

The University of North Carolina at Pembroke
Faculty Senate Agenda
 Wednesday, February 1, 2017
 3:30 p.m., 213 Chavis University Center

Sara Simmons, Chair
 Aaron Vandermeer, Secretary

Members of the Senate:

To 2017	To 2018	To 2019
ART Jonathan Maisonpierre	ART June Power	ART Aaron Vandermeer
EDN Joe Sciulli	EDN Carol Higgy	EDN Heather Dial Sellers
LET Cynthia Miecznikowski	LET Jesse Peters	LET Enrique Porrua
NSM Tom Dooling	NSM Dennis McCracken	NSM Sally Vallabha
SBS Brooke Kelly	SBS Xinyan Shi	SBS Mitu Ashraf
At-Large Scott Hicks	At-Large Beverly Justice	At-Large Jose D'Arruda
At-Large David Nikkel	At-Large Cliff Mensah	At-Large Polina Chemishanova
At-Large Sara Simmons	At-Large David Young	At-Large John Parnell
Chancellor Robin G. Cummings		
Interim Provost and Vice Chancellor for Academic Affairs Scott Billingsley		

Order of Business

- A. Roll Call**
- B. Approval of Minutes** ([Appendix A](#))
- C. Adoption of Agenda**
- D. Reports from Administration**
 - 1. Chancellor—Robin G. Cummings
 - 2. Interim Provost and Vice Chancellor for Academic Affairs—Scott Billingsley
- E. Reports of Committees**
 - 1. Operations Committees
 - a. Executive Committee—Sara Simmons
 - 1) Information Item: Chancellor Cummings' New Year's Message ([Appendix B](#))
 - b. Committee on Committees & Elections—Tom Dooling
 - 1) Replacement of two members of two subcommittees
 - (i) Approval of Pam Morgan to be on the Curriculum Subcommittee (NSM Division, through end of 2016-17 academic year)
 - (ii) Approval of Richard Barnes to be on the General Education Subcommittee (Business/Economics position; through end of 2017-18 academic year)
 - 2) Vote for the new Senate Officers for the next academic year
 - (i) Senate Chair

- (ii) Senate Secretary
 - c. Committee on Faculty Governance—Jesse Peters
 - 2. Standing Committees
 - a. Academic Affairs Committee—Jonathan Maisonpierre
 - 1) Proposals from the Curriculum Subcommittee
 - (i) Proposal from the Department of Elementary Education:
 - (a) Program Proposal: add an Elementary specialization to the current Master of Arts in Teaching degree (Approved 9-0-0) ([Appendix C](#))
 - (ii) Proposals from the Department of History:
 - (a) Program Proposal: Revise advanced history options for B.A. in History (Approved 9-0-0) ([Appendix D](#))
 - (b) Program Proposal: Revise advanced history options for B.A. in History with Social Studies Education (Approved by 9-0-0) ([Appendix E](#))
 - 2) Proposal from the General Education Subcommittee:
 - (i) Add PAD/PLS 2010 - American State & Local Government, Administration & Policy - to the Social Sciences Electives section of the General Education Curriculum (Approved 9-0-0) ([Appendix E](#))
 - 3) Proposals from the Enrollment Management Committee:
 - (i) Proposal to revise wording of the Military Student Success Policy (Approved 9-0-0) ([Appendix G](#))
 - (ii) Military Deployment Agreement form to accompany the Military Success Policy (Approved 9-0-0) ([Appendix H](#))
 - b. Faculty & Institutional Affairs Committee— Jesse Peters
 - c. Student Affairs & Campus Life Committee—Brooke Kelly
- F. Faculty Assembly Report ([Appendix I](#))**
- G. Teacher Education Committee Report ([Appendix J](#))**
- H. Graduate Council Report ([Appendix K](#))**
- I. Other Committee Reports**
- J. Unfinished Business**
- K. New Business**
- L. Announcements**
- M. Adjournment**

Appendix A

The University of North Carolina at Pembroke Faculty Senate Minutes

Wednesday, December 7, 2016 at 3:30 p.m.
213 Chavis University Center

Sara Simmons, Chair
Aaron Vandermeer, Secretary

Members of the Senate:

To 2017	To 2018	To 2019
ART Jonathan Maisonpierre	ART June Power	ART Aaron Vandermeer
EDN Joe Sciulli	EDN Carol Higy	EDN Heather Dial Sellers
LET Cynthia Miecznikowski	LET Jesse Peters	LET Enrique Porrua
NSM Tom Dooling	NSM Dennis McCracken	NSM Sally Vallabha
SBS Brooke Kelly	SBS Xinyan Shi	SBS Mitu Ashraf
At-Large Scott Hicks	At-Large Beverly Justice	At-Large Jose D'Arruda
At-Large David Nikkel	At-Large Cliff Mensah	At-Large Polina Chemishanova
At-Large Sara Simmons	At-Large David Young	At-Large John Parnell
Chancellor Robin G. Cummings Provost and Vice Chancellor for Academic Affairs Zoe Locklear		

Members Present: Mitu Ashraf, Polina Chemishanova, Robin Cummings, Jose D'Arruda, Heather Sellers, Tom Dooling, Scott Hicks, Carol Higy, Brooke Kelly, Zoe Locklear, Jonathan Maisonpierre, Dennis McCracken, Cynthia Miecznikowski, David Nikkel, John Parnell, Jesse Peters, Enrique Porrua, Joe Sciulli, Xinyan Shi, Sara Simmons, Sally Vallabha, Aaron Vandermeer, David Young

Members Absent: Beverly Justice, Cliff Mensah, June Power

Guests: Irene Aiken, Scott Billingsley, Al Bryant, Jeff Frederick, Richard Gay, Mark Gogal, Karen Granger, Elizabeth Normandy, Justin Smith, Robin Snead, Dennis Swanson, Jennifer Twaddell, Jeffrey Warren, Chunmei Yao

Order of Business

- A. **Roll Call**—The meeting was called to order at 3:30PM
- B. **Approval of Minutes**—The Minutes were approved as disseminated.
- C. **Adoption of Agenda**—The Agenda was approved as disseminated (revised version).
- D. **Reports from Administration**
 1. **Chancellor**—Robin G. Cummings

A job description has been posted for the Provost Search. Dr. Cummings encouraged senators to invite qualified friends and colleagues to apply. The AVC for Enrollment search is underway. UNCP seeks a Director of Nursing. The search firm has spoken to several people and conducted preliminary interviews with a few. NC GAP and Lab School topics will be discussed at the General Faculty meeting on Friday. UNCP released an RFP to find company to help us develop our online programs. It closes on December 14, and a handful of companies have already replied. Faculty attendance at graduation is very good. Chancellor Cummings, along with chancellors of other NC Promise schools, met with Senator Berger and his Chief of Staff, Jim Blaine, last Thursday. Senator Berger spent nearly an hour with the chancellors, and communicated his commitment to the success of NC Promise. We are surrounded by community colleges who are offering free tuition for students in their county. We are concerned about the uncertainty of students who would normally enroll in Fall 2017 waiting a year until NC Promise starts. We want to increase our out-of-state student enrollment. Dr. Cummings asked the faculty senate to help retention and recruitment, asking for suggestions from the senate body structure. There will be a retreat on Monday, December 12 at COMTech to discuss enrollment—senators are invited to attend. Planning for School of Business building is going well, with good traction on fundraising.

2. Provost and Vice Chancellor for Academic Affairs—Zoe Locklear

The cabinet is participating in an active shooter exercise next week. Bravebook activity is updated on website. Good progress is being made.

