

Faculty Senate Minutes
April 19, 2011

The meeting was called to order at 4:08 p.m. All departments were in attendance except Athletics, Government & Political Affairs, and Interdisciplinary Studies.

I. Minutes of previous meeting

The minutes of the April 5, 2011 meeting of the Faculty Senate were approved as corrected.

II. Proposed Courses and Programs

Second Readings

(1) NEW UNDERGRADUATE COURSE

ERCH110: Introduction to Early Childhood Education, 3 credits. Proposal for a course that provides an overview of the field of early childhood education was approved without dissent.

(2) CHANGE TO UNDERGRADUATE CURRICULUM

Early Childhood Education major. Proposal outlining the requirements for admission to the Early Childhood Education program was approved without dissent.

(3) CHANGE TO UNDERGRADUATE CURRICULUM

Middle Level Education major. Proposal outlining the requirements for admission to the Early Childhood Education program was approved without dissent.

(4) NEW UNDERGRADUATE COURSE

HIST314: The Crusades, 3 credits, G3, D. Proposal for a course that focuses on social, cultural, and political factors before, during and after the crusade events was approved without dissent.

(5) CHANGE TO UNDERGRADUATE COURSE

CHEM110: Fundamentals of Chemistry. Proposal to add a pre- or co-requisite of MATH101 or MPT of MATH160 or higher was approved without dissent.

(6) CHANGE TO UNDERGRADUATE COURSE

CHEM111: General Chemistry I. Proposal to change to a pre- or co-requisite of MATH101 or MPT of MATH160 or higher was approved without dissent.

(7) NEW UNDERGRADUATE COURSE

SPED311: Assessment for Designing and Implementing Instruction, 3 credits, W.
Proposal for a course to help teacher candidates develop competencies in student assessment, instructional design, and classroom analysis was approved without dissent.

(8) NEW UNDERGRADUATE COURSE

SPED321: Serving Individuals with Severe & Multiple Disabilities in Inclusive Settings, 3 credits, W. Proposal for a course to prepare teacher candidates to effectively teach students with severe and multiple disabilities within an inclusive educational system was approved without dissent.

(9) NEW UNDERGRADUATE COURSE

SPED411: Formal and Informal Assessment and the Development of the Individualized Education Program for Students in need of Pervasive and Intensive Supports (Strand I), 3 credits. Proposal for a course to train teacher candidates to administer, score, and interpret a range of formal and informal educational assessments used with students with severe and multiple disabilities was approved without dissent.

(10) NEW UNDERGRADUATE COURSE

SPED451: Individualized Educational Planning: Focus on Transition for Students with Multiple/Severe Disabilities (Strand I), 3 credits. Proposal for a course to train teacher candidates to plan, design and deliver instruction focused on integrated lifespan perspectives of students with severe and multiple disabilities was approved without dissent.

(11) NEW UNDERGRADUATE COURSE

SPED453: Reflective Practices: Working with Diverse Families of Students with Disabilities (Strands I and II), 3 credits, W, D. Proposal for a course to train teacher candidates to develop cultural sensitivity to work effectively with diverse families and their students with disabilities was approved without dissent.

(12) NEW UNDERGRADUATE COURSE

SPED454: Inclusionary Practices within the Least Restrictive Environment; Professional Bloc: Strand I and Strand II, 3 credits. Proposal for a course to provide teacher candidates with the knowledge and competencies of inclusionary practices within the least restrictive environment was approved without dissent.

It was noted that the naming of the special education courses specifically address PDE requirements, ensure that the content and purpose of the courses are retained, and are meaningful to students. Credits for these courses fit within the Dual Certification program.

III. Report of the Faculty Senate Chairperson

Faculty Senate Chair Börger-Greco announced the summer Senate meeting will be held June 7 at 3:00 p.m., faculty are urged to attend commencements, and third regular election and at-large election will both be held at first fall meeting of Senate. It was noted that a plan for streamlining the course approval process will be clarified at a meeting of all department chairs.

Dr. Börger-Greco stated that any proposals for which a two-meeting waiver will be requested should be forwarded with sufficient material and time to allow for adequate consideration by senators and departments prior to approval.

