

**Millersville University  
Faculty Senate Minutes  
March 4, 2003**

The meeting was called to order at 4:15 pm. All academic departments were represented except for Business Administration, Foreign Language and Government and Political Affairs.

**I. Minutes of the February 4, 2003 Meeting**

The minutes were approved as amended. On page 5208, it is stated that B. Skinner was elected Chair of the Women's Studies program; she was actually elected Chair of the Women's Studies Curriculum Committee. Thus "program" should be changed to "Curriculum Committee".

**II. Report of the Faculty Senate Chairperson**

Faculty Senate Chair J. Piperberg announced that the date for the June Faculty Senate meeting would be on June 10 in the Armstrong Auditorium of the STB, 3-5 pm. Refreshments will be served.

J. Piperberg also mentioned his phone discussion with the SSHE Chancellor, who asked him if he would be willing to serve on a committee to look into the impact of the 120-credit mandate and permanent exceptions for majors/options that should have them.

J. Piperberg represented the Faculty Senate at the Student Senate meeting two weeks prior when that body considered a resolution commenting on the recent edicts from SSHE Administration. He answered questions about the Faculty Senate's actions at the February 4 meeting.

The altered course proposal cover sheet was made available, and Faculty Senators were asked to review it and offer comments and suggestions.

J. Piperberg announced that next year would be his last as Faculty Senate Chairperson.

**III. Report of the Student Senate President**

B. Danz announced that the Student Senate passed a resolution two weeks ago regarding recent actions taken by the SSHE Administration. He commented that the Student Senate had received little feedback thus far.

The Student Senate also plans to hold a reception for University President J. Caputo close to the end of the spring semester.

#### **IV. Report of the Graduate Student Organization - No Report.**

#### **V. Report of Administrative Officers**

Provost McNairy announced that the Governor has proposed a state budget which includes cuts in funding for SSHE schools which may result in as much as a \$3 million deficit.

Associate Provost C. Phillips announced that the Common Calendar Committee has finalized plans for scheduling of the Summer Sessions. She also mentioned that the Academic Standards Committee will be changing the time frame for academic dismissal notices to be sent and for appeals due to time constraints and complications caused by the new Common Calendar.

#### **VI. Reports of the Faculty Senate Standing Committees**

UCPRC Chair R. Wismer announced 5 course proposals: Revisions of two Biology degree programs, which have concentrations in Environmental Biology and in Optometry; Revision of the BSN program, and a proposal to reclassify EDFN 211 and 241 as G3 General Education courses. The Committee proposed that the G3 classification would expire the September following the report from the General Education Task Force, or September 2005, whichever occurs earlier.

During the UCPRC report, a motion was introduced suggesting that any course that is to count for G1 or G3 general education credit must be submitted to the Humanities (G1) or Social Sciences (G3) Curriculum Committee, whichever is appropriate. This motion is to be considered at the next Faculty Senate Meeting. [See Attachment #1]

General Education Review Committee **B** Chair J. Fenwick announced that the committee is proposing an increase in the number of Required Related courses that can count toward General Education Requirements from 4 to 6. [See Attachment #2] This question will be taken up at the March 18 Senate meeting as well.

Academic Standards Committee **B** Chair R. Kerper announced that the committee is asking for input on the timing of the appeals process for academic dismissals. The Common Calendar has compressed the time during which these appeals can be heard and will necessitate some changes in the process.

Academic Policies Committee **B** R. Kerper mentioned that this committee will be reporting to the Faculty Senate at a future meeting.

#### **VII. Reports of the Faculty Senate Special Committees - No Report.**

## VIII. Proposed Courses and Programs

The following three course proposals were approved between meetings to expedite their approval. This will allow them to appear in the course roster for the Fall 2003 semester. They would have been approved at the February 18, 2003 meeting had that meeting not been canceled by last week's snowstorm. On Friday, February 21, I informed the Senate that the courses would stand approved if I heard no objections to them by Tuesday, February 25, 2003. No such objections were voiced and thus they were approved.

- (1) NEW GRADUATE COURSES  
BUAD 691 **B** Independent Study, 3 credits. Desired effective date **B** Spring 2003.
- (2) NEW GRADUATE COURSES  
BUAD 686 **B** 689 **B** Special Topics in Business Administration, 3 credits.  
Desired effective date **B** Spring 2003.
- (3) NEW GRADUATE COURSES  
BUAD 586 **B** 589 **B** Special Topics in Business Administration, 3 credits.  
Desired effective date **B** Spring 2003.

