

Minutes
Meeting of the Faculty Senate
December 6, 2011

The meeting was called to order at 4:09 p.m. All departments were in attendance except Art & Design, Athletics, Interdisciplinary Studies, and Library. **I. Minutes of previous meeting**

The minutes of the November 15, 2011 meeting of the Faculty Senate were approved as written.

II. Proposed Courses and Programs

Second Readings

(1) NEW UNDERGRADUATE COURSE

EDSE 340: Content Area Literacy for Diverse Classrooms, 3 credits. Proposal for a course that explores research-based strategies for effectively teaching in inclusive multilingual settings was approved without dissent.

(2) CHANGE TO UNDERGRADUATE CURRICULUM

BS Geology. Proposal to replace ESCI 425 with ESCI 421 in major field requirements was approved without dissent.

(3) NEW UNDERGRADUATE COURSE

ERCH 455: Teaching Mathematics to Young Children, 3 credits. Proposal for a course to train teacher candidates to effectively deliver core mathematics content and develop skills for keeping current in best practices in math education was approved without dissent.

(4) NEW UNDERGRADUATE COURSE

MDLV 456: Teaching Middle Level Mathematics, 3 credits. Proposal for a course in pedagogy for teaching middle level mathematics with technology and hands-on instructional strategies was approved without dissent

Senator Kelly noted minor corrections to the MDLV 456 proposal.

III. Report of the Faculty Senate Chairperson

Faculty Senate Chair Börger-Greco encouraged faculty to attend commencement in regalia.

IV. Report of the Student Senate President

None.

V. Report of the Graduate Student Association

Ms. Lauren Heslin noted GSA is preparing for spring semester.

VI. Report of the Administrative Officers

Provost

Dr. Prabhu requested that changes to exam schedules only be made in consultation with school deans to avoid student conflicts. He reported that discussions with the Chancellor about the FORL program have been positive. Dr. Prabhu also pointed out the passage of the Higher Education Modernization Act by the State House. He highlighted that this would allow MU to offer professional doctorates. Dr. Prabhu pointed out that only one school will be able to offer a specific program so departments interested should make intentions known quickly.

A question about MU privatization was raised. Dr. Prabhu indicated the Administration is not currently advocating for this but it may become more relevant in the future. He noted that mandates imposed on PASSHE schools by the state become increasingly limiting in the face of reduced state funding.

Associate Provost for Academic Administration

Dr. Adams reported the recommendation of iClickers as MU's automated response system and noted that they will be demonstrated at the Technology Showcase. Several issues about student use like flexibility and buyback value were discussed.

Assistant Vice President of Academic Services

Assistant Vice President Redmond noted that Academic Advisement recommends that advisors look for student holds that might mean the student will be blocked from registering.

VII. Reports of the Faculty Senate Standing Committees

First Reading

GCPRC

(1) CHANGE TO GRADUATE CURRICULUM

MEd Special Education PreK-8 Certification & MEd plus Certification. Proposal to revise programs to meet new requirements from Chapter 49-2.

GCPRC/APC

Drs. Mowrey and A. Miller shared a rough draft for Framework Curriculum Proposal Review process from Senate, GCPRC and APC discussions. Suggested edits to the proposal were:

- Need for a standard process rather than an exception that has to be granted case by case.

- Using provisional approvals for frameworks would support collaborative programs and address the need for rapid response to opportunities within PASSHE without shortchanging the regular review process.
- Provisional approval would include a rationale for using the framework, a timeline for the full proposal, curriculum sheet(s), and a course sheet listing catalog descriptions, outcome, and syllabi (if available) for any new courses.

Departmental feedback is encouraged.

GERC

Senator Cardwell indicated that GERC is considering changes that will reduce the overall General Education credits.

VIII. Reports of the Faculty Senate Special Committees

None.

