz, Kutztown; John Elwood, East Stroudsburg; Dan Engstrom, California; Linda Lamwers, PASSHE; and Scott Drzyzga, Shippensburg.

News from PASSHE:

- The BOG is considering major changes to its *General Education Policy* (BOG Policy 1993-01). The old content requirements are being removed and replaced with references to the new competency requirements contained in the new MSCHE Standards (MSCHE 2014).
- The BOG is considering major changes to its *Academic Passport and Student Transfer Policy* (BOG Policy 1999-01) with the goals of: a) reducing barriers between 2-yr and 4-yr institutions; and b) adapting to national and regional trends of increasing student mobility, especially among veteran and other non-traditional student groups.

News from other PASSHE institutions:

- ESU implemented its new General Education (GE) Program. They reduced the size of it (from 50 to 45 crs.) and then made room for a new 3 cr. first year experience requirement (FYE 100) and a new 3 cr. wellness requirement (a course with an 'H' tag must be taken within the first 60 earned credits). A course-level plan that shows alignment with the new GE student learning outcomes is a requirement for course certification in the new GE program.
- KU finished its first full round of GE learning outcomes assessments and found its data are relatively useless. The reasons given included: a) the too-large menu of courses that were grandfathered or admitted to the program (broad-based inconsistency); b) too many learning objectives (lack of clarity and focus); and c) low inter-assessor reliability within and among departments. These characteristics fostered an inability to conflate siloed assessments into meaningful program assessments of student learning successes or needed changes. KU is anxious about its findings because they will be among the first institutions evaluated against the new MSCHE standards. Some are reluctantly considering another round of General Education Program reform.

The messages we took home from the LEAP Summit.

- Student learning assessment is no longer a novel concept; it is a generally accepted professional practice and a conspicuous cultural norm at many institutions. Moreover, the state-of-the-art has advanced well beyond what we have imagined, let alone what we have actively considered as reforms.
- Thirteen state systems have become "LEAP States" (CA, GA, MI, WI, UT, TX, IN, ND, KY, OR, VA, MA, and WA). They are participating in a collaborative multi-state effort to: a) express the benefits of general education programs as a public good; and b) promote the value of driving curricular improvements by meaningfully assessing student learning.
- Seven other interested state systems attended, including the PASSHE.

- PASSHE wants to foster better communication and voluntary collaboration among its 14 General Education Programs (see Table 1 at the end), but it is reluctant to suggest a top-down solution. While it is not advocating becoming an AAC&U LEAP State, it has suggested that General Education Program design and Student Learning Assessment could be LEAP guided.
- ‘Inclusive Excellence’ was a central theme of the conference. How do we ensure that all students benefit? Distinctions were made between ‘equality’ and ‘equity.’
- Campuses must refocus their commitment to students from what we want to what students need, which involves moving from the “Ideal Student” model to the “Real Student” model, and determining if campuses are real student ready. Cultural competence needs to be at the forefront of faculty development and on-boarding activities.
- Best practices:
 - With respect to traditional academic practice, designing a GE Program or a student learning assessment program is best accomplished “backwards” (in other words, traditional academic practice *is* backwards). Programs that were designed by cobbling existing courses together or by laying learning objectives over distribution schemes seldom work.
 1. Start by asking and answering these questions:
 - What do we want students to achieve?
 - How well do we want them to achieve it?
 - What evidence will serve as proof that students are achieving what we want?
 2. Next, design a program with clear institutional goals and clear student learning objectives.
 3. Next, design the courses and rules to support the program.
 - GE Programs that have clear goals that are easy to communicate *and* remember are best; programs that have goals that are difficult to remember *or* communicate are not.
 - GE Programs and their attendant Assessment Programs are accomplished best by unifying the institution and normalizing its assessment efforts; not by trying to conflate individual assessments that are unique to individuals or siloed in departments.
 - Assessment programs that collect enough data to support disaggregation by racial, ethnic, or veteran status, by parental educational attainment, or by etc. are better able to address (redress) different learning assets (deficits) than those programs that collect only enough data to support summaries of the entire student body.
- Several LEAP States are designing courses that align (1:1) with their program goals to help students accomplish the attendant learning objectives. Where they occur, they are supported by faculty members in multiple departments (e.g., FYE courses). This was an eye opener for me [SD]. It prompted me to think about intentional courses that we could design (and align with the new MSCHE competency requirements). It also prompted me to consider how many of our existing courses might need to be redeveloped to better support our program goals in the ways (intentionality and amount of time) they need to support them.
- As reported by several attendees at the summit, concern about how assessment data would be used at the program or course level proved an initial (or continuing) obstacle to change on their campuses. The faculty senate on one campus (University of Hawaii Manoa) responded to this problem by adopting an “assessment data can’t be used for high-stakes decisions” policy. The

administration then pledged to abide by this policy. This struck me [JE] as an excellent example of a concrete action taken to foster a campus-wide climate of cooperative improvement.

