

**Faculty Senate Minutes
December 1, 2009**

The meeting was called to order at 4:10 p.m. All departments were in attendance.

I. Minutes of previous meeting

The minutes of the November 17, 2009 meeting of the Faculty Senate were approved as written.

II. Report of the Faculty Senate Chairperson

Faculty Senate Chair Börger-Greco reminded senators of December commencement and the first meeting in January. A Hendrick/Hardy motion to set February 2, 2010 as the first meeting of the spring semester was approved without dissent.

III. Report of the Student Senate President

Student Senate President Wrobel reported on their newsletter, Wiener Wednesdays, allocations, and a World AIDS Day rummage sale.

IV. Report of the Graduate Student Association

Graduate Student Association Representative Randolph noted an upcoming canned food drive.

V. Report of the Administrative Officers

Provost

Provost Prabhu reminded faculty that attendance at commencement reflects our support for students. He noted that budget forums have been well attended and reports are being made to school councils. Additional dates for forums are posted on the Finance and Administration website. Dr. Prabhu indicated that a spring faculty convocation will address the Rediscover Millersville Middle States Study and classroom technology.

Associate Provost for Academic Administration

Associate Provost Burns reminded faculty that self-study bins are due December 4, 2009 and that the site visit team will be on campus February 28 - March 3, 2010.

VI. Reports of the Faculty Senate Standing Committees

UCPRC

First Readings

(1) NEW UNDERGRADUATE COURSE

WELL240: Health, Safety, and Nutrition for the Developing Child, 3 credits. Proposal for a course addressing the essential components of children's wellness that is to count as a WELL175 equivalent for the Dual Special Education PreK-8 and PreK-4 grades certification and is to be considered equivalent to WSSD352 for the registration system.

(2) CHANGE IN UNDERGRADUATE COURSE

ESCI221: Structural Geology, 3 credits, W. Proposal to change prerequisites, change course description, and remove designation as a W course.

VII. Reports of the Faculty Senate Special Committees

None

VIII. Proposed Courses and Programs

Second Readings

(1) NEW GRADUATE COURSE

RDED626: Literacy Leadership, 3 credits. Proposal for a course focused on the role of the reading specialist as a literacy leader was approved without dissent.

(2) NEW GRADUATE COURSE

RDED798: Advanced Theoretical Pedagogy of Reading, 3 credits. Proposal for a course focused on advanced theoretical pedagogy of reading and the supervision of literacy instruction was approved without dissent.

(3) CHANGE IN GRADUATE CURRICULM

ELED, Reading Specialist certificate. Proposal to include the new RDED626 course into the program to fulfill NCATE/IRA standards was approved without dissent.

(4) CHANGE IN GRADUATE CURRICULM

ELED, Reading Supervisor certificate. Proposal to include the new RDED798 course into the program to fulfill NCATE/IRA standards was approved without dissent.

Senator Edeh Herr commended Dr. Barbara Marinak for her work on these courses to meet new NCATE requirements.

(5) CHANGE IN POLICY

The amended proposal to implement a trial of an electronic add/drop registration system for the Winter 2010 session only was approved with one dissenting vote.

A concern was raised about policies proposed initially as a trial/pilot that become standard practice without appropriate review and approval for long-term implementation. The importance of feedback and review before further implementation was stressed. A Bookmiller/Mowrey motion to clarify the Electronic Drop/Add proposal as a one-term trial by adding “only” to the specification of winter 2010 semester was approved without dissent. Other comments included that faculty would not be able to enforce the order of a waiting list, that faculty should receive notice of changes to class rosters, and that an electronic approval by faculty could be used instead of drop/add cards. The administration noted that faculty availability for electronic approval might not be rapid enough to meet the need either. It was noted that currently faculty have insufficient access to waitlist information for their classes.

