

Faculty Senate Minutes
February 7, 2012

The meeting was called to order at 4:10 p.m. All departments were in attendance except Accounting & Finance, Interdisciplinary Studies, Music, and Nursing.

I. Minutes of previous meeting

The minutes of the December 6, 2011 meeting of the Faculty Senate were approved as corrected.

II. Proposed Courses and Programs

Second Readings

(1) CHANGE TO GRADUATE CURRICULUM

MEd Special Education PreK-8 Certification & MEd plus Certification. Proposal to revise programs to meet new requirements from Chapter 49-2 was approved without dissent.

III. Report of the Faculty Senate Chairperson

Faculty Senate Chair Börger-Greco began with a welcome and introductions. She also noted that Dr. McNairy was dealing with budget issues and hoped to report more to the campus soon. Dr. Börger-Greco encouraged faculty to plan to attend May graduation.

IV. Report of the Student Senate

Student Senate President Stanton reported on meetings for special allocations, work on updating the Student Senate Constitution, several conferences, and a student forum to be held February 13.

V. Report of the Graduate Student Association

None

VI. Report of the Administrative Officers

Provost

Dr. Prabhu commented that the Chancellor is responding to the Governor's call for another 20% budget cut to PASSHE, 30% to state-related, and 5% to PHEAA student grants. Dr. Prabhu noted that PASSHE schools have also been instructed not to spend 5% of this year's funding, effectively increasing this year's cut from 18% to 23%.

The proposed 20% cut would be a \$6 million reduction from MU's \$30 million in appropriations. He emphasized the importance of advocating for the ability to offer quality, affordable education to our 120,000 PASSHE students.

Dr. Prabhu reported on passage of the Higher Education Modernization Act that allows all PASSHE schools to offer applied doctorate degrees and loosened restrictions on faculty consulting in private venues. He encouraged departments to think about what MU strengths could be the basis for these new degrees and noted that there might be unique funding opportunities to use for development. A question was raised about ways to bring together faculty across the system to work on collaborative degrees. Dr. Prabhu recognized the importance of that approach and also stressed the benefit to start planning and testing feasibility to be positioned as a leader in strong areas.

A question was raised about why the Student Research and Neimeyer-Hodgson Grants are not funding students for presenting work at conferences. Dr. Prabhu will look into this. It was noted that some faculty have students that have missed class due to interpreting the designation "TR" as Thursday only rather than Tuesday/Thursday as intended. It was noted that school deans are planning to attend Faculty Senate on a rotating basis.

Associate Provost for Academic Administration

Dr. Adams reported that university awards are shifting to a more robust process that includes greater input from nominators and nominees. This will allow the selection committee to base decisions on a broader set of data.

VII. Reports of the Faculty Senate Standing Committees

GERC

Senator Cardwell distributed three versions of a proposal to revise General Education in ways that reduce GenEd credits and remove blocks to student progress towards degrees. [see Attachment #1] It was noted that since GenEd credits are counted based on the minimal number needed to satisfy all requirements, the maximal credit reduction would be in degrees that allow for all possible credit overlaps. Key points were:

- All proposal drafts call for elimination of 3 credits of open elective.
- All proposal drafts call for clarification of how the Advanced Writing label can be offered within degrees.
- All proposal drafts call for allowing P courses to be counted within major requirements.
- Optional on the drafts is a call to reduce the W requirement from 4 to 3 courses.
- Optional on the drafts is a call to remove the specification that 2 G1/G2/G3 courses must be from the same department

Discussion included:

- There would still be 3 credits of open electives for all students not taking an FYI course.
- GERC could also consider the separate restriction that 2 G2 courses be in the natural sciences.
- If P courses are required by majors, other students might have a hard time getting seats in those classes. Although, this would be no different than in cases where majors are encouraged to take a specific P course.
- Students would still be allowed to count 2 courses in one department. The requirement for G1/G2/G3 courses to come from at least 2 departments would still be in place.
- MU currently has one of the more extensive writing requirements.
- There would still be 5 writing courses: ENGL110, 3 W labeled, and AW.
- Many students currently take more than the 4 required W courses.
- The most common exception to graduation is the 2 from one department requirement.

