

**Millersville University
Faculty Senate Minutes
May 6, 2003**

The meeting was called to order at 4:11pm. All academic departments were represented.

I. Approval of Minutes

The Faculty Senate Minutes of the April 15 meeting were approved as distributed.

II. Announcements of the Faculty Senate Chairperson

1. Committee chairs were reminded to send to the Chairperson electronic versions of their annual reports. He also suggested that they send them directly to Marjorie Warmkessel, who would then add them to the Website.
2. The Chairperson announced that he has received a number of reports about elections for department senators whose terms will expire this year. The elections should be held by May 31.
3. The June meeting will be on June 10 at 3 pm in STB 210.
4. The Chairperson announced that he plans to have a committee roster showing committee vacancies for the Fall 2003 semester at the June meeting. He will also check on people who will not be able to run for certain seats because of our term limit rules. He noted that one vital committee would need a replacement chair--UCPRC. Bob Wismer has served his allotted two terms and cannot run for another term. The Chairperson noted that B. Wismer has done a great job, especially this year under difficult circumstances and a significant amount of time pressure, and he thanked him for the work he has done with UCPRC. The Chairperson urged Senators to consider taking over UCPRC next fall.
5. The Chairperson announced that he presented the framed resolution, which was passed at the April 15 Faculty Senate meeting, to President Caputo last week.
6. President Caputo presented the framed resolution and thanked the Faculty Senate both for passing the resolution and for the framing.

III. International Studies Recommendation by the Academic Policies Committee

The Government and Political Affairs Department presented their response to discussions at the April 15, 2003 meeting. {See Attachment #1}

Faculty Senate passed three motions stemming from the Academic Policies Committee International Studies Report. Additions to the original recommendations are in **boldface**;

portions of the original recommendations that have been stricken are shown with a ~~striketrough~~. The motions appear below:

The three recommendations were voted on separately:

1. Faculty Senate directed the chair of the Academic Policies Committee to convene a joint meeting of all-curricular bodies and groups that are involved in interdisciplinary studies. These shall include:

International Studies Curriculum Committee

International Selection Committee

African American Studies Curriculum Committee

Women=s Studies Curriculum Committee

Planners of Latino Studies Minor

Planners of the B.S.Ed. Citizenship

Planners of an Interdisciplinary Major

Gerontology and Environmental Sciences programs and any other such programs at the University (added by amendment at Faculty Senate B amendment on April 15, 2003

The purpose of this meeting is to charge the groups to frame interdisciplinary studies policy that meets the University=s current needs and is flexible enough to accommodate future needs. This policy shall frame the following:

structure and composition of the curriculum committee

the curricular approval process

the process for recommending/ selecting a curriculum coordinator/
director

the carrying out of administrative functions

the structure for an interdisciplinary major or minor

other areas needing definition

Each group shall submit its final written report to the Academic Policies Committee by Thanksgiving Break (November 25, 2003). The Academic Policies Committee shall propose Interdisciplinary Studies policies by the first Faculty Senate meeting in March 2004.

2. In the interim, the deans of each academic unit hold elections to fill vacant seats on the International Studies Curriculum Committee.
3. The original APC recommendation below was replaced by a substitute B. Dorman/B. Stengel motion. The substitute motion appears below the original motion:

~~The International Studies Curriculum Committee solicit nominations for the position of Coordinator of the International Studies Curriculum Committee, review all applications, and recommend one or more candidates for the president=s or designee=s consideration for interim appointment.~~

Faculty Senate recommends to the Administration of the University that Robert Bookmiller should serve as International Studies Curriculum Coordinator until the beginning of the Fall 2004 term.

IV. Report of the Student Senate President - No Report.

V. Report of the Graduate Student Organization - No Report.

VI. Report of the Administrative Officers

Provost F. McNairy expressed appreciation to the departments that modified their curricula based on the 120-credit maximum mandate and to the committees that coordinated these actions. She announced that the University would be submitting a proposal requesting permanent exceptions for some programs, mostly certain B. S. E. curricula. She also urged faculty to attend Commencement on May 17.

