

**Faculty Senate Minutes**  
**October 21, 2008**

The meeting was called to order at 4:08 p.m. All departments were in attendance.

I. Minutes of previous meeting

The minutes of the September 16, 2008 meeting of the Faculty Senate were approved as corrected to indicate a date of September 26 for the FYI course proposal deadline.

II. Report of the Faculty Senate Chairperson

Faculty Senate Chair Börger-Greco reminded senators of the special meeting to be held October 28 to meet curriculum deadlines for the proposed education programs. She also indicated that departments bringing forward faculty emeriti proposals must submit both long and short versions electronically to the Senate Chair before they will be considered by Faculty Senate. Dr. Börger-Greco reported on her opportunity to meet with the new PASSHE Chancellor with other leaders from faculty bodies across the system. She also encouraged faculty members to add themselves to the MU Experts List ([www.millersville.edu/~ucm/experts.php](http://www.millersville.edu/~ucm/experts.php)) by contacting Janet Kacskos.

III. Report of the Student Senate President

Student Senate President Farrelly invited faculty and their families to join in Marauder Madness activities on October 31. She also reported on a political survey being conducted through MyVille, temporary status for The Color of Teaching, Vision 2020 and a new Student Senate website.

IV. Report of the Graduate Student Association

Dr. Börger-Greco shared comments on behalf of Graduate Student Association Representative Randolph regarding their petition to be recognized by Student Senate and be eligible for allocations, traveling socials that begin soon, T-shirts being designed with the graduate logo, and participation in many campus committees and an upcoming housing forum.

V. Report of the Administrative Officers

**Provost**

Provost Prabhu noted that President McNairy was in Harrisburg for a Board of Governors meeting. He shared some budget information related to the request from Governor Rendell that PASSHE institutions hold 4.25% of state appropriation funds (about \$1.6 million for Millersville) in reserve to help meet state expenses this year. He noted that this is significant because only about \$4-5 million of Millersville's budget is actually

flexible enough to be returned. A question was raised about positions that are currently unfilled. Dr. Prabhu indicated that current searches will be continued, but that Academic Affairs positions will be reviewed carefully before being returned. He also confirmed that money “floating” due to personnel vacancies is already incorporated into our current budgeting. Dr. Prabhu also stressed that we need to do our best to be prepared for possible budgets cuts next year since we do not control student tuition and fees or appropriations. Another question raised was whether performance funding would be affected. Dr. Prabhu commented that there may be some upcoming changes to the performance funding approach. However, he pointed out that we have historically performed well, but need to be aware of the difficulty improving on our top rankings.

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

Associate Provost Burns reminded faculty that the promotion deadline this year will be November 3 because the 1<sup>st</sup> falls on Saturday; the tenure deadline remains December 31. Dr. Burns also noted the upcoming Third World Studies Conference and that departments doing W recertification this year should submit those files electronically by November 15 to UCPRC@millersville.edu.

### **Dean of Education**

Dean Bray noted that several education faculty are present today to introduce the curriculum proposals being brought forward to meet new PDE Chapter 49-2 requirements. She indicated that, while the proposals would be sent to PASSHE by November 10, our Council of Trustees expects to vote on the proposals in December before PASSHE actually moves forward with their approval.

### **Interim Assistant Provost**

Assistant Provost Redmond reminded faculty of the Early Intervention System being implemented to electronically notify freshmen and sophomores about academic problems. He noted that training sessions will be conducted to inform faculty about the process.

## VI. Reports of the Faculty Senate Standing Committees

### **GERC**

Senator Skinner and Dr. Fred Foster-Clark distributed a proposed Perspectives (P) Course Expedited Review Process, including Criteria for Perspectives Courses and the Evaluation Form to be used when submitting existing P courses for recertification. [see Attachment #1]

## UCPRC

### First Readings

(1) NEW UNDERGRADUATE COURSE

CSCI412: E-Commerce: Concepts and Programming, 4 credits. Proposal to create a course that teaches design and development of e-Commerce websites.

(2) NEW UNDERGRADUATE COURSE

CSCI415: Computer and Network Security, 4 credits. Proposal to create a course dealing with data integrity, encryption, authentication, and other security issues related to computer usage.

(3) NEW UNDERGRADUATE COURSE

GEOG180: Geo-Graphics, 1 credit. Proposal to create a course to develop or enhance skills in PC-based presentation of geographic information.

(4) CHANGE IN UNDERGRADUATE CURRICULUM

ESCI: majors. Proposal to allow students in the Department of Earth Sciences to minor in other distinct programs within the department.

(5) CHANGE IN UNDERGRADUATE CURRICULUM

ESCI: BSE Earth Science major with Geology minor. Proposal to specify that ESCI222 be replaced by three credits of earth sciences elective credit to avoid program overlap.

(6) CHANGE IN UNDERGRADUATE CURRICULUM

ESCI: Earth Science minor. Proposal to change required ESCI245 course to three elective credits of 34X or 44X meteorology courses.

(7) CHANGE IN UNDERGRADUATE COURSE

ESCI442: Advanced Weather Analysis and Forecasting Practicum, 2 credits. Proposal to change the course title, credit hours and contact hours, and to formalize the scope and content.

