

**Millersville University**  
**Faculty Senate - Meeting Minutes**  
**02/06/2024**

The meeting was called to order at 4:05pm. All departments were in attendance except for Physics (PHYS).

Also in attendance: Dr. Gail Gasparich (Provost), Dr. James Delle (Associate Provost), Dr. Rachel Finley-Bowman (Associate Provost), Alison Hutchinson (Registrar), Dr. Robyn Davis (APSCUF), Dr. Tiffany Wright (GCPRC), Dr. Joe Behun (APC), Dr. Kim McCollum-Clark (Gen. Ed.), and Chase Hoke (SGA).

- I. Welcome and Introductions**
- II. Minutes of the Faculty Senate**
  - a. Minutes from the 11/21/2023 meeting were approved via a Cook/Witmer motion with 2 abstentions.
- III. Report of the Faculty Senate Chairperson – Jeri Robinson**
  - a. Announcements
    - i. Faculty Senate Meeting Dates AY2023-2024 (1st and 3rd Tuesday @ 4:05pm)
      - 1. February 6th, 20th
      - 2. March 19th
      - 3. April 2nd, 16th
      - 4. June 4<sup>th</sup>
- IV. Proposed Curricular Frameworks for endorsement**
  - a. None
- V. Proposed Courses and Programs for approval**
  - a. Consent Agenda – approved without dissent.
    - i. Undergraduate New Courses
      - 1. None
    - ii. Undergraduate Course Changes
      - 1. ERCH225 Foundations of Reading
      - 2. ERCH422 Tchg Literacy PK-4
      - 3. EDUC325 The Teaching of Literacy
      - 4. MDLV425 Tchg Literacy 4-8
      - 5. MDLV323 Content Area Literacy
      - 6. EDFN312 Women and Education
      - 7. WSSD492 Seminar in Sport Science
      - 8. WRIT343 Rhet of Marg Communities
      - 9. WRIT273 Writing and Gaming
    - iii. Undergraduate New Programs
      - 1. Rhetoric and Digital Writing Certificate
    - iv. Undergraduate Program Changes
      - 1. None
    - v. Graduate New Courses
      - 1. NURS536 Trans. to APRN Practice
      - 2. NURS535 Clinical Mgmt Vulnerable Pop
      - 3. ELPP856 Facilities & Tech Leadership

4. ELPP855 Leadership Equity & Inclusion
  5. ELPP854 Leadership Instruction & Learn
  6. ELPP853 Governance
  7. ELPP852 Resource Leadership
  8. ELPP851 Advanced Level Leadership
  9. NURS534 Clinical Mgmt of the Geri Pop
  10. NURS533 Clinical Mgmt of the Adult Pop
  11. NURS532 Clinical Mgmt of the Female Pt
  12. ISCA591 Intro Geospatial Info & Tech
  13. NURS531 Clinical Mgmt of the Ped Pop
- vi. Graduate Course Changes
1. EDUC565 Lang/Litrcy Interv:Clin Prctcm
  2. RDED624 Reading Clinic Practicum
  3. RDED622 Reading and Writing in Content
  4. SPED651 Advocacy and Leadership
  5. SPED654 Adv. Pedagogy Accomplshed SPED
  6. SPED653 Consultation & Collaboration
  7. SPED652 SPED Diversity
  8. WSSD525 Growth, Maturation & Phys Act
  9. ART524 Art Ed Curriculum & Assessment
  10. ART522 Art Educ Theory and Practice
  11. ELPP897 Dissertation Seminar
  12. ELPP891 Research in Edu Ldshp Part 2
  13. ELPP890 Research in Edu Ldshp Part 1
- vii. Graduate New Programs
1. None
- viii. Graduate Program Changes
1. MU Certificate post-ma NRS FNP
  2. Nursing - Family Nurse Practitioner Option
  3. Doctor of Education in Educational Leadership

**VI. Out for campus approval:**

- a. See Course Dog

**VII. APSCUF Updates**

- a. Dr. Robyn Davis (APSCUF)
  - i. Noted that we have a contract agreement in principle and updated faculty on process moving forward.

**VIII. Report of the Student Government Association**

- a. Chase Hoke (SGA)
  - i. Looking for new representatives for SGA
    1. Faculty, please reach out to students that might be interested in SGA and suggest being involved.
  - ii. Considering a new major fair, feedback on what this would look like from a faculty perspective would be helpful.

