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November 6, 2008

Chancellor Steve Ballard
East Carolina University
Spilman Building

Dear Dr. Ballard:

On November 4, 2008, the Faculty Senate adopted the following resolutions for your consideration. Details on the resolutions are attached.

12-3-08 ✓ 08-44 Fall 2008 Graduation Roster, including honors program graduates.

12-12 ✓ 08-45 Service Learning criteria, request to have the "SL" designation included in the University Undergraduate Catalog for all courses approved by the Administrative Service Learning Committee, and a *SL* designation form in the Service Learning Course Submission Process (attachment 1).

12-12 ✓ 08-46 College of Education's Request for Unit Reorganization (attachment 1).

12-12 ✓ 08-47 Request for Authorization to Establish New Distance Education Degree Program for a <u>MAEd in Family and Consumer Sciences Education</u>.

12-12 ✓ 08-48 Notification of Intent to Plan (Distance Education) <u>BSBA in Management</u> and a Notification of Intent to Plan (Distance Education) <u>BSBA in Management Information Systems</u>.

X 12-12 08-49 Approval of ENGL 3920: Film Theory and Criticism as a Foundations Curriculum Course for Humanities.

12-12 ✓ 08-51 <u>Guidelines for Unit Academic Program Review</u> (attachment 2).

X 12-12 08-52 Guidelines for Reviewing Low Productivity/Low Enrollment Programs (attachment 1).

12-12 ✓ 08-53 <u>Change in Placement of Military Programs</u>, including minors in Professional Officer Course (Air Force) and Military Science (Army) into the College of Health and Human Performance.

12-12 ✓ 08-54 <u>Change in Name of the Master's Degree</u> in Speech Language Pathology to Communication Sciences and Disorders.

12-12 ✓ 08-56 Curriculum matters contained in the <u>September 11, 2008</u> and <u>October 9, 2008</u> committee meeting minutes.

12-12 ✓ 08-57 Resolution on Green Space and Heritage Trees (attachment 1).

The Faculty Senate also acted on the following resolutions that do not require your approval.

08-50 Return of the proposed "NR" designation policy to the Academic Standards Committee for consideration of provisions for removal and appeals.

08-55 Revised Guidelines for the 2009/2010 Research/Creative Activity Grants.

Thank you for your consideration of the above mentioned resolutions.

Sincerely,

Janice Tovey
Chair of the Faculty

Attachments
copy via email
    Faculty Officers
    Marilyn Sheerer, Interim Provost and Vice Chancellor for Academic and Student Affairs
    Phyllis Horns, Interim Vice Chancellor for Health Sciences
    Deirdre Mageean, Vice Chancellor for Research and Graduate Studies

FACULTY SENATE RESOLUTIONS APPROVED AT THE NOVEMBER 4, 2008, MEETING

Faculty Senate Resolution #08-45
Approved by the Faculty Senate: November 4, 2008
Approved by the Chancellor: pending

Service Learning criteria, request to have the "SL" designation included in the University Undergraduate Catalog for all courses approved by the Administrative Service Learning Committee, and a *SL* designation form in the Service Learning Course Submission Process.

Service Learning Criteria
A service learning course should meet the following criteria or guidelines:
1) Integrate the service with course content. The service component should support the academic focus of the course.
2) Involve students in service that meets community needs. The Volunteer & Service Learning Center can help you find community placements for students.
3) Provide structured opportunities for reflection such as writing assignments, discussions, presentations, or journals.
4) Provide a clear explanation (in the syllabus) of both academic and service expectations and how the performance in the course will be graded.
5) Clarify that while service is an integral part of the course academic credit is for demonstrated learning.

"SL" Designation
The purpose of the "SL" designation, to be included in the University Undergraduate Catalog for all courses approved by the Administrative Service Learning Committee, is to ensure that students are advised that extra time is required of the "SL" course and not sign up for more than one if they feel they do not have the time to invest in more than one "SL" course per semester.