(8) CHANGE IN UNDERGRADUATE COURSE

ESCI348: Broadcast Meteorology, 2 credits. Proposal to change the course credit hours and contact hours to allow for studio time.

(9) NEW UNDERGRADUATE COURSE

PSYC427: Childhood Disorders, 3 credits. Proposal to create a course offering an in depth look at the psychological disorders that occur in childhood.

(10) CHANGE IN UNDERGRADUATE COURSE

ECON488: Seminar in Economics, 3 credits. Proposal to add the W designation.

(11) NEW UNDERGRADUATE CURRICULUM

BS Education, Pre-Kindergarten to Grade 4 Certification. Proposal to create the program outline for certification of pre-K to grade 4 teachers consistent with requirements from PDE Chapter 49-2.

(12) NEW UNDERGRADUATE CURRICULUM

BS Education, Middle Level Certification. Proposal to create the program shell for certification of grade 4 to grade 8 teachers consistent with requirements from PDE Chapter 49-2 with outlines of the Mathematics Concentration and English Language Arts Concentration.

(13) NEW UNDERGRADUATE CURRICULUM

BS Education, Special Education PK-8/Pre Kindergarten to Grade 4 (Dual) Certification. Proposal to create a program outline for certification of special education teachers consistent with requirements from PDE Chapter 49-2 with two strands related to a focus on low incidence and high incidence disabilities.

Senator Smith also reported that UCPRC has approved the D designation for the following courses: SOWK350: Encounters in Human Diversity; GOVT361: The Politics of Race and Ethnicity; SPED330: People with Disabilities: Social Discrimination and Oppression; The Social, Political and Cultural Realities of Living as a Person with a Disability; ELED314: The Parent Teacher Relationship in Early Childhood Education; EDUC316: The Parent Teacher Relationship in the Elementary School.

VII. Reports of the Faculty Senate Special Committees

None

VIII. Proposed Courses and Programs

ASC

Senator Sikora noted that additional time is needed for further discussions between the Academic Standards Committee and Administration about the proposed changes. A Sikora/Hardy motion to postpone discussion of the proposed revisions to the Academic Standards Committee document until October 28 was approved without dissent.

IX. Faculty Emeritus

None

X. Other/New Business

**Elections**

Nominations were accepted for the vacant chair position on Academic Policies Committee. A Luek/Edeh Herr motion to close nominations was approved without dissent. Election was conducted.

Dr. Fred Foster-Clark announced that a D-course workshop will be held October 28. He also noted that there is a new General Education website ([www.millersville.edu/gened](http://www.millersville.edu/gened)) with access to all General Education documents.

A Edeh Herr/Luek motion to ask representatives from the School of Education to briefly outline the new certification programs being proposed was approved without dissent.

Dr. Judy Weinrich described the Middle Level program. She highlighted the goal of PDE for early-stage teachers to be well prepared in their content area and for all subjects in grades 4, 5, and 6. A comment was made that Introduction to Writing Studies might not be the best fit for the English Language Arts Concentration.

Dr. Lillie West reported for Dr. Christine Anthony on the PreK to Grade 4 program. She noted the overarching principles, required competencies, requirement for a number of new courses to be developed and several field experiences.

Dr. Elba Rohena commented on the replacement of a Special Education Certification with a Special Education Dual program offered in tandem with another major. She highlighted two professional strands within the program that correlate to whether students focus on more severe disabilities or milder disabilities.

Meeting was adjourned at 5:40 p.m.

Respectfully Submitted,

Aimee L. Miller  
Secretary of the Senate

**Action Summary:**

The minutes of the September 16, 2008 meeting of the Faculty Senate were approved as corrected with a date of September 26 for the FYI course proposal deadline.

A Sikora/Hardy motion to postpone discussion of the proposed revisions to the Academic Standards Committee document until October 28 was approved without dissent.

A Luek/Edeh Herr motion to close nominations was approved without dissent.

A Edeh Herr/Luek motion to ask representatives from the School of Education to briefly outline the new certification programs being proposed was approved without dissent.

## Attachment #1

### General Education Perspectives (P) Course Expedited Review Process

(Revised 9/24/08 -- Approved by GERC 9/26/08)

In April 2007, the Millersville University Faculty approved a new General Education (Gen Ed) curriculum to be implemented for the fall 2008 semester. One of the provisions within the new Gen Ed program requires the periodic recertification of courses with the W, P, D, and FYI labels. This process is not intended to be cumbersome but will help maintain the integrity of the Gen Ed curriculum. The review and approval process outlined below is modeled after the process approved by Faculty Senate last year for the recertification of W courses.

If a department wishes a course to retain the "P" Gen Ed label, the department must submit each existing "P" course to the review process described below during the fall of the year designated for recertification of its courses. A previously approved schedule of recertification reviews rotates the timing of each Department's review to coincide with the PASSHE Five-Year Program Reviews. The Associate Provost for Academic Administration will send a reminder to Department Chairs about the need to submit courses for recertification.

