

Millersville University
UCAPC - Meeting Minutes
11/04/2025

The meeting was called to order at 4:30pm. All departments were in attendance except Art & Design (ARTD) and Criminology, Sociology & Anthropology (SCAN).

Also in attendance: Dr. Gail Gasparich (Provost), Dr. Rachel Finley-Bowman (Associate Provost), Dr. Ollie Dreon (APSCUF-MU President), Dr. Nicole Pfannenstiel (GCPRC Chair), Dr. Kim McCollum-Clark (General Education Coordinator), Alison Hutchinson (Registrar), Dr. Caleb Corkery (AHSS CCC Chair), Dr. Brian Trout (LCOB CCC Chair), Dr. Ethan Frost (SCTE CCC Chair), Tevon Kerr-Hornbaker (SGA)

I. Welcome and introductions of representatives and other guests

II. Minutes of the UCAPC

- Minutes from the 10/21/2025 meeting were approved via a Cook/Granruth motion without dissent.

III. Report of the UCAPC President (Dr. Aileen Hower, EMEE):

- Aileen again noted that there are still a number of open seats on UCAPC committees, especially APC and GEOAC. Interested faculty members should contact Antonia Cardwell.
- “Rejection” option in CourseDog: Aileen noted that a proposal should generally only be “Rejected” in CourseDog if the initial proposer is withdrawing the proposal, or if the proposer does not respond to attempts at communication, as it resets all of the work done by the committees that far. She would rather see an email reach out to the proposer before sending the proposal all the way back to the beginning of the process.

IV. General Education Update (Dr. Kim McCollum-Clark, General Education Coordinator):

- Kim reminded those present that proposers do not need to wait until the mid-January deadline (for Spring 2027 offering) to submit their proposal to CourseDog if it is ready to go now. This will help GEOAC stagger the work.
- There was a reminder to use the MS form for the Assessment Plan as a pdf, not just a word document. The proposal cannot move forward from GEOAC without it. If you have a proposal in the process, keep an eye out for email communication from members of the committees (communication may not necessarily come from the chair of the committee).

V. Proposed Curricular Frameworks for endorsement

- None

VI. Proposed Courses and Programs.

- Undergraduate Proposals (Chairpersons: Dr. Susannah Boyle, Prof. Krista Higham):
 - Krista gave a shoutout to Ethan Frost, who is serving as chair of the SCTE CCC, for doing some of GEOAC's work by ensuring proposals have all of the required components before moving forward.
 - For the Spring 2026 semester GEOAC will be meeting 4-5:30 on the 2nd, 4th, and 5th Thursdays.
 - There was a reminder that the last GEOAC meeting before the last UCAPC meeting this Fall is 11/13, so if one of the subcommittee chairs has reached out to you, that needs to be responded to by 11/12 if the course is to be offered in the Fall.
- Gateway Program Certificate Assessment Plan (Second Reading):
 - There were some minor changes to the language for clarity.
 - This is an external document that will need to be attached to a proposal as it is submitted into CourseDog.
 - There was a question regarding whether earned Certificates will appear on a student's transcript – they will.
 - The proposal was approved without dissent.
- Capstone Definition and SLOs:
 - Krista reported that she has received some emails and inquiries. The "3 - 4.5 credits" is to ensure compliance with PASSHE credit limit. She recommends those using internship/practicum of variable credit to put through 3 credit Capstone proposal with 1-9 credit, issues can be solved behind the scenes at the registrar's office.
 - There was discussion as to how this would affect faculty load.
 - The proposal was approved without dissent.
- Consent agenda – *The following new and changed courses and programs were approved without dissent.*
 - Undergraduate:
 - [HIST283](#)
 - [ENGL231](#)
 - [GNDW220](#)
 - [PSYC100](#)
 - [PSYC325](#)
 - [SPAN101](#)
 - [SPAN102](#)
 - [AENG468](#)
 - [AENG494](#)
 - [ART133](#)