SL Designation Form
EAST CAROLINA UNIVERSITY
SERVICE LEARNING COURSE SUBMISSION FORM

Check one: _____ New Course   _____ Renewal
College, Department or Program(s) _____
Course Number _____ Section # _____ Credit Hours _____
Course Title _____
Will all sections of this course have service learning? Yes ____ No ___
Instructor _____ Email _____
Semester(s) Offered _____
Anticipated Enrollment _____

Please include the following information and documentation when submitting a proposed course:
1.   A course syllabus and comprehensive list of readings
2.   A brief description of the course, learning objectives, and how learning will be assessed and how the course meets the five criteria for service learning
3.   A list of proposed service learning activities
4.   Please inform your department chair.

Faculty Signature _____ Date _____

SERVICE LEARNING COURSE SUBMISSION PROCESS

Faculty members interested in obtaining a service learning designation for their courses are invited to submit a service learning course proposal form and syllabus for review by the University Service Learning Advisory Committee. Courses approved for the "SL" designation will be listed as such in the catalog.

Why get a SL Designation?

1) Many students consider service learning a transformative way to learn and grow while others may want the credits to satisfy requirements proposed for the Leadership and Service certificate or portfolio, or the honors program. Students find that this documentation also helps when they seek employment and/or apply to graduate school. The SL designation will be recorded on student transcripts.

2) Faculty members who are familiar with service learning serve as a peer review committee for service learning course submissions. The committee reviews proposals and syllabi to ensure they meet the five criteria listed below, and also offers suggestions and constructive input as needed to make the service-learning experience a positive one for all involved.

3) The SL designation helps ECU collect information, report, and recognize the important contributions that our faculty make to the community.

Support for Faculty Who Incorporate Service Learning:

1) The Volunteer and Service Learning Center is available to assist faculty with identifying community partners and projects, and then maintaining positive partner relationships. The Center works with several non-profit agencies and maintains a database of current community needs and requests.

2) Orientation sessions for your students at the beginning of each semester to introduce your students to service learning and to answer their questions about community partners, logistics, and safety.

3) Free liability insurance for your students. This insurance provides liability insurance if students damage people or property while performing service at the agency. The policy also provides limited coverage for motor-vehicle accidents and personal injury. Students must complete a registration form to be eligible for insurance coverage.

4) The Volunteer and Service Learning Center also offers workshops and a conference on service learning. The Center arranges for faculty with experience and expertise to offer workshops and to serve as mentors, and also hosts nationally recognized experts in the field of service learning.

5) Assessment opportunities for the service learning component of your course by the Volunteer and Service Learning Center. The Center provides you a summary of the data collected from your students. This provides valuable information about what worked and what did not and how you can introduce changes you think will be beneficial. These assessments also help the Center better serve ECU service learning courses.

How to Apply for a SL Designation: Submit the SL Course Proposal Form with your syllabus to the University Service Learning Committee by the appropriate deadline (listed below). The form should be sent to: Linner Griffin, Associate Vice Chancellor for Academic Programs. The committee will review your proposal/syllabus/assignments to make sure they meet the criteria listed below. The criteria have been adapted from the national standards that have been established by Campus Compact.

WHAT IS SERVICE LEARNING? ECU'S DEFINITION

Service learning is a method of instruction that has the benefit of meeting academic course objectives and helping students develop a sense of engagement and social responsibility. All volunteer hours and service hours are not service learning. Service learning courses should meet the following broad guidelines:

   1) service learning is structured within a course and has a formal, academic curriculum that is rooted in the discipline in which the course is being offered;
   2) the course contains a set of organized community-based learning activities through which students directly serve a constituency as a means to address an identified community need;
   3) the course provides structured opportunities for students to formally connect their service activities to the course curriculum and to broader social issues through reflective methods.