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

- a. None

**X. Report of the Administrative Officers**

- a. Dr. James Delle (Assoc. Provost)

- i. Administration is reading the contract agreement in principle in anticipation of it being ratified.
  - 1. There is a change in the definition of continuing education that will impact courses that are run through continuing education.
    - a. This will likely change course schedules and pay centers.
    - b. Winter Session agreement will be nullified, scheduling winter session will fall into model of other semesters.
  - 2. No fall classes (in load) at Ware Center at night.
    - a. There is a cost to departments associated with teaching at the Ware Center. It does not belong to academic affairs, so it is a chargeable space. Provost is looking into options for treating this differently.
  - 3. Fall schedule will be adjusted before schedule goes live on 02/24.
- ii. University Catalog
  - 1. Going live in next few weeks.
  - 2. Some unapproved changes may be rolled back.
- b. Dr. Gail Gasparich (Provost)
  - i. None
- c. Alison Hutchinson (Registrar)
  - i. None

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

- a. None

**XII. Reports of the Faculty Senate Standing Committees**

- a. APC, Chair Joe Behun
  - i. Policy Change: Interdisciplinary Programs
    - 1. 1<sup>st</sup> Reading
    - 2. There was a question about consistency with university minor requirements.
  - ii. Policy Change: Graduation Policy
    - 1. Cook/Blazer motion to waive 1<sup>st</sup> meeting/reading rule was approved without dissent.
    - 2. Policy change was approved without dissent.
  - iii. Policy Change: Academic Policy Committee (Bylaws)
    - 1. Held to include with other bylaw changes.
- b. GERC, Chair Jeff Wimer
  - i. Cornerstone SLO GERC Proposal
    - 1. Quantitative Literacy Description/SLO
      - a. MATH Department
        - i. Department is okay with GERC learning outcomes revisions.
        - ii. See the attached MATH memo.
          - 1. Concern of scale of workload to build assessment plan.
      - b. General
        - i. Concern about timeline and having assessment plan in place order to be approved.
        - ii. There was a suggestion of approving but do assessment plan later.

1. This may not consistent with local agreement.
  2. This seems to miss one of the original intents of the new GenEd program.
  3. Idea suggested to approve a delay in assessment plans. Perhaps due by Jan 1 2025.
  - iii. Concern expressed over advising students with unknown GenEd labels.
  - iv. GenEd Coordinator, GERC, and AOAC are working on potential template for assessment plans
    1. Need to have SLO approved to complete these.
  - c. Motion (Robinson/Bowers) to amend GERC SLO proposal to separate SLOs into independent items which will be voted on separately was approved without dissent.
  - d. Motion (Wimer/Robinson) to approve GERC revisions for Quantitative Literacy approved without dissent.
2. FYS Description/SLO
- a. Suggestion was made about reverting to task force SLOs for high impact practices language.
  - b. Motion Szczyrbak/Boyle to revert to original proposals with change of “use at least one” added was approved without dissent.
  - c. Cook/Granruth motion to accept original as revised was approved without dissent.
3. Oral Communication Description/SLO
- a. COMM department explained rationale for suggested changes.
    - i. Motion (Yang/Saunders) to revise description to “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. Motion approved (28 for/1 opposed/0 abstentions)
    - ii. Discussion
      1. There was a question on how to assess comfort.
        - a. Mr. Szczyrbak noted that the change is not in the objectives, but the definitions.
      2. Craven, need for better use of digital communication/visual aids, where do we get student these skills, in COMM seems logical place.
    - iii. Blazer/Granruth motion to approve description/SLO as revised was approved. (28 for/1 opposed/0 abstentions)
    - iv. Craven/Wimer amendment to revise SLO learning outcomes #2 and #3 to include visual language was approved. (26 for/3 opposed/0 abstentions)

1. #2 - Appropriately research, analyze, organize and synthesize a variety of reliable source materials into *effective oral and visual* presentations.
2. #3 - Demonstrate ethical responsibility and cultural sensitivity towards audiences by adapting oral presentation delivery and *visual* messages.
- v. Robinson/Craven motion to approve oral communication SLOs and Description was approved without dissent.
4. Introductory Writing Description/SLO
  - a. ENWL presented a revised version to simplify outcomes.
  - b. Motion (Baldy/Craven) to amend Intro Writing SLO as circulated. Motion approved with 1 abstention.
    - i. *SLOs*
      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.*
  - c. Motion (Granruth/Blazer) to approve Intro Writing GERC definition with revised SLOs was approved with 1 abstention.
- c. GCPRC, Chair Tiffany Wright
  - i. Policy Change: Professional Core for M.Ed. Degree Program
    1. 1<sup>st</sup> Reading

**XIII. Reports of the Faculty Senate, Convened Committees, Area or Special Committees**

- a. None

**XIV. Faculty Senate Elections**

- a. Frost/Hartman motion to close all nominations and approve all unopposed seats was approved without dissent.
- b. Leadership Elections Results
  - i. Dr. Aileen Hower, Chairperson
  - ii. Dr. Antonia Cardwell, Secretary
  - iii. Dr. Shaun Cook, Chairperson Pro-Tempore

**XV. New Business**

- a. General Education
  - i. It was noted that the following need to be discussed.

