

Faculty Senate Minutes April 17, 2007

The meeting was called to order at 4:10 p.m. All departments were in attendance.

I. Minutes of previous meetings

The minutes of the April 3, 2007 meeting of the Faculty Senate were approved as corrected.

II. Report of the Faculty Senate Chairperson

Chairperson Börger-Greco first opened the floor to President McNairy to share her comments regarding the tragedy at Virginia Tech yesterday. Dr. McNairy noted that the administration is reviewing our own emergency plans and procedures in light of that situation. She stated that, although we cannot foresee every possibility, we must do our best to be prepared to deal with anything that might happen on our campus. Dr. McNairy indicated that she would also be meeting with Student Senate to reassure them that plans are in place to keep our campus safe. She announced that there will be a memorial service in the SMC on Wednesday at 5 p.m. led by campus ministers and that large sheets of paper will be available for anyone to express condolences to our peers at Virginia Tech. Dr. McNairy asked the faculty to stay aware of students and colleagues as we all deal with the stressful end of the semester. She encouraged references to the Counseling Center for anyone displaying unusual behavior. When asked if the emergency protocol is available, Dr. McNairy responded that while specific details are not available, general guidelines should be provided. She indicated that there is an Emergency Coordination Team with representation from different buildings across campus. A comment was made about remembering that the relative risk of something similar happening here is minimal. However, the importance that our community of faculty and students feel safe, knowing that their safety is being considered was recognized. Senator Saunders noted that the Counseling Center is inviting students to SMC 43 on Wednesday to share their personal experiences or responses to the tragedy. It was pointed out that we also need to help students avoid developing panic or excessive concern about their safety. Dr. McNairy also reported that, to her knowledge, all Millersville alumni in graduate school at Virginia Tech are safe.

Chairperson Börger-Greco also extended condolences to the Virginia Tech community on behalf of the Millersville Faculty. She reminded Senate that the APSCUF voting on Wednesday, April 25 will include the General Education proposal and urged all faculty to vote. She also requested that all Senate Committee Chairs submit a report on committee activities for this year by May 31. This should be sent electronically to both Senate Chairperson and Secretary. Committees that appoint a chairperson internally should report their leadership as well. Dr. Börger-Greco encouraged faculty to attend Commencement in regalia on May 12.

A question was raised about the status of voting on the Honor Code proposal. Dr. Börger-Greco noted that this discussion is currently on the table.

III. Report of the Student Senate President

Student Senate President Andrew Moyer reported that Meghan Terenzoni was elected as the new Student Senate President. He reported that the referendum regarding the SMC renovation passed and that the search for the Vice President of Student Affairs is going well. Mr. Moyer also noted the safety of former Student Senate President Kristin Albright who is in graduate school at Virginia Tech.

IV. Report of the Graduate Student Association

None

V. Report of the Administrative Officers

Provost

Provost Prabhu reported that a former student visiting Millersville just last week returned to Virginia Tech over the weekend but is also safe. He noted that the many connections we have with persons in the Virginia Tech community really make this tragedy hit home.

Associate Provost for Academic Administration

Associate Provost Burns reminded Senate of the recent Transfer Articulation legislation requiring that 30 credits be freely transferred among PASSHE schools and Community Colleges in Pennsylvania. He distributed a handout detailing the courses proposed by the Transfer Articulation Oversight Committee and likely equivalencies at Millersville. [see Attachment #1] He noted that he is representing Millersville on the TAOC and also as Chair of the Subcommittee on Math and Sciences. Dr. Burns indicated that PDE requested a list of 10 courses from each subcommittee that might have equivalent courses at all schools. He stated that the proposed equivalent Millersville courses are generally based on credits already being accepted but that he will be meeting individually with department chairs about the proposed courses. He indicated that courses without a direct equivalency at Millersville will likely be transferred using a generic number (ie: 1XX). Dr. Prabhu commented that many schools are approving these courses with little or no faculty input even though it is a curriculum issue that should be addressed by faculty.

A concern was raised about giving only course titles rather than descriptions. Dr. Burns responded that despite the clear importance of this, the TAOC has opted to work only by title. It was noted that the Passport Model used by the Board of Governors for PASSHE is very similar and actually more extensive. Standing articulations under that program are not affected by the Transfer Articulation legislation.

