

**The University of North Carolina at Pembroke
Faculty Senate Agenda**

Wednesday, March 2, at 3:30 p.m.
213 Chavis University Center

Scott Hicks, Chair
Roger Guy, Secretary

Members of the Senate:

To 2016	To 2017	To 2018
ART Aaron Vandermeer	ART Jonathan Maisonpierre	ART June Power
EDN Susan Edkins	EDN Joe Sciulli	EDN Carol Higy
LET Polina Chemishanova	LET Cynthia Miecznikowski	LET Jesse Peters
NSM Patricia Sellers	NSM Tom Dooling	NSM Dennis McCracken
SBS Rick Crandall	SBS Brooke Kelly	SBS Xinyan Shi
At-Large Jeff Bolles	At-Large Scott Hicks	At-Large Beverly Justice
At-Large Jose D'Arruda	At-Large David Nikkel	At-Large Cliff Mensah
At-Large Roger Guy	At-Large Sara Simmons	At-Large David Young
Chancellor Robin G. Cummings Provost and Vice Chancellor for Academic Affairs Zoe Locklear		

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. Provost and Vice Chancellor for Academic Affairs—Zoe Locklear
- E. Reports of Committees**
 - 1. Operations Committees
 - a. Executive Committee—Scott Hicks
 - b. Committee on Committees & Elections—Aaron Vandermeer
 - c. Committee on Faculty Governance—Jesse Peters
 - 1. Proposal to create Faculty Grievance Advisory Committee (Committee on Faculty Governance Committee, 6-0-0) ([Appendix B](#))
 - 2. Proposal to alter language describing academic divisions (Committee on Faculty Governance 8-0-0) ([Appendix C](#))
 - 3. Proposal to change the meeting day for the Faculty & Institutional Affairs Committee (Committee on Faculty Governance, 6-0-0) ([Appendix D](#))

2. Standing Committees
 - a. Academic Affairs Committee—Jose D'Arruda
 1. Proposal from the Department of Social Work to revise requirements and elective options for the Bachelor of Social Work program (Academic Affairs Committee, 6-0-0) ([Appendix E](#))
 2. Proposals from the Department of Health, Physical Education & Recreation to revise course requirements for the Master of Arts in Physical Education/Physical Education Licensure Concentration and for the Master of Arts in Teaching with Health/Physical Education Specialization (Academic Affairs Committee, 6-0-0) ([Appendix F](#))
 3. Proposal from the Department of Educational Leadership & Counseling to revise program requirements, elective courses, and program description for Master of Arts in Education in Professional School Counseling to reflect new course prerequisites, student learning objectives, and program-specific admission requirements (Academic Affairs Committee, 6-0-0) ([Appendix G](#))
 4. Proposal to adopt Military Student Success policy (Academic Affairs Committee, 6-0-0) ([Appendix H](#))
 5. Resolution on the State of the University Library (Academic Affairs Committee, 6-0-1) ([Appendix I](#))
 - b. Faculty & Institutional Affairs Committee—Sara Simmons
 - c. Student Affairs & Campus Life Committee—Brooke Kelly
 1. Return to Learn Concussion Protocol (Student Affairs & Campus Life Committee, 8-0-0) ([Appendix J](#))

- F. Faculty Assembly Report**
- G. Teacher Education Committee**
- H. Graduate Council ([Appendix K](#))**
- I. Other Committees**
- J. Unfinished Business**
- K. New Business**
- L. Announcements**
- M. Adjournment**

Appendix A

The University of North Carolina at Pembroke Faculty Senate Agenda

Wednesday, Feb. 3, at 3:30 p.m.

213 Chavis University Center

Scott Hicks, Chair

Roger Guy, Secretary

Members of the Senate:

To 2016	To 2017	To 2018
ART Aaron Vandermeer	ART Jonathan Maisonpierre	ART June Power
EDN Susan Edkins	EDN Joe Sciulli	EDN Carol Higy
LET Polina Chemishanova	LET Cynthia Miecznikowski	LET Jesse Peters
NSM Patricia Sellers	NSM Tom Dooling	NSM Marilu Santos
SBS Rick Crandall	SBS Brooke Kelly	SBS Xinyan Shi
At-Large Jeff Bolles	At-Large Scott Hicks	At-Large Beverly Justice
At-Large Jose D'Arruda	At-Large David Nikkel	At-Large Cliff Mensah
At-Large Roger Guy	At-Large Sara Simmons	At-Large David Young
Chancellor Robin G. Cummings Provost and Vice Chancellor for Academic Affairs Zoe Locklear		

Members Present: Polina Chemishanova Jose D'Arruda, Tom Dooling, Susan Edkins Roger Guy, Scott Hicks, Carol Higy, Beverly Justice, Brooke Kelly, Jonathan Maisonpierre Cliff Mensah, Cynthia Miecznikowski, David Nikkel, Joe Sciulli, Patricia Sellers, Xinyan Shi, Sara Simmons, Aaron Vandermeer, David Young

Members Absent: Jesse Peters, Zoe Locklear, June Power, Marilu Santos,

Guests: Nick Arena, Mitu Ashraf, Scott Billingsley, Robert Canida, Jeff Frederick, Richard Gay, Elizabeth Normandy, Melissa Schaub, W. Stewart Thomas, Scott Ziegler

Order of Business

- A. **Roll Call**
- B. **Approval of Minutes** - The minutes were approved 18-0-0
- C. **Adoption of Agenda** - The minutes were adopted 18-0-0
- D. **Reports from Administration**
 1. Chancellor—Robin G. Cummings

Dr. Cummings discussed matters relating to Prospect Road and plans from the Department of Transportation to narrow the road to enhance the safety of those

crossing. He also reiterated the importance of the Connect N.C. Bond Act on the March 15, 2016, election ballot, noting that significant funds were slated for the UNC system, Robeson County, and UNCP. The Chancellor discussed the activities under way surrounding the agreement with East Carolina University's Doctor of Physical Therapy Program which sets aside four places for UNCP students who meet the admission requirements. To date no UNCP students have been accepted. He urged the Senate to do as much as possible to prepare students for admission. He also announced ongoing partnerships with Tuskegee University's College of Veterinary Medicine program and North Carolina State University's College of Engineering. Dr. Cummings announced that incoming UNC System President Margaret Spellings will visit campus on March 18 to meet with members of the UNCP and Pembroke community. He concluded by strongly encouraging all faculty to attend the UNCP Chancellor's Installation on April 8, 2016.

