

PLEASE POST FOR ALL FACULTY TO READ!

**EAST CAROLINA UNIVERSITY
1995-1996 FACULTY SENATE**

The fifth regular meeting of the 1995/1996 Faculty Senate will be held on **Tuesday, 23 January 1996**, at 2:10 in the Mendenhall Student Center Great Room.

FULL AGENDA

- I. **Call to Order**

- II. **Approval of Minutes**
5 December 1995

- III. **Special Order of the Day**
 - A. Roll Call
 - B. Announcements
 - C. Tinsley Yarbrough, Interim Vice Chancellor for Academic Affairs
 - D. James Hallock, Vice Chancellor for Health Sciences
 - E. Dawn Clark, Faculty Assembly Delegate
UNC Faculty Assembly Meeting of 1 December 1995

- IV. **Unfinished Business**

- V. **Report of Committees**
 - A. Committee on Committees, Bob Woodside
Election of Delegates and Alternates to the UNC Faculty Assembly (attachment 1).
 - B. Credits Committee, Bob Woodside
Revision to *Faculty Manual*, and *Undergraduate Catalog*, reference to Grade Appeals (attachment 2).

over.....

- C. Educational Policies and Planning Committee, Madge Chamness
 - 1. Requests for Authorization to Plan New Degree Programs as follows:
 - a. BA Degree in Religious Studies, API #1510
 - b. BA, BS Degree in Multi/Interdisciplinary Studies, API #4900
 - c. BS Degree in Construction Management, API #0908
 - d. BS, MS Degree in Occupational Safety, API #0913
 - e. MA Degree in Teaching English as a Second Language, API #1508
 - f. PhD in Maritime Studies, API #4903
 - g. PhD in Bioenergetics
 - h. PhD in Health Professions-Nursing, API #1200
 - i. PhD in Counseling, API #0826
 - 2. Recommendation concerning the Implementation Committee on Diversity's Report (attachment 3).

- D. Faculty Governance Committee, Jim Joyce
 - 1. Revision to *ECU Faculty Manual*, Appendix C, reference to Professional Advancement (attachment 4).
 - 2. Revision to *ECU Faculty Manual*, Appendix L, reference to Quadrennial Unit Administrator Evaluations (attachment 5).

- E. General Education Committee, Karen Krupa
Revision to *Undergraduate Catalog* to include a listing of courses that meet General Education Requirements (attachment 6).

- F. Unit Code Screening Committee, Bill Grossnickle
Revised Department of Sociology Unit Code of Operations. (A copy of the proposed document is available for review in the Faculty Senate office.)

- G. University Curriculum Committee, Jim Smith
Undergraduate curriculum matters contained in the meeting minutes of 7 December 1995. (Copies of the minutes have been distributed to Faculty Senators and Alternates. Others may request copies from the Faculty Senate office at ext. 6537.)

VI. **New Business**

COMMITTEE ON COMMITTEES REPORT

ELECTION OF DELEGATES AND ALTERNATES TO THE UNC FACULTY ASSEMBLY

Need 2 Delegates with 3 year terms (1999)
Need 1 Alternate with 2 year term (1998)
Need 2 Alternates with 3 year terms (1999)

<u>Nominee</u>	<u>Unit</u>	<u>Phone Extension</u>
Bill Cain	Health & Human Perf.	1999
Henry Ferrell	History	6326
Dori Finley	HESC	4222
Uma Gupta	Business	6796
Bob Morrison	Chemistry	6238
Marie Pokorny	Nursing	4162
Rita Reaves	Industry & Technology	4142
Catherine Rigsby	Geology	4297
Linda Rikard	Health & Human Perf.	0002
Allan Rosenberg	Medicine	816-3538

Current Faculty Assembly Delegates

George Bailey*	Philosophy	1996	Second Term
Gregg Givens	Allied Health Sciences	1996	First Term
Dawn Clark	Theatre Arts	1997	First Term
Larry Hough	Political Science	1997	Second Term
Jeff Jarvis	Music	1998	First Term

*ineligible for re-election (Part X, Bylaws, Section II.C., page X-4)