First Reading

UCPRC

(1) NEW UNDERGRADUATE COURSE

ERCH 422: Teaching of Literacy, PK-4: Processes, Skills, and Strategies, 6 credits. Proposal for a course to develop pedagogy in the teaching of reading and the related language arts in grades Pre-K-4.

(2) NEW UNDERGRADUATE COURSE

MDLV 425: Teaching of Literacy, 4-8: Processes, Skills, and Strategies, 6 credits. Proposal for a course to develop pedagogy in the teaching of reading and the related language arts in grades 4-8.

(3) NEW UNDERGRADUATE COURSE

SPED 442: Effective Instruction for Students with Disabilities: Support for the General Education Curriculum (Strand II), 3 credits. Proposal for a course to prepare teacher candidates to provide effective instruction to children with mild disabilities.

(4) NEW UNDERGRADUATE COURSE

ART 144: Digital Theory and Skills, 3 credits. Proposal for a course to introduce basic vocabulary and principles of communication and media theory.

(5) NEW UNDERGRADUATE COURSE

ART 340: Interaction Design, 3 credits. Proposal for a course to explore principles and methodologies associated with digital media and interaction design, including complex multi-media presentations and applications for the worldwide web.

(6) NEW UNDERGRADUATE COURSE

ART 341: Motion Design, 3 credits. Proposal for a course to explore time-base visual communication environments and the tools, theories, aesthetics, and techniques used in time-based message building.

(7) NEW UNDERGRADUATE COURSE

ART 342: Kinetic Design, 3 credits. Proposal for a course to introduce broadcast design, film graphics, and the principles of motion graphics design.

(8) NEW UNDERGRADUATE COURSE

ART 343: Experience Design, 3 credits. Proposal for a course to synthesize and analyze relevant aspects of meaningful human interactions in a networked and mediated environment and how they relate to various aspects of life.

(9) NEW UNDERGRADUATE COURSE

ART 347: Design for Social Equity, 3 credits, D. Proposal for a D course to expose students to a wide range of materials that contribute to a more analytical and critical approach to graphics and interactive design.

(10) NEW UNDERGRADUATE COURSE

ART 348: Packaging in Design, 3 credits. Proposal for a course to train students in development of three-dimensional design solutions for presenting objects, products, and two-dimensional graphics.

(11) NEW UNDERGRADUATE COURSE

ART 493: Portfolio, 3 credits. Proposal for a capstone course for BA or BFA students in Graphic and Interactive Design where students create a professional quality portfolio of graphic design work.

(12) CHANGE TO UNDERGRADUATE CURRICULUM

BA, BFA, BSE in Art. Proposal to update course offerings to include new courses in Graphic/Interactive Design.

(13) NEW UNDERGRADUATE CURRICULUM

BSE in Early Childhood (PreK-4) and Special Education (PreK-8). Proposal to define the degree requirements for majors in Early Childhood (PreK-4) and Special Education (PreK-8).

(14) CHANGE TO UNDERGRADUATE CURRICULUM

BSE in Early Childhood (PreK-4) and Special Education (PreK-8). Proposal to change the Professional Bloc 1-Birth to K to three courses instead of five.

(15) NEW UNDERGRADUATE COURSE

SPAN 371: Spanish in the United States, 3 credits, D. Proposal for a D course to examine the history and sociolinguistic aspects of the use of Spanish in the United States.

(16) CHANGE TO UNDERGRADUATE COURSE

ECON 323: Games and Experiments in Economics, 3 credits, G3, W. Proposal to remove ECON 101 and ECON 231 as prerequisites and to add the G3 and W labels.

(17) NEW UNDERGRADUATE CURRICULUM

ERCH: Early Childhood (PreK-4). Proposal defining the requirements for retention in the early childhood education major.

(18) NEW UNDERGRADUATE CURRICULUM

MDLV: Middle Level (4-8). Proposal defining the requirements for retention in the middle level education major.

