

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MINUTES OF THE MEETING OF FEBRUARY 22, 2011
GUC LOFT**

The Academic and Student Affairs Committee met on February 22, 2011, in the Loft of the Guillot University Center. Voting members present were: Dr. Doug Barrett, Ms. Jennifer Brown, Ms. Bonnie Coats, Ms. Jessica Ezell, Dr. Bill Huddleston, Dr. Donna Jacobs, Dr. David Muse, Dr. Janice Myhan, Ms. Joan Smith, and Dr. Brenda Webb. Non-voting members present were: Dr. Birdie Bailey, Dr. Thomas Calhoun, Dr. Melvin Davis, Dr. Kerry Gatlin, Dr. Vagn Hansen, Dr. Andrew Luna, Mr. David Shields, Dr. John Thornell, and Dr. Sue Wilson. Dr. Laura Williams, committee vice chair, presided. A quorum was present.

Call to Order

Dr. Williams called the meeting to order at approximately 3:35 p.m.

Adoption of Agenda and Approval of Minutes

The agenda was approved with the addition of Proposal for Suspension 1 Students under New Business. The minutes from the January 25, 2011, meeting were approved by consensus.

Old Business

- A. Service Learning Subcommittee – Jennifer Brown shared the subcommittee's Service-Learning Proposal. She will forward it to committee members electronically and it will be discussed at the March meeting. (Attachment 1)
- B. Academic Honesty Policy – The work group has been formed (Dr. David Muse, chair, Dr. Brenda Webb, Dr. Kimberly Greenway, and Dr. Jimmie Riser). They will develop a draft academic honesty policy for submission to this committee, with consideration given to clarity and brevity. Procedures for implementing the policy will be addressed separately. It was suggested that there should be a venue for tracking violations of the policy.
- C. Thanksgiving Break Proposal – Faculty Senate will consider the proposal at its April 25 meeting. There has been no response from the other two senates.

D. Procedure for Academic Suspension and Appeal – it was determined that no action needed to be taken on this; instead, the Suspension 1 Proposal that was added to today's agenda (see New Business, B.) will be considered.

New Business

A. Student Loan Code of Conduct Policy – Jessica Ezell moved that the policy be accepted as written. Dr. Barrett seconded. The motion passed.

B. Proposal for Suspension 1 Students – Several suggestions were made to the proposal. Dr. Thornell will incorporate the suggestions into the policy and forward the revised proposal to members for consideration. Jessica Ezell made a motion to accept the document as amended by Dr. Thornell if the majority of members concur. Dr. Barrett seconded the motion. The motion carried. (Attachment 2)

Announcements

- Next meeting is March 22, 2011, 3:30 p.m., GUC Loft.

Adjournment

- The meeting adjourned at approximately 4:45 p.m.

Laura Williams, Committee Vice Chair

SERVICE-LEARNING PROPOSAL

The Service-Learning Work Group through the Academic & Student Affairs Shared Governance Committee proposes the following in order to develop a Service-Learning program at the University of North Alabama.

Service Learning is a form of experiential education incorporating reflection and reciprocity to link student engagement in community identified needs with structured learning objectives to result in educational experiences designed to promote increased social awareness, intellectual growth and development of the student.

There are other types of community based service involvement experiences that may be considered similar to but differ both operationally and philosophically from service-learning. It is important to note some vital distinctions between service-learning and these other forms of community based service involvement to arrive at a clearer understanding of service-learning. Examples of such community based service involvement experiences are provided below.

Volunteerism, where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

Community Service, where the primary emphasis is on the service being provided, as well as the benefits the service activities have on the recipients.

Internships/clinical experiences/practicum experiences that engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

Service Learning Is Not:

- An add-on to an otherwise unaltered academic course. Simply adding a service component to an already existing course with no linkage of the experience to student based learning objectives and academic content through reflection, fails to consider the community as a full partner, fails to insure that the community will benefit and not be burdened or harmed by the students' service, and precludes the possibility of integrating the service experience with course content and learning outcomes.
- A volunteer or community service program where the primary focus is on providing a service and the primary beneficiary is the service recipient.
- Logging an existing number of service hours in order to graduate.