Senator Mata questioned the inclusion of three art classes, noting that some titles are only used in upper-level Millersville courses. Dr. Burns responded that these decisions were handled by each separate subcommittee and again noted the use of generic numbering for non-equivalent courses. He indicated that the next step would be to review the list compiled from all schools. Millersville will still be able to review the list and determine equivalency and file a dispute if needed for specific courses.

VI. Reports of the Faculty Senate Standing Committees

AOAC

Senator White reported that the CAP assessment of scientific reasoning is underway and that departmental responses are needed for the technical assessment information sent out. She also indicated that AOAC would like one or two representatives from each department to attend their upcoming luncheon.

UCPRC

First Readings

(1) NEW UNDERGRADUATE COURSE

ENGL 445: The Short Story: Its History, Development, and Genres, 3 credits, G1.

Proposal to create a course to explore development of the short story genre that counts towards the Genre requirement in the major.

(2) CHANGE IN UNDERGRADUATE CURRICULUM

BA GEOG, Applied option. Proposal to add 4 credits of calculus or pre-calculus to the Required Related courses.

In response to a question of the need for math, it was noted that the Applied Geography option includes applications like Geographic Information Systems (GIS) that require a stronger math background.

(3) CHANGE IN UNDERGRADUATE CURRICULUM

MATH 393: Number Theory. Proposal to change the prerequisite from MATH 322: Linear Algebra to the more appropriate MATH 310: Math Proof.

GCPRC

First Readings

(1) NEW GRADUATE COURSE

ENGL 645: The Short Story: Its History, Development, and Genres, 3 credits. Proposal to create a course to explore development of the short story genre.

VII. Reports of the Faculty Senate Special Committees

None

VIII. Proposed Courses and Programs

(1) CHANGE IN UNDERGRADUATE COURSE

SOCY 302: Social Statistics. Proposal to increase credits/contact hours, change prerequisites and remove General Education designation was approved without dissent.

Senator Smith noted credit changes for SOCY 302 that need to be updated on the appropriate program requirement sheets for the Sociology degree changes proposed.

(2) CHANGE IN UNDERGRADUATE CURRICULUM

SOCY majors/minors. Proposal to change programs to accommodate the revised SOCY 302 course was approved without dissent.

(3) CHANGE IN UNDERGRADUATE CURRICULUM

SOCY minors. Proposal to change program to include previous changes to course renumbering was approved without dissent.

A question was raised about the overlap of the proposed WSSD 452 with the nutrition course offered by Biology. It was noted that students cannot get credit for both courses and that WSSD 452 is not a General Education course.

(4) NEW UNDERGRADUATE COURSE

WSSD 452: Nutrition for Performance Enhancement, 3 credits. Proposal to create a course to review nutritional needs of athletes was approved without dissent.

IX. Faculty Emeritus

None

X. Other/New Business

Senator Anna presented a proposal from ITEC to recognize OSEH and ITEC/EDTE as separate departments for the purpose of counting General Education courses. [see Attachment #2] Currently, an approved G3 OSEH course cannot be used by ITEC/EDTE students to fulfill the G3 requirement even though the programs do not overlap. The ITEC Curriculum Committee, ITEC faculty, Ed School Curriculum Committee, Teacher Ed Council and Curriculum Committee for the G3 block have approved this proposal. UCPRC supported the proposal on a course-by-course basis and recognized the similar situation for SOCY and ANTH but cited opposition to the broad scope of the proposal and the potential for other departments to seek similar divisions among their programs. Since UCPRC failed to approve the proposal on two separate dates, ITEC now brings the proposal to Senate for consideration.

Discussion was held regarding the proposal. Dr. Prabhu indicated that there might be ramifications related to the CBA that APSCUF would need to consider. It was pointed out that many departments could make similar divisions among their programs, but it was stated that this was unlikely. A suggestion was made that the proposal be made for the one specific course. Dr. Anna responded that this was the original proposal but making the broader application had then been recommended. Concerns were expressed about this weakening the intention of Gen Ed to broaden student exposure to diverse fields. A suggestion was made that GERC could review the proposal, but it was further suggested that the issue is really a broader curriculum issue for Senate to resolve. A request was made for electronic copies of the proposal to be made available for senators to get input from their departments.