Current Faculty Assembly Alternates

James Tracey	Allied Health Sciences	1996
Dori Finley	Human Environmental Sc.	1996
Linner Griffin	Social Work	1996
Mary Beth Foil	Medicine	1997
Mary Glascoff	Health and Human Perf.	1998

Terms Expiring:

George Bailey, Philosophy*
Gregg Givens, Allied Health Sciences
James Tracey, Allied Health Sciences
Dori Finley, Human Environmental Sciences
Linner Griffin, Social Work

*ineligible for re-election (Part X, Bylaws, Section II.C., page X-4)

CREDITS COMMITTEE REPORT

REVISION TO *FACULTY MANUAL AND UNDERGRADUATE CATALOG*, REFERENCE TO GRADE APPEALS

Revise the *Faculty Manual*, Part V., section J. Grade Appeals (page V-4) as follows:
(additions noted in bold, deletions noted in strikethrough)

*"A student wishing to contest a course grade should first attempt to resolve the matter with the instructor who determined the grade. The student may appeal the instructor's decision by submitting a written appeal to the instructor's ~~unit administrator~~ **department chairperson or dean, as appropriate**, not later than the last day for undergraduate students to drop semester-length courses during the next regular semester. The instructor's ~~unit administrator~~ **department chairperson or dean, as appropriate**, shall review the student's request with the faculty member and either concur with the grade or request that the faculty member reassess the grade. The final decision shall rest with the faculty member responsible for the course grade."*

Add the following as a new section to the *Undergraduate Catalog*, Section 5: Academic Regulations, following the section entitled Policy on Posting Grades:
(additions noted in bold, deletions noted in strikethrough)

*"A student wishing to contest a course grade should first attempt to resolve the matter with the instructor who determined the grade. The student may appeal the instructor's decision by submitting a written appeal to the instructor's ~~unit administrator~~ **department chairperson or dean, as appropriate**, not later than the last day for undergraduate students to drop semester-length courses during the next regular semester. The instructor's ~~unit administrator~~ **department chairperson or dean, as appropriate**, shall review the student's request with the faculty member and either concur with the grade or request that the faculty member reassess the grade. The final decision shall rest with the faculty member responsible for the course grade."*

Faculty Senate Agenda
23 January 1996
Attachment 3.

EDUCATIONAL POLICIES AND PLANNING COMMITTEES REPORT

RECOMMENDATION CONCERNING THE IMPLEMENTATION COMMITTEE ON DIVERSITY'S REPORT

In March, 1995, the Implementation Committee on Diversity recommended that the University establish a requirement that every undergraduate student entering the University in the Fall of 1996 and thereafter complete at least one course in which he or she learns about a second culture.

Following input from the General Education Committee and University Curriculum Committee about the proposed requirement, the Educational Policies and Planning Committee recommends the following:

"That the *ECU Undergraduate Catalog* include a statement that each academic unit assure that its majors complete at least one course exposing them to a culture other than their own. The unit will have responsibility for determining which courses may be used to satisfy this requirement."

Faculty Senate Agenda
23 January 1996
Attachment 4.

FACULTY GOVERNANCE COMMITTEE REPORT

REVISION TO *ECU FACULTY MANUAL* *APPENDIX C, REFERENCE TO PROFESSIONAL ADVANCEMENT*

Revise Appendix C. Personnel Policies and Procedures for the Faculty of ECU, Section IV. Professional Advancement, by adding the following boldfaced type to the first paragraph, so that the new paragraph will read as follows:

*"Promotion is a means through which professional achievement is encouraged, recognized, and rewarded by the university. Evaluation of faculty for purposes of promotion shall accord with the regulations established in accordance with the unit code and shall employ the criteria contained in the unit code approved by the chancellor (ECU Faculty Manual, Appendix L). **Departments in professional schools may also establish guidelines for evaluation of faculty for promotion consistent with the criteria in their school's unit code.** Specific regulations and criteria governing evaluation of faculty for purposes of promotion may vary from unit to unit. As a minimum each unit shall:...."*

FACULTY GOVERNANCE COMMITTEE REPORT

REVISION TO ECU FACULTY MANUAL APPENDIX L, REFERENCE TO QUADRENNIAL UNIT ADMINISTRATOR EVALUATIONS

Revise Appendix L. ECU Code, Section F. Quadrennial Unit Administrator Evaluation, by replacing all of the material in that section with the following:

- "1. The voting faculty of each unit shall vote on the effectiveness of the unit administrator. During September of the unit administrator's fourth year of appointment and every fourth year thereafter¹, the voting faculty shall discuss and vote by secret ballot on the effectiveness of the unit administrator.*
- 2. Each unit will elect a Faculty Leader for the Quadrennial Unit Administrator Evaluation. For units with only one Personnel Committee, the elected chair of the Personnel Committee will serve as the Faculty Leader for the Quadrennial Unit Administrator Evaluation. For units with more than one Personnel Committee, the unit administrator will call a meeting of the chairs of the Personnel Committees during the spring semester preceding the Quadrennial Unit Administrator Evaluation. At that meeting, a voting faculty member of the unit will be nominated and elected by the chairs of the Personnel Committees within the unit to serve as the Faculty Leader for the Quadrennial Unit Evaluation.*
- 3. The Faculty Leader of the Quadrennial Unit Administrator Evaluation will call a meeting of the voting faculty during September of the following academic year. At that meeting, with the unit administrator absent, the faculty will discuss and vote by secret ballot on the effectiveness of the unit administrator. Absentee ballots must be made available for voting faculty members in advance of this meeting; ballots must be deposited with the Faculty Leader for the Quadrennial Unit Administrator Evaluation prior to the meeting so that those ballots may be intermingled with and then counted along with ballots of faculty members present for the meeting. It is the responsibility of the Faculty Leader for the Quadrennial Unit Administrator Evaluation to ensure that absentee ballots and all other ballots are kept secret and confidential.*
- 4. The balloting will be conducted by the Faculty Leader for the Quadrennial Unit Administrator Evaluation and assisted by members of the Personnel Committee(s) from the unit. The Faculty Leader for the Quadrennial Unit Administrator Evaluation shall distribute, collect, and count the ballots after adding any absentee ballots cast prior to the meeting. The unit administrator shall not vote in this procedure.*
- 5. Before adjourning the meeting, the Faculty Leader for the Quadrennial Unit Administrator Evaluation shall announce the results of the balloting to the voting faculty members. Immediately following the meeting, the Faculty Leader for the Quadrennial Unit Administrator Evaluation shall convey to the unit administrator the results of the balloting. A copy of this correspondence shall also be submitted to the next higher administrative official by the Faculty Leader for the Quadrennial Unit Administrator Evaluation.*
- 6. A negative vote by a majority of the voting faculty, excluding the unit administrator, shall constitute a recommendation that the unit administrator be removed. A decision to terminate an administrative officer's appointment shall be made by the Chancellor."*

¹ Unit administrators, scheduled to be evaluated in 1996, 1997, or 1998 under the current system, will be evaluated in that year and every fourth year thereafter.

GENERAL EDUCATION COMMITTEE REPORT

REVISION TO UNDERGRADUATE CATALOG TO INCLUDE A LISTING OF COURSES THAT MEET GENERAL EDUCATION REQUIREMENTS

This report is being presented to the Faculty Senate for information only.
No action is necessary by the Faculty Senate.

GENERAL EDUCATION COURSE GOALS, OBJECTIVES, AND COURSES MEETING THE REQUIREMENTS

English Composition Component

The curriculum focuses on student aptitudes rather than on a particular content because composing is a recursive process that depends not on specific knowledge but on fluent, flexible, creative thinking. To concentrate on the essentials of composing, the program explicitly treats stages of the process (discovery, drafting, etc.). It concentrates on exposition and argument as the modes most useful for the student and citizen. It teaches students how to use library resources so that students may expand their access to knowledge essential for informed discourse. The program emphasizes critical thinking as well as traditional rhetorical skills because only insight can generate substance for the writer's craft to shape. In order to meet the East Carolina University general educational goals, students will develop the following aptitudes:

Goal 1. Students should be able to use various heuristic and planning tactics in preparing a written composition. In drafting and revising, they should choose words carefully, exploit English syntax fully, and ensure coherence. They should edit for standard written English usage, punctuation and spelling. They should also become competent in using the computer to perform these processes.