Associate Provost C. Phillips echoed Provost McNairy=s appreciation for the departments and committees involved with curriculum changes due to the 120-credit mandate. She also mentioned that letters were to be sent to faculty that will explain the options for students' degree programs in light of the curriculum changes.

Inese Wheeler and Chip Kirchner reported that the Human Subjects Research Committee will be changing policies and procedures in order to bring the University into compliance with federal regulations regarding human subjects.

VII. Reports of Standing Committees

UCPRC Chair R. Wismer announced that he would send copies of the proposals that are approved at the May 12, 2003 UCPRC meeting to all senators before the June 10, 2003 meeting. The list of proposals that were approved by UCPRC and presented at today's Senate meeting are listed below:

EDFN 330 Instructional Technology, Design, and Assessment - Change of title, catalog description, content.

HUMN 391 Topics in the Humanities - New G1, W course

120CR BA Chemistry Cooperative Engineering - Reduce BS Engineering credits awarded from 25 to 19

120CR BSEd Biology - Add BIOL 375 (Biometry), reduce BIOL electives by 3 credits; total is 129 credits

120CR BS Biology Respiratory Therapy - Drop 26 credits from degree. Add Clinical II coursework (26 cr) as requirement for certification.

PSYC 462 Psychology and Creativity in Art, Music, & the Written Word - New Perspectives course

ENGL Film/Literature minor - new minor

ENGL Film/Literature option - new option

120CR BS Geology - Delete ESCI 325, revise ESCI 326 to 4 credits, require ESCI 423, make ESCI 422 elective

120CR BS Biological Oceanography - Move BIOL 375 Biometry from required to recommended

120CR BS Chemical Oceanography - Move CHEM 375 Environmental Chem. from required to recommended

120CR BS Geological Oceanography - Remove ESCI 325 & 485; add ESCI 366 Ocean Resources

120CR BS Physical Oceanography - Move MATH 467 Partial Diff.Eqns. from required to recommended

120CR ESCI 326 Sedimentation - Incorporate content from Stratigraphy (and delete ESCI 325) and increase to 4 credits

J. Fenwick, reporting for the General Education Review Committee, mentioned that the committee has reorganized parts of the Governance Manual to remove old language and to update materials therein. He also announced that the proposed Diversity Requirement has been postponed indefinitely at the request of the Commission on Cultural Diversity. He mentioned the need for each school to provide specific definitions/criteria for courses to be considered General Education courses within each of the blocks.

Reporting for GCPRC, R. Mowery introduced NURS 799 as well as an experimental course policy for graduate studies to provide for a maximum of one per department per year.

VIII. Reports of Special Committees

Reporting for the Honor Code Committee, K. Schreiber announced that their proposal would be presented in the Fall.

Fred Foster-Clark presented a report of the General Education Task Force and presented a draft of guiding principles that the task force had agreed upon. {See Attachment #2}

IX. Proposed Courses and Programs

- (1) **CHANGE IN COURSES/CURRICULA - 120 Credit Proposal**
Removal of SPED 326 (Teaching Reading and Communication Skills with Mild and Moderate Disabilities) from the Advanced Professional Studies (APS) status. This will allow Special Education majors to more easily avoid being stalled in the curriculum since they will not have to meet APS criteria before taking it. The Department also intends to offer this course less often, only once per year, which would stall students in their program if they could not register for the course the single time it is offered during the year. Desired effective date **B** Fall 2003.
- (2) **CHANGE IN COURSES/CURRICULA - 120 Credit Proposal**
Removal of SPED 327 (Teaching Inquiry Skills to Students with Mild and Moderate Disabilities) from the Advanced Professional Studies (APS) status. This will allow Special Education majors to more easily avoid being stalled in the curriculum since they will not have to meet APS criteria before taking it. The Department also intends to offer this course less often, only once per year, which would stall students in their program if they could not register for the course the single time it is offered during the year. Desired effective date **B** Fall 2003.
- (3) **CHANGE IN COURSES/CURRICULA - 120 Credit Proposal**
Amendment of criteria for admission to the Special Education major from other departments (including undecided students). Admission will now be allowed upon completion of 15 credit hours at Millersville University with a QPA of 2.75 or above, qualifying scores for Pennsylvania on the PRAXIS I PPST tests, a passing score on the Basic Skills Test (BST) administered by the Department of Mathematics, a successful interview, and approval of the chairperson of the Special Education Department. This change will also enable students to reach the 3.0 QPA by the time they are taking their junior courses. Desired effective date **B** Fall 2003.
- (4) **CHANGE IN COURSES/CURRICULA - 120 Credit Proposal**
Drop Math 314 (Math for Handicap) from the Required Related block of the Special Education Curriculum and add MATH 105 (Fundamentals of Math II) to the Special Education Required Related block. Item (3) is an amendment to Item (4). The amendment (Item (3)) was passed first and then the amended Item (4) was passed. Desired effective date **B** Fall 2003.

