

Millersville University
UCAPC - Meeting Minutes
4/07/2026

The meeting was called to order at 4:30pm. All departments were in attendance except Interdisciplinary Studies (IDST).

Also in attendance: Dr. Rachel Finley-Bowman (Associate Provost), Dr. Nicole Pfannenstiel (GCPRC Chair), Dr. Kim McCollum-Clark (General Education Coordinator), Alison Hutchinson (Registrar), Megan Jones (Assistant Registrar), Dr. Ollie Dreon (APSCUF) Prof. Adam Boyer (AHSS CCC Chair), Dr. Abdul Ibrahim (EDHS CCC Chair), Dr. Ethan Frost (SCTE CCC Chair), Dr. Brian Trout (LCOB CCC Chair), Dr. Kristen Lawson (UC CCC Chair), Jessica Cabibbo (VP SGA)

I. Welcome and introductions of representatives and other guests

II. Minutes of the UCAPC

- Minutes from the 03/17/2026 meeting were approved via a Granruth/Lawson motion without dissent.

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

- Aileen reminded representatives that program revisions due to the new General Education program should be submitted into CourseDog by end of Fall 2026 semester.
- The last CourseDog campus notification for proposals for this semester will be on 4/27.
- There was a reminder of the Faculty Appreciation Celebration on Tuesday, April 21, 2026, in Lehr Dining Room, with drop-in hours from 2-4 pm and remarks at 3 pm.
- As the last UCAPC meeting this semester is on 4/17, it may be necessary to have a virtual vote on some remaining proposals.
- Nominations for the first round of UCAPC committees will be accepted until 6pm, 4/7/26. An electronic ballot will be emailed on 4/9/26 to all permanent faculty.
- Program Moratoriums:
 - Aileen read from a prepared statement (see attached)
 - She noted the importance of recording votes and comments in the Activity section, including contentious discussions - this provides a historical record. Since voting is anonymous, there should not be many abstentions.

- There should be very clear and strong language in activities section regarding a “No” vote at the department level. There has been concern that departments feel there is no point in bothering when the proposal is initiated by a member of the administration because the decision has already been made, but it is important that there is a record of faculty disapproval.
- Ollie noted that all of this is in a Local Agreement viewable on MAX. He doesn't think anyone should approve anything that does not have faculty support where there was a vote. Do not click approve. Hit reject - it will go back to the proposer, who can then request that the proposal move forward in the process regardless. This applies at any level. If the dean requests a faculty submit a proposal on behalf of the administration the faculty member can agree or refuse. This was designed to help a faculty member who wished to make a proposal that was not supported by the rest of the department or the department chair.
- If something does get rejected and the proposer wishes to push to the next level, the proposer should email Rachel Finley-Bowman (Assoc. Provost).
- There have been some proposals reaching the CCC level without a record of a department vote. Representatives should let their department chairs know that there should be a vote at the department level. The department vote should be recorded in the Activities box. Ollie noted that every department has a different curriculum committee structure. The appropriate vote should be recorded.
- If an administrator proposes a moratorium on a class that is popular in the department, so the department rejects the proposal, the department should clearly record votes and any comments. (Administration has always had the ability to override at the end of the process, either in process or in practice.)
- When a department votes “no” on a proposal, that “red” vote in CourseDog will remain as part of the workflow even if the proposal is moved on. The next committee will see that the proposal was moved on by Rachel. All the concerns expressed at the previous level should be considered at the next level.
- Ollie recognized that if you know your program/class is being put into moratorium it can feel like just prolonging the misery, but it is important for the future to know what the faculty felt/thought about this action at

the time. This may help in the future if the program/course wants to be brought back.

IV. General Education Update (Prof. Krista Higham, Chair GEOAC):

- The public-facing General Education website is now live. The site has links to separate sites for the Legacy and Gateway programs. At the bottom of the page there is a link for faculty that connects to the intranet. Not all content has been migrated/activated, so you may need to still go to Teams, which will remain as an archive.
- There are two upcoming drop-in sessions (that have also been announced in the 'Ville Daily): Thur. Apr. 9 2 - 3 PM on Zoom, Mon. Apr. 20 3-4 PM on Zoom. The Zoom link can be found on the CAE website.
- As you're advising let Krista/Kim know of any sticky situations that keep arising.

V. Proposed Curricular Frameworks for endorsement

- None

VI. Proposed Courses and Programs.

- Undergraduate Courses and Proposals (Chairpersons: Dr. Susannah Boyle, Prof. Krista Higham):
 - General Education Policy Gateway Program Fall 2026 Revision policy (Second Reading):
 - The proposal was approved without dissent.
 - Consent agenda – *The following new and changed courses and programs were approved without dissent.*
 - Undergraduate Consent Agenda:
 - [Behavioral and Human Services, B.A.](#)
 - [SOWK203](#)
 - [History, B.A](#)
 - [ESSC328](#)
 - [MATH365](#)
 - [Chemistry, B.S. - Environmental Option](#)
 - [Music Industry, B.S. – Music Production](#)
 - [Music Industry, B.S. – Live Audio](#)
 - [ERCH290](#)
 - [SOWK314](#)
 - [SOWK350](#)
 - [GOVT314](#)
 - [GOVT211](#)
 - [PHYS117](#)

- [PHYS101](#)
 - [GNDW488](#)
 - [MUSI263](#)
 - [MUSI100](#)
 - [ART291](#)
 - [ART391](#)
 - [THEA208](#)
- Non-Consent Agenda Proposal(s):
 - None
- Graduate Courses and Proposals (Chairperson: Dr. A. Nicole Pfannenstiel):
 - Policies:
 - Academic Policy Graduate Assistantships (second reading)
 - Academic Program Graduate Degree Requirements (second reading)
 - Graduate Assistant Employment 2026 revisions (second reading)
 - The above 3 proposals were approved as a block without dissent.
 - Consent agenda – *The following new and changed courses and programs were approved without dissent.*
 - Graduate Consent Agenda:
 - [Leadership for Teaching and Learning - Music, M.Ed.](#)
 - [OSEH601](#)
 - [OSEH602](#)
 - [OSEH630](#)
 - [OSEH600](#)
 - [M.S. in Technology & Innovation Occupational Safety & Health Management Concentration](#)
 - [NURS627](#)
 - [NURS625](#)
 - [GFED690](#)
 - [Nursing, M.S.N. - Family/Individual Across the Lifespan Nurse Practitioner](#)
 - [NURS626](#)
 - Non-Consent Agenda Proposal(s): There was no discussion at GCPRC regarding these proposals, and no comments were left in

CourseDog. An electronic ballot was emailed out after the meeting.
All five proposals were approved without dissent.

- [Home and School Visitor Post-Baccalaureate Certificate](#)
- [SOWK616](#)
- [SOWK 617](#)
- [Social Work, M.S.W.](#)
- [Social Work, M.S.W.](#)

VII. **APSCUF Updates (Dr. Ollie Dreon):**

- The UCAPC Local Agreement will be signed later this week.
- Voting is currently underway for restructuring the P&T committee.
- Thursday April 9: APSCUF Scholarship Event at 4 PM in Ford Atrium
- Friday April 10: APSCUF Trivia night at 4 PM at the Millersville VFW
- Tuesday, April 21: PA Promise Postcard signing from 11:30 AM to 1:30 PM in the McNairy Library and Learning Forum Lobby
- Thursday April 30: APSCUF President Ken Mash will be visiting, 4:30 PM in McComsey 132

VIII. **Report of the Student Government Association (Jessica Cabibbo, SGA Vice President)**

- None.

IX. **Report of the Graduate Student Association**

- None

X. **Report of the Administrative Officers**

- Megan Jones (Assistant Registrar):
 - The MarAUDIT is being restructured to divide previous “Required Related” courses into major requirements that do not necessarily have the same subject code as the major, directed general education courses, and directed electives.
 - A “Cognate” is a required course but generally not in the core - eg SOWK major required to take psych class. It depends on where you want to count the credits, and how you want to calculate the major GPA. If you want that cognate course included in the major GPA, then it should be listed in the major requirements. If not, it could be included in directed gen ed OR as a directed elective, which in both cases would cause the course not to be included in the major GPA calculation.
 - See the attached “Directed Coursework Discussion” for examples from BIOL and SOWK. Other programs will likely be completed over the summer.

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

- None

XII. Reports of the Faculty Senate Standing Committees

- None.

XIII. New Business

- None.

XIV. Adjournment

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

Respectfully Submitted,
Antonia Cardwell
UCAPC Secretary

Meeting Summary 4/07/26:

Minutes Approved:
03/17/2026

- Approved courses and programs:
 - Undergraduate:
 - [Behavioral and Human Services, B.A.](#)
 - [SOWK203](#)
 - [History, B.A](#)
 - [ESSC328](#)
 - [MATH365](#)
 - [Chemistry, B.S. - Environmental Option](#)
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 - [Music Industry, B.S. – Live Audio](#)
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- [MUSI263](#)
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- Graduate:
 - [Leadership for Teaching and Learning - Music, M.Ed.](#)
 - [OSEH601](#)
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 - [SOWK616](#)
 - [SOWK 617](#)
 - [Social Work, M.S.W.](#)
 - [Social Work, M.S.W.](#)
- Approved policies and proposals:
 - General Education Policy Gateway Program Fall 2026 Revision
 - Academic Policy Graduate Assistantships
 - Academic Program Graduate Degree Requirements
 - Graduate Assistant Employment 2026 revisions
- Attachments:
 - Statement on Program Moratoriums
 - Directed Coursework Discussion

Statement on Program Moratoriums

With the issue of moratoriums coming up more frequently, I wanted to share with this body what our responsibilities are regarding program moratorium proposals. The subcommittee chairs have already been looped into discussions regarding this information.

