

Millersville University
Faculty Senate Minutes
January 18, 2005

All departments were attendance except Business Administration and Communication and Theatre.

I. Minutes of the December 7, 2004

The draft of the minutes from the December 7 meeting were approved as distributed.

II. Report of the Faculty Senate Chairperson

Chairperson Kerper reported that the following courses and programs received administrative approval:

Changes in Courses

GEOG 220 Human Geography
GEOG 304 Water Resource Management
GEOG 350 Global Issues

New Courses

GEOG 228 Geography of Sport
COMM 317 Intercultural Communicology
NURS 515 Advanced Practice Nursing Clinical Internship
NURS 630 Effective Teaching: Theories and Methods in Nursing Education
NURS 631 Measurement and Evaluation in Nursing Education
NURS 632 Nursing Curriculum and Program Design
NURS 633 Nursing Education Internship

Changes in Curricula

B.A. in Economics and B.A. Economics, Financial and Political options
M.S.N. Nursing with a Nursing Education option

III. Reports of the Faculty Senate Standing Committees

UCPRC

Academic Proposals

Curricular change - B.S. in Industrial Technology: Add MATH 161 – Calculus and MATH 236 – Elements of Statistics II to current list (MATH 151 and 160) of appropriate math electives in G2 block and delete CSCI as a required related elective in G2 block.

Add a Construction Technology option to the B.S. in Industrial Technology program; required courses for the option include ITEC 241, 271, 331 (335), 332*, 336, 346 and 433* and one technical option. For the Construction Technology option only, OSEH 320 will be required as one of the three Elective Courses in Management.

New Courses

ITEC 433* – Construction Project Management

ITEC 332* – Construction Technology II

GCPRC

Second Reading

New Course

EDSE 521- Contemporary Issues in Secondary Education-
Approved.

First Reading

Academic Proposals

Inclusion of EDSE 521 – Contemporary Issues in Secondary Education in admission requirements for Advanced Professional Studies

Addition of an ESL concentration in the already existing M.Ed. in Language and Literacy.

IV. Election of Faculty Senate Chair, Chair Pro Tempore and Secretary

Luek/Mowrey motion to nominate Senator Kerper for Senate Chair was respectfully declined.

Mowrey/Luek was passed to nominate Senator Rosenthal for the Chair Pro Tempore position. Nomination was accepted. Senator Rosenthal was elected.

Mowrey/McCotter motion to nominate Senator Rohena for Senate Secretary was declined.

Senator Wismer proposed postponement of elections until candidates for Senate Chair and Senate Secretary can be identified.

V. Faculty Emeritus

None

VI. General Education Task Force Final Report and Recommendations

Dr. Foster Clark and Dr. Ward did most of the presentation on behalf of the General Education Task Force. In a concise manner, Dr. Foster Clark and Dr. Ward provided background information on the work of the Task Force and discussed the final report and recommendations. Hand-outs were distributed to the Faculty Senate {see attachment #1}. Senators were also referred to the following website where they and other faculty could view the full report prior to its distribution to all permanent faculty.

http://muweb.millersville.edu/~gened/MuGenEd_files/Final%20Report-Complete-v6.pdf

The Faculty Senate was encouraged to share this information with their faculty to be ready to vote on various important issues. The most pressing issue to decide is how to count the pilot testing seminars within student's degree programs. The vote on this matter was postponed for next meeting.

IX. Other/New Business

Dr. Phillips distributed an update of the status of the Freshman Year Experience. Some of the preliminary data seems to indicate that this experience improves retention.

Senator Wismer asked for clarification of the make-up day schedule for inclement weather. Provost Prabhu provided some clarification.

The meeting was adjourned at 5:27 p.m.