E. Reports of Committees

1. Operations Committees

a. Executive Committee—Sara Simmons

- 1) Information Item: Establishment of an ad hoc committee: Learning Management System (LMS) Advisory Committee; See Appendix B in the Agenda

b. Committee on Committees & Elections—Tom Dooling

Reported on completion of senate elections and upcoming elections.

c. Committee on Faculty Governance—Jesse Peters

- 1) Proposal to change the title of Director of the Academic Support Center to Director of the Center for Student Success on the Subcommittee on Academic Support Services (Governance Committee 7-0-0)—See Appendix C in the Agenda; **Approved 21-0-0**

2. Standing Committees

a. Academic Affairs Committee—Jonathan Maisonpierre

- 1) Proposals from the Curriculum Subcommittee (Academic Affairs Committee 10-0-0)—See Appendix D in the Agenda
 - (1) Proposals from the Department of Nursing:
 - (a) to revise requirements for M.S. in Nursing Clinical Nurse Leader concentration. **Approved 21-0-0**
 - (b) to create a Post-Master Certificate in Nursing Education. **Approved 21-0-0**

- (2) Proposal from the Department of Educational Leadership and Counseling to create a Certificate in Advanced School Counseling for Postsecondary Success. **Approved 21-0-0**
- (3) Proposal from the Writing Intensive Committee to add HST 4430, History of the British Empire (WE); THE 4030, Senior Capstone I (WD); and THE 4040, Senior Capstone II (WD) to the Writing Intensive Program as a Writing in the Disciplines course.
Approved 21-0-0
- 2) Proposal from the Enrollment Management Committee—Statement defining online attendance and roster verification (Academic Affairs Committee 9-0-1); See Appendix E in the Agenda; **Approved 21-0-0**
- b. Faculty & Institutional Affairs Committee— Jesse Peters
There are no action items. Topics being discussed are moving P&T portfolios to electronic format and administering SEI electronically.
- c. Student Affairs & Campus Life Committee—Brooke Kelly
There are no action items. The committee will have news in the spring regarding a possible recommendation regarding re-establishment of a student activity period. The committee is interested in creating a quick-reference sheet for faculty about financial aid.

F. Faculty Assembly Report

G. Teacher Education Committee Report

H. Graduate Council Report

I. Other Committee Reports

J. Unfinished Business

There was discussion about Lab School status.

K. New Business

L. Announcements

M. Adjournment—The meeting was adjourned at 4:44PM.

Respectfully submitted,
Aaron Vandermeer, Secretary

[Return to Agenda](#)

Appendix B

CHANCELLOR CUMMINGS' NEW YEAR'S MESSAGE

#BraveNation:

Looking back over the past year, clearly the University of North Carolina at Pembroke has been blessed in many ways. As we look to the future, we are focused on establishing UNCP as an institution of choice in our state and a model regional university. But reflecting as Chancellor, I am filled with pride in how together our faculty, staff, students, alumni and friends have advanced our shared mission of changing lives through education.

From its founding 129 years ago, UNCP has focused on expanding educational access. One of our priorities since I took office in July 2015 has been continuing to grow the university's academic opportunities to meet the changing needs of our economy and to positively position UNCP in an increasingly competitive higher education market.

With efficiency and collaboration in mind, we have leveraged our relationships with fellow universities and colleges to create new "pathways to success" for our students. The newest is a 3-plus-2 dual degree partnership with the College of Engineering at NC State. This pathway provides the opportunity to earn a bachelor's degree in applied physics from UNCP and a bachelor's degree in electrical or mechanical engineering from N.C. State over a five-year period. Our region needs this specialized training to supply existing businesses but especially to help attract new industry to southeastern North Carolina.

Likewise, we will announce agreements in January that will allow qualifying UNCP students to seamlessly move to careers in veterinary medicine. We continue to build upon prior student matriculation agreements with the East Carolina University Brody School of Medicine as well as the ECU Doctor of Physical Therapy program.

While we have great partners within the UNC system, we are also looking beyond our state to expand educational opportunities for UNCP. Adding to over two dozen arrangements already in place, I traveled to China in June to sign new transfer agreements with two universities in support of our renewed emphasis in our international program. Presently UNCP has 20 countries represented in our student body. Recognizing the value of a world view perspective, our goal is to increase international recruitment of students as well as to promote study abroad opportunities for our American students.

As we grow our state, national and international presence, UNCP remains solidly committed to our role as a key driver of positive change in southeastern North Carolina. Early last year, the university's Entrepreneurship Incubator was opened in downtown Pembroke. The site selection was the vision of my predecessor, Dr. Kyle Carter, and required a seven-figure investment in the complete renovation of a 70-year-old building. New leadership has been recruited in the past months. Presently the incubator is at near capacity with clients learning from the faculty of our School of Business and the Thomas Family Center for Entrepreneurship, testing and working to grow their new business ideas. From a large company like Cisco, seeking to reach out to a

specific region, to a recent UNCP graduate growing his idea of mobile, on-site, vinyl sign design, the Incubator is supporting job creation and investment across our area, from the Sandhills to the coast. New sites are planned in adjoining cities in Robeson County in the year ahead.

Regional economic development scored another win in March when voters approved the Connect NC bond. To assist in the building of a state-of-the-art facility for the School of Business, \$23 million was included in the bond. Having recently achieved the distinction of full accreditation, the School of Business will continue to grow, and expand on its ability to attract top students and faculty. It will lead as a major player in driving the economic development in our region, enhancing the university's role in not only educating our workforce but better serving employers.

In the coming year, UNCP will prepare for an opportunity to significantly elevate the university's trajectory and enhance our ability to provide access to an affordable, quality education. Beginning in the fall of 2018, the state will buy down the established tuition charge to \$1,000 per year for in-state students and \$5,000 per year for out-of-state students at UNCP, one of only three campuses selected to participate in the NC Promise Tuition Plan. Students will save thousands of dollars a year resulting in significant savings over a four-year education. Certain to increase demand for a UNCP education, NC Promise will be a major factor in our new strategic enrollment plan, allowing us to serve more students overall and recruit more aggressively nationally and internationally. Our university will continue its historic mission of access to a quality education, while continuing to provide the personal experience that has come to define a UNCP education.

The past year also saw the beginning of changes to the footprint of the university. We broke ground on our new Student Health facility. UNCP effectively lobbied for a \$3 million DOT grant which will aesthetically remodel the road along the front of our campus in the coming 18 months.

As we look ahead to 2017, the university's decisions will be guided by what's best for our students, who rely on us not only for professional preparation but for life-changing experiences that shape their outlook on the world. I think of 19-year-old Ethan Sanford who was accepted to a prestigious Ph.D. program in biochemistry, and molecular and cell biology after graduating from UNCP in May; former Braves Academic All-American marathon runner Pardon Ndhlovu who competed in this summer's Olympic Games; and our football team, which won the first post-season game in program history and was ranked 13th in the final Division II coaches' poll. UNCP exists to change lives through education. It's that simple. And I give all credit for any success in our efforts to educate to the outstanding staff and faculty at this university. It is the charge of the university's leadership to provide the laboratory where the change takes root.

Equally important are the thousands of UNCP alumni making a difference everyday across North Carolina and beyond, through public service and leadership in nearly every field you can imagine. These alumni demonstrate why the University of North Carolina at Pembroke exists and why in 2017, 129 years into the vision, we must continue evolving to serve a region, and indeed generations to come, counting on us. It's an awesome responsibility, and we're up to the challenge.

Go BRAVES!

Robin Gary Cummings, M.D.
Chancellor

[Return to Agenda](#)

Appendix C

6. Proposal from the Department of Elementary Education

6.6 Program Proposal: add an Elementary specialization to the current Master of Arts in Teaching degree

Rationale: The MAT with a specialization in Elementary Education would be a track added to the current MAT programs at UNCP. This program would be helpful in our teacher preparation program for those who complete an undergraduate degree and come to UNCP for teacher licensure K-6. Currently, those students take undergraduate courses as Licensure Only students. Kelly Ficklin (Elementary), Roger Ladd (MAT/English) and Debra Singletary (Graduate School) have all indicated there has been a desire from prospective students for a MAT that leads to K-6 licensure.