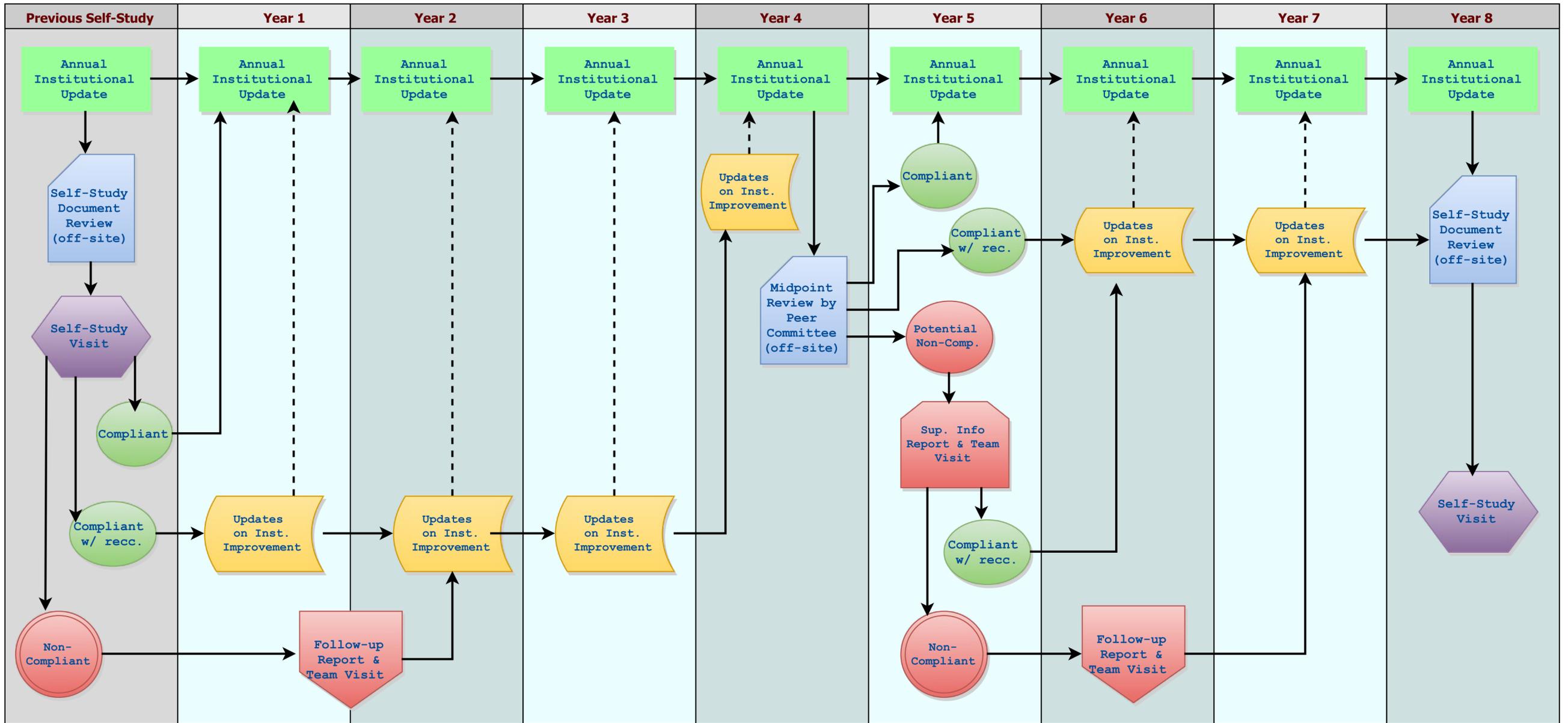
- Apparently, many Harley Davidson executives are active supporters of the LEAP initiative because they recognize that intentional GE programs help students develop the global awareness, knowledge, and skills they seek. Perhaps this kind of support is lurking elsewhere, so we might be able to establish connections with our iconic regional employers.

