

Faculty Senate Minutes
November 4, 2014

The meeting was called to order at 4:12 p.m. All departments were in attendance except Academic & Student Development, Accounting & Finance, and Music.

I. Minutes of previous meeting

The minutes of the October 21, 2014 meeting of the Faculty Senate were approved as written.

II. Proposed Courses and Programs

NEW GRADUATE PROGRAM

(1) EDFN: Doctorate in Education- Educational Leadership. Proposal for a degree program aimed at training school district leaders was approved without dissent.

III. Report of the Faculty Senate Chairperson

None

IV. Report of the Student Senate

Student Senate President Chrismer reported on a meeting of the Joint Senate Conference Committee to discuss changes to the allocations process.

V. Report of the Graduate Student Association

None

VI. Report of the Administrative Officers

Associate Provost

Dr. Adams reminded senators of the February 27 Lancaster Learns Consortium Conference and encouraged participation as a presenter or discussion leader.

A concern was raised that academic advisors having insufficient awareness of ROTC requirements to effectively assist students with scheduling.

Interim Vice President of Student Affairs

Ms. Perez noted work on the concept of a common hour.

Dean of Education

Dr. Tuleya-Payne reported approval from CAEP (formerly NCATE) for accreditation and thanked those who helped.

VII. Curricular Notices

NEW UNDERGRADUATE COURSES

(1) SOWK316: Mediation, 3 credits, G3, DL. Course focused on practical and theoretical aspects of mediation as an alternate form of dispute resolution.

(2) ART 245: Creativity, Innovation, Human Centered Design Thinking, 3 credits, G1. Course to overview creativity and human-centered design approaches. Department addresses some concerns raised during review.

(3) ERCH 190: Introduction to Integrative STEM Pedagogy. 3 credits. Course to serve as introduction to students enrolled in the Integrative STEM Education minor. Students will learn basic information regarding integrative STEM education and examine various curricular models.

(4) EDTE 290/ERCH 290: Children's Engineering. 3 credits, ross-listed. Course to teach students about fundamentals of electricity, mechanisms, fluidics, computer-control, and structures.

(5) EDTE 495/ERCH 495: Integrative STEM Education Practicum. 3 credits. Course to provide opportunities for teacher candidates to bridge theory and practice. Students will demonstrate and apply knowledge, skills, and dispositions related to the implementation of integrative STEM education at the pre-K to grade 4 level.

CHANGES TO UNDERGRADUATE COURSES

(6) ITEC 344: Product Design. 3 credits. Proposal to update content to support Integrative STEM Education Methods minor.

(7) EDTE 490: Integrative Learning Using Experiential Strategies. 3 credits. Currently EDTE 592. Proposal to update title, number, objectives, and description to more effectively support the new minor in Integrative STEM Education while also meeting the needs of students taking the course as part of the graduate program.

(8) ART 344: Visual Communications & Graphic Design I. Proposal to change prerequisites.

(9) ART 345: Introduction to Computer Art. Proposal to change prerequisites.

(10) ART 346: Introduction to Computers in Design. Proposal to change prerequisites.

(11) ART 347: Design for Social Equality. Proposal to change prerequisites.

(12) ART 348: Packaging and Design. Proposal to change prerequisites.

(13) ART 349: Information Design. Proposal to change prerequisites.

(14) ART 375: Illustration. Proposal to change prerequisites.

NEW UNDERGRADUATE CURRICULA

(15) ART: Photography minor. Proposal outlining courses and requirements for minor in photography.

CHANGES TO UNDERGRADUATE CURRICULA

(16) ART: Studio Art minor. Proposal to modify course requirements.

(17) ART: BSE Art Education. Proposal to adjust courses and credits.

VIII. Reports of the Faculty Senate Standing Committees

UCPRC

NEW UNDERGRADUATE CURRICULA

(1) AEST: Integrative STEM Education Methods minor. Proposal for a minor teaching integrative learning approaches to be used at the elementary level, especially as they relate to science, technology, engineering, and math education.

A change in title was noted emphasizing the content is in education methods related to STEM rather than science and math content. Dr. Brusic noted that students electing this minor would already have content requirements met in their teaching certification area and this minor is meant to enhance pedagogy skills in making STEM content more relevant in the classroom. Concerns were voiced that content requirements for teacher candidates are too low for pedagogy to adequately address. Suggestions were made for higher minimum grades in math courses or additional lab requirements that could make students in the minor stronger in STEM content. Dr. Brusic indicated concerns that additional requirements would reduce student interest in the minor. The potential for helping early childhood teachers better see and engage students in STEM connections in learning was pointed out. It was noted that children's engineering focuses on hands-on application of math and science skills to open-ended problems.

GCPRC

Dr. Mowrey shared GCPRC interest in faculty using course and curriculum review as an opportunity to identify potential collaborations in content overlap areas. She also distributed the annual listing of graduate faculty at Millersville.

