Millersville University Faculty Senate - Meeting Minutes 11/21/2023

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Memorandum

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Policies and Procedures

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GERC report

Cornerstone courses

Introductory Wri ng Oral Communica on Quan ta ve Literacy

Highlighted text = edit

1. First-Year Seminar

Taskforce recommenda on

The

Year Seminar (FYS) courses are designed to support students' successful transi on to university life. These courses use high impact educa onal prac ces to develop and foster skills that will lead to success in college, career, and personal life. Each seminar focuses on a di erent topic/theme of strong interest to faculty and students.

By the end of the Cornerstone Seminar, students will be able to:

- Demonstrate autonomy and competence in planning for personal and academic goals.
- 2. Iden fy resources and prac ce strategies to support personal and academic success.
- 3. Develop e ec ve communica on, cri cal thinking skills and disposi ons, and informa on literacy skills to explore academic content.
- 4. Recognize the value of diverse perspec ves as a cizen of the university community.

GERC revision

Definition Year Seminar (FYS) courses are designed to support students' successful transition to university life. These courses use impactful educational practices (for example, service learning, collaborative projects, learning communities, introspective activities, discovery, investigation, writing, information literacy, and other methods) to develop and foster methods that will lead to success in college, career, and personal life. Each seminar focuses on a di erent topic/theme of strong interest to faculty and students.

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,

- 2 Appropriately research, analyze, organize and synthesize a variety of reliable source materials into oral presentations.
- 3. Demonstrate ethical responsibility and cultural sensitivity towards audiences by adapting oral presentation delivery and messages.
- 4. Utilize critical thinking and evaluative skills to assess the appropriateness and effectiveness of presentational strategies.
- 5. Manage public speaking anxie es to deliver e ec ve and engaging oral presenta ons.

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Taskforce recommenda on

Defini on uan ta ve Literacy courses u lize mathema cs to formulate and/or arithme c equa ons and interpret numerical data. Theselizaurisests De e

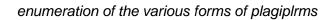
- 2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- 3. judgments and draw appropriate conclusions based on the quantitative analysis of data and/or mathematical models of phenomena or processes, while recognizing the limits of this analysis.
- 4. Make and evaluate important assumptions in estimation, modeling, and data
- 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.

Effective: August 2008

Student Policy ACADEMIC HONESTY POLICY

Approved: April 1, 2008, Faculty Senate, Deans' Council Revised: August 7, 2019, Deans' Counc.9 (o)-316w.0 Td[C)-1

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Student Policy: Academic Honesty Policy

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- grade in a grade book, on a test, or another assignment.
- 6. Changing, altering, or being an accessory to changing and/or altering a grade in a grade book, on a test or assignment on a "Change of Grade" form, or other official academic University record which relates to grades.
- 7. Entering a building, office, computer, or network for the purpose of obtaining an unadministered test or assignment.
- 8. Continuing to work on an exam or assignment after the specified allotted time has elapsed.
- 9. Completing an assignment or taking a test or course for someone else or permitting someone else to do the same in their place.
- 10. Giving or receiving unauthorized aid in a take-home exam, online exam, or other assignment.
- 11. Submitting work for a class that was already submitted for another class, when unauthorized, or allowing another student to submit or copy from previously submitted class work.

Actions which may be taken for violations of the Academic Honesty Policy.

When a faculty member suspects that a violation of the academic honesty policy has occurred, they will meet with students to:
or

Student Policy: Academic Honesty Policy

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Effective: January 2017

Faculty Senate AREA CURRICULUM COMMITTEES

Approved: February 7, 2017,

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and vote on proposals under consideration by the committee.

Functions

- Review all proposed new curriculum and curricular changes within their academic area. Communicate with their department about proposals of potential interest. Provide proposers with related recommendations that enhance development of quality academic offerings. Request additional review by UCPRC for proposals with flagged concerns. Provide approval recommendations to the Faculty Senate.
- Undertake interdepartmental communication and interaction among departments most likely to have overlapping curricular interests. Consider assignment of General Education designations related to the appropriate academic area. G1: Arts and Humanities ACC; G2: Science and Technology ACC; G3: Social Sciences ACC.

Document History

Developed fall 2016

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