A request for clarification on the issue of voting on the Honor Code proposal was made. A Blazer/Kevorkian motion to take the Honor Code discussion off the table was approved without dissent. The importance of moving forward on this issue was expressed. It was noted that the expected high turnout for APSCUF voting on April 25 would mostly accomplish the goal of broad faculty participation on this decision. A document was distributed by Dr. Heintzelman regarding the role of Senate within APSCUF. A Blazer/Igyor motion to include the Honor Code proposal in the vote scheduled by APSCUF for April 25 if logistically feasible was made. It was noted that with the mechanism for voting already in place, adding a box for this issue should not be difficult. Concern was expressed about whether this would allow enough time for faculty to be prepared to vote. However, it was pointed out that departments have already seen the proposal and already expected to vote on it in March as originally indicated by Senate. It was also noted that this issue could be considered in the fall since it will not be implemented immediately. A call to question was approved. The Blazer/Igyor motion to include the Honor Code proposal in the vote scheduled by APSCUF for April 25 if logistically feasible was approved by 10 yes, 8 no and 2 abstaining votes.

XI. Adjournment

The meeting was adjourned at 5:55 p.m.

Respectfully Submitted,

Aimee L. Miller
Faculty Senate Secretary

Action Summary:

The minutes of the April 3, 2007 meeting of the Faculty Senate were approved as corrected.

A Blazer/Kevorkian motion to take the Honor Code discussion off the table was approved without dissent.

A call to question was approved. The Blazer/Igyor motion to include the Honor Code proposal in the vote scheduled by APSCUF for April 25 if logistically feasible was approved by 10 yes, 8 no and 2 abstaining votes

Attachment #1

TAOC PROPOSED COURSE TITLES
(Likely MU course equivalencies in **red**)

<u>Mathematics</u>	<u>Natural Sciences</u>	<u>Social & Behavioral Sciences</u>	<u>English Comp</u>	<u>Arts & Humanities</u>
Calculus MATH 161	General Chemistry I CHEM 111	General Psychology PSYC 100	English Comp 1 ENGL 110	Intro to Music MUSI 100
Precalculus MATH 160	Introduction to Astronomy/Exploring the Universe PHYS 117 (for non-majors)	Introduction to Sociology SOCY 101	Public Speaking COMM 100	Intro to Philosophy PHIL 100
Elementary Statistics MATH 130	General Biology I BIOL 100	American National Govt. GOVT 111		Elementary Spanish I SPAN 101
College Algebra MATH 101 – not a general education math course	General Physics I PHYS 231 (with calculus) or PHYS 131 (without calculus)	Educational Psychology EDFN 241		Elementary Spanish II SPAN 102
Foundations of Mathematic MATH 100 – need more information to be certain	Anatomy & Physiology I BIOL 254 – No GenEd credit, only accepted as transfer credit when transferred with A&P II	History of Western Civilization II HIST 102		Painting I- Our first course titles Painting is ART 352 –would likely need to be a generic ART 10X
		Prin of Macroeconomics ECON 101		Elementary French I FREN 101
		Prin of Microeconomics ECON 102		Drawing I- ART 133
		U.S. History I HIST 106		Ethics- No equivalent – would likely need to be a generic PHIL 10X
		U.S. History II No exact match – would need to be a generic HIST 10X		Intro to Art- ART 100
		History of Western Civilization I HIST 101		Intro to Literature (aka Humanities Literature) ENGL 230
		Contemporary Social Problems SOCY 211		German I GERM 101

		Introduction to Anthropology No exact match – would need to be a generic ANTH 10X		Intro to Theatre No exact match – possible THEA 217 - might need to b THEA 10X
		Human Growth & Development No exact match - spanned by 3 courses: PSCY 227, 228, 229.		
		Child Psychology No exact match –closest is PSYC 227 Child & Adolescent		

Attachment #2

Department of Industry & Technology

Proposal to Faculty Senate

Action Requested

Recognize Occupational Safety & Environmental Health (OSEH) and the combination of Industrial Technology (ITEC)/Technology Education (EDTE) as separate departments for counting approved General Education courses. All of these programs are housed in the Department of Industry & Technology.

Proposal Background

The Industry & Technology Curriculum Committee, Industry & Technology faculty, School of Education Curriculum Committee, Teacher Education Council, and the Curriculum Committee for the G3 block have approved the requested action. The Undergraduate Course and Program Review Committee has not approved the action requested by the majority of voting UCPRC members. Neither vote on either May 5, 2006 or April 10, 2007 was a unanimous decision of the UCPRC Committee. The Department is now abiding by the University Governance Policy in presenting this proposal to Faculty Senate for deliberation and action.

