

**MINUTES**  
**FACULTY SENATE MEETING**  
**18 March 1997**

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Chairperson D. Eidam called the meeting to order at 4:10 p.m. in Chryst Hall, Room 210. All departmental senators attended except those from the Business Administration, Communications and Theater, Earth Sciences, Educational Foundations, History, and Political Science Departments. Student senate president P. Leahy attended for student senate.

Senate approved the 25 February 1997 special meeting and 4 March 1997 regular meeting minutes with the following addition: HIST 209: Women in United States History is requesting G3 credit. Last Spring senate voted that any course proposals coming to senate after June 1996 must use the new course proposal form.

### **Reports**

#### **Chairperson's Report**

Chairperson D. Eidam said senate has a vacancy on the General Education Review Committee from non-school for a term that expires in August 1997. Senate will attempt to fill the vacancy for three consecutive meetings. The election will be on the next senate agenda.

Assistant to the President for Special Projects, L. Suskie, will make her presentation on April 15, 1997. She is not available on 1 April 1997. Eidam has sent a letter to chairpersons of departments that need to elect senators this Spring between 1 April and 31 May 1997. The term will go from 1997 to 2000. Eidam has presented senate with a draft copy of the 44 vacancies that senate will fill in September. The difficulty is that the election would be on the first day of classes.

Senate could do nothing and take a chance that it will fill the vacancies at the meeting. Eidam suggested alternate possibilities. Eidam could prepare the final form of the Committee Elections document over Spring break and send it to senators. Senate would open nominations immediately so that people could nominate candidates for the Fall open positions this Spring. Another possibility would postpone the traditional senate elections meeting until the second Tuesday in September. This may present a difficulty for committees that want to start early in the semester. That would be easier and faster. Eidam entertained motions about what to do. A R. Wismer/J. Lynch motion to open nominations by 1 April 1997 for the Fall elections passed.

Ex-officio senator S. Centola's father passed away. Eidam asked for senate's blessings in sending Centola's father a sympathy letter. Senate secretary M. Margolis is unavailable for the 1 and 15 April 1997 senate meetings. Secretary elect B. Schneller can serve as secretary on 15 April 1997 but is unavailable on 1 April 1997. Eidam called for a volunteer secretary on 1 April 1997.

#### **Student Senate President**

Student Senate President P. Leahy said that student senate's major project is the student allocations process. Student senate plans an allocation meeting for Myers Hall 24 April 1997.

#### **Administrative Officers**

## **Vice President for Academic Affairs**

Vice President for Academic Affairs, F. McNairy, asked senators to share the following information with their departments. The SSHE Board of Governors has decided to require the following for new proposals. We must demonstrate that we are not duplicating efforts within the SSHE or within the state. The best way to demonstrate that is to show how we are collaborating with programs within the SSHE sister institutions in close proximity or be able to document why our program if it duplicates others is critically necessary. This is being emphasized by the secretary of education. This secretary seems very serious about raising this issue.

In some previous proposals, schools have submitted the statement of a collaborative proposal with another school. That statement will no longer be sufficient. As the departments think about new programs that may exist or may not even exist at all, part of the departmental planning should include who might we collaborate within the system and the region. We do not want our proposals blocked from lack of documentation. The provost will share the information with the department chairs but she thought it was important for senate to know the program review process begins with the department and comes through the senate. While minors do not need Board of Governors approval, majors and graduate programs do.

## **Vice President for Student Affairs**

Speaking for Vice President for Student Affairs, R. Thomas, Associate Vice President for Student Development, C. Jaeger, said that at the last senate meeting R. Thomas mentioned that students entering for the Fall semester would move in over Labor Day weekend. He asked if a representative from each department could come on Labor Day weekend for a new student-faculty picnic. Jaeger was here today to hear the results of the poll of the faculty. Several senators reported that a poll of their department indicated that a faculty member there would attend.