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THE FIVE CRITERIA FOR A SERVICE LEARNING COURSE
A service learning course should meet the following criteria or guidelines:
1) Integrate the service with course content. The service component should support the academic focus of the course.
2) Involve students in service that meets community needs. The Volunteer & Service Learning Center can help you find community placements for students.
3) Provide structured opportunities for reflection such as writing assignments, discussions, presentations, or journals.
4) Provide a clear explanation (in the syllabus) of both academic and service expectations and how the performance in the course will be graded.
5) Clarify that while service is an integral part of the course academic credit is for demonstrated learning.

SERVICE LEARNING INTENDED OUTCOMES
While each course will have learning objectives, through the service experience students will gain one or all of the following:
1) Awareness of community & social issues
2) Respect for people and diversity in all its forms
3) Greater self leadership which includes understanding critical issues and different perspectives, developing empathy, developing critical thinking, and personal development

It is recommended that service learning courses be assessed at the end of the semester using the service learning survey forms provided, compiled and reported by the Volunteer and Service Learning Center. These forms are not designed for academic assessment, but they evaluate the service learning and community-based experience aspect of a service learning course.

Faculty Senate Resolution #08-46
Approved by the Faculty Senate: November 4, 2008
Approved by the Chancellor: pending

College of Education's Request for Unit Reorganization

When Library Science was administratively relocated to the College of Education it was combined with Instructional Technology program to create the current department of Library Science and Instructional Technology. The Library Science program is actively seeking accreditation from the American Library Association (ALA) for its program. For more than ten years, faculty members, department administrators, and administrators have worked to align the program to ALA standards, upgrade the curriculum, and hire faculty members to achieve that objective.

The College of Education has long supported in its strategic plan the goal of achieving ALA accreditation for Library Science. In response to the most recent application for candidacy filed in June 2007, the Committee on Accreditation of ALA provided feedback that the program must obtain autonomy in three focal areas to successfully continue in the accreditation process, including:

- Autonomy sufficient to assure the intellectual content and development of its program and curriculum
- Autonomy sufficient to assure the selection, evaluation, and promotion of its faculty
- Autonomy sufficient to assure the planning, allocation and use of financial/other resources and administrative support in the attainment of MLS degree objectives and goals

Because of the current and inherent College of Education departmental structure, the Library Science program has been unable to provide evidence of autonomy in all three of these focal areas. Thus it has become clear that the Library Science program should be administratively organized as a separate department within the College of Education in order to meet these requirements.

Given these conditions, during the 2007-2008 academic year members of the LSIT Department met regularly to discuss options for aligning the program to meet the accrediting body's standards. As a body, the faculty members in the department proposed to make the Library Science program a separate department within the College of Education, and seek alignment of the Instructional Technology program with another College of Education department. After much collaborative and open discussion, and with the support of the interim dean of the college and following the provisions of the College of Education Code and Appendix L of the Faculty Manual, the tenured LSIT faculty voted unanimously to seek this realignment (LSIT Faculty Meeting, November 6, 2007, by secret ballot—unanimous with all eligible voting faculty members voting).

Subsequently, the Instructional Technology program coordinator, IT faculty members, plus the interim dean and assistant dean met with Department chairs and faculty members representing each of the following College of Education departments to seek common interest, curriculum connections, and research grant potential for the program and faculty. The purpose was to seek faculty agreement for merging the IT program with an existing COE department.

1. Business and Information Technologies Education
2. Counselor and Adult Education
3. Curriculum and Instruction
4. Mathematics and Science Education

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These meetings and discussions were conducted during the period of November 27, 2007 through February 13, 2008. From these discussions and meetings, the IT faculty unanimously agreed to seek merger into the Department of Mathematics and Sciences Education. Subsequently, the chair of the MSED department scheduled several meetings of the faculty in the department including the faculty members from the IT program areas. At those meetings the faculties jointly agreed that the inclusion of the Instructional Technology program into the Department of Math and Science Education could strengthen each of the three program areas: Math Education, Science Education, and Instructional Technology. With the added need to develop quality Math and Science teachers in North Carolina, Instructional Technology faculty can actively participate in this departmental effort. We anticipate that Math Education, Science Education, and Instructional Technology faculty members will collaborate with each other in the development of grant proposals, research projects and curricular innovations. All of these efforts will augment each program area and subsequently this revised department.