IX. Transfer Articulation

Associate Provost Burns presented information about the Act50 legislation requiring articulation of AA and AS degrees from Pennsylvania community colleges to PASSHE institutions with 60 credits. [see Attachment #1] A timeline was presented showing the start of the process now to identify Field-of-Study areas. The PDE will determine two pilot areas along with early childhood education. Dr. Burns highlighted the role of Program Articulation Committees (PAC) to develop competencies for degree programs. He emphasized that faculty volunteers to serve on PACs is critical to provide constructive input into this process. He also noted that PACs will be made up of one member from each of the 14 PASSHE schools as well as one from each of 14 community colleges. Dr. Burns indicated that PACs will likely try to work via satellite sites for efficiency. Questions were raised about the sponsors of this bill and support from the Chancellor’s Office. It was noted that the Chancellor is supportive of the efforts which were initiated by PDE as a follow up to Act114 in 2005 when a 30-credit articulation was implemented. Departments were encouraged to review curricula from HACC and RACC as a comparison to our AA/AS degrees. Dr. Schneller, General Education Coordinator, has reviewed General Education requirements.

X. Faculty Emeritus

None

XI. Other/New Business

None

Meeting was adjourned at 5:16 p.m.

Respectfully Submitted,

Aimee L. Miller
Secretary of the Senate

Action Summary:

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Attachment #1

Transfer and Articulation Oversight Committee
Pennsylvania Department of Education
November 17, 2009

Goals & Guiding Principles for Statewide Program-to-Program Articulation

Goals

1. To clarify pathways for students wishing to use completion of an Associate of Arts or Associate of Science degree as a bridge to eventual transfer to a 4-year institution.
2. To improve the pipeline between 2-year and 4-year institutions.
3. To minimize uncertainty around transferring for both students and the institutions participating in the statewide transfer initiative.
4. To increase degree completion rates at both the 2- and 4-year institutions.
5. To minimize loss of credit at the point of transfer.
6. To increase institutional cooperation.
7. To improve alignment of curricula in major subject areas and high demand majors.
8. To allow students who successfully complete an AA or AS to transfer into a parallel baccalaureate degree program at a participating institution with at least 60 credits being applied toward the student's graduation requirements and without the need for a course-by-course evaluation by the receiving institution.
9. To develop statewide program-to-program agreements that prepares students for a specific major or a group of majors.

Guiding Principles

1. Legislation includes Associate of Arts and Associate of Science degrees designed for transfer to a baccalaureate degree institution.
2. Statewide program-to-program agreements will be developed by faculty and administrators from 2- and 4-year institutions.
3. Faculty and administrators at the 2- and 4-year institutions are equal partners in developing the statewide program-to-program agreements.
4. Faculty will judge courses, programs and other learning experiences on their learning outcomes and the existence of valid evaluation measures.
5. Two-year and 4-year institutions will inform one another promptly whenever they change program or degree requirements.
6. All participating institutions will abide by the established agreements.
7. Program-to-program agreements will clearly define what, if anything is guaranteed to students as well as any additional requirements necessary for transfer.
8. Program-to-program agreements will be widely disseminated and clearly stated.
9. Statewide program-to-program agreements do not replace an institution's existing articulation agreements or prohibit institutions from developing additional articulation agreements directly with other institutions.

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Program Articulation Committees (PACs)

TAOC will form standing committees consisting of faculty from 2- and 4-year participating institutions according to academic field of study areas. The committees will be called “Program Articulation Committees”, or PACs, and will be responsible for identifying the competencies required for a student to enter a parallel baccalaureate degree program at the 4-year institution at the junior level. Based upon these competencies and learning outcomes, the PACs will then develop program-to-program agreements for specific programs of study.

The goal of each PAC will be to work within the 60 credit minimum of the Associate Degree and to maximize credit transfer for students earning an AA or AS degree.

Program Articulation Committees will have one year to complete their work. In addition to being given a list of milestones, each PAC will be required to submit interim reports (June 1 and Dec. 31, or as requested by PDE and TAOC) charting their progress and the milestones achieved. The committees may determine their own timeline for achieving these goals.

Committee Membership:

- No more than one faculty member from each participating institution per field of study area may serve on a PAC.
- Only institutions offering an active degree program in the PAC’s respective field of study area may have a faculty representative serving on the committee.
- The Chief Academic Office, as the participating institution’s designated TAOC member, will be responsible for appointing faculty representatives to serve on the various PACs.
- Faculty representatives must be a current faculty member in the field of study area at the participating institution in order to participate on the PAC.
- Faculty members will be responsible for providing information about their respective programs to the committee as requested and communicating with appropriate faculty and administrators at their individual institutions.