Component Rationale: The ability to engage in the writing process--discovering subjects; exploring subjects; and drafting, revising, and editing manuscripts is an aptitude fundamental to academic achievement and to a full civic life.

Goal 2. Students should grow increasingly able to read in order to understand literally, to infer, to recognize ideological bias', and to evaluate. They should deepen their sensitivities to connections and differences among texts. They should also increase their capacities for reflecting on experience, analyzing, and solving problems creatively.

Component Rationale: The ability to engage in reading and thinking critically is an aptitude fundamental to academic achievement and to a full civic life.

Goal 3. Students should understand the aims and means of the expositor and the advocate and should be able to write, to inform, and to persuade these rhetorical roles.

Component Rationale: The ability to write clear expository and argumentative compositions is an aptitude fundamental to academic achievement and to a full civic life.

Goal 4. Students should be able to formulate research questions, identify and search both print and electronic bibliographic indexes, locate resources in the library, and read widely for selected kinds of information. They should be able to incorporate information gained from the library and other sources into their compositions, citing documents appropriately.

Component Rationale: The ability to conduct bibliographic research and use library resources effectively in written compositions is an aptitude fundamental to academic achievement and to a full civic life.

Courses that meet this general education requirement:

**GENERAL EDUCATION COURSE GOALS, OBJECTIVES,
AND COURSES MEETING THE REQUIREMENTS**

Natural Sciences Component

In order to meet the East Carolina University general educational goals, students of natural sciences will develop the following aptitudes:

Goal 1. Develop, refine, and apply the observational, analytical and quantitative thinking skills necessary for scientific inquiry.

Component Rationale: Providing students with the ability to make, communicate, and implement informed and responsible decisions in those areas of life involving science, mathematics and technology requires that students develop their observational, analytical and quantitative thinking skills, as well as develop an understanding of the critical role of experimentation, and the understanding of errors encountered in measuring, modeling, and quantification, in differentiating among various scientific hypotheses and in distinguishing scientific theories from those of pseudo-science.

Goal 2. Develop knowledge of scientific concepts and theories and of techniques and approaches useful in the process of scientific inquiry.

Component Rationale: Developing students' ability to evaluate scientific information requires exposure to the principles and practices of one or more of the physical, chemical, biological and geological sciences.

Goal 3. Enhance human potential and foster human well-being through the understanding of science.

Component Rationale: Developing students' awareness and knowledge of the natural sciences is essential to enhancing students' understanding of the environmental, ethical, political, socioeconomic, and technological issues of our global society and thus is essential to enhancing human potential and fostering a life-long commitment to human well-being.

Goal 4. Develop the ability to recognize the ethical dimensions of research and a sense of responsible citizenship.

Component Rationale: Imparting to students an appreciation for and an understanding of past, present, and potential future impact of science on society is essential to their understanding of the ethical dimensions of science and their ability to become responsible citizens.

Courses that meet this general education requirement:

BIOL	1050, 1051, 1060, 1061, 1070/1071, 1080/1081, 1100/1101, 1200/1201
CHEM	1020, 1120, 1121, 1150/1151, 1160/1161, 2620/2621
GEOL	1500, 1501, 1550, 1600, 1601, 1700, 1800/1801
HSEM	2014, 2015, 2416
INTL	2300, 2301
PHYS	1050, 1080, 1081, 1090/1091, 1250, 1251, 1260, 1261, 2250, 2260, 2270

**GENERAL EDUCATION COURSE GOALS, OBJECTIVES, AND COURSES MEETING THE
REQUIREMENTS**

Mathematics Component

In order to meet the East Carolina University general educational goals, students of mathematics will develop the following aptitudes:

Goal 1. Utilize mathematical techniques and procedures in problem-solving activities.

Component Rationale: Developing students' problem-solving skills in the area of mathematics most appropriate to their major course of study--including college algebra, business-oriented mathematics, or number systems--will empower students with the knowledge to succeed in their technological and quantitative studies.

Goal 2. Develop the ability to recognize and use the words and symbols of mathematics.
Component Rationale: This is a technological and scientific age, and mathematics is the language of technology and science. Developing students' facility with the language of mathematics will provide a basic foundation for understanding and contributing to the solution of many social and environmental problems.