- [CHEM103](#)
- [CHEM104](#)
- [COMM401](#)
- [EDFN336](#)
- [ENGL240](#)
- [ESCI109](#)
- [GOVT221](#)
- [HIST330](#)
- [PHIL321](#)
- [SOWK315](#)
- [WELL240](#)
- [WRIT272](#)
- [WRIT274](#)
- [WSSD410](#)
- [WSSD410H](#)
- [Sport Science](#)
- [PHIL327](#)
- [PHIL345](#)
- [THEA120](#)
- [PHYS131](#)
- [PHYS132](#)
- [WRIT318](#)
- [WRIT319](#)
- [WRIT316](#)
- [WRIT312](#)
- Graduate:
 - [SOWK633](#)
 - [AI In Education Endorsement](#)
- Non-Consent Agenda Proposal(s):
 - [MGMT355](#): There were 2 “no” votes at the CCC level, and the proposal moved forward automatically while the committee was waiting for feedback from the proposer. Suz expressed that UCPRC believes the proposal should move forward. The proposal was approved without dissent.

VII. APSCUF Updates (Dr. Ollie Dreon):

- Ken Mash will be on campus on Thursday, 11/13, from 4pm – 5:30pm in the Stayer MPR.
- Ollie encourages faculty to attend and/or present at the Faculty Celebration.

VIII. Report of the Student Government Association (Tevon Kerr-Hornbaker, SGA President)

- The Textbook Grant application closed last Friday. 150 students applied for 100 available grants. Winners will be announced by the end of this month.
- This month the SGA is focused on Campus Wellbeing.

IX. Report of the Graduate Student Association

- None

X. Report of the Administrative Officers

- Alison Hutchinson (Registrar):
 - Registration is starting this week. Quite a few students have registered already. Note that some freshman were preregistered for Spring courses.
 - There was a reminder that, until 1/5/26, students will only be able to register for up to 17 credits. The limit will be lifted on that date.
 - The university was able to offer some incentives for transfer students who were not able to start this Fall due to a lack of classes - 5 have taken advantage. There were also incentives for Fall transfers.
 - Make sure you have updated 4-year plans on your department website – admissions is already getting inquiries, and advisors at community colleges use the 4-year plans to advise their students who will be staying at the CC for at least one more semester but will eventually be transferring.
- Dr. Rachel Finley-Bowman (Associate Provost):
 - Posthumous Degree Policy: Research has been done on what is done at other schools in order to create a more inclusive policy. Suggestions will go to APC for the official proposal.
- Dr. Gail Gasparich (Provost), Dr. Lara Willox (Dean, College of Education and Human Services):
 - The rationale for the reorganization of the Graduate School was shared, and the proposed reorganizational structure was shared. (See attached rationale and Powerpoint presentation.)

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

- None

XII. Reports of the Faculty Senate Standing Committees

- Cooperative Education Chairperson: Dr. Ankur Nandedkar, MGMK
 - Email Ankur if you have any agenda items. Unless another meeting this semester is needed, the next meeting will be in the Spring.
- Multidisciplinary Programs Curriculum Committee Chairperson: The committee still needs a chair - Duane is still serving as Chair even though he is very busy.

XIII. **New Business**

- There was a question about a student who had returned to MU who had not performed strongly the first time through. The GPA keeps picking up the old courses, but this is a Banner issue so there is no way to make the GPA only pick up the recent courses.

XIV. **Adjournment**

- Meeting adjourned at 5:41pm via a Klosinska/O'Neill motion that was approved without dissent.