- (5) **CHANGE IN COURSES/CURRICULA - 120 Credit Proposal**
 ESCI 444 **B** Mesoscale Meteorology
 Change the course's name to Meso- and Storm-Scale Meteorology and raise it from 3 credits to 4 credits, adding the content of the former ESCI 345 (Storm and Cloud Dynamics). Desired effective date **B** Fall 2003.
- (6) **CHANGE IN COURSES/CURRICULA - 120 Credit Proposal**
 ESCI 347 **B** Satellite Meteorology. Change in prerequisites for the course, removing ESCI 380 (Remote Sensing) from the prerequisites and adding ESCI 340 (Physical Meteorology). Desired effective date **B** Fall 2003.
- (7) **CHANGE IN COURSES/CURRICULA - 120 Credit Proposal**
 ESCI 449 **B** Radar Meteorology. Change in prerequisites for the course, removing ESCI 380 (Remote Sensing) from the prerequisites and adding ESCI 340 (Physical Meteorology). Desired effective date **B** Fall 2003.
- (8) **CHANGE IN COURSES/CURRICULA - 120 Credit Proposal**
 Change in B. S. in Meteorology to:
 Move ESCI 380 (Remote Sensing) from the list of required courses to list of electives.
 Remove ESCI 345 (Storm and Cloud Dynamics) from the list of approved electives.
 Reflect the name change of ESCI 444 from Mesoscale Meteorology to Meso- and Storm-Scale Meteorology and reflect the increase in credit hours. Desired effective date **B** Fall 2003.
- (9) **CHANGE IN COURSES/CURRICULA - 120 Credit Proposal**
 Change in the BSE in Chemistry. Change in the Required Related requirements from 29 to 22 credits by dropping BIOL 100 and ESCI 221 or ESCI 261. Stipulate "Demonstrate competence equivalent to BIOL 100 in Required Related block. Desired effective date **B** Fall 2003
- (10) **CHANGE IN COURSES/CURRICULA - 120 Credit Proposal**
 Changes in the B. A. and B. S. E. in Foreign Languages. New assessment and graduation requirements including 120 credit adjustments.
- Require B. A. Foreign Language majors to take one Humanities course as part of the curriculum after raising the Required Related courses from 2 to 3 courses. The third Required Related course would be a Humanities class (chosen from the twelve humanities classes currently offered by the department).
- Allow one of the three required second language courses (currently designated with a G1 label) in the B. S. E. **B** Foreign Language (French, German and Spanish) be counted as a General Education (G1) course. This double counting of courses was not previously allowed in these options.
- All B. A. and B. S. E. students will take ENGL 220 (Introduction to Language Study) and will not have the option of choosing some other English course as a required related course.

All B. A. and B. S. E. students must take one civilization course among the four electives in the major.

Certification students, specifically those seeking second/post-baccalaureate certification, will be required to maintain a B average in their coursework at Millersville.

Beginning in Fall 2003, post-baccalaureate certification students will be asked to take the senior SOPI examination, the culture test and submit a modified portfolio, in place of the MLA exam.

Effective Fall 2003.

X. Faculty Emeritus - None.

XI. Election of Senate Secretary - Postponed until the June meeting.

XII. Educator of the Year Award

S. Yalda introduced the proposal and asked for input from departments. {See Attachment #3} A brief discussion followed.

The meeting was adjourned at 5:50 pm.