Incorporating Service-Learning into Academic Courses

1. To qualify as service-learning at UNA, a community based service experience must meet the following criteria:

- The student's efforts must help other individuals, groups or communities achieve goals or meet needs which to date have not been adequately addressed. Serving others must be a central, planned aim of the experience. Service to others cannot be addressed as a secondary benefit of an experience designed chiefly to help students practice vocational skills or gain career related work experience.
- The experience must engage students in conscious reflection about what they learned from the activity. Students must present the results of their reflection in a formal format to the instructor and/or others involved in the service-learning activity.
- In order to be considered a viable educational component of an academic course, service-learning experiences must total a *minimum* of 10 hours of structured service per course, not including time spent in experience related reflection.
- All stakeholders in the service-learning experience must formally negotiate their responsibilities and expected benefits prior to the start of the service-learning experience. Results of this agreement must be documented in writing.
- If a service-learning experience will occur within a for-credit academic course, it must be included as part of the course syllabus. Specific information that must be included on the syllabus about the service-learning

experiences: a) identify how the service-learning experience is linked to and will enhance the student based learning objectives for the course, b) minimum number of service-learning hours, c) how service-learning hours will be documented, and d) impact of completion of the service-learning experience on the student's final course grade.

· All service-learning experiences associated with for-credit courses and co-curriculum activities must be registered with the Office of Student Engagement. The Office of Student Engagement will serve as the official UNA site for collection of information on academic related service-learning experiences at the university as well as similar student based experiences of a co-curricular nature sponsored by university organizations.

2. Ordinarily, the following community-based learning experiences will not be considered as service-learning; however, if a member of the university faculty feels that teaching methodology utilized in their course to enhance student learning meets the guidelines of service-learning, the faculty may submit a proposal requesting recognition of the service component of the course as service-learning. Any such proposal should be submitted to the Service-Learning Committee for review and action.

- Student teaching
- Clinical experience in the health professions
- Student internships and cooperative education assignments
- Fraternity and sorority service projects
- Work done primarily to benefit UNA student organizations
- Religious evangelism
- Military service
- Work done on behalf of political parties/candidates
- Work done primarily to create new business or increase the profitability of existing businesses, except where there are significant benefits for community development
- Activities in which the sole or primary task is fund raising for non-profit organizations

The Work Group envisions a three-prong approach to offering flexible implementation of Service-Learning at UNA:

Service-Learning Designated Courses in each major department (sections)

Two new courses:

- Service-Learning & Community Engagement
- International Service & Civic Engagement

SL 499 now in each department

Service-Learning Work Group members: Jana Beaver, Jennifer Brown, Cynthia Burkhead, Tom Coates, Wendy Darby, Jennifer Smith, Kaylie Watts Working Document February 22, 2011

The following courses have been identified as having the potential to include service-learning:

The College of Business (Beaver)

AC 472 Tax Accounting

CIS 446 E-Business Technologies & Applications

CIS 486 Projects in Information Systems **MK 495** Senior Marketing Seminar

The College of Nursing (Darby)

NU 499 Study Abroad

The College of Education (Coates)

ED 292 Professional Seminar & Lab Experience

ED 382 Principles of High School Education

ED 480W Materials & Methods of High School Teaching
CHD 615 Multicultural Counseling (Graduate level)
HPE 203 Methods of Teaching Aquatics
HPE 300 Methods of Teaching Physical Education Grades 6-12
HPE 304 Methods of Teaching Physical Education Grades P-6
HPE 342 School Health Education for the Elementary Grades
HPE 399 Service Learning
HPE 401 Adapted Physical Education
SMR 441/541 Outdoor Education
SRM 444/544 Recreation for Special Populations
SRM 451 Expedition Leadership
SRM 480 Recreational Leadership

The College of Arts & Sciences (Burkhead & Smith)

