

Millersville University
UCAPC - Meeting Minutes
02/04/2025

The meeting was called to order at 4:05pm. All departments were in attendance except Accounting & Finance (ACFN), Art & Design (ARTD), Athletics (ATHL), Counseling & Human Development (CNHD), and Criminology, Sociology & Anthropology (CSAN).

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), Dr. Kim McCollum-Clark (General Education Coordinator), Tevon Kerr-Hornbaker (SGA President)

1) Action items

- a) Cook/ Licata motion to approve the 12/03/2024 minutes was approved with three abstentions
- b) Consent Agenda items were noted without dissent, and therefore approved
- c) A Higham/Bowers motion to waive the two-meeting rule for approval of the Keystone & Capstone Assessment forms passed with one abstention
- d) A Bowers/Licata motion to approve the Keystone & Capstone Assessment forms passed with one abstention (See attached)
- e) The GERC motion to approve the "Gateway Program Certificates" proposal was approved (See attached)
- f) The HIST/GOVT motion to add the current Legacy 'W' course requirement to the Gateway Model did not pass (10 in favor, 16 against).

1) Discussion Items

- a) UCAPC Pres reminded members to provide feedback on the draft of the University Strategic Plan
- b) Regarding the motion to add the current Legacy 'W' requirement to Gateway
 - i) Member Sciarretta asked:
 - (1) If there were enough W courses to satisfy it
 - (2) If there was any discussion about course caps
 - (a) There have been no such conversations, although such one would be expected if the vote passes
- c) Regarding Consent Agenda items:
 - i) Member Scheiber asked the difference DL approved & DL Format approved
 - (1) Member Boyle clarified that if you get DL approved, you get approved for the format that you chose in the proposal (e.g., synchronous/asynchronous)
 - (a) You can propose more than one format
- d) UCAPC By-Laws Committee has requested revision/updates from the certain committees (who have been notified), so that elections and memberships can be appropriately established

- e) General Education update
 - i) Dr. McCollum-Clark reported
 - (1) Data from FYEX surveys will be shared soon
 - (2) If you want to teach a FYEX in fall 2025, the course proposal should be in CourseDog beyond the department
 - (a) If you do not have your proposal at least that far, you should contact Dr. McCollum-Clark
 - (3) Gateway proposals are current, meaning committees are caught up on reviewing them
 - (4) All Gateway proposals need to be submitted by mid-September, 2025
 - (5) Any departments that wants Dr. McCollum-Clark to come and discuss/assist in creating such proposals, please contact her
 - (6) Keystone SLOs & Definitions have been approved, and assessment plans have been submitted
 - (7) If you are seeking to attach a Gateway to an existing course, the process has been streamlined
 - (a) This process has been tested and is functional
 - (8) You can search for courses in CourseDog by it's four letter prefix (e.g., ENGL or EDFN, etc.)
- f) Regarding the course proposals list on the agenda... ACTE 610 is a graduate course
- g) APSCUF reports
 - i) Department representatives should (or will) reach out about President Wubah coming to a Representative Council meeting
- h) The Associate Provost reminds us that we completed the catalog transition from Course Leaf into CourseDog
 - i) If you notice anything odd/incorrect, please contact Bill Benton in the Associate Provost's Office
 - ii) SGA asked about what will change/replace for 'Schedule Builder'
 - (1) The Associate Provost noted that those conversations are ongoing
 - (2) The Registrar noted
 - (a) The intent is to phase out 'Schedule Builder' as basically the same product exists, for free, through MAX
 - (3) Next week, students will have access to the MAX scheduling
- i) The Registrar noted:
 - i) TAP numbers will be going away because the integration of OneSiS
 - (1) In lieu of TAP numbers, there will be a button (on the Audit) to click indicating the student has met with the advisor
 - (a) The button will essentially remove a hold on the student's account, allowing them to register
 - (b) This will be done per student
 - (c) Department chairs will be able to remove holds
 - (2) Pin Numbers will exist for priority registration (but this is not a TAP #)
 - (3) Procedurally, things have not changed. This is a technology change
 - (a) For example, graduate student will not have holds (the new version of TAP numbers)

- e) General Education update
 - i) Dr. McCollum-Clark reported
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 - (b) This will be done per student
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 - (2) Pin Numbers will exist for priority registration (but this is not a TAP #)
 - (3) Procedurally, things have not changed. This is a technology change
 - (a) For example, graduate student will not have holds (the new version of TAP numbers)