Respectfully Submitted,

Paul Studdard
Faculty Senate Secretary

Action Summary

International Studies Recommendation by the Academic Policies Committee

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 - International Selection Committee
 - African American Studies Curriculum Committee
 - Women=s Studies Curriculum Committee
 - Planners of Latino Studies Minor
 - Planners of the B.S.Ed. Citizenship
 - Planners of an Interdisciplinary Major
 - Gerontology and Environmental Sciences programs and any other such programs at the University (added by amendment at Faculty Senate B amendment on April 15, 2003).**

The purpose of this meeting is to charge the groups to frame interdisciplinary studies policy that meets the University=s current needs and is flexible enough to accommodate future needs. This policy shall frame the following:

- structure and composition of the curriculum committee
- the curricular approval process
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- other areas needing definition

Each group shall submit its final written report to the Academic Policies Committee by Thanksgiving Break (November 25, 2003). The Academic Policies Committee shall propose Interdisciplinary Studies policies by the first Faculty Senate meeting in March 2004.

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3. The original APC recommendation below was replaced by a substitute B. Dorman/B. Stengel motion. The substitute motion appears below the original motion:

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Effective Fall 2003.

Attachment #1

To: Faculty Senate

From: Department of Government and Political Affairs

Re: Academic Policy Committee Recommendations Related to International Studies Program

Date: 5 May 2003

Having reviewed Academic Policy Committee's International Studies report of 9 April 2003, we offer the following in response:

Recommendation 1: The Department of Government and Political Affairs concurs with APC's legal finding that the Governance Manual is contradictory related to MU's interdisciplinary/interdepartmental programs. It therefore welcomes APC's recommendation that MU's interdisciplinary and interdepartmental programs meet to explore the variety of administrative and committee support structures available to each program and to amend the Governance Manual accordingly.

In a department centered university governance structure, Government and Political Affairs believes that the model of a single department coordination/advisement structure paired with interdepartmental curricular control should be considered a strongly viable alternative. Single department housing of an interdepartmental program is not new to MU. Gerontology, with seven contributing departments, is administratively housed in Social Work, with the Social Work Chair also serving as the Gerontology program coordinator. During the 2002-2003 academic year, while International Studies was administratively housed within the GOVT department (a national model), the program grew from 59 INTL majors and minors to 76. The program collaborated with Women's Studies and French to organize major campus visits, worked with contributing INTL faculty to distribute special library funding and initiated a proposal that the INTL major's Required Related section be changed so that Foreign Language could grant minors to all INTL majors. The Government Department therefore believes that interdepartmental/interdisciplinary programs with single department administration cannot only exist but they can grow.

Recommendation 2: The Government Department also welcomes the immediate reconstitution of Faculty Senate's International Studies Curriculum Committee. In fact, in February 2003, the Department requested that such action be taken so that important program initiatives could be considered.

The Department asks that APC consider, as part of its broader review, that the committee structure be brought into line with the Governance Manual, which states "a committee composed of one representative elected by each of the participating departments shall develop and implement the major." (GM, Section 2 Undergraduate Academic Programs, Interdepartmental Majors). This membership formula was also a major recommendation of the last external program review for International Studies conducted in 1999.

Recommendation 3: Regarding the appointment of a new Coordinator for the International Studies Program, the Government Department urges that for the sake of program stability and continuity in student support for 76 INTL majors and minors, that the current International Studies Coordinator's term be renewed through the end of the Spring 2004 term. This term will cover the span of APC's consideration of Governance Manual issues related to interdepartmental/interdisciplinary programs as well as Faculty Senate's consideration of APC's recommendations.

Task Force Report to GERC/Faculty Senate

April 29, 2003

Faculty Senate created the General Education Task Force in November 2002, and members were elected December 2002 (see attached listing of members). It held its first meeting shortly after the start of the spring 2003 semester. It met six times during February – April. At its first meeting the Task Force elected Fred Foster-Clark, the current Coordinator Of General Education, as chairperson for an unspecified term.

Each Task Force member had received during Winter break a binder with background materials, including a set of four reports issued by the American Association of Colleges and Universities (AAC&U). The first meeting oriented members to the mandate of the Task Force and its origins as an outgrowth of MU's experience and efforts at the Asheville Institute for General Education in June 2002. We then began a consideration of some of the AAC&U materials which members found quite helpful. Subsequently, the group considered the mission and purpose statements contained in the current Governance Manual in an effort to isolate those principles that should continue to guide any efforts to improve the Gen Ed program.