IX. Faculty Emeriti

A Mehrenberg/Labant motion that Dr. Lucinda Ridley be granted the honorary title of Professor of Special Education Emerita was approved without dissent. [see Attachment #1]

X. Vision Impaired Students

Mr. Stephen Patterson, former President at the Susquehanna Association for the Blind and Vision Impaired, announced a partnership with MU along with BNY Mellon Mid-Atlantic Trust. The program is intended to enhance the environment on campus and college experience for MU students who are blind or vision-impaired. Mr. Patterson distributed some key points and recommendations and encouraged faculty to contact him with questions. It was noted that six students at MU currently self identify as blind or vision impaired. [see Attachment #2]

XI. Other/New Business

Senator Saunders reported that the Cultural Affairs Committee is still working and integrating newly-elected faculty.

A question was raised about the new requirement for resource implications with DL proposals. Dr. Mowrey noted that Meet & Discuss negotiated this issue as a way to include administrative insight on financial impacts earlier in the review process.

Meeting was adjourned at 5:18 p.m.

Respectfully Submitted,

Aimee L. Miller
Faculty Senate Secretary

Attachment #1

To: Millersville University Faculty Senate and the Council of Trustees
From: Department of Special Education
Subject: Resolution of Emeritus Status for Dr. Lucinda Ridley
Date: October 28, 2011

RESOLUTION

Whereas: Dr. Lucinda Ridley served the Department of Special Education and Millersville University as an outstanding faculty member for more than 22 years from August 1989 until her May 2011 retirement; and

Whereas: Dr. Lucinda Ridley served consistently for 21 years on both the Undergraduate and the Graduate Curriculum Committees, including Faculty Senate, Teacher Education Committee, Academic and Cultural Enrichment, and Department Curriculum Committee; and

Whereas: Dr. Lucinda Ridley served the University, School of Education and Department for over 20 years on University Honors Committee, University Committee on System for Student Evaluation of Faculty, Interim Associate Dean and Certification Officer for School of Education, Fellow to Dean, School Council, Co-Facilitator of Conceptual Framework Writing Committee in preparation for NCATE, Co-Complier for NCATE/SPA Reports for Undergraduate, Post Baccalaureate, and Post Master Supervisory Program, Compiler of PDE Program Review for Special Education (BSE, Post Baccalaureate, and Post Master) Programs, Mentoring Program for Undergraduates in Special Education Program, Faculty Advisor for Best Buddies; and

Whereas: Dr. Lucinda Ridley served as Tutoring Coordinator, including Department Junior Professional Bloc Committee, Department Promotion, Tenured, Evaluation and Re-Evaluation Committee resulting in the successful promotion and tenure of many of them, serving on the Middle States Faculty Self Study Committee (1998-1999), serving as Chair and Co-Chair of Tenure Track Faculty Searches resulting in many hires, serving as Special Education Department Chair (1998-2002), Graduate Coordinator, advisor to both graduate and undergraduate candidates; and

Whereas: Dr. Lucinda Ridley continually worked to forge connections and collaboration between Millersville University and many community-based entities including serving as a chair of the Millersville University-Penn Manor School District Partnership, the Millersville University Representative to Leadership Lancaster Class of 2000 (1999-2002), Cooperative Learning with Aarons Acres; and

Whereas: Dr. Lucinda Ridley engaged in writing and research including journal articles, professional presentations, Dispositions Assessment Procedures, PEU Data Presentations, and served as the research mentor on many Honors Theses and Master's Theses, Engaging Field Experience for Special Education Candidates; and

Whereas: Dr. Lucinda Ridley masterfully taught many courses (both undergraduate and graduate) over 22 years of service in the department of Special Education;

Therefore be it resolved: that the Department of Special Education of Millersville University thanks and congratulates Dr. Lucinda Ridley for her outstanding contributions to the department, the School of Education, and the university community and wishes her much continued success and happiness; and further that the Department of Special Education recommends that Dr. Lucinda Ridley be granted the honorary title of Professor of Special Education Emerita.

