

**Faculty Senate Minutes**  
**June 26, 2007**

The meeting was called to order at 3:09 p.m. All departments were in attendance except Academic & Student Development, Communications & Theater, Economics, Educational Foundations, English, Industry & Technology, Interdisciplinary Studies, Music, Nursing, Philosophy and Special Education.

I. Minutes of previous meetings

The minutes of the May 1, 2007 meeting of the Faculty Senate were approved as written.

II. Report of the Faculty Senate Chairperson

Chairperson Börger-Greco reported that the Honor Code Proposal was defeated by a vote of 136 Yes of 331 eligible votes. She also reminded senators that elections are to be held at the first Senate meeting in the fall and urged senators to encourage their colleagues to serve. Nominations for any open seats should be submitted to the Senate Secretary for inclusion on the printed ballot. Dr. Börger-Greco invited APSCUF President McLarnon to comment on contract negotiations. Dr. McLarnon noted that there was some guarded optimism for negotiations this week. A question was raised regarding the resignation of the Chancellor, but Dr. McLarnon noted that no reason has been given yet.

A Blazer/Saunders motion to consider emeritus proposals immediately after the report of the Chair was approved without dissent.

III. Faculty Emeritus

A Hendrick/Luek motion that Dr. Patrick Cooney be granted the honorary title of Professor of Physics Emeritus was approved without dissent. [see Attachment #1]

A Lombardi/Mollah motion that Mr. Stanley J. Kabacinski be granted the honorary title of Assistant Professor of Wellness and Sport Sciences Emeritus was approved without dissent. [see Attachment #2]

IV. Report of the Student Senate President

None

V. Report of the Graduate Student Association

None

## VI. Report of the Administrative Officers

### **Associate Provost for Academic Administration**

Associate Provost Burns distributed information regarding a Pilot Project of an Early Warning System. [see Attachment #3] The system is intended to identify students struggling academically at a point where intervention might produce improvement. Three faculty members from each school will be participating in the pilot program. Faculty can fill out an online form that will result in a notice being sent to both the student and his/her advisor. A question was raised about whether students would argue failing a course if they did not receive a notice. Another question asked was whether this places a burden of taking corrective action on advisors and somehow documenting their efforts to follow up with students. Dr. Burns responded that the intentions are to benefit students rather than add responsibilities for faculty. Suggestions were made for the online form to allow advisors to make entries about efforts made to contact students and clarification of advisor responsibilities. Senator West shared that Education has been using a similar system with positive results.

Another concern was about availability of student performance information online. Mr. Redmond noted that only the reporting faculty member, student, advisor and Student Affairs Office would have access to these reports. He also clarified that this program is geared towards early career students and those on academic probation and is similar to but separate from the ACT101/AIM reporting. It was noted that combining all types of student feedback requested from faculty would make the process more manageable.

A comment was made indicating that direct faculty interaction with struggling students is a preferable mechanism. Dr. Burns agreed but indicated that this would provide an alternate mechanism for faculty not comfortable with directly approaching students and would alert students to broader resources, including their advisor.

Another concern expressed was that the proposed reporting during week five of the semester is sometimes too early for faculty to adequately assess problems. Dr. Burns responded that the system would become active in the 5<sup>th</sup> week but could be used after that as well. It was noted that this should be made clear to faculty.

A question was raised about item 8 under implementation, specifying that “advisors determine which of their advisees are in academic jeopardy and contact them.” Concerns were raised about the reliability of making judgments that depend on interpretations of individual faculty and advisors. Dr. Burns stated that since the student also receives the notice, advisors would not carry the burden to take action. It was suggested that the letter sent to students state very clearly that it is their responsibility to seek assistance. A broader question of faculty responsibility for student performance at the college level was mentioned.

Dr. Burns reported that on the Transfer Articulation legislation, noting that the number of courses being requested of each school had been reduced to ten. He indicated that

submission of these is underway and an announcement from the Chancellor's Office will likely be made soon.

Dr. Burns called attention to the information recently distributed by the Theme Committee for next year. He encouraged faculty to make connections with these events as appropriate. A request was made that some additional information be made available on these events to assist faculty in determining their applicability to their courses. Dr. Prabhu noted that related events are soon to be added to the campus events calendar online. He also indicated that a new online ticketing system is to be implemented soon. A question was raised about when books would be distributed to faculty who volunteered to lead fall orientation discussion groups. Dr. Burns noted that Dr. Riordan was heading this effort.