Meanwhile, during the LEAP Summit, the MSCHE [announced on its website](#):

- It has officially shortened the periodic self-study cycle from 10 years to 8 years. The shortened cycle now requires annual updates and an off-site *Mid-Point Peer Review* (4th year). The cycle no longer requires a *Periodic Review Report* (and reaccreditation at the 5-yr point). Ultimately, reaccreditation now occurs every 8th year rather than every 5th year.
- Institutions must report new metrics about student achievement that reflect: 1) academic progress toward transfer/graduation; and 2) evidence of success after transfer/graduation.

Table 1. Result of brain-storming/dumping exercise among PASSHE faculty.

Timeframe	Activity/questions?	Key players	Communication	Institutional role	PASSHE role	Indicators of success
Spring 2017	Share info about general education programs and how they are being assessed amongst the State System Universities.	CAO's University general education assessment chair and committee chair and perhaps committee members	OOO review CAO review and endorsement OOO to coordinate a convening	CAO Identify appropriate people (GE assessment chair, committee chair, and perhaps other GE members) Support travel for meeting	Organize a meeting Provide pre-meeting charge and agenda Coordinate post-meeting tasks	Evaluation of the meeting Attendees bring materials to share with group. Post-meeting tasks are accomplished and shared
Spring 2017 after GE meeting above	How is a bridge built between equity/SSN and assessment of student learning?	SSN team University general education assessment chair	Make sure topic is on the agenda for an SSN meeting	Support SSN members attend meeting at PASSHE	Coordinate meeting and follow up tasks	Telling the stories from each campus that demonstrate best practices for faculty and staff, especially as it relates to gen ed core requirements and equity.
TBD	Is there a way that a dashboard for programs/courses for faculty and departments be created?	Campus and PASSHE IR staffing	TBD	What data is available and how is it easily accessed on each campus?	Can the system facilitate with disaggregated data, especially for incoming and outgoing transfer students.	Data about: Course sequence Pre-requisites GPA Credits earned...
TBD	What HIPs are happening at each campus and what can be done to support them?	Do universities have a person that monitors HIP's?	TBD	TBD	TBD	TBD
TBD	Understand the role of student support services as it relates to equity and activities outside the classroom.	Student Services personnel on each campus	TBD	TBD	TBD	TBD



GEC Assessment Committee meeting minutes April 29th, 2016, MCT 156

Present: Corrine Bertram, Lance Bryant, Dudley Girard, James Mike

Dudley met with History and English. He hasn't yet prepared the Category A assessment materials. He will prepare them, contact the departments through e-mail, and meet with them by the fall. Lance will be on sabbatical in the fall.

History assessment

The History department is carrying a historical perspective with HIS 105 and 106 in mind. They need work with the Program Committee to create a generic description that is not specific to any specific course and answer the question, "what does it mean to be proficient in history?" The courses are only assessable by assessing both courses together. The History department and the Program Committee need to work together to decide which objectives are part of the "historical perspective" in general and which are specific to HIS 105 and 106. The Program Committee should be in contact with the History department as they propose a Gen. Ed. Revision. The next assessment will be in four years. There will be a conflict in addressing the issues in the current assessment of the History courses if there is a delay in the new program. Middle States needs to see that we have addressed the issues that arose in our assessment.

English assessment

All students were determined to be proficient, but they have not identified their target. What is their base after the introductory course? They need to document their conversations about their assessment results. They had informal approval of the revisions that they made from the Program Committee, but they needed to have formal approval. Dudley will send a recommendation to the Program Committee that English create a map of the changes to the learning outcomes and the justification for those changes.

CLA+

Two senior groups and one first year group were assessed in the spring and one first year group was assessed in the fall comprising approximately 150 students. We learned that it was best to complete the assessment within the first two weeks of the semester. Students were given gift cards for participating. Seniors received Amazon cards and first year students received University bookstore cards. Most students seemed to take the assessment seriously, taking their time. We need to create a general assessment schedule for the academic year and then distribute flyers and dates for the exams. There will be flyers for fall welcome week. Melissa Murphy enables the assessment to happen. The first numbers show improvement from the first year. We will have two data points to compare in the fall. The results, which will be posted on the s drive, match the critical thinking skills outcomes.

General Education Council Assessment Committee (GEC Assessment Committee)

Assessment Checklist – 2015 AY

Assessment data from 2014 through 2015

Course: ENG 106

Department Chair/Program Chair/Assessment Coordinator: TBD

Information

The purpose of this document is to evaluate and provide feedback about your submitted Assessment Report to the GEC Assessment Committee. All parts of the report will be reviewed but only data from 2014-2015 will be examined and how the results are being used.