Much of this work is what we have already been doing. Starting with the subcommittees, the decision that is recorded in CourseDog will follow the vote of the faculty. This means that if the vote does not pass, the chair will reject the proposal which will then send it back to the proposer. This could happen at each of the subcommittee levels that the proposal reaches and that is OK. As you may know, the proposer can acknowledge the vote and the rejection, but request that the proposal move to the next stage anyway. And that is the process that will be taken **so that both votes and any thoughts will be recorded in the Activity section**, for the historical record of the rationale.

It is imperative, per our processes that we currently use, that nothing is rejected without the minimum requirement of the vote being recorded in the Activity section. Rejection means that a majority of the vote was not yes. While abstentions don't count as yes's, since the voting is anonymous, there should be very few abstentions in the voting. The sub-committees' jobs are to have the members complete their review and have an opinion based on the information provided. The proposal will still, eventually, move forward but will not be on the consent agenda so we can also vote.

This is a different process than a course or program proposal that is awaiting revisions such as we discussed earlier this year. Nothing has changed about that process or information that has been previously reviewed: we don't send the proposal back unless the proposer asks for it back, the proposer doesn't respond to the revisions that are needed, or while they might be working on revisions, they get to the end of the academic year – in other words, run out of time to make the required revisions for that academic year. This determination (run out of time) is at the discretion of the chair of the subcommittee.

Something that I wanted to make sure all reps share with their departments is the following:

The thing that seems to be a bit confusing is that there are instances where an academic administrator (typically the Dean of the College) has been the one to submit the program moratorium proposal. This is allowed per the CBA. Departments should not, however, take this to mean that their vote and feedback are not needed for the record. In these cases, the proposal will go to the department where a vote should be held and recorded by the chair into the Activities column, and if the vote is fewer yes's than no's it should be rejected.

If the department chair was directed to submit the program moratorium proposal without supporting the proposal, they should record in the Activities section the thoughts and vote of the department, but are in need of "approving" which in this case is just a button to submit the proposal so that the workflow can be initiated. In the Activities section it can literally say, the department does not approve this proposal.

A reminder that all comments and votes that are not 100% will move off the UCAPC consent agenda. We have consistently asked for a record of the vote in the Activities section when the vote is not unanimously approving. This is the current practice.

Update “Required Related” to “Directed Coursework” Examples

BIOLOGY, PRE-MEDICAL PROFESSIONS AND SOCIAL WORK

DEGREE: “Required Related” label updated to “Directed Coursework”

Degree in Bachelor of Science

INCOMPLETE

Credits required: 120

Credits applied: 0

Catalog year: FALL 2026

Minimum of 120 credits required for your degree.

Still needed:

120 credits are required. You currently have 0, you still need 120 more credits. This total includes courses you currently have in-progress or are registered for. Courses in 'other electives' do count toward this total. This minimum must be met. Please note that developmental courses count in your total credits earned, but do NOT apply toward your degree.

Millersville Residency Requirement

Still needed:

A minimum of 30 credits must be taken at Millersville University. You still need 30 more credits.

30 of the last 60 credits at Millersville.

Still needed:

30 of the last 60 credits must be taken at Millersville University. You have 0 credits.

Your GPA is below 2.0 - please see your advisor

Major Requirements

Still needed:

See [Major in Biology, BS](#) section

Directed Coursework

Still needed:

See [Directed Coursework for Biology, BS](#) section

General Education Requirements

Still needed:

See [General Education](#) section

Blocks included in this block

[Major in Biology, BS](#)

[Concentration in Pre-Medical Professions](#)

[Additional Courses in Major Department](#)

[Directed Coursework for Biology, BS](#)

[General Education](#)

[General Education: Gateway](#)

MAJOR AND CONCENTRATION (no change): These blocks contain all major and **cognate** courses, credits and GPA are calculated as “Major Credits” and count in the Major GPA. They do not share with General Education. 1 class may share with a minor.

Major in Biology, BS

INCOMPLETE

Credits required: 43 Credits applied: 0 Catalog year: FALL 2026 GPA: 0.00

Unmet conditions for this set of requirements:

43 credits are required. You currently have 0, you still need 43 more credits.
A minimum of 24.5 credits must be taken Millersville University. You currently have 0, you still need 24.5 more credits.
Your GPA is 0.00; a GPA of 2.0 is required

CORE COURSES (C- or higher required)

Foundations of Biology

Still needed:

Foundations of Biology C- or Higher

1 Class in

BIOL 101

Concepts of Zoology

Still needed:

1 Class in

BIOL 211

Concepts of Botany

Still needed:

1 Class in

BIOL 221

Principles of Ecology & Evolution

Still needed:

1 Class in

BIOL 343

Cell & Developmental Biology

Still needed:

1 Class in

BIOL 362

Foundations of Genetics & MOLBecular Biology

Still needed:

1 Class in

BIOL 364

Seminar in Biology

Still needed:

1 Class in

BIOL 472

Option in Pre-Medical Professions

Still needed:

See Concentration in Pre-Medical Professions section

Concentration in Pre-Medical Professions

INCOMPLETE

PRE-PROFESSIONAL COURSES

Still needed:

Choose from 1 of the following:

Human Anatomy & Physiology I and II

2 Classes in

BIOL 254

and

255

Comp Vert Anatomy and Animal Physiology

2 Classes in

BIOL 318

and

435

BIOLOGY ELECTIVES (9-12 to bring total BIOL credits to 43 minimum)

Still needed:

9 to 99 Credits in

BIOL 300

or

352

or

361

or

363

or

415

or

437

or

438

or

454

or

462

or

463

or

465

or

467

or

472

or

489

or

498

or

499

Students interested in Veterinary School are encouraged to take BIOL 318, 361, & 435; Students interested in Dental School are encouraged to take BIOL 361, 454, & 465; Students interested in Pharmacy programs should take BIOL 361 & 454; Students interested in Physician Assistant programs should take BIOL 361 & 454.

DIRECTED COURSEWORK: Includes “Directed Electives” and “Directed General Education”. These classes do not count as Major credits and will not count in the Major GPA. They share with General Education as applicable and with any minor(s) without a limit. Current “required related” blocks will be re-labeled they already follow these guidelines. Two different examples of displaying DIRECTED COURSEWORK.

1. Added Gen Ed labels to the courses that would apply as General Education. Courses that exceed Gen Ed limits (SCI in this case) are not labeled. They would be considered “directed electives”:

Directed Coursework for Biology, BS INCOMPLETE

Credits required: 35 Credits applied: 0

Unmet conditions for this set of requirements: 35 credits are required. You currently have 0, you still need 35 more credits.

☐ CHEMISTRY	A C- or higher in CHEM 111 and 112 is a pre-requisite for CHEM 235. A C- or higher in CHEM 231 is a pre-requisite for CHEM 232. Students interested in graduate or professional school should take CHEM 231 and 232.	
☐ Introductory Chemistry I (SCI)	Still needed:	1 Class in CHEM 111
☐ Introductory Chemistry II (SCI)	Still needed:	1 Class in CHEM 112
☐ Organic Chemistry I (C- minimum) and II	Still needed:	2 Classes in CHEM 231 and 232
☐ Biochemistry I	Still needed:	1 Class in CHEM 326
☐ MATHEMATICS FOR PRE-MEDICAL PROFESSIONS		
☐ Calculus I (QL)	Still needed:	1 Class in MATH 161
☐ Biometry or Survey of Statistics	Still needed:	1 Class in BIOL 375 or MATH 235
☐ PHYSICS	Still needed:	Choose from 1 of the following:
☐ Physics with Algebra		2 Classes in PHYS 131 and 132
☐ Physics with Calculus		2 Classes in PHYS 231 and 232
☒ RECOMMENDED COURSES FOR MCAT	PSYC 100, 227/228, PHIL 100 and SOCY 101 are recommended courses for students planning to take the MCAT. They count as Gen Ed/Elective as noted here.	
☒ PSYC 100 (PWEL), 227/228 (PS), PHIL 100 (EAC), and SOCY 101 (Elective)		

2. Separated into Directed General Education and Directed Electives (per existing Gateway Gen Ed Labels):

Directed Coursework for Social Work INCOMPLETE

Credits required: 6 Credits applied: 0

☐ Directed Credits	Still needed:	6 credits are required. You currently have 0, you still need 6 more credits.
DIRECTED GENERAL EDUCATION COURSES		
☐ General Psychology (PWEL)	Still needed:	1 Class in PSYC 100
DIRECTED ELECTIVES		
☐ Sociology Course	Still needed:	1 Class in SOC 101 or 210 or 211

GENERAL EDUCATION:

General Education: Gateway INCOMPLETE

Credits required: 45 Credits applied: 0

Unmet conditions for this set of requirements: 45 credits are required. You currently have 0, you still need 45 more credits.

No more than four courses from any one department may be used throughout the 45 credits required for General Education. Be aware, courses from the same department may have different subject codes the limit of four courses from a department applies to those. Courses from your primary major discipline cannot fulfill general education requirements, except for the Capstone. Courses from a minor or second major may be used.