- (4) If you review the document from the Registrar, she reports that the widget in myVille will be available on 02/11/25
 - (a) All scheduling will happen via OneSiS, so you should access it through the new widget
- j) AOAC reports
 - i) Being current with its course reviews
 - ii) FYEX courses (since the break) are being submitted without assessments plans, so please be sure to include those
 - iii) Please provide feedback on the Keystone & Capstone assessment forms (which have been emailed with today's agenda)
 - (1) These have the same structure as the other assessment forms
- k) Cooperative Education Committee will be meeting during Comon Hour next Thursday (2/13) – please feel free to provide feedback
- l) Regarding the attachment titled “GERC Statement on Number of Labels in the General Education Gateway Program” (circulated with the Agenda as a 1st reading – see attached), GERC highlights proposing:
 - i) No course may carry more than one stage
 - ii) No course may carry more than one Cornerstone Label
 - iii) No course may carry more than a maximum two Gateway labels
 - iv) No course may carry more than one label at the Keystone Stage
 - v) The only stage that can have two labels is at the Gateway Stage
 - vi) MATH noted that this locks out labels once a course is approved for a label (in most cases)
 - vii) HIST asked about Capstone courses, which GERC noted
 - (1) Capstones can be major only
 - (2) Capstones can be GenEd only
 - (3) Capstones can be major & GenEd
 - (a) It is the one course can count in the major and in GenEd
 - viii) Keystone courses cannot be counted as a major requirement, but can be counted as a required-related course
 - ix) Member Walsh notes that with the Gateway Model changes regarding what courses can and can not be counted as GenEd, it will place students in the position where they will be out of compliance with PASSHE policy
 - (1) MATH sees that these restrictions have to be relaxed to be in compliance with PASSHE policy for number of credits for degrees
 - (2) MATH noted that it is not currently possible to develop four-year plans with the Gateway model as it is unknown what courses exist under which label(s)
 - (a) Member Walsh note that these problems apply to the entire Science & Technology College
 - (i) If we do allow multiple labels on a course, then assessment becomes a real issue
 - (b) CHEM suggests that some courses will have to be allowed to count in the major and as GenEd
 - x) Member Bowers asked if we are allowed to specify to students that they are to take a particular Gateway course

(1) GERC replied that we should follow the standard practice

Respectfully submitted by
Shaun Cook
UCAPC Parliamentarian

Meeting Summary 02/04/25:

Minutes Approved:
12/03/2024

- Approved courses and programs:
 - Undergraduate Proposals:
 - MATH163H
 - MATH161
 - MATH151
 - MATH102
 - MATH108
 - MATH130
 - MATH235
 - MATH105
 - WELL240
 - Chemistry, B.S. - Polymer Chemistry Option
 - EDUC324
 - EDUC425
 - Industrial and Environmental Health Minor
 - Environmental Policy and Regulation Minor
 - Water Resources Minor
 - OSEH221
 - FYEX100F
 - FYEX100L
 - ENGL234
 - ENGL233
 - ESCI222
 - OSEH120
 - ACTE610
 - Graduate Course Proposals (Chairperson: Dr. A. Nicole Pfannenstiel)
 - EDFN545
 - EDFN590
 - Assessment, Curriculum and Teaching, M.Ed. - Online Instruction
 - Assessment, Curriculum & Teaching, M.Ed. - Integrative STEM Education
- Approved policies:
 - Keystone & Capstone Assessment forms
 - Gateway Program Certificates

General Education Assessment Plan Form 3: Keystone

Keystone Focus Areas

* Required

* This form will record your name, please fill your name.



General Education Assessment Plan Form 3: Keystone

Diverse Cultural Contexts (DCC) and Advanced Writing (AW)

General Education Assessment Plan

Section 1 Keystone Focus Areas

1. Date *

2. Department *

3. Course Name *

4. Course Number *

5. If this is an assessment plan modification, what is being changed? (Note: Enter N/A if this is a new assessment plan.) *

6. What is the frequency of assessment for this course (i.e., annually, every two years, etc.)? *

Section 3: Stage 3

7. **Stage 2: Keystone Focus Areas** Which focus area are you applying for? *

- ☐ Diverse Cultural Contexts
- ☐ Advanced Writing

8. Diverse Cultural Contexts (DCC)

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO 1. If this is a modification, input NA in the SLO questions that are not being modified.

Definition: Diverse Cultural Contexts courses promote student exploration and analysis of cultural, environmental, economic, political, and social contexts in the world today. Students will engage in conversation to examine issues, proactively seek to understand multiple perspectives, and consider possible outcomes. DCC courses also provide extended practice with oral communication in modalities appropriate to the course.

Outcomes:

A student will be able to:

SLO 1 Examine issues from multiple perspectives and contexts with attention to origins and viewpoints.