## **Associate Provost for Academic Administration**

Associate Provost for Academic Administration J. Stager said senators received a notice from him a few days ago about an outcome assessment workshop. He has received a pleasing response, almost 60 people responded. Stager does not know the exact hours of the second day. Stager said to let him know what your constraints are to attend. He will try to accommodate as many people as possible. How the breakdown occurs depends upon who attends the workshops.

Stager put on the table an announcement of a general education assessment workshop that is being held by the SSHE in Harrisburg on April 17-18, 1997, a Thursday and Friday (see Attachment A). The SSHE is hoping that each institution will send about a dozen faculty to this workshop. Some people have already volunteered to attend. Let Stager know your interest in this. MU can not send more than 12 people. Stager will get vans to go up on Thursday. Some people may be able to stay overnight.

## **Associate Provost for Academic Programs**

Associate Provost for Academic Programs, J. Roller, said several people have asked her where MU stands with regard to enrollment management. The administration has an enrollment management

committee composed of administrators and faculty. There is also representation from student advisement and admissions.

## **Committee Reports**

### **Undergraduate Course and Program Review Committee**

Undergraduate Course and Program Review Committee chairperson, R. Wismer, introduced several Music Department proposals under the one meeting rule. The back of the written proposal includes the proposals group containing 20 or more half credit courses. The written proposal is too large to include in the minutes. See the Music Department for a copy. Four proposals are in the middle third of the document. The curricula needs revising to reflect the new courses. The curricular changes are in the front of the document. All music major, minor, and option requirements have been revised. The department is asking one meeting approval so that the new proposals can take effect in the Fall. MU can offer the courses in the Fall if senate approves them at its next meeting. Senate agreed that not only the program changes but also the courses themselves would fall under the one meeting rule.

### **Joint Senate Conference Committee**

Joint Senate Conference Committee chairperson, J. Piperberg, said the committee met concerning the four year commitment. The committee's report needed significant rearrangement and the committee has not finished that job. Piperberg hopes to have the final report for senate at the next meeting.

### **Academic Outcome Assessments Committee**

Academic Outcome Assessments Committee chairperson, R. Mainzer, said the committee had completed a newsletter that will come out soon.

### **Faculty Emeritus**

A M. Warmkessel/C. Heintzelman motion to recommend Sarojini Lotlikar as Assistant Professor of Librarianship emeritus passed unanimously (See Attachment B).

A R. Mainzer/A. Borger-Reese motion to recommend Linus Czap as Professor of Special Education emeritus passed unanimously (see Attachment C).

### **Proposed Courses**

Senate approved three undergraduate and two graduate courses:

**MATH 269:** Calculus and Actuarial Science Problem Solving Seminar, a new one credit hour course to be first offered Spring 1998.

**HIST 209:** Women in United States History, a new three credit hour G3 General Education Writing (non-liberal arts core) course first offered as a topics course in the Spring and Fall of 1995 and to be first offered Spring 1998.

**WSTU 491:** Topics in Women's Studies, a one to four credit hour new non-general education elective topics course to be first offered in the Fall of 1997 or Spring of 1998.

#### Graduate Courses

**PSYC 517:** Tests and Measurements, a new three credit hour graduate elective course to be first offered in the Spring of 1997.

**BIOL 647:** Chesapeake Bay System, a new four credit hour graduate course to be first offered in the Fall of 1997.

#### **Business**

##### Faculty Senate Elections

Senate needed to replace S. Lotlikar on the University Theme Committee, a nonschool position ending in 1998. Chairperson D. Eidam called for nominations. Senate elected I. Wheeler of the Counseling and Human Development Department to complete Lotlikar's term.

##### Report of the General Education Review Committee

Senate returned to the report of the General Education Task Force of 19 November 1996 (See Attachment A, page 4174, of the 4 March 1997 senate meeting minutes for a report of what motions senate has passed so far). Chairperson D. Eidam called upon General Education Review Committee chairperson and senator C. Stameshkin who submitted three motions (see Attachment D). A C. Stameshkin/R. Mainzer motion to extend debate for 30 minutes on senate's response to the Report of the General Education Task Force passed.