NEW GRADUATE COURSES

ELPP refers to EdD in Educational Leadership program and 'R' indicates courses at Shippensburg that are part of the joint program.

(2) ELPP820: Action/Applied Research in an Organizational Environment, 3 credits. Course to provide knowledge and skills necessary to be intelligent consumers and practitioners of research.

(3) ELPP821R: Strategic Leadership in District Governance and Community Relations, 3 credits. Course to provide initial exploration and exposure to leadership roles at the district setting.

(4) ELPP822: Communication Theory for School District Administration, 3 credits. Course covering communication processes within an organization.

(5) ELPP823R: Negotiations and Personnel Strategic Decision Making, 3 credits. Course to prepare leaders in the area of human resources in public schools.

(6) ELPP824R: Ethical and Legal Decision-Making at the District Level, 3 credits. Course focused on reviewing key areas of school law with advanced study on current issues challenging school and district leaders.

(7) ELPP825R: The Impact of Facilities and Plant Management Decisions on School Effectiveness, 3 credits. Course to develop skill in educational facilities and plant management.

(8) ELPP826R: Optimizing Financial Resources to Support District Level Achievement, 3 credits. Course to assist in creating a platform of beliefs about school finance, budgeting, and the role of a superintendent.

(9) ELPP827R: Instructional and Technology Leadership at the Executive Level, 3 credits. Course providing advanced exploration and exposure to leadership role at the district setting.

(10) ELPP828: Emergent Technologies and Instructional Practices, 3 credits. Course to develop skill sets and conceptual knowledge for understanding use of technology in organizations.

(11) ELPP829: Political/Social Context for Educational Leadership, 3 credits. Course to examine theories of leadership and organization with application to administrative practices.

(12) ELPP830: Qualitative/Quantitative Research, 3 credits. Course to develop understanding of post-graduate and professional research, including appropriate modes of inquiry.

- (13) ELPP831: Educational Statistics, 3 credits. Course to develop skills in interpreting scientific literature in education and psychology.
- (14) ELPP832: Introduction to Executive Leadership, 3 credits. Course to study organization and administration of American public education.
- (15) SOWK613: Mediation in Social Work Practice, 3 credits. Course focused on practical and theoretical aspects of mediation as an alternate form of dispute resolution.
- (16) SOWK618: Human Rights in Social Work, 3 credits. Course to expand on historical, political, theoretical, and ethical approaches to human rights on domestic and international fronts.
- (17) SOWK619: Global Perspectives in Social Work, 3 credits. Course to explore global issues and how the institution of social welfare has developed in different regions of the world.
- (18) EMGT634: Comparative Emergency Management Systems, 3 credits. Course to examine different governmental frameworks for emergency/disaster management from around the globe.
- (19) EDTE603: Fostering Creativity by Design, 3 credits. Course to expose students to concept of how creativity, within the context of technological world, is manifested through design.
- (20) EDTE604: Engineering Principles and Concepts for the Non-Engineer, 3 credits. Course to expose non-engineer students to the roles of engineers and the impact on society.
- (21) EDTE605: Applying Critical Thinking & Decision Making, 3 credits. Course to explore nature and application of critical thinking toward acts of decision-making.
- (22) SOWK700: Social Work Leadership I, 3 credits. Course to provide theoretical orientation to study of organizations and leadership within organizations.
- (23) SOWK701: Social Work Leadership II, 3 credits. Course to develop knowledge and skills for social work managers within the public and private social service sector.
- (24) SOWK704: Social Work Teacher-Scholar I, 3 credits. Course to enable students to critically examine seminal and contemporary works in pedagogy.
- (25) SOWK705: Social Work Teacher-Scholar II, 3 credits. Course to provide students with opportunity to critically evaluate theories of teaching and learning, particularly in contemporary settings in social work.

NEW GRADUATE CURRICULA

(26) MEd Technology and Innovation Track. Proposal to add third track with additional electives.

Art & Design expressed concerns that content overlap has not been resolved by changes made by AEST based on dialogue between the departments.

(27) Doctorate in Social Work (DSW). Proposal for program to prepare graduates to create, implement, and evaluate social work interventions and teach advanced practices to undergraduate and graduate students. Program to be offered in collaboration with Kutztown.

IX. Reports of the Faculty Senate Special Committees

None

X. Faculty Emeriti

None

XI. Other/New Business

None

Meeting was adjourned at 4:46 p.m.

Respectfully Submitted,

Aimee L. Miller
Faculty Senate Secretary

Action Summary:

The minutes of the October 21, 2014 meeting of the Faculty Senate were approved as written.

(1) EDFN: Doctorate in Education- Educational Leadership. Proposal for a degree program aimed at training school district leaders was approved without dissent.