

Millersville University
UCAPC - Meeting Minutes
11/19/2024

The meeting was called to order at 4:05pm. All departments were in attendance except Athletics (ATHL), Criminology, Sociology & Anthropology (CSAN), Music (MUSI), and Social Work (SOWK).

Also in attendance: Dr. Gail Gasparich (Provost), Dr. Rachel Finley-Bowman (Associate Provost), Alison Hutchinson (Registrar), Dr. Ollie Dreon (APSCUF-MU President-elect), Dr. Nicole Pfannenstiel (GCPRC Chair)

I. Welcome and introductions of representatives and other guests

II. Minutes of the Faculty Senate

- Minutes from the 11/05/2024 meeting were approved via a Licata/Boyle motion without dissent.

III. Report of the UCAPC Chairperson

- Chairperson Hower thanked the committee and subcommittee chairs for working to navigate the new curriculum, with its many moving pieces, and encouraged feedback.
- The chair of UCPRC shared draft language for CourseDog for the DL descriptor, based on language that was used historically. The “Rationale” box will be replaced by textboxes for each question. A Robinson/Licata motion to approve the DL descriptors carried without dissent. (See attachment)
- Continuing the discussion regarding the language of “no more than two from one department” in the General Education Program policy document, the registrar shared how this is coded in Banner, to provide more detailed information to address this issue in the interim. (See attachment)
- A coversheet to be included with each Gateway course proposal has been created by UCPRC. This form lists the SLO’s for each Gateway label, and provides space for how each SLO will be met and assessed, to aid reviewers in evaluating each proposal. Some samples have been shared on the Teams site. There was discussion regarding when documents (such as an annotated syllabus) could be required by the committees evaluating the proposals. It was noted that the proposal/evaluation process is evolving. Concerns were shared regarding the difficulty of finding all the required information in CourseDog, and evaluating proposals outside a reviewer’s area. Given the huge variation in syllabi, the evaluation committees have expressed that an annotated syllabus is a non-negotiable requirement, and the cover sheet could mitigate the difficulty of navigating a multi-page syllabus as it clarifies where that assessment is listed in the syllabus. A Blazer/Wimer motion to require all syllabi submitted to GERC

and UCPRC be annotated with where each Gateway label SLO is being addressed within the course carried.

IV. General Education Update

- Dr. Kim McCollum-Clark (General Education Coordinator) reminded representatives that they would need full curricular approval to offer FYEX courses in Fall 25, which would require departmental approval by mid-January.
- There was also a reminder that the Cornerstone Assessment Template be in pdf form, although it was noted later in the meeting that .docx is also acceptable.

V. Proposed Curricular Frameworks for endorsement

- None

VI. Proposed Courses and Programs

- Consent agenda – *The following new and changed courses and programs were approved without dissent.*
 - Undergraduate Proposals:
 - [ENGL220](#)
 - [Information Technology, B.S.](#)
 - [WSSD 395](#)
 - [WELL 175](#)
 - Graduate Proposals:
 - None

VII. APSCUF Updates

- None

VIII. Report of the Student Government Association

- None

IX. Report of the Graduate Student Association

- None

X. Report of the Administrative Officers

- Alison Hutchinson (Registrar):
 - Registration for Spring 2025 is ahead 4%.

XI. Announcement of new courses, programs, or changes to existing courses/program

- None

XII. Reports of the Faculty Senate Standing Committees

- Academic Outcomes and Assessment (AOAC) Chairperson: Dr. Betty-Jo Bowers, AEST
 - Instructions related to the Assessment Template were shared. (See attached)
- Academic Policies Committee (APC) Chairperson: Dr. Joe Behun, PSYC
 - Policy Changes – Second Reading