2. Provost and Vice Chancellor for Academic Affairs—Zoe Locklear
In Dr. Locklear's absence, Dr. Billingsley reported on the searches for the Deans for the School of Business, School of Education, College of Arts and Sciences, and Library. He expects that all positions would be filled by the beginning of the fiscal year in July. Dr. Billingsley concluded by announcing that Dr. Glen Burnette had filled the newly created Vice Chancellor of Strategic Planning and Special Initiatives position. Dr. Burnette had previously occupied the position of Special Assistant for Constituent Relations.

E. Reports of Committees

1. Operations Committees
 - a. Executive Committee—Scott Hicks
 - b. Committee on Committees & Elections—Aaron Vandermeer
 1. The Committee on Committees & Elections shall conduct the election of the 2016-2017 Senate Chair and Senate Secretary

The Senate elected Dr. Sara Simmons as Chair of the Faculty Senate and Dr. Aaron Vandermeer as Senate Secretary.

- c. Committee on Faculty Governance—Jesse Peters - **No Report**
2. Standing Committees
 - a. Academic Affairs Committee—Jose D'Arruda
 1. Proposal from the Department of Music to revise improvisation requirements in minor in Jazz Studies (Academic Affairs Committee, 11-0-0)
Motion passed 20-0-0
 2. Proposal from the Department of Chemistry & Physics

to revise requirements for the track in Environmental Chemistry and the academic concentration in Physics (Academic Affairs Committee, 11-0-0)

Motion passed 20-0-0

3. Proposal from the Department of History to delete election options from the minor in American Studies (Academic Affairs, 11-0-0)

Motion passed 20-0-0

- b. Faculty & Institutional Affairs Committee—Sara Simmons

1. Proposal to revise policies on the selection, succession, terms, and evaluation of department chairs (Faculty & Institutional Affairs Committee, 8-0-0)

Motion passed 20-0-0

2. Proposal to revise the processes of faculty evaluation of administrators (Faculty & Institutional Affairs Committee, 9-0-0)

Motion passed 20-0-0

3. Proposal to amend the policies of post-tenure review (Faculty & Institutional Affairs Committee, 8-0-0)

Motion passed 20-0-0

- c. Student Affairs & Campus Life Committee—Brooke Kelly

Dr. Kelly announced that a survey would be distributed soliciting opinion on reinstating the activity period on campus, and that Dr. Jeff Frederick would be working closer with SACL on matters pertaining to athletics.

F. Faculty Assembly Report (See Appendix H in the Agenda)

G. Teacher Education Committee (See Appendix I in the Agenda)

H. Graduate Council (See Appendix J in the Agenda)

I. Other Committees — No Other Committees

J. Unfinished Business — No Unfinished Business

K. New Business — No New Business

L. Announcements — Dr. Vandermeer reminded the Senate about the upcoming UNCP Jazz Festival.

M. Adjournment

Motion to Adjourn passes 20-0-0

Meeting adjourned 4:28 p.m.

Respectfully Submitted,
Roger Guy, Secretary

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Appendix B

Proposal to create a Faculty Grievance Advisory Committee

Rationale: At the request of the Senate Executive Committee, the Committee on Faculty Governance considered creating a Faculty Grievance Advisory Committee. This committee would serve as an official and public resource for faculty who seek advice in navigating the policies and procedures related to grievance and hearing processes.

The description below would be placed in the handbook in the faculty policies section after the Grievance Procedures (p.61). Governance asks that the senate formally recommend that the administration make the committee part of these policies.

There shall be a Faculty Grievance Advisory Committee to serve as a resource for faculty members in navigating the procedures and processes of the University's hearing and grievance policies. Only former members of the Faculty Senate, the Faculty Grievance Committee, or the Faculty Hearing Committee shall be eligible to serve. This Committee shall consist of three members appointed by the Committee on Committees and Elections to one year terms. A member who has served three years consecutively must rotate off the Committee for at least one year before being eligible to serve again. Immediate Past Chairs of the Faculty Senate, the Faculty Grievance Committee, and the Faculty Hearing Committee will be invited to serve. The committee will have no chair and faculty members are free to contact any or all members for advice and guidance.

The Faculty Grievance Advisory Committee does not participate in any formal investigative or adjudicative procedures. It is an informal resource to provide advice and assistance to faculty involved in either grievance or hearing processes. It functions on an informal basis by such means as: listening, providing and receiving information, identifying and reframing issues, discussing a range of responsible options. It does not replace any formal channels; it is optional and is not a required step in any grievance process or organizational policy.

All communication with those seeking assistance is held in strict confidence among committee members. The Faculty Grievance Advisory Committee keeps no records other than a count of individuals using the committee's services, and will report to the Faculty Senate only as to the number of individuals using the committee's services.

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Appendix C

Proposal to alter language describing academic divisions by areas

Rationale: At the request of the Senate Executive Committee, the Committee on Faculty Governance considered revisions to the academic divisions by areas listed in the Faculty Constitution. The following revisions will hopefully eliminate confusion by deleting references to departments and preserving divisions by broad area of study. The committee understands that areas can be divided much more specifically than those listed here; however, we did not feel many changes needed to be made.