GCPRC

Dr. Mowrey noted that GCPRC has experience in strategic directions for masters and doctoral programs and would be willing to help facilitate development or planning for new degrees.

(19) NEW GRADUATE POLICY

Proposal defining the Eligibility for Participation in Graduate Commencement Prior to Degree Completion was distributed. This proposal would allow graduate students to participate in May commencement if they plan to complete 1-3 credits of coursework during summer sessions immediately following and they have completed all other degree requirements.

GCPRC/APC

Drs. Mowrey and A. Miller distributed a draft of a Provisional Framework Approval for new degrees. [see Attachment #2] Discussion followed:

- Senator Kelly indicated that Geography strongly advocates a full curriculum review. This would occur during the provisional timeframe.
- A stated time limitation would be helpful.
- Concern that a Framework approval could be used as an argument to force curriculum approval within the regular review process.
- Key is to allow complete curricular review to occur while administrative aspects are able to move forward.
- Need to differentiate between curricular approval under full review and provisional administrative approval.

Senators should discuss this with departments and bring feedback to the March 20 Senate meeting.

VIII. Reports of the Faculty Senate Special Committees

None

IX. Faculty Emeriti

A Snyder/Neuville motion that Dr. Perry R. Gemmill be granted the honorary title of Professor of Applied Engineering, Safety & Technology Emeritus was approved without dissent. [see Attachment #3]

X. Election of Faculty Senate Officers

Nominations were made for candidates to serve as Faculty Senate officers for 2012-2013. An Anderson/Igyor motion to close nominations and elect Dr. Aimee Miller as Secretary, Dr. Kendra Saunders as Chair Pro Tempore, and Dr. Ana Börger-Greco as Chair was approved without dissent.

XI. Other/New Business

Dr. Mowrey reported that Dr. Dan Keefer is organizing APSCUF mobilization of the campus for productive advocacy regarding the proposed budget cuts to PASSHE. Faculty are encouraged to contact Dr. Keefer or your Council representative.

Meeting was adjourned at 5:39 p.m.

Respectfully Submitted,

Aimee L. Miller
Faculty Senate Secretary

Action Summary:

The minutes of the December 6, 2011 meeting of the Faculty Senate were approved as corrected.

(1) CHANGE TO GRADUATE CURRICULUM

MEd Special Education PreK-8 Certification & MEd plus Certification. Proposal to revise programs to meet new requirements from Chapter 49-2 was approved without dissent.

A Snyder/Neuville motion that Dr. Perry R. Gemmill be granted the honorary title of Professor of Applied Engineering, Safety & Technology Emeritus was approved without dissent.

An Anderson/Igyor motion to close nominations and elect Dr. Aimee Miller as Secretary, Dr. Kendra Saunders as Chair Pro Tempore, and Dr. Ana Börger-Greco as Chair was approved without dissent.

Attachment #1

General Education Review Committee Proposed Revision to the General Education Program

Proposal Version I

Summary of Proposed Changes

- Eliminate the open elective.
- Reduce the number of required W courses from 4 to 3.
- Remove the “Two courses must come from one department” requirement from the G-block.
- Allow a P course to be a course required by the major.
- Clarify the language regarding the AW label.

Structure of the Revised Program

General Education Structure (Minimum 42 credits)

- 1) *Foundations for Lifelong Learning* (minimum 9 credits)
 - a) ENGL 110: English Composition
 - b) COMM 100: Fundamentals of Speech
 - c) General Education MATH Course
- 2) *Critical Thinking across the Liberal Arts* (minimum 27 credits)
 - a) Humanities and Fine Arts (G1): Three courses totaling a minimum of 9 credits.
 - b) Science and Mathematics (G2): Three courses totaling a minimum of 9 credits. At least two of the three courses must come from Biology, Chemistry, Earth Sciences, and/or Physics including one which has a Laboratory (L) component.
 - c) Social Sciences (G3): Three courses totaling a minimum of 9 credits.
 - d) At least 3 courses taken throughout blocks G1, G2 and G3 must be at the 200 level or above.
 - e) Courses in a student’s primary major discipline cannot fulfill the Critical Thinking across the Liberal Arts requirement; courses from a minor, a second major, or up to six courses required for the major from departments outside the major can fulfill this requirement.
- 3) *Connections and Exploration*
 - a) *Required Courses:* (minimum 6 credits)
 - i) First Year Inquiry seminar - 0 or 3 credits
 - ii) Open Elective - 0 to 3 credits
(1) Must be 100 level or above and must be taken outside of primary major.
 - iii) Approved Wellness course - 3 credits
 - b) *Required Labels:*
 - i) Perspectives (P) course – 1 course required
(1) At least 60 credits (Junior standing) required

