Millersville University
Faculty Senate - Meeting Minutes
02/20/2024

The meeting was called to order at 4:05p.m. All departments were in attendance except for Academic Advisement and Student Development (AASD), Accounting and Finance (ACFN), Criminology, Sociology, Anthropology (CSAN), and Library (LIBR).

Also in attendance: Dr. Gail Gasparich (Provost), Dr. Rachel Finley-Bowman (Assoc. Provost), Alison Hutchinson (Registrar), Dr. Robyn Davis (APSCUF), Dr. Tiffany Wright (GCPRC), Dr. Carol Runge (Inst. Assess. and Planning)

I.   **Welcome and Introductions**
II. **Minutes of the Faculty Senate**
   a. Minutes from the 02/06/2024 meeting were approved as revised via a Granruth/Cardwell motion without dissent.
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. March 19th
         2. April 2nd, 16th
         3. June 4th
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. ESCI266 Environmental Oceanography
      iii. Undergraduate New Programs
         1. None
      iv. Undergraduate Program Changes
         1. Data Science
      v. Graduate New Courses
         1. None
      vi. Graduate Course Changes
         1. None
      vii. Graduate New Programs
         1. None
      viii. Graduate Program Changes
         1. None
VI. **Out for campus approval:**
   a. See Course Dog attachment.
VII. **APSCUF Updates**
   a. Dr. Robyn Davis (APSCUF)
      i. APSCUF is still working CBA language.

  ii. What is the Gateway Scholars Program and who is developing the curriculum for it?
    1. It is program for students that have potential but may need extra help.
    2. There are cohorts in some classes.
    3. It is replacing pre-scholars, but there is no summer program, just one week early in the fall semester.
    4. There is more intense success coaching.
    5. Students will be tagged in the system, so chairs identify these students.
    6. FYEX, ENGL cohorts, other courses just assigned as regular freshman.
    7. What is significant of Gateway term? And is this potentially confusing with the Gateway model?

VIII. Report of the Student Government Association
 a. Student Government Rep. (SGA)
  i. None

IX. Report of the Graduate Student Association
 a. None

X. Report of the Administrative Officers
 a. Dr. Rachel Finley-Bowman (Assoc. Provost)
  i. EPPIC Values Proposal – Institutional Learning Outcomes
    1. EPPIC Values was a logical starting point.
    2. Input from Task Force Members and Campus Survey
    3. Revision of EPPIC Values
      a. More actionable outcomes
    4. Outcome will be throughout the entire university and can be referenced by administration.
    5. Dr. Finley-Bowman thanked the contributing workgroups.
 b. Dr. Gail Gasparich (Provost)
  i. Course Dog has been programmed for the new cornerstone courses.
  ii. AOAC has assessment plan that will hopefully integrate into Course Dog.
 c. Alison Hutchinson (Registrar)
  i. Look for TAP #s coming out soon.
  ii. Updating Degree Audit with GenEd changes as decisions are made.
  iii. UNIV103 will be FYEX100 in new GenEd model.

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 Revision: Academic Program: Undergraduate Studies INTERDISCIPLINARY PROGRAMS
    1. Amendment to minor section Craven/XXXX, approved without dissent.
    2. Motion (Craven/Yang) to approve policy as amended approved without dissent.
 b. General Education, Coordinator Dr. Kim McCollum-Clark
  i. General Education Timeline Draft (see attachment for proposed timeline)
    1. Potential approved cornerstones courses and assessment plans this semester.
    2. Review of potential timeline for other cornerstones into CourseDog without assessment plans.

