

**Millersville University
Faculty Senate Minutes
March 18, 2003**

The meeting was called to order at 4:12 pm. All academic departments were present except the Counseling & Human Development Department.

I. Approval of Minutes

The minutes of the March 4, 2003, Faculty Senate meeting were approved as amended (see below).

XI. Discussion of a Referendum on SSHE Policies

A B. Dorman/M. Rosenthal motion passed which allowed the Faculty Senate to discuss holding a campus-wide faculty referendum on SSHE policies. This discussion will continue at a future Faculty Senate meeting. Discussion centered on the questions to be included in the referendum and the mechanism for conducting the referendum.

The following item was altered to indicate that the rule determining the order of agenda items was suspended and that a special order was passed to place the Bremer proposal on the agenda before the Proposed Courses and Programs agenda item.

XII. New Business

A proposal written by F. Bremer was introduced for placement on the agenda of the March 18, 2003 meeting. The proposal suggests a procedure for approval of courses requesting G1, G2 or G3 labels while originating in departments outside the traditional departments whose courses receive those labels {See Attachment #1}.

A T. Kevorkian/S. Luek motion to suspend normal Faculty Senate rules relating to the agenda for the next Faculty Senate meeting passed. A T. Kevorkian/S. Luek motion for a Special Order allowing consideration of the F. Bremer proposal dealing with the procedure for obtaining a G1, G2 or G3 course label passed. The Special Order motion specified that the Bremer proposal will be considered before the Proposed Courses and Programs agenda item.

II. Report of the Faculty Senate Chairperson

Faculty Senate Chairperson J. Piperberg urged all faculty to attend the graduation ceremony in May.

III. Report of the Student Senate President

Student Senate President B. Danz reported that Student Senate had participated in fund raising activities during the spring semester and also mentioned the upcoming faculty vs. students basketball game. SSHE advocacy efforts are also underway.

IV. Report of the Graduate Student Organization - No report.

V. Report of the Administrative Officers

Provost F. McNairy discussed the University's budget for the 2003-04 fiscal year and clarified the estimated budget shortfall due to the state's budget problems. The Governor's current budget proposal calls for 5% less than that requested by SSHE, which would translate into a \$3 million shortfall for Millersville. She also pointed out that guidelines for the 120 credit hour mandate originally stated that exceptions to this mandate would only be for a short term.

Associate Provost C. Phillips asked that each department review the accuracy of credit requirements for each degree program offered by that department. She mentioned that only 6 out of 128 degree programs offered at Millersville were applying for exceptions. She also pointed out that winter session class registration would begin earlier than in past years, and that the bookstore would be asking faculty to order books earlier for both the winter and spring sessions.

VI. Reports of the Faculty Senate Standing Committees

UCPRC Chairperson R. Wismer introduced two course proposals: ENGL 452, to add G1 designation, and the Mathematics BSE program, to delete EDFN 330 from its program requirements. He also introduced a proposal to allow students with 90 or fewer completed credit hours and who are in degree programs that have been modified to comply with the 120-credit hour mandate to choose between the previous degree program requirements and the modified degree program requirements {See Attachment #2}.

A R. Wismer/J. Fenwick motion passed which reversed the earlier proposal (December 3, 2002 meeting) to delay approval of the four Chemistry degree options introduced in December until May 2003. Passage of the motion allowed the proposed changes in the Chemistry degree options to be considered at the present meeting (March 18, 2003).

A R. Wismer/B. Dorman motion passed which amended the proposal for the Environmental Chemistry degree option in the Chemistry Department to include **A**competency equivalent to Biology 100@ as part of the requirements for the degree program {See Attachment #3}.

A R. Wismer/E. Blazer motion passed which amended the proposal for the Biochemistry degree option in the Chemistry Department to include **A** competency equivalent to Biology 100[@] as part of the requirements of the degree program and also changed wording from **A** choose one additional course from the Required Related list[@] to **A** choose two courses from the Required Related list^{Y..@}. {See Attachment #3}

VII. Report of the Faculty Senate Special Committees

K. Schreiber, chair of the ad hoc Honor Code Committee, mentioned that the Committee would be forwarding its recommendations to the Faculty Senate soon.

VIII. Discussion of Proposal to Send Course Proposals Requesting G1, G2 and G3 Designations to the Appropriate School Curriculum Committee (G1 courses to the Humanities, G3 to the Social Sciences Curriculum Committee and G2 Designation Requests to the School of Sciences and Mathematics Curriculum Committee)

A C. Heintzelman/T. Kevorkian motion, which allowed the Faculty Senate to discuss the F. Bremer proposal dealing with the G1, G2, and G3 approval process {See Attachment #1}, passed.