Debate began on Motion #1: Replace Item #4, phase 2 with the following: "If the faculty fails to approve a revised general education curriculum by Fall, 1999, that resolves the issue of whether or not some or all label requirements should be kept, label requirements will be eliminated as of Fall 1999." Senators introduced two amendments to Motion #1. One failed and one passed. However, senate defeated the amended main Motion #1.

J. Piperberg/J. Lynch moved a revised Motion #1. The wording was the same as the previous Motion #1 except for the last sentence. Instead of "...label requirements will be eliminated as of Fall 1999," the replacement was "." After considerable debate, the revised Motion #1 passed upon a call for division. The vote was 14 senators for and 7 against.

Senator C. Stameshkin moved Motion #2: That we strike item #3, phase 1, abolishing the C/Q requirement. After considerable debate, the motion failed.

Chairperson D. Eidam noted that the 30 minute time limit had expired and that senate automatically defaulted to the next agenda item. He also said that senate had to report to the General Education Task Force by 5 March 1997. However, he expected the Task Force to accept senate motions passed today.

##### Program Approval

Senate approved the: **Applied Mathematics Option**

Expansion of the Academic Standards Committee

At the last meeting senate voted to increase the size of the Academic Standards Committee from 7 to 11 individuals (See Attachment B, page 4175, of the 4 March 1997 meeting minutes).

Committee chairperson J. Piperberg's motion that senate hold elections at the next meeting (1 April 1997) to elect the four new members passed.

Senate adjourned at 5:20 PM. The next meeting will be Tuesday, 1 April 1997, from 4:05 - 5:45 p.m. in Chryst 210.

Respectfully submitted,

Marvin Margolis, Secretary  
Faculty Senate

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## Action Summary 18 March 1997

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### 1. Course and Program Approvals

Senate approved three undergraduate and two graduate courses:

**MATH 269:** Calculus and Actuarial Science Problem Solving Seminar, a new one credit hour course to be first offered Spring 1998.

**HIST 209:** Women in United States History, a new three credit hour G3 General Education Writing (non-liberal arts core) course first offered as a topics course in the Spring and Fall of 1995 and to be first offered Spring 1998.

**WSTU 491:** Topics in Women's Studies, a one to four credit hour new non-general education elective topics course to be first offered in the Fall of 1997 or Spring of 1998.

#### Graduate Courses

**PSYC 517:** Tests and Measurements, a new three credit hour graduate elective course to be first offered in the Spring of 1997.

**BIOL 647:** Chesapeake Bay System, a new four credit hour graduate course to be first offered in the Fall of 1997.

#### New Program

#### **Applied Mathematics Option**

### 2. Report of the General Education Task Force

Senate recommended to the General Education Task Force that "If the faculty fails to approve a revised general education curriculum by Fall, 1999, that resolves the issue of whether or not some or all label requirements should be kept, C, Q, W, and QARC label requirements will be maintained as of Fall 1999."

### 3. Expansion of the Academic Standards Committee

Senate will hold elections at the 1 April 1997 meeting to elect four new members of the Academic Standards Committee.

### 4. Nominations for Fall Senate Elections

Senate voted to open nominations for its Fall elections on 1 April 1997.

### 5. Faculty Emeritus

Senate recommended Sarojini Lotlikar as Assistant Professor of Librarianship emeritus and Linus Czap as Professor of Special Education emeritus.

### 6. Election Results

Senate elected I. Wheeler of the Counseling and Human Development Department to the University Theme Committee, a nonschool position ending in 1998.