   3. Only 1 FYEX proposal?
    a. Each proposal may have to be approved?
   4. Discussion on timelines, workload, expectations, etc.
   5. Transfers with 3+ semester will be exempt from FYEX.
  ii. Point of Order: Senate does not have the ability to change the course approval process.
   1. Meet and Discuss would need to change the course approval process.
    a. AOAC needs to be involved with assessment plans for courses to be approved. Courses can't be approved without assessment plans.
  iii. Revised GenEd Website
   1. For Faculty/Students
  iv. FYEX Cohorts Discussion
   1. See GERC Recommendations and previous minutes.
   2. See Task/Force recommendations.
   3. Motion (Blazer/Cook) for to allow departments chairs to automatically enroll their declared majors in FYEX courses taught by their faculty if desired.
    a. Discussion
     i. Functional prioritization of majors/courses
     ii. What about choice for students?
     iii. Will potentially create tiers of students based on course/department that can be offered.
    b. Vote Tabled
 c. GERC, Chair Jeff Wimer
  i. Cornerstone Descriptions/SLO
   1. Investigations in Scientific Reasoning (1st Reading)
    a. From GERC
     i. The lab component was integrated into this SLO/Description
     ii. Revised natural science description.
     iii. Unanimous vote GERC.
    b. General Feedback
     i. Change 2 hours to 2 credits labs, or change to contact hours
     ii. Changed to contact hours.
 d. GCPRC, Tiffany Wright (Chair)
  i. Policy Revision: Graduate Studies Professional Core for M.Ed. Degree Programs
   1. Approved without dissent.
 e. UCPRC, Aileen Hower (Chair)
  i. Will need a new chair. Please contact Dr. Hower or senate leadership if interested or there are any questions.

XIII. **Reports of the Faculty Senate, Convened Committees, Area or Special Committees**
 a. None
XIV. **Faculty Senate Elections**
 a. None
XV. **New Business**
 a. None

Meeting adjourned at 5:48pm via a Klosinka/Yang motion that was approved without dissent.

Respectfully Submitted,
Dr. Ethan Frost
Faculty Senate Secretary

MEETING SUMMARY – 02/20/2023

Minutes Approved
- 02/06/2024

Undergraduate Course Changes Approved
1. ESCI266 Environmental Oceanography

Undergraduate Program Changes Approved
1. Data Science

Policies Changes Approved
- Policy Revisions:
  - Academic Program: Undergraduate Studies INTERDISCIPLINARY PROGRAMS Area Curriculum Policy
  - Academic Program: Graduate Studies Graduate Studies Professional Core for M.Ed. Degree Programs

	Spring 2024	Fall 2024	Spring 2025
UCAPC/Senate	◌ Cornerstone descriptions and SLOs approved, 2/6 ◌ Gateway descriptions and SLOs, approve by April	◌ AOAC oversees addition and evaluation of Assessment maps by end of semester. ◌ UCPRC and AOAC finalize in-process Gateway proposals with simultaneous review	◌ AOAC supports data collection for Gateway SLOs for first time.
Cornerstone courses (FYEX, IW, OC) MATH's multiple QL courses may follow Gateway model (below)	▢ Submit to CourseDog March 1, based on approved SLOs, assessment template from AOAC ▢ UCPRC approval process as usual ▢ FYEX learning community begins ▢ FYEX syllabus draft due to Gen Ed Coordinator by June Senate meeting	▢ Cornerstone--FYEX, IW (ENGL 110), OC (COMM 100)--classes begin collecting Gen Ed Data ▢ FYEX learning community supports instructors during re-boot	▢ Continue as expected. ▢ Small number of FYEX courses in spring will allow for evaluation of Gen Ed SLOs ▢ FYEX 100 community continues—planning meetings for Fall 2025

Gateway SLOs and Descriptions	• Approve in GERC, Feb/March • Approve in UCAPC, first readings February/March; second reading April • UCPRC receives Gateway proposals if put into Course Dog by June Senate meeting. These are considered "in process" and can be added to Fall 2024 schedule • Department chairs will indicate which courses they expect to be awarded new label in advance of proposals to their Deans in advance of proposal in June Senate meeting • Registrar's office will populate these in Banner and new degree audit structures.	• "Gateway" classes may be run with the new labels IF courses were submitted and are in process of review by June 2024 • Assessment plans will be added and approved by the end of Fall 2024. Failure to include assessment plan in Fall 2024 will result in rejection of course proposal for Spring 2025 • Registrar's Office will make final updates	• Gateway course instructors will begin collecting Gen Ed data from approved assessments in Spring 2025.
Keystone and Capstone SLOs and Descriptions	• Draft SLO and Descriptions presented to GERC by April	• Faculty Open Forums and Written Survey Opportunities re: Keystone and Capstone offered • GERC and UCAPC approvals by December 2024	