For each part of the assessment report, the following is examined.

Assessment methods: The assessment methods chosen for each outcome should provide data that will show if the outcome is being achieved or what improvements need to be made. Each outcome should have one direct method of assessment and an indirect method of assessment appropriate to the outcome. Ideally, in the overall assessment plan for the program, multiple methods of assessment should be used, both direct and indirect, and both quantitative and qualitative.

Data: For this report, there needs to be at least one outcome with data from 2014-2015 that is presented and reviewed.

Use of results: For this report, there needs to be at least one notation of the resulting discussion of the use of results of data collected in 2014-2015. For example, how do you intend to use the results or what changes have you made because of the results? What was affirmed? What conclusions did you come to? Other years for which data was collected will also be examined, but the focus of this checklist is on notes added to the “use of results” section of the assessment report that occurred in the year.

Category Course Assessment Report Feedback

Directions for reviewers: Use this template for each Learning Outcome, copying and pasting if they have more than 1 Learning Outcome.

COLUMN 3: ASSESSMENT METHOD & CRITERIA FOR SUCCESS

2. How many assessment methods are used to measure this outcome? 1
3. Describe each assessment method and classify whether it is direct or indirect, whether it is quantitative or qualitative. If you need to have more information about the assessment method in order to classify it, please ask the chair of the GEC Assessment Committee to get more information.

A common essay assignment given to all students taking ENG 106.

Is a direct quantitative measure

4. In your professional opinion, will the assessment method(s) provide meaningful information that will direct change (if change is needed)? Discuss each assessment method separately.

Based on the description given it should.

COLUMN 4: SUMMARY OF DATA COLLECTED

5. When were the results collected?

Fall 2015

6. Is enough information presented to understand whether the results will provide direction on what might need to be improved to meet the outcome?

Yes.

COLUMN 5: USE OF RESULTS

7. How were the results used?

Not stated at this time.

8. Is there enough information in the report to understand how the results are going to be used?

No.

Strengths of the annual assessment report:

States clearly the method of assessment and the results from the assessment.

Constructive feedback and opportunities for growth for your annual assessment report:

The information provided did not state a clear target or how the results were going to be used.

Also, the present Fluency in Writing outcomes appear to be directly tied to ENG 106. Because of this there is concern with how the learning objectives for the Fluency in Writing skill are being established.

The Assessment Committee feels that the English Department and the Program Committee needs to work together to decide which objectives are part of the Fluency in Writing and which are for ENG 106 (now ENG 114). Also note that because of this confusion the Assessment Committee used previously Committee used previously set outcomes that differed from those used by the English Department.

Lastly, in regards to target values these will need to be approved by the GEC Assessment Committee.

Notes from Meeting with Department:

English department advised to keep using the new outcomes that are semi-approved by the Program Committee.

The English department plans to write-up the results of the previous years results that help justify the newer learning outcomes. More discussion needed on just what is the correct target for students for this learning outcome.

General Education Council Assessment Committee (GEC Assessment Committee)

Assessment Checklist – 2015 AY

Assessment data from 2013 through 2014

Course: HIS 105

Department Chair/Program Chair/Assessment Coordinator: TBD

Information

The purpose of this document is to evaluate and provide feedback about your submitted Assessment Report to the GEC Assessment Committee. All parts of the report will be reviewed but only data from 2013-2014 will be examined and how the results are being used.

For each part of the assessment report, the following is examined.

Assessment methods: The assessment methods chosen for each outcome should provide data that will show if the outcome is being achieved or what improvements need to be made. Each outcome should have one direct method of assessment and an indirect method of assessment appropriate to the outcome. Ideally, in the overall assessment plan for the program, multiple methods of assessment should be used, both direct and indirect, and both quantitative and qualitative.

Data: For this report, there needs to be at least one outcome with data from 2013-2014 that is presented and reviewed.

Use of results: For this report, there needs to be at least one notation of the resulting discussion of the use of results of data collected in 2013-2014. For example, how do you intend to use the results or what changes have you made because of the results? What was affirmed? What conclusions did you come to? Other years for which data was collected will also be examined, but the focus of this checklist is on notes added to the “use of results” section of the assessment report that occurred in the year.

Category Course Assessment Report Feedback

Directions for reviewers: Use this template for each Learning Outcome, copying and pasting if they have more than 1 Learning Outcome.