**Attachment A**  
**Faculty Senate Minutes**  
**4 March 1997**

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SENATE <-- DAE

3/4/97

Task Force report: what we have passed so far

Recommendations of Faculty Senate to the Task Force on GenEd in response to its report submitted to Senate on 11/19/96:

Faculty Senate recommends that the Task Force

- completely withdraw its reference to the English Department and the statement about the Advanced Writing requirement;
- devise a strategy to assess cost, or at least begin planning a strategy to do so;
- not submit items 1. And 2. of Phase 2 to the faculty as part of the Task Force recommendation package, but instead include them in the rationale;
- express the interim nature of Phase 1, item 6. in their final report;
- include the language of B. Duncan in her "Write to Learn" document with regard to Phase 1, item 6;
- include information about the history and/or historical nature of Phase 1, item 6;
- clarify the difference between the Liberal Arts core and other similar terms such as the General Education curriculum;
- clarify part (a) of the rationale for Phase 1, item 1.

## **Attachment D**

### **Faculty Senate Minutes**

### **18 March 1997**

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General Education Review Committee

Motions for the Senate's Consideration

Motion #1. Replace item #4, phase 2 with the following:

"If the faculty fails to approve a revised general education curriculum by Fall, 1999, which resolves the issue of whether or not some or all label requirements should be kept, label requirements will be eliminated as of Fall 1999."

Rationale: The GERC offers this as a compromise between the present task force recommendation to unconditionally eliminate labels by Fall, 1999 and our earlier proposal to simply strike this item. Our committee has confidence that we can obtain genuine curricular reform by the date indicated, which is the task force's date for the implementation of Phase 2. This wording sets no limits on what this revised curriculum should look like, except that it must be approved by the faculty. The task force gets what it wanted, which we understand to be a real assurance that present momentum for change will not be lost, and real change will occur by their target date.

Motion #2. That we strike item #3, phase 1, abolishing the C/Q requirement.

Rationale: The task force has failed to establish that this will benefit students. If the only students having difficulty satisfying this are art majors, perhaps someone needs to examine why this is true before we change the rules for everyone. In addition, if the administration is concerned that one source of economic problems is the fact that students don't sufficiently value 100 level courses, abolishing the C/Q requirement would seem to be a step backwards, as these are the labels most commonly attached to 100 level courses. If we believe that critical and quantitative reasoning improvement is an important gen ed goal, we should not eliminate without a suitable substitute the one requirement that supports this objective.

Motion #3. That we strike the original wording of item #5, phase 1, leaving intact the words added by the McLeod/Dorman addition.

Rationale: The goal of achieving greater economic efficiency is very important, but we must make sure we do not end up sacrificing educational quality in the process. If we wish to make taking a few significantly larger courses more attractive to students, we need to ask how this can be done with the least risk. Already, students are able to take eight 100-level courses, so non-science majors already able to take eight 100-level courses, so non-science majors already have plenty of room to take say, between one and three larger classes in the social sciences and humanities under the present curriculum. (Science majors rarely take eight 100-level now, between having several upper level required related courses to count



in the G blocks and having to satisfy the "w" requirements.) Do we really want our students, particularly our freshmen, to take more than two or three larger classes?

If we succeed in raising the student/faculty ratio, we will already be automatically moving Millersville down a little in the ratings systems, such as those used by U.S. News and World Reports. However, student/faculty ratio is only one factor used, so if other factors stay the same, little harm may be done. However, other factors used include retention rates, graduation rates, and academic reputation, all of which could also be affected if raising class sizes leads to alienation and academic difficulties. In addition to our principled commitment to preserving educational quality, we must be careful that being more efficient in one area doesn't end up costing us students, and hence more money. Letting departments work out their own ways to achieve greater economic efficiency is less likely to have this effect. In addition, we should find ways to advise departments on how they can increase "productivity" while doing as little damage as possible to educational quality using such means as (a) applications of new technologies, (b) removal of "w" labels from some 200+ level classes that departments feel lend themselves to being taught in larger sections without loss of quality, (3) creation of new courses which are amenable to larger class sizes, (4) removal of obstacles to larger classes involving available facilities, compensation issues, etc., and (5) scheduling of and obtaining funding for relevant faculty development activities.