Dr. Börger-Greco shared a PASSHE document outlining Interpretive Guidelines for Academic Degrees from the Board of Governors. [see Attachment #1] Any feedback on how the BOG interprets the policy should be shared with Dr. Börger-Greco by April 24.

Dr. Börger-Greco expressed appreciation for Ms. Sarah Darling's service as Student Senate President during the past year.

IV. Report of the Student Senate President

Ms. Darling reported on over 450 students attending the Town Hall Meeting on budget issues, positive impression of PASSHE students made in part by five MU students representing issues to representatives in Harrisburg, appropriation letters awarding about \$2.1 million to about 80 organizations, and beginning of the appeal process.

Ms. Darling also reported the election of new officers and introduced the new Student Senate President, Ms. Emma Stanton. Ms. Darling congratulated Dr. Luek on her selection as Educator of the Year.

V. Report of the Graduate Student Association

Ms. Eshelman reminded senators of the PASSHE Graduate Research Symposium to be held April 28 at Dixon Center. She also requested that faculty planning to process at the graduate commencement contact the President's Office.

VI. Report of the Administrative Officers

Associate Provost

Dr. Bray noted, on behalf of Dr. Prabhu, the significance of faculty attendance at graduate and undergraduate commencements.

General Education Coordinator

Dr. Schneller commented on a correction to the Undergraduate General Education form, quantitative literacy assessment as part of GenEd outcomes, the BAID studies proposal being revised and presented to UCPRC, and consideration with GERC of the impact of the transfer articulation on GenEd.

VII. Reports of the Faculty Senate Standing Committees

UCPRC

First Readings

(1) CHANGE TO UNDERGRADUATE COURSE

ART312/212: Survey of Art. Proposal to change course number from 312 to 212 and make ART212 a pre-requisite course for ART 301, 302, 303, 304, 313, 403, 404, 588, and 589.

(2) CHANGE TO UNDERGRADUATE COURSE

GEOG305: Geography of Energy. Proposal to change pre-requisites to GEOG202 or GEOG230 or permission of instructor.

(3) CHANGE TO UNDERGRADUATE COURSE

WSSD390: Athletic Training Techniques and Surface Anatomy. Proposal to change number of credits from 3 to 4 to interface with requirements with West Chester courses for dual-enrolled students.

(4) CHANGE TO UNDERGRADUATE CURRICULUM

BS Nursing, major. Proposal to revise course requirements within program, resulting in 30 credits for Associate Degree in Nursing.

(5) CHANGE TO UNDERGRADUATE COURSE

NURS320: Conceptual Basis of Professional Nursing Practice. Proposal to modify objectives and content.

(6) CHANGE TO UNDERGRADUATE COURSE

NURS322: Health Assessment of the Adult. Proposal to add content.

(7) NEW UNDERGRADUATE COURSE

NURS421: Adaptations to Chronic Health Issues in the Community. 4 credits. Proposal for a course focusing on awareness and integration of technology in professional nursing practice and the broader healthcare environment.

(8) CHANGE TO UNDERGRADUATE COURSE

NURS428: Nursing research. Proposal to add the General Education W label.

(9) CHANGE TO UNDERGRADUATE COURSE

NURS438: Health Policy and Nursing Issues. Proposal to change the name of the course and to add objectives and content.

(10) NEW UNDERGRADUATE COURSE

NURS470: Technology, Informatics and Professional Nursing Practice, 3 credits.
Proposal for a course focusing on awareness and integration of technology in professional nursing practice and the broader healthcare environment.

(11) NEW UNDERGRADUATE COURSE

NURS478: Transforming Health Care through Leadership in Nursing, 5 credits, W.
Proposal for a senior-level capstone course exploring concepts of leadership and management and using clinical experiences to practice as a nurse leader in the community.

Two-meeting Waivers

Wellness requested a waiver of the two-meeting rule so the change in credits for WSSD390 will be in place when the course is offered this summer. A Wushanley/Igyor motion to waive the two-meeting rule for approval of WSSD390 was approved without dissent.