- (2) The English Composition and Fundamentals of Speech competency must be satisfied prior to enrollment in "P" courses.
- (3) May be in General Education, the major, the minor or general electives.
- ii) Cultural Diversity and Community (D) course - 1 course required
 - (1) May be in General Education, the major, the minor or general electives.
- iii) Writing (W) - 3 courses required
 - (1) May be in General Education, the major, the minor or general electives.
 - (2) The English 110 competency must be satisfied prior to enrollment in "W" courses.
- iv) Advanced Writing – 1 course required
 - (1) May be chosen from any course carrying an AW label, including (but not limited to) ENGL 311, 312, 313, or 316.¹
 - (2) The upper level writing (AW) course has a prerequisite of ENGL 110 (C- or better).
 - (3) At least 60 credits (Junior standing) required

Rationale

- Eliminate the open elective: This requirement was included in the recent revision largely to keep the original 51 credit count
- Reduce the number of required W courses from 4 to 3: This brings the length of the writing sequence into alignment with current trends, and accommodates the reduced availability of Writing courses.
- Remove the "Two courses must come from one department" requirement from the G-block: This is the most common exception to graduation granted by the Office of the Associate Provost for Academic Affairs, and provides more breadth than depth.
- Allow a P course to be a course required by the major: This permits a designated P course to be a curricular requirement of the major.
- Clarify the language regarding the AW label.

¹ Current language in the Governance and Policies Manual: "Individual departments with programs which offer a significant advanced writing course, such as senior thesis or advanced foreign language composition, may petition through the appropriate academic channels to have such a course accepted as an alternate to the upper division writing course in English."

**General Education Review Committee
Proposed Revisions to the General Education Program**

Proposal Version II

Summary of Proposed Changes

- Eliminate one open elective.
- Remove the “Two courses must come from one department” requirement from the G-block.
- Allow a P course to be a course required by the major.
- Clarify the language regarding the AW label.

Structure of the Revised Program

General Education Structure (Minimum 42 credits)

- 4) *Foundations for Lifelong Learning* (minimum 9 credits)
 - a) ENGL 110: English Composition
 - b) COMM 100: Fundamentals of Speech
 - c) General Education MATH Course

- 5) *Critical Thinking across the Liberal Arts* (minimum 27 credits)
 - a) Humanities and Fine Arts (G1): Three courses totaling a minimum of 9 credits.
 - b) Science and Mathematics (G2): Three courses totaling a minimum of 9 credits. At least two of the three courses must come from Biology, Chemistry, Earth Sciences, and/or Physics including one which has a Laboratory (L) component.
 - c) Social Sciences (G3): Three courses totaling a minimum of 9 credits.
 - d) At least 3 courses taken throughout blocks G1, G2 and G3 must be at the 200 level or above.
 - e) Courses in a student’s primary major discipline cannot fulfill the Critical Thinking across the Liberal Arts requirement; courses from a minor, a second major, or up to six courses required for the major from departments outside the major can fulfill this requirement.

- 6) *Connections and Exploration*
 - a) *Required Courses:* (minimum 6 credits)
 - i) First Year Inquiry seminar - 0 or 3 credits
 - ii) Open Elective - 0 to 3 credits
 - (1) Must be 100 level or above and must be taken outside of primary major.
 - iii) Approved Wellness course - 3 credits
 - b) *Required Labels:*
 - i) Perspectives (P) course – 1 course required
 - (1) At least 60 credits (Junior standing) required
 - (2) The English Composition and Fundamentals of Speech competency must be satisfied prior to enrollment in “P” courses.
 - (3) May be in General Education, the major, the minor or general electives.
 - ii) Cultural Diversity and Community (D) course - 1 course required
 - (1) May be in General Education, the major, the minor or general electives.