BI 311 Animal Physiology
BI 411 Marsh Ecology
BI 412 Marine Ecology
CH 299H Honors Science Symposium
CH 465 Environmental Regulations
CJ 255 Police Organization & Community Relations
CJ 306 Juvenile Delinquency
CJ 330 Domestic Violence
CJ 336 Community-Based Corrections
CJ 491 Special Topics
COM 230 Introduction to Public Relations
COM 333 Film & Digital Media Production Projects
COM 390 Public Relations and Writing Research
COM 430 Adv Radio-Television-Film Production I
COM 442 Public Relations Campaigns
COM 460 Adv Radio-Television-Film Production II
CS 325 Programming for the Web
EN 111 First-Year Composition I
EN 112 First-Year Composition II
EN 121 First-Year Composition Honors
EN 122 First-Year Composition Honors II
EN 300W Technical Writing
EN 324 The Oral Tradition
EN 341W Advanced Composition
EN 445W New Media Writing
ENT 426 Production
ENT 435 History of Recorded Music
ES 121H Honors Earth Science
ES 375 Technology and the Environment
ES 480-481 Topics in Earth Science
FIL 493 Film & Digital Media Production Practicum
FL 101 Introduction to International Studies
FL 101H Honors Intro to International Studies
FL 302 Cross Cultural Interaction **FL 490** Special Topics in International Studies
GE 310 Principles of Planning
GE 321 Economic Geography
GE 403 Nature and Society Interactions
GE 460 Advanced Cultural Geography
HI 203H Selected Topics in Latino History, Culture, & Geography
HI 301W History and Historical Research
HI 490 Special Topics

HON 101 Honors Forum
HON 201 Honors Forum
HON 301 Global Issues Forum
HON 496 Special Topics in Honors
HON 499 Honors Capstone Project
IE 499 Intercultural Experience
IH 490 Special Topics in Occupational Health & Safety
IH 496 Capstone Project in Industrial Hygiene
JN 496 Journalism Practicum
LC 100 Learning Communities Seminar
MA 181H Freshman Honors Seminar
MA 741W Applied Mathematics
MA 491 Senior Seminar
PH 101 Intro Physics
PH 125 Descriptive Astronomy
PY 201 General Psychology
SO 221 Introduction to Sociology
SO 322 The Community
SO 403 Gerontology
SP 101 & 102 Intro to Spanish I (w. lab)
SP 111 & 112 Intro to Spanish II (w. lab)
SP 201 & 202 Intermediate Spanish
SW 230 Intro to Social Work
WS 100 Intro to Women Studies
WS 323 Women's Health

ATTACHMENT 2

Proposal for Suspension I Students

Retention is a crucial element of our enrollment management effort. All agree to its importance as acknowledged in the UNA Strategic Plan. However, current policy runs counter to that commitment for Suspension I students. Students in that category must sit out one semester (two counting summer). Such an approach may be fair given the performance standard exhibited by the student. It does not, however, offer students a viable option to address areas of deficiency. Under the current policy, students simply sit out the designated time and then return to campus. During separation from school, students experience some loss of skills and knowledge achieved at the university – creating a situation of greater challenges instead of a supportive learning environment. Students return to campus for a second chance with no appreciable change in the underlying factors that contributed to their initial lack of success.

In an effort to give specific attention to retention efforts of Suspension I students, the Council of Academic Deans offers a proposal to address better retention of these students as outlined below.

As an alternative to sitting out a penalty semester, give Suspension I students the opportunity to participate in an in-house suspension program that allows continued enrollment with a specific target of addressing carefully defined academic deficiencies. The elements of the program are as follows:

1. Suspension I students who wish to participate in the in-house suspension program must work through the In-House Suspension Program located in the Center for Academic Advisement and Retention Services (CAARS). Assuming CAARS determines enrollment viability, the following conditions would be in place:
 - Students can take no more than thirteen hours during their suspension semester.
 - The class schedule must first address retaking courses with a failing grade in the general studies program.
 - The class schedule must second address retaking courses with a failing grade in the major, the exception being a proposed change in major.
 - The student must enroll in a one-hour credit course on academic study skills taught by CAARS professional counselors.
 - The class schedule is completed by adding courses in the general studies program that have not been taken.
 - For students with a declared major, the class schedule developed by CAARS must be reviewed and approved by the department chair where the major is housed prior to enrollment. For undecided students, the class schedule must be approved by the associate vice president for academic support.
 - Students participating in in-house suspension must earn a minimum 2.0 GPA on 13 hours to be removed from suspension. Students have up to two semesters to satisfy this requirement or be subject to Suspension 2 as outlined in the University undergraduate catalog.

2. The current policy mandating that Suspension I students sit out one regular semester would be retained for those students who do not participate in in-house suspension.

Proposed Language for Undergraduate Catalog, Page 58

After the section entitled “Procedure for Academic Suspension and Appeal” and preceding the section on “Second Chance Provision” there would be a heading entitled “In-House Suspension.” The information outlined above would be placed there.

It is proposed that this policy take effect in the fall, 2011. The program would be managed and supported by hiring a counselor with experience and a proven record of experience working with high-risk students.