## VII. Reports of the Faculty Senate Standing Committees

### **GCPRC**

The proposal to change membership of GCPRC to specify Graduate Degree Program Coordinators was approved without dissent.

Senator Mowrey reported on the policy supported by Faculty Senate last fall that allows no more than two "C" grades for graduate students. Dr. Mowrey indicated that Deans' Council referred the item back to GCPRC, requesting that the policy not apply to Certification students. GCPRC considered and approved this specification.

### **APC**

The APC proposal adjusting the values that determine classification of academic progress and standing was approved without dissent.

Senator West distributed a proposed policy for the Initial and Recertification Process for "W," "D," "P," and "FYI" Courses needed to implement the new Gen Ed curriculum and requested feedback. [see Attachment #4]

## VIII. Reports of the Faculty Senate Special Committees

### **Ad Hoc Bylaws Committee**

Senator A. Miller reported that updated documents for AOAC, APC and ASC are ready for posting in the new online Governance Manual. She also indicated that the remaining documents need additional review by Senate. Senator Mowrey distributed a proposal for creating a standing Faculty Senate Bylaws Committee to maintain current documentation in the Governance Manual relating to Faculty Senate. [see Attachment #5] She requested feedback and also indicated that elections will be held in the fall if the proposal is approved.

A Mowrey/Mollah motion to note completion of the charge to the Ad Hoc Honor Code Committee, recognize the hard work of Chair Kathy Schreiber and committee members in bringing forward the Honor Code Proposal and dissolve the Ad Hoc Honor Code Committee was approved without dissent. Senator DiBartolomeis reiterated concerns that confusion about the spring voting process impacted faculty input on the Honor Code Proposal.

IX. Proposed Courses and Programs

(1) NEW UNDERGRADUATE COURSE

GEOG 395: Advanced Geographic Information Systems, 4 credits. Proposal to create a course to provide advanced experience with GIS concepts and software was approved without dissent.

The package of course proposals from ITEC were considered collectively. It was noted that it would be helpful to have at least a brief rationale to aid evaluation of minor changes even though it is not required.

(2) CHANGE IN UNDERGRADUATE COURSE

ITEC 281: Processing Metallic Materials. Proposal to revise course description, objectives and outline was approved without dissent.

(3) CHANGE IN UNDERGRADUATE COURSE

ITEC 382(486): Computer Numerical Control (CNC) Machining. Proposal to change the course number from ITEC 486 and to revise course description, objectives and outline was approved without dissent.

(4) NEW UNDERGRADUATE COURSE

ITEC 483: Computer-Aided Manufacturing (CAM), 3 credits. Proposal to create a course investigating the form of automation that creates the link between computer-aided design and automated production systems was approved without dissent.

(5) CHANGE IN UNDERGRADUATE COURSE

ITEC 485: Advanced Manufacturing Systems. Proposal to revise course description, objectives and outline was approved without dissent.

(6) CHANGE IN UNDERGRADUATE CURRICULUM

BS ITEC, Manufacturing Technology and General Industrial Technology options. Proposal to change required and elective courses was approved without dissent.

(7) CHANGE IN UNDERGRADUATE CURRICULUM

AT ITEC, Manufacturing Technology and Mechanical Technology options. Proposal to change required and elective courses was approved without dissent.

(8) CHANGE IN UNDERGRADUATE CURRICULUM

ITEC minor, Manufacturing Technology and General Industrial Technology options.  
Proposal to change elective courses was approved without dissent.

(9) CHANGE IN UNDERGRADUATE CURRICULUM

BSE EDTE. Proposal to change elective courses was approved without dissent.

X. Other/New Business

Senator West distributed the criteria for Advanced Professional Studies as revised to meet state requirements. [see Attachment #6] She indicated that the criteria now clearly apply to both admission and retention, specify that Praxis scores must be submitted by ETS, add required fingerprinting and specify dispositions as the means for faculty recommendation. Dr. West reported that this information will be included on DARS for education students.

XI. Adjournment

The meeting was adjourned at 4:25 p.m.

Respectfully Submitted,

Aimee L. Miller  
Faculty Senate Secretary

Action Summary:

The minutes of the May 1, 2007 meeting of the Faculty Senate were approved as corrected.