- iii) Writing (W) - 4 courses required
 - (1) May be in General Education, the major, the minor or general electives.
 - (2) The English 110 competency must be satisfied prior to enrollment in "W" courses.
- iv) Advanced Writing – 1 course required
 - (1) May be chosen from any course carrying an AW label, including (but not limited to) ENGL 311, 312, 313, or 316.²
 - (2) The upper level writing (AW) course has a prerequisite of ENGL 110 (C- or better).
 - (3) At least 60 credits (Junior standing) required

Rationale

- Eliminate the open elective: This requirement was included in the recent revision largely to keep the original 51 credit count
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- Allow a P course to be a course required by the major: This permits a designated P course to be a curricular requirement of the major.
- Clarify the language regarding the AW label.

²

Current language in the Governance and Policies Manual: “Individual departments with programs which offer a significant advanced writing course, such as senior thesis or advanced foreign language composition, may petition through the appropriate academic channels to have such a course accepted as an alternate to the upper division writing course in English.”

**General Education Review Committee
Proposed Revisions to the General Education Program**

Proposal Version III

Summary of Proposed Changes

- Eliminate one open elective.
- Reduce the number of required W courses from 4 to 3.
- Allow a P course to be a course required by the major.
- Clarify the language regarding the AW label.

Structure of the Revised Program

General Education Structure (Minimum 42 credits)

7) *Foundations for Lifelong Learning* (minimum 9 credits)

- a) ENGL 110: English Composition
- b) COMM 100: Fundamentals of Speech
- c) General Education MATH Course

8) *Critical Thinking across the Liberal Arts* (minimum 27 credits)

- a) Humanities and Fine Arts (G1): Three courses totaling a minimum of 9 credits.
- b) Science and Mathematics (G2): Three courses totaling a minimum of 9 credits. At least two of the three courses must come from Biology, Chemistry, Earth Sciences, and/or Physics including one which has a Laboratory (L) component.
- c) Social Sciences (G3): Three courses totaling a minimum of 9 credits.
- d) Exactly 2 courses must be taken from one department within G1, G2, and G3.³
- e) At least 3 courses taken throughout blocks G1, G2 and G3 must be at the 200 level or above.
- f) Courses in a student's primary major discipline cannot fulfill the Critical Thinking across the Liberal Arts requirement; courses from a minor, a second major, or up to six courses required for the major from departments outside the major can fulfill this requirement.

9) *Connections and Exploration*

- a) *Required Courses*: (minimum 6 credits)
 - i) First Year Inquiry seminar - 0 or 3 credits
 - ii) Open Elective - 0 to 3 credits
 - (1) Must be 100 level or above and must be taken outside of primary major.
 - iii) Approved Wellness course - 3 credits

³ For the purpose of course counting, courses with divisional designations are considered as a separate department but may not be used to fulfill the "two course in one department" rule. Additionally, Anthropology and Sociology are considered separate departments for this rule. A math course in G2 may count along with a math course from "Foundations for Lifelong Learning" to satisfy the "two courses in one department" rule for G2.

- b) *Required Labels:*
- i) Perspectives (P) course – 1 course required
 - (1) At least 60 credits (Junior standing) required
 - (2) The English Composition and Fundamentals of Speech competency must be satisfied prior to enrollment in “P” courses.
 - (3) May be in General Education, the major, the minor or general electives.
 - ii) Cultural Diversity and Community (D) course - 1 course required
 - (1) May be in General Education, the major, the minor or general electives.
 - iii) Writing (W) - 3 courses required
 - (1) May be in General Education, the major, the minor or general electives.
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Rationale

- Eliminate the open elective: This requirement was included in the recent revision largely to keep the original 51 credit count
- Reduce the number of required W courses from 4 to 3: This brings the length of the writing sequence into alignment with current trends, and accommodates the reduced availability of Writing courses.
- Allow a P course to be a course required by the major: This permits a designated P course to be a curricular requirement of the major.
- Clarify the language regarding the AW label.