On March 5, 2008, the faculties met to officially propose merging the IT faculty members and programs, courses, and proportion of the budgets and resources that support the IT program with the Department of Mathematics and Science Education. It is from these discussions that a formal meeting of the two faculties was held on March 24, 2008. Prior to that meeting; an official proposal to merge the programs into a single department (Mathematics Education Science Education, and Instructional Technology programs) was jointly developed by the faculties on March 8, 2008, discussed and disseminated according to the provisions of Appendix L of the Faculty Manual (March 14, 2008), and on March 24, 2008, a secret ballot was conducted on the proposal. At that time, the tenured Instructional Technology program area faculty and the tenured Math and Science Education faculty voted unanimously to include the Instructional Technology program within the current Department of Math and Science Education.

Following those votes, the proposal to establish the Library Science program as a department within the College of Education and seek merger of the Instructional Technology program with the Department of Mathematics and Science Education was taken to the tenured faculty of the College of Education for approval. Between the dates of April 17-22, 2008 a majority of the tenured faculty in the College by secret ballot voted approval of the realignment.

Approved by the Faculty Senate: November 4, 2008
Approved by the Chancellor: pending

Guidelines for Reviewing Low Productivity/Low Enrollment Programs

Alignment with UNC Tomorrow, ECU Tomorrow, and ECU Strategic Plan
- How is this program supporting progress toward identified goals?

Societal Need
- Does the program meet specific societal needs (i.e., demographic needs such as employment)?
- Do graduates from degree program have a skill set in high demand area in either private or public sectors?
- Does growing demographic demand for skill set exist?

Community Engagement and Impact
- Does program offer engaged learning component of benefit to students and eastern North Carolina communities through internships, service learning, and engagement with public and private entities?

Increasing Access and Innovative Program Delivery
- Are there plans in the immediate future to increase number of degrees granted through expanded access (e.g., distance education, opportunities to military personnel and dependents)?

Value in Support of other Programs
- Does curriculum support degree programs in other areas or interdisciplinary programs (e.g., BA/BS K-12 degrees in the same field)?

Admission/Graduation Criteria and Statistics
- Are admission or graduation criteria so rigorous as to significantly limit admissions or graduation rates but result in high caliber student or graduate population?
- Does course sequence impact student retention and progress toward graduation?
- Does program admit and graduate a high percentage of applicants from traditionally underrepresented populations?
- Do program graduates pass national licensing/certification exams at equal to the national rate or higher than the national rate?

Faculty Pool
- Would additional students be admitted if program had more faculty?
- Does presence of program enhance the ability to recruit and retain highly qualified faculty?

Financial Resources
- How does the graduate degree program support faculty research and creative activities?
- Is the unit able to continue fiscally supporting the program?
- Are external funds available to offset the lack of program graduates?
- Are external funds available to support students?

Demonstrable Potential for Growth
- Does program have a plan (including business plan and timeframe) for increasing productivity?

Resolution on Green Space and Heritage Trees

Whereas,   the University Environment Committee has reviewed the East Campus Green Space Report and Heritage Tree Report , and

Whereas,   green spaces and heritage trees constitute sensitive environmental areas on campus which need to be protected to preserve the aesthetics and sustainability of the campus, and

Whereas,   faculty expect the campus to grow, and desire that this growth be accomplished while preserving the beauty of the landscape.

Therefore Be It Resolved, that these and future green space and heritage tree protection and preservation recommendations be taken into consideration in future master plans and in the design of all new buildings and parking lots.

Be It Further Resolved, that all planned use of green space areas (i.e., any outdoor events like Barefoot on the Mall, dinner receptions, or music concerts) be coordinated through ECU's Grounds Department to protect and preserve the existing flora and fauna.