Over the past 5 years, 81 students have applied for a plan of study for licensure only in Elementary Education and 60 of those would possibly be eligible for a MAT program. We have requested additional data from IR.

This program would align with the other MAT programs on campus, supporting the current enrollment in EDN courses and also increase enrollment in ELE graduate courses and other courses listed as elective choices. In expanding our graduate program offerings and those for EDN courses, we would expect to need additional faculty support for teaching depending on program growth.

In this program overview, I've included information aligning the program with current MAT practices and talked with Val Ford, Kim Sellers and Roger Ladd about opportunities within the MAT courses and other graduate course opportunities. The Department of Elementary Education also discussed this possible program at our January 27, 2016 meeting and offered suggestions.

We have tried to use current courses offered within the School of Education to grow student enrollment while meeting the needs of teacher candidates preparing for a K-6 classroom. We envision as this program grows, to change with the needs of students, classrooms, state and national initiatives and licensure requirements.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: yes

New Courses: no

Additional Resources: not immediately

Affects Degree Pathway: no

Affects CAA Degree Plan: no

PROGRAM INFORMATION: MAT with Specialization in Elementary Education

MAT ELE Phase I

Educator Preparation Core (9 semester hours)

EDN 5040 An Introduction to the Basics Tenets of Education

EDN 5120 Advanced Study of Exceptionality in Children

EDN 5440 Survey of Educational Research

EDN 5460 Field Experience

Pedagogical Expertise (9 semester hours)

EDN 5470 Advanced Classroom Management

ELE 5700 Language, Literacy, and Diversity

ELE 5775 Development, Diversity, and Differentiated Instruction

Professional Development (3 semester hours)

(Required if the student has not provided appropriate documentation of successful teaching experience in the licensure area.)

EDN 5810 Internship

*see MAT Handbook for Internship policies

MAT ELE Phase II

Professional Development (9 semester hours)

EDN 5490 Effective Educational Leadership

EDN 5660 Applied Educational Research

Elective: Select one 3-credit hour graduate course with Program Director approval and guidance to support candidate development.

Academic Specialization (9 semester hours)

ELE 5800 Advanced Elementary Mathematics and Science

ELE 5850 Advanced Elementary Social Studies and Language Arts

ELE 5900 Professional Development and Leadership Seminar

**EDN 5810 is required if the student has not provided appropriate documentation of successful K-6 public school teaching experience in the licensure area.

***We also work with other departments to offer elective courses each summer for our ELE MA Ed students. Examples listed of possible elective courses already offered within the School of Education. EDNS courses will vary each semester with different topics offered. Can be taken multiple times with different course numbers. Check with the program director prior to registering.

****Candidates will also compile electronic portfolios as part of the completion of both Phase I and Phase II. See MAT Program Handbook and Elementary Education Handbook for additional information.

[Return to Agenda](#)

Appendix D

7. Proposals from the Department of History

7.1 Program Proposal: In the B.A. in History, remove History Topics course or HST 4510 requirement from Advanced History and replace with a second course in Asian, African, or Latin American History. In addition, eliminate Program Option 2.

Rationale:

1. Topics courses do not have a consistent identity distinguishing them from other advanced history courses, so there is no compelling reason to require students to take them.
2. HST 4510 has not been offered in at least a decade.
3. Option 1 provides sufficient variety and choice that students do not need an Option 2.
4. History majors need more exposure to the world outside of Europe and North America than can be provided in a single advanced course. Asking them to take a second course outside of these categories is a step in the right direction. It also helps align our History and Social Studies Education program requirements.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: no

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

PROGRAM INFORMATION: Major Requirements: 39 Semester Hours

Basic History: 12 Sem. Hrs.

(1000 and 2000 level courses)

Four courses from

HST 1010 American Civilizations to 1877

HST 1020 American Civilizations since 1877

HST 1030 Introduction to African-American History

or

HST 1100 History of the American Indian to 1865

or

HST 1110 History of the American Indian since 1865

HST 1140 World Civilizations to 1500

HST 1150 World Civilizations since 1500

Advanced History: 27 Sem. Hrs.

(3000 and 4000 level HST and/or HSTS courses)

HST 3000 Historical Practice and Theory

8 additional advanced HST or HSTS courses:

- 2 courses from the North American area
- 2 courses from the European area
- 2 courses from the Latin American, Asian, or African area
- 2 electives from any geographic area

~~Option 1~~

~~HST 3000 Historical Practice and Theory~~

~~Two courses each from the American and European areas~~

~~two courses from the Asian, African, or Latin American areas~~

~~Topics course (HSTS) or~~

~~HST 4510 Senior Seminar~~

~~and two electives~~

~~Option 2~~

Approval of Contract by the Chair
HST 3000 Historical Practice and Theory
Topics course (HSTS)
HST 4510 Senior Seminar
6 approved 3000-4000 level electives

[Return to Agenda](#)

Appendix E

7. Proposals from the Department of History

7.2 Program Proposal: Revise B.A. in History with Social Studies Education Content Courses by replacing HSTS 4xxx or HST 4510 requirement with a list of advanced HST options designed to help students better meet NC Standards 1 and/or 4 for Social Studies teachers.

Rationale:

1. HSTS courses do not have a consistent identity that justifies making them a program requirement.
2. HST 4510 has not been offered in at least a decade.
3. It is part of the North Carolina *Standards for Social Studies Teacher Candidates* that teachers can “know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture” (standard one) and “know and can facilitate learning about how individual and collective identities are shaped by groups and institutions” (standard 4). Our teacher candidates would benefit from taking a content course that specifically focuses on culture and identity. In doing so, candidates will be exposed to primary sources and a depth of understanding specifically focused on cultural factors. This learning will also better prepare our social studies teacher candidates to better meet their mission to prepare global citizens and develop awareness of socio-cultural diversity in their students.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: no

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

PROGRAM INFORMATION: [note: this listing shows History requirements only—SSE students also have requirements in Education and Social Sciences, but nothing about those course requirements will change]

Basic History

HST 1010 Amer Civ to 1877

HST 1020 Amer Civ since 1877

HST 1140 World Civ to 1500

HST 1150 World Civ since 1500

HST 3000 Historical Theory & Practice

Advanced History (all must be at the 3000 or 4000 level)

HST 3170 History of North Carolina

~~HSTS 4xxx or HST 4510 Senior Seminar~~

6 courses at the 3000 or 4000 level, spread across the following geographic areas:

- United States or North American History (2 courses)
- European History (2 courses)
- Asian, African, or Latin American History (2 courses)

And one of the following courses:

HST 3260 Indians of the Southeast

HST 3370 Modern European Economic and Social History

HST 3610 African-American History to 1863

HST 3620 African-American History Since Emancipation

HST 3730 Comparative Asian Civilizations

HST 3800 Women and the Development of U.S. Society

HST 3820 Growing Up American

HST 3850 Indians of Latin America

HST 4070 Women in U.S. History Since 1870

HST 4120 History of Sexuality

HST 4230 Indigenous Women

HST 4270 Modern European Cultural History

HST 4430 History of the British Empire

HST 4650 Indian Residential and Boarding School Narratives

*HSTS 4xxx Topics in History (HSTS 4xxx may only be used to fill this requirement with the permission of the Social Studies Education program coordinator.)

[Return to Agenda](#)

Appendix F

Proposal from the General Education Subcommittee:

Add PAD/PLS 2010 - American State & Local Government, Administration & Policy - to the Social Sciences Electives section of the General Education Curriculum (Approved 9-0-0)

PAD - 2010 - American State & Local Government, Administration & Policy

General Education Course Proposal

General Catalog Information

Click on the + button below to select a proposing department. If you are revising an existing general education course or seeking general education status for an existing course, click on the downward arrow at the top of this column to import course information from the current catalog. (Searching by course prefix is the most efficient way to do this.)