A B. Stengel/B. Dorman motion specifying that the proposal would not apply to courses already approved by UCPRC passed.

A B. Dorman/B. Stengel motion to postpone a vote on the proposal until the April 1 meeting passed. F. Bremer, who wrote the proposal, stated that prior to the April 1, 2003, meeting he would rework the proposal to reflect major concerns raised during the discussion

IX. Proposed Courses & Programs

Faculty Senate approved the following course and program proposals:

- (1) CHANGES IN COURSES/CURRICULA
B. S. in Biology **B** Optometry
Reduction in credits transferred from Pennsylvania College of Optometry from 24 credits to 23 credits. Desired effective date **B** Fall 2003. Done to meet the 120-credit mandate.
- (2) CHANGES IN COURSES/CURRICULA
B. S. in Biology **B** Environmental Biology
Change Biology electives from 6 **B** 7 credits to 5 **B** 6 credits. Desired effective date **B** Fall 2003. Done to meet the 120-credit mandate.

- (3) CHANGES IN COURSES/CURRICULA
B. S. Nursing
Change in the total of lower division nursing credits awarded upon admission to Millersville University to 28, an addition of one credit to bring the total number of credits up to 120 credits instead of 119, which was attained when the G4 requirement was deleted. Desired effective date **B** Fall 2003.
- (4) CHANGES IN COURSES/CURRICULA
B. S. in Chemistry - changes in electives to comply with the 120-credit hour graduation requirement. Change Chemistry electives from 8 **B** 10 to 8 credits. Decrease the credit requirements in the Physics, Mathematics and/or Computer Science electives from 6 **B** 8 credits to 4 credits. Change Physics to any course numbered 233 or higher, except for Perspectives (P) courses. Desired effective date **B** Fall 2003
- (5) CHANGES IN COURSES/CURRICULA
B. S. in Chemistry **B** Biochemistry - changes in electives to comply with the 120-credit hour graduation requirement. Reduce requirements in Chemistry Electives from 4 to 2 credits, reduce Required Related biology section from 13 - 14 to 10 **B** 11 credits by changing the second section from "Select two~~Y~~." To "Select one additional~~Y~~." Desired effective date **B** Fall 2003.
Amended in Faculty Senate - Competency equivalent to BIOL 100 to be added to the requirements for the option. Also under Required Related, the wording should be returned to "Select two additional courses from the following" from "Select one additional course from the following". {See Attachment #3}
- (6) CHANGES IN COURSES/CURRICULA
B. S. in Chemistry **B** Environmental Chemistry - changes in electives to comply with the 120-credit hour graduation requirement. Change Chemistry Electives from 3 **B** 4 credits, delete 7 required Biology credits from the Required Related block, change electives requirement to a minimum of 9 s. h. by changing the second section to "Select 3 courses from the following (min. 9 credits). Delete BIOL 211 and 221. Desired effective date **B** Fall 2003.
Amended in Faculty Senate - Competency equivalent to BIOL 100 to be added to the requirements for the option. {See Attachment #3}
- (7) CHANGES IN COURSES/CURRICULA
B. S. in Chemistry **B** Polymer Chemistry - changes in electives to comply with the 120-credit hour graduation requirement. Increase Chemistry and related electives from 7 to 8 credits. Desired effective date **B** Fall 2003.

The following proposed course changes were postponed indefinitely on the passage of a B. Stengel/A. Borger-Greco motion.

EDFN 211 **B** Foundations of Modern Education, 3 credits. Existing Non-Gen Ed course requesting a G3 label. Desired effective date **B** Fall 2003. This G3 classification goes out of effect the September following the report from the General Education Task Force or September 2005, whichever comes earlier.

EDFN 241 **B** Psychological Foundations of Teaching, 3 credits. Existing Non-Gen Ed course requesting a G3 label. Desired effective date **B** fall 2003. This G3 classification goes out of effect the September following the report from the General Education Task Force or September 2005, whichever comes earlier.

The meeting was adjourned at 5:47 pm.

Respectfully Submitted,

Paul Studdard
Senate Secretary

Action Summary

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Attachment #1

To: Faculty Senate

From: Dr. Francis J. Bremer
Chair, History Department

Date: 3 March 2003

Re: Proposed Policy

The below has initiated from discussions within the School of Humanities and Social Science and represents the opinions of all departments therein.