**Attachment B**  
**Faculty Senate Minutes**  
**4 March 1997**

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TO: Faculty Senate

From: Joel Piperberg, Chairman, Academic Standards Committee

RE: Increase in Faculty Membership on Academic Standards Committee

Date: March 4, 1997

Proposal to Increase Faculty Membership on the Academic Standards Committee

**MOTION:** According to the current Governance Manual, the Committee should include "seven faculty members elected by Faculty Senate for three year terms. Members are elected for overlapping years." I recommend the addition of four more faculty members to the Committee bringing its faculty membership to 11 individuals plus the Committee Chair who must be a Faculty Senator elected from that body. New members should be elected as soon as possible to fill the vacancies that will result from passage of this motion. To balance the Committee, two of the new members should be elected to one year terms ending in 1998, one should be elected to a two year term ending in 1999 and the last should be elected to a term beginning now and ending in 2000 (since it would make little sense to elect someone who will serve in June and then perhaps go off the Committee). If we follow this strategy, the Committee will have a turnover of 4 faculty members per year (including the Committee Chair every third year). For example, in Fall 1997, the terms of two current members will expire as will the term of the present Chair. Elections to fill those vacancies will be held at that time and their terms will end in 2000.

**RATIONALE:** In its semiannual meetings, the Academic Standards Committee meetings have routinely run late due to our desire to devote an appropriate and sufficient amount of time to each case. thus, the students awaiting their appeals often must wait for significant lengths of time. Since the number of cases that are considered each semester is remarkably constant, we should be able to stay on schedule if we enlarge the Committee. The four additional faculty members will allow us to divide the Committee into three rather than two subcommittees as in previous meetings. All other things being equal, students will consequently not need to wait nearly as long to have their cases decided and the efficiency of the Committee will thus be increased. In recent elections, there have been many more candidates to fill vacancies on the Committee than there have been openings. Therefore, it should not be difficult to fill the new Committee slots.

**Attachment A**  
**Faculty Senate Minutes**  
**18 March 1997**

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State System of Higher Education

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The System Works for Pennsylvania

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Symposium on

**Assessing General Education  
Learning Outcomes**

April 17-18, 1997

Holiday Inn Harrisburg East

**Purpose**

*Two of the State System of Higher Education's new **Imperatives for the Future** are **Focus on Learning** and **The Accountability Imperative**. Assessing student learning outcomes is fundamental to both. If we are to focus on what students learn--on outcomes instead of inputs--we must define learning expectations and develop ways of finding out how well the expectations are being met. The purpose of assessment is to use the findings to continuously improve teaching and learning--which includes closing any gaps between them! In fulfilling this purpose, we are also responding to the "accountability imperative." We are no longer telling out publics, in effect, to "trust us--we know what we are doing!" Rather, we are regularly defining and redefining what we intend to do, gathering data to tell us whether we are succeeding, and revising what we teach, how we teach, and how we involve students in learning to insure that students achieve intended learning expectations.*

*The purpose of the symposium is to provide System faculty and administrators with the opportunity to explore various approaches to defining and assessing typical intended outcomes from General Education programs, to discuss shared concerns, and to learn from one another.*

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**PRESENTERS**

**Dr. Margaret (Marge) Tebo-Messina** is Executive Director of the South Carolina Higher Education Assessment Network, a consortium of 34 state agencies and public and private institutions of higher education. In this role, Dr. Tebo-Messina consults with faculty across the state and plans conferences and meetings focusing on assessment issues. In addition, she teaches writing, literature, and composition theory as an Associate Professor of English at Winthrop University; before assuming her statewide position, she served as Coordinator of General Education Assessment at Winthrop. Since 1987, when she completed the doctorate at SUNY-Albany, Dr. Tebo-Messina has published numerous articles, given more than thirty presentations on assessment at regional and national conferences, and conducted numerous workshops on writing assessment, general education assessment,

and classroom assessment.

