

**Faculty Senate Minutes**  
**November 29, 2005**

The meeting was called to order at 4:07 p.m. All departments were in attendance except Business Administration, English and Physics.

This meeting was a special meeting called to address issues relating to the General Education Curriculum. The entire faculty was invited to participate in this meeting, and 38 attended.

I. General Education Curriculum Proposals

Proposal Presentations

Several working groups have developed proposals for a reformed general education curriculum. Brief presentations were made on each of seven proposals. One-sheet summaries were distributed for each proposal. More extensive reports from working groups will be distributed to Senators and will be posted online for review by faculty (<http://muweb.millersville.edu/~gened/>). In addition, one working group including members from outside Millersville University has submitted recommendations but did not make a formal presentation.

- 1: Current System (Fred Foster-Clark) [see Attachment #1]
- 2: General Education Task Force Recommendation (Fred Foster-Clark) [see Attachment #2]
- 3: Member of Core, Explore, & More (Scott Schaffer) [see Attachment #3]
- 4: Member of Core, Explore, & More (Len Litowitz) [see Attachment #4]
- 5: English Working Group (Steve Centola) [see Attachment #5]
- 6: Science and Math Working Group (Lynn Marquez) [see Attachment #6]
- 7: Core, Explore, & More (Barb Stengel) [see Attachment 37]

Questions

Discussion was held regarding a number of specific questions. Should there be some requirement for a course that addresses national diversity? Does the idea of completing two minors in fields outside the home block leave room for students wishing to minor in a related field? Can speaking experience in the major adequately replace the requirement for COMM100?

## Initial Feedback

Senators were then asked to provide immediate feedback on which proposals best met characteristics of General Education (Clear Purpose, Coherence, Intellectual Richness, Community, Simplicity and Flexibility). Each Senator indicated the proposal they felt represented the characteristic best (1<sup>st</sup>) and next best (2<sup>nd</sup>). The results are summarized below.

Proposal		1	2	3	4	5	6	7
Clear Purpose	<b>1st</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>8</b>
	2nd	0	5	6	6	4	2	4
Coherence	<b>1st</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>3</b>	<b>1</b>
	2nd	1	1	2	3	1	5	12
Intellectual Richness	<b>1st</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>7</b>
	2nd	0	4	7	2	0	5	6
Community	<b>1st</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>11</b>
	2nd	0	6	6	5	0	2	9
Simplicity & Flexibility	<b>1st</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>10</b>
	2nd	0	5	5	4	4	2	4

## II. Adjournment

The meeting was adjourned after feedback was collected.

Respectfully Submitted,

Aimee L. Miller  
Faculty Senate Secretary

Attachment #1

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

**Fundamentals (G4)** (2 courses - 6 sh)

- ENGL 110: English Composition
- COMM 100: Fundamentals of Speech

**Liberal Arts Core** (12 courses – min. 36 sh)

- 4 each in Humanities and Fine Arts (G1), Science and Mathematics (G2), Social Sciences (G3)
- Three courses at 200 level or above
- Gen Ed Math (G2) course required
- Laboratory science (G2) required
- “Two in department” rules in all blocks

**Additional Courses (G4)** (3 courses - 9 sh)

- Perspectives course
  - Must have completed ENGL 110 and 24 sh in Liberal Arts Core
- Advanced Writing
  - At least junior standing
- WELL 175/352: Wellness: Concepts of Health & Fitness/Health Education in Elem. Schools

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.

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

Attachment #2

**Task Force Recommendations**

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

**Foundations** (4 courses - 12 sh)

- UNIV 1\*\*<sup>1</sup>: 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 & Fitness/Health Education in Elem. Schools 3 sh

**Introduction to Critical Thinking in the Disciplines**<sup>1</sup> (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.

Diversity<sup>2</sup> course: 1 required; may be in General Education, the major or general electives.