A Blazer/Saunders motion to consider emeritus proposals immediately after the report of the Chair was approved without dissent.

A Hendrick/Luek motion that Dr. Patrick Cooney be granted the honorary title of Professor of Physics Emeritus was approved without dissent.

A Lombardi/Mollah motion that Mr. Stanley J. Kabacinski be granted the honorary title of Assistant Professor of Wellness and Sport Sciences Emeritus was approved without dissent.

The proposal to change membership of GCPRC to Graduate Degree Program Coordinators was approved without dissent.

The APC proposal adjusting the values that determine classification of academic progress and standing was approved without dissent.

A Mowrey/Mollah motion to note completion of the charge to the Ad Hoc Honor Code Committee, recognize the hard work of Chair Kathy Schreiber and committee members in bringing forward the Honor Code Proposal and dissolve the Ad Hoc Honor Code Committee was approved without dissent.

Attachment #1

**RESOLUTION**

WHEREAS Patrick Cooney, Professor of Physics, retired on May 25 of 2007 after 27 years of service to Millersville University; and

WHEREAS Professor Cooney served as a valued faculty colleague since 1980 and as Chair of the Physics Department for 11 years; and

WHEREAS Professor Cooney constantly upgraded the physics courses with new methods in physics education and cutting-edge technologies, giving Millersville a high profile nationally as well as internationally as a leading school in physics undergraduate education; and

WHEREAS Professor Cooney enhanced the international reputation of Millersville University by presenting workshops on the effective use of computer technology in Physics education in over 30 national and international conferences; and

WHEREAS Professor Cooney has co-authored instructional texts and computer software that are widely used in introductory physics courses; and

WHEREAS Professor Cooney has taught and mentored numerous students in physics who have received important recognition and support for their work, including acceptance into prestigious graduate programs; and

WHEREAS Professor Cooney served on a number of department and university committees, most notably, the Roddy Additional Planning Committee, and Strategic Planning and Resource Council; and

THEREFORE, BE IT RESOVED that Professor Patrick Cooney be granted the honorary title of Professor of Physics Emeritus.

Attachment #2

Faculty Emeritus

Stanley J. Kabacinski  
Wellness and Sport Sciences Department  
29 years of service  
Accomplishments:

- WHEREAS Assistant Professor Kabacinski has successfully served as an assistant football coach from 1978-1988 as recruiting coordinator, strength coach, administrative assistant, and offensive coordinator, maintaining high standards by accomplishing 9 winning seasons, 3 Pennsylvania State Athletic Conference Eastern Division championships, one NCAA Division III national playoff appearance and several state and national accolades for his offensive lineman; and
- WHEREAS Assistant Professor Kabacinski has admirably served as department chairperson for 7 years, during which there was a departmental name change, the M.Ed. in Sport Management program was implemented, and a new degree program was approved; and
- WHEREAS Assistant Professor Kabacinski has initiated, implemented, taught 11 courses, advised over 100 students and served as Coordinator for 18 years in the undergraduate minor in Athletic Coaching which was recognized as “one of the top two undergraduate programs in the United States” by the American Sport Education Program, and
- WHEREAS Assistant Professor Kabacinski was instrumental in the initiation and implementation of the M. Ed. in Sport Management Program for which he served as Graduate Program Coordinator for 3 years, advised over 100 students and taught 3 courses; and
- WHEREAS Assistant Professor Kabacinski maintained high standards while effectively instructing over 300 students annually (including winter and summers) and teaching 36 different courses; and also converted 6 existing courses and developed 14 new courses into a blended/on-line distance education format to meet the needs of our students, especially non-traditional students; and
- THEREFORE, BE IT RESOLVED: That the Department of Wellness and Sport Sciences unanimously and without reservation recommends that Stanley J. Kabacinski be granted the honorary title of Assistant Professor of Wellness and Sport Sciences Emeritus.



**Purpose of Endeavor:**

For many years now, colleges and universities have focused their efforts primarily on expanding access to higher education for qualified students and increasing their student enrollment. In recent years however, most universities, including Millersville University ("MU") have realized that recruitment success must be balanced with retention success.