Department*	Department of Political Science and Public Administration		
Contact Person*	Emily Neff-Sharum		
Course Prefix*	PAD	Course Number*	2010
Course Title*	American State & Local Government, Administration & Policy		
Cross-listed as:	Cross-listed with PLS 2010		

Course Information:

Check one:	<input type="radio"/> Add New Course to General Education
	<input checked="" type="radio"/> Add Existing Course to General Education
	<input type="radio"/> Revise Existing General Education Course
	<input type="radio"/> Delete Course from General Education

General Education designation cannot be proposed for a new course until the new course has been approved by Academic Affairs.

General Education designation for an existing course that is being revised cannot be proposed until the course revision has been approved by the Subcommittee on Curriculum.

Date new course was approved by Academic Affairs
--

Date revision to existing course was approved by the Subcommittee on Curriculum

General Education curriculum section(s):* Social Science; General Education Elective Social Science Section

Credit Hours:* 3 credits

Term(s) offered:* Fall

What is the date for this change to be put into effect?*

01/01/2017

Course Description:* An examination of the institutions, administrative issues, politics, and policy concerns in American state and local government.

A. Rationale for General Education Proposal

1. Indicate which goal area(s) of the program this proposal addresses.*
- Area 1: Communication
 - Area 2: Critical Thinking
 - Area 3: Problem Solving
 - Area 4: Mathematics
 - Area 5: Technology
 - Area 6: Arts, Literature, History, & Ideas
 - Area 7: Individual & Society
 - Area 8: Science & Nature
 - Area 9: Lifelong Learning
 - Area 10: Health & Wellness
 - Area 11: Social Responsibility
 - Area 12: Diversity
 - Area 13: Values and Ethics

2. If you need to attach additional information for any of the items below, use the icon at the top of the right-hand column to upload files.

<p>A. Describe how this course supports the overall mission of the General Education Program.*</p>	<p>The General Education Program description found in the catalog emphasizes the importance of complex social problems. Many of the social problems faced in our communities are addressed by one of the least understood but most accessible government entities— the local, county, and state governments that surround us. As taught, this course emphasizes the accessibility and importance of both understanding local government but also participating in local government.</p> <p>Students learn that most decisions that effect their daily lives (such as garbage collection, zoning and planning laws, and other local ordinances) are made at the state and local level. Students also learn about the accessibility of local government by citizens by understanding the structure that relies not only on elected officials but also on citizen engagement through voluntary boards and provision of public information.</p>
<p>B. Explain how the addition of this course will improve the General Education curriculum.*</p>	<p>This will allow more social science options in the area of political science where only two currently exist. In particular, this course will help connect students to an area of life outside of their career path where the expertise they develop through college and career may be helpful to their community.</p> <p>Additionally, this course provides a practical pathway for students to understand one of the most important elements of community engagement- understanding, being aware, and participating in state and local governance.</p>
<p>C. Identify the General Education Objectives that will be addressed by this course.*</p>	<p>Critical thinking— In particular, the course develops the ability to distinguish between facts and opinions, judgments and inferences, inductive, and deductive arguments, and reliable and invalid sources of information</p> <p>Individual and society— In particular, the course develops the ability use social science research to create an informed understanding of contemporary social issues as well as apply social science principles and theories to understanding American political phenomenon and social issues.</p> <p>Social responsibility— In particular, the course prepares students for citizenship by identifying avenues for civic action.</p>
<p>D. Describe the ways General Education Goals and Objectives will be assessed in this course.*</p>	<p>Social responsibility— Students are required to attend any local government meeting (town council, county commission, ABC board, planning commission, etc.) for any town or county. If students are unable to attend</p>

the meeting an alternative assignment is given that allows students to follow an issue as it travels through local government in real time. When students have completed this assignment in the past, they have told me that it made a lasting impact on how easy it is to get involved in local government. Most of the time officials have spent time with students after meetings to encourage them to participate in their communities. The most common response has been that students have realized that local decision-making is more accessible for citizens than expected.

Critical thinking— When discussing any element of politics, the importance of understanding the difference between empirical and normative statements is essential to understanding where more information will help move a debate toward compromise. This course provides a forum for students to practice these skills through several facets: 1) when evaluating what happens at the local government meeting they attend, 2) through discussion of state and local current events— students are pushed by each other and by the professor to assess the sources of their information during discussion, and 3) through a formal description and exploration of core areas of policy innovation by states and local governments.

Individual and society— Students are required to apply the theories and principles they are learning through reading and lecture to analyzing both current events during class discussion, but they also are required to engage in this type of analysis in their last government meeting paper.

E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources*

We expect the PAD/PLS 2010 course to significantly increase the number of students who take this course, allowing it to be a more robust experience for our majors as well as benefitting non-majors. We expect this inclusion to provide a few additional seats for incoming students if we continue to have larger freshman courses. Finally, if this course has increased student demand, we hope to increase the number of times it is offered each year.

3. Attach proposed General Education Course Syllabus using the "add forms" button at the top of the right-hand column.

The syllabus must include:

1. a list of the General Education Goals and Objectives addressed in the course, and
2. a plan for assessing the General Education Goals and Objectives.

For Catalog Manager Use:

[Return to Agenda](#)

Appendix G

Proposal from the Enrollment Management Committee:

Proposal to revise wording of the Military Student Success Policy (Approved 9-0-0)

Proposal for a minor revision to language of the Military Student Success Policy (adopted by Faculty Senate March 2016) to clarify that “60% of the course” and “80% of the course” refer to time elapsed in the term/semester, and to replace the word “semester” with “term” as needed to ensure the policy is interpreted to apply to all academic terms, not just the fall and spring semesters (as required by UNC GA).

Background: As required by the UNC General Administration policy directive “Regulations for Military Student Success” (700.1.1[R]), the Enrollment Management Subcommittee drafted the Military Student Success Policy during the 2015-2016 academic year. This policy was adopted by the UNCP Faculty Senate at the March 2016 meeting. This policy required the development of a form. Work was completed on this form by EMS in the fall of 2016. Upon consideration of the form, Academic Affairs suggested a minor revision of the language of the Military Student Success policy for the purpose of clarification. Revision will be needed in both the Academic Catalog and the material on the Registrar’s website.

REVISIONS FOR THE ACADEMIC CATALOG

1. Military incompletes (IM)--Revise the following paragraph under the Grading System (Undergraduate) as shown:

The “IM,” or the military incomplete grade, is assigned for incompletes to students called to active military duty. The “IM” grade is given when students are deployed for active military duty assignments during ~~the semester~~ **an academic term** and will be unable to complete coursework for the ~~semester term~~ through an alternative format. It is not given to enable a student to do additional work to improve a grade. The “IM” grade can be assigned with instructor approval if deployment occurs after 60% of the course (**e.g. nine weeks of the fall or spring semester**) has been completed for the academic term. If deployment occurs after 80% of the course (**e.g. twelve weeks of the fall or spring semester**) has been completed for the academic term, active duty military students are guaranteed the option of an “IM” if they so choose. The IM grade must be removed within three years of returning from deployment or the grade will convert to a “WM.” See below for more information on the “WM” grade. The “IM” grade will not count toward the determination of quality hours and quality point averages. An “IM” does not fulfill prerequisite requirements. It is the student’s responsibility to request the “IM” grade. Refer to the Registrar’s webpage at www.uncp.edu/registrar for more information about applying for the “IM.”