		Registrar's Office will populate those in Banner and in new student degree audits and make final updates	
Faculty and Advisor Support	▫ Official documents shared with Academic Advisors to understanding of Gateway and its development and to support Fall Advisement beginnings ▫ FYEX faculty are invited to a series of luncheons to support their redesign of new FYEX classes ▫ New Gen Ed website for faculty is being created by April a) to share news, and b) to house resources, documents, samples, etc.	▫ GERC, AOAC, and Gen Ed coordinator will develop professional development materials, samples, and workshops with the Assessment plan Template and process in advance of Assessment Plan deadline in Fall.	
APSCUF/Administration actions	▫ Meet and Discuss agreement is extended to approve expedited approval process. ▫ Initial Review of Governance manuals and other university policies to highlight needs for revision to conform with new Gen Ed requirements	▫ The agreement expires at the end of fall 2024 semester. ▫ Revision of Governance and other policy documents	
Communication to incoming students	▫ Updates on coming of Gateway and sessions at Admitted Students Day (March and April)	▫ Orientation sessions on Gateway in virtual summer sessions and August events)	

	Information about registering for FYEX 100 (working with Registrar on Workflow) New Gen Ed Website for Students (April 2024) as GenEd information home	Information on GenEd curriculum in FYEX classes	

Effective: Spring 1994

Academic Program: Graduate Studies
PROFESSIONAL CORE for M.Ed. DEGREE PROGRAMS

Master of Education degree programs are designed to enable the student to become highly skilled as a professional scholar-practitioner in education and related fields. Each M.Ed. curriculum includes a component in the respective subject matter (e.g., art, elementary education, English, etc.) and a required common set of courses in the principles involved in teaching and learning. The Professional Core (9 credits; 3 courses) is intended to develop skills and tools for making sound educational decisions. Thus, core courses should be scheduled early in a student's program.

Professional Core Requirements Three courses (9 total credits) are required.

1. Research Core Requirement
   EDFN 601 Methods of Research (3 credits)

Required to take 2 courses from two of the following three Core Option areas.

2. Psychological Core	3. Social Foundations Core	4. Specialty Area Core
PSYC 540 Applied Behavioral Analysis in an MTSS (3 credits)	EDFN 511 Comparative Education (3 credits)	ACTE 630: Current Technology for Online Teaching (3 credits) -OR- EDTE 690: Integrative Learning Using Experiential Strategies (3 credits)
PSYC 526 Advanced Adolescent Psychology (3 credits)	EDFN 590 Social Foundations of Education (3 credits)	EDSU 701 Administrative Supervision (3 credits) OR EDLD 610 Leadership Theory & Organizational Behavior (3 credits)
EDFN 545 Advanced Educational Psychology (3 credits)	EDFN 603 Philosophy of Education (3 credits)	EDUC 563 Linguistic and Cultural Diversity in Class (3 credits)

PSYC 625 Human Growth and Development (3 credits)	EDFN 604 Education and Public Policy (3 credits)	PSYC 537 - Ethics and Professional Practice (3 credits) OR PSYC 625: Ethics and Law in the School Setting (3 credits)

*MEd students are encouraged to work with their advisors to plan the most appropriate program of study. Alternative courses will be considered, but only with prior approval by your program's Graduate Coordinator.

Effective: October 1997

Academic Program: Undergraduate Studies
INTERDISCIPLINARY PROGRAMS

Approved: October 1997
Revised: November 1, 2004, Deans' Council
September 21, 2004, Faculty Senate
February 2024, Deans' Council, Faculty Senate

This policy establishes a framework for interdisciplinary programs, including minimum course requirements and organizational structure. The rationale for these programs is to provide students with interdisciplinary perspectives that cannot be provided by one department.

DEFINITIONS

Interdisciplinary Major and Interdisciplinary Minor: A major and a minor which integrate the knowledge, perspectives, and methodologies of more than one discipline to form a specific academic focus in a recognized or innovative discipline not currently offered by existing academic departments (e.g., American studies, international studies, gender studies).

Interdisciplinary Course: A course that crosses disciplinary boundaries and develops integrated knowledge by reflecting the knowledge, perspectives, and methodologies of multiple disciplines.

Faculty Teaching in the Program: Faculty identified by the coordinator in consultation with the curriculum committee who offer courses in the program.

FACULTY SELECTION

Teaching interdisciplinary courses requires instructors who are well-versed in the methodologies and perspectives of multiple disciplines. These educators will possess the following qualifications and attributes:

1. **Expertise in Multiple Disciplines:** Instructors will have a strong understanding of the disciplines that are integrated into the course. This can come from formal education, research experience, or professional practice in the relevant fields.
2. **Collaborative Approach:** Often, interdisciplinary courses are co-taught by faculty members from different departments. This requires a collaborative

mindset and the ability to work effectively with colleagues from diverse academic backgrounds.