COLUMN 3: ASSESSMENT METHOD & CRITERIA FOR SUCCESS

2. How many assessment methods are used to measure this outcome? 1

3. Describe each assessment method and classify whether it is direct or indirect, whether it is quantitative or qualitative. If you need to have more information about the assessment method in order to classify it, please ask the chair of the GEC Assessment Committee to get more information.

During the first and last weeks of class in Fall 2013, all students responded in class to the following question: “What do you consider to be the five most important themes shaping global cultures before 1500? Please explain each theme using specific examples, and also note ways in which the themes you select are interrelated. “Themes” can be recurring patterns, important concepts, long-term trends, or specific events with especially important repercussions.”

Is a direct quantitative measure

4. In your professional opinion, will the assessment method(s) provide meaningful information that will direct change (if change is needed)? Discuss each assessment method separately.

Based on the description given it should.

COLUMN 4: SUMMARY OF DATA COLLECTED

5. When were the results collected?

Fall 2013

6. Is enough information presented to understand whether the results will provide direction on what might need to be improved to meet the outcome?

Yes.

COLUMN 5: USE OF RESULTS

7. How were the results used?

To work on updating the assignment and the means to assess the results.

8. Is there enough information in the report to understand how the results are going to be used?

Yes.

Strengths of the annual assessment report:

States clearly the method of assessment, the results from the assessment, which targets were met and where improvements are needed.

Constructive feedback and opportunities for growth for your annual assessment report:

The present Historical Perspective outcomes appear to be directly tied to HIS 105 and 106. Because of this it requires both courses to determine if the outcomes for the Historical Perspective skill has been achieved. Additionally, there is concern with how the learning objectives for the Historical Perspective skill are being established. The Assessment Committee feels that the History Department and the Program Committee need to work together to decide which objectives are part of the Historical Perspective and which are for HIS 105 and 106. Also that the History Department and Program Committee work together to craft a less course specific history skills description. The Assessment Committee would also like to know how the target values were chosen.

Notes from Meeting with Department:

Reviewed the need to work with the Program Committee to update the Historical Perspectives description. Because of how the Historical Perspective description is currently worded both HIS 105 and 106 are required to meet that skills requirement. Because of this in its present state the assessment report needs to include both courses. If the Historical Perspective description gets modified as requested above, then a separate report can be done for each course.

General Education Council
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Scott A. Drzyzga, Ph.D., GISP
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May 5, 2016

Dr. Barbara Lyman, Provost
Shippensburg University

Dear Dr. Lyman,

Thank you so much for your continued support of the General Education Program and our efforts to develop an Entry Year Experience (EYE) program. We are especially excited to welcome Sherman Alexie (<http://fallsapart.com>) as our inaugural First Year Writing Featured Speaker (as well as our next Day of Human Understanding Keynote speaker). Alexie's work asks important questions about race, culture, class, and essentially, what it means to be Native American in today's society. This event will certainly become a memorable experience for our students and we are looking forward to building more programs like this one.

We now want to publicize this and other EYE events in a way that helps students and their parents to better see how EYE events are tied together within the context of our General Education Program. To do that, we want to hire an undergraduate student worker this summer who can help us to brand our EYE. Specifically, the student will develop a logo that would appear on all EYE events, programming, and materials. The student will also help us to create a variety of print and web-based materials that we can use to promote and publicize this and future EYE programming. Accordingly, **we request \$1,500 from you so that we may hire an undergraduate student worker this summer.**

Liz Kemmery, in the Publication Office; Dr. Carrie Sipes, in Comm/Journ; Dr. Laurie Cella, in English; and I, as Faculty Co-chair of the General Education Council, will work together to oversee this student's work and assess her progress.

We hope you will grant our request; we believe that effective branding will be an important step in creating a cohesive, intentional, and thoughtful EYE program.

With many thanks,

Scott A. Drzyzga

General Education Council
Faculty co-chair for AY 2015-2016

Minutes

Program Committee of the General Education Council, 4/26/16, 3:40 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, James Delle, Karl Lorenz, Kathryn Shirk, Brian Wentz, Doug Birsch and Paris Peet.

II. Drs. Shirk /Birsch motioned to approve the minutes from the 4/5/16 meeting, which were approved unanimously.

III. The committee then discussed whether we prioritize proposed revisions of the current General Education Program or focus on the new proposed program revisions. It was decided that the new program takes precedence since it seeks to address the problems of assessing the existing program. The committee then discussed rewording of program goals and tags. Discussion of the second History tag (H2) was tabled until a rubric is constructed that fits the new core program goals. Over the summer, committee members were asked to think about how a rubric for H2 would be constructed differently from the newly proposed H1 rubric and to start populating the proposed tags with existing courses from the current general education program.