2. Military withdrawals (WM) -- Revise the following paragraph under the Grading System (Undergraduate) as shown:

The “WM,” or the military withdrawal grade, is assigned for withdrawals of students called to active military duty during the course of ~~a semester~~ **an academic term**. The “WM” grade is given when students are deployed for active military duty assignments during the ~~semester term~~ and will be unable to complete coursework for the ~~semester term~~ through an alternative format. While students who are deployed on active military duty assignments can opt for the “WM” grade at any point during the ~~semester term~~, the “WM” grade will be assigned if deployment occurs before 60% of the course (**e.g. nine weeks of the fall or spring semester**) has been completed for the academic term and an alternative for mat for the course (such as moving to an online section) is not

available. When a student receives a “WM” grade, the grade is recorded, but the semester hours attempted are not counted as quality hours. Refer to the Registrar’s webpage at www.uncp.edu/registrar for more information about applying for the “WM.”

REVISIONS FOR THE REQUIRED MATERIAL ON THE REGISTRAR’S WEBSITE

Military Student Success Policies

The University of North Carolina, Pembroke recognizes the unique demands our active duty students may face during the course of ~~a semester~~ **an academic term**. In order to facilitate the successful completion of courses by military students who may be called to active duty during the course of the ~~semester term~~, the university provides several options for students that take into account several elements of a course: the amount of the course completed, the nature of the specific course, and the students’ preferences. Each option seeks to mitigate any negative academic consequences that may occur as a result of mid-semester deployments. Should a student be called to active duty during the course of the ~~semester term~~ it is the student’s responsibility to inform the University as soon as possible in order to develop the best plan of action for military student success. Students who must leave the university during the course of an academic term are provided three possible courses of action. Students are encouraged to assess each course individually in choosing which action to take for each course. Students should consult with the Office of Financial Aid about how their choice will affect future aid.

1. **Alternative course work or format.** Students are encouraged to discuss their deployment with their professors and the department chair to see if there is the possibility to complete the course in an alternative format (such as moving to an online section of the course). This option may not be appropriate for all types of courses, such as courses that require physical activity (P.E. courses) or require supervised work such as a lab. Additionally, such a move may require students to change professors if moving sections or to purchase different course materials that may be utilized in a different section of the course. Students choosing the alternative course work or format option are expected to complete the course on time and meet the deadlines set by the instructor in order to record the grade on time at the end of the term. This option is available at any point during the semester with approval by the instructor and the Associate Vice Chancellor of Enrollment.
2. **Military withdrawal (WM).** The military withdrawal is a special designation showing that students withdrew from a course because of active deployment. Students are not required to withdraw from all courses if utilizing the military withdrawal during the course of a ~~semester term~~. For instance, it may be the case that a student withdraws from some courses, takes a military incomplete for other courses, and engages in alternative course work for rest of their courses. More information on the military withdrawal can be found in the ~~Course Academic Catalog~~ under Adding, Dropping, and Withdrawing from Courses ~~on page 67~~.
3. **Military incomplete (IM).** The military incomplete is a special designation showing that students have arranged to complete their coursework for a class at a later date as a result of active duty deployment during the course of ~~a semester~~ **an academic term**. Military incompletes differ in several critical ways from a normal incomplete.
 - i. The most significant difference is that the IM completion schedule is much longer; military students must complete the course work for the military incomplete within three years of return from deployment. It is the student’s responsibility to provide the university with an estimated date of return from deployment and to inform the University of any change to the date of return.
 - ii. If students with the grade of IM do not complete their course work within three years of the recorded date of return from deployment, course grade will change to a WM. WM grades that are a result of incompleting an IM grade are not eligible for tuition reimbursement.

- iii. If 80% or more of a course (e.g. twelve weeks of the fall or spring semester) is completed before the student leaves on active duty assignment, students are guaranteed the option of taking a military incomplete in the course. Students must complete the steps listed below in order to have the incomplete on record with the university. iv. Students who have completed less than 80% of a course but more than 60% of a course (e.g. between the ninth and twelfth weeks of the fall or spring semester) before the student leaves on active duty assignment may be eligible to take a military incomplete. Because the skills and requirements of each course are unique, the university requires that students consult with the Assistant Vice Chancellor of Enrollment and gain approval from the instructor in order to take an incomplete during this period of time. Generally, the IM is not available before a student has completed 60% of a course (e.g. nine weeks of the fall or spring semester).

The chart below is provided to help students better understand their options as a result of mid-term active duty assignment.

	Alternative course work or format (i.e. move to an online section)	Military withdrawal	Military incomplete
Less than 60% of the course work (e.g. nine weeks of the fall or spring semester) is complete	If available	Yes	Not available
60-80% of the course work is completed (e.g. between the ninth and twelfth weeks of the fall or spring semester)	If available	Yes	Depends on course. Decision will be made in consultation with the Assistant Vice Chancellor for Enrollment and the course instructor
80% or more of the course work is completed (e.g. twelve weeks of the fall or spring semester)	If available	Yes	Yes

Process for Military Students Called to Active Duty Mid-term

1. **Contact the Associate Vice Chancellor of Enrollment's Office.** Students called to active duty or an official from the Department of Defense must contact the Office of the Associate Vice Chancellor of Enrollment to notify the University of an active duty engagement. Students or a Department of Defense official should provide the office with a copy of the student's orders as well as an estimated date of return. The Associate Vice Chancellor of Enrollment will notify faculty of the deployment and inform the instructor and chair of what actions need to be taken.
2. **Decide on actions for each class.** Students should discuss the options for alternative format, military incompletes, and military withdrawal with their instructor. Any agreement that is reached with the instructor must comply with the available options at the point of the semester in which the student deploys. The agreement between the student and the instructor should be recorded on the Military Deployment Agreement Form and turned into the Associate Vice

Chancellor for Enrollment. Any questions or difficulties with this process should be referred back to the Associate Vice Chancellor for Enrollment.

3. **Recordkeeping.** The Associate Vice Chancellor of Enrollment will have 5 business days to inform the student's professors of the formal decision agreed to in each course. A copy of all completed documents will also be sent to the dean of the college for the course and the chair of the department in cases of military incompletes. Military Deployment Agreement Forms will be kept on file at the Office of Enrollment for ten years or until coursework is completed, whichever comes first.

4. **Updating the University regarding any changes to schedule.** It is the student's responsibility to notify the Associate Vice Chancellor of Enrollment of any changes to their orders including changes to departure date and estimated date of return. If such changes will have an impact on the student's ability to fulfill their obligations under an IM or with alternative coursework, it is the student's responsibility to discuss these issues with their professors as soon as possible.

[Return to Agenda](#)

Appendix H

Proposal from the Enrollment Management Committee:

Military Deployment Agreement form to accompany the Military Success Policy (Approved 9-0-0)

Note: To retain the formatting of the proposed form, a section break was inserted below and the margins were re-set to match those of the form. Additional appendices follow the form.

UNCP ID:

8	4	0							
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<i>Student information</i>			
Last	First	Middle	Suffix
Phone		Email	
Deployment date		Anticipated return	

Students called for active duty during the course of an academic term are provided three possible courses of action for in-progress course work:

1. Students are encouraged to discuss their deployment with their professors and the department chair to determine if the course might be completed in an alternative format (such as moving to an online section of the course). If this option is not available or is not appropriate for a particular course, military withdrawal or the military incomplete must be selected.

2. The IM or the military incomplete grade is assigned to students who
 - have completed at least 60% of the course (e.g. nine weeks of the fall or spring semester) and are unable to complete course work through an alternative format, and
 - have arranged, in cooperation with the instructor, to complete their coursework for a class at a later date (within three years of return from deployment).

A separate Military Incomplete Form (see Part B) must be completed and filed for each course in which an IM is to be assigned.