- C. 2024-09-05 Curriculum Approval Policy Courses and Programs – Approved without dissent
 - The committee is seeking a member to serve for the Spring 2025 committee.
- Academic Standards Committee (ASC) Chairperson: Maja Klosinska, BIOL
 - The committee chair will be reaching out to members to arrange to meet January 7-8, 2025.
- General Education Review Committee (GERC) Chairperson: Krista Higham, LIBR
 - Capstone Definitions and SLOs (first reading):
 - The committee chair requested that these be shared with departments, and feedback should be shared with her.
 - Certificates definitions and SLOs (first reading):
 - The committee chair requested that these be shared with departments, and feedback should be shared with her.
 - There was discussion regarding the use of the work “Certificate”, but it was shared that it was decided that this was the best name, despite some issues.
 - “Public” was clarified to have broad meaning, such as exhibition, Made in Millersville, online presentations, or in the classroom with outside attendance.
 - W Course response to UCAPC:
 - The GERC chair shared a response from the committee to the “W” question:
 - “GERC wants to allow the Gateway General Education model, as voted by the University Faculty, to be in place for at least 2 years before considering modifications to the full model. This will allow for assessment data to provide an evidence-based perspective to understand students as developing writers.”
 - There was a Maxwell/Bookmiller motion from the Department of History and the Department of Government, Policy and Law to “Apply the current policy (“Legacy”), requiring that three Writing (W-designated) courses be completed within the 120, credits to the new Gateway-based curriculum. (See attached)
 - The rationale is that there is not enough writing embedded in the Gateway program
 - There was discussion that this would add writing, but science was also cut. One selling point was the reduced number of credits in Gateway program.
 - In current program W exists as a thread, not additional course. Exists alongside major/minor/gen ed requirements.

- Given the time, a Cook/Kelly motion to table the discussion was made – the motion passed without dissent

XIII. **New Business**

- None

XIV. **Adjournment**

- Meeting adjourned at 5:44pm via a Blazer/Boyle motion that was approved without dissent.

Respectfully Submitted,
Antonia Cardwell
UCAPC Secretary

Meeting Summary 11/19/24:

Minutes Approved:
11/05/2024

- Approved courses and programs:
 - Undergraduate Proposals:
 - [ENGL220](#)
 - [Information Technology, B.S.](#)
 - [WSSD 395](#)
 - [WELL 175](#)
- Approved policies:
 - 2024-09-05 Curriculum Approval Policy Courses and Programs

Current Screen:

Distance Learning (DL) Course required

Modes of Instruction required ?

Face-to-face is the default mode of instruction (Article 41).

Select the distance learning mode(s) of instruction for this course, if applicable. See [Article 41](#), pages 128-129 for definitions.

Rationale required

Explain how you will meet the requirements for each mode of instruction selected.

Suggested changes:

CHANGE: “See Article 41, pages 128-131 for definitions and course approval criteria.”

DELETE: Rationale box

ADD: For EACH mode of instruction selected, answer the following questions. Be general in your descriptions (e.g., video conferencing instead of Zoom, course management system instead of D2L).

- What qualifications does an instructor need to have in order to teach this course in this modality?
- What technology will be used to substitute for the face-to-face classroom?
- What opportunities will be provided for interaction between instructor and students?
- What evaluation methods will be used and how will the integrity of those methods be assured?

NOTE: Each question should be marked as Required and be followed by a written response box.

From the Registrar:

This is CURRENTLY how we have the “max 3 classes per department” programmed in the General Education:

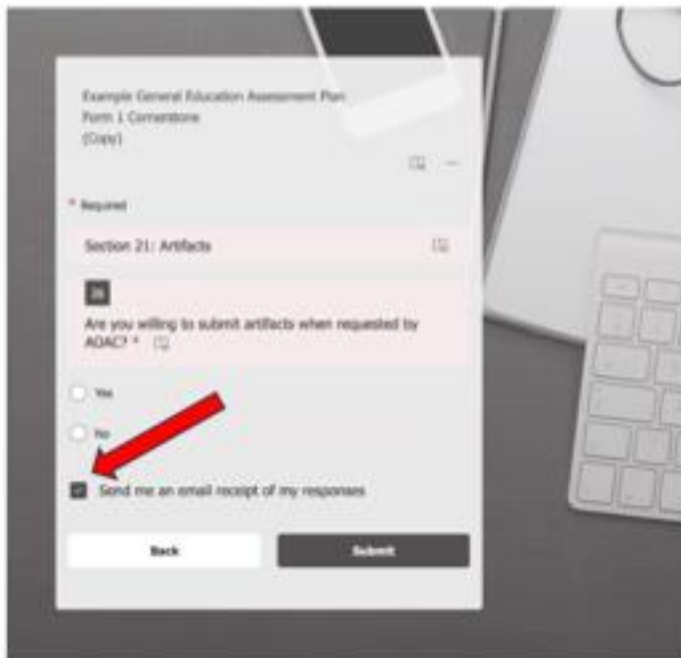
MaxPerDisc 3 Classes in (AENG, ITEC, OSEH, EDTE, IAED)
MaxPerDisc 3 Classes in (ART, DESN)
MaxPerDisc 3 Classes in (BIOL)
MaxPerDisc 3 Classes in (BUAD, ACCT, FIN, MGMT, MKTG, MGMK, ACFN, INTB)
MaxPerDisc 3 Classes in (INTE)
MaxPerDisc 3 Classes in (CHEM)
MaxPerDisc 3 Classes in (COMM, THEA, JRNL, ENTC)
MaxPerDisc 3 Classes in (CSCI)
MaxPerDisc 3 Classes in (ECON)
MaxPerDisc 3 Classes in (EDFN, EDSE, SPED)
MaxPerDisc 3 Classes in (EDEL, EDSP, EDUC, ERCH, GFED, MDLV, SPED)
MaxPerDisc 3 Classes in (ENGL, WRIT)
MaxPerDisc 3 Classes in (ESCI)
MaxPerDisc 3 Classes in (FORL, FREN, FRN, GERM, GER, SPAN, SPA,
HUMN, RUSS, RUS, JAPN, JPN, LATN, LAT,
GREK, GRK, ITAL, ITA)
MaxPerDisc 3 Classes in (GEOG)
MaxPerDisc 3 Classes in (GOVT, PSCI)
MaxPerDisc 3 Classes in (HIST, SSCI)
MaxPerDisc 3 Classes in (MATH)
MaxPerDisc 3 Classes in (MUSI)
MaxPerDisc 3 Classes in (NURS)
MaxPerDisc 3 Classes in (PHIL)
MaxPerDisc 3 Classes in (PHYS)
MaxPerDisc 3 Classes in (PSYC)
MaxPerDisc 3 Classes in (SOCY, ANTH)
MaxPerDisc 3 Classes in (SOWK, GERT)
MaxPerDisc 3 Classes in (WSSD, WELL)

1. Complete the Assessment Form in MS Forms for your focus area. Note: The link below is an example. It is not the official form for Cornerstone.

Approved General Education Assessment Form Link

<https://forms.office.com/r/GsAPYERas1>

2. Before clicking submit, proposers completing the assessment form should click “Send me an email receipt of my responses” to their email.



Example General Education Assessment Plan
Form 1 Cornerstone
(Date)

Required

Section 21: Artifacts

Are you willing to submit artifacts when requested by AQAC?