While a diversity of views about the purposes and present configuration of General Education were offered in many of these early meetings, by the fourth meeting some consensus began to develop on some of the basic ideas that should guide the continuing work of the Task Force. It was also felt that dialogue should begin more broadly among faculty, staff, students, and any other MU constituents about the very ideas and principles we had been discussing. It was felt that these general governing principles should be disseminated, digested, and debated, particularly among the faculty who hold primary responsibility for the design and approval of curricula.

At the final regular meeting of the Task Force this spring (April 22) and subsequent to it as well, Task Force members continued to work on more concrete representations of what a curriculum revised in line with these principles might look like. Work of this type will continue throughout the next semester and will be continually informed by the ongoing discussion and debate about the principles that govern our work. In fact, as more specific components of a draft proposal become sufficiently refined by the work of the Task Force, these possible components will be shared widely among the faculty. We view this continuing dialogue to be necessary to the eventual success of any proposed changes to the curriculum. It is only through the full and open discussion of possible ideas, along with educating ourselves about trends and practices in higher education, that we will develop the buy-in necessary for reaching the goal of enhancing General Education at Millersville.

What appears in the remainder of this document is a statement of some of the principles that we propose to guide the enhancement process. While they represent a seeming consensus of most members to the principles implied, some members have different views about the details or priority of various items. However, they are intended to spark dialogue and debate and not to reflect a specific or fully endorsed proposal. The Task Force will hold a half-day meeting during pre-session to further consider specific strategies for disseminating our ideas, gathering feedback, and starting conversations broadly among the faculty about the meaning and purposes

of Gen Ed and what might be done to better fulfill them.

Gen Ed Task Force – Draft Statement of Principles

April 29, 2003

The Governance Manual statements about Gen Ed (Sections I – III as attached) seem to point to assumptions about Gen Ed that still do (and should continue to) apply to our Gen Ed program (e.g., “broad, liberal course of instruction in the major areas of knowledge”, “reason logically”, “communicate . . . intelligently”). The descriptors given in current language seem to miss the mark chiefly in the following ways:

- The “interrelatedness”, “integrated educational experience”, etc., in short the idea of coherence, seems well articulated in the philosophy of Gen Ed but is in short supply in practice. We’ve agreed that this is an area that should be addressed in any revised program.
- The “foundational” notion that Gen Ed requirements should mostly be done early should be revised to make sure there is more vertical integration to the Gen Ed program.
- The “cultural pluralism” and “global perspectives” are not now sufficiently or systematically addressed in our current curriculum.

The following points also represent some issues that may help to frame our discussions about changes to the Gen Ed program.

1. The Fundamental Skills portion of the current Gen Ed Objectives represents the foundational skills (e.g., writing, speaking, listening, quantitative reasoning, critical thinking, information literacy) that every student needs to successfully complete their MU degree. Early experience within the Gen Ed program and the major should develop and expand beginning competencies in these areas. Upper level courses in both Gen Ed and the major should refine these competencies and offer a venue for their assessment. We recognize that many of these foundational skills are part of the K-12 experience of many students. MU should be flexible in granting appropriate credit to students upon entry when they have the requisite skills (e.g., through AP and CLEP tests).
2. First-year programming for all students should include a learning communities (LC) component during both semesters of the first year. This component will involve at least two regular courses linked along with a Freshman Seminar. One of the LCs may include a course in the major. It is expected that one or both of the Engl110/Comm100 will be part of a LC.
3. Rising juniors (having earned approximately 60 credits) will also participate in an LC linked to their Advanced Writing course. This may involve either a Gen Ed or major-related course. This would represent the first LC experience for incoming community college transfers and would allow mid-program assessment opportunities.
4. Gen Ed requirements will be reduced to a minimum of 48/51 credits, including 3 credits

of seminars connected to the LCs. LC seminars offered by Departments for their majors will count in Gen Ed providing they include certain specified Gen Ed foundational skills along with assessment opportunities.

