

**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.

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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.