IV. The next Program Committee meeting will be scheduled in September when all committee members return from summer break in FSC 248 at 3:40 pm pending members' approval via e-mail.

V. The meeting was adjourned at 4:45 pm.

ENG 190: Contemporary Multicultural Voices

Spring 2017, General Education Special Topics Cat. B Proposal

Instructor:

Dr. Raymond E. Janifer, Sr.
Professor, Department of English
rejani@ship.edu

To the General Education Council,

I am proposing a Spring 2017 term, introductory-level course titled, **ENG 190: Contemporary Multicultural Voices** (syllabus attached), and I seek the council's approval. This meets the general education, category B learning objectives listed below:

Completion of a Category B course in Literature or the Humanities enables students to:

1. Identify styles, genres, and techniques in literature or in the visual or performing arts.
2. Recognize literary movements or other cultural contexts in which literature or works from the visual or performing arts were produced
3. Research artistic models and develops critical responses to them.

This Category B literature course focuses on critical reading, thoughtful spoken participation, effective written communication, and students' ability to synthesize, integrate, and evaluate literature from a variety of genres, including polemical and imaginative modes, written by multicultural writers like Shelby Steele, Colson Whitehead, Junot Diaz, Octavia Butler, Walter Mosley, and Gladwell. The primary focus of ENG

190 will be the examination and analysis of contemporary ideas related, but not limited to: race, gender identity and formation, national politics, law enforcement, public intellectualism, apocalyptic visions and canon formation.

ENG 190 is a reading and writing intensive course that values student-centered and project-based learning. This course instructs students to analyze contemporary multicultural voices requiring them to rhetorically study complex writing styles and multiple perspectives about national and local issues.

Not will students be focused on interpretation of the written word, attitude, and perspective of specific ethnic writers but they must also learn how these writers see themselves either as individuals or part of a ‘perceived’ collective whole. Through their reading and analysis of non-fiction and imaginative literature by selected ethnic writers students will also identify *both* “techniques in literature” and “rhetorical demands” placed on public intellectuals who are perceived to be representing ‘specific’ communities in whole or part meeting all of the requirements for the first objective in Category B.

Students in ENG 190 are encouraged to reflect upon and discuss their own ideas and compare and contrast them with these writers allowing them to demonstrate an understanding of multicultural perspective that are sometimes aligned and sometimes in conflict with popular sentiment and symbols e.g. the National Anthem and the presidential election.

Additionally, in their reading and discussion of contemporary ethnic writers students will examine the historical background and contexts that helped to shape the rhetorical perspective of these writers under

consideration allowing them to write a series of short papers commenting in depth on each writer.

(Cat B, objectives 2 & 3).

This course is offered as a replacement for either ENG 250 or ENG 248. Enrollment in ENG 190 will fulfill a student's literature requirement for Category B. As such, there will be no impact on the English department's general education offerings. The department plans to offer two sections of ENG 190 in Spring 2017 on a trial basis only, and we have no plans to run it on a more regular basis at this time. If it is successful, the department may choose to offer it again next fall in place of an ENG 250 class. Regardless, it does not impact regular Category B general education offerings.

English 190: Contemporary Multicultural Voices is different from English 248: Culturally Diverse Literature because rather than focusing on a variety of short works by culturally diverse authors it focuses on writers from a single ethnic group and encourages systematic literary analysis of longer works that are mainly polemical, but sometimes also imaginative but related to contemporary polemical issues e.g. Black Lives Matter, the presidential election, the American flag, and post racial America.

I welcome the opportunity to address any questions regarding this course, and I look forward to learning the council's decision.

Highest Regards,

R E Janifer

Dr. Raymond E. Janifer, Sr.
English

Attachment: Syllabus

Shippensburg University
The English Department
English 190: Contemporary Multicultural Voices
Spring Semester 2017

Instructor: Dr. Raymond E. Janifer, Sr. Professor of English and Ethnic Studies.

Office: Dauphin Humanities Center 103

Office Hours: Mon and Wed 1:00-2:00 PM, Tuesdays and Thursdays 1:00-2:PM and Fridays by appointment.

