



Faculty Senate
140 Rawl Annex

919-328-6537
919-328-6122 fax
lslee@ecuvvm1

<http://ecuvax.cis.ecu.edu/academics/fsonline/fsonline.htm>

MEMORANDUM

TO: Jim Joyce, Chair
Ad Hoc Committee on Non-Traditional Formats

FROM: Don Sexauer *Don Sexauer*
Chair of the Faculty

DATE: 20 May 1998

On 21 April 1998, the Faculty Senate approved the recommendations concerning non-traditional formats. On 19 May 1998, Chancellor Eakin notified us in the letter attached that he could not approve the recommendations in their current form.

Since the Ad Hoc Committee was dissolved once the report was presented to the Faculty Senate, I plan to discuss this action with Brenda Killingsworth, upcoming Chair of the Faculty, and propose the formation of another ad hoc committee to consider these issues further. Please feel free to call the Faculty Senate office with suggestions for committee membership.

Thank you!

lal
attachment

c: Ad Hoc Committee Members

possible mbrs

chairs of following academic
cmtes

- Continuing Educ
- Univ. Curriculum
- Credits
- admissions + recruitment
- EPPC
- general education

*6-25
Reminded
Brenda*

10-98

sent issue
to EPPC -
with request
for remarks
from 12 cmtes -



Office of the Chancellor
103 Spilman
919-328-6212

TO: Donald Sexauer
Faculty Senate Chair

FROM: Richard R. Eakin

DATE: May 18, 1998

This is to state that I cannot approve the "Non Traditional Formats" statement (Resolution 98-15) in its current form, although I am strongly committed to our developing such a document. I believe that a majority of Senators also have problems, given that on a reconsideration motion by Rita Reeves at the last Senate meeting, the required two-thirds vote was nearly achieved.

I would ask that the Senate consider a new document, based on the current one. Three of the several concerns I have are:

Recommendation 2 -- denying the opportunity for department chairs and other administrators as well as fixed term faculty to develop and present such courses is troubling. In fact, administrators "direct" many courses and programs. Further we have certified to SACS that fixed-term faculty are teaching our courses in a high quality manner.

Recommendation 3 -- We need to be certain that this recommendation be in compliance with the *Faculty Manual*, Part VII, Section II G. In particular statements like the one in paragraph 2 about "different treatment" under some circumstances, should be included.

Recommendation 5 -- distinguishing such course work on a transcript or degree is inappropriate and would present regional accreditation problems for us. Further, it is inconsistent with our desire, expressed in this document and elsewhere, that ECU courses are ECU courses, wherever we give them and however we offer them.

I would hope you could find a way for this issue to be revisited so as to hear these and other concerns.

Faculty Senate Resolution #98-15

Approved by the Faculty Senate: 21 April 1998

Approved by the Chancellor: *Denied 19 May 1998*

In December 1996, the Faculty Senate formed an Ad Hoc Committee on Non-Traditional Formats to consider recommendations concerning policies and procedures for courses and programs offered in non-traditional and/or non-residential formats. These policies and procedures should include accreditation concerns, faculty credentials, provision of proper resources and learning environments, appropriate student data, and impact on faculty welfare. Listed below is the Ad Hoc Committee's report.

Recommendation 1:

The Faculty Senate adopt the attached "Quality Assurance Standards for Undergraduate Courses Offered via Distance Education" and that the University Curriculum Committee be charged with assurance that courses and programs meet these standards.

Recommendation 2:

Development and offering of a distance learning course or program be under the direction of a permanently tenured or probationary term faculty member without administrative appointment. [Fixed term faculty may only function in a supportive role.]

Recommendation 3:

The property rights associated with distance learning material will reside with the faculty member developing the material and may only be used with his or her permission.

Recommendation 4:

All distance learning programs or courses will require a six month notice to all supporting agencies.

Recommendation 5:

A distinction between distance learning courses and programs and those offered on the Greenville campuses shall be indicated on official transcripts and diplomas..

Quality Assurance Standards for Undergraduate Courses Offered via Distance Education

(Adapted from the policy adopted by the Graduate Council, 9 September 1997)

Preamble

In recognition of the growing number of undergraduate courses being offered using "Distance Learning" (DL) techniques and in consideration of the unique characteristics of the delivery formats often used in DL and with the desire that DL undergraduate courses offered by East Carolina University maintain a uniform high quality the following assurances are required by the Faculty Senate prior to offering an undergraduate level course via a DL format.

Please provide assurance that:

A. Faculty

1. A permanently tenured or probationary term faculty member is designated as the "course director who is responsible for the content, delivery, and conduct of the course
2. The course director has either the appropriate training and/or support in designing the course content to fit the delivery method being proposed for the course.
3. The course director has the appropriate technical support for the delivery method being proposed for the course, and that this support will be readily available to address technical problems likely to be encountered throughout the course.
4. The course director assumes the responsibility for determining, writing, and disseminating to prospective students the prerequisites described below prior to beginning classes.

B. Students

1. Prerequisites clearly describe the necessary technological skills required by a student to fully participate in the course.
2. Prerequisites clearly describe the minimum essential hardware and software technology necessary for a student to fully participate in the course. Prerequisites clearly describe the supplemental resources (e.g. caliber of library, laboratory etc.) necessary for a student to fully participate in the course.

C. Course Content and Design

1. The course is consistent with the unit objectives of an established undergraduate program.
2. The course contains strategies that promote significant interaction between the faculty member(s) and students, and among the students.
3. The course director provides opportunities (i.e. appointments) for the faculty member(s) and students to have individual and timely course related consultation sessions through either face-to-face, e-mail, or telephone communications.
4. All-course multimedia (e.g. text, graphics, audio, video) provided to a student do not violate copyright laws.
5. All course multimedia (e.g. text graphics, audio, video) provided to a student are in a format that can be efficiently delivered via the minimum essential hardware and software described in the prerequisites and/or to the specifications established by the North Carolina information Highway (NCIH) or other video conferencing system.
6. Any additional technological knowledge beyond the prerequisites necessary for a student to fully participate in the course is provided to the student prior to the time that such knowledge is required in the course.

D. Assessment

1. The course contains assessment components that measure student performance appropriate to the content of the course.
2. The assessment components consider any limitations of the delivery method such as security graphics resolution, audio difficulties, etc. Site-specific testing may be necessary to accommodate different types of assessment.
3. Students will be given the opportunity to assess the course content, the course management, and the efficiency of the delivery method at the end of the course.
4. The assessment of the course content and management will be done using standardized assessment tools developed by the department, while the assessment of the course delivery will be done using a standardized assessment tool developed by the Faculty Senate appropriate for the delivery method. It is strongly recommended that students also be given the opportunity to assess course management and delivery during the course.



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