☐ CORNERSTONE - STAGE 1	Four courses totaling at least 12 hours. Courses in this group set the foundation for college success and relate to Learning Outcomes 1, 2, and 4. First-Year Experience courses are offered as a learning community with either COMM 100 or ENGL 110.
☐ First Year Experience	Still needed: 1 Class in FYEX 1@
☐ Oral Communication	Still needed: 1 Class in COMM 100 or @ @ with attribute = OC
☐ Introductory Writing	Still needed: 1 Class in ENGL 110 or @ @ with attribute = IW
☐ Quantitative Literacy	Still needed: 1 Class in @ @ with attribute = QL
☐ GATEWAY - STAGE 2	Seven categories and eight courses minimum totaling at least 24 credits. Courses in this group develop the students' critical thinking skills within the context of different means of investigation/ways of knowing. These courses develop the core knowledge, flexible thought, and critical responsiveness necessary to contribute to the evolving needs of society and the world. These courses include skill and ability development related to Learning Outcomes 1, 3, 4, 5, 7 and 8. Students must complete a minimum of 8 courses and 24 credit hours which requires them to take two courses from one focus area.
☐ GATEWAY - REQUIRED	Still needed: You must complete all of the following:
☐ Creative Explorations	1 Class in @ @ with attribute = CE
☐ Ethical Action and Citizenship	1 Class in @ @ with attribute = EAC
☐ Information Literacy	1 Class in @ @ with attribute = IL
☐ Investigations in Scientific Reasoning	1 Class in @ @ with attribute = SCI
☐ Personal Wellness	1 Class in @ @ with attribute = PWEL
☐ Problem Solving	1 Class in @ @ with attribute = PS
☐ Technological Competency	1 Class in @ @ with attribute = TC
☐ GATEWAY - ELECTIVE	Still needed: Choose from 1 of the following:
☐ Creative Explorations	1 Class in @ @ with attribute = CE
☐ Ethical Action and Citizenship	1 Class in @ @ with attribute = EAC
☐ Information Literacies	1 Class in @ @ with attribute = IL
☐ Investigations in Scientific Reasoning	1 Class in @ @ with attribute = SCI
☐ Personal Wellness	1 Class in @ @ with attribute = PWEL
☐ Problem Solving	1 Class in @ @ with attribute = PS
☐ Technological Competency	1 Class in @ @ with attribute = TC
☐ KEYSTONE - STAGE 3	Two courses at the 300 level or above totaling at least 6 credit hours. Courses in the keystone are taken together as a learning community. These courses develop students' communication skills and hone their analytical ability to engage with the complex cultural, environmental, and social context of today's complex issues. The diverse cultural contexts course must emphasize oral communication. Keystone courses are restricted to students with 54 credits or more.
☐ Diverse Cultural Contexts	Still needed: 1 Class in @ @ with attribute = DCC
☐ Advanced Writing	Still needed: 1 Class in @ @ with attribute = AW
☐ CAPSTONE - STAGE 4	One course at the 300 level or above with at least 3 credit hours. Apply knowledge from experiences and multiple disciplines to new, complex situations. Foundational knowledge cannot function in isolation. This knowledge functions best and most meaningfully when integrated successfully with broad understanding of the problem and its context.
☐ Capstone	Still needed: 1 Class and 3 Credits in @ @ with attribute = CAP

Academic Program: Undergraduate Studies GENERAL EDUCATION PROGRAM

Fall 2026 The Gateway Program

Approved: October 1997 Revised: April 15, 2008 Revised: October 19, 2011 Revised: September 9, 2014
Revised: May 17, 2016 UCAPC August 3, 2016 Deans' Council Revised: April 17, 2018 UCAPC May 2, 2018
Deans' Council Revised: December 4, 2019 UCAPC January 23, 2019 Deans' Council June 26, 2024 Dean's
Council

Definition

General education is a program of study that introduces students to a broad, liberal course of instruction in the major areas of knowledge (the arts and sciences). Its aim is to cultivate the intellect by educating students to reason logically, to think critically, to express themselves clearly, and to foster an understanding of the human condition and the role of value judgments in the human experience. As an integrated educational experience, the general education program helps to provide the foundation for further intellectual growth and holistic development. In addition to giving a sense of the various academic disciplines, and their interrelationships, general education serves as the common element for all degree programs leading to the baccalaureate.

Purpose

Consistent with Millersville University's mission to provide a liberal arts-based education, the purpose of general education is to provide breadth of knowledge as a balance and complement to the depth provided by the major. This is necessary for the holistic development of Millersville graduates as responsible citizens in a diverse, and technologically complex, global community.

Characteristics of the General Education Program

The program is intended to exhibit identifiable organization and coherence of course orientation and development. The interrelatedness of the areas of knowledge should be discernible to the students throughout the program, with the academic disciplines represented as interpretations of and contributions to knowledge rather than as self-serving entities. Indeed, the program accommodates the design and implementation of course offerings outside the traditional departmental units of the disciplines constituting the arts and sciences.

The liberal arts component of a "general education" program is designed to prepare students to live, not simply to make a living. While a narrowly focused or highly technical program may provide for success in the marketplace and make competent technicians, the general education program provides broad competence that helps produce complete,

mature, responsible leaders and citizens of the world; that is, the program is "practical" in that it helps students prepare for the wide variety of problems with which they must contend in a complex world.

Its value resists obsolescence. The program is meant to reflect the reality of a culturally pluralistic and interdependent world. The common survival of humanity in a world of finite resources demands an unprecedented level of understanding and positive engagement with peoples of diverse histories and communities. Our students must be made aware of the global perspectives which can enhance this understanding. In a society compelled to emphasize technical specialization, the need for courses in the liberal arts becomes ever more important to assure the development of an educated person who can communicate, reason, and solve problems intelligently.

~~The General Education Program is intended to be characterized by: 1. Clear purpose that is well understood by all members of the university community and that is consistent with the MU mission and the specific learning needs of MU students. 2. Intentional alignment of the objectives, curricular structure, and assessment with the purpose of general education, the mission of Millersville University, and the learning needs of our students. 3. Coherence and connections between Gen Ed and majors. 4. Intellectual richness, setting appropriately high expectations for students' engagement that develop as students progress through their academic programs. 5. Academic community reaching beyond the Classroom, fostering interactions between and among students, faculty, and the larger Millersville University community. 6. Simplicity and flexibility, promoting ease of understanding and greater choice in meeting the Gen Ed requirements.~~

Program Student Learning Outcomes

1. Apply writing skills to write effectively for diverse audiences.
2. Apply oral communication skills to present effectively to diverse audiences.
3. Make connections in their learning across the arts, humanities, social sciences, and sciences.
4. Apply critical thinking skills — including problem-solving, quantitative & scientific reasoning — to the arts, humanities, social sciences, and sciences.
5. Demonstrate an understanding of civic and social responsibility.
6. Create meaningful connections across diverse cultural contexts.
7. Identify, assess, select, and use technology effectively and responsibly to accomplish a task or solve a problem
8. Demonstrate lifelong healthy behaviors in any dimension of wellbeing (emotional, environmental, financial, physical, social, spiritual, and vocational).

General Education Guidelines

1. Primary major courses may only count towards capstone.
2. Minor or secondary major courses may count.
3. Unlimited directed general education (formerly known as “required related”) courses may count.
4. No more than three courses from any one department subject code in the Gateway stage.
5. No more than four courses from any one department subject code within the 45 credits.
6. There are seven labels and eight courses minimum totaling at least 24 credit hours required in the Gateway Stage, meaning that students must take two courses from one label area to meet the minimum.
7. The Keystone Stage is two courses — one AW and one DCC— at the 300 Level or above totaling at least 6 credit hours.
8. Departmental capstones may also serve as General Education Capstones if they meet the defined student learning outcomes
9. Number of Credits for Capstone Courses
 - a. 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.
10. Number of Labels within Stages
 - a. The General Education Gateway Program includes four stages: Cornerstone Stage, Gateway Stage, Keystone Stage, and Capstone Stage. Each of these four stages carry course labels, specific to each stage.
 - b. No course may carry labels from more than one stage in the General Education Gateway Program.
 - c. A course may not carry more than one label at the Cornerstone Stage: *First Year Experience (FYEX)*, *Introductory Writing (IW)*, *Oral Communication (OC)*, and *Quantitative Literacy (QL)*.
 - d. A course may carry a maximum of two labels at the Gateway Stage: *Creative Explorations (CE)*, *Ethical Action and Citizenship (EAC)*, *Information Literacy (IL)*, *Investigations in Scientific Reasoning (SCI)*, *Personal Wellness (PWEL)*, *Problem Solving (PS)*, and *Technological Competency (TC)*.
 - e. A course may not carry more than one label at the Keystone Stage: *Diverse Cultural Contexts (DCC)* and *Advanced Writing (AW)*.

The Four Stages of the Gateway General Education Program

Cornerstone Stage: Approved Categories, Descriptions, and SLOs

QUANTITATIVE LITERACY (QL)

Definition: Quantitative Literacy courses utilize mathematics and/or statistics to formulate and/or solve equations and interpret numerical data. These courses incorporate critical

thinking and problem-solving skills to help students develop an understanding of numbers to build a foundation for understanding mathematics and statistics in real-world contexts and solving more complex mathematics problems.

Student Learning Outcomes

A student will be able to:

1. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. Make judgments and draw appropriate conclusions based on the quantitative analysis of data and/or mathematical models of phenomena or processes, while recognizing the limits of this analysis.
4. Make and evaluate important assumptions in estimation, modeling, and data analysis.
5. Express quantitative evidence in support of the mathematical/ statistical argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

FIRST YEAR SEMINAR (FYEX)

Definition: First-Year Seminar (FYEX) courses are designed to support students' successful transition to university life. These courses use at least one high-impact educational practice to develop and foster skills that will lead to success in college, career, and personal life. Each seminar focuses on a different topic/theme of strong interest to faculty and students.

Student Learning Outcomes

A student will be able to:

1. Demonstrate autonomy and competence in planning for personal and academic goals.
2. Identify resources and practice strategies to support personal and academic success.
3. Develop effective communication, critical thinking skills and dispositions, and information literacy skills to explore academic content.
4. Recognize the value of diverse perspectives as a citizen of the university community.

ORAL COMMUNICATION (OC)

Definition: Oral communication courses focus on prepared, purposeful speaking designed to do one or more of the following, to increase knowledge, to foster understanding, to entertain and comfort audience members, to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Student Learning Outcomes

A student will be able to:

1. Demonstrate knowledge of communication concepts, theories, and processes.
2. Appropriately research, analyze, organize and synthesize a variety of reliable source materials into effective oral and visual presentations.
3. Demonstrate ethical responsibility and cultural sensitivity towards audiences by adapting oral presentation delivery and visual messages.
4. Utilize critical thinking and evaluative skills to assess the appropriateness and effectiveness of presentational strategies.
5. Manage public speaking anxieties to deliver effective and engaging oral presentations.