Rationale

More than 20 years ago the OSEH program was a part of the Department of Educational Foundations. Consolidations within the University led to the merger of the OSEH degree program into the Department of Industry & Technology. The three degree programs within the department are different in terms of curriculum, outcomes and career paths (see attached comparison chart). The OSEH program prepares graduates for employment as safety and health professionals in a variety of industries, agencies and organizations. EDTE and ITEC share common technology laboratory courses with EDTE preparing certificated K-12 technology education teachers and ITEC preparing graduates for technical management positions.

The OSEH program has a course that has been approved as a G3 elective. EDTE majors cannot take this approved General Education course simply because the degree programs are housed within the same department, even though there is no overlap in curriculum among the OSEH and EDTE/ITEC degree programs. EDTE majors do not complete any OSEH courses as part of their required curriculum. Historically when similar situations have occurred on campus exceptions to the general education policy have been granted. For example, an exception to this policy was granted to the Department of Sociology/ Anthropology in which approved General Education courses for Sociology may be counted in the Anthropology program and vice versa. Similarly, Foreign Language majors can take Humanities approved G1 courses, even though Humanities and Foreign Language are housed within the same Department. ITEC and EDTE majors should have the same opportunity to elect an OSEH General Education course the way that all other undergraduate majors at MU can count such a course. Had the OSEH program remained in the Department of Educational Foundations then the current policy would permit EDTE and ITEC majors to count approved OSEH courses for General Education credit and vice versa.

In conclusion, this proposal is based on the justification that students should be provided an equal opportunity to elect General Education courses regardless of the department in which they are administratively classified or the building in which the courses are housed. Past practice has enabled majors in different programs within the same administrative department to elect approved General Education courses outside of the program major. Additionally, the EDTE/ITEC programs are significantly different than the OSEH program, and approved General Education courses in either EDTE/ITEC or OSEH will broaden the General Education preparation of majors in the other program.

DEPARTMENT OF INDUSTRY & TECHNOLOGY PROGRAM COMPARISON

	Technology Education	Industrial Technology	Occupational Safety & Environmental Health
Prefix	EDTE	ITEC	OSEH
Program Structure	Technology/ Technical: Communication/Information Energy, Power & Transportation Production Bio-related Professional Education	Technology/ Technical: CADD Electronics Construction Manufacturing Graphic Comm Mechanical General Nanofab Mfg Industrial Management: Industrial Organization, Quality, Safety, Management/Supervision	Safety & Environmental Health Science & Math Production Processes/Safety Training Internship
Coordinator	Dr. Len Litowitz	Dr. Barry David	Dr. Daniel Anna
Faculty	Bell, Brusic, Litowitz, McCade, Warner	David, DeLuca, Johnson, Kerekgyarto, LaPorte, Lauderbach, Patel, Snyder, Vahradian, Wright	Anna, Specht, Patton (temporary)
Facilities/Budget	ITEC + General Technology Pedagogy Labs + Professional	Drafting, Electronics, Graphic Communications, Metals, Polymers/Ceramics, Power, Production Labs + Management	Fire, Safety Engineering, Industrial Hygiene, Ergonomics Labs
Student Organization	Technology Education Collegiate Association (TECA)	National Association of Industrial Technology (NAIT) Student Chapter Society of Manufacturing Engineers (SME) Student Chapter Marauder Graphics	American Society of Safety Engineers (ASSE) Student Chapter
Advisory Council	Technology education teachers and supervisors	Company owners, industrial managers, technologists, technicians	Industry and government safety and environmental health managers
Accreditation	National Council on Accreditation of Teacher Educators/International Technology Education Association/Council on Technology Teacher Education Pennsylvania Department of Education	National Association of Industrial Technology	Accreditation Board for Engineering Technology
Career	Technology education teacher Career and technical school teacher Post- secondary technology teacher	Industrial technician Industrial technologist Industrial manager Design/R&D Technical sales Industrial trainer	Safety manager Industrial hygiene technician Loss control consultant Environmental safety specialist
Professional Certification	Certified Technology Education Teacher, K-12	Certified Industrial Technologist	Certified Safety Professional

ACADEMIC PROPOSAL

Millersville University

This cover page must be used for all academic proposals except the proposal of new courses and the labeling of existing courses; it must be attached to all copies of the proposal through all approval stages.

PROGRAMS new change deletion moratorium

Classification of Instructional Program (6-digit CIP) Code: 13.1309 (necessary for new program/option/minor)

Note: All course proposals associated with program additions or changes should be submitted together with this proposal as one package.