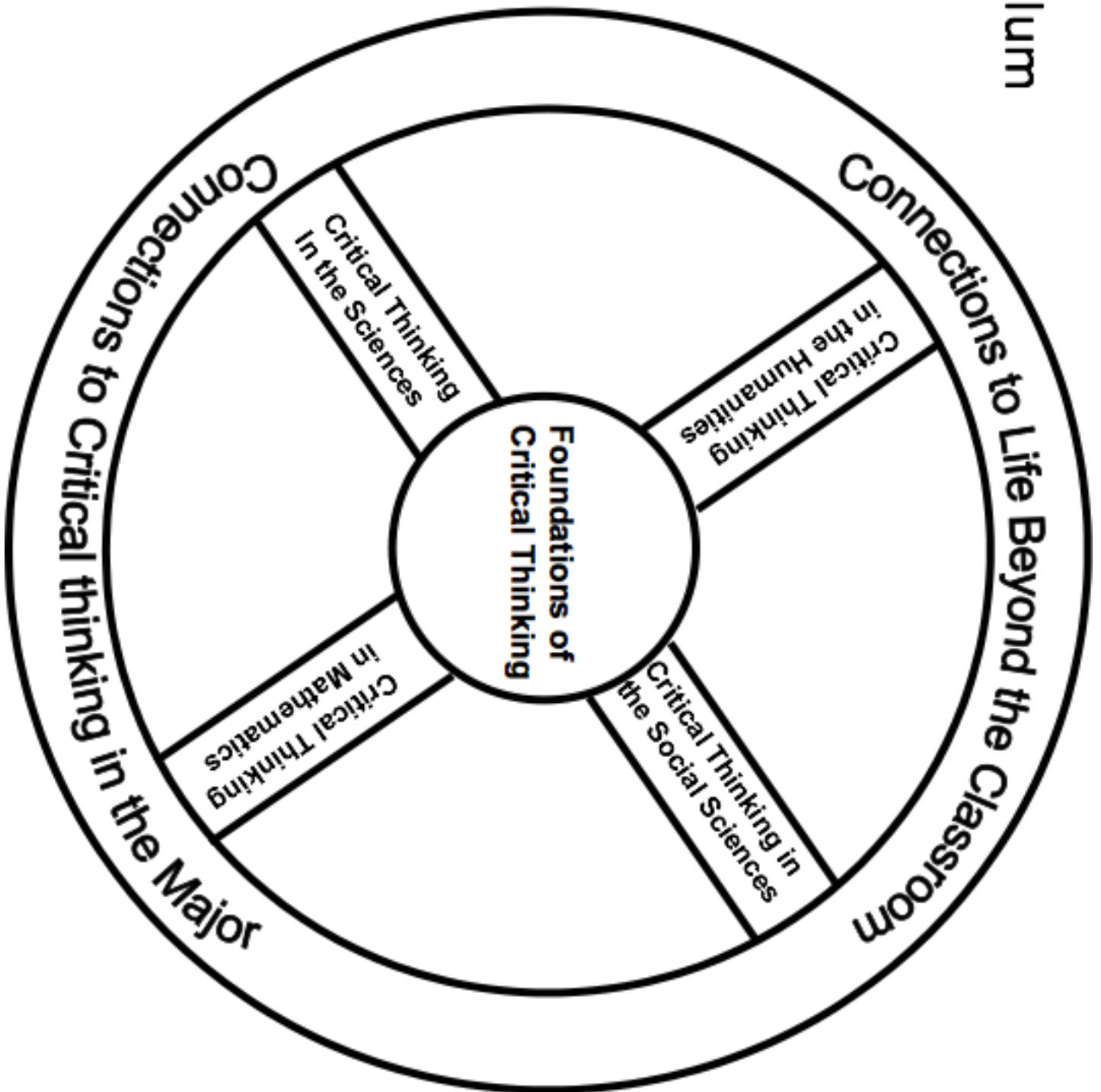
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<sup>1</sup> Students select from a set of approved core courses in each area.

<sup>2</sup> 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.

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

# Curriculum



Attachment #3

Scott Schaffer  
Department of Sociology/Anthropology

**General Education Program Proposal – The “Two Minors” Proposal**

Core Competencies – 15ch to 24ch

The competencies themselves must be met, either through coursework or through testing (AP, IB, placement testing, or other assessment). If competencies are met at transfer or admission, then credit hours would be made up in some other way.