(13) CHANGE TO UNDERGRADUATE COURSE

WSSD390: Athletic Training Techniques and Surface Anatomy. Proposal to change number of credits from 3 to 4 to interface with requirements with West Chester courses for dual-enrolled students was approved without dissent.

Nursing noted the changes to their curriculum were made in response to accreditation review and requested a waiver of the two-meeting rule for approval. A Kuhns/Dillon motion to waive the two-meeting rule for approval of the BSN curriculum and seven nursing courses was approved without dissent.

(14) CHANGE TO UNDERGRADUATE CURRICULUM

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(15) CHANGE TO UNDERGRADUATE COURSE

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(20) NEW UNDERGRADUATE COURSE

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(21) NEW UNDERGRADUATE COURSE

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GCPRC

(12) NEW GRADUATE COURSE

EDCI700: The Mentoring Teacher: Competencies for Mentoring Student Teachers, 3 credits. Proposal for course to prepare cooperating teachers to observe, analyze, guide, and evaluate teacher candidates during field experiences.

VIII. Reports of the Faculty Senate Special Committees

None

IX. Faculty Emeriti

None

X. Other/New Business

Dr. Christine Filippone announced the upcoming dedication of a mural created by Michelle Angela Ortiz and students in Dr. Filippone's and Dr. Kim Mahaffy's classes as part of the Latino Community Mural Project.

XI. Committee Elections

Previous nominations were distributed and the floor opened for additional nominations were accepted from the floor. An A Miller/Hendrick motion to close nominations and cast a unanimous vote for each unopposed candidate was approved without dissent.

Meeting was adjourned after elections (4:58 p.m.)

Respectfully Submitted,

Aimee L. Miller
Faculty Senate Secretary

Action Summary:

The minutes of the April 5, 2011 meeting of the Faculty Senate were approved as corrected.

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DRAFT

INTERPRETIVE GUIDELINES FOR POLICY 1990-06-A: ACADEMIC DEGREES

A. Purpose

The Interpretive Guidelines serve to interpret and clarify the policy on Academic Degrees for State System universities. The Interpretive Guidelines merely define or explain the relevant policy and do not impose any requirements that are not otherwise set forth in the policy.

B. Policy Sections

For the full text of the policy, go to:

<http://www.passhe.edu/inside/bog/pol/Policies/Policy%201990-06.pdf>

Specific sections of the policy, for which interpretation is provided, are as follows:

(Page 2)

2. Baccalaureate Degrees – Baccalaureate degrees require 120 semester credit hours unless (1) otherwise required by statute, regulation, or accreditation, and (2) approval by the Board of Governors, upon recommendation of the chancellor. Baccalaureate degrees consist of two principal components, general education and study in depth in a major, which taken together, are designed to prepare the student for a productive career, involved citizenship, and continuous growth:

General education consists of a broad program of study in the liberal arts and sciences, such that at least 40 semester credits hours are focused on competencies consistent with the liberal education learning outcomes as defined in Policy 1993-01: *General Education at State System of Higher Education Universities*. These competencies are typically met through study in the areas of humanities, fine arts, communication, social and behavioral sciences, mathematics, and the natural/physical sciences. In addition, general education requirements should be consistent with distribution requirements of the statewide Transfer Credit Framework. Transfer credits up to 30 semester hours will be applied to the general education requirement assuming the courses meet the standards of the Transfer Credit Framework and are designated as equivalent through identification of comparable competencies attained by

students. Certain majors have specific requirements prescribed by external agencies that may pertain to general education requirements.

The remainder of the curriculum may consist of coursework related to the major, advanced coursework (see endnote) in the liberal arts and sciences, or electives. At least 42 semester credits hours must consist of advanced coursework.