Only two moves are reflected here: 1) Mass Communications to Arts from Letters 2) Counseling to Education from Social and Behavioral Sciences. Chairs of both departments were consulted. Committee on Committees and elections will have to take those changes into consideration if they pass and go into effect for the next academic year.

Article V (p.22-23 faculty handbook)

Section 5:

Divisions by ~~Departments or~~ Areas

A. Division of Arts:

Art

~~Drama~~/Theatre

Music

Mass Communications

~~Librarians~~ Library Science

B. Division of Education

Counseling

Education

Health, Physical Education, and Recreation

C. Division of Letters

American Indian Studies

English ~~and Theatre~~

Foreign Languages

History

~~Mass Communications~~

Philosophy ~~and Religion~~

Religion

D. Division of Natural Science and Mathematics

Biology

Geology ~~and Geography~~

Geography

Mathematics ~~and Computer Science~~

Computer Science

Nursing
Chemistry ~~and Physics~~
Physics
E. Division of Social and Behavioral Science
~~Business Administration~~
~~Public Management~~
Political Science ~~and Public Administration~~
Public Administration
Psychology ~~and Counseling~~
Sociology, ~~Social Work and Criminal Justice~~
Social Work
Criminal Justice

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Appendix D

Proposal to change the meeting day for the Faculty and Institutional Affairs Committee

Rationale: At the request of the Senate Executive Committee, the Committee on Faculty Governance considered changing the meeting day of FIAC. The current day conflicts with the UNCP Board of Trustees meetings; therefore, the Vice Chancellor for Finance and Administration (an ex officio member of FIAC) has been unable to attend FIAC meetings. The proposed day should eliminate this conflict.

By-Laws for the Faculty Senate

ARTICLE VI. FUNCTION AND SCOPE OF STANDING COMMITTEES, SUBCOMMITTEES, CONTINUING COMMITTEES AND OTHER COMMITTEES

(p.27)

Section 5. Meetings.

Upon organization by the Senate each committee and subcommittee shall meet, establish and publish a list of its scheduled meetings according to the following calendar:

A. FACULTY SENATE

The first Wednesday of each month

COMMITTEE ON ACADEMIC AFFAIRS

The third Wednesday of each month

SUBCOMMITTEE ON CURRICULUM

The first Thursday of each month

SUBCOMMITTEE ON GENERAL EDUCATION

The fourth Thursday of each month

SUBCOMMITTEE ON ACADEMIC SUPPORT SERVICES

The second Tuesday of each month

SUBCOMMITTEE ON ENROLLMENT MANAGEMENT

The second Wednesday of each month

COMMITTEE ON FACULTY AND INSTITUTIONAL AFFAIRS

The ~~third Thursday~~ fourth Tuesday of each month

SUBCOMMITTEE ON FACULTY DEVELOPMENT AND WELFARE

The second Thursday of each month

SUBCOMMITTEE ON FACULTY EVALUATION REVIEW

The first Tuesday of each Month

SUBCOMMITTEE ON HEALTH, SAFETY, AND ENVIRONMENT

The first Monday of each month

COMMITTEE ON STUDENT AFFAIRS AND CAMPUS LIFE

The third Monday of each month

SENATE EXECUTIVE COMMITTEE

Always on a Monday or Tuesday, of the week preceding the Senate meeting

COMMITTEE ON COMMITTEES AND ELECTIONS

Always available for required tasks

Special meetings may be called as the need arises.

FACULTY GOVERNANCE COMMITTEE

The third Tuesday of each month

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Appendix E

Proposal from the Department of Social Work to revise requirements and elective options for the Bachelor of Social Work program (Academic Affairs Committee, 6-0-0)

5.3 Program Proposal: The Department of Social Work proposes the following course curriculum change the Bachelor of Social Work program: Two of our currently offered courses, SWK 4500: Social Work Values & Ethics (1 credit hour) and SWK 4480: Social and Economic Justice (2 credit hours) will be combined into one three (3) hour course *SWK 4600*, entitled *Social Justice and Practice Ethics*. The new Social Justice and Practice Ethics course will replace the current one (1) hour SWK 4500: Social Work Value and Ethics and two (2) hour SWK 4480 Social and Economic Justice courses and will be taken during a student's first senior semester. A course proposal and course syllabus for SWK 4600: Social Justice and Practice Ethics is also submitted. The other new course, SWK 4720, will be added to the elective options in the major.

Rationale: In the current curriculum, the SWK 4500 course is a 1 hour course and is taken during a student's first senior semester while the SWK 4480 is a two (2) hour course and is taken in a student's second (final) senior semester. By combining these courses into one three (3) credit hour course students will be better accommodated in their senior year in two ways. The first accommodation is that this change will allow students to more easily obtain a full-time semester in the first semester of their senior year. Currently, the first senior semester totals 10 hours requiring that students take an extra 2-3 credit hours regardless of plan of study credit hour needs. The change will ensure that students have 12 hours during this first senior semester. The second accommodation is that this change will allow students to reduce their credit hours from 14 to 12 during their second (final) senior semester. During this semester students are enrolled in field practicum (400 hours of field work) and an integrative field seminar course. This change will allow students to focus their time and academic effort in the field practicum and seminar. This change is further supported by BSW focus group results, indicating that students prefer to have a lighter course load during this final semester.

Dept vote: 14 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Catalog Entry:

BACHELOR OF SOCIAL WORK

Requirements for a Bachelor of Social Work Degree	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Social Work Major Requirements: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, 4480, 4500, 4600, 4800, 4900, 4910	48
Social Work electives: select 6 hours among population-at-risk/social and economic justice electives: SWK 3000, 3700, 3750, 3820, 3830 (or 3540), 3840, 3870, 3880, 3890, 4720	6
University-wide Electives* (Recommended electives: SOC 3030, 3130, 3750, 3770, 4030; CRJ/SOC 4400; and other social work electives)	21
	Total: 120

*It is recommended, but not required, that Social Work majors declare a minor.