- COMM 100 – Fundamentals of Speech (3)
- ENGL 110 – English Composition (3)
- ENGL 311-316 – Advanced writing course (3)
- MATH 101, 130, 151, 155H, or 161 – A math computation course (3-4)

A Perspectives (existing P courses), Diversity (D), or Service Learning/Community Participation (S) course (3)  
 The equivalent of one year of foreign language (placement test, assessment and exemption, or coursework) (0-6)

Breadth and Depth – 36ch to 39ch (18ch to 21ch for Education majors)

Non-Education Majors – *two six-course minor programs in G blocks not contiguous with their major or each other*

Education Majors – *two three-course areas of concentration in two G blocks not contiguous with each other*

*G1: Humanities and Fine Arts*

- Art
- Communication & Theatre
- English
- Foreign Languages
- Latin@ Studies
- Music
- Philosophy
- Humanities & Aesthetic Perspectives

- G2: Science and Mathematics*
- Biology
  - Chemistry
  - Computer Science
  - Earth Sciences
  - Environmental Health and Emergency Management
  - Mathematics
  - Nursing
  - Physics
  - Scientific Perspectives

- G3: Social Sciences*
- African-American Studies
  - Asian and Asian-American Studies (after approval)
  - Business Administration
  - Economics
  - Geography
  - Gerontology
  - Government and Political Affairs
  - International Studies (major and minor)
  - History
  - Psychology
  - Social Work
  - Social Sci. Perspectives
  - Sociology/Anthropology
  - Women’s Studies

Total: Ed – 33ch to 45ch    Non-Ed – 51ch to 63ch

Attachment #4

Summary of Proposed Gen Ed Revisions  
Len S. Litowitz

Goals of this Proposed Revision

This proposal seeks to accomplish the following:

- maintain academic rigor while providing the increased flexibility that is needed to deliver quality degree programs within a four year span,
- create a less restrictive gen ed scheme than our current scheme,
- work within the existing gen ed framework, maintaining much of what is good about the current framework,
- minimize affects on departmental load so as not to be particularly detrimental to any specific department,
- broaden gen ed so as to include more opportunities to for students within gen ed
- encourage students to pursue minors by allowing them to complete up to three courses (50%) of the minor within gen ed, and
- reduce general education requirements from 51 to 48 semester hours minimum.

Proposed Credit Distribution

G1 Humanities & Fine Arts (9s.h.)

====  
\_\_\_\_\_  
\_\_\_\_\_

G2 Mathematics & Science (9s.h.)

====  
\_\_\_\_\_  
\_\_\_\_\_

**MAT**

Must include at least one gen. ed. Approved  
Math class and one gen ed approved  
Laboratory Science class

G3 Social Science (9s.h.)

====  
\_\_\_\_\_  
\_\_\_\_\_

G4 Core Competencies (12s.h.)

**ENG** Composition  
==== (WELL)  
\_\_\_\_\_ (AW)  
\_\_\_\_\_ (P)

G5 Exploration (9s.h.)

====  
\_\_\_\_\_  
\_\_\_\_\_

Proposed Modifications to Existing General Education Requirements

•Courses selected in blocks G1,G2 and G3 must come from at least two different departments. *Rationale: Encourages breadth*

•Omit “two from one department” rule in gen ed blocks G1, G2 and G3. Replace with a “two from one department” rule that must be met once across all of gen ed. in addition to the two ENGL courses that are already required as a feature of this proposal. (Note that all education majors would have to complete two Math courses that are mandated by PDE) *Rationale: Helps to achieve greater understanding in an area other than the major*

•Omit COMM 100 from gen ed, but require all majors to identify two courses where a significant speaking assignment will occur. Majors could choose to specify COMM 100 as a required related course in G1 if they have a strong affinity for this course. *Rationale: Many majors include speaking assignments as a natural portion of the major. These speaking assignments are delivered in context as opposed to a generic speaking environment.*

•Require five courses at 200 level or higher across all gen ed distribution blocks. Two of those courses would be met by the AW and P requirements. *Rationale: Would require that students take some courses with depth as opposed to all “Intro to”... courses*

•Limit number of required-related courses that can be completed in gen ed to five (instead of six) *Rationale: Proposal transfers three credits from gen ed back to the discretion of each individual major*

•Modify the four course “W” requirement as it presently exists as follows:

•Keep existing “W” courses on the books

•Require that all Departments identify courses where significant writing assignments routinely occur.