Respectfully Submitted,

Elba I. Rohena
Secretary

Attachment #1

Recommendation 1: A new purpose statement and objectives for General Education

Proposed Purpose Statement (Drafted 11/23/04; Approved 12/20/04)

Consistent with Millersville University's mission to "promote intellectual development through an exemplary liberal arts based education," the purpose of General Education is to provide breadth of knowledge as a balance and complement to the depth provided by the major. General Education is designed to provide a coherent, well-rounded educational experience that assures the acquisition of lifelong values and competencies, including information literacy, personal wellness, ways of knowing across a variety of disciplines, and an appreciation for cultural and academic diversity. These are necessary for the holistic development of our graduates so that they may become responsible citizens in a democracy that exists within an increasingly complex global society.

Proposed Objectives (Drafted 12/20/04; Approved 12/20/04)

The General Education Program prepares graduates who meet all of the following objectives.

Foundations for Critical Thinking and Life-Long Learning

1. Students will:
 - a) generate, express, and revise ideas for personal, career, and civic communication.
 - b) present ideas formally in spoken, written, and media forms.
 - c) find appropriate sources of information, evaluate the information, and integrate it into a final product.
 - d) demonstrate general knowledge and an appreciation for physical and psychological well-being, as well as an appreciation for the environment, life-long learning, and community participation.

Critical Thinking And Its Application To Personal, Academic, Career, and Civic Purposes

2. Students will:
 - a) use and interpret statistical data.
 - b) evaluate and solve problems from the real world using the symbolic language of mathematics with appropriate technology.
3. Students will:
 - a) use social science evidence and theories to become a participating and informed citizen in a democracy that exists within an increasingly complex global society.
 - b) evaluate theories of human behavior and social institutions using methods of inquiry of the social sciences, including quantitative and qualitative methods and appropriate technology.
4. Students will:
 - a) use scientific reasoning, laboratory methods, appropriate technology, and mathematics to investigate scientific concepts.
 - b) evaluate and apply scientific evidence and theories.
5. Students will:
 - a) use critical analysis to respond thoughtfully to works of literature.
 - b) apply critical and creative methods of the arts and humanities.

Connecting Critical Thinking In The Disciplines To Life Beyond The Classroom

6. Students will be able to:

- a) demonstrate knowledge, attitudes, and skills essential for communicating with, working with, and making decisions with people of diverse backgrounds.
- b) articulate and rationally support personal, moral, and civic values and manifest a commitment to these values through personal, academic, career, and civic endeavors.
- c) connect big ideas and methods of inquiry from different disciplines including both historical and contemporary perspectives in ways that lead to effective problem solving and support life-long learning.

Recommendation 2: A revised curricular structure for General Education

**GENERAL EDUCATION TIER STRUCTURE
(minimum 51 semester hours)**

Foundations (4 courses - 12 sh)

- UNIV 1***: First Seminar (or other GenEd course) 3 sh
- ENGL 110: English Composition 3 sh
- COMM 100: Fundamentals of Speech 3 sh
- WELL 175/352: Wellness: Concepts of Health 3 sh
& Fitness/Health Education in Elem. Schools

Introduction to Critical Thinking in the Disciplines¹ (4 courses – min. 12 sh)

- Math with statistics or calculus component
- Laboratory science
- U.S. Civics-related Social Science
- Literature (from the Humanities)

Critical thinking in the Disciplines Electives (6 courses – min. 18 sh)

- 2 each in Humanities and Fine Arts, Science and Mathematics, Social Sciences
- Three courses at 200 level or above

Integration (3 courses - 9 sh)

- Perspectives course
 - At least junior standing
- Gen Ed elective
 - At least junior standing
 - 300 level or higher
- Writing intensive capstone or Advanced Writing
 - Senior standing

Six courses (18 sh) from Required Related course work in student's major may be counted toward any of the Gen Ed requirements above.

Other University requirements:

Writing courses: 4 required; may be in General Education, the major or general electives.

Diversity² course: 1 required; may be in General Education, the major or general electives.

Courses meeting any Gen Ed requirement will be approved according to existing procedures.

¹ Students select from a set of approved core courses in each area.

² The purpose of the Diversity requirement is to help students understand people and cultures that they may have had limited understanding of before coming to the university. Courses meeting this requirement should focus on helping students deal constructively with prominent intercultural questions and differences that currently cause discord among citizens within the United States or between the United States and peoples from other countries.