3. The WM or the military withdrawal grade is assigned for withdrawals of students called to active military duty during the course of a semester who:
 - have completed less than 60% of the course (e.g. nine weeks of the fall or spring semester) and are unable to complete coursework through an alternative format, or
 - have completed more than 60% of course work in a course, but are unable to complete coursework through an alternative format and have not arranged to complete the coursework for class at a later date through a military incomplete for the course.

A single Military Withdrawal form (see Part C) must be completed indicating all courses from which the student is withdrawing.

Instructions for completion of this form:

1. The student, in consultation with the instructor, should assess each course in which he or she is enrolled and decide on the course of action most appropriate for that course.

2. In consultation with the instructor, the student should complete a section of this form for each of his/her courses, indicating the decision reached for that course. Additional paperwork (Parts B and/or C) must be completed as indicated.

3. The student should return this form and all accompanying documents (Parts B and/or C) to the Associate Vice Chancellor for Enrollment. The Associate Vice Chancellor for Enrollment will forward copies of the pertinent forms to the Registrar and the Center for Student Success, as well as to the Deans and Chairs.
4. It is the student's responsibility to notify the Associate Vice Chancellor for Enrollment of any changes to his/her orders, including changes to deployment date and anticipated date of return.

Subject	Course #	Section #	CRN #
For this course, the following option has been selected as the most appropriate (check one and complete additional information/paperwork as noted):			
<input checked="" type="checkbox"/> Alternative course format. The student should be moved to the following section of the course: Section _____ CRN _____ Instructor (requires signature below) _____			
<input checked="" type="checkbox"/> Military Incomplete (IM)— <i>Complete Part B of this form (the Military Incomplete Form) and attach to this document.</i>			
<input checked="" type="checkbox"/> Military Withdrawal (WM)— <i>Complete Part C of this form (the Military Withdrawal Form).</i>			
Instructor Signature		New Instructor Signature (if moving to a new section):	
Department Chair Signature			

Subject	Course #	Section #	CRN #
For this course, the following option has been selected as the most appropriate (check one and complete additional information/paperwork as noted):			
<input checked="" type="checkbox"/> Alternative course format. The student should be moved to the following section of the course: Section _____ CRN _____ Instructor (requires signature below) _____			
<input checked="" type="checkbox"/> Military Incomplete (IM)— <i>Complete Part B of this form (the Military Incomplete Form) and attach to this document.</i>			
<input checked="" type="checkbox"/> Military Withdrawal (WM)— <i>Complete Part C of this form (the Military Withdrawal Form).</i>			
Instructor Signature		New Instructor Signature (if moving to a new section):	
Department Chair Signature			

Subject	Course #	Section #	CRN #
For this course, the following option has been selected as the most appropriate (check one and complete additional information/paperwork as noted):			
<input checked="" type="checkbox"/> Alternative course format. The student should be moved to the following section of the course: Section _____ CRN _____ Instructor (requires signature below) _____			
<input checked="" type="checkbox"/> Military Incomplete (IM)— <i>Complete Part B of this form (the Military Incomplete Form) and attach to this document.</i>			
<input checked="" type="checkbox"/> Military Withdrawal (WM)— <i>Complete Part C of this form (the Military Withdrawal Form).</i>			
Instructor Signature		New Instructor Signature (if moving to a new section):	

Department Chair Signature			
Subject	Course #	Section #	CRN #
For this course, the following option has been selected as the most appropriate (check one and complete additional information/paperwork as noted):			
<input checked="" type="checkbox"/> Alternative course format. The student should be moved to the following section of the course: Section _____ CRN _____ Instructor (requires signature below) _____			
<input checked="" type="checkbox"/> Military Incomplete (IM)— <i>Complete Part B of this form (the Military Incomplete Form) and attach to this document.</i>			
<input checked="" type="checkbox"/> Military Withdrawal (WM)— <i>Complete Part C of this form (the Military Withdrawal Form).</i>			
Instructor Signature		New Instructor Signature (if moving to a new section):	
Department Chair Signature			

Subject	Course #	Section #	CRN #
For this course, the following option has been selected as the most appropriate (check one and complete additional information/paperwork as noted):			
<input checked="" type="checkbox"/> Alternative course format. The student should be moved to the following section of the course: Section _____ CRN _____ Instructor (requires signature below) _____			
<input checked="" type="checkbox"/> Military Incomplete (IM)— <i>Complete Part B of this form (the Military Incomplete Form) and attach to this document.</i>			
<input checked="" type="checkbox"/> Military Withdrawal (WM)— <i>Complete Part C of this form (the Military Withdrawal Form).</i>			
Instructor Signature		New Instructor Signature (if moving to a new section):	
Department Chair Signature			

Student Signature _____ Date _____

Associate Vice Chancellor for Enrollment _____ Date _____

We understand that unless the student completes the above listed course work within three years of return from deployment, the grade for this class will revert from an “IM” to a “WM.” It is the responsibility of the student to alert the instructor of his or her return, and to see that work is completed and submitted. It is the responsibility of the instructor to file the grade change form prior to the end the following term once the conditions of this contract have been met.

Student _____ Date _____

Instructor _____ Date _____

Department Chair _____ Date _____

Section C. Establishment of Due Dates. *(To be completed by instructor in consultation with student upon the student’s return from deployment. In the event the instructor is no longer at the university, the department chair should complete this section in consultation with the student.)*

List all remaining work that must be completed to satisfy the course requirements and clear the incomplete. The instructor (or department chair, in the event the instructor is no longer at the university) may set any deadline for completion of the work within the three-year period.

Item(s) to be completed	Due Date

We understand that unless the student completes the above listed course work by the due date stated, the grade for this class will revert from an “IM” to a “WM.” It is the responsibility of the student to see that work is completed and submitted by the agreed upon date. It is the responsibility of the instructor to file the grade change form prior to the end the following term once the conditions of this contract have been met.

Student _____ Date _____

Instructor _____ Date _____

Department Chair _____ Date _____

This form accompanies the Military Deployment Agreement Form, and should be used to indicate all courses for which a deploying student will receive a WM.

UNCP ID:

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<i>Student biographical information</i>			
Last	First	Middle	Suffix
Phone		Email	

The WM or the military withdrawal grade is assigned for withdrawals of students called to active military duty during the course of a semester who:

1. have completed less than 60% of the course (e.g. nine weeks of the fall or spring semester) and are unable to complete coursework through an alternative format , or
2. have completed more than 60% of the course, but are unable to complete coursework through an alternative format and have not arranged to complete the coursework for class at a later date through a military incomplete for the course.

Course Info: _____	_____	_____	_____	Title: _____
Subject	Course #	Section #	CRN #	
Instructor (Print) _____		Signature _____		Date _____

Course Info: _____	_____	_____	_____	Title: _____
Subject	Course #	Section #	CRN #	
Instructor (Print) _____		Signature _____		Date _____

Course Info: _____	_____	_____	_____	Title: _____
Subject	Course #	Section #	CRN #	
Instructor (Print) _____		Signature _____		Date _____

Course Info: _____	_____	_____	_____	Title: _____
Subject	Course #	Section #	CRN #	
Instructor (Print) _____		Signature _____		Date _____

Student Signature _____ Date _____

Advisor (Print) _____ Signature _____ Date _____

Associate Vice Chancellor for Enrollment _____ Date _____

*This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center, DF Lowry Bldg.

[Return to Agenda](#)

Note: See following pages for additional appendices.