INTRODUCTORY WRITING (IW)

Definition: Introductory Writing courses facilitate the development of college-level proficiency in the use of writing processes, critical awareness when reading and writing, stylistic fluency, and technical accuracy.

Student Learning Outcomes

A student will be able to

1. Identify impacts of the composing process on the final product.
2. Write persuasively by distinguishing and applying effective strategies of argumentation appropriate to a given rhetorical situation including audience, purpose, and context.
3. Generate conclusions about texts that arise from rhetorical analysis to inform their own choices as writers.
4. Produce texts that demonstrate ethical writing by effectively synthesizing sources and conscientiously using conventions of academic discourse including citation, format, and style.

Gateway Stage: Approved Categories, Definitions, and SLO's

INVESTIGATIONS INTO SCIENTIFIC REASONING

Definition: Investigations in Scientific Reasoning courses primarily focus on an empirical study of the natural world while providing training in the tools, processes, and subject matter appropriate to the discipline to address theoretical and/or practical issues. These courses emphasize that the scientific meaning of fact, theory, and law are not a hierarchy, and give students an appreciation of essential creative aspects of scientific process and discovery. Students must spend at least two contact hours per week (preferable consecutive) in hands-on (in person or approved online) lab, because of the applied nature of science labs.

Student Learning Outcomes

A student will be able to:

1. Apply the scientific method to investigate natural phenomena, solve problems, and gain a better understanding of the natural world.
2. Make observations, generate questions, develop a testable and falsifiable hypothesis, collect data, and interpret results.
3. Recognize that scientific explanations offer falsifiable predictions, that claims must be supported by evidence and logical reasoning, and that the nature of scientific discovery and knowledge is fluid.
4. Interpret and create scientific representations—such as formulas, graphs, and tables—by utilizing course-specific knowledge and understanding.

INFORMATION LITERACIES

Definition: Information literacy is a set of integrated abilities requiring students to recognize when and what information is needed and to locate, evaluate, and effectively use the needed information to participate ethically in communities of learning and/or practice. Students proficient in information literacy critically reflect on the economic, legal, and social issues surrounding the creation, access, and use of information. As a result, students will be able to incorporate new understandings into their perspectives, questions, or works (academic, professional, or creative).

Student Learning Outcomes

A student will be able to:

1. Identify the most appropriate sources and information to meet the scope of their need.
2. Create, execute, and refine search strategies with iteration utilizing search outcomes to find relevant sources and information.
3. Evaluate the credibility of sources to critically select and interpret information relevant to their need.
4. Contextualize and synthesize selected information to engage in ongoing scholarship and communities of learning and/or practice.
5. Contribute to ongoing scholarship and communities of learning and/or practice through ethical reflection, proper attribution, and respect of intellectual property.

PERSONAL WELLNESS

Definition: Personal Wellness encompasses multiple dimensions that are interconnected to promote optimal health and well-being. Students will select a course that focuses on one or more of the following: emotional, environmental, financial, physical, social, spiritual, or occupational. These courses emphasize the personal choices and responsible actions that lead to success.

Dimensions of Wellness

1. Emotional Wellness addresses mental health issues, emotional well-being, and/or addiction, while covering empirically supported strategies for addressing issues and identifying when and how to seek the help of a professional.

2. Environmental Wellness involves promoting sustainability, adopting stewardship practices, and making conscious choices to minimize one's ecological footprint. Emphasis is placed on personal connections with the environment such as implementing eco-friendly transportation options, personal resource conservation, recycling practices, and promotion of outdoor activities such as hiking, biking, gardening, etc.
3. Financial Wellness covers a range of issues related to financial literacy. Topics include budgeting, creation of an emergency fund for unforeseen circumstances, and the importance of planning. Examples such as paying for college, and eating balanced, healthy meals on a budget are highlighted to help decrease anxiety and promote peace of mind during difficult times.
4. Physical Wellness focuses on the importance of exercise, nutrition, sleep, and stress management. It aims to educate students on maintaining a healthy lifestyle by making informed dietary choices, engaging in regular physical activity, strategies for quality sleep, and managing stress effectively.
5. Social Wellness explores interpersonal relationships, communication skills, conflict resolution, and healthy human connections. It covers topics such as micro-aggressions, cultural competence, bystander intervention strategies, obtaining consent in romantic relationships, and setting boundaries to foster positive relationships.
6. Spiritual Wellness investigates what it means to have guiding principles that give meaning and purpose to life. It covers topics such as a supportive spiritual community, introspection activities, cultivating gratitude and compassion, and recognizing the connection between values, beliefs, and morals to reach life goals.
7. Occupational Wellness refers to finding satisfaction in relation to a career. Topics include work-life balance, self-care, avoiding burnout, and positive mental attitude. An emphasis is placed on discovering occupations that align with one's skills and abilities and identifying characteristics of healthy work cultures that promote personal fulfillment.

Student Learning Outcomes

A student will be able to:

1. Analyze how lifestyle choices and personal responsibility influence well-being within the focused dimension of wellness they have selected (emotional, environmental, financial, physical, social, spiritual, or occupational).
2. Evaluate how preventive wellness practices build protective factors and lower risk factors for illness, injury, and/or harm. a) Protective factors are characteristics that decrease the likelihood of negative outcomes. Examples may include emotional support, resource conservation, avoiding debt, maintaining physical activity, resolving conflicts, cultivating gratitude, or appreciating work-life balance, etc. b) Risk factors are characteristics at the psychological, biological, community, family, and/or cultural level that are associated with higher likelihood of negative outcomes. Examples may include abuse, trauma, genetics, pollution, poverty, access, etc.

3. Apply an evidence-based framework that describes the process of behavior change for personal wellness development.

CREATIVE EXPLORATION

Definition: Creative Explorations courses focus on creating, combining and/or synthesizing ideas, images, or expertise in original ways. In these courses, students think, respond, communicate, and work in imaginative ways, characterized by innovation, divergent thinking, and risk-taking.

Student Learning Outcomes

A student will be able to:

1. Demonstrate creative thinking skills that foster ways of looking at problems and solutions from a new or imaginative perspective.
2. Develop critical and analytical skills to promote the advancement of creative ideas.
3. Describe the influence and context of historical and/or contemporary creative endeavors while developing an appreciation of the impact of creativity on culture and identity.
4. Engage in the practice, development, and communication of creative insights or works, including creation, transformation, analysis, and synthesis.

PROBLEM SOLVING

Definition: Problem Solving courses involve designing, evaluating, and implementing strategies to answer questions or achieve stated goals using foundational critical thinking and/or logical problem-solving skills and processes. Students will research and evaluate evidence, collect, and analyze information, formulate conclusions, and communicate results effectively.

Student Learning Outcomes

A student will be able to:

1. Define problems and/or generate questions in clear and concise terms.
2. Identify appropriate methods and apply knowledge/facts to synthesize new ideas and generate solutions to problems.
3. Collect relevant information from credible sources to address the problem(s).
4. Use critical thinking skills to recognize patterns and draw logical conclusions.
5. Present problem-solving processes and findings clearly and persuasively in written and/or oral communication.

ETHICAL ACTION & CITIZENSHIP

Definition: Courses in Ethical Action and Citizenship apply ethical principles to investigate real-world issues in cultural, economic, environmental, historical, political, and/or social contexts. Students in these courses will identify and communicate about challenges on local, national, and/or global levels in civically responsible ways.

Student Learning Outcomes

A student will be able to:

1. Identify and reflect on the cultural, economic, environmental, historical, political, and/or social contexts of real-world issues.
2. Reflect on how the student's experiences and perspectives form their understanding of an issue.
3. Analyze potential courses of action.
4. Apply ethical principles to real-world issues.
5. Communicate in a range of verbal and written formats about those issues, the frameworks in which they can be analyzed, one's perspectives, and potential courses of action.

TECHNOLOGICAL COMPETENCY

Definition: Technological Competency courses address the ability to identify, assess, manage, adapt, and use tools, applications, and systems to effectively and responsibly accomplish tasks.

Student Learning Outcomes

A student will be able to:

1. Apply knowledge, techniques, skills, and modern tools to solve broadly defined technology problems appropriate to the discipline.
2. Responsibly manage data, tools, applications, and/or systems.
3. Evaluate the results of the application of the technology.

Keystone Stage: Approved Categories, Definitions, and SLO's

Definition: Keystone courses - *Diverse Cultural Contexts and Advanced Writing* - support students as they extend Gateway stage exploration and skill-building into engagement with the cultural, environmental, economic, political, and social contexts of today's global issues. It is recommended that these courses are linked to create learning communities and taken after the completion of the Gateway stage courses or completion of 54 credits. The two Keystone courses must be at the 300 level or above and total at least six credit hours.

DIVERSE CULTURAL CONTEXTS (DCC)

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.

Student Learning Outcomes

Students will be able to:

1. Examine issues from multiple perspectives and contexts with attention to origins and viewpoints.
2. Exhibit active listening and civil discourse to engage in respectful interactions.
3. Clarify elements of conflicts by defining stakeholders and recognizing biases.
4. Analyze the impact of their actions from multiple perspectives and contexts.

ADVANCED WRITING (AW)

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.

Student Learning Outcomes

Students will be able to:

1. Adapt composing processes to negotiate tensions between writer intentions/choices and reader responses/expectations.
2. Analyze and address various audiences, purposes, and texts in authentic writing settings.
3. Identify, explain, and transform genres as forms of social action in disciplinary and public writing sites.
4. Plan and execute effective document organization and design.
5. Explain and integrate effectively the role that research plays in different writing settings, including how groups document and present research to public audiences.