1. Allowing major based FYS?
2. Do we give allowance/extension for assessment plans?
3. Still need to clarify roles of curriculum committees such as UCPRC.
4. Training for FYS?

Meeting adjourned at 6:05pm via a Robinson/Frost motion that was approved without dissent.

Respectfully Submitted,  
Ethan Frost  
Faculty Senate Secretary

## MEETING SUMMARY – 02/06/2024

### Minutes Approved

- 11/21/2023

### Policies Approved

- Academic Policy: Graduation

### Undergraduate Course Changes Approved

1. ERCH225 Foundations of Reading
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8. WRIT343 Rhet of Marg Communities
9. WRIT273 Writing and Gaming

### Undergraduate New Programs Approved

1. Rhetoric and Digital Writing Certificate

### Graduate New Courses Approved

1. NURS536 Trans. to APRN Practice
2. NURS535 Clinical Mgmt Vulnerable Pop
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4. ELPP855 Leadership Equity & Inclusion
5. ELPP854 Leadership Instruction & Learn
6. ELPP853 Governance
7. ELPP852 Resource Leadership
8. ELPP851 Advanced Level Leadership
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### Graduate Course Changes Approved

1. EDUC565 Lang/Litrcy Interv:Clin Prctcm
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9. ART524 Art Ed Curriculum & Assessment
10. ART522 Art Educ Theory and Practice
11. ELPP897 Dissertation Seminar
12. ELPP891 Research in Edu Ldshp Part 2
13. ELPP890 Research in Edu Ldshp Part 1

#### Graduate Program Changes Approved

1. MU Certificate post-ma NRS FNP
2. Nursing - Family Nurse Practitioner Option
3. Doctor of Education in Educational Leadership

#### General Education - Cornerstone Descriptions and SLOs Approved

##### **Quantitative Literacy**

**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.

##### **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**

**Definition:** First-Year Seminar (FYS) courses are designed to support students' successful transition to university life. These courses use at least one high-impact educational practices 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.

##### **Outcomes**

By the end of the Cornerstone Seminar, students 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**

**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.

### **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**

**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.

### **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.

## **Senate Leadership Election Results**

- Dr. Aileen Hower, Chairperson
- Dr. Antonia Cardwell, Secretary
- Dr. Shaun Cook, Chairperson Pro-Tempore



**Effective:** October 1997

## **Academic Policy GRADUATION**

Approved: October 1997

Reviewed: June 1, 2007 Deans'  
Council, Faculty Senate

Revised: February 2, 2024 Faculty  
Senate

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The University confers degrees four times annually – at the conclusion of the fall semester, winter term, spring semester, and summer term.

Formal commencement exercises are held in December and May of each year. Participation in the December ceremony is limited to undergraduate degree candidates who will complete their degree requirements in the fall or winter sessions, and graduate degree candidates who will complete their degree requirements in the summer or fall sessions. Participation in the May ceremony is limited to undergraduate degree candidates who will complete their degree requirements in the spring or summer sessions, and graduate degree candidates who will complete their degree requirements in the spring semester.

Students must initiate an application for graduation to be considered a candidate for graduation. Applications are available on the Commencement website. The deadline to submit graduation applications is published on the fall and spring semester calendars on the Registrar's Office website. Undergraduate degree applications must be signed by the academic adviser and the department chairperson. Graduate degree applications must be signed by the candidate's program adviser and graduate program coordinator.

STATEMENT FROM THE MATHEMATICS DEPARTMENT:

"The Mathematics Department would like to raise a concern which is currently unique to the Mathematics Department, but we foresee expanding to many other departments as we proceed with the implementation of the Gateway program. In order to take advantage of an expedited review process, courses that the department intends to carry the QL label must necessarily be approved during the Spring 2024 semester. That said, given the breadth of mathematics courses required by different majors across the university, and the differing levels of mathematical competency of incoming students which requires that we allow for multiple entry points, the department has determined that a minimum of 12 courses will need to be approved to carry the QL label. Moreover, a minimum of 4-5 distinct assessment plans will need to be created due to that fact that we cannot and should not be interpreting and assessing the given learning outcomes in an identical fashion, in courses as diverse as Calculus, Statistics, survey courses for non-science majors, and mathematics for elementary school teachers. The Mathematics Department is currently navigating its five-year review process. Regardless of when assessment templates become available, the feasibility of completing quality assessment plans for the courses by the end of April is unrealistic."

Dr. Antonia E. Cardwell (she/hers)  
Associate Professor, Department of Mathematics

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