Respectfully Submitted,
Antonia Cardwell
UCAPC Secretary

Meeting Summary 11/04/25:

Minutes Approved:
10/21/2025

- Approved courses and programs:
 - Undergraduate Proposals:
 - [HIST283](#)
 - [ENGL231](#)
 - [GNDW220](#)
 - [PSYC100](#)
 - [PSYC325](#)
 - [SPAN101](#)
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- [WRIT318](#)
- [WRIT319](#)
- [WRIT316](#)
- [WRIT312](#)
- [MGMT355](#)
- Graduate Proposals:
 - [SOWK633](#)
 - [AI In Education Endorsement](#)
- Approved policies and proposals:
 - Gateway Program Certificate Assessment Plan
 - Capstone Definition and SLOs
- Attachments:
 - Millerville University Graduate School and Adult Learning Reorganization Proposal (Narrative)
 - Millerville University Graduate School and Adult Learning Reorganization Proposal (PowerPoint Presentation)

Certificate Assessment Form

Approved Definition

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 culminating course for a Gateway Program Certificate if that course is an approved General Education course.

1. Name of Certificate:

2. Certificate Theme:

3. Disciplines Included in Certificate:

4. Culminating Course:

Planners of certificates should select a culminating class to "conclude" the certificate. **Please list that course below with a short description of how it will serve as the culminating course of the certificate:**

5. Assessment Task:

The culminating course should have a course-based task in it that will allow students to analyze, synthesize, and reflect on how they have made use of knowledge, skills, strategies, and dispositions gained in the earlier certificate classes.

Certificate planners should describe the course-based task they have selected in the culminating course that will give students opportunities to demonstrate growth in these criteria. This might include multiple parts, such as a presentation and associated reflection.

Please describe your assessment task below:

Please describe how the certificate SLOs will be assessed through this task:

The certificate SLOs are:

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. Share new learning through a public demonstration, presentation, or publication of competence.

Assessment TOOL:

Upon completion of the culminating course, students in the certificate program ONLY will be given the common assessment TOOL, a survey, to reflect on the completion of their certificate experience:

1. What courses did you take as part of your certificate?
2. What skills, knowledge, and strategies did you use from the various certificate courses and disciplines to approach the certificate theme?
3. Can you describe a time when you applied something you learned in one certificate course in a different certificate course?
4. What connections did you notice between the ways that different disciplines approached the certificate theme, if any?
5. What tensions or contradictions did you notice between the ways that different disciplines approached the certificate theme, if any?
6. Were you able to publicly demonstrate your understanding of and/or learning related to the certificate theme to others?

6. Results

Please describe how you will evaluate the results of your assessment:

Please describe how you will share the results of your assessment:

Please describe how frequently you plan to share the results of your assessment:

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 3 to 4.5 credit hours. 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.

Millerville University Graduate School and Adult Learning Reorganization Proposal

I. Background and Historical Context

Over the last decade, the Dean of Graduate Studies and Adult Learning was a stand-alone administrative position that combined responsibilities for graduate education with other associate provost functions. Under this structure, the graduate school operated independently and often in isolation from the other academic colleges and services. This resulted in the duplication of services already provided by other offices, notably admissions, registrar operations, academic advising, and program/brand marketing. This isolation also disconnected CGSAL from undergraduate programs and curriculum. Such a siloed approach led to inefficiencies, unclear lines of authority between deans, department chairs, and graduate program coordinators, and impeded integration between undergraduate and graduate academic planning.

II. PASSHE System Perspective

A review of PASSHE institutions reveals a lack of consistency in how graduate studies are organized, governed, and administered. Two-thirds of the PASSHE institutions have Associate Provosts who have graduate studies as part of their portfolio (but indicate they primarily only deal with student or policy issues as they arise); the three additional institutions have either a faculty director, a graduate office or a graduate school. The proposed reorganization aligns Millersville's graduate education with broader institutional and strategic planning to ensure integration with ongoing program array reviews and sustainability initiatives. By streamlining graduate operations and clarifying oversight, the institution will strengthen its position as a regional comprehensive university to better respond to workforce needs, student demand, and evolving local priorities.