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Appendix F

Proposals from the Department of Health, Physical Education & Recreation to revise course requirements for the Master of Arts in Physical Education/Physical Education Licensure Concentration and for the Master of Arts in Teaching with Health/Physical Education Specialization (Academic Affairs Committee, 6-0-0)

6.2 Program Proposal: in the MA – PE (M Licensure): Delete EXER 5080: Facility Design and Management and Add EXER 5XXX (5120): Advanced Teaching Methodologies Health/PE II

Rationale: the graduate students need more focused coursework in pedagogical content knowledge. Most other MA degree programs have a minimum of two pedagogical content courses. The HPE students are pursuing licensure in a K-12 setting and need additional time to successfully master the necessary instructional delivery expertise. The deletion of EXER 5080 is the necessary adjustment to maintain the credit hours in the noted range; facility issues for instructional K-12 settings will be incorporated in the new course (EXER 5XXX-5120). Pertinent content related to facility design concepts in the school setting (from EXER 5080) will be infused in the new course.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

Requirements for a Master of Arts in Physical Education: Physical Education Licensure Concentration	Sem. Hrs.
Required Courses	36
EDN 5470 Advanced Classroom Management*	
EDN 5480 Advanced Foundations of American Education *	
EDN 5490 Effective Educational Leadership*	
EDN 5660 Applied Educational Research*	
EXER 5010 Health, Fitness, and Exercise Physiology	
EXER 5020 Exercise, Sport, and Coaching Psychology	
EXER 5030 Advanced Teaching Methodologies in Health/PE	
EXER 5050 Health, Wellness, and Fitness Administration	
EXER 5060 Current Issues and Trends in Health, PE, and Sport	
EXER 5070 The Law in PE and Sport	
EXER 5080 Facility Design and Management	
EXER 5120 Advanced Teaching Methodologies in Health/PE II	

EXER 5990 Capstone Study	
	Total (minimum): 36

*For EDN course descriptions, see listings in M.A.Ed. program.

6.3 Program Proposal: in the Master of Arts in Teaching—Health/Physical Education specialization: Delete EXER 5080: Facility Design and Management and Add EXER 5XXX (5120): Advanced Teaching Methodologies Health/PE II

Rationale: the graduate students need more focused coursework in pedagogical content knowledge. Most other MA degree programs have a minimum of two pedagogical content courses. The HPE students are pursuing licensure in a K-12 setting and need additional time to successfully master the necessary instructional delivery expertise. The deletion of EXER 5080 is the necessary adjustment to maintain the credit hours in the noted range; facility issues for instructional K-12 settings will be incorporated in the new course (EXER 5XXX-5120). Pertinent content related to facility design concepts in the school setting (from EXER 5080) will be infused in the new course.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

MASTER OF ARTS IN TEACHING WITH PHYSICAL EDUCATION SPECIALIZATION

Graduate Physical Education Director: Danny Davis

Requirements for Master of Arts in Teaching with Physical Education Specialization	Sem. Hrs.
PHASE I	(15-18 18-21*)
Professional Core EDN 5040 Basic Tenets of Education (3) EDN 5120 Advanced Study of Exceptionality in Children (3) EDN 5440 Survey of Educational Research (3) EDN 5450 Introduction to Curriculum Design and Best Practices (3) EDN 5460 Field Experience (0)	12
Professional Development* EDN 5810 Internship	3
Pedagogical Expertise EXER 5030 Advanced Teaching Methodologies in Health/PE	3 6

EXER 5120 Advanced Teaching Methodologies in Health/PE II	
PHASE II	(21 18)
Physical Education Specialty Area	21 18
EXER 5010 Health, Fitness, and Exercise Physiology	
EXER 5020 Exercise, Sport, and Coaching Psychology	
EXER 5050 Health, Wellness, and Fitness Administration	
EXER 5060 Current Issues and Trends in Health, PE, and Sports	
EXER 5070 The Law in PE and Sport	
EXER 5080 Facility Design and Management	
EXER 5990 Capstone Study	
	Total: 36-39*

* See M.A.T. Handbook for Internship policies.

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Appendix G

7.12 Program Proposal: Revise program description for M.A.Ed. in Professional School Counseling to reflect new course prerequisites, student learning objectives, and program-specific admissions requirements. Specifically, move CNS 5900 Addictions Counseling to the electives area, replacing it with the new required course CNS 5750 Career and College Readiness, and add the other new courses to the list of elective courses.

Rationale:

Rationale for Catalog changes (pp. 428-429):

1. The program changed the requirement for students to enroll in CNS 6130 School Counseling Internship: They must pass the comprehensive examination. The cost of the exam is removed because the fee is subject to change by the test publisher. The “attempts to pass” exams was removed because students might take more than three attempts to pass the exam.
2. The program removed the statement “Students complete the Counseling Practicum during their second year of study after completing the core counseling courses” because students can take practicum anytime they met the practicum requirements.
3. The new Student Learning Outcomes (SLO) more accurately reflect the CACREP Curriculum standards. The old SLOs were removed.
4. The program requires the completion of an electronic supplemental skills survey. This survey is used for admission purposes and offers the program director additional useful information needed to make informed admission decisions.

Rationale for Addition of New Elective Courses:

There is a dire need to advance the school counseling profession in the region, state and country. The individual courses address the knowledge and skill gap many practicing school counselors are faced with. PSC students will be able to register for these courses to fulfill elective requirements (60-credit hour program). Currently, PSC students do not have elective options that emphasize school counselor practice and instead must choose from courses largely from CMHC. Offering these courses as electives will advance the skillset of currently enrolled PSC students.