SLO 2 Exhibit active listening and civil discourse to engage in respectful interactions.

SLO 3 Clarify elements of conflicts by defining stakeholders and recognizing biases.

SLO 4 Analyze the impact of their actions from multiple perspectives and contexts.

*

- ☐ **SLO 1 Demonstrate creative thinking skills that foster ways of looking at problems and solutions from a new or imaginative perspective.**

9. **Diverse Cultural Contexts SLO 1** Examine issues from multiple perspectives and contexts with attention to origins and viewpoints.

What activities are you using or do you plan to use to invite students to show their learning? *

10. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- ☐ Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- ☐ Direct Measure: Real-Time Assessment – Skills Observation
- ☐ Indirect Method: Grade Distribution (e.g., DFW Rates)
- ☐ Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- ☐ Indirect Method: Compiled Student Direct Assessment Information
- ☐ Other

11. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 4: Diverse Cultural Contexts SLO 2

12. **Diverse Cultural Contexts SLO 2** Exhibit active listening and civil discourse to engage in respectful interactions.

What activities are you using or do you plan to use to invite students to show their learning? *

13. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- ☐ Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- ☐ Direct Measure: Real-Time Assessment – Skills Observation
- ☐ Indirect Method: Grade Distribution (e.g., DFW Rates)
- ☐ Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- ☐ Indirect Method: Compiled Student Direct Assessment Information
- ☐ Other

14. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 5: Diverse Cultural Contexts SLO 3

15. **Diverse Cultural Contexts SLO 3** Clarify elements of conflicts by defining stakeholders and recognizing biases.

What activities are you using or do you plan to use to invite students to show their learning? *

16. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- ☐ Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- ☐ Direct Measure: Real-Time Assessment – Skills Observation
- ☐ Indirect Method: Grade Distribution (e.g., DFW Rates)
- ☐ Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- ☐ Indirect Method: Compiled Student Direct Assessment Information
- ☐ Other

17. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 6: Diverse Cultural Contexts SLO 4

18. **Diverse Cultural Contexts SLO 4** Analyze the impact of their actions from multiple perspectives and contexts.

What activities are you using or do you plan to use to invite students to show their learning? *

19. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- ☐ Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- ☐ Direct Measure: Real-Time Assessment – Skills Observation
- ☐ Indirect Method: Grade Distribution (e.g., DFW Rates)
- ☐ Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- ☐ Indirect Method: Compiled Student Direct Assessment Information
- ☐ Other

20. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 7: Advanced Writing SLO 1

21. **Advanced Writing**

Definition: Advanced Writing courses extend students' writing processes and rhetorical awareness to align with writing domains and situations that students might encounter in their professional lives. Students will learn to write to professional and public audiences, compose in a variety of genres, and adapt their writing style based on the needs of typical rhetorical situations.

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO 1. If this is a modification, input NA in the SLO questions that are not being modified.

A student will be able to:

SLO 1 Adapt composing processes to negotiate tensions between writer intentions/choices and reader responses/expectations.

SLO 2 Analyze and address various audiences, purposes, and texts in authentic writing settings.

SLO 3 Identify, explain, and transform genres as forms of social action in disciplinary and public writing sites.

SLO 4 Plan and execute effective document organization and design.

SLO 5 Explain and integrate effectively the role that research plays in different writing settings, including how groups document and present research to public audiences. *

- ☐ **SLO1** Adapt composing processes to negotiate tensions between writer intentions/choices and reader responses/expectations.

22. **Advanced Writing SLO 1** Adapt composing processes to negotiate tensions between writer intentions/choices and reader responses/expectations.

What activities are you using or do you plan to use to invite students to show their learning? *

23. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- ☐ Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- ☐ Direct Measure: Real-Time Assessment – Skills Observation
- ☐ Indirect Method: Grade Distribution (e.g., DFW Rates)
- ☐ Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- ☐ Indirect Method: Compiled Student Direct Assessment Information
- ☐ Other

24. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 8: Advanced Writing SLO 2

25. **Advanced Writing SLO 2** Analyze and address various audiences, purposes, and texts in authentic writing settings.

What activities are you using or do you plan to use to invite students to show their learning? *

26. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- ☐ Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- ☐ Direct Measure: Real-Time Assessment – Skills Observation
- ☐ Indirect Method: Grade Distribution (e.g., DFW Rates)
- ☐ Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- ☐ Indirect Method: Compiled Student Direct Assessment Information
- ☐ Other

27. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 9: Advanced Writing SLO 3

28. **Advanced Writing SLO 3** Identify, explain, and transform genres as forms of social action in disciplinary and public writing sites.