Attachment #2

Greetings to the Millersville University Faculty Senate:

My name is Stephen Patterson. I served as President and CEO of the Susquehanna Association for the Blind and Vision Impaired and the Susquehanna Foundation for the Blind for the past 24 years. I retired at the end of September this year.

The Susquehanna Foundation for the Blind has partnered with the BNY Mellon Mid-Atlantic Trust and Millersville University to create a program at MU that will provide support for students who are blind or vision-impaired. For the past 5 months I have been helping with the launch of this new program and will continue my work here through June 2012.

I have no doubt that any student who has matriculated at MU is capable and independent, regardless of their disability. Nevertheless it is well-documented (American Foundation for the Blind, National Federation of the Blind) that the college experience is unnecessarily more difficult for students with vision impairments, and that college grads with vision impairments have a tougher time getting the jobs for which they are prepared than do their sighted peers. The ultimate purpose of this program is to address these issues insofar as they exist at MU, and through doing so, to establish MU as a university of choice for students with vision impairments.

These are the key objectives of the program:

- To provide a safe and accessible learning environment for students with vision impairments.
- To encourage academic departments to make adjustments that will create/improve access to their curricula.
- To educate faculty and staff regarding myths about blindness and thus facilitate improvements in classroom and study environments.
- To make available the tools needed to overcome any related obstacles to success.
- To build a community of students with vision impairments who can come together for mutual support.
- To assist students with vision impairments to clarify educational and career goals.
- To provide internships in community businesses and professional offices relevant to students' career choices.
- To coordinate with participating businesses to ease transition of the student into the workplace, both as interns and as hired employees.
- To provide guidance to employers regarding the provision of reasonable accommodations for employees who have vision impairments.
- To keep students informed of Foundation and other scholarship opportunities.
- To develop new curricula to include degrees or certifications in blindness rehabilitation, orientation and mobility instruction, and certification as Teacher of the Visually Impaired.
- Through community education and internships address the fears and prejudices that prevent many employers from choosing to hire people with vision impairments

Short-term goals supporting these objectives include evaluation of the existing environment; improvement of accessibility to information; identification of high-potential academic disciplines for development as pilot programs; development of internship programs; development of focused admissions strategies; identification of and contact with current target students; and creation of support network strategies for students.

If any of you would like further information, please feel free to contact me by email at Stephen.Patterson@millersville.edu or call me at 717 587 4943. I will also make myself available to meet with any of you as individuals or in a group.

Stephen Patterson
December 6, 2011

When You Have a Vision-Impaired Student in Your Class at MU: A Short Guide to Success

It can be a little intimidating to have a student with a serious vision impairment in class. *The main thing to remember is that it is a rare activity that is beyond the reach of a motivated student with a vision impairment, especially when he or she is supported by a motivated professor.*

First and foremost, ask the student what types of adaptations s/he may need to be successful. It is likely that you will find that these are relatively easy to accommodate, and doing so places the responsibility for identifying solutions on the student.

The American Foundation for the Blind publishes a book entitled "When You Have a Visually Impaired Student in Your Classroom, A Guide for Teachers." The grant program has two copies – call Stephen Patterson at 5813 if you'd like to borrow one.

Questions and Concerns

- ◆ What kind of adaptations can you make in your instruction that will meet the needs of a blind or vision-impaired student?
 - * Large print copies of handouts and course materials, especially those that are used in class.
 - * Digital copies of all course materials (Word, etc) posted on a pre-arranged site. Students can access these through JAWS or ZoomText.
 - * Simplified Power Point presentations – text should be in san serif fonts, black (or at least a very dark color) on white background. Pale colors, rapid movements, etc can be very difficult for students with vision impairments.
 - * Front-of-the-room seating close to boards and monitors.
 - * Being aware that the natural language of instruction assumes that students have vision and are able to connect projected images, boarded text, and written materials with the spoken words of the instructor. With a little practice you will find yourself saying something like, "I'm referring to a photograph that depicts the signing of the surrender at Appomattox. Lee is on the left, and Grant is ..."
 - * More light is not always better.
 - * Allowing the student to feel free to get up to the board to view written material.
 - * Providing additional time: The student may need additional time when taking a test. It typically takes twice as long for someone with a vision impairment to read a document.