Capstone Stage: Approved Categories, Definitions, and SLO's

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 (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: Approved Categories, Definitions, and SLO's

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

Certificate Design Guidelines for Faculty and Cooperating Departments

Each certificate will:

1. Have a title that indicates its larger purpose, focus, or theme.

2. Require a minimum of 12 credits to a maximum of 17 credits (18 credits would be considered a minor).
3. List up to five courses to choose from (or be required) from the Gateway stage.
4. List one required or “selected” Keystone or Capstone stage course.
5. Utilize courses from at least three departments **subject codes.**

Certificate Approval Process Guidelines

Certificate proposals will be submitted in CAP (Coursedog) and must:

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

~~Furthermore, certain basic principles shape the curriculum of the general education program. The program is designed to ensure: 1. that the students possess the fundamental competencies: a. Critical reasoning b. Oral and written communication c. Mathematical reasoning d. Scientific reasoning e. Information literacy f. Technology literacy; 2. that there be a significant exposure to the liberal arts; 3. that the liberal arts core be protected from erosion on either side, such as the granting of credit in the liberal arts core for pre-college level work or for work in the student’s field of specialization; that the number of 100-level courses students may take for general education be limited; and 4. that some specified courses at the 200 level or above which count for general education credit contain a significant writing component. Writing is central to the academic process; therefore, the general education curriculum should provide opportunity for students to develop the skill of writing throughout their academic careers, both horizontally (across the curriculum) and vertically (at all levels of study).~~

~~Objectives of General Education~~

~~Students, working with advisors, and taking into consideration prior knowledge and experience, purposefully select courses in the general education curriculum that meld with required courses, co-curricular and extra-curricular activities, and courses in the major to achieve the following objectives: FOUNDATIONS FOR LIFELONG LEARNING Students will think, speak, and write clearly. This is evidenced by: a. the clear presentation of ideas in formal spoken, written, and media forms. b. the use of effective communication for~~

ongoing dialogue. c. the ability to find appropriate sources of information, evaluate that information, and integrate that information into a final product. d. the use of statistical methods and other techniques of mathematics to analyze and solve problems. CRITICAL THINKING ACROSS THE LIBERAL ARTS Students will demonstrate foundational knowledge of the important ideas and methods of different ways of knowing as follows: Courses in the arts and humanities (G1 category) challenge students to examine, analyze and critically evaluate artifacts of the human intellect and imagination to illuminate the complexity of the human experience. Through exposure to multiple voices, insights, objects, and other creative works, students explore and interpret questions of meaning, fact and value. Ultimately, this engagement expands knowledge, deepens empathy and encourages collaboration between diverse individuals and communities. Courses in the sciences and mathematics (G2 category) develop students' understanding and knowledge of scientific and mathematical reasoning and of strategies for logical problem solving. Students are challenged to recognize that scientific explanations offer falsifiable predictions, that claims must be supported by evidence and logical reasoning, and that the nature of scientific discovery and knowledge is fluid. Courses emphasize that the scientific meaning of fact, theory, and law are not a hierarchy, and give students an appreciation of essential creative aspects of scientific process and discovery. Laboratory courses in the sciences (L) should provide ample experience with the scientific process as well as thorough hands-on training in the tools, methods, and subject matter appropriate to the discipline. Courses in the social sciences (G3 category) focus on the intricate relationship between human behavior and social institutions. Through qualitative and/or quantitative methods of inquiry, students discover and ascertain how human beings behave and are expected to behave, within certain contexts. This interaction allows students to comprehend and articulate the relationship between behavior and context across people, cultures, time, and place. CONNECTIONS AND EXPLORATION Students will connect important ideas and methods of inquiry from different disciplines as a means of becoming holistic and responsible citizens in a diverse and technologically complex, global community. Students will: a. demonstrate civic and social responsibility. b. grow in their engagement with peoples of diverse histories and communities, both inside and outside the United States. c. build the foundation for a lifelong process of understanding, developing, and monitoring healthy lifestyle behaviors in all dimensions of wellness, including physical, social, emotional, intellectual, spiritual, and environmental wellness. d. gain personal enrichment by developing new interests that can be enjoyed throughout a lifetime.

Criteria for General Education Courses

The criteria for evaluating courses to be counted in the Critical Thinking across the Liberal Arts component of general education are: 1. The course must demonstrate how one or

more of the general education objectives stated above are satisfied. 2. In each course the major concepts and principles that epitomize the liberal arts discipline must be the primary focus. 3. The process of inquiry and analysis commonly employed in the discipline must be emphasized and applied. 4. The course must not be primarily a technical, professional or career-oriented course. 5. A general education course from a given department may require a maximum of two prerequisites from that same department.

General Education Course Review and Recertification Procedure New Courses Any new or existing course seeking to meet a specific general education requirement (i.e., G1, G2, G3, L labels or AW, D, P, W labels) shall complete the appropriate certification form (available on the General Education website) and follow the course approval procedures approved by UCAPC.

Approval of FYI (UNIV 103) Courses The First Year Inquiry Seminar UNIV 103 was officially approved in the spring of 2008. New sections of FYI courses may be proposed by departments. Non-instructional departments or units may also propose FYI sections once special approval is granted by UCAPC. Since UNIV 103 is an approved course, those units seeking a new section of UNIV 103 follow an expedited review process outlined below. The department proposing the course must demonstrate how the new FYI section will meet each of the specific criteria defining the course as outlined in the approved UNIV 103 Course Proposal (available on the General Education Program website). Once the course has been approved by the department, the department will submit to the chair of UCPRC (electronically) the following documents for each course:

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- a. The FYI Course Proposal form that asks how the course meets the criteria.
 - b. A course syllabus.
 - c. Supporting documentation the instructor/department feels is needed to support the course proposal form.
2. The chair of UCPRC distributes the submitted certification documents to the FYI Sub-committee of UCPRC for review. Proposal representatives are expected to meet with the FYI Sub-committee.
3. The FYI Sub-committee of UCPRC reviews the certification documents and makes one of three recommendations to UCPRC:
- a. Approval of the FYI course as presented.
 - b. Approval of the FYI Course subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
 - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete certification review process (e.g. Departmental then UCPRC approval).
4. The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson.
- Recertification of General Education (AW, D, FYI, P, and W) courses**
- Once approved, Advanced Writing (AW), Cultural Diversity and Community (D)

~~courses, First Year Inquiry (UNIV 103) seminars, Perspectives (P) courses, and Writing (W) courses are subject to a five-year re-certification process.~~

RECERTIFICATION

- If a department wishes for a course to retain the General Education label, the department must submit each existing labeled course to GEOAC ~~UCPRC~~ during the fall of the year designated for recertification of its courses.
- Recertification of a department's courses with general education labels occurs in the same year as the department's Program Review.
- The GEOAC Chair, in concert with the General Education Coordinator and Associate Provost **responsible for General Education** ~~for Student Success, or their designee~~ will send a reminder to Department Chairs about the need to submit courses for recertification. Failure to submit courses for review during the academic year will result in the General Education label being removed in the following academic year.

Recertification Process

For an existing course that is to retain a general education label, the department offering the course must demonstrate how **the course** ~~it~~ has met each of the student learning outcomes for that label.

- The department will submit to GEOAC ~~UCPRC~~ (electronically) the following documents for each course:
 - A brief evaluation form in which the proposer identifies how the course meets the student learning outcomes based on the course's previously-approved assessment plan.
 - If the current approved assessment plan has not been followed or data have not been collected, the course will not be approved for recertification.
 - If the assessment plan has been revised ~~and approved~~ since initial approval, a rationale explaining the revisions and any impact on the data will need to be submitted.
 - A course syllabus.
 - ~~Supporting documentation the instructor/department feels is needed to support the evaluation form. These documents should include a syllabus~~
A summary or snapshot of assessment data that demonstrates the extent to which students in the course met the student learning outcomes.

- The chair of UCPRC distributes the submitted certification documents to the appropriate Sub-committee of UCPRC for review.
- The Sub-committee of UCPRC GEOAC ~~reviews~~ **will review** the certification documents and make one of three recommendations:
 - Recertification of the label
 - Recertification of the label ~~subject to pending revisions~~ agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
 - No recertification. Reasons will be clearly provided in writing to the proposer ~~proposal spokesperson~~.
- The chair of UCPRC GEOAC **will** communicate final decisions regarding each course to the proposer ~~departmental spokesperson~~.
 - Upon a decision of no recertification, the department must submit a course change proposal removing the label from the course.
- In addition, the chair of UCPRC GEOAC **will** inform the UCAPC of the recertification status of general education courses.