⁴

Current language in the Governance and Policies Manual: “Individual departments with programs which offer a significant advanced writing course, such as senior thesis or advanced foreign language composition, may petition through the appropriate academic channels to have such a course accepted as an alternate to the upper division writing course in English.”

Request for Provisional Framework Approval of a New Degree Proposal

draft 1 / 7 / 12

Faculty or departments may sometimes find it helpful to secure preliminary approval for a new degree which still has some details under development. In these cases, a Provisional Framework Approval may be sought by providing the following information to the Faculty Senate for consideration. Proposals granted a Provisional Framework Approval must then be processed through the complete regular curriculum review process according to the approved timeline in order to be granted full status.

Title of Proposed Degree: _____

Departments Involved: _____

Lead Authors of Proposal: (names, email addresses, telephone extensions, department affiliation)

I. Provide a rationale for requesting Provisional Framework Approval status. Describe the conditions (external and/or internal) contributing to the need for securing a preliminary approval of the degree framework.

II. Explain the current status of the degree proposal and what work remains to be completed.

III. Provide a detailed timeline for completion of the full degree proposal, including the expected date for submission of the complete proposal to the regular curriculum review process.

IV. Provide a *Program Sheet* for the proposed degree, including a budget, market research including a needs assessment, and indication of administrative support.

V. Provide a *Curriculum Sheet* for the proposed degree, including a brief summary of the degree and intended audiences; a list of other departments and/or degrees that may be impacted by the proposed new degree; required courses; concentrations; electives, etc.

VI. Provide a *Course Sheet* listing all newly proposed courses which includes, at a minimum, the Course Catalog Description and Student Learner Outcomes (a full course syllabus is preferred if possible).

Attachment #3

To: Millersville University Faculty Senate
From: Department of Applied Engineering, Safety & Technology
Date: February 3, 2012
Subject: Emeritus Recommendation for Dr. Perry R. Gemmill

RESOLUTION

Whereas: Dr. Perry R. Gemmill, Professor, Department of Applied Engineering, Safety & Technology, retired January 11, 2012 after 31 years of dedicated teaching, scholarship and service at Millersville University; and

Whereas: Dr. Gemmill served as chairman of the department from 1990 to 2008; and

Whereas: Dr. Gemmill led the department through major curriculum development initiatives including the growth of the industrial technology degree program, the addition of an Associate of Technology degree and development of a Nanofabrication Manufacturing Technology option; and

Whereas: Dr. Gemmill provided leadership and direction during the renovation, expansion and modernization of Osburn Hall; and

Whereas: Dr. Gemmill taught a variety of graphic communication technology and teacher education undergraduate and graduate courses; and

Whereas: Dr. Gemmill served on numerous department, school and university-wide committees and groups; and

Whereas: Dr. Gemmill provided dedicated service to external groups including professional associations, accrediting agencies, and educational institutions including President of the Technology and Engineering Education Association of Pennsylvania; and

Whereas: Dr. Gemmill received many awards including the Technology and Engineering Education Association of Pennsylvania Silver Service Award, and the International Technology and Engineering Education Association William Wilkinson Meritorious Service Award; and

Whereas: Dr. Gemmill was recognized for his many years of dedication to the honorary Epsilon Pi Tau with the Laureate Citation, the Distinguished Service Citation, and the Beta Phi

Chapter Trustee Emeritus designation; and

Whereas: Dr. Gemmill regularly attended meetings of professional associations and sought professional development opportunities; and

Whereas: Dr. Gemmill regularly shared his scholarship through the publication of journal articles, book contributions, presentations, and co-edited the Council for Technology Teacher Education 60th yearbook entitled *Creativity and Design in Technology Education*.

Therefore Be It Resolved: That Dr. Perry R. Gemmill be granted the honorary title Professor Emeritus of Applied Engineering, Safety & Technology.