1. For an existing course that is to retain the Perspectives ("P") label, the department offering the course must demonstrate how it will meet each of the specific criteria defining a Perspective course as outlined in Governance and Policies. The department will submit to the chair of UCPRC (electronically) the following certification documents for each course:
  - a. A brief evaluation form (appended).
  - 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 the submitted certification documents to the Perspectives Sub-committee of UCPRC for review.
3. The Perspectives Sub-committee of UCPRC reviews the certification documents and makes one of three recommendations to UCPRC:
  - a. Approval of the "P" label for the course as presented.
  - b. Approval of the "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 can be resubmitted to the full recertification 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 "P" requirements.

The above process is used only for courses which already carry the "P" Gen Ed label. Courses that wish to add the "P" label or newly proposed courses that wish to include the "P" label will need to follow the appropriate course approval process found at <http://www.millersville.edu/~fsenate/Committees/UCPRC/guidelines.html>.

Courses labeled with a "P" that are not taken through the scheduled recertification process will lose the "P" label beginning with fall semester of the following academic year. Such courses will need to follow the process for adding a General Education label to an existing course should they desire to add the "P" label back at a later date.

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## Criteria for Perspectives Courses

Based on the

2008 Governance & Policies

(<http://www.millersville.edu/about/administration/policies/pdf/academics/Academic%20Program-UD%20-%20General%20Education%20Program.pdf>)

### Perspectives Course Criteria:

1. Must be 3 credit hours at the 300 level or above
2. Must have a meaningful oral<sup>1</sup> and written<sup>2</sup> communication component but may not carry a “W” label.
3. Must be interdisciplinary and/or multicultural in content.
4. Requires the students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/technological, and/or aesthetic) that require the application of knowledge from two or more academic disciplines and/or cultures.
5. May not have a narrow technical, professional, or career orientation.
6. Must enable quality interaction.
7. No Perspectives course may have more than two prerequisites from a single department.
8. No Perspectives course may be counted within the Critical Thinking across the Liberal Arts component of general education.
9. No Perspectives course may be required of a student by his/her major and also fulfill that student’s general education Perspectives requirement.
10. Perspectives courses must be designed to be accessible to non-majors as well as majors. Appropriately prepared students from outside the major must be capable of benefiting from the course on an equal basis with students from within the major.

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<sup>1</sup> To have a meaningful oral component, the teaching and learning strategies adopted by the course should involve students in active speaking and listening roles, including such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions. Students should be in roles that place them in interaction with an audience of their peers so that communication is interactive and reciprocal. The assessment of student learning through these roles should contribute to students’ overall course grades.

<sup>2</sup> To have a meaningful writing component, the teaching and learning strategies adopted by the course should involve students in writing activities, such as research papers, analytical essays, position papers, lab reports, personal journals, and the like. The assessment of student learning through these activities should constitute a substantial portion ( $\geq 20\%$ ) of students’ overall course grades.



## Evaluation Form for Existing Courses to Retain “P” Label

<b>Subject and Course Number</b>	<b>Course Title</b>

<b>Proposing Department</b>	<b>Proposal Representative’s Name</b>	<b>Contact Email</b>	<b>Campus Phone Extension</b>

### Approval/Submission Record:

	Name	Signature	Date
Proposal Representative			
Department Chair			
Perspectives Subcomm. Chair			
UCPRC Chair			
Assoc. Provost/President’s Designee			

*Please feel free to copy and paste information directly from the course syllabus (syllabi) for any of the items below.*

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1. Please confirm that this course meets all of the following basic Perspectives course requirements:
  - a. This course must involve 3 semester hours at 300-level or above. (1)
  - b. This course has no more than two prerequisites from a single department. (7)
  - c. This course may not be counted within the Critical Thinking Across the Liberal Arts component of General Education. (8)
  - d. This course may not be required by a student’s major while also fulfilling that student’s General Education Perspectives requirement. (9)
  - e. This course must be designed to be accessible to non-majors as well as majors. Appropriately prepared students from outside the major must be capable of benefiting from the course on an equal basis with students from within the major. (10)
  - f. This course does not contain a “W” label. (2b)
  
2. Explain how the course will have meaningful oral<sup>3</sup> and written<sup>4</sup> components and will enable quality interaction. (2a, 6)
  
3. Explain how the course does not have a narrow technical, professional, or career orientation. (5)

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<sup>3</sup> To have a meaningful oral component, the teaching and learning strategies adopted by the course should involve students in active speaking and listening roles, including such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions. Students should be in roles that place them in interaction with an audience of their peers so that communication is interactive and reciprocal. The assessment of student learning through these roles should contribute to students’ overall course grades.

<sup>4</sup> To have a meaningful writing component, the teaching and learning strategies adopted by the course should involve students in writing activities, such as research papers, analytical essays, position papers, lab reports, personal journals, and the like. The assessment of student learning through these activities should constitute a substantial portion (≥ 20%) of students’ overall course grades.

4. Explain how the course will require the students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/technological, and/or aesthetic) that require the application of knowledge from two or more academic disciplines and/or cultures. (4)
5. Explain how the proposed course is interdisciplinary and/or multicultural in content. Using specific examples, your proposal must demonstrate that the course applies different perspectives. (3)