While "MU" continues to enjoy one of the highest retention rates among the 14 Universities within the Pennsylvania State System of Higher Education ("PASSHE"), the latest retention data from our Office of Institutional Research and from the PASSHE Chancellor's office suggests that there is much more room for improvement of MU's retention record. For example, according to data from the Office of Institutional Research, there has been a significant decrease in two-year persistence rates of African-American and Latino students at Millersville University since 2000 and for White male students since 2001.

MU is committed to retaining and graduating as many of our students as possible. MU also recognizes that early detection of academic difficulties will increase the University's ability to link student access to the appropriate support systems we have in place. To this end, the University has established the development of an Early Warning System as a "best practice" to improve student retention.

**Early Warning System Goal:**

To create an early warning system for freshmen, sophomores, and students on academic probation that assures the likelihood for academic success and reinforces the importance of the professor/student relationship.

**Implementation Process:**

1. This will be a collaborative effort between Academic Affairs, and Information Technology ("IT").
2. The Early Warning System will start in the fall of 2007 as a targeted pilot project, which is designed to take advantage of MU's learning platform, "Blackboard," in addition to the Banner System and email network.
3. A collaborative team will create an Early Warning System web site that will be accessed through and maintained by the Office of Academic Advisement. This web site will include an "Early Warning Referral Form" which can be completed online by faculty. The form will request general information about the faculty member completing the form and about the identified student. Areas of concern will also be addressed on this form.
4. During the 4<sup>th</sup> week of the semester, the Office of Academic Advisement will send a formal notice via email to participating faculty, including a link to the web site for identifying students in their classes (freshmen, sophomore or students on academic probation only) who are at-risk, based on the areas of concern listed below. The faculty member will be asked to submit an Early Warning Referral Form for each identified student.
5. Faculty volunteering to participate in the pilot project will be asked to submit student referrals by the 5<sup>th</sup> week of the semester. The primary objective is to identify students who are doing poorly or are having difficulty with the college experience.
6. All Early Warning Referral Forms will be submitted electronically to the Office of Academic Advisement. The student will then be sent a letter and/or email explaining his/her status as it relates to the referral. A copy of the letter will also be sent to the referring faculty member and/or department if applicable.

7. A link to an "Early Warning Report" web page will also be created from the "Current Student" information page. At the web page, students will be able to access information pertaining to their particular situation. This link may also be accessed by the student through My'Ville or MAX.
8. Student reports will be sorted according to their advisor. The advisor will then be sent batch files containing early warning reports on individual advisees. Advisors determine which of their advisees are in academic jeopardy and contact them.
9. **Areas of Concern** (Early Warning Referral Form)
 

<input type="checkbox"/> Class attendance (specify)	<input type="checkbox"/> Engagement/Attentiveness	<input type="checkbox"/> Other
<input type="checkbox"/> Class behavior	<input type="checkbox"/> Low test/quiz scores	
<input type="checkbox"/> Class Participation	<input type="checkbox"/> Incomplete/missing assignments	

Attachment #4

**Initial and Re-Certification Processes for “W,” “D,” “P,” “FYI” Courses**

Proposed changes in the General Education curriculum require changes in the certification process. Current “W” labeled courses and current courses to which a “D” label is requested will go through an expedited initial certification process. After a two year phase-in process, the process shifts to a recertification process.

School	Department	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
APAS	African-American Studies		X W D P					X W D P		
HMSS	Art	W D		X P					X W D P	
SCMA	Biology	X	W D				X W D P			
HMSS	Business Administration	W D		X P					X W D P	
SCMA	Chemistry	W D				X W D P				
HMSS	Communication and Theatre		X W D P					X W D P		
SCMA	Computer Science		X W D P					X W D P		
SCMA	Earth Sciences	W D				X W D P				
HMSS	Economics	W D			X P					X W D P
EDUC	Educational Foundations	W D				X W D P				
EDUC	Elementary and Early Childhood	X	W D				X W D P			
HMSS	English		X W D P					X W D P		
HMSS	Foreign Languages	X	W D				X W D P			
HMSS	Geography	W D			X P					X W D P