E-Mail: Rejani@ship.edu

Telephone: (717) 477-1493

Emergencies: English Dep't Sec.: 717-477-1495

Shippensburg University faculty supports a safe campus environment for all. No one on this campus has the right to threaten you or make you feel intimidated in any way. More specifically, unwanted advances, harassment, aggressive or violent behavior, and sexual assault will not be tolerated. A comprehensive list of reporting options and support services, including confidential resources, can be found at www.ship.edu/nomore/.

Course Description:

This Category B literature course focuses on critical reading, thoughtful spoken participation, effective written communication, and students' ability to synthesize, integrate, and evaluate literature from a variety of genres, including polemical and imaginative modes, written by multicultural writers like Shelby Steele, Colson Whitehead, Junot Diaz, Octavia Butler, Walter Mosley, and Gladwell. The primary focus of ENG

190 will be the examination and analysis of contemporary ideas related, but not limited to: race, gender identity and formation, national politics, law enforcement, public intellectualism, apocalyptic visions and canon formation.

Required Texts:

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press, 2012.

Close, Ellis. *The End of Anger: A New Generations Take on Race and Rage*. New York: Harper Collins, 2011.

Dyson, Michael Eric. *Open Mike: Reflections on Philosophy, Race, Sex, Culture and Religion*. New York: Basic Books, 2003.

Coates, TA-Neshi. *Between The World and Me*. New York: Spiegel and Grau, 2015.

Kennedy, Randall. *Sellout: the Politics of Racial Betrayal*. New York: Pantheon Books, 2008.

McBride, James. *The Good Lord Bird*. New York: Penguin, 2013.

Riley, Jason L. *Please Stop Helping Us: How Liberals Made It Harder For Blacks to Succeed* New York: Encounter, 2014.

Steele, Shelby. *Shame: How America's Pasty Racial Sins Have Polarized Our Country*. New York: Basic Books, 2015.

Whitehead, Colson. *The Underground Railroad*. New York: Doubleday, 2016.

Objectives:

Identify styles, genres, and techniques in literature or in the visual or performing arts.

Recognize literary movements or other cultural contexts in which literature or works from the visual or performing arts were produced

Research artistic models and develops critical responses to them.

Requirements:

Four Exams:

These tests will be on lectures/discussions, assigned readings, videos, and presentations. They will consist of various types of questions including short essays, true and false, fill-in-the-blanks and multiple choices. The dates for your examinations are as follows:

Exam 1- February 16

Exam 2- March 23

Exam 3- April 20

Exam 4- Final Exam

Quizzes:

Expect regular announced and unannounced quizzes on assigned readings that will also consist of various types of questions including short essays, true and false, fill-in-the-blanks and multiple choices. The dates of your announced quizzes are as follows:

Quiz 1- February 2

Quiz 2- March 2

Quiz 3- April 6

Quiz 4- May 4

Class Meetings:

Class meetings will consist of lectures, audio-visual presentations, class discussions, and oral presentations and exhibits on assigned readings from our primary texts and Blackboard.

Attendance:

At Shippensburg University, your **participation** in class is viewed as

essential to the teaching/learning process. Therefore, it is expected that the student will miss class infrequently and only for good reason. Please be aware that an instructor must make provisions for excused absences.

However, if you elect to be absent from a class be prepared to accept an evaluation for any graded activity which takes place during the session or sessions you've missed.

You will be held responsible for material covered in all classes. Only when the instructor has approved an absence, preferably in advance, will he be expected to provide a make-up opportunity. You are not permitted to make up a scheduled examination or due date which has been missed except under the most unusual circumstances.

Tests:

Tests in this class will consist primarily of your writing assignments, oral reports, and test and quiz scores on assigned readings in your textbooks and class handouts. Your test scores, your scores on oral and written projects, and regular class attendance and participation, will determine your final grade. Your essays should be typed, double-spaced, and between 4-6 pages (1200 and 1500) words. In the upper left-hand corner of page one include your name, the name of the class, the time the class meets, and the instructor's name. Every essay that you write should have a title that accurately reflects the contents of your essay. Your title should be centered at the beginning of your text on page one. You should use MLA documentation for your writing projects

Oral Reports:

Failure to present an oral report on the assigned date will result in a failing grade.

Late Papers:

A late paper is a paper not submitted during the class period on the assigned due date. *Late papers will be docked one letter grade for each class period that they are late, and all writing projects must be completed before the end of the semester in order to receive a passing grade. There will be no incomplete grades assigned without prior written approval from the Dean of Arts and Sciences.