The following proposals were approved at today's meeting:

- (1) NEW UNDERGRADUATE COURSES  
ELED 376 **B** Assessment for Instructional Planning, 3 credits. Desired effective date **B** Spring 2004.
- (2) CHANGES IN COURSES/CURRICULA\*\*  
Elementary Education **B** straight ELED, ELEM/ECHD and ELEM/Science options. Addition of ELED 376 as a required education course. When Assessment for Instructional Planning is offered as a topics in education course prior to approval of ELED 376, it will satisfy the requirement of ELED 376 in the education program. Desired effective date Spring 2004.
- (3) NEW GRADUATE COURSE  
EDCI 799 **B** Curriculum and Instruction K **B** 12 Supervisory Program, 6 credits.  
Desired effective date **B** Spring 2003.
- (4) CHANGES IN COURSES/CURRICULA  
New Certificate Program in Curriculum and K-12 Supervision (Supervisory Certificate for Curriculum and Instruction K **B** 12). Desired effective date **B** Spring 2003.

**IX. Faculty Emeritus**

A T. Kevorkian/B. Stengel motion granting Dr. Jack R. Fischel the honorary title of Professor of History Emeritus passed. [See Attachment #3]

**X. Elections**

Dr. Beverly Skinner was elected interim Women Studies Curriculum Committee Chair on a B. Dorman/J. Lynch motion for the Faculty Senate Secretary to cast the unanimous vote in favor of her election.

**XI. Discussion of a Referendum on SSHE Policies**

A B. Dorman/M. Rosenthal motion passed which allowed the Faculty Senate to discuss holding a campus-wide faculty referendum on SSHE policies. This discussion is to continue at a future Faculty Senate meeting. Discussion centered on the questions to be included in the referendum and the mechanism for conducting the referendum

**XII. New Business**

A T. Kevorkian/S. Luek motion passed which will allow for the suspension of normal Faculty Senate rules for the next Faculty Senate meeting in order to consider a proposed policy from Dr. Francis Bremer before Proposed Courses and Programs on the agenda.

The meeting was adjourned at 5:47 pm.

Respectfully Submitted,  
Paul Studdard  
Faculty Senate Secretary

## Action Summary

### Proposed Courses and Programs

The following three course proposals were approved between meetings to expedite their approval. This will allow them to appear in the course roster for the Fall 2003 semester. They would have been approved at the February 18, 2003 meeting had that meeting not been cancelled by last week's snowstorm. On Friday, February 21, I informed the Senate that the courses would stand approved if I heard no objections to them by Tuesday, February 25, 2003. No such objections were voiced and thus they were approved.

- (1) NEW GRADUATE COURSES  
BUAD 691 **B** Independent Study, 3 credits. Desired effective date **B** Spring 2003.
- (2) NEW GRADUATE COURSES  
BUAD 686 **B** 689 **B** Special Topics in Business Administration, 3 credits. Desired effective date **B** Spring 2003.
- (3) NEW GRADUATE COURSES  
BUAD 586 **B** 589 **B** Special Topics in Business Administration, 3 credits. Desired effective date **B** Spring 2003.

The following proposals were approved at today's meeting:

- (1) NEW UNDERGRADUATE COURSES  
ELED 376 **B** Assessment for Instructional Planning, 3 credits. Desired effective date **B** Spring 2004.
- (2) CHANGES IN COURSES/CURRICULA\*\*  
Elementary Education **B** straight ELED, ELEM/ECHD and ELEM/Science options. Addition of ELED 376 as a required education course. When Assessment for Instructional Planning is offered as a topics in education course prior to approval of ELED 376, it will satisfy the requirement of ELED 376 in the education program. Desired effective date Spring 2004.
- (3) NEW GRADUATE COURSE  
EDCI 799 **B** Curriculum and Instruction K **B** 12 Supervisory Program, 6 credits. Desired effective date **B** Spring 2003.
- (4) CHANGES IN COURSES/CURRICULA  
New Certificate Program in Curriculum and K-12 Supervision (Supervisory Certificate for Curriculum and Instruction K **B** 12). Desired effective date **B** Spring 2003.

A T. Kevorkian/B. Stengel motion granting Dr. Jack R. Fischel the honorary title of Professor of History Emeritus passed.

Dr. Beverly Skinner was elected interim Women Studies Curriculum Committee Chair on a B. Dorman/J. Lynch motion for the Faculty Senate Secretary to cast the unanimous vote in favor of her election.