**Dr. Gerald W. Patton**, an historian by training, is Executive Associate Director of the Middle States Commission on Higher Education with major responsibility for coordinating the Commission's efforts in assessment, distance learning, and non-traditional study. Previously, Dr. Patton held a similar post with the North Central Association of Colleges and Schools. Before moving into higher education accreditation, he served as Director of African and Afro-American Studies and Assistant Dean of the Graduate School at Washington University. He also taught at and earned advanced degrees from Western Illinois and the University of Iowa.

### **SPONSOR**

The symposium is being sponsored by the State System's Outcomes Assessment Resource Group. This group, with representatives from each System university, was formed to serve as a catalyst for full development of outcomes assessment programs at System universities and to provide a forum for sharing ideas and information. The Resource Group is chaired by the System's Associate Vice Chancellor for Academic Affairs, Dr. Suzanne Brown.

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### **PROGRAM SCHEDULE**

#### **Thursday,**

#### **April 17**

- 2:00 - 5:00 p.m. Registration
- 2:00 - 2:30 p.m. Symposium Overview
- 2:30 - 3:45 p.m. Concurrent Sessions: ***What System Universities are Doing to Assess General Education Outcomes***
- 3:45 p.m. Refreshment break
- 4:00 p.m. Keynote Address: ***Whose Child Is This Anyway? Adopting General Education Assessment***--Dr. Margaret Tebo-Messina
- 5:30 p.m. Reception
- 6:30 p.m. Conference Dinner
- 7:45 - 9:00 p.m. Informal Discussion: ***General Issues and Questions Pertaining to Assessment of General Education Outcomes***

#### **Friday, April**

#### **18**

- 8:30 - 9:45 a.m. Small-group work sessions focusing on particular General Education outcomes
- 9:45 a.m. Refreshment break
- 10:00 - 11:15 a.m. Small-group work sessions focusing on particular General Education outcomes
- 11:30 - 12:15 p.m. Remarks: ***How General Education Fits into the Middle States "Framework for Outcomes Assessment"***

Dr. Geral Patton  
12:30 - 1:00 p.m. Buffet lunch  
1:00 - 2:00 p.m. Wrap-up: **Summary of Work Session Outcomes**--Dr. Margaret Tebo-Messina and discussion group leaders

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## HOW TO REGISTER FOR THE SYMPOSIUM

### Hotel Reservations

Please call 717-939-7841 to reserve your room at the Holiday Inn--Harrisburg East for the night of April 17. Ask for a room in the block reserved for the State System of Higher Education. With a State Hotel Order, room rates are \$65 for a single or a double. **Deadline for hotel reservations is Friday, March 28.**

### Conference Registration Fee

The registration fee of \$30 includes refreshment breaks Thursday afternoon and Friday morning, plus dinner Thursday night and lunch on Friday. All participants will be expected to pay the registration fee even if they will not be there for all meals, as the actual cost of the meals is higher. It is being subsidized by the vice chancellor for academic and student affairs, who is also providing funds to cover the cost of conference presenters.

### How to Register

Ideally, each university chief academic officer will designate one person to coordinate registration, complete one registration form for everyone who will be attending, and procure a single university check, payable to the State System of Higher Education, to cover all registrations. Please send or FAX (717-720-4211) the list of registrants by the **registration deadline of March 28** (same as for room reservations!), even if the check is not yet ready (the check may be mailed soon thereafter). Please send the check, payable to S.S.H.E. to the address below.

### Need More Information?

Call Suzanne Brown at 717-720-4210 or send an e-mail message to: sbrown@mailgate.sshechan.edu.

### Mailing Address:

State System of Higher Education  
Dixon University Center  
Attention: Linda Buffington.  
2986 N. Second Street  
Harrisburg, PA 17110.