HMSS	Government and Political Affairs	W D			X P					X W D P
HMSS	History	W D				X W D P				
EDUC	Industry and Technology		X W D P					X W D P		
HMSS	Latino/a Studies		X W D P					X W D P		
<b>School</b>	<b>Department</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
SCMA	Mathematics	W D				X W D P				
HMSS	Music	W D				X W D P				
SCMA	Nursing	X	W D				X W D P			
HMSS	Philosophy	W D		X P					X W D P	
SCMA	Physics	W D			X P					X W D P
EDUC	Psychology	W D		X P					X W D P	
EDUC	Special Education	W D		X P					X W D P	
HMSS	Social Work	X	W D				X W D P			
HMSS	Sociology/Anthropology		X W D P					X W D P		
EDUC	Wellness and Sport Sciences	W D			X P					X W D P
HMSS	Women's Studies	W D		X P					X W D P	

X = regular 5-year Program Review cycle

W = any current W course wanting to retain W label

D = any course wanting to adopt (2007-09) or retain (20011-?) D label

P = any current course wanting to retain P label

**Expedited Initial Certification Process for existing courses currently possessing a “W” label (Initial certification expires 2009)**

1. For an existing course that is to retain the “W” label, the department offering the course must demonstrate how it will meet each of the specific criteria (word/page limit, revised prose, etc.). The department will submit to the chair of UCPRC the following certification documents (Individual presentations are not required):
  - a. A brief self-evaluation form
  - b. A course syllabus
  - c. Any supporting documentation the instructor/department feels is needed to support the self-evaluation.
2. The chair of UCPRC distributes certification documentations to the Writing Sub-committee for review.
3. The Writing Sub-committee of UCPRC reviews the certification documentations and makes one of three recommendations to UCPRC:
  - a. Approval of the “W” label for the course as presented.
  - b. Approval of the “W” label subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
  - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete expedited initial certification process.
4. The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson. In addition, the chair of UCPRC advises the Faculty Senate at each full Faculty Senate meeting of courses that have been approved to meet the new “W” requirements.

During the phase-in process the Office of the Associate Provost for Academic Administration contacts each department scheduled to undergo the initial certification process and alerts them to the need to complete self-evaluations for each of the “W” labeled courses. This letter is sent to the Department Chair and provides instructions for the process (where to find the forms, etc.), a list of the courses to be evaluated, and the timeline for the process (See the General Education Review Schedule below).

After this two year phase-in process, the process shifts to the recertification process. Courses that had previously been labeled with a “W” but had not been taken through the initial certification process will NOT retain the “W” label. Such courses need to follow the process for adding a General Education label to an existing course should they desire to add the “W” label after the initial certification process.

#### **Expedited Initial Certification process for a “D” label (Applies to courses submitted to UCPRC no later than April 1, 2009)**

1. The department offering a course for which a “D” label is requested must demonstrate how it will meet each of the specific criteria for the diversity courses. The department will submit to the chair of UCPRC the following certification documents (Individual presentations are not required):
  - a. A brief self-evaluation form
  - b. A course syllabus
  - c. Any supporting documentation the instructor/department feels is needed to support the self-evaluation.
2. The chair of UCPRC distributes certification documentations to the Diversity Sub-committee for review.

3. The Diversity Sub-committee of UCPRC reviews the certification documentations and makes one of three recommendations to UCPRC:
  - a. Approval of the “D” label for the course as presented.
  - b. Approval of the “D” label subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
  - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete expedited initial certification process.
4. The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson. In addition, the chair of UCPRC advises the Faculty Senate at each full Faculty Senate meeting of courses that have been approved to meet the new “D” requirements.

During the phase-in process the Office of the Associate Provost for Academic Administration contacts each department scheduled to undergo the initial certification process and alerts them to the need to complete self-evaluations for each course to which the “D” label would be added. This letter is sent to the Department Chair and provides instructions for the process (where to find the forms, etc.), a list of the courses to be evaluated, and the timeline for the process (See the General Education Review Schedule). After this two year phase-in process, the process shifts to the recertification process. Existing courses that do not possess a “D” label but for which a “D” label is requested must follow the current process for adding a General Education label.

### **Re-Certification Processes for “W,” “D,” and “P” Courses**

Courses labeled “W,” “D,” or “P” will be reviewed by UCPRC every five (5) years to recertify that these courses continue to meet the standards of the “W,” “D,” or “P” labels. The five (5) year recertification process is conducted during the fall semester of the department/program mandated five (5) year review to facilitate scheduling and programmatic publication. Each August, the Office of the Associate Provost for Academic Administration contacts each department scheduled to undergo the five (5) year review and alerts them to the need to complete self-evaluations for each of the “W,” “D,” or “P” labeled courses. This letter is sent to the Department Chair and provides instructions for the process (where to find the forms, etc.), a list of the courses to be evaluated, and the timeline for the process. See \_\_\_\_ for definition and description of the “W,” “D,” or “P” labeled courses. Any new or existing courses to which a “W,” “D,” or “P” label is requested must follow the current process for adding a General Education label.