- ◆ As noted above, it can be unsettling to have a vision-impaired student in class, especially if you have no relevant experience. Concerns commonly expressed by teachers:
 - Concern: I might unintentionally say something in class that offends the student, such as "That discovery was made by blind luck."
 - o Solution: don't worry about it. People who are blind are rarely offended by this kind of language. They understand idiom and will not take it personally. You will find that they often will make the effort to ease your discomfort with a wry comment or joke.

 - Concern: Must I provide course materials in Braille? If so, where can I get it?

- o Solution: Depending on your point of view, Braille is either a vital language skill for people who are blind or an outmoded form of accessibility. Braille is preferred by an increasingly small percentage of people who are blind because computers have created accessibility that was unheard of when Braille was developed. Because other adaptations are readily available you are under no legal obligation to provide your class materials in Braille. However, the National Federation of the Blind is a fierce advocate of Braille literacy. This organization is very influential among Americans who are blind and as a result, it is still possible that you will come across a student who prefers this method of reading. If that happens you should refer the student to the Office of Learning Services.
- Concern: What about labs? Obviously, sight is needed both for accurate observation of phenomena, and sometimes for safety.
 - o Solution: This is a challenge, but a little pre-planning can go a long way. If you have a student with a vision impairment in a lab, ask the student to tell you what they need. It is unlikely that the student will have registered without considering the issue – and while it is the University's responsibility to provide reasonable accommodations, it is the student's responsibility to know and to ask for what he or she needs. Depending on the nature of their impairment, they may bring their own solutions, or they may reach out to the Office of Learning Services for support, perhaps in the form of a student assistant or grad student.
- Concern: What about safe travel in the building or across campus? How can I help the student find his or her way? What is my responsibility?
 - o Solution: These students are usually experienced travelers and will not need ongoing support in this regard. Early in the semester they may need to be oriented to the building and the locations of stairwells, fire exits, water fountains, restrooms, computer labs, and so forth. This is not your responsibility as a professor and the student will probably have made arrangements with an agency or with the Office of Learning Services to get oriented early on. BUT – simple directions are appreciated when needed and you should feel free to give them. The best way to approach this on seeing that a student is unsure about a direction or location is to ask if you can help. The student will be very good at telling you what they need.
 - o If you have to rearrange your classroom, meet the student at the door to explain the changes and assist him to his seat. You might make this easier if you send an email in advance.
 - o If a student is having recurring problems in the classroom you should ask the student if there is anything s/he needs. If s/he is not sure, a referral should be made to the Office of Learning Services for further action.
- Concern: What if a student asks me to show him the way to a location?
 - o Solution: The technique for leading a person who is blind is called "sighted guide." It is simple and logical and the basics can be learned in a few minutes. A thorough initiation to this technique can be provided upon request through the grant project, but it is often sufficient to know the essentials: Ask the student which side he prefers to walk on, then offer that elbow. (Don't grab or pull the person you are guiding, let them hold your elbow and take cues from your body movement.) The student will walk half a step behind, lightly holding on. It is helpful to announce that steps up or down are coming, or that there is an obstacle like a puddle or snow that you are going to deal with, or that a doorway is ahead and opens to the right/left, and that they have arrived at a chair (which they will pull out themselves.)

- Concern: what do I do if someone tells a blind joke in class?
 - o Solution: This is almost always an issue for people who are not accustomed to being around people who are blind. Best advice: if it's funny, laugh. The blind student will. People who are blind know them all and may well be the ones telling the joke.