**Attachment B**  
**Faculty Senate Minutes**  
**18 March 1997**

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TO: Millersville University Faculty Senate  
FROM: Library Department  
RE: Resolution for Emeritus Status for Assistant Professor Sarojini Lotlikar  
DATE: March 6, 1997

WHEREAS Sarojini Lotlikar, Assistant Professor, Catalog Librarian, retired in January 1997, after 25 1/2 years of service to Millersville University; and

WHEREAS Professor Lotlikar has been a dedicated and exemplary librarian both to the department and to the profession as a whole; and

WHEREAS Professor Lotlikar cataloged a variety of library materials, with emphasis on the social sciences and Special Collections materials, including books in Wickersham Pedagogical Collection, University Masters Theses and University Honors Theses; and

WHEREAS Professor Lotlikar was an approachable and effective reference librarian, helping many students and other researchers to find resources appropriate to their research topics; and

WHEREAS Professor Lotlikar served as liaison librarian to the Department of Political Science, Department of Sociology, Department of Social Work, Criminology Program, Gerontology Program, and Women's Studies Program; and

WHEREAS Professor Lotlikar served as an academic advisor to numerous students having undeclared majors; and

WHEREAS Professor Lotlikar served on many departmental committees and task forces, including the Faculty Evaluation, Promotion and Tenure Committee, Serials Implementation Task Force, Barcoding Task Force, Reorganization of Technical Services Task Force, Laura Doering Scholarship Committee, and Professional Affairs Committee; and

WHEREAS Professor Lotlikar served on numerous campus wide committees including the Women's Studies Steering Committee, Commencement Committee, Undergraduate Course and Program Review Committee, Academic Policies Committee, APSCUF Scholarship Committee, Academic Theme Committee, and the Noonan Fund Committee; and

WHEREAS Professor Lotlikar sought to expand students' knowledge regarding different cultures

and different perspectives and also presented papers at conferences and contributed articles and chapters on notable Asian Indians; and

WHEREAS Professor Lotlikar was open to new ideas as evidenced by her participation in many professional conferences relating to librarianship and her areas of subject specialty and by her membership in such professional organizations as the American Library Association, the Association of College and Research Libraries, and was a member of the nominating committee of the Delaware Valley Chapter of the Association of College and Research Libraries; and

**THEREFORE, BE IT RESOLVED: That Assistant Professor Sarojini Lotlikar be granted the honorary title of Assistant Professor of Librarianship, Emerita.**

**Attachment C**  
**Faculty Senate Minutes**  
**18 March 1997**

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Date: March 15, 1997

To: Faculty Senate

From: Department of Special Education

RE: Resolution for Professor Emeritus Status for Professor Linus J. Czap

Whereas, Professor Linus Czap, Professor of Special Education retired on January 1, 1997, after twenty one and a half years teaching at Millersville University;

Whereas, Professor Linus Czap has helped prepared thousands of special educators in both the undergraduate and graduate programs;

Whereas, Professor Linus Czap developed numerous courses, and actively helped in the revision of both the undergraduate and graduate programs in the Department of Special Education;

Whereas, Professor Linus Czap advised and mentored hundreds of graduate students in the Department of Special Education;

Whereas, Professor Linus Czap served Millersville University as the coordinator of the Graduate Teacher Certification and Degree Program in Special Education;

Whereas, Professor Linus Czap served Millersville University as the coordinator of the Supervisory Certification Program in Special Education;

Whereas, Professor Linus Czap served Millersville University as a member of the Faculty Senate and its Graduate Course and Program Review Committee

Whereas, Professor Linus Czap served Millersville University as a member of the Advisory Council for Graduate Programs in Gifted Education;

Whereas, Professor Linus Czap has served the wider education community evaluating University teacher Education and Certification Programs, Intermediate Unit programs and services, and Private schools for the Pennsylvania State Department of Education;

Whereas, Professor Linus Czap served children with disabilities for many years as the Director of the Millersville University Lab School at the Eastern State School and Hospital;

Whereas, Professor Linus Czap brought honor to the University and the Department of Special Education through his professional endeavors;



Therefore be it resolved, that Professor of Special Education Linus J. Czap be awarded the status of Professor of Special Education Emeritus.