5. An integrative Capstone experience will be required of all graduating seniors. It should provide a vehicle for reflective integration of the total package of a student's undergraduate work and for end-of-program assessment of learning outcomes in both Gen Ed and the major.
6. Students will continue to have broad exposure to various disciplines by taking 3 or 4 courses in each of the following areas: Humanities and Fine Arts; Natural Sciences and Mathematics; and Social Sciences. A total of 11 courses (33 credits) will be required of all students in these three areas of study. A serious reduction in the overall number of different courses that students may take in these areas will be sought so that students have a more common grounding in the liberal arts and so that the courses are more explicitly targeted to fulfilling Gen Ed needs. This might be accomplished by being more prescriptive with a subset of these courses (something of a "modified core") and offering more freedom of choice with other courses

GEN ED TASK FORCE MEMBERS

ED04	John Ward, Educational Foundations
SO04	Behnam Nakhai, Business Administration
SC04	Dottie Blum, Math
HU04	Barb Bensus, Art
NO04	Paul Studdard, Library
AT04	Michele White, Developmental Studies (Director of Academic Advising)
AT04	John Dooley, Physics
AA04	Carol Phillips, Associate Provost for Academic Programs and Services
SA04	Phil Riordan, Director of Housing & Residential Programs
SS04	Nikki Miller, student
SS04	Shelly Luff, student
GE04	Fred Foster-Clark, Psychology, Coordinator of General Education

DRAFT

Millersville University Educator of the Year Award

The award to be given annually to four faculty members (one from each school and one non-school) in recognition of sustained outstanding teaching and mentoring of the undergraduate and graduate students at Millersville University.

Award Details:

1. Faculty members can receive this award no more frequently than once every ten years.
2. There will be no monetary reward associated with this award.
3. The award will consist of a plaque along with the faculty member's picture displayed in a common area, and a plaque given to the faculty member.
4. The award will be presented annually at the May commencement ceremony (or during a separate ceremony with press coverage. The award can be publicized on television through programs such as Channel 8's Learning Matters.
5. The recipient would be asked to share expertise and knowledge with other faculty members (e.g., maybe a special session at the Scholarship Social or a special session through the Center for Academic Excellence, participation at the New Faculty Orientation).
6. A call for nominations would be sent to the university community through E-mail and campus mail. Departments will be involved in announcing the call for nominations to their students and faculty members.

Eligibility for the Award:

All full-time regular tenured faculties are eligible for this award.

Award Selection Committee:

The selection committee will consist of two to three alumni and two to three faculty emeriti. Either an alumni or a faculty emeritus will chair the committee. One of the award recipients will chair the committee the following year.

Selection Criteria:

The Award Selection Committee will make their selections based on the materials provided by the nominators (supporting letter), other materials provided by the nominees and their respective department chairs.

Nominations:

Any member of the university, including faculty, staff, administration, and students, may submit a nomination for this award. The nominations may also come from an individual School Council. The nominees have to be tenured faculty at the university. The nominations will be accepted at the beginning of the Fall semester. The deadline for nominations is **November 1**. All nominations must use the nominations form, and include a supporting letter from the nominator. The letters should specifically address the following:

1. Does the individual involve students directly in the learning process?
2. Does the individual synthesize complex concepts and bodies of knowledge into well-communicated material?
3. Is the individual approachable to students through fostering an environment of personal and professional concern?
4. Does the individual serve as a role model to both students and fellow faculty members at the departmental, and University levels and with the larger communities with which he/she comes into contact in scholarly, personal, and professional efforts?
5. Is the individual committed to what is going on not only within his/her department, but also throughout the University, thereby helping students take advantage of all available opportunities for students?
6. Nominees and their respective department chairs will be notified before the end of the fall semester (so as to allow the nominee ample time to provide supporting materials). The nominee and the respective department chair will be asked at this time to provide supporting materials. The supporting materials can include, but are not limited to, student evaluations, peer reviews of teaching, testimonials from current and former students, and any curricular materials developed by the nominee. The deadline for submission of the supporting materials will be February 20.

Committee's Recommendation:

The selection committee will forward their recommendations to the Faculty Senate by March 15.

Announcement of the Award

The award will be announced at the May commencement ceremony or a separate ceremony?