Bachelor of Arts (B.A.) – The Bachelor of Arts degree is the common degree in the arts and humanities, typically offered through the liberal arts and sciences. Bachelor of Arts degrees emphasize breadth and depth of study, and encourage aesthetic, ethical, and intercultural inquiry. The major program should not exceed 40 semester credit hours, including required cognate courses, unless approved by the chancellor. Cognate courses are those courses in related disciplines required for the major. For example, a major in sociology might require a cognate course in social psychology taught through Psychology.

b. Bachelor of Science (B.S.) – The Bachelor of Science degree is the common degree in mathematics, the natural sciences, and many of the behavioral and social sciences. The Bachelor of Science degree generally represents a more structured major program, and more direct orientation toward professional preparation than the Bachelor of Arts degree. The courses required by the major, including required cognate courses in related disciplines, must comprise at least 40 semester credit hours but no more than 60 semester credit hours, unless approved by the chancellor. Cognate courses are those courses in related disciplines required for the major. For example, a major in biology might require a cognate course in biochemistry taught through Chemistry.

C. Interpretation or Clarifications

1. The two principal components – “general education and study in depth in a major” – of a baccalaureate degree do not preclude requirements for all majors with a specific degree designation. An example of a “degree requirement” is:

Modern Language Requirement for the BA Degree

Proficiency at the 103 class level of a modern language, or the equivalent, is required for all Bachelor of Arts degree candidates. Exemption by placement or examination is possible. The modern language courses used to satisfy the BA requirement may not be used in the goal or enrichment section of the global community block of the liberal studies program.

OR

Modern Language Requirement for the BA Degree

All BA degree candidates must successfully complete a modern language requirement, defined as completion of three courses in one modern language (e.g. Chinese I, Chinese II, Chinese III) with a course grade of C or higher. Modern language courses/credits used to fulfill the degree requirement may not be counted to fulfill general education requirements or requirements for the major.

2. General education courses that are "required for the major" are considered "directed general education". Therefore, directed general education courses are counted in the general education requirement/credits. As such, they would not be counted in courses/credits for the major requirements. An example of a "directed general education" requirement is:

Example 1

The academic preparation of all applicants for admission to initial preparation programs which culminate in a bachelor's degree shall include at least 6 semester hour credits (or the equivalent) in college level mathematics and at least 6 semester hour credits (or the equivalent) in college level English composition and literature. If the designated college level mathematics courses, English composition course, and literature course meet general education requirements, then they are considered "directed general education" and are not placed or counted in the requirements for the major.

Example 2

The program of study for a nursing major requires Anatomy and Physiology I. If the Anatomy and Physiology I course meets a general education requirement, then it is a "directed general education" course. As such, it is counted toward the general education requirements and not in the requirements for the major. However, if the Anatomy and Physiology course is not counted or considered to meet a general education requirement, then it may be considered a "cognate course" in the requirements for the major.

3. Courses that are not counted toward the general education component, requirements for a major (including cognate courses), or degree requirements, are "elective courses" or "free electives". While certain courses may be recommended or suggested for students in a major, students are to remain free to take courses of their choice, whether such courses are courses related to the major, advanced coursework in the liberal arts and sciences, courses for a minor, or free electives.
4. In summary, one cannot determine by looking at a particular course whether it is counted in the credits for the general education component, major requirements, a degree requirement (major or cognate), a university requirement, or an elective. One must look at the overall program of study for a degree and major to determine how courses are organized into the different components, or which requirements they fulfill.

University Requirement ?

Computer Competency Requirement

The goal of the computer competency requirement is to ensure that students can effectively use computers and technology to succeed in an information based society. The purpose of the competency test is to determine if new SRU students have already acquired the faculty-designated minimum level of computer competence. The topics on which students will be tested are computer hardware, system software, application software, social impact, technology and the web, networks and security and privacy. We believe that students need to have a minimum level of competence to achieve the greatest success during their academic career. Students can demonstrate computer competency by either passing the computer competency exam or passing a one credit CPSC100, Introduction to Computing for Liberal Arts or any of the following three-credit courses: CPSC110 (Computer Concepts), CPSC130 (Introduction to Information Systems) or CPSC210 (Productivity Software). Upon the successful completion of the exam or one of the courses, Slippery Rock University will certify graduates as having achieved a minimum level of computer competency. Some departments may require students to take additional courses to achieve computer competency for a specific academic major.