1. For an existing course that is to retain the “W,” “D,” or “P” label, the department offering the course must demonstrate how it meets the standards of the “W,” “D,” or “P” labels. The department will submit to the chair of UCPRC the following certification documents (Individual presentations are not required):
  - a. A brief self-evaluation form
  - b. A course syllabus
  - c. Any supporting documentation the instructor/department feels is needed to support the self-evaluation.
5. The chair of UCPRC distributes certification documentations to the appropriate UCPRC Sub-committee for review.

6. The appropriate Sub-committee of UCPRC reviews the certification documentations and makes one of three recommendations to UCPRC:
  - a. Approval of the “W,” “D,” or “P” label for the course as presented.
  - b. Approval of the “W,” “D,” or “P” label subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
  - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete expedited initial certification process.
7. The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson. In addition, the chair of UCPRC advises the Faculty Senate at each full Faculty Senate meeting of courses that have been approved to meet the new “W” requirements.

**Proposed Steps for the Review/Approval of Writing, Diversity, Perspectives and FYI Courses#**

	Step 1		Step 2		Step 3	Step 4	Step 5	Step 6	Step 7
General Education Label	Full proposal	1 page self evaluation form	Department approval	Dean notification	UCPRC chair	UCPRC subcommittee for review and recommendation	UCPRC for decision	UCPRC chair communicates decision to proposer	UCPRC chair communicates decision to Senate
Writing Courses IC & 5 yr		X			X	X* Proposal No Presentation	X	X	X
Diversity Courses IC & 5 yr		X			X	X* Proposal No Presentation	X	X	X
Perspectives Courses 5 yr		X			X	X* Proposal No Presentation	X	X	X

	Step 1		Step 2		Step 3	Step 4	Step 5	Step 6	Step 7
UNIV: FYI IC & 5	Full proposal		Department approval	School Curriculum approval	UCPRC chair	X** Proposal AND Presentation	UCPRC for decision	UCPRC chair communicates decision to proposer	UCPRC chair communicates decision to Senate

yr									
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IC = Initial Certification

5 yr = 5 year review process

Notes:

# This review and approval process is for existing courses that want to be certified or re-certified (5-yr. review) for the appropriate Gen Ed label.

\*5-member committee comprised of 2 UCPRC members; 2 additional faculty; Associate Provost or designee (ex officio) – membership from each school (as possible)

\*\*7-member committee: comprised of 2 members from UCPRC, GERC, FYE, and Director of FYE – membership from each school (as possible)

**First-Year Inquiry courses (UNIV 179)**

All existing UNIV 179 courses that wish to become FYI courses must undergo a certification process to determine if they meet the requirements for courses to be labeled as FYI. See \_\_\_\_ for definition and description of the First Year Inquiry (FYI) course.

***Description of the certification/approval/re-approval process for FYI courses***

1. FYI courses may be proposed by individual faculty members, departments, or other units (including non-instructional units, pending special approval of Faculty Senate for such courses).
2. For existing UNIV 179 courses that are to be converted to FYI courses and new proposals for FYI courses, the proposer offering the course must demonstrate how it meets the specific criteria for FYI courses. Each proposal follows the standard approval procedure as listed below:
  - a. Complete a FYI course proposal form
  - b. Provide a course syllabus
  - c. Provide any supporting documentation the instructor/department feels is needed to support the proposal
3. Approval process (Individual presentations are required):
  - a. Faculty member's department
  - b. School curriculum committee
  - c. UCPRC chair who sends it to the FYI Sub-committee



4. One of three actions results at each stage:
  - a. Approval of the FYI course as presented.
  - b. Approval of the FYI course subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
  - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete expedited initial certification process.
5. The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson. In addition, the chair of UCPRC advises the Faculty Senate at each full Faculty Senate meeting of courses that have been approved to meet the new “FYI” requirements.