III. Proposed Organizational Model (See attached organizational charts)

Graduate studies operations will be centralized in the Office of the Provost under the School of Graduate Studies and Adult Learning, providing clearer institutional oversight and aligning graduate programs with Millersville's overall academic direction. Oversight of graduate curriculum and Graduate Program Coordinators (GPCs) will be restored to the college deans, reinforcing academic leadership at the program level and creating synergy for graduate and undergraduate curriculum planning. The Graduate Program Coordinator, Department Chair, and Dean will meet at least once per semester to review program performance, address enrollment and curriculum needs, and review learning outcomes.

Graduate admissions and marketing responsibilities have been moved to the Admissions Office to unify recruitment and enrollment efforts under the Associate Vice President for Enrollment Management and Dean of Admissions. Registrar-related tasks, formerly handled within the graduate school, have been appropriately reassigned within the Registrar's Office, eliminating duplication of services. Personnel to support this shift in responsibilities have been provided to both the Admissions and Registrar's offices.

A Graduate Executive Leadership Committee—consisting of all academic deans, the AVP for Enrollment Management/Dean of Admissions, Senior Assistant Registrar, Assistant Vice President of Enrollment Management & Chief of Operations, Assistant Vice President for International Programs & Global Engagement, Vice President for Student Affairs Designee, and the Director of Graduate Studies & Adult Learning—will meet monthly with the Provost and Senior Vice President for Academic Affairs to

coordinate strategy, enrollment planning, and goal setting for graduate education. The Chair of the Executive Leadership Committee will rotate among the Academic Deans who will serve in that role for a two-year term (job responsibilities below). The Director of Graduate Studies & Adult Learning will report directly to the Provost with a dotted line to the Chair of the Executive Leadership Committee. The Faculty Load Coordinator and an Administrative Assistant I will report to the Director of Graduate Studies & Adult Learning.

The Graduate Course and Program Review Committee (GCPRC) will continue to meet regularly to review graduate courses, programs, and policies. Membership will include all Graduate Program Coordinators, an Academic Dean serving as ex officio lead on a two-year rotating term, representatives from Graduate Admissions, and other members designated by the Provost. The Academic Dean serving as GCPRC lead will also represent Millersville University at PASSHE graduate education meetings.

IV. Rationale for Reorganization

This reorganization eliminates duplication of services and reinforces academic oversight by giving college deans direct responsibility for graduate curriculum and coordinators. It improves operational efficiency by integrating graduate education into existing academic and administrative structures, aligns graduate planning with undergraduate program review, and supports a sustainable, mission-driven academic portfolio. In addition, the structure strengthens Millersville's role as a regional comprehensive university by providing a coordinated strategy for program development, workforce alignment, and collaboration with industry and community partners.

V. Anticipated Benefits

This structure creates clear reporting lines, consistent program review processes, and unified, systematized leadership for graduate education. It enhances enrollment support through integrated admissions and marketing functions, fosters collaboration among deans, the Provost's Office, and enrollment management, and positions the institution for future growth and innovation in graduate education.

VI. Next Steps / Implementation Timeline

FALL 2025

1. Discuss Draft Reorganization Plan with President Wubah, Cabinet, GCPRC, and M&D.
2. Discuss organization with MSCHE
3. Finalize Approval of the Reorganization Plan.
4. Formalize reporting lines for the Director of Graduate Studies & Adult Learning and support staff.
5. Launch the Graduate Executive Leadership Team and begin monthly meetings.
6. Graduate Student and Adult Learners survey/focus groups to determine support structures needed to enhance student success. (currently conducting a survey of graduate students)
7. Determine GCPRC lead dean to start Fall 2026.

SPRING 2026

1. Implement regular Dean/Chair/GPC meetings.
2. Develop 3-year enrollment targets for Graduate Programs and Adult Learning (Online degree completer) programs. (part of program array discussions in January).

3. Collaborate with Student Affairs to develop co-curricular programming to support the needs of the adult student.
4. Collaborate with Vice President for University Relations & Strategic Initiatives to track use of credit and non-credit microcredentials (number of students, courses, net revenue).
5. Review early outcomes of the new structure and include such information in each college annual report as is appropriate/relevant.