School counselors and current students who complete this program (with the proposed changes) will be better positioned to serve as leaders and advocates for all students through collaboration and consultation with administrators, teachers, and families. Additionally, participants will receive advanced training on evidence-based practices, research, program funding options, and college access. This program addresses an educational need as school counselors are charged with promoting the academic achievement and student success.

CNS 5760 Legal Aspects of Educational Leadership will be cross-listed with EDNL 5860.

Rationale for Deletion of CNS 5900 Addictions Counseling from Specialty Courses:

CACREP Curriculum standards that address addictions are sufficiently covered in other courses (i.e., CNS 5350, CNS 5060, CNS 5310, and CNS 5025).

Rationale for Addition of CNS 5900 Addictions Counseling to Elective Courses:

This course offers advanced training in addictions counseling beyond what the CACREP curriculum standards require for professional school counselor training. As a result, the course can be of benefit to school counseling students as an elective offering.

Rationale for Addition of CNS 5750 College and Career Readiness to Specialty Courses:

Content covered in this course provides professional school counseling students with the knowledge and skills necessary for advancing the national k-12 career and college readiness initiative. CNS 5700 Career Counseling and Development offers general and traditional approaches to career counseling. This course (College and Career Readiness) emphasizes the roles school counselors play in supporting k-12 students in preparation for college and careers.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No. This program will utilize one course (EDNL 5860) from the School Administration Program which is housed within the Educational Leadership and Counseling Department. This arrangement has been discussed and approved by the director of the School Administration Program, Dr. Larry Mabe.

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

Program Description

The Master of Arts in Education (M.A.Ed.) in Professional School Counseling is designed to assist graduate students in the development of skills and practices necessary for functioning in the role of a professional school counselor in public and private elementary, middle, and secondary schools. The M.A.Ed. in Professional School Counseling meets the standards established by the North Carolina Department of Public Instruction for Professional School Counselor licensure and the National Board of Certified Counselors' standards for national certification as a professional counselor (NCC). The program is located in the School of Education, Department of Educational Leadership and Counseling, and shares a common core of classes with the Clinical Mental Health Counseling Program. This program does not prepare students to be clinical mental health counselors. Students interested in careers in clinical mental health counseling should apply to the Clinical Mental Health Counseling Program at UNCP.

The M.A.Ed. in Professional School Counseling is organized into three curriculum components:

1. Core counseling courses: Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination **before beginning CNS 6130 School Counseling Internship.** ~~, the Counselor Preparation Comprehensive Exam (CPCE), after completing their core counseling courses. A passing score is required for graduation from the program.~~ The CPCE is a standardized counseling exam that assesses student learning in the core areas. ~~The cost of the exam is \$45 and students are allowed three attempts to pass the exam.~~ Students must submit the application and pay the application fee by the required deadline.

2. Specialty area and elective courses: Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.

3. Clinical field placement courses: Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved K-12 school settings and include on-site supervision as well as university-based supervision. The Counseling Practicum consists of a 100-hour field placement experience in an approved site and a 3-credit hour course with on-campus group supervision and instruction. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience in an approved site and on-campus group supervision and instruction occurring weekly. ~~Students complete the Counseling Practicum during their second year of study after completing the core counseling courses.~~ The Counseling Internship is a 3-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester in an approved site with on-campus group supervision and instruction occurring weekly. Students must submit applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

Student Learning Outcomes

The primary goal of the Counseling Programs is to prepare effective professional counselors. Upon completion of **a the graduate professional school** counseling program at UNCP, students will: ~~show evidence of being reflective practitioners and critical thinkers who seek to respect diverse worldviews, demonstrate self-evaluation and self-reflection strategies, and engage in ongoing interpersonal skill development. Students will develop professional identities as counselors and engage as active members of their professional communities.~~

1. Students will demonstrate understanding of the nature and needs of individuals at all developmental levels.
2. Students will demonstrate understanding of issues and trends in a multicultural and diverse society.
3. Students will demonstrate understanding of counseling and consultations processes.
4. Students will demonstrate understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. Students will demonstrate understanding of career development and related life factors.
6. Students will demonstrate understanding of individual and group approaches to assessment and evaluation.
7. Students will demonstrate understanding of research methods, basic statistics, and ethical and legal considerations in research.
8. Students will demonstrate understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
9. Students will demonstrate knowledge and skills appropriate for their intended practice setting.
10. Students will demonstrate ability to engage in ongoing self-development through self-evaluation, self-reflection, self-caring behaviors, and interpersonal skill development.

1. Demonstrate knowledge in the core areas of counseling for the purposes of conceptualizing the self of the counselor and clients. Students will analyze the major concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following core knowledge areas.
 - a. Human Growth and Development: Students will use developmental theory to facilitate the growth and development of children and adults as related to wellness, mental health, education, and career goals and objectives.
 - b. Social & Cultural Foundations: Students will display cultural sensitivity and flexibility to clients who are both similar and different to the counselor across all dimensions of personal identity.
 - c. Helping Relationships: Students will create effective helping relationships using generalist helping skills.
 - d. Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
 - e. Career and Life Style Development: Students will understand career and life style factors as related to counseling relationships.
 - f. Appraisal: Students will use assessment and appraisal to better understand their clients and to assist clients in better understanding themselves.

- g. Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice.
 - h. Professional Orientation & Ethics: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.
2. Develop specialized knowledge and skills in professional school counseling and apply this knowledge and skills to professional practice.
 - a. Students will develop a professional identity as a counselor and a Professional School Counselor.
 - b. Within their specialized professional identity, students will implement knowledge, skills and practices to be effective counselors in a specialized setting.
 3. Evidence an ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

Program-Specific Admissions Requirements (see also Graduate Admissions)

In addition to the School of Graduate Studies and Research admissions requirements:

1. Submit an essay detailing experiences and goals relevant to professional school counseling;
2. Submit three letters of recommendation from individuals with whom the applicant has professional affiliation, such as former faculty members or current supervisors; ~~and~~
3. Complete a brief electronic supplemental skills survey; and
4. Participate in an interview with program faculty.