Committee Leadership:

- Each PAC will have two chairs who oversee the committee’s work and keeps members to task. One chair will be a faculty member from a 2-year institution; the other will be a faculty member from a 4-year institution.
- PAC chairs will be elected by the faculty members on the committee.
- Chairs will attend all TAOC meetings as a way of staying informed of TAOC decisions, the implementation process and approved timeline.
- Chairs will serve as the PAC’s spokesperson at TAOC meetings when required.
- Following TAOC meetings, the co-chairs are responsible for communicating any changes, updates or concerns from the meeting with their respective PAC.
- PAC chairs are non-voting ex-officio members of TAOC. As per legislation, TAOC consists of one voting member from each of the participating institutions.

Field of Study Areas & Program-to-Program Articulation Agreements

Institutions of higher education in Pennsylvania do not have common course numbering, common general education or major programs, common program titles or a common designation for degrees according to program of study. For this reason, programs will be identified and clustered by field of study areas according to the Classification of Instructional Programs (CIP) code. Using CIP codes will allow us to get to the right level of specificity to identify the programs at each institution and to determine where parallel baccalaureate degree programs exist.

The new transfer initiative will include two phases of implementation. Phase I, which will run from January 2009 – March 2011, will include two pilot projects and the formation of Program Articulation Committees in a limited number of field of study areas. Phase II will begin July 2010 and end October 2011. The second phase will include the formation of the remaining field of study areas that contain Associate of Arts and/or Associate of Science degrees and parallel bachelor degree programs.

Phase I (December 2009-March 2011)

During Phase I of the new transfer initiative, PDE will collect program information for each participating institution from PDE's *2008 Annual Survey of Educational Programs*. PDE will then categorize the field of study areas by CIP code and identify program-to-program agreements that need to be developed using established criteria.

Based upon this information, PDE will inform TAOC of the most common field of study areas and identify two (2) fields of study as pilot projects. The pilot committees will be "fast-tracked" in order to complete their goals within four months. Work from these pilot projects will be used to set the stage for process, coordination, work flow, timing, etc. for the other PACs. The pilot projects will begin in February 2010 and end in May 2010.

While the pilot projects are underway, a limited number of PACs in other field of study areas will also begin working. These PACs will begin meeting in March 2010 and have one year to develop their agreements.

A PAC devoted to the articulation of Early Childhood Education (ECE) also will be among the initial group of committees. The ECE PAC will begin in February 2010 and have a deadline of August 2010. This group will build on the existing work of four Multi-institution Program-to-Program Articulation in Early Childhood Education Pilot Projects currently in progress and supported by a grant funded by the Office of Child Development and Early Learning through The Pennsylvania Early Learning Keys to Quality

Task	Timeline
PDE identifies field of study areas.	December 2009
PDE informs TAOC of the field of study areas and identifies two (2) pilot projects. CAOs appoint faculty members to serve on pilots and Early Childhood Education (ECE) PAC.	January 2010
Pilots develop program-to-program articulation agreements for their Respective field of study areas.	February 2010 – May 2010
ECE PAC develops a statewide program-to-program agreement.	February 2010 – August 2010
TAOC forms PACs for a limited number of field of study areas.	February 2010
A limited number of PACs develop statewide program-to-program	March 2010 – March 2011

Agreements for additional areas of study.
Transfer and Articulation Oversight Committee
Pennsylvania Department of Education
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Phase II (July 2010 – October 2011)

Phase II will include identification of any new field of study areas and the formation of faculty committees for the new fields and the remaining fields from Phase I.

Since degree programs and their requirements change frequently at colleges and universities, PDE will collect program-related data from each institution annually beginning in July 2010. PDE will then categorize programs by CIP code, as it did in Phase I, and identify field of study areas using criteria for the second phase of implementation. Every fall semester, PDE will inform TAOC of the field of study areas requiring Program Articulation Committees (PACs). PACs will have one year to complete their work.

Task	Timeline
PDE collects program data from each participating institution annually and identifies field of study areas using established criteria for Phase II.	July 2010
PDE informs TAOC of new field of study areas and the remaining field of study areas from Phase I.	August 2010
TAOC forms PACs for each identified field of study area.	September 2010
PACs develop program-to-program articulation agreements.	October 2010-October 2011
All field of study areas have working program-to-program articulation agreements for the participating institutions.	December 2011

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