Goal 3. Utilize logical reasoning and critical thinking skills in analyzing mathematical problems and models.
Component Rationale: Developing the students' ability to think critically and reason logically is a precondition for obtaining the other goals listed. Mathematical problems and models are widely recognized as effective in simulating real world situations which require logical and critical thought processes.

Courses that meet this general education requirement:

MATH 1065, 1066, 1085, 2119, 2121, 2127, 2171
PHIL 1500

GENERAL EDUCATION COURSE GOALS, OBJECTIVES, AND COURSES MEETING THE REQUIREMENTS

Social Sciences Component

The social sciences study the past and present activities of individuals, groups and cultures from different theoretical, analytical and methodological perspectives. In order to meet the East Carolina University general educational goals, students of social sciences will develop the following aptitudes:

Goal 1. Develop a basic understanding of theories, concepts and scientific approaches employed in the social sciences.
Component Rationale: The diversity of the social sciences should enrich students' understanding of theoretical, analytical and methodological perspectives for appreciating behavior and social interaction.

Goal 2. Acquire a basic understanding of the ethical questions and values associated with the social sciences.
Component Rationale: Students should understand that the study of social science and the applications of research have a moral as well as a scientific dimension.

Goal 3. Achieve a basic understanding of the historical and cultural developments that underlie society.
Component Rationale: Students should understand that groups and societies exist and evolve within both a cultural and historical context.

Goal 4. Think critically, communicate effectively and use scientific and conceptual methods in studying social science subject matters.
Component Rationale: Students should have experience in critically evaluating social science findings and in communicating those findings using appropriate terminology.

Courses that meet this general education requirement:

ANTH 1000, 2000, 2010, 2015, 2016, 2020, 2025, 3002, 3003, 3004, 3005, 3009, 3016, 3017, 3018, 3020, 3024, 3027, 3111, 3112, 3200, 3252, 4050, 4054, 4225, 4253, 4260, 4400, 4401
CLAS 2001
ECON 1000, 2113, 2133, 3030, 3144
ETHN 2002
GEOG 1000, 2003, 2019, 2100, 2110, 3000, 3003, 3046, 3047, 3049, 3050, 3051, 3055, 3056, 3300, 4050
GERO 2400

HIST 1030, 1031, 1050, 1051, 1550, 1551, 1552, 1553, 2012, 2444, 3000, 3005, 3010, 3011, 3031, 3100, 3110, 3120, 3125, 3140, 3200, 3210, 3215, 3220, 3225, 3230, 3235, 3240, 3245, 3333, 3405, 3410, 3415, 3420, 3425, 3430, 3435, 3440, 3450, 3480, 3481, 3487, 3550, 3610, 3611, 3620, 3630, 3670, 3710, 3711, 3760, 3780, 3810, 3915, 3920, 4450, 4531, 4532, 4533, 4550, 4551, 4610

HSEM 2013, 2316

INTL 1000, 2400, 2401

POLI 1010, 2010, 2020, 2070, 3011, 3031, 3033, 3035, 3039, 3202, 3203, 3204, 3223, 3224, 3234, 3235, 3236, 3240, 3252, 3260, 3265, 3270, 3282, 3370, 4310, 4360, 4384

PSYC 1000, 1060, 2010, 2101, 2210, 2240, 2250, 3201, 3206, 3221, 3225, 3226, 3240, 3241, 3275, 3290, 3300, 3310, 3311, 3314, 4375

SOCI 1025, 2110, 2111, 3220, 3222, 3225, 3234, 3235, 3289, 3325, 3327, 3410, 4320, 4322, 4325, 4330, 4337, 4341, 4345, 4347, 4350, 4500.

WOST 2400

GENERAL EDUCATION COURSE GOALS, OBJECTIVES, AND COURSES MEETING THE REQUIREMENTS

Humanities and Fine Arts Component

In order to meet the East Carolina University general educational goals, students of humanities and fine arts will develop the following aptitudes:

Goal 1. Develop the critical reading, writing, and thinking skills necessary to make, communicate and implement informed decisions.