1 REQUIREMENTS FOR M.A.ED. IN PROFESSIONAL SCHOOL COUNSELING

Sem Hrs

Core Counseling Courses

27

- CNS 5000 Professional and Ethical Issues
- CNS 5050 Counseling Skills and Techniques
- CNS 5500 Research and Program Evaluation
- CNS 5400 Theories of Counseling
- CNS 5700 Career Counseling and Development
- CNS 5025 Lifespan Development
- CNS 5100 Groups in Counseling
- CNS 5600 Assessment Practices in Counseling
- CNS 5800 Multicultural and Social Justice Counseling

Specialty Area ~~and Elective~~ Courses

24 18

- CNS 5350 The Professional School Counselor
- CNS 5550 Seminar in School Counseling
- CNS 5250 Counseling Children and Adolescents
- CNS 5310 Mental Health Issues in Childhood and Adol.
- CNS xxxx Career and College Readiness
- ~~CNS 5900 Addictions Counseling~~

CNS 5060 Crisis Intervention

Elective Courses

6

Select two elective courses from:

CNS xxxx School Counselor as Leader, Advocate, and Consultant

CNS xxxx Addressing the Achievement Gap and Issues of Social Justice

CNS xxxx Evidence-Based School Counseling

CNS xxxx Legal Aspects of Educational Leadership

CNS 5360 Diagnosis and Treatment Planning,

CNS 5080 Gender and Sexuality Issues in Counseling,

CNS 5850 Theory and Process of Family Counseling,

CNS 5070 College Counseling and Student Affairs

CNS 5870 The Family and Addicton

CNS 5900 Addictions Counseling

CNSS 5xxx Special Topics in Counseling (may be repeated for different topics)

Clinical Field Placement Courses

9

CNS 6100 Counseling Practicum (School Counseling Setting)

CNS 6130 School Counseling Internship (course is repeated once to earn a total of 6-credit hours)

3

2 TOTAL PROGRAM HOURS

4 60

Requirements for a Master of Arts in Education: Clinical Mental Health Counseling	Sem. Hrs.
Core Counseling Courses CNS 5000 Professional and Ethical Issues CNS 5050 Counseling Skills and Techniques CNS 5500 Research and Program Evaluation CNS 5400 Theories of Counseling CNS 5700 Career Counseling and Development CNS 5025 Lifespan Development CNS 5100 Groups in Counseling CNS 5600 Assessment Practices in Counseling (CNS 5500 is a prereq. to CNS 5600) CNS 5800 Multicultural and Social Justice Counseling	27
Specialty Area and Elective Courses Complete all of the following: CNS 5450 The Clinical Mental Health Counselor CNS 5360 Diagnosis and Treatment Planning CNS 5080 Gender and Sexuality Issues in Counseling CNS 5850 Theory and Process of Family Counseling CNS 5900 Issues in Addictions for Counselors CNS 5060 Crisis Intervention	24-18
Elective Courses Select two elective courses from: CNS 5250 Counseling Children and Adolescents,	6

CNS 5310 Mental Health Issues in Childhood and Adolescence, CNS 5070 College Counseling and Student Affairs, CNS 5870 The Family and Addiction, CNSS 5xxx Special Topics in Counseling (may be repeated for different topics).	
Clinical Field Placement Courses CNS 6100 Counseling Practicum (Clinical Mental Health Setting) CNS 6120 Clinical Mental Health Counseling Internship (repeated once to earn a total of 6 credit hours)	9
Minimum total semester hours required for graduation	Total: 60

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Appendix H

Proposal to adopt military student success policy

Background: The UNC General Administration adopted a new policy directive Jan. 20, 2015, titled Regulations for Military Student Success (UNCP Policy Manual 700.7.1[R]). The directive was brought to the Enrollment Management Subcommittee during its initial meeting in August 2015. At that time we were directed to create UNCP policy changes that would bring us in compliance with the UNC system directive. The policy directive contains many elements beyond the scope of EMS, and each part is being addressed by its respective area of jurisdiction (i.e., Financial Aid or the Graduate School). The charge for EMS was to create language in subsections VI.A. and VI.C.

Grading System (Undergraduate) (Catalog, 63-64)

Students may view their midterm and final grades on BraveWeb. Students needing a copy of their grades may print them from BraveWeb or request a transcript.

A letter grade and plus-minus system for evaluating academic performance is used for evaluating all undergraduate students. Each letter grade has a quality point value for each semester hour it represents. The hour and quality points are used in determining a student's grade point average for a semester's work and in averaging grades for all work completed to find a student's cumulative quality point average.

Academic eligibility for a student shall be determined by current regulations.

The letter grades and quality points represented by each, as of 1 January 1989, are as follows:

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

C- = 1.7

D+ = 1.3

D = 1.0

D- = 0.7

F = 0.0

P = 0.0

I or IM = 0.0

T = 0.0

W, WX, WM, or

AU = 0.0

The “P” grade is earned in designated courses and carries semester hours credit. However, the hours are not counted in quality hours. Quality hours are the hours used in figuring quality point averages.

The “I,” or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the “I” grade is requested. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of “F” by the University Registrar. In determination of quality hours and quality point averages, an “I” is counted as an “F” until it is removed. An “I” grade does not fulfill prerequisite requirements.

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 and will be unable to complete coursework for the semester 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 has been completed for the academic term. If deployment occurs after 80% of the course 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.”

The “T,” grade pending, is given only for Esther G. Maynor Honors College courses until the thesis or project is completed.

The “W” grade is assigned when a student withdraws from a course during the designated drop- add period; the “WX” grade is assigned when special permission is granted to withdraw (see below, for withdrawal process). When a student receives a “W” or “WX” grade, the grade is recorded, but the semester hours attempted are not counted as quality hours.