What activities are you using or do you plan to use to invite students to show their learning? *

⋮

29. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- ☐ Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- ☐ Direct Measure: Real-Time Assessment – Skills Observation
- ☐ Indirect Method: Grade Distribution (e.g., DFW Rates)
- ☐ Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- ☐ Indirect Method: Compiled Student Direct Assessment Information
- ☐ Other

30. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 10: Advanced Writing SLO 4

31. **Advanced Writing SLO 4** Plan and execute effective document organization and design.

What activities are you using or do you plan to use to invite students to show their learning? *

32. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- ☐ Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- ☐ Direct Measure: Real-Time Assessment – Skills Observation
- ☐ Indirect Method: Grade Distribution (e.g., DFW Rates)
- ☐ Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- ☐ Indirect Method: Compiled Student Direct Assessment Information
- ☐ Other

33. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 11: Advanced Writing SLO 5

34. **Advanced Writing SLO 5** Explain and integrate effectively the role that research plays in different writing settings, including how groups document and present research to public audiences.

What activities are you using or do you plan to use to invite students to show their learning? *

35. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
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- ☐ Indirect Method: Grade Distribution (e.g., DFW Rates)
- ☐ Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- ☐ Indirect Method: Compiled Student Direct Assessment Information
- ☐ Other

36. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 32: Artifacts

37. Are you willing to submit artifacts when requested by AOAC? *

☐ Yes

☐ No

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 Microsoft Forms

General Education Assessment Plan Form 4: Capstone

Capstone Focus Areas

* Required

* This form will record your name, please fill your name.



General Education Assessment Plan Form
4: Capstone

General Education Assessment Plan

Section 1 Capstone Focus Areas

1. Date *

2. Department *

3. Course Name *

4. Course Number *

5. If this is an assessment plan modification, what is being changed? (Note: Enter N/A if this is a new assessment plan.) *

6. What is the frequency of assessment for this course (i.e., annually, every two years, etc.)? *

Section 3: Stage 4

7. Capstone

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO 1. If this is a modification, input NA in the SLO questions that are not being modified.

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.

Outcomes:

A student will be able to:

SLO 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.

SLO 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.).

SLO 3 Reflect on their personal experiences as a learner and how they have applied knowledge in meaningful ways.

*

☐ **SLO 1 Demonstrate creative thinking skills that foster ways of looking at problems and solutions from a new or imaginative perspective.**

8. **Capstone SLO 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.

What activities are you using or do you plan to use to invite students to show their learning? *

9. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
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- ☐ Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- ☐ Indirect Method: Compiled Student Direct Assessment Information
- ☐ Other

10. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 4: Capstone SLO 2

11. **Capstone SLO 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.).

What activities are you using or do you plan to use to invite students to show their learning? *

12. What assessment measure will be used? *

- ☐ Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- ☐ Direct Measure: Presentation/Performance
- ☐ Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
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- ☐ Other

13. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 5: Capstone SLO 3

14. **Capstone SLO 3** Reflect on their personal experiences as a learner and how they have applied knowledge in meaningful ways.

What activities are you using or do you plan to use to invite students to show their learning? *

15. What assessment measure will be used? *

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- ☐ Direct Measure: Presentation/Performance
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16. Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 32: Artifacts

17. Are you willing to submit artifacts when requested by AOAC? *

☐ Yes

☐ No

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.



Microsoft Forms

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~~ Share new learning in ~~through~~ a 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

GERC Statement on Number of Labels in the General Education Gateway Program

The General Education Gateway Program includes four (4) stages: Cornerstone Stage, Gateway Stage, Keystone Stage, and Capstone Stage. Each of these four stages carry course labels, specific to each stage.

GERC is recommending the following in the interest of meaningful curricular development and design:

1. No course may carry labels from more than one Stage in the General Education Gateway Program.
2. A course may not carry more than one label at the Cornerstone Stage. Cornerstone Stage labels are as follows:
 - First Year Experience (FYEX)
 - Introductory Writing (IW)
 - Oral Communication (OC)
 - Quantitative Literacy (QL)
3. A course may carry a maximum of two labels at the Gateway Stage; however, GERC recommends only one label at the Gateway Stage. Gateway Stage labels are as follows:
 - Creative Explorations (CE)
 - Ethical Action and Citizenship (EAC)
 - Information Literacy (IL)
 - Investigations into Scientific Reasoning (SCI)
 - Personal Wellness (PWEL)
 - Problem Solving (PS)
 - Technological Competency (TC)
4. A course may not carry more than one label at the Keystone Stage. Keystone Stage labels are as follows:
 - Diverse Cultural Contexts (DCC)
 - Advanced Writing (AW)

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