•Departments would be free to designate courses from within the major as W courses, rely on W courses to be completed concurrently with gen ed electives, or use a combination of gen. ed. and major courses to ensure that students do significant writing in a number of courses while at MU

*Rationale: Would help to ensure significant writing is occurring in a number of courses*

•Create a new G5 block that is comprised of purely free electives including all courses presently approved for gen ed and additional courses that have not traditionally served as gen ed courses ( to be proposed by departments)

•Courses within G5 must be from at least two different departments

•Only one course within G5 could come from within the major

•A Freshman seminar course (departmental or campus-wide) could fulfill one G5 requirement

•Departments outside the mainstream of gen ed would have the opportunity to propose a limited number of courses to be approved as suitable for gen ed in the G5 block only. The procedure for proposing a course as a G1, G2 or G3 would remain the same as at present.

*Rationale: The G5 block would allow both students and major programs increased flexibility in gen ed that is desperately needed. Examples: At present education majors cannot take a computer science course in block G2 as a part of their gen ed program, nor can many take a foreign languages part of gen ed.. However, they could take such courses in the G5 block crated within this proposal. Additionally, students cannot take any courses in gen ed from some departments on campus because the departments do not have offerings that fit neatly into the present G blocks. This does not mean the departments do not have any offerings that might be of value to enhancing the general education of students.*

•Consider implementing an International Perspectives (IP) requirement that could be completed anywhere within blocks G1 – G5. The IP requirement could be fulfilled by any foreign language course, certain history courses that address other cultures, cultural anthropology courses, or many other courses with an international flavor. *Rationale: The students of today are living in a global economy. As a result of technology the world is now a much smaller place. Interactions and understandings of other cultures is becoming more essential.*



## Proposal for an Alternative General Education Curriculum

- I. **Foundations** (12)
- University 179 (3)
  - English 110 (3)
  - Communications 100 (3)
  - Wellness 175/352 (3)
- II. **Explorations in the Liberal Arts Core** (36)
- G 1 Humanities and Fine Arts (12)
  - G 2 Mathematics and Sciences (12)
  - G 3 Social Sciences (12)
- III. **Extensions** (6)
- Advanced Writing (3)
  - Capstone Course or Perspectives (3)

Total Credits (54)

### General Education Stipulations:

- At least 1 course in G2 will be a science lab course
- At least 1 course in G2 will be a mathematics course
- At least 1 course in G1 will be a literature course
- At least 1 course in G3 will be a civics-related social science course
- At least 4 “W” (writing-intensive) courses will be taken in the Liberal Arts Core, in the major, in the minor, or as a free elective
- At least 1 course in the Liberal Arts Core will have an emphasis on diversity issues

### Rationale:

Our proposal maintains the best features of our present General Education curriculum while simultaneously striving to achieve greater coherence in the overall General Education curriculum. We approached the General Education curriculum as the place where our students can receive a Liberal Arts education that develops and provides opportunities to reinforce crucial critical thinking and communications skills necessary to our students’ growth as individual learners and vital to their success in college and in their careers.

## Characteristic 1: A Clear Purpose

*The MU mission statement clearly embraces the Liberal Arts tradition: “The primary mission of Millersville University is to promote intellectual development through an exemplary liberal arts-based education...[MU] resolutely embraces the conviction that all of its degree programs must maintain a strong liberal arts component while preparing students to engage in productive and contributive lives as professionals.” Our proposal allows students to explore subject matter across the disciplines in an attempt to provide them with a diverse experience in the traditional liberal arts areas: science, math, logic, rhetoric, grammar, and fine arts. Liberal arts are designed to expose students to disciplines whose focus is not necessarily tied to specific occupational goals. This is in direct alignment with the University’s mission.*

*In addition, our proposal, while providing the coherence missing to our existing General Education structure, allows students a great deal of choice in fulfilling the goals of the liberal arts. It is also designed to complement the concept of learning communities and learning across the disciplines.*

## Characteristic 2: Intentional Alignment

The system we propose includes three categories: Foundations, Explorations and Extensions.