### **Re-Certification Processes for First Year Inquiry (FYI) Courses**

Each August, the Coordinator of the First Year Experience program, assisted by the Office of the Associate Provost for Academic Administration, contacts each department in which an FYI course is to undergo the five (5) year review and alerts them to the need to complete certification process for those courses. The letter is sent to the Department Chair and provides instructions for the process (where to find the forms, etc.), a list of the courses, and the timeline for the process.

First Year Inquiry (FYI) courses will be reviewed by UCPRC every five (5) years to recertify that each course continues to meet the standards of the FYI course. The five (5) year recertification process is based on the date of approval of the FYI course. The recertification process is conducted during the fall semester to facilitate scheduling and programmatic publication. The re-approval process is the same as the initial approval process.

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**Effective:** Presented for discussion and vote: June 26 and September 4, 2007

**Faculty Senate  
BYLAWS COMMITTEE**

**Approved:** XXXX

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**Membership**

1. One faculty representative from each of the four academic units (Education, Humanities, Social Sciences, Science & Mathematics) and one representative from non-school faculty elected by Faculty Senate from the Faculty Senate membership in the fall for two-year terms provided they retain Faculty Senate membership. Representatives from Education and Social Sciences are elected in odd-numbered years and representatives from Humanities, Science and Mathematics, and non-school faculty are elected in even-numbered years. These elected faculty members may not serve more than two consecutive terms.
2. Faculty Senate Secretary and Faculty Senate Parliamentarian will also serve as voting members.
3. The chairperson is elected by the committee from the committee membership each fall to serve a one-year term as chairperson.
4. The terms of the chair and faculty members begin in September and end in August of the appropriate year.

**Functions**

1. Review and approve proposals for amendments, including corrections, deletions, or additions, of the Faculty Senate Bylaws or other Faculty Senate portions of the Governance Manual. Present these proposals to Faculty Senate for action.
2. Annually review the Faculty Senate Bylaws and Faculty Senate portions of the Governance Manual and identify items in need of revision and refer them to the appropriate body i.e., Faculty Senate or Faculty Senate Committees.
3. Identify Faculty Senate actions or actions by other bodies that will impact the Faculty Senate Bylaws or Faculty Senate portions of the Governance Manual, and address amendments as needed.
4. Monitor and assure that the Faculty Senate Bylaws and Faculty Senate portions of the Governance Manual remain accurate and current.
5. Work with and advise Faculty Senate Committee Chairpersons or other persons who desire to amend the Faculty Senate Bylaws or Faculty Senate portions of the Governance Manual.

## Attachment #6

### **MILLERSVILLE UNIVERSITY CRITERIA FOR ADVANCED PROFESSIONAL STUDIES (APS) ADMISSION and RETENTION**

*The Pennsylvania Department of Education has established requirements for certification to teach in Pennsylvania. To prepare you to meet these requirements, Millersville University has developed criteria for admission to and retention in APS courses. APS standing is conditional upon meeting and maintaining requirements throughout the degree program.*

*APS status is not permanent; it can be revoked.*

#### **The criteria for APS Admission and Retention are:**

1. The completion of 60 semester hours of credit.
2. A Millersville University minimum cumulative grade point average of 3.0, effective Fall 2003.
3. Qualifying scores on the Praxis I Pre-Professional Skills Tests (PPST – Reading, Math and Writing) to be submitted by ETS to Millersville University.
4. Favorable faculty recommendations for undergraduate, post baccalaureate and second degree students.
  - By default all students receive favorable recommendation to APS through the dispositions assessment process.
  - An APS “hold” will be placed on any student with new or unresolved disposition concerns.
    - Remediation will follow the established disposition process.
    - The remediation plan must be completed satisfactorily for APS admittance and retention.
5. Satisfactory completion of all requirements for the major degree program, as well as the following:
  - One (1) college-level (3 credits) English writing course (ENGL 110 included)  
*Students with a score of 600 or above on the SAT II writing subject test taken while in high school may request a 3-credit equivalent from the Associate Dean of Education.*
  - One (1) college-level (3 credits) literature course with an English prefix
  - Fundamentals of Speech (COMM 100)
  - Two (2) college-level (6 credits) Mathematics courses
    - Biology majors may count BIOL 375-Biometry as a 3-credit math course.
    - Transfer students who have taken a course that has a significant statistics component may request a waiver from the Associate Dean of Education.
6. Photocopies of satisfactory (no record exists) Act 34 (Criminal Record Check) report, satisfactory (no record exists) Act 151 (Child Abuse History Clearance) report, and satisfactory (no record exists) FBI clearance (fingerprint check) on file with the Field Services Office.