Component Rationale: Providing students with the ability to make, communicate, and implement informed, responsible, and ethical decisions in any area of life--public or private--requires that students develop their critical reading, writing, and thinking skills, preconditions for achieving the remaining goals on this list.

Goal 2. Develop the ability to discover, evaluate, and communicate knowledge and to foster a lifelong commitment to learning.

Component Rationale: Developing students' ability to discover, evaluate, and communicate knowledge and fostering students' lifelong commitment to learning require that students learn to understand and implement the activities and methods that create and critically respond to the world's art, drama, dance, literature, music and philosophy.

Goal 3. Enhance human potential and foster an appreciation of the humanities and fine arts.

Component Rationale: Enhancing human potential and fostering an appreciation of the humanities and fine arts require students to develop a commitment to aesthetic, historical, theoretical and other dimensions of the world's art, drama, dance, literature, music, and philosophy.

Goal 4. Develop the ability to recognize a decision's ethical dimensions and to impart a sense of responsible citizenship.

Component Rationale: Providing students with the ability to recognize and respond to the ethical dimensions present in decisions in all areas of life and fostering in students a sense of responsible citizenship require that students develop an understanding of basic ethical theories and methods and that students develop their ability to recognize and critically evaluate the philosophical foundations and the ethical considerations basic to academic disciplines and to the human condition generally.

Courses that meet this general education requirement:

ART 1001, 1906, 1907, 1910, 2906, 3850

CLAS 1300, 2000, 2002, 2220, 2230, 2400, 3400, 3410, 3460

DNCE 1000, 1011, 1012, 1013, 3070, 4044, 4045

ENGL 2000, 2100, 2200, 2300, 3000, 3010, 3100, 3260, 3270, 3300, 3330, 3340, 3410, 3420, 3430, 3450, 3460, 3470, 3480, 3570, 3600, 3610, 3620, 3630, 3890, 4010, 4020, 4050, 4070, 4080, 4090, 4100, 4120, 4150, 4170, 4200, 4230, 4250

ETHN 2001, 2003

FORL 2221, 2270

FREN 2220

GERM	2220
HSEM	2011, 2012, 2116, 2216
INTL	2003, 2100, 2101, 2200, 2201
MRST	2000
MUSC	1108, 1118, 1208, 1218, 1308, 1318, 1605, 1635, 1705, 1715, 2208, 2218, 2228, 2238, 2248, 2258, 3018
PHIL	1110, 1175, 1176, 1180, 1500, 1695, 1696, 2261, 2271, 2273, 2274, 2275, 2290, 2690, 3281, 3690
RELI	2000
RUSS	2220, 2221
SPAN	2220, 2221
SPCH	2510, 2520
THEA	1000, 1010, 2001, 2002, 2003, 2009, 2035, 3007, 4030, 4055, 4056, 4065, 4066
WOST	2000, 2200

GENERAL EDUCATION COURSE GOALS, OBJECTIVES, AND COURSES MEETING THE REQUIREMENTS

Health Education and Exercise and Sport Science Component

The health education and exercise and sport science component of the general education requirements enables students to develop knowledge and skills related to the healthful functioning of the human body, thereby fostering a commitment to human well-being. The goals of health education and of exercise and sport science are closely related and interdependent. In order to meet the East Carolina University general educational goals, students of health education and exercise and sport science will develop the following aptitudes:

Goal 1. Develop an understanding of the physical, psychological, and sociocultural factors and human behaviors that influence human well-being and affect the major health problems in our society.

Goal 2. Develop an understanding of the role of knowledge and personal responsibility in fostering a commitment to personal health and well-being.

Goal 3. Develop an understanding of the components of health-related physical fitness and their relationship to personal health and well-being.

Goal 4. Develop or enhance physical fitness or life-time sport psychomotor skills.

Component Rationale: Enhancing human potential and fostering a commitment to human well-being requires that each student develop knowledge and skills related to factors affecting his or her personal health. In order for students to make informed decisions about how to lead healthy, productive lives, they must have an understanding of the various dimensions of health, and recognize behaviors and develop skills that will have a positive impact on their well-being. Exercise and physical fitness contribute to longevity, wellness, and productivity, thereby enhancing human potential.

Courses that meet this general education requirement:

HLTH	1000
EXSS	1000, 1025