**Foundation courses** transition students from high school to college, introduce them to important life and academic skills, and lay a foundation for advanced work in the Liberal Arts.

**Foundation courses** consist of the four courses we believe are necessary foundations on which the rest of the general education curriculum depends. These courses should also be taken early in the students’ career. In addition, we feel strongly that these courses should be part of a two- or three-part learning community (UNIV 179, ENGL 110 at a minimum, with perhaps the addition of WELL 175 and/or COMM 100). These communities would ideally expound upon the interconnectedness of the general education curriculum and help students understand its relevance to their lives.

**Exploration courses** provide students with opportunities to learn and discover from exploration and engagement in many disciplines. **Exploration courses** focus on three main ideas of the Liberal Arts tradition: humanities, social sciences and math and science. These are areas within which every student should have instruction. Our proposal provides for a great deal of freedom within this category, with a few caveats. We believe it is essential for all students to take at least one applied science course with a lab, at least one mathematics course, and at least one literature course. These courses will allow the students to better understand and participate in their world. Consider the variety of disciplines referred to in articles in a daily newspaper. Training in these specific disciplines will allow students to better engage in the common discourse of life.

**Extension courses** build on previous learning experiences and guide students through the process of directly applying their skill and knowledge and courses that are geared toward their major. **Extension courses** allow students to take their basic skills and both strengthen them and apply them to their chosen major. We believe both an advanced writing course and a capstone course are necessary elements of a General Education curriculum. **Extension courses** also

position students for their upcoming role as graduates. Representing thoroughly trained liberal arts students, Millersville graduates should be able to communicate effectively with a wide range of audiences in their area of expertise as well as on general subjects. Capstone and Advanced Writing courses ensure a level of proficiency for listening, speaking, reading, and writing. The Capstone course helps to bring coherence to the student's individual field of study. Advanced Writing prepares students to apply the writing skills acquired throughout the curriculum to specialized writing situations in and beyond college.

In consonance with the General Education Task Force recommendations, we also stress the necessity of four "writing-intensive" courses throughout the general education curriculum. Writing is a critical skill for all citizens, no matter what discipline they specialize in. In addition, the writing skills of most college students are underdeveloped and the only remedy to this situation is continued practice.

### **Characteristic 3: Coherence**

By requiring all students to enroll in University 179, we can guarantee that all freshmen will develop certain research, critical thinking, and communication skills while discussing a topic of personal interest to students and faculty alike. By linking the "passion courses" to other fundamental courses through learning communities, we can ensure that students gain a perspective on the role and value of General Education and study in the Liberal Arts to their overall college experience.

### **Characteristic 4: Intellectual Richness**

Our proposed General Education curriculum is designed to add intellectual richness to the lives of our students by fostering the opportunity to explore a variety of disciplines that reflect the human race's most vital, permanent, and significant intellectual accomplishments. By completing various reading and writing activities, as well as exercises in quantitative problem solving and analytical and critical reasoning, our students will learn how to correlate observed data with knowledge about life and human problems. Ultimately, from their varied educational experiences, they will gain profound insight into the intellectual, spiritual, moral, and emotional life of human beings and provide standards of value for human activity.

### **Characteristic 5: Academic Community**

By its nature, general education programs are interdisciplinary and help to illuminate the interconnectedness of both academic disciplines and their application to life outside of the university. Our proposal helps to highlight these issues through choice and required upper level "W" courses as well as capstone courses. In addition, all citizens need writing, math, reading, and science abilities. Our proposal provides for those needs.

### **Characteristic 6: Simplicity and Flexibility:**

*Our proposal is designed to simplify the general education requirements. Flexibility is key and its layout lends to increased comprehensibility.*

## Attachment #6

### Science and Math General Education Working Group

#### *Rationale*

The Science and Math Working Group feel that the General Education Program at Millersville University is not irreparably broken. We believe that the current system does meet the characteristics proposed by the reform. However, we also believe the current curriculum is perceived by students and faculty alike as incoherent and lacking clear purpose. Therefore, our working group strongly encourages a reframing of the general education curriculum where all students are consistently encouraged by the general education structure and more importantly by advisors and faculty members to seek an intellectually rich curriculum. Our proposal creates thematic overlays for general education blocks whereby a clear purpose is intentionally stated and packages of courses are created that encourage coherence and intellectual richness within the current structure.