Departmental major: _____ Interdepartmental major: _____
 Departmental minor: _____ Interdepartmental minor: _____
 Option: _____ Other: _____

POLICIES FOR MAJORS MINORS new change deletion

Admission to _____ Retention in _____
 Completion of _____

OTHER

Recognize Occupational Safety & Environmental Health and the combination of Industrial Technology and Technology Education as separate departments for counting approved General Education courses. All of these programs are currently in the Department of Industry & Technology.

This change is MINOR MAJOR [For policy on determination of whether a change is major or minor, see *Governance*]

What students may be affected by this change? Technology Education (EDTE), Industrial Technology (ITEC), Occupational Safety and Environmental Health (OSEH) majors.

Proposed implementation date: Spring 2007 If retroactive approval is requested, provide details:

PROPOSER: Dr. Len Litowitz **Dept.:** Industry & Technology **Ext.:** 3888

Approval Log: Note it is the proposer's responsibility after each approval to deliver the proposal to the next committee.

COMMITTEE	CHAIRPERSON	PHONE	DATE RECEIVED	DATE APPROVED	APPROVED
ITEC Curriculum Committee	Sharon A. Brusic <i>Sharon A. Brusic</i>	5548	1-26-06	2-3-06	
ITEC Faculty	Perry R. Gemmill <i>PRGemmill</i>	3319	2-6-06	2-06-06	
School of Education Curriculum Comm.	Yvonne A. Gray-Schlegel <i>Yvonne A. Gray-Schlegel</i>	3397	1/20/06	2/7/06	
Teacher Education Council (if applicable)	Elton D. Peterson <i>Elton D. Peterson</i>	3671	3/06	4-19-06	
Curriculum Committee for G3 block	Walt Gerig <i>Walt Gerig</i>	3556	10/5/06 2/27/07 03-8-07	NOT APPROVED 2/21/07	Approved
<input checked="" type="checkbox"/> UCPRC* <input type="checkbox"/> GCPRC*					
Faculty Senate*					

* — Not required for minor change.

To: Perry Gemmill, Chair, Department of Industry and Technology From: Janet A. White, Chair of Undergraduate Course & Program Review, x3957 Date: 4/13/2007 Re: Rationale for Vote on Academic Proposal (34-06/07), Department of Industry and Technology

On April 10, 2007, UCPRC voted for the second time on the Academic Proposal previously not approved on May 15, 2006. The Academic Proposal asks UCPRC to: “Recognize Occupational Safety & Environmental Health and the combination of Industrial Technology and Technology Education as separate departments for counting approved General Education courses. All of these programs are housed in the Department of Industry and Technology.”

The proposal was not approved either time (5/05/06 and 4/10/07) by the majority of voting UCPRC members. Neither vote, however, was a unanimous decision of the committee.

Some of the reasons provided by members of UCPRC in each split vote follow.

In Favor:

- A reasonably compelling argument was made that EDTE, ITEC, and OSEH really are separate disciplines that exist in an artificial construct of a single department. They have different professional associations, different journals, different foundations (prerequisites for professional courses), and distinct perspectives (educational, scientific/technical, and social, respectively). Combining these disciplines into a single department at Millersville University is administrative and does not reflect the differences in subject matter. The administrative structure in place at MU often has little to do with the disciplinary distinctions that exist in the real world.
- MU already has a precedent for treating multidisciplinary departments as separate departments for Gen Ed purposes (Soc/Anth).

In Opposition:

- The proposal was not course specific and could come back in the form of additional courses being cross-listed. It is not necessary to have the blanket approval in order to have the OSEH exception applied - the proposal should be effectively separate. While it is reasonable on a case-by-case situation to consider the 3 as separate concentrations/departments, it is not reasonable to assume a blanket definition of the 3 as separate departments.

• All future general education courses developed by one of the three “departments” could be taken by students in the other two “departments” for general education credit. Consequently, there is the future possibility of ITEC, OSEH and EDTE majors not leaving Osburn to fulfill their entire G3 requirement.

□. • At the same time, a number of departments could use the same rationale to be administratively split for purposes of General Education:

- a. ○ Virtually all BSE programs
- b. ○ Theater - Communications
- c. ○ GIS - Geography
- d. ○ Meteorology - geology, - marine science, etc.
- e. ○ Each foreign language separate from the others
- f. ○ A case could be made for literally every department on campus with various “options” within the major.

• Therefore, most departments can put forth the same argument. This would weaken the general education experience the students are to have at a liberal arts university and thus makes this proposal a bigger issue than simply “Course and Program Review.”