Appendix I

Faculty Assembly Report

Notes from UNC Faculty Assembly Meeting: Thursday-Friday, January 05-06, 2017

By: Mario A. Paparozzi

Meeting theme: Theme: Compensation and Faculty Welfare

Comments by Gabriel Lugo:

- Tenure is important: relates to academic freedom and also a sufficient degree of economic security to make out profession attractive to the best and the brightest.
- Academic freedom is essential for faculty and students.
- Academic freedom extends to research and writings of professors.
- According to the National Science Foundation, 66% of faculty members start with an average debt of \$60k.
- There is no increase in compensation even when excellence is achieved after post tenure review (or annual reviews in most instances).
- According to AAUP data, over the past 20 years, the ratio of tenured faculty to non-tenured faculty has moved from 80%/20% to approximately 30%/80%.
- High level administrators are almost always financially rewarded for meritorious performance. Faculty members are frequently not rewarded for meritorious performance.
- Lagging salary rates for faculty needs to be addressed now.
- Faculty turnover is increasing.
- Staff members are leaving the system with increasing frequency.

Comments by President Spellings:

- The strategic planning process is about to wrap up.
- The plan includes input from numerous constituencies.
- It is a terrific foundation to build upon for future success for the entire UNC system.
- How are we using technology, and for why purpose is something that is being given careful consideration.
- Part of the strategic plan focuses on how the UNC system is doing retaining faculty and staff. This is an issue that will be discussed with legislators in the near future.
- The UNC system will be asking the legislature for some relief from deregulation in order to give the UNC system the flexibility that it needs to achieve excellence.
- Faculty members are underpaid. We need to focus on what are we going to do about this.
- The President advised that many legislators feel that UNC system faculty does not possess sufficiently diverse points of view. The sentiment seems to be that faculty almost always disagrees with many things done by legislators. Their latest concern, as an example, is the media attention recently given to a faculty member's comments that North Carolina is no longer a democracy due to the way that the state has been governed. The President feels that there are likely many points of view within the UNC system. Nevertheless, it seems that one point of view is too often presented.

- An important goal is to recruit the top scholars.
- We need to do a better job educating legislators about the top scholars that exist across the entire UNC system, not just at UNC-Chapel Hill and NC State.
- An important consideration is as follows: Do we have opportunity and high expectations for all citizens of North Carolina? Access, affordability, and completion are critical aspects of the strategic plan.
- Focus on talent, retention, and recruitment are very important components of the strategic plan. We need to do a better job presenting the facts to legislators.
- The UNC-GA needs a much better management information system in order to develop succinct factual reports that demonstrate the needs of the UNC system.

Comments by Matt Brody, UNC-GA, Vice President for Human Resources and Daniel Cohen-Vogel, Associate Vice President for Institutional Research, UNC-GA - Report on Faculty compensation (methodology and approach).

- A faculty compensation study is now underway. It is a complex process that will take some time to complete.
- We must do better at providing clear data to support requests for increases in compensation.
- It is necessary to move beyond anecdotal information about compensation, recruitment, retention, etc.
- A deeper analysis of specific focal areas is needed.
- A replicable analysis is necessary (year over year).
- Compensation data should be discipline specific.
- There are unique characteristics of each UNC institution that must be considered.
- It is important for legislators to understand that the UNC system is competing with other public and private institutions for “top faculty.”
- Compensation considerations need to include salary, benefits, and perhaps reductions on tuition costs for family members who work in the UNC system.

Panel on Student Success: S. Demetriou, UNC-CH. Associate Dean of Retention; S. Williams, ECU. Director STEPP; M. Diede, Director of Coulter Faculty Commons, WCU; Assoc. Prof. D. English, UNG. University Teaching and Learning Commons.

- Focusing on student success is essential.
- GAs definition of student success, as discussed in the strategic plan, acknowledges the responsibilities of faculty and also students.
- Student success must not be narrowly defined. For example, over the course of one year, UNC-Chapel Hill developed a definition of student success. The final definition was informed by research as well as survey responses from 18,000 undergraduates and also faculty and staff. The university student success working group then worked with a design group to present the definition on all university websites, developed posters for faculty and advisor offices, and included of the definition in the student handbook.
- Retention rates have been improving at certain schools that have developed student success centers and hired full-time academic advisors.

- Full-time academic advisors required new students to meet with them every two weeks. The academic advisors address academic issues and also personal issues that are impediments to learning.
- College Star is a grant program administered by ECU and certain partner schools in the UNC system (ASU and FSU are currently involved). The primary goal is to develop strategies that enable all constituent schools to be more welcoming places for students who have learning differences. Students have diverse learning styles. Our approach should acknowledge this fact and develop multiple ways to share learning that accommodate the diverse learning styles of students.
- Student success centers improve retention and graduation rates.
- It is a good idea or faculty to know their students by name. Taking attendance every class conveys a caring faculty attitude to the students. This is a component of student success.
- Junius Gonzalez (Senior Vice President for Academic Affairs) comment: in the future it is probable that funding to universities will be more closely aligned with student retention and completion rates.

Resolutions Passed:

- The resolution related to faculty compensation (previously distributed) passed unanimously.
- The resolution related to legislative encroachments on the functioning of appointed boards such as the UNC Board of Governors (modified slightly from the previously distributed version; final version will be forwarded when I receive it), and which also seem to violate SACs regulations, passed with a few no votes.

[Return to Agenda](#)

Appendix J

Teacher Education Committee Report



Teacher Education Committee Meeting Minutes November 9, 2016

3:00 p.m., room 210, Education Building



“Preparing professional educators who are committed, collaborative, and competent.”

TEC Members Present: I. Aiken, M. Ash, A. Bryant, S. Cinnamon, M. Edwards, D. Feikema, K. Ficklin, L. Fiorentino, K. Granger, N. Grant, R. Hagevik, A. Horton-Lopez, T. Jacobs, S. Jones, M. Klinikowski, R. Ladd, C. Lara, L. Mabe, A. McDonald, L. Mitchell, K. Pitchford, J. Rivera, G. Robinson, M. Scott, H. Sellers, J. Warren, B. Winters

Guests: L. Williams

1. **Call to Order:** The meeting was called to order at 3:01 p.m.
2. **Approval of the Minutes:** The October 19, 2016 minutes were approved as presented.
3. **Sharing Good News:**
 - School of Education is excited to announce that we have received the FATE grant once again. Dean Bryant has hired an independent consultant to recruit students.
 - Congratulations to Dr. Betty Wells Brown, she has been elected to serve on the Moore County School Board.
4. **Curriculum Proposals**
 - a. Curriculum Proposal from Elementary Education – Dr. Lisa Mitchell
Proposal - Master of Arts in Teaching with Elementary Education Specialization
Motion to change pre-requisite, by removing EDN 5490. The MAT with a specialization in Elementary Education would be a track added to the current MAT programs at UNCP. This program would be helpful in our teacher preparation program for those who complete an undergraduate degree and come to UNCP for teacher licensure K-6. Currently, those students take undergraduate courses as Licensure Only students. 15 yea, 0 abstentions, 0 nay, approved (Mitchell, Ladd)
 - b. Curriculum Proposal from Health and Human Performance – Dr. Leah Fiorentino
Graduate HHP Curriculum/Program Changes and Department Policies
Proposal – To add EXER 5810 to course requirements. 19 yea, 0 abstentions, 0 nay, approved (Ladd, Mitchell)
Proposal – package & amendment 19 yea, 0 abstentions, 0 nay, approved (Fiorentino, Aiken)

Proposal – To change course title from MAT/MA advance licensure program. The new course would be listed as EXER 6XXX which would replace EXER 5900. 19 yea, 0 abstentions, 0 nay, approved (Fiorentino, Ladd)

***Guest Speaker - Chris Scott to discuss SECC State Employee Combined 2016 Campaign**

- c. Curriculum Proposal from Social Studies Education – Dr. Serina Cinnamon
Motion to DROP the HSTS course requirement (3 hours) and ADD a 7th upper division course that addresses social and/or cultural history (3 hours). 19 yea, 0 abstentions, 0 nay, approved (Cinnamon, Mitchell)

5. Action Items

- Admission into the Teacher Education Program – Ms. Aku Opata – All students presented for admission into the Teacher education Program were approved. (8 UG, 2 AIG)

6. Report from the Dean's Office – Dr. Alfred Bryant

- a. Lab Schools – The School of Education is working to establish a lab school in the fall of 2018. The lab school will focus on lower elementary grades. The plan is to begin with one grade, one class. We are currently looking for a space on campus to host the lab school. Students must be in our district and must choose this school. The Board of Trustees at the University of North Carolina at Pembroke would be the board for the lab schools. If you have any suggestions or ideas please feel free to contact Dr. Alfred Bryant Jr.
- b. Teacher Recruitment – Dr. Angela McDonald will be contacting each faculty member to schedule individual meetings with the SOE Dean during the remaining weeks of this semester. We will meet together to discuss your program's plan and needs with regard to recruitment, assessment, and the upcoming blueprint changes. The Dean will discuss with you your plans for the coming year as well as more long range goals for the next 3-5 years. The meeting will last approximately 45 minutes.
- c. NCTQ – The School of Education has received a request regarding our Teacher Education program from NCTQ. A returned request has been submitted to NCTQ.