3. **Pedagogical Flexibility:** Educators will be capable of employing a variety of teaching methods to accommodate different types of content and approaches. They will be adept at facilitating discussions that bridge various disciplinary perspectives.

4. **Commitment to Lifelong Learning:** Because interdisciplinary fields can evolve rapidly, instructors will be committed to continually updating their knowledge and staying abreast of developments in the relevant disciplines.

5. **Ability to Foster Critical Thinking:** Instructors will encourage students to think critically and creatively, helping them to draw connections between different fields and apply this integrated knowledge to complex problems.

POLICY AND IMPLEMENTATION

Interdisciplinary Major Course requirements for an interdisciplinary major will follow any current University policies regarding requirements for a major.

An interdisciplinary major will require a minimum of 30 credits of coursework.

1. A minimum of six (6) credits of interdisciplinary coursework, focused on the integrated discipline represented in the major an introductory course and a 300-400 level capstone experience/course)

2. A minimum of (15) additional credits in one discipline or clearly defined, interdisciplinary course of study, with at least nine (9) credits or more at the 300-400 level.

3. A minimum of six (6) additional credits from other disciplines or clearly defined, themed-elective grouping with at least three (3) credits at the 300-400 level.

4. Three (3) credits will come from interdisciplinary coursework or from a related discipline.

Interdisciplinary Minor An interdisciplinary minor will require a minimum of 18 credits of coursework.

1. A minimum of six (6) credits of interdisciplinary coursework, focused on the integrated discipline represented in the minor (an introductory course and a 300-400 level capstone experience/course).

2. A minimum of nine (9) additional credits from at least two (2) disciplines, with at least six (6) credits above the 100 level.

3. Three (3) credits at the 3-400 level will come from either interdisciplinary coursework or courses in related disciplines.

Course Scheduling
Interdisciplinary courses will either fulfill general education requirements and/or be cross listed with courses in the teaching faculty member's home department.

ORGANIZATION

Interdisciplinary programs will be housed within a college under the auspices of a dean. The curriculum committee of an interdisciplinary program will select, with the approval of the college dean, where the program will be housed.

Interdisciplinary Curriculum Committee

A committee composed of the director of the interdisciplinary program, faculty teaching within the program, and students (if desired) in the program, will be organized in a way that best serves the interests of the program. The coordinator will conduct an election within the program's teaching faculty for committee seats immediately after their election. The committee's leadership will be determined by the committee.

Coordinator of Interdisciplinary Program

In compliance with the existing CBA policy, each interdisciplinary curriculum committee will determine the selection process for the program coordinator, including approval by the Provost.

The coordinator of an interdisciplinary program will have a three-year term commencing with the terms of triennially elected department chairs. Each coordinator will report to the Dean of the college in which the program is housed. Coordinators will have responsibilities equivalent to the department chair in administering the interdisciplinary program.

Coordinators will also:

1. Communicate the needs of the program to the appropriate college Deans.

2. Collaborate with appropriate college Deans on matters relating to staffing, scheduling of classes, budgeting, and faculty selection process.

3. Serve as the primary adviser for students in the program.

4. Guide systematic program review on the required five-year cycle.

5. Maintain a list of courses offered in the program and faculty teaching those courses.

Council of Interdisciplinary Coordinators

The Provost will appoint each coordinator to the Council of Interdisciplinary Coordinators (CIC) in their appointment letter and meet with the CIC in each fall to elect a chair. The elected CIC Chair will schedule a council meeting at least once each academic year.

The Council will coordinate the efforts of the interdisciplinary programs and will choose Faculty Senator(s) from faculty teaching within the program. The senator(s) will serve in the CIC if they are not serving as coordinator. An alternate senator will be selected from one of the coordinators. One (1) senator will be elected for every five (5) programs with a minimum of one (1) elected senator (i.e., 10-14 programs = 2 senators, 15-19 programs = 3 senators).

The Council of Interdisciplinary Coordinators (CIC) will:

1. Strategize enhancements to existing interdisciplinary programs.

2. Review and evaluate proposals for new interdisciplinary programs and the interdisciplinary courses within them.

3. Initiate recommendations for changes in academic regulations and policies or

related matters affecting interdisciplinary programs and forward these to the Academic Policies Committee.

Note: The policy on interdisciplinary programs replaces prior policy on interdepartmental major programs as adopted in 2004.