Proposed Policy:

All courses that are proposed to have G1 credit must be reviewed and reported on by the Humanities Sub-Committee of the School of Humanities and Social Sciences Curriculum Committee. All courses that are proposed to have G2 credit must be reviewed and reported on by the Curriculum Committee of the School of Mathematics and Science. All courses that are proposed to have G3 credit must be reviewed and reported on by the Social Sciences Sub-Committee of the School of Humanities and Social Sciences Curriculum Committee.

Rationale:

The distribution requirements of the university program of General Education were established to separate professional education from general education and to expose students not only to content dealt with in different academic areas of knowledge but also to the different methodologies used by artists, humanists, mathematicians, scientists, and social scientists. To guarantee that these objectives are accomplished proposals should be reviewed by individuals who have professional training in the three areas of knowledge.

Reasons for Proposing this at the current time:

Last year the Senate voted for a course in the ITEC department (OSEH 120) to count as a G3 course without that proposal having been reviewed by the Social Sciences Curriculum Committee or any of the departments identified as social sciences. Though the Governance Manual (GM =67, p 77) states that proposals **A**which reflect interrelationships among two or more disciplines@ require consultation between the proposing department and the departments of all other relevant disciplines, it was determined that no written policy specifically required consideration of proposed G3 courses by the Social Sciences Curriculum Committee. That decision threatens to become a precedent that would seriously erode the General Education curriculum.

Of course it is possible for courses to meet Gen Ed objectives regardless of the originating departments. But there needs to be a procedure that guarantees that the proposed course will meet those Gen Ed objectives. The humanities, arts, social sciences, mathematics, and natural sciences all feature unique ways of understanding the world and the human condition and the purpose of the G1, G2, and G3 requirements (and the further distribution requirements within each block) is to expose our students to these different methodologies and perspectives. It is imperative that we guarantee that courses approved for these blocks not only cover material that we usually associate with particular disciplinary groupings, but that they approach that material in a way that reflects the unique disciplinary methodologies associated with the G1, G2 or G3 block. The way to insure this is to have the proposals evaluated by the faculty with professional training in that field of knowledge. Just as we rely on departmental faculty to determine whether a proposed course meets the knowledge and methodological standards to be taught in that department, so we should allow the humanists to determine if a proposed course adequately meets the criteria for a G1 course, the mathematicians and scientists to speak to whether a course meets the criteria for a G2 course, and the social scientists to judge if a course meets the criteria for G3.

This is not a matter of selfishly defending turf, it is a matter of allowing those with the appropriate credentials to advise us in making decisions. It is why we don't ask artists to evaluate candidates for jobs in the Biology Department, nor mathematicians to judge candidates for the History faculty. We must maintain proper procedures to provide students with the exposure to broad areas of knowledge that General Education is all about.

I have used the phrase **A**maintain proper procedures@ because from the inauguration of the current Gen Ed system until last year, all G1 courses were evaluated by the Humanities Curriculum Committee, all G2 courses were evaluated by the Science and Mathematics Curriculum Committee, and all G3 courses were evaluated by the Social Sciences Curriculum Committee. This was an *unwritten rule*, presumably because it was so obvious no one believed it needed to be spelled out. Now, some individuals seeking to have professional courses designated for Gen Ed credit have used the absence of an explicit written statement to claim the right to bypass the school curriculum committees. To rectify this it is necessary to adopt a policy that all proposed G1 courses be approved by the Humanities sub-committee of the School of Humanities and Social Sciences Curriculum Committee, all proposed G2 courses be approved by the Mathematics and Science Curriculum Committee, and all proposed G3 courses be approved by the Social Sciences sub-committee of the School of Humanities and Social Sciences Curriculum Committee. Such a policy will guarantee not only that courses such as EDFN 211 and EDFN 241 will have to be reviewed by the Social Sciences Curriculum Sub-Committee **B** where they might very well be recommended as such -- in order to carry G3 credit. It will also mean that if the History Department introduces a course on the History of Science it would not be able to be designated a G2 course without the consent of the Mathematics and Science Curriculum Committee. It will

mean that if the Economics Department wishes to classify its Statistics course as carrying G2 credit that too could not be done without the consideration of the Mathematics and Science Curriculum Committee. It will mean that if the History Department wishes to categorize a course on the Renaissance as a G1 course that would not be possible without the consideration of the Humanities Curriculum Subcommittee.