The “WM,” or the military withdrawal grade, is assigned for withdrawals of students called to active military duty during the course of a semester. The “WM” grade is given when students are deployed for active military duty assignments during the semester and will be unable to complete coursework for the semester 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, the “WM” grade will be assigned if deployment occurs before 60% of the course has been completed for the academic term and an alternative format 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."

Audited classes are listed on the permanent record. They are designated by the letters "AU." The AU's and W's will be listed as attempted hours, but not as quality hours for figuring quality point averages.

Adding, Dropping, and Withdrawing from Courses (Catalog, 67-68)

After a student has completed registration, the only way the student's schedule can be changed is through the drop-add procedure. To add a course a student must obtain a Course Add Form from an academic department, complete the form, have it approved by his or her advisor, obtain the signature of the gaining professor, and present the form to the Office of the Registrar. To drop a course a student must obtain a Course Withdrawal Form from an academic department, complete the form, have it approved by his or her advisor, and present the form to the Office of the Registrar. **Students who are dropping a course as result of active military duty assignment should contact the Associate Vice Chancellor for Enrollment for a special course withdrawal form.**

A student may withdraw from a course after the drop-add period but prior to and including the last day of the first week of classes after midterm grades are reported, with a grade of W, if the student obtains the signature of her or his advisor and instructor. Students entering UNCP as freshmen will have the option of withdrawing from a maximum of 15 semester hours of coursework.

A student who transfers to UNCP may not withdraw from more than the maximum number of hours of coursework as determined by the table below during his/her undergraduate career at UNCP. After a student has withdrawn from the maximum allowed number of credit hours, any subsequent withdrawal will result automatically in a grade of "F." These limits apply only to the Fall and Spring semester courses, not to Summer session courses.

Transfer Hours	Maximum Withdrawal Hours
0-23 hours	15
24-51 hours	12
52-89 hours	9
90 or more hours	6
Candidate for Second Bachelor's Degree	6

The Associate Vice Chancellor for Enrollment may approve withdrawal from a course or courses at any time without academic penalty if serious extenuating circumstances, such as serious illness, exist. Unsatisfactory academic performance does not by itself constitute an extenuating circumstance. As soon as possible, the student petitioning to withdraw from a course due to extenuating circumstances must meet with the Associate Vice Chancellor for Enrollment, present the appropriate medical or legal documentation, and complete the necessary forms. Withdrawal under these circumstances will not count toward a student's 15-hour career withdrawal limit. Approved requests receive a grade of WX. In addition, the following conditions apply:

- i. a WX will be recorded on the transcript;

- ii. the course(s) will count as attempted hours;
- iii. the course(s) will not count in tuition surcharge calculations;
- iv. the course(s) will not count in GPA calculation;
- v. the course(s) are subject to all Financial Aid and SAP rules and calculations.

Students denied a request for the grade of WX may appeal to the Provost or designee whose decision will be final.

Students who are applying for a military withdrawal as a result of active military duty assignment must meet with the Associate Vice Chancellor for Enrollment as soon as possible after receiving orders that will require students to leave campus before the end of the semester. Students will be required to provide a copy of military assignment orders and complete the necessary forms after consulting with the Associate Vice Chancellor for Enrollment about appropriate options under the circumstances, such as the possibility of alternative course work (see www.uncp.edu/registar about available options under the Military Student Success initiative). Withdrawal under these circumstances will not count toward a student's 15-hour career withdrawal limit. Approved requests receive a grade of WM. In addition, the following conditions apply:

- i. a WM will be recorded on the transcript;
- ii. the course(s) will not count as attempted hours;
- iii. the course(s) will not count in the tuition surcharge calculations;
- iv. the course(s) will not count in GPA calculation;
- v. the course(s) are subject to all Financial Aid rules and calculations;
- vi. the course(s) will not count toward SAP rules for academic standing purposes; and
- vii. if the WM is directly requested and is not the result of a conversion from the IM to a WM, students will be eligible for a refund of tuition for the course(s).

Students denied a request of the grade of WM may appeal to the Provost or designee whose decision will be final.

Withdrawal from the university (Catalog, 68)

Up to the last day to receive a W in a course, a student may complete a "Request for Withdrawal" form, available from the Office of the Registrar webpage at www.uncp.edu/registrar. The student should get the required signatures, take the I.D. card to the Student Accounts Office, and return the form to the Office of the Registrar. The University makes applicable refunds only after the withdrawal procedure is completed.

After the last day to receive a W in a course, or if the student wishes to withdraw on time with grades of WX, the Associate Vice Chancellor for Enrollment approves withdrawal from the University without academic penalty only when unusual and documentable circumstances warrant. Unsatisfactory academic performance does not by itself meet the requirement. As soon as possible, the student petitioning to withdraw from the University must meet with the Associate Vice Chancellor for Enrollment, present the appropriate medical or legal documentation, and complete the necessary forms. Withdrawal under these

circumstances will not count toward a student's 15-hour career withdrawal limit. In addition, the following conditions apply:

- i. a WX will be recorded on the transcript;
- ii. the course(s) will count as attempted hours;
- iii. the course(s) will not count in tuition surcharge calculations;
- iv. the course(s) will not count in GPA calculation;
- v. the course(s) are subject to all Financial Aid and SAP rules and calculations.

Students denied a request for the grade of WX may appeal to the Provost or designee whose decision will be final.