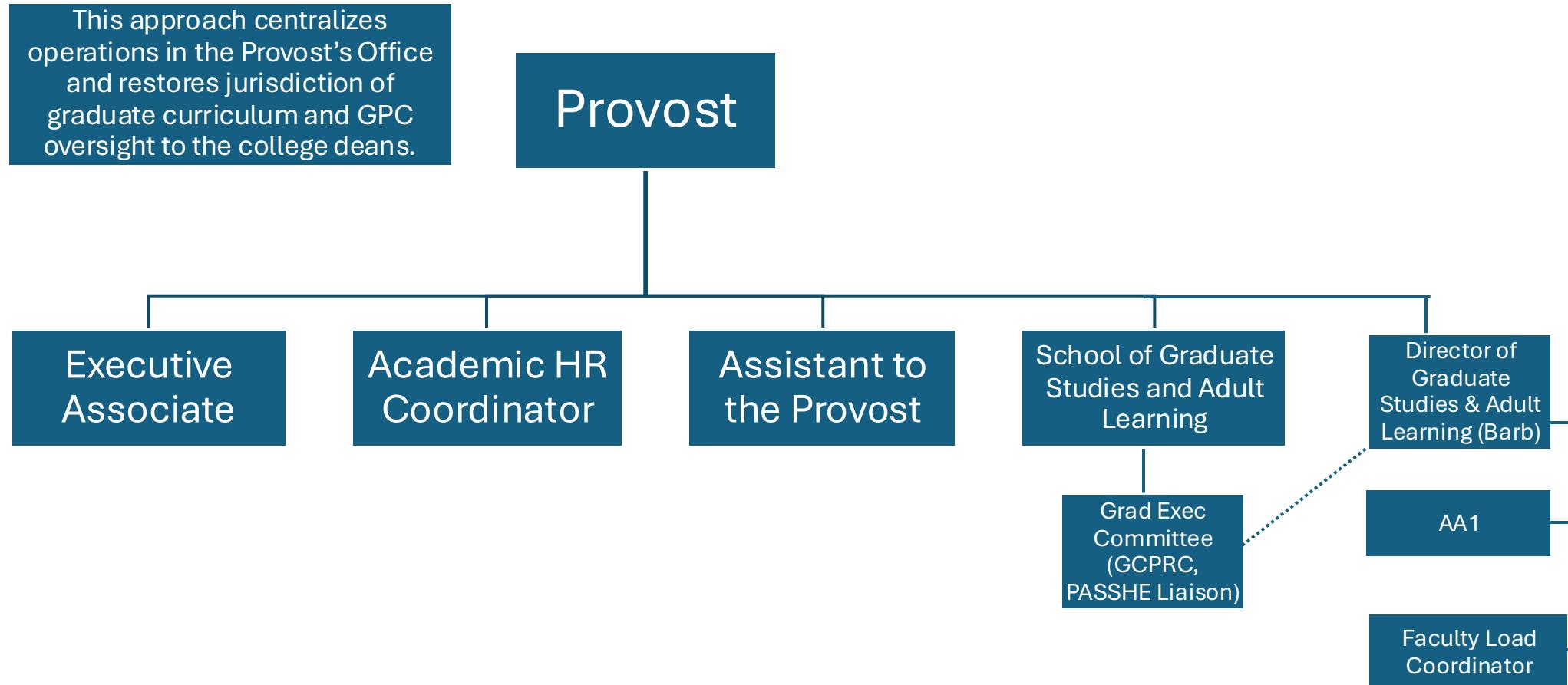
Chair of the Graduate Studies and Adult Learning Executive Committee responsibilities

This position will include the following job responsibilities:

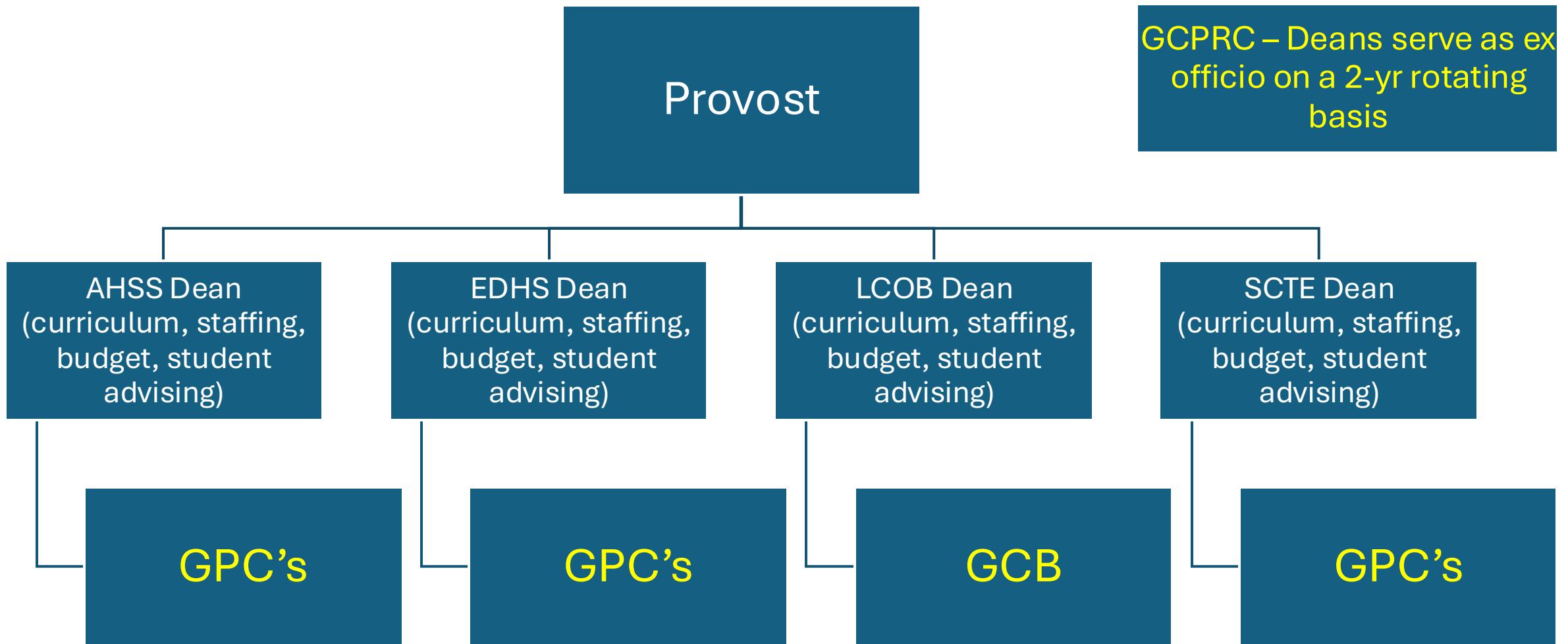
- Chair Graduate Studies and Adult Learning Executive Committee
- Serve as ex-officio member of the Graduate Course and Program Review Committee
- In consultation with Deans, Chairs and Graduate Program Coordinators, facilitate strategic leadership on the development and implementation of new and existing post-baccalaureate, master's and doctoral programs
- Represent Millersville University at PASSHE Graduate Studies meetings
- Serve as liaison between the Provost and the Executive Committee

Rotation will be Dean of EDHS (2024-2026), Dean of SCTE (2026-2028), Dean of AHSS (2028-2030), and then Dean of LCOB (2030-2032). The qualifications are that the Dean must have oversight of graduate/adult learning programs and have been a sitting Dean for at least two years prior to taking over Chair duties.

Graduate Programming Structure – Office of the Provost



Graduate Programming Structure - Colleges



Graduate Programming Structure – Enrollment Management