~~Structure of the Program To meet the objectives of General Education, the general education program is organized into a structure with three components: Foundations for Lifelong Learning, Critical Thinking across the Liberal Arts, and Connections and Exploration. General Education Structure (Minimum 48 credits) 1. Foundations for Lifelong Learning 1 (Four courses — minimum 12 credits) a. ENGL 110: English Composition — 3 credits b. COMM 100: Fundamentals of Speech — 3 credits c. General Education MATH Course (3-4 credits) d. Advanced Writing (3 credits) i. Must be chosen from an approved AW course. ii. At least 60 credits (Junior standing) required 2. Critical Thinking across the Liberal Arts (Nine courses — minimum 27 credits) a. Humanities and Fine Arts (G1): Three courses totaling a minimum of 9 credits. b. Science and Mathematics (G2): Three courses totaling a minimum of 9 credits. At least two of the three courses must come from Biology, Chemistry, Earth Sciences, and/or Physics including one which has a Laboratory (L) component. c. Social Sciences (G3): Three courses totaling a minimum of 9 credits. d. Courses must be taken from at least two departments within each G1, G2, and G3 block. e. At least 3 courses taken throughout blocks G1, G2 and G3 must be at the 200 level or above. f. Courses in a student's primary major discipline cannot fulfill the Critical Thinking across the Liberal Arts requirement; courses from a minor, a second major, or up to six courses required for the major from departments outside the major can fulfill this requirement. g. No more than two courses can be taken from any one department throughout the Critical Thinking Across the Liberal Arts blocks (G1, G2, and G3). 3. Connections and Exploration (Three~~

~~courses—minimum 9 credits) a. First Year Inquiry seminar or Open Elective—3 credits b. Approved Wellness course—3 credits 1 “Foundations for Lifelong Learning” requirements may not double count for “Critical Thinking across the Liberal Arts” or “Connections and Exploration” requirements below.~~

~~b. Perspectives (P) course—3 credits i. May be in General Education, the major, the minor or general electives ii. At least 60 credits (Junior standing) required iii. The English Composition and Fundamentals of Speech competency must be satisfied prior to enrollment in “P” courses. 4. Cultural Diversity and Community (D) course a. One course required—3 credits b. May be in General Education, the major, the minor or general electives. 5. Writing (W) Courses—3 courses required a. May be in General Education, the major, the minor or general electives. b. The English 110 competency must be satisfied prior to enrollment in “W” courses. Guidelines and Competencies for General Education Courses Definitions of significant oral and written communication Many general education courses require a significant oral and written communication component to help facilitate students’ practice and mastery of oral and written communication. FYI (UNIV 103), Cultural Diversity and Community (D), and Perspectives (P) courses all require significant oral and/or written communication. To have a meaningful oral component, the teaching and learning strategies adopted by the course should involve students in active speaking and listening roles, including such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions. Students should be in roles that place them in interaction with an audience of their peers so that communication is interactive, reciprocal and synchronous. The assessment of student learning through these roles should contribute to students’ overall course grades. To have a meaningful writing component, the teaching and learning strategies adopted by the course should involve students in writing activities, such as research papers, analytical essays, position papers, lab reports, personal journals, and the like. The assessment of student learning through these activities should constitute a substantial portion ($\geq 20\%$) of students’ overall course grades. Foundations for Lifelong Learning English Composition All students must successfully complete English 110, or its equivalent (see listing below), preferably during their freshman year. The equivalent includes: 1. Achieving a combined score of 1100 in the verbal portion of the S.A.T. and the CEEB English Composition Achievement Test. 2. Achieving a score of 3 or higher in the Advanced Placement (AP) test in English Composition. 3. Achieving a satisfactory score in the CLEP general examination in English composition. 4. Passing the English Composition Competency Examination administered by the English Department at the beginning~~

of each fall and spring semester. ~~Fundamentals of Speech All students must successfully complete Communication 100, or its equivalent, preferably before the junior year. Students who earn a grade of C or higher in a competency examination administered by the Communication & Theatre department will also successfully meet this requirement. COMM 100 — Fundamentals of Speech Competencies Upon successful completion of COMM 100 or its equivalent students will be able to:~~

- ~~i. Creatively research, analyze, organize and synthesize a variety of reliable source materials into effective individual presentations and/or successfully collaborative group presentations.~~
- ~~ii. Demonstrate ethical responsibility and cultural sensitivity toward their audience in regard to issues of diversity, as well as demonstrate an ability to negotiate with other differences of opinion, belief, or value.~~
- ~~iii. Utilize critical thinking and evaluative skills, as both speakers and listeners, to assess the appropriateness and effectiveness of presentational strategies (especially with regard to persuasion and argumentation).~~
- ~~iv. Overcome any speech anxieties and fears and, thus, enhance their self-image and project a sense of self-confidence.~~
- ~~v. Adapt their delivery and messages to a variety of contexts, occasions, and audiences.~~
- ~~vi. Conceive, develop, and deliver effective, articulate, and engaging presentations. This includes mastering all facets of speech writing, demonstrating skill in verbal and nonverbal delivery, and making effective use of language, evidence, and forms of expression.~~
- ~~vii. Demonstrate adequate knowledge of various communication theories/concepts and processes.~~

~~Advanced Writing Students who successfully complete their English composition requirement, will take one of the courses listed below or another approved Advanced Writing course during their junior or senior years. Individual departments with programs which offer a significant advanced writing course, such as senior thesis or advanced foreign language composition, may petition through the appropriate academic channels to have such a course accepted as an alternate to the upper division writing course in English.~~

~~2Advanced Composition Courses English 311: Advanced Composition English 312: Technical Writing English 313: Journalism English 316: Business Writing~~

~~Advanced Writing Competencies Upon successful completion of an Advanced Writing course, students will be able to:~~

- ~~i. Demonstrate flexibility in applying the writing process to a variety of communication contexts.~~
- ~~ii. Understand rhetorical situations and multicultural contexts and respond to the demands of both in the preparation of texts.~~
- ~~iii. Demonstrate enhanced fluency and distinctiveness in writing style.~~
- ~~iv. Apply rhetorical principles to real-world situations in the academy, at work, and in the community.~~

~~2 Currently, the following alternatives have been approved: History 406 (Senior Seminar) passed with a grade of B or above and Honors Theses in the following Departments (check with Departments for specific~~

rules that may apply): Biology, Elementary Education, Mathematics, and Music. Honors Theses for students in the Honors College also satisfy the Advanced Writing requirement.

v. Effectively employ technologies to create and support texts. ~~Connections & Exploration Courses~~ ~~First Year Inquiry Seminar (UNIV 103)~~ The FYI seminar (UNIV 103) is specifically designed for first semester freshmen and offered in a seminar format, typically linked to a foundations course (either ENGL 110 or COMM 100) as part of a learning community. A major function of these FYI seminars is to introduce a process of critical inquiry applied to important social, cultural, scientific, technological, and/or aesthetic problems. Each FYI seminar will introduce multiple perspectives related to the understanding and resolution of these problems. A second function of these FYI seminars is to support students' transition into the college experience academically, socially, and personally. ~~First Year Inquiry Seminar (UNIV 103) Criteria:~~ 1. Involves 3 credit hours at the 100-level. 2. Encourages students to consider multiple perspectives in advancing their understanding of the importance of social, cultural, scientific, technological, and/or aesthetic problems. 3. Introduces and supports (i) the development of critical inquiry skills and (ii) the exchange of ideas in a seminar format. 4. Supports the students' successful transition into college life by fostering connections between and among students, teachers, and the college community. 5. Provides intellectual richness through its assignments and assessments. 6. Strengthens students' information literacy. 7. Has meaningful oral and written communication components but may not carry a "W" label. 8. Fosters an appreciation of the importance of civic engagement and promotes participation in service learning activities. 9. Promotes an understanding and appreciation of the liberal arts tradition and the General Education program at Millersville. ~~Perspectives "P"~~ A major function of Perspectives courses is to apply analytical and critical thinking abilities in resolving major social, cultural, scientific/technological, and/or aesthetic problems. They are interdisciplinary in content and require a high level of educational maturity, knowledge, and thinking. Perspectives courses encourage undergraduate students to make independent and responsible value judgments and decisions. Perspectives courses integrate the knowledge acquired throughout the baccalaureate experience. For example, Perspectives courses nurture and extend the basic communications skills developed in the Foundations for Life-Long Learning component of general education. Moreover, Perspectives courses demonstrate how different areas of knowledge gained in the Critical Thinking across the Liberal Arts component of general education are complementary. Students who complete an academic fall or spring semester abroad as part of a baccalaureate degree will be considered to have fulfilled the Perspectives

requirement. International students studying at Millersville will also be considered to have fulfilled the Perspectives requirement. In addition, those students who complete professional experiences abroad such as internships, student teaching field placements, or social work field placements that meet the departmental baccalaureate requirements will also be considered to have fulfilled the Perspectives requirement regardless of whether those experiences occur in fall, spring, or summer. This waiver does not cover credit hours. A student employing this waiver will be required to satisfy three credit hours of general education courses in lieu of the waived three credit Perspectives course. This is in addition to any other Open Elective requirements of the student. Perspectives Course Criteria: 1. Must be 3 credit hours at the 300 level or above. 2. Must have meaningful oral and written communication components but may not carry a "W" label. 3. Must be interdisciplinary in content. 4. Requires students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/technological, and/or aesthetic) that require the application of knowledge from two or more academic disciplines. 5. Must enable quality interaction. 6. May not have more than two prerequisites from a single department. 7. May not count in the Critical Thinking across the Liberal Arts (i.e. may not carry a "G" label). 8. Perspectives courses must be designed to be accessible to non-majors as well as majors. Appropriately prepared students from outside the major must be capable of benefiting from the course on an equal basis with students from within the major. Perspectives Course Competencies: Upon successful completion of a Perspectives course students will be able to: i. Demonstrate awareness of multiple disciplinary rules, practices (methods of investigations) and biases. ii. Demonstrate understanding of how members of different disciplines raise questions, examine questions, and evaluate conclusions. iii. Demonstrate an ability to suspend judgment and explore similarities and differences across disciplines. iv. Articulate how knowledge of other disciplines informs one's own disciplinary interpretation. v. Participate in speaking and listening roles. Wellness Courses The Wellness requirement is designed to assist students in making positive lifestyle changes that reduce their health risks, modify their consumer behavior, and enhance their personal well-being and productivity. Wellness Course Criteria: 1. Must be a 3 credit course. 2. Requires students to participate in a weekly physical or experiential component. 3. Must be a comprehensive approach to wellness employing a variety of cognitive, behavioral, and social learning strategies to encourage and assist students in accepting responsibility for their own wellness. 4. Engages students in critical thinking about wellness. 5. Emphasizes the development of life-long holistic learning. Wellness Course Competencies: Upon successful completion of WELL 175 or its equivalent students will be able to: i. Specify and demonstrate benefits of a comprehensive wellness lifestyle including the various dimensions of wellness:

emotional, environmental, intellectual, interpersonal, physical and spiritual. ii. Identify potential barriers to wellness and produce a plan to overcome those barriers. iii. Illustrate the health-related components of physical fitness and explain the importance of each to the student's overall fitness and health. iv. Develop and implement a personalized fitness program. v. Explain and critique the influences that impact wellness on both a personal and global scale. vi. Provide evidence-based approaches that address and potentially remedy identified influences.