Make-Up Policy:

Please be advised that there will be no extensions given for papers, exams, quizzes and oral reports without proper medical documentation or an excuse from the Dean of Arts and Sciences.

Cell Phones:

Common courtesy is always appreciated, and it dictates that your phone be put away once class is in session. This is something that is simply expected. Please do not put me in the awkward position of being forced to interrupt the class to remind you of this policy because I will ask you to leave.

Grading:

Grading in this class will be based on your written essays, test and quiz scores, oral presentations and exhibits, and class participation. Your final grade will be computed on your cumulative grade point average and there will be no curved grading or extra credit. Your quiz grades for the semester will be averaged into your overall grade as one major test grade. You will receive grade points for your writing assignments based on the following scale: 100-95 = A = 4 points, 94-90 = A- = 3.7 points, 89-85 = B+ = 3.3 points, 84-80 = B = 3.0 points, 79-75 = B- = 2.7 points, 74-70 = C+ = 2.3 points, 69-65 = C = 2.0 points, 64-60 = D = 1.0 points.

Your test and quiz grades will be computed numerically and then translated according to the following grade point scale:

100-95 = A = 4 points
94-90 = A- = 3.7 points
89-85 = B+ = 3.3 points
84-80 = B = 3.0 points
79-75 = B- = 2.7 points
74-70 = C+ = 2.3 points
69-65 = C = 2.0 points
64-60 = D = 1.0 points
F = zero points.

Your final grade will be calculated by totaling the total number of grade points you have received throughout the semester by the total number of projects for the semester.

Course Schedule by Weeks

1. The Week of January 23-27

Assigned Reading:

Dyson's *Open Mike* pgs. 99-148 and 248-264

Activities:

Lecture/discussion: Race, Politics, and Comedy in the 21st Century

2. The Week of January 30-February 3

Assigned Reading:

Alexander's *The New Jim Crow* pgs. 1-96

Activities:

Lecture/discussion: Why Am I Locked Down

***Quiz 1 on assigned reading to date February 2**

3. The Week of February 6-10

Assigned Reading:

Alexander's *The New Jim Crow* pgs. 97-139

Activities:

Lecture/discussion: Monochromatic Justice

4. The Week of February 13-17

Assigned Reading:

Close's *The End of Anger* pgs. 52-103

Activities:

Lecture/discussion: The American Dream

*** Examination 1 on assigned reading to date on February 16**

5. The Week of February 20-24

Assigned Reading:

Kennedy's *Sellout* Pgs. 11-86

Activities:

Lecture/discussion: How to Become an Uncle Tom

6. The Week of February 27-March 3

Assigned Reading:

Kennedy's *Sellout* Pgs. 97-143

Lecture/discussion: The Strange Case of Justice Clarence Thomas

***Quiz 2 on assigned reading to date March 2**

7.The Week of March 6-10

Assigned Reading:

McBride's *Good Lord Bird* pgs.7-113

Lecture/discussion: The Free State and Transgender Heroes

***Spring Break March 11-19**

8.The Week of March 20-24

Assigned Reading:

McBride's *Good Lord Bird* pgs. 117-217

Activities

Lecture/discussion: The Great Emancipator Bows Down

*** Examination 2 on assigned reading to date on March 23**

9.The Week of March 27-31

Activities:

Steele's *Shame* pg. 91-163

Activities:

Lecture/discussion: The Making of a Radical Conservative

10. The Week of April 3-7

Activities:

Steele's *Shame* pg. 167-198

Activities:

Lecture/discussion: What is Conservative Freedom?

***Quiz 3 on assigned reading to date April 6**

11.The Week of April 10-14

Assigned Reading:

Riley's *Please Stop Helping US* pgs. 7-83

Activities:

Lecture/discussion: The Complexity of Black Male Identity

12.The Week of April 17-21

Assigned Reading:

Riley's *Please Stop Helping US* pgs. 84-168

Activities:

Lecture/discussion: The Illusion of Success

*** Examination 3 on assigned reading to date on April 20**

13,The Week of April 24-28

Assigned Reading:

Whitehead's *Underground Railroad* pgs.3-82

Activities:

Lecture/discussion: What is the Magic Passage?

14.The Week of May 1-5

Assigned Reading:

Coates' *Between the World and Me* pgs.1-73

Lecture/discussion: Baldwin's 21st Century Vision

***Quiz 4 on assigned reading to date May 4**

15.The Week of May 8-12

FINAL EXAMS