#### *Our proposal*

- The G1/G2/G3 core requirements remain the same but overlays are created to frame General Education into coherent themes such as Our Changing World, Human Experience, or Tour de Science (see attached).  
36-37 credits
- Life Skills: This three credit grouping may be fulfilled through freshmen seminar, wellness, or other newly designed courses.
  - Freshman Seminar may consist of 1-3 credits
  - Freshmen Seminar may be housed within the department or as a University seminar for undecided students
    - Strongly encourage freshmen seminars related to Themes
  - Redesigned physical education/wellness courses that teach sports for ½ credits may be used to reach 3 credit total  
3 credits
- Foundations: ENGL 110 and COMM 100 remain the same but suggest they become part of genuine learning communities with linked general education course and freshman seminar
  - Topics covered in ENGL 110 and COMM 100 relate to the freshman seminar or general education theme  
6 credits
- The Advanced Writing (AW) course also remains but individual sections are designed for students of similar majors and/or interests. For example, one section would be for meteorology and physics majors; another section designed for oceanography and marine biology majors; another section designed for environmental studies students.  
3 credits
- The Perspectives Component (P) remains unchanged  
3 credits

**51 Total Credits**

## **Our Changing World**

### ***G1: Change in America***

Choose One

MUSI 267	Survey of American Music	W
ART 313	Art in America	

Choose 3 Courses: No more than 2 may be from the same department

COMM 220	Survey of History, Structure, and Social Impact of American Mass Media	
COMM 441	Political Communication	W
ENGL 235	Early American Literature	
ENGL 236	Later American Literature	
ENGL 250	The Press and Society	W

### ***G2: Change in the Natural World***

Required Courses

ESCI 102	Origin and Evolution of the Earth	
ESCI 221	Physical Geology with Lab	L

Choose One

BIOL 103	The Science of Evolution	
BIOL 205	Heredity and Human Affairs	BIOL 100

Choose One

MATH 130	Elements of Statistics	
MATH 235	Survey of Statistics	MATH 151 or 160

### ***G3: Humans and Change***

Required Courses

ANTH 122	Physical Anthropology	
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Choose One

SOCY 216	Human Population	W
SOCY 313	Sociology of Disaster	W

Choose Two

GEOG 101	Global Environment	
GEOG 202	Resources and the Environment	
GEOG 230	Physical Geography	
GEOG 333	Biogeography	GEOG 230 or BIOL 100
GEOG 336	Climate and Society	

P: Perspectives Requirement

## **Core, Explore and More (summary)**

### **CORE (18 credits)**

Six core courses will be offered with common requirements but different specific content depending on the expertise of the instructor. The six courses – to be taken by every Millersville undergraduate within their first four semesters of study—include:

1. Scientific inquiry
2. Social scientific inquiry (qualitative and quantitative)
3. Historical consciousness
4. Aesthetic experience and analysis
5. Critical analysis and written representation (link to major course or first year seminar)
6. Applied mathematical reasoning

### **EXPLORE (18 credits)**

Student will select 18 credits in **any** department or program as long as no credits are in their major department and at least six credits are outside the major academic division. Twelve of the 18 credits can be taken Pass/No Credit – after 15 credits earned with a 2.0 or better -- with a C- required to earn a passing grade and credit. (Student will have until the 11<sup>th</sup> week of the semester to elect P/NC; instructors will not know of any student’s choice.)

Departments may specify up to 12 credits of required related courses for a specific major. However, students must be given the opportunity to take at least 6 of the 12 credits P/NC.

### **MORE (Integration, coherence, diversity) (12 credits)**

Students may select 12 credits from any of the following experiences:

- Present perspectives courses
- Study abroad credits
- First year experience (1, 2 or 3 credit versions, including those offered by departments as long as they serve as “bridge” experiences – from high school to college, from academic study to practical application, from campus to community, etc.)
- Pedagogy seminars
- Interdisciplinary programs
- Small learning communities
- Service learning courses
- Internships (that are not requirements of a major, maximum 6 credits)