Attachment #1

To: Faculty Senate  
From: Dr. Francis J. Bremer  
Chair, History Department  
Date: 3 March 2003  
Re: Proposed Policy

The below has initiated from discussions within the School of Humanities and Social Science and represents the opinions of all departments therein.

**Proposed Policy:**

All courses that are proposed to have G1 credit must be reviewed and reported on by the Humanities Sub-Committee of the School of Humanities and Social Sciences Curriculum Committee. All courses that are proposed to have G2 credit must be reviewed and reported on by the Curriculum Committee of the School of Mathematics and Science. All courses that are proposed to have G3 credit must be reviewed and reported on by the Social Sciences Sub-Committee of the School of Humanities and Social Sciences Curriculum Committee.

**Rationale:**

The distribution requirements of the university program of General Education were established to separate professional education from general education and to expose students not only to content dealt with in different academic areas of knowledge but also to the different methodologies used by artists, humanists, mathematicians, scientists, and social scientists. To guarantee that these objectives are accomplished proposals should be reviewed by individuals who have professional training in the three areas of knowledge.

**Reasons for Proposing this at the current time:**

Last year the Senate voted for a course in the ITEC department (OSEH 120) to count as a G3 course without that proposal having been reviewed by the Social Sciences Curriculum Committee or any of the departments identified as social sciences. Though the Governance Manual (GM '67, p 77) states that proposals "which reflect interrelationships among two or more disciplines" require consultation between the proposing department and the departments of all other relevant disciplines, it was determined that no written policy specifically required consideration of proposed G3 courses by the Social Sciences Curriculum Committee. That decision threatens to

become a precedent that would seriously erode the General Education curriculum.

Of course it is possible for courses to meet Gen Ed objectives regardless of the originating departments. But there needs to be a procedure that guarantees that the proposed course will meet those Gen Ed objectives. The humanities, arts, social sciences, mathematics, and natural sciences all feature unique ways of understanding the world and the human condition and the purpose of the G1, G2, and G3 requirements (and the further distribution requirements within each block) is to expose our students to these different methodologies and perspectives. It is imperative that we guarantee that courses approved for these blocks not only cover material that we usually associate with particular disciplinary groupings, but that they approach that material in a way that reflects the unique disciplinary methodologies associated with the G1, G2 or G3 block. The way to insure this is to have the proposals evaluated by the faculty with professional training in that field of knowledge. Just as we rely on departmental faculty to determine whether a proposed course meets the knowledge and methodological standards to be taught in that department, so we should allow the humanists to determine if a proposed course adequately meets the criteria for a G1 course, the mathematicians and scientists to speak to whether a course meets the criteria for a G2 course, and the social scientists to judge if a course meets the criteria for G3.

This is not a matter of selfishly defending turf, it is a matter of allowing those with the appropriate credentials to advise us in making decisions. It is why we don't ask artists to evaluate candidates for jobs in the Biology Department, nor mathematicians to judge candidates for the History faculty. We must maintain proper procedures to provide students with the exposure to broad areas of knowledge that General Education is all about.

I have used the phrase "maintain proper procedures" because from the inauguration of the current Gen Ed system until last year, all G1 courses were evaluated by the Humanities Curriculum Committee, all G2 courses were evaluated by the Science and Mathematics Curriculum Committee, and all G3 courses were evaluated by the Social Sciences Curriculum Committee. This was an *unwritten rule*, presumably because it was so obvious no one believed it needed to be spelled out. Now, some individuals seeking to have professional courses designated for Gen Ed credit have used the absence of an explicit written statement to claim the right to bypass the school curriculum committees. To rectify this it is necessary to adopt a policy that all proposed G1 courses be approved by the Humanities sub-committee of the School of Humanities and Social Sciences Curriculum Committee, all proposed G2 courses be approved by the Mathematics and Science Curriculum Committee, and all proposed G3 courses be approved by the Social Sciences sub-committee of the School of Humanities and Social Sciences Curriculum Committee. Such a policy will guarantee not only that courses such as EDFN 211 and EDFN 241 will have to be reviewed by the Social Sciences Curriculum Sub-Committee – where they might very well be recommended as such -- in order to carry G3 credit. It will also mean that if the History Department introduces a course on the History of Science it would not be able to be designated a G2 course



without the consent of the Mathematics and Science Curriculum Committee. It will mean that if the Economics Department wishes to classify its Statistics course as carrying G2 credit that too could not be done without the consideration of the Mathematics and Science Curriculum Committee. It will mean that if the History Department wishes to categorize a course on the Renaissance as a G1 course that would not be possible without the consideration of the Humanities Curriculum Sub-Committee.