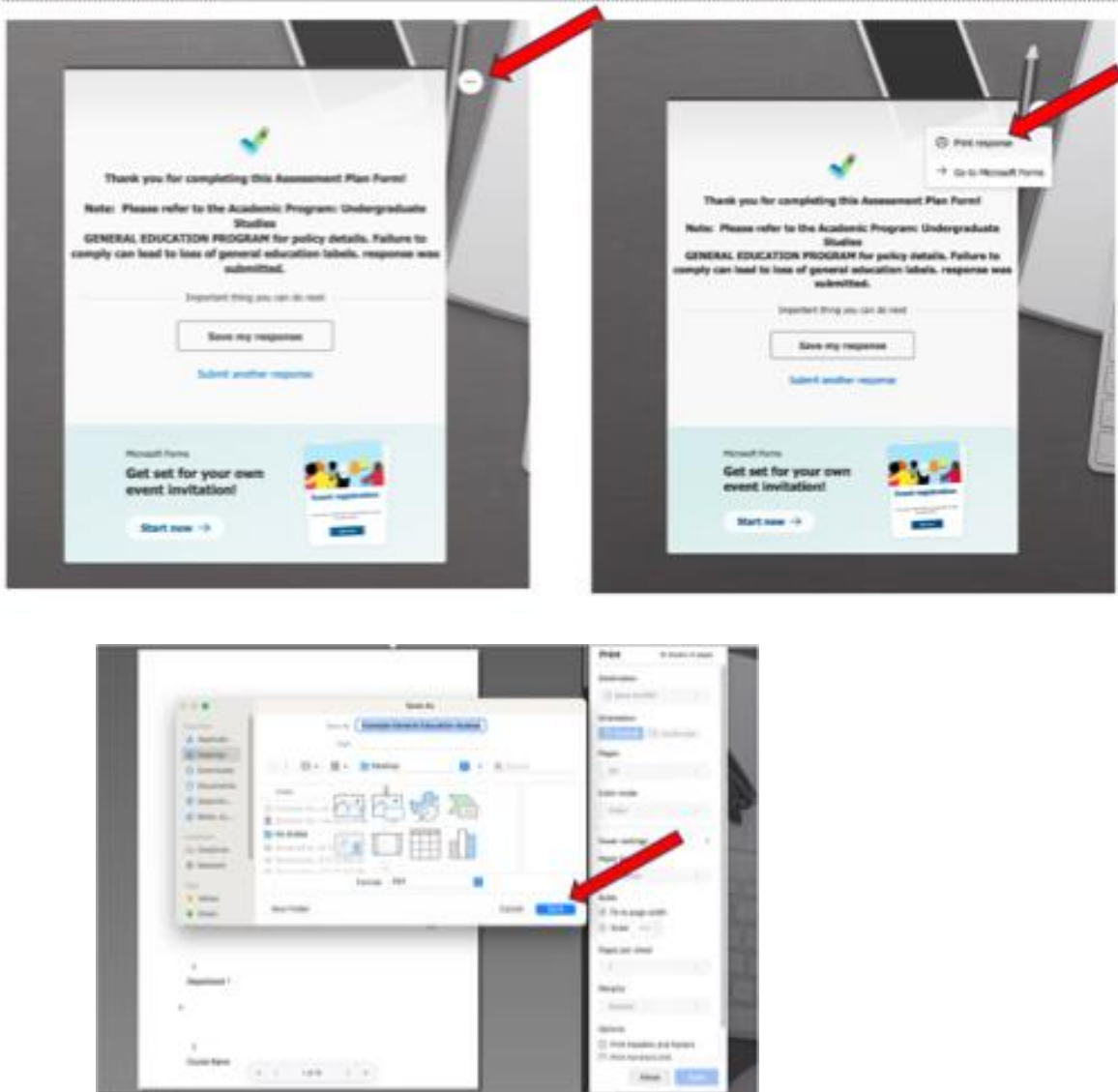
☐ Yes

☐ No

☒ Send me an email receipt of my responses

Back Submit

3. After clicking Submit, the proposer will click the (...) ellipsis and then click “Print response” to save a PDF to their computer. The Assessment Plan PDF will be uploaded into CourseDog as part of the course proposal.



4. AOAC will review and vote on the PDF assessment plan uploaded in CourseDog. After the AOAC vote, the AOAC Chair will approve or reject the proposals in CourseDog.

Capstone

Definition

The Capstone is the culminating experience where students apply knowledge from across the stages of the General Education Program to their discipline(s) to explore a big idea, issue of practice, or complex problem. Students will gain a broader understanding of the idea, issue, and/or problem and its context, making connections between their learning and their personal experiences, to demonstrate their understanding.

The Capstone is one course at the 300-level or above with at least 3 credit hours (i.e. CAP 300). Departmental (major) capstones, including student teaching, practicums, internships, co-op experiences, exhibitions, Honors and departmental theses, portfolio courses, and the like may also serve as General Education Capstones if they meet the defined student learning outcomes.