7. Report from the Office of University-School Partnerships – Dr. Bryan Winters

a. Internship Placements

The spring 2017 placements were sent out on Monday November 7, 2016. All internship placements have been cleared by DPI.

b. Field Experience

- (1) Cumberland County Schools is clearing students in clusters.
- (2) Bladen County Schools was the first to clear students. Students have not been to the central office to complete a criminal background check.
- (3) The Public Schools of Robeson County Superintendent, Mr. Tommy Lowry was very grateful that UNCP School of Education canceled field experience due to Hurricane Matthew.
- (4) Faculty members should adhere to the decision made by the TEC committee regarding the cancelation of field experience in Robeson

County. Please note that the field experience requirement(s) per course will be adjusted to an alternative assignment made by the instructor in consultation with program coordinator.

c. **Campus Field Experience Coordinators Recommendations Brief on Clinical Educator Requirements**

Karen Granger attended the EdFEDS meeting at UNCW. Policies and procedures related to the current legislation regarding clinical educators who supervise students in residencies or internships was discussed. The group provided suggestions that were shared with UNC Education Deans.

8. **Report from the Office of Assessment** – Ms. Mary Klinikowski

9. **Report from edTPA** – Dr. Kay Pitchford

edTPA will be implemented in July 2017. We are building a timeline to demonstrate our progress. On November 21st, Dr. Mark L'Esperance, from East Carolina University, will join us and facilitate two sessions about edTPA for faculty. The sessions will be divided into Q&A, discussion, and planning related to edTPA.

10. **TEC Subcommittees**

a. **Technology and Distance Education** – Dr. Lisa Mitchell

Committee will meet on November 29th at 2:00pm in the Education Conference Room #316

b. **School Partnerships** – Dr. Valjeaner Ford

Committee met on November 1st

c. **Policy Review** – Dr. Jose Rivera

Committee will review the Conceptual Framework in detail.

d. **Hearing Appeals Board** – Ms. Kelly Ficklin

No Report

e. **Diversity, Recruitment, & Retention** – Dr. Cecilia Lara

Committee has divided tasks among group members & will meet November 28th in Dial 243.

f. **Student Input** – Dr. Ann Horton Lopez

Committee met on October 19th at 4:30pm for an open student forum (no students attended)

g. **Conceptual Framework** – Ms. Karen Granger

Committee met on October 31st to discuss the narrative of the NCATE report with the Policy Committee. Will have more to report in 2017.

h. **Assessment** – Dr. Serina Cinnamon

Committee met regarding the pilot of edTPA. The deadline for Social Studies Education is December 2nd, will be able to share information with subcommittee. Deadline to submit excel spreadsheets to Mary Klinikowski is December 12th. All information will be posted to the Blackboard site. Committee will meet on December 13th at 9:00am to look at data.

11. **Announcements**

a. Fall 2016 Open House Saturday, November 19

- b. Blueprint update - program descriptions may be submitted between Dec 1, 2016 and April 1, 2017. New program proposals between Jan 15-March 15, 2016.
- c. 2017 TEC Meeting dates
 - January 11, 2017
 - February 8, 2017
 - March 15, 2017
 - April 12, 2017
- d. NC FELS application cycle is scheduled to open on December 1, 2016 and close on March 1, 2017
- e. Thursday, November 10th 2pm SOE room 203 – SMART Board workshop for students, faculty and staff
- f. Monday, November 14th 3pm SOE room 210 - EDN 2100 meeting with instructors & program coordinators
- g. Wednesday, November 16th 3pm SOE room 316 - MAT & EDN grad course discussion with instructors & MAT program directors

12. **Adjournment** – The meeting was adjourned at 4:29 p.m.

Next Called TEC Meeting: Wednesday, January 11, 2017, 3:00 p.m., Education building, room 210

Minutes submitted by: Courtney S. Brayboy

[Return to Agenda](#)

Appendix K

Graduate Council Report

The Graduate Council met on January 23, 2017. Information most relevant to Faculty Senate is presented below.

The following Graduate Faculty nominations were approved as listed:

Name	Status Request	Degree	Program	Dept
Amanda Allen	Adjunct	PhD	Couns	Ed Lead
David Jacobson	Prof. Affiliate	JD	MBA	SoB
Abigail Mann	Full	PhD	Eng	ETFL
Courtney Walters	Adjunct	MA Couns	Couns	Ed Lead
Mark Martz	Adjunct	PhD	MPA	PSPA

Curriculum Proposal:

MBA Program and Course Proposal: create DSC 5090 Data Analytics for Business (Economics and Decision Sciences department) and add as an MBA elective

Graduate School Actions:

The Graduate Council adopted the following change to the current "Senior Privilege" offering: Senior Privilege will now be Undergraduate Privilege. Undergraduate Privilege is a program offered by UNCP's Graduate School which allows promising students (typically seniors) the opportunity to take up to twelve hours of graduate coursework while completing their undergraduate degree. With appropriate permission, up to twelve hours of graduate coursework taken as an undergraduate student may count towards both one's undergraduate degree and future master's degree at UNCP.

The Graduate Council adopted a process and the following definition for a graduate Certificate Program: A Graduate Certificate program provides specific professional education in an area of study. Typically around 12 credit hours, a graduate certificate program may be gained as a stand-alone credential, in conjunction with or after a graduate degree is earned or prior to and towards a master's degree, depending on the program. Successful completion of a certificate is notated on one's academic transcript.

The Graduate Council adopted the following definition for an Accelerated Degree Program: An Accelerated Degree program allows undergraduate students at UNCP an opportunity to complete the requirements for both the bachelor's and master's degrees at an accelerated pace. These undergraduate students may double count up to 12 approved graduate-level credits towards completing the bachelor's degree. Graduate credit hours may also count towards a master's degree. Students should note that permission to pursue an Accelerated degree program does not guarantee admission and a student must meet requirements at the time they apply to the graduate program.

Enrollment:

New Initiatives

Jodie Phelps discussed current and future recruitment efforts headed by her office, including LinkedIn efforts, with the Council.

Irene Aiken informed the Council that the counseling programs will begin offering courses at Cape Fear CC in Wilmington in the fall.

Nick Arena reported that the MBA program will begin working with a company for their online program in the fall.

Unofficial Graduate Enrollment report from census data:

Spring 2017 Graduate School Enrollment Numbers	Date	Date	Difference
	1/26/2016	1/23/2017	
New Graduate	78	114	+36
Readmits GR	4	4	0
Special GR	4	3	-1
Continuing Graduate	624	622	-2
Totals	710	743	+33

The next Graduate Council meeting will be held Monday, February 20, 2017 at 3:00 pm in UC Annex Room 203.

Respectfully submitted by Dr. Irene Aiken, Dean.

[Return to Agenda](#)