This is necessary to guarantee the integrity of the Gen Ed system. Despite debating points that have been made by some, it never has been and never will be a system for merely feathering departmental nests. Because of my familiarity with my own school, let me illustrate this by reference to the G3 clock. Over the years Psychology courses considered appropriate for G3 were approved for that designation by the Social Sciences Curriculum Committee. Many courses in the Social Sciences departments were *not* proposed for nor granted G3 credit despite the fact that doing so would benefit the enrollments in the departments concerned – Applied History courses are not G3 despite having much historical content; Hi 105: Introduction to the Craft of History is not a G3 course; most Social Work courses are not G3 though students are exposed to many of the elements of Sociology; only two Business courses count for G3 despite the fact that most of the department's curriculum has meaning for the social science of Economics. And the reason behind these decisions has been that the courses excluded were considered to be primarily professional in their orientation. There is a fundamental line that has always existed between professional education and general education and the effect of these recent developments is to blur that line in a way that will harm our students.

This is not to say that the UCPRC and the Senate do not have to also consider the practical considerations attendant on such proposals. When it is suggested that the hundreds of Secondary Ed majors be able to count what has traditionally been referred to as the "Sophomore Block" of their "Professional Core" as G3 General Ed this does have implications for the enrollment and resources of Social Sciences departments whose staffing and class schedules have been designed in large measure to serve the General Ed needs of all students. This does need to be a consideration if and when such a proposal reaches the UCPRC and the Senate *after going through a proper approval process that involves input from the appropriate school/disciplinary curriculum committees*. The purpose of this appeal is to direct your attention to the need to officially reassert the procedures established by traditional practice and now under attack.

Attachment #2

To: Faculty Senate  
From: General Education Review Committee  
RE: Change in General Education Curricular Requirements

**Proposal:**

Change the number of required related courses that may count in the Liberal Arts Core.

Current wording:

Section 2 Academic Programs

XI. Structure of the Program

F. Further Stipulations: In the Liberal Arts Core:

6. Up to 4 courses or 12 s.h. of departmentally required related courses may be credited in the Liberal Arts Core.

Proposed change:

6. Up to 6 courses of departmentally required related courses may be credited in the Liberal Arts Core.

**Rationale:**

Several programs would benefit in reaching the mandated 120 credit maximum if they could count more than 4 courses as required related.

### Attachment #3

The History Department's Nomination of Dr. Jack R. Fischel to be Granted the Honorary Title of Professor of History Emeritus

*Whereas* Professor Jack R. Fischel retired in December 2002 after thirty-seven years of service to Millersville University, and

*Whereas* Dr. Fischel provided excellent leadership and service to the History Department as the departmental chair from 1985 until his retirement, and

*Whereas* Dr. Fischel was the editor of the Congress Monthly from 1999 to 2002, and

*Whereas* Dr. Fischel received the "Excellence in Teaching Award" for Millersville University in 1976-1977, and

*Whereas* Dr. Fischel Received the "Distinguished Service Award" from the Commonwealth of Pennsylvania in 1977-1978, and

*Whereas* Dr. Fischel received the "Human Relations Award" from the National Conference of Christians and Jews in 1978, and

*Whereas* Dr. Fischel was the Director of the "Holocaust Workshop for Teachers" sponsored by the National Endowment of the Humanities in 1996-1997, and

*Whereas* Dr. Fischel has published twenty-nine articles in scholarly journals, and

*Whereas* Dr. Fischel has reviewed over three hundred-fifty scholarly books for journals, and

*Whereas* Dr. Fischel has delivered numerous scholarly papers at academic conferences, and

*Whereas* Dr. Fischel has advanced historical knowledge by his editing and publishing a dozen books on the Holocaust, and

*Whereas* Dr. Fischel has made significant contributions to awareness of the Holocaust and brought the university national recognition by his founding the Millersville annual conference in 1980, his attracting internationally known scholars and concerned citizens to the university to speak at the conference, and his unflagging ongoing commitment to continue and develop the conference, and

*Whereas* Dr. Fischel has provided exemplary service in a wide range of community activities. Among these have been his work in the promotion of interfaith relations, his commitment to teach the inmates in the county prison, and numerous historical lectures he has presented to groups of elder citizens.

Therefore be it resolved that Dr. Jack R. Fischel be granted the honorary

title of Professor of History Emeritus.