Cultural Diversity and Community "D" Cultural diversity and community courses align with the University's mission to foster in students an appreciation for cultural diversity. Here, "cultural diversity" refers to the differences among people in terms of beliefs, customs, values, politics, and experiences. In essence, culture is a worldview; it is both learned and evolved. The following factors are seen as underlying these differences: age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among others. A Cultural Diversity and Community course is more than a mere survey or exposure of the students to different cultures; rather it teaches students to think critically about the basis for intercultural differences. Students who complete an academic fall or spring semester abroad as part of a baccalaureate degree will be considered to have fulfilled the Diversity requirement. International students studying at Millersville will also be considered to have fulfilled the Diversity requirement. In addition, those students who complete professional experiences abroad such as internships, student teaching field placements, or social work field placements that meet the departmental baccalaureate requirements will also be considered to have fulfilled the Diversity requirement regardless of whether those experiences occur in fall, spring, or summer. For all other study abroad experiences, a student may request to fulfill the Diversity requirement by successfully completing an outcomes paper. The outcomes paper will be evaluated through the Office of Global Education. This Diversity waiver does not cover credit hours. A student employing this waiver will be required to satisfy three credit hours of general education courses in lieu of the waived three credit Diversity course. This is in addition to any other Open Elective requirements of the student.

Cultural Diversity and Community Course Criteria:

1. Involves 3 credit hours at the 100-level or above.
2. Is intercultural and/or cross-cultural, with culture being a worldview that reflects beliefs, customs, values, politics, and experiences as shaped by age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among other factors.
3. Examines historical and environmental (e.g., social and/or physical) factors that underlie cultural differences.
4. Examines the potential global, regional, or local factors that underlie cultural differences.
5. Helps students to identify, critically analyze, and

apply scholarship and experience related to cultural diversity. 6. Provides academic structure in support of students' positive engagement with peoples of diverse histories and communities. 7. Challenges students to evaluate their own personal worldview. 8. Has meaningful oral and written communication components. Cultural Diversity and Community Course Competencies: Upon successful completion of a Cultural Diversity and Community course students will be able to: i. Demonstrate awareness of one's own cultural rules and biases. ii. Demonstrate understanding of the complexity of cultural elements through various lenses such as history, values, politics, communication styles, gender, economy, or beliefs and practices. iii. Demonstrate the ability to interpret events and/or actions in a manner that recognizes the worldview of oneself and other cultural groups. Significant Writing Component Guidelines "W" Courses carrying a "W" designation are designed to develop skills and habits of writing to enable students to communicate confidently and effectively in print and/or new media environments. The courses expose students to expectations appropriate to specific discipline, while encouraging the use of clear language, credible and relevant sources, and awareness of context and purpose in the development of well-reasoned texts. Writing courses are designed to lead students to more fully appreciate the writing process, a process which includes writing, rewriting, editing, and revision. Courses with a 'W' designation must continue to demonstrate the importance of writing in both individual learning and group communication. Writing Course Criteria: 1. Students practice forms of writing typical of the field. Writing assignments are designed to develop their content knowledge and enhance their communication skills. 2. Students are required to submit at least 2500 words of graded analytical/persuasive writing (about 10 standard double-spaced pages). Some examples of how this requirement might be met include: a. a research paper in which the student is required to define a problem, select, organize, and synthesize information around a stated thesis. b. short analytical essays that explore a topic with reasoned evidence and informed opinion. c. position papers prepared by students that address pros and cons of controversial topics. d. micro themes that ask the student to find academic sources, organize ideas, develop a thesis and show evidence, but condense the final paper to a single page or two. 3. Because W courses assume that writing is a process, students will be given opportunities to develop and revise papers through more than one draft. Assignments will be structured and sequenced in ways that help students improve their writing through practice and revision. Instructors' feedback on students' writing will contribute to effective revision and encourage students to develop effective self-assessment. 4. Writing intensive courses work best when they include a combination of informal and formal writing experiences for students. In addition to the 2500 words of revised graded analytical/persuasive writing, instructors are encouraged to assign expressive,

~~reflective and/or observational writing tasks. The purpose of these assignments is to bring out the student's perceptions informally, and to increase writing practice.~~

~~Writing Component Course Competencies: Upon successful completion of a Writing course students will be able to: i. Articulate ideas clearly in writing. ii. Demonstrate the ability to find, evaluate and integrate appropriate sources into formal written work. iii. Apply inferences or causalities to informal written works. iv. Use appropriate critical reasoning strategies in developing content~~

Effective: October 1997

Academic Policy: Graduate Studies GRADUATE ASSISTANTSHIPS

Approved: October 1997

Revised: May 24, 2007

Deans' Council

Graduate assistantships are awarded on a competitive basis for a ~~nine-month~~ period of two consecutive terms (Fall/Spring) to students ~~admitted into~~enrolled in a master's or doctoral degree program and are renewable for one (1) year. -Remuneration for graduate assistants includes a stipend and waiver of tuition only to a maximum of 24-18 graduate credits per 12-month period beginning with the fall semester. - Current assistantship assignments include most of the departments offering graduate degree programs. -Other academic and administrative support positions are available. Graduate assistantship assignments, which are awarded fall and spring semesters only, vary but may include instructional assistance, research, ~~counseling~~, and administrative responsibilities. -Interested students should contact the Office of Graduate Studies and Research-Adult Learning for further information.

Faculty members to whom graduate assistants are assigned should consult the Collective Bargaining Agreement for further clarification regarding supervisory responsibilities.

Effective: October 1997

Academic Program: Graduate Studies GRADUATE DEGREE REQUIREMENTS

Approved: October 1997
Deans' Council, Faculty Senate

Semester Hours

Specific departmental requirements and the student's undergraduate preparation will determine the maximum number of credits for a master's degree; the minimum credits required are as follows:

1. 30 credits of approved graduate work beyond a bachelor's degree, including a thesis or research project or capstone; or
2. 33-60 credits of departmentally approved graduate work of an extended course sequence.

Students should consult with their advisor and discuss the specific program requirements to ascertain the semester hours required in a particular degree program.

Research Option

The specific ~~regulations-requirements~~ pertaining to the capstone, research report-project and/or thesis are determined by the Dean of Graduate Studies and Research and the student's major department University curricular process.

~~Selected programs permit students to complete an extended course sequence (33-36 credits) in lieu of the thesis or research project.~~

Residency Requirement

Students must complete a minimum of two-thirds of their degree program at Millersville University in order to meet residency requirements.

Time Limit

Work for the degree may be pursued over several years which need not be in succession but must be concluded within a five-year period. If a graduate student remains unenrolled in a course for more than one calendar year, they will be changed to inactive status. The five-year period begins the semester a student is accepted into a degree program. A re-evaluation of course work taken prior to admission to a degree program and an

extension of time, usually an additional year, beyond this five-year limit may be granted by the school/college Dean of Graduate Studies and Research, at the request of the student, upon the recommendation of the advisor and graduate program coordinator.

~~Students in foreign language and mathematics programs are given a seven-year time limit for program completion.~~

Second Master's Degree

Students interested in earning a second master's degree at MU ~~in the same field~~ must meet all course requirements for the second degree and complete not fewer than 24 credits of approved course work beyond the requirements for the initial degree.

Millersville University Governance & Policies

Effective: November 13, 1990

Human Resources Policy GRADUATE ASSISTANT EMPLOYMENT

Approved: November 13, 1990 President's Advisory Council

Revised: October 12, 1993, President's Advisory Council

Revised: December 1, 2009, President's Cabinet

Revised: February x, 2026 xxxxxxxxxxxxxx

This policy applies to the employment of graduate assistants at Millersville University and provides a comprehensive statement regarding expected workloads, rates of compensation, and tuition waivers for graduate assistants. It is designed to encourage an acceptable balance between employment workload and academic workload. All graduate assistants are selected by departments and appointed by the [College Office](#) of Graduate and Professional Studies and Adult Learning (GSAL).

The policy outlined herein is consistent with the regulations established by the Board of Governors of the Pennsylvania State System of Higher Education.

Definitions

Graduate Assistantships are awarded on a competitive basis, usually for a nine-month period (fall and spring semesters). Assistantships may be renewed for a second year at the discretion of the [Dean of Graduate and Professional Studies](#) supervisor. In rare instances, a third-year assistantship may be awarded upon written justification from the department and approval of the Dean of Graduate and Professional Studies. Graduate assistantship assignments vary but may include instructional assistance, research, counseling, and administrative responsibilities. No assistantships will be awarded until the applicant has been fully admitted into a graduate degree program. While summer graduate assistantships will not be awarded, the employment of graduate students during the summer is possible, and will be handled through regular student payroll at pay rates commensurate with responsibilities.

Procedures-Work Schedule

The work schedule for graduate assistants may be appointed by the [College of Graduate and Professional Studies](#) designated as full-time or half-time. Full-time graduate assistants are expected to work 300 hours per semester, with a typical work schedule being 20 hours per week over a fifteen-week semester. Half-time graduate assistants are expected to work 150 hours per semester, typically representing 10 hours per week over a fifteen-week semester. Flexibility in scheduling full and half-time graduate assistants is permitted, as long as the total expected work hours outlined above are realized. In cases where graduate assistants are assigned to work outside of the GA policy during

semester breaks, etc., they must follow the policy for Student Employment. ~~Half-time graduate assistants are expected to work 150 hours per semester, typically representing 10 hours per week during the regular academic semester of fifteen weeks. Flexibility in scheduling full and half-time graduate assistants is permitted, as long as the total expected work hours outlined above are realized.~~

Eligibility

~~Full-time graduate assistants must enroll for a minimum of six (6) graduate credits to a maximum of 12 graduate credits for the fall and spring semesters each. Half-time graduate assistants must enroll for a minimum of three (3) graduate credits per semester. International students are expected to pursue a minimum of six (6) graduate credits per semester. U.S. Citizenship and Immigration Services (USCIS) require international students to carry nine (9) credit hours per semester to be considered full-time.~~

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During the period of their assistantship, graduate assistants are not permitted to work for the University as regular employees, through temporary help agencies, or on a contract basis (e.g., honoraria). ~~Half-time and full-time graduate assistants may also work on the regular student payroll, but combined employment should not generally exceed 30 hours per week during academic sessions or 40 hours per week during breaks.~~ ~~Foreign International~~ students (on student visas – F1, J-1) will not be permitted to work beyond the 20 hours per week in an assistantship, except during semester breaks and summers.