Students who do not meet APS requirements should contact their advisor for guidance and/or remediation.

Students who have not yet completed APS requirements, but are in the process of completing requirements prior to their APS semester, must register for those APS course wait lists to be eligible to add APS courses once APS requirements have been met. Students must be on a course wait list by December 1 for spring semester or May 1 for fall semester to be considered for a place in the class.

**The criteria for *Admission to Student Teaching* are:**

1. Grade point average of 3.0 at the time of student teaching.
2. Satisfactory dispositions record.
3. A negative TB Tine test must be on file with the Field Services Office.
4. Photocopies of satisfactory (no record exists) Act 34 (Criminal Record Check) report, satisfactory (no record exists) Act 151 (Child Abuse History Clearance) report, and satisfactory (no record exists) FBI clearance (fingerprint check) on file with the Field Services Office.
5. Evidence of having current liability insurance.

All students are encouraged to take Praxis II tests prior to student teaching. Praxis II test scores must be submitted by ETS to Millersville University.

## Advanced Professional Studies Courses

The courses representing Advanced Professional Studies in each department with a certification program are listed below. Students may not enroll in these courses until admission to Advanced Professional Studies has been obtained.

### Elementary and Early Childhood Education

ELED	325	Teaching Literacy
ELED	340	Teaching of Social Studies
ELED	361	Teaching of Science
ELED	351	Teaching of Mathematics
EDUC	305	Field Experience
EDEL	461	Student Teaching
EDEL	462	Student Teaching

### Secondary Education (Foreign Languages, Social Studies, Science, Math and English)

EDSE	321	Issues in Secondary Education
EDFN	330	Instructional Technology, Design, and Assessment
FORL	480	Teaching of Foreign Languages in the Secondary School
EDSE	433	Teaching of Social Studies in the Secondary School
EDSE	435	Teaching of Science in the Secondary School
MATH	405	Teaching of Mathematics in the Secondary School
ENGL	485	Teaching of English in the Secondary School
EDEN	461	Student Teaching (English)
EDEN	462	Student Teaching (English)
EDFL	461	Student Teaching (Foreign Language)
EDFL	462	Student Teaching (Foreign Language)
EDMA	461	Student Teaching (Math)
EDMA	462	Student Teaching (Math)
EDSC	461	Student Teaching (Science)
EDSC	462	Student Teaching (Science)
EDSS	461	Student Teaching (Social Studies)
EDSS	462	Student Teaching (Social Studies)
EDFN	530	Instructional Technology, Design, and Assessment (Graduate Level)
EDFN	561	Student Teaching (Graduate Level)
EDFN	560	Post Bac Professional Bloc
EDFN	562	Student Teaching Post Bac

### Art Education

ART	322	Child Development in the Visual Arts
ART	325	Methodology and Pedagogy for Art
ART	426	Art Curriculum Design and Application
EDAR	461	Student Teaching
EDAR	462	Student Teaching

### Music Education

MUSI	372	Middle and Secondary School Methods
MUSI	373	Instrumental Methods
EDMU	461	Student Teaching
EDMU	462	Student Teaching
EDMU	561	Student Teaching (Graduate Level)

### Technology Education

EDSE	321	Issues in Secondary Education
EDTE	391	Curriculum and Instruction in Technology Education
EDTE	491	Seminar in Technology Education
EDTE	461	Student Teaching
EDTE	462	Intern Teaching

### Special Education

SPED	325	Principles of Behavior Management
SPED	328	Formal & Information Assessment in Special Education
SPED	431	Prescriptive Teaching for Severely Handicapped
SPED	432	Curriculum & Methods for Mildly / Moderately Handicapped
SPED	434	Transition Planning and Secondary Programming for Individuals with Disabilities
SPED	433	Current Issues in Special Education
SPED	436	Individual Programming & Instructional Management for Mildly/Moderately Handicapped
EDSP	461	Student Teaching
EDSP	462	Student Teaching
EDSP	561	Student Teaching (Graduate Level)
EDSP	562	Student Teaching (Graduate Level)

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