This is necessary to guarantee the integrity of the Gen Ed system. Despite debating points that have been made by some, it never has been and never will be a system for merely feathering departmental nests. Because of my familiarity with my own school, let me illustrate this by reference to the G3 clock. Over the years Psychology courses considered appropriate for G3 were approved for that designation by the Social Sciences Curriculum Committee. Many courses in the Social Sciences departments were *not* proposed for nor granted G3 credit despite the fact that doing so would benefit the enrollments in the departments concerned. Applied History courses are not G3 despite having much historical content; Hi 105: Introduction to the Craft of History is not a G3 course; most Social Work courses are not G3 though students are exposed to many of the elements of Sociology; only two Business courses count for G3 despite the fact that most of the department's curriculum has meaning for the social science of Economics. And the reason behind these decisions has been that the courses excluded were considered to be primarily professional in their orientation. There is a fundamental line that has always existed between professional education and general education and the effect of these recent developments is to blur that line in a way that will harm our students.

This is not to say that the UCPRC and the Senate do not have to also consider the practical considerations attendant on such proposals. When it is suggested that the hundreds of Secondary Ed majors be able to count what has traditionally been referred to as the **A Sophomore Block** of their **A Professional Core** as G3 General Ed this does have implications for the enrollment and resources of Social Sciences departments whose staffing and class schedules have been designed in large measure to serve the General Ed needs of all students. This does need to be a consideration if and when such a proposal reaches the UCPRC and the Senate *after going through a proper approval process that involves input from the appropriate school/disciplinary curriculum committees*. The purpose of this appeal is to direct your attention to the need to officially reassert the procedures established by traditional practice and now under attack.

Attachment #2

DATE: December 11, 2002

TO: Dr. Robert Wismer, Chairperson
UCPRC

FROM: 120 Credit Committee

SUBJECT: Implementation of the 120-Credit Requirement with Currently Enrolled Students

The 120 Credit Committee has conducted an analysis of the implications of providing an opportunity for current students to evaluate newly revised curricula in fulfillment of the System's 120-credit requirement and to determine whether they wish to remain in their current program or elect the new curriculum. The following recommendation for faculty consideration is proposed.

Recommendation:

All students enrolled through Spring Semester 2003 with earned credits up to 90 will be permitted to elect whether to remain in their current curriculum or transfer to the new curriculum. Phasing in the elimination of the G4 elective will occur with, and only with, the election of the new curriculum.

Rationale:

Students, in consultation with their advisors, should be given maximum flexibility to choose their educational path at Millersville, so all currently-enrolled freshman, sophomore and junior students should be afforded the opportunity to select their curriculum of choice in the major.

Senior students, those with 90 or more credits, have progressed so far in their educational program that a change of curriculum should not be warranted. However, exception to graduation requirements should be used to facilitate the graduation of these students so they are not unduly disadvantaged. This can be implemented using existing procedures.

For students who choose to complete their current major requirements, the current general education requirements must also be met. This means the G4 elective will continue to be required, as is consistent with University policy that students complete the general education program under which they were enrolled. These students are not changing their enrollment status. For students who are changing their enrollment status to meet new major requirements, it is consistent to simultaneously change the general education requirements to reflect this change in program.

Timeline

Students should be informed early in Spring Semester that this opportunity exists and that, once the new guidelines for majors are adopted, what-if audits will be developed to permit them to view the curricular implications for either retaining or changing their major curriculum. This change should be implemented prior to some date in the fall (a specific date to be determined) in preparation for Spring Registration. The Registrar and Academic Information Officer will be charged with the responsibility for developing the logistical operational plan for implementation.

NOTE: Regarding elimination of the G4 elective, faculty and students are reminded that the general education program requirements, in place at the time of a student's admission to the University, continue to be in effect for all students remaining in a current major. Only current students electing to transfer into a program with modified requirements, effective Fall 2003, or newly admitted students in Fall 2003 will have a 51 credit general education program.

Attachment #3

TO: Faculty Senate
From: Robert K. Wismer, Chemistry Department Senator
Date: 18 March 2003
RE: 120-credit Chemistry curricula

In department meeting on Tuesday 11 March 2003, the Chemistry Department faculty unanimously requested that Faculty Senate take the following actions regarding the four chemistry curricula that have been presented to Senate and on which final action has been postponed.

1. The B.S in Chemistry curriculum be considered for passage.
2. The B.S. in Chemistry **B** Polymer Chemistry curriculum be considered for passage.
3. The B.S. in Chemistry **B** Environmental Chemistry curriculum be amended to include "Competency equivalent to Biology 100", and then be considered for passage.
4. The B.S. in Chemistry **B** Biochemistry curriculum be amended (1) to include "Competency equivalent to Biology 100" and (2) under Required Related, the wording be returned to "Select two additional courses from the following" from "Select one additional course from the following", and then be considered for passage.

If the amendments fail, the department would like to withdraw the proposals that revise the last two curricula (3 & 4), and have those 120-credit revision proposals returned to the department for further consideration.