~~Full-time graduate assistants must enroll for a minimum of six (6) graduate credits to a maximum of 12 graduate credits for the fall and spring semesters each. Half-time graduate assistants must enroll for a minimum of six (6) graduate credits per semester. Foreign students are expected to pursue a minimum of nine (9) graduate credits per semester. U.S. Citizenship and Immigration Services (USCIS) require foreign students to carry nine (9) credit hours per semester to be considered full-time.~~

Stipend

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Graduate assistants are paid on a stipend basis. ~~The stipend is based on working 600 hours during 15 weeks per semester.~~ The stipend is distributed in bi-weekly payments during the fall and spring semesters. The half-time graduate assistant stipend is calculated by dividing the full-time stipend by two (2).

Rates of compensation for graduate assistants are determined by the President within the guidelines established by the Board of Governors. In cases where graduate assistants are appointed after the beginning of the semester, or resign, or are dismissed before the end of the semester, compensation will be reduced proportionate to the number of hours worked. Such determinations will be made by ~~the College of Graduate and Professional Studies~~ GSAL in conjunction with the departmental supervisor. ~~T~~ Tuition waivers will be proportionately adjusted at the same percentage as the stipend.

Tuition Waiver

~~Full-time g~~ Graduate assistants are entitled to a waiver of tuition (no other fees are waived); ~~full-time GAs earn for 12-9 credits per semester worked for maximum total of 18 credits for academic year; part-time GAs earn 4.5 credits per semester worked for~~

~~maximum total of 9 credits per academic year. Full-time graduate assistants employed during an entire academic year; therefore, receive a tuition waiver of 24 credits. If the 42 awarded credits in the fall semester are not fully utilized, they may be carried into the winter session and/or the spring semester. If the full 24 allotment of credits are is not utilized by the end of the spring semester, they remaining credits may be carried into the following summer session, provided the student does not graduate in May.~~

~~Half-time graduate assistants earn six (6) credits of tuition waiver per semester worked.~~

After a graduate assistant completes their graduate degree any remaining tuition waiver is forfeited. Waivers cannot be used after the ending date of the assistantship except as noted above.

Tuition waivers cannot be used prior to the starting date of the assistantship.

~~Waivers cannot be used after the ending date of the assistantship except as noted above.~~

~~Waivers are limited to graduate credits. Courses taken for audit or Educator Workshops (EDW) are not eligible for a tuition waiver. Tuition waivers for graduate assistants do not apply to for transfer credits or course audits. Tuition waivers can only be used for courses taken at another institution with written permission from the Graduate school Dean.~~

~~The Dean of Graduate and Professional Studies is responsible for the assignment and discontinuation of an assistantship. Departmental supervisors may request an alternative assignment of a graduate assistant; however, the College of Graduate and Professional Studies cannot guarantee a replacement or reassignment. If a supervisor believes a graduate assistant is not fulfilling his/her work obligation as outlined in this policy statement, the supervisor must submit written justification for dismissal to the Dean.~~

~~Upon receipt of the supervisor's letter, the Dean reviews the circumstance, and if deemed appropriate, calls a dismissal hearing. If the situation cannot be resolved satisfactorily, the Dean determines the appropriate course of action, i.e., dismissal or reassignment.~~

~~Any exception to this policy must be recommended by the Dean and approved by the Provost and the Vice President for Finance and Administration.~~

Responsibilities-Process

Graduate Assistant

~~A graduate assistant must complete the graduate assistant application process including admission to the master's degree program.~~

~~Graduate assistantship obligation must be fulfilled as outlined in this document. He/she must perform all work assignments as per the Learning Opportunities Statement for the position and be aware of fees not covered by tuition waiver.~~

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~~A graduate assistant must immediately notify the department supervisor and the College of Graduate and Professional Studies in writing, of any change precluding the fulfillment of the assistantship.~~

~~The College of Graduate and Professional Studies~~

~~The College Office of Graduate and Professional Studies and Adult Learning manages the receives and processes related to allocation of graduate assistant positions, and collaborates with Human Resources Student Payroll staff to advertise graduate assistantship opportunities for application. applications including campus-wide notification of receipted applications.~~

~~GSAL and Student Payroll work collaboratively to support the offices and departments through the search and appointment process for new graduate assistants.~~

~~The department reviews applications, interviews and selects applicants, and notifies GSAL following procedures established by that office.~~

~~Once selection is made, GSAL confirms that applicant is qualified (enrolled in appropriate graduate program), initiates a GA Agreement contract and notifies Student Payroll (Request to Hire). A copy of ~~current~~the current GA Guidelines is sent to the candidate along with the GA Agreement contract.~~

~~The College of Graduate and Professional Studies ensures that graduate assistantship appointments are within the authorized complement level for graduate positions.~~

~~Upon receipt of the department's "letter of intent" to hire, the College of Graduate and Professional Studies completes the appointment process and return of GA Agreement with student's signature. notifies the Bursar GSAL confirms assignment details for Student Payroll including cost center, supervisor, and stipend amount for the term. Student Payroll initiates processes to collect New Hire documentation and Student Clearances (if requested) and manages the payment of stipends to GA.~~

~~GSAL notifies the Office of Student Accounts (OSA) with student ID information and the number of credits of tuition waiver; OSA applies the waiver.~~

~~The department provides constructive and sufficient work assignments for graduate assistants that demonstrate an ability to perform high-level work relating to the assistant's academic and professional goals.~~

~~Student Payroll communicates with GA supervisor periodically throughout the semester to confirm that the student is fulfilling their GA responsibilities and should continue receiving payroll stipend, and Student Payroll of the appointments including name, student identification number, and amount of tuition waiver and stipend.~~

~~GSAL monitors course enrollment to ensure that the student remains qualified to serve as GA and communicates discrepancies to supervisor. GSAL maintains all pertinent information regarding graduate assistants, including name, student identification number, rate of compensation, assignment, supervisor, etc.~~

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~~The College of Graduate and Professional Studies monitors courses taken to ensure that they qualify for tuition waiver.~~

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~~If there is a change of status for a Graduate Assistant (resignation, termination, reassignment, or late-term hire), The College of Graduate and Professional Studies~~GSAL prepares official notification for the student and ~~notifies-alerts the Bursar~~OSA, Financial Aid and Student Payroll ~~of changes in the status of assistantships (e.g., resignation).~~ OSA is responsible for appropriately adjusting the graduate assistant accounts for any waiver granted or rescinded. OSA will send adjusted billing statements and any past due statements necessary and collect the payment of fees not covered by the tuition waiver. Student Payroll is responsible for distribution and termination of stipend payments.

Graduate Assistant Performance and Changes to Assistantship

The department supervises the GA, providing constructive and sufficient work assignments for the GA which demonstrate an ability to perform high level work relating to the assistant's academic and professional goals.

GSAL coordinates annual evaluations of Graduate Assistants by supervisor.

GSAL is responsible for the assignment and discontinuation of an assistantship. Departmental supervisors may request an alternative assignment of a graduate assistant; however, a replacement or reassignment is not guaranteed. -If a supervisor believes a graduate assistant is not fulfilling his/her work obligation as outlined in this policy statement, the supervisor must submit written justification for dismissal to the school Dean.

Upon receipt of the supervisor's letter, the school Dean reviews the circumstance, and if deemed appropriate, calls a dismissal hearing. If the situation cannot be resolved satisfactorily, the school Dean determines the appropriate course of action, i.e., dismissal or reassignment.

Any exception to this policy must be recommended by the college Dean and approved by the Provost and the Vice President for Finance and Administration.

~~The College of Graduate and Professional Studies~~ GSAL maintains all pertinent information regarding graduate assistants, including name, student identification number, rate of compensation, and work and academic requirements, etc. ~~The College of Graduate and Professional Studies, upon notification by a department of a graduate assistant's failure to meet the work or time obligation, takes appropriate corrective or termination action.~~

Department

~~The department reviews applications, interviews and selects applicants, then notifies the College of Graduate and Professional Studies following procedures established by that office.~~

~~The department provides constructive and sufficient work assignments for graduate assistants that demonstrate an ability to perform high level work relating to the assistant's academic and professional goals.~~

~~The department notifies the College of Graduate and Professional Studies, in writing, of changes in the status of a graduate assistant (such as resignation or any other situation where an assistant fails to meet their work or time obligation).~~

~~The department verifies Graduate Assistant hours on a biweekly basis with the Payroll Office.~~

Bursar

~~Upon notification from the College of Graduate and Professional Studies, the Bursar is responsible for appropriately adjusting the graduate assistant accounts for any waiver granted or rescinded.~~

~~The Bursar will send adjusted billing statements and any past due statements necessary and collect the payment of fees not covered by the tuition waiver.~~

~~The Bursar will place "holds" on grades/transcripts of graduate assistants who have not fulfilled their financial obligation.~~

Student Payroll

~~Upon written notification from the College of Graduate and Professional Studies, necessary information of the graduate assistant is entered into the Student Payroll System.~~

~~Student Payroll will ensure prompt payment of stipends.~~