Student Learning Outcomes

Students will be able to:

1. Apply knowledge and skills from the stages of the General Education Program across a discipline or multiple disciplines to explore a big idea, issue of practice, or complex problem.
2. Synthesize research on a big idea, issue of practice, or complex problem, culminating in an externally focused, professional genre, text, or product (e.g., a unit plan, exhibition, performance, poster session, research paper, website, etc.).
3. Reflect on their personal experiences as a learner and how they have applied knowledge in meaningful ways.

GATEWAY PROGRAM CERTIFICATES

Gateway Program Certificates are intended to include courses and experiences that address real-world issues by utilizing integration, synthesis, and innovative thinking from multiple perspectives and fields of study. Students can use these optional curricular pathways to build thematic learning experiences by completing focused study around interdisciplinary themes, concepts, and settings.

Definition

Gateway Program Certificates are optional curricular pathways designed by at least three academic departments that include a selection of interrelated courses from the Gateway stage plus a designated final course: a 3-credit Keystone (DCC or AW) or Capstone course. Certificates will total 12 to 17 credits (18 credits would be considered a minor).

Students may earn a maximum of two certificates within the context of their Gateway Program. Students may use the same courses to satisfy both Gateway Program requirements and Gateway Program Certificate requirements.

Students may also use the Capstone course of their major program as the Capstone course for a Gateway Program Certificate if that course is an approved General Education course.

Student Learning Outcomes

Upon completion of the requirements of the certificate, students will be able to:

1. Select, use, and coordinate knowledge, skills, and strategies from multiple fields of study to address the Certificate theme.
2. Apply general education skills and strategies as appropriate in new settings.
3. Articulate connections and tensions among disciplinary approaches to the Certificate theme.
4. Demonstrate flexibility of new learning in public demonstration, presentation, or publication of competence.

Certificate Design Guidelines for Faculty and Cooperating Departments

- Each certificate will:
 - Have a title that indicates its larger purpose, focus, or theme
 - Require a minimum of 12 credits to a maximum of 17 credits (18 credits would be considered a minor)
 - List up to five courses to choose from (or be required) from the Gateway stage
 - Also list one required or “selected” Keystone or Capstone stage course
 - Utilize courses from at least three departments*

* ”departments” as to be defined by the Academic Policies Committee

Certificate Approval Process Guidelines

- Certificate proposals will be submitted in CAP (Coursedog) and must
 - Be agreed upon by all departments with listed courses
 - Include an assessment plan of the certificate's learning outcomes from the combined completion of these courses
 - Be reviewed by all CCCs associated with listed courses
 - Require a lead faculty member (which may or may not be the proposer), who will:
 - Keep track of course availability and students' ability to complete the certificate (in general, not at the individual student level)
 - Submit recertification documentation as required
 - Submit Certificate stage assessment data as required

A motion from the Department of History and the Department of Government, Policy, and Law

“Apply the current policy (“Legacy”) -- requiring that three Writing (W-designated) courses be completed within the 120 credits -- to the new Gateway-based curriculum.”

For ease of transition, we suggest keeping the “Legacy” W framework for Gateway. Here is the current wording:

“Writing intensive courses (w): (9 credits) Successful completion of ENGL 110 is a requirement for W courses. Students select 3 three-credit courses from courses that use writing as an essential tool for learning. While not courses on writing, W courses include a significant writing task (2500 words) as a formal assessment that is subject to a draft/feedback/revision cycle to assist students in their growth as writers in different domains. *Courses with the W label may be selected from major, minor, General Education requirements, or elective courses. Work with your advisor to select “W” courses that fulfill other requirements.” [FROM: <https://www.millersville.edu/gened/curriculum-requirements/>]

“The course must satisfy these Student Learning Objectives listed below. Please check all that apply.

- ☐ Articulates ideas clearly in writing
- ☐ Demonstrates the ability to find, evaluate, and integrate appropriate sources into formal written work
- ☐ Applies inferences or causalities to informal written works
- ☐ Progresses in articulation of written ideas
- ☐ Initiates critical reasoning in developing theses/hypothesis and creatively applies prior learning/knowledge in devising appropriate forms of written communication”

[FROM: “General Education Curriculum – Writing (W) Label Application”]