Students who stop attending classes without completing the withdrawal procedure ordinarily receive an F in courses for which they are registered. **Students who stopped attending courses due to active military duty assignment that made completing the withdrawal process impossible before leaving the university should bring their military orders or evidence of active duty assignment to the Associate Vice Chancellor for Enrollment to complete paperwork to revert the grade of "F" to the grade of "WM."**

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Appendix I

**The Faculty Senate of the University of North Carolina, Pembroke
Resolution on the State of the University Library
Presented at the Meeting of the Senate on March 2, 2016**

Whereas at the heart of every great institution of higher education is its library;

Whereas Mary Livermore Library of the University of North Carolina, Pembroke, promotes the full intellectual development and growth of students, faculty, staff, and community members through its provision of access to information, experiences, and knowledge in all manner of formats and media;

Whereas the University emphasizes as core values “the creation, exploration, evaluation, and articulation of ideas,” “a liberal arts foundation as the basis of self-realization and lifelong learning,” and “the commitment to serve the local region”;

Whereas the University must fully fund and staff the Library to provide full access to its skills and resources and thus to fulfill the institution’s core values;

Whereas the Library has borne the impacts of reverted and reduced funding and positions since FY 2010, due to state-mandated budgetary reductions;

Whereas annual funding for acquisitions of books, media, databases, serials, and other materials has been reduced from \$1,727,633 in FY 2011 to \$1,240,978 in FY 2016; and funding for Library equipment was relinquished to protect the materials budget;

Whereas the number of Library faculty has decreased from twelve in FY 2011 to seven in FY 2016;

Whereas the number of Library staff has decreased from twenty-one in FY 2011 to seventeen in FY 2016; and

Whereas surveys by the Division of Finance & Administration and Library staff alike demonstrate the Library’s wise use of fiscal resources and confirm the importance of a fully functioning, fully resourced, and fully staffed library to the University;

Now, therefore, be it resolved that the UNCP Faculty Senate supports the faculty and staff of Mary Livermore Library, acknowledges the impact of budgetary constraints on the University as a whole, deplors the distress to the Library that has resulted from severe budgetary reductions, and calls on the University’s leadership forthwith to remedy and make whole the Mary Livermore Library, so that it may play its central role in fulfillment of the University’s mission, vision, and core values.

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Appendix J

Return to Learn Concussion Protocol

In the regular course of practice and competition, student-athletes are susceptible under certain circumstances to receiving concussions, a brain injury of varying severity which often comes with identifiable physical, emotional, and cognitive effects. Medical research and recognized best practices call for cognitive rest, a temporary cessation of reading, writing, electronic stimulation, and, in some cases, reduction or elimination of some sights and sounds. Cognitive and physical rest are critical components of a care plan designed to resolve concussion and post-concussion symptoms so that a full return to health and normal activities can proceed. Failure to provide an environment of cognitive rest can, in some circumstances, complicate healing and lead to longer or incomplete recoveries. A full return-to-learn clearance often comes with a brief period of limited activities before full resumption of a normal schedule.

Athletic trainers are licensed health care providers who receive significant training in the diagnosis and treatment of concussions. In addition, athletic trainers complete baseline testing protocols on all university student-athletes before each season in order to be able to accurately measure the effects of potential injury and are on site for practices and competitions, making them first responders.

All members of the university community should abide by cognitive rest protocols for student-athletes who receive concussion injuries as a result of athletic activities and other members of the student body who, as prescribed by appropriate health care and or athletic training professionals, receive similar brain injuries as a result of work, play, or accident. Depending on the severity, a concussion may qualify legally as a temporary disability under the Americans with Disabilities Act. Athletic trainers should notify a student-athlete's professors electronically as soon as possible after a diagnosis of concussion with a plan for when limited and eventually full return-to-learn is advisable. Members of the general student body who receive a diagnosis of concussion should request that appropriate medical documentation be provided by their physician or health care provider to appropriate University officials, including a timeline for return-to learn.

It is the responsibility of all students to provide ongoing, regular communication with each professor identifying return-to-learn progress. It is the responsibility of the student-athlete to make sure athletic trainers provide ongoing medical information as necessary. It is the responsibility of the general student body to provide ongoing medical information from their physician or health care provider as necessary. And it is the responsibility of all students who receive a concussion to complete missed work on a reasonable schedule as determined by a good faith agreement between the student and professor. In some cases and based on when a documented concussion may occur, it may become advisable for a professor to give strong consideration to a grade of incomplete so that a proper return-to-learn protocol can be completed, in accordance with existing policies on incomplete grades.

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Appendix K

Graduate Council Report to Faculty Senate

For March 2, 2016 Senate meeting

The UNCP Graduate Council met on Monday, February 15, 2016. Below is information particularly relevant to the Faculty Senate.

Dr. Joe West will now serve as the MPA program director.

Graduate Course/Curriculum Proposals—The following proposals were considered and passed.

MSW- Program proposal with new electives

Additional Elective Courses (new courses)

SWK 5010: Foundation Field I External Supervision

SWK 5020: Foundation Field II External Supervision

SWK 5030: Concentration Field I External Supervision

SWK 5040: Concentration Field II External Supervision

SWK 6700: Integrated Health Policy and Services

SWK 6800: International Social Work and Social Development

Advanced Standing Additional Electives (new courses)

SWK 5030: Concentration Field I External Supervision

SWK 5040: Concentration Field II External Supervision

SWK 6700: Integrated Health Policy and Services

SWK 6800: International Social Work and Social Development

Regulation Proposal from the School of Graduate Studies

Added a time line to Grade Appeal Regulation adopted in October.

Graduate Studies Report and discussions

- NEW Professional Development Series: Graduate School is starting a new Professional Development Series. The first session will be Tuesday, March 29, 4-5 pm., UC 251, title TBD but on Selling yourself: Effective interview and presentation skills
- Persistence goals: The Graduate School has committed to a 10% increase in Graduate School persistence
- Graduate Faculty Renewals: need materials (form and electronic CV) in March, vote in April
- Recruitment: GRE search conducted

Announcements/Reminders

- The Graduate Research Symposium will be held April 5, 2016 beginning at 5:30 in UC Annex. Please plan to attend. You are welcome to bring classes.

Next Meeting: Monday, March 21, 3:00, UC Annex Room 203

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