

The University of North Carolina at Pembroke
Faculty Senate Agenda
 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		

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—Sara Simmons
 - 1) Information Item: Establishment of an ad hoc committee: Learning Management System (LMS) Advisory Committee ([Appendix B](#))
 - b. Committee on Committees & Elections—Tom Dooling
 - 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) ([Appendix C](#))
 - 2. Standing Committees

- a. Academic Affairs Committee—Jonathan Maisonpierre
 - 1) Proposals from the Curriculum Subcommittee (Academic Affairs Committee 10-0-0) ([Appendix D](#))
 - (i) Proposals from the Department of Nursing:
 - (a) to revise requirements for M.S. in Nursing Clinical Nurse Leader concentration
 - (b) to create a Post-Master Certificate in Nursing Education
 - (ii) Proposal from the Department of Educational Leadership and Counseling to create a Certificate in Advanced School Counseling for Postsecondary Success
 - (iii) 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.
 - 2) Proposal from the Enrollment Management Committee (Academic Affairs Committee 9-0-1)
 - (i) Statement defining online attendance and roster verification ([Appendix E](#))
- b. Faculty & Institutional Affairs Committee— Jesse Peters
- c. Student Affairs & Campus Life Committee—Brooke Kelly

- F. Faculty Assembly Report ([Appendix F](#))**
- G. Teacher Education Committee Report ([Appendix G](#))**
- H. Graduate Council Report ([Appendix H](#))**
- 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, November 2, 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, Beverly Justice, Brooke Kelly, Jonathan Maisonpierre, Dennis McCracken, Cliff Mensah, Cynthia Miecznikowski, David Nikkel, John Parnell, Jesse Peters, Enrique Porrua, June Power, Joe Sciulli, Xinyan Shi, Sara Simmons, Sally Vallabha, Aaron Vandermeer, David Young

Members Absent: Carol Higy, Zoe Locklear
Guests: Irene Aiken, Nick Arena, Scott Billingsley, Al Bryant, Sherry Edwards, Joy Fuqua, Richard Gay, Carole Graham, Dan Kenney, Angela McDonald, Mark Milewicz, Elizabeth Normandy, Julie Smith, Dennis Swanson, Joe West

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 adopted as disseminated.
- D. Reports from Administration**

1. Chancellor—Robin G. Cummings Provost Locklear expects to return in two to four weeks. UNC Chapel Hill School of Education recognized Dr. Locklear's achievements, presenting her with the 2016 Distinguished Leadership Award. The Provost Search Committee, has met three times. They interviewed three search firms, and chose Academic Search, who worked with us for the most recent Chancellor search. They will meet again Monday to discuss the job description. A survey has been sent out campus-wide seeking input. Lab School legislation passed in the most recent legislative session. Eight colleges are proposed to participate, including UNCP. This will be overseen by BOT of each institution. Locations will be determined by GA. Chancellor Cummings is pushing for UNCP to start in second wave (2018-19). Dr. Cummings will meet with Mr. Tommy Lowry, Superintendent of Robeson County Public Schools. The BOG and GA are developing a strategic plan for the UNC system based on primary factors of Affordability, Accessibility, Student Success, Economic Impact, and Diverse Institutions. They seek our input on definitions and metrics. A public forum will be held on the UNCP campus on November 9. The Chancellor met with the faculty of the Master of School Administration Program this morning—Wednesday, November 2—to discuss online learning, its role at UNCP, and a vision for the future. Dr. Cummings's preference is that UNCP be a model for a regional university and be in a position to dictate our own future.

2. Provost and Vice Chancellor for Academic Affairs—Zoe Locklear Dr. Scott Billingsley reported for Dr. Locklear. He gave a recap and update on information related to UNCP's efforts during and after Hurricane Matthew. Aaron Vandermeer was commended for sending out surveys to locate students, faculty, and staff and to determine any immediate needs. There are no changes to the Promotion and Tenure policy for the current academic year. Dr. Billingsley also gave an update on the new policy regarding Post-Tenure Review. Five year plans are to be completed when a faculty member completes the P&T cycle. Updates to the Faculty Handbook have been completed. If errors are discovered, contact Dr. Liz Normandy. The university is considering a new Health Administration degree. Dr. Normandy is in contact with related departments. We already have many of the requisite courses. Academic Staff from UNCGA, including Dr. Junius Gonzalez, Dr. Kim van Noort, and Dr. Tracey Ford, were on campus to meet with a number of people. The visit was very productive. There will be a follow-up phone conversation with Dr. Billingsley. The search for an AVC for Enrollment is underway. A search firm has been secured and the position is posted. Although the position description didn't change much, this position will now report to Chancellor.

E. Reports of Committees

1. Operations Committees

- a. Executive Committee—Sara Simmons Dr. Simmons recognized those who helped with hurricane aid. She noted that some people are still struggling and will continue to need assistance. President Spellings was on campus last week.

Chair Simmons and Secretary Vandermeer met with her briefly for a photo, as did student and staff leadership. Members of the Faculty Senate Executive Committee (Simmons, Vandermeer, Peters) met with Dr. Kimberly van Noort from GA on October 27. They discussed the strategic plan, AP-like agreements, and shared governance. Dr. Simmons encouraged senators to participate in the upcoming Strategic Planning forum on November 9, noting the opportunity to serve as a “compiler.” At the request of CIO Crouch, the Executive Committee is developing a process to appoint a task force to make some recommendations about a Learning Management System. A meeting of the General Faculty is scheduled for December 9. If senators have suggestions for invited speakers, please notify the chair.

- b. Committee on Committees & Elections—Tom Dooling CCE is running elections for Faculty Senate divisional seats. A special election is being run for a seat on the Faculty Awards Committee in the Letters division. At-large elections for Faculty Senate will be run soon.
- c. Committee on Faculty Governance—Jesse Peters The last meeting was canceled due to Hurricane Matthew.

2. Standing Committees

- a. Academic Affairs Committee—Jonathan Maisonpierre
 - 1) Proposal from the Department of Social Work to revise requirements for MSW Advanced Standing and Summer Bridge programs (Academic Affairs Committee 9-0-0)—See Appendix B in the Agenda **Approved 21-0-0**
 - 2) Proposal from the Writing Intensive Committee to add BRD 3170 Screenwriting to the Writing Intensive Program as a Writing in the Disciplines course (Academic Affairs Committee, 9-0-0)—See Appendix C in the Agenda **Approved 21-0-0**
- b. Faculty & Institutional Affairs Committee— Jesse Peters
 - 1) Recommendation to modify BraveBook Defining Objective 12 (Faculty and Institutional Affairs Committee, unanimous)—See Appendix D in the Agenda **Approved 21-0-0**
- c. Student Affairs & Campus Life Committee—Brooke Kelly The last meeting was canceled due to storm.

F. Faculty Assembly Report

G. Teacher Education Committee Report

H. Graduate Council Report—Dr. Aiken distributed a paper report to senators.

I. Other Committee Reports

J. Unfinished Business

K. New Business

L. Announcements

M. Adjournment—The meeting was adjourned at 4:59 PM.

Respectfully submitted,

Aaron Vandermeer, Secretary

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Appendix B

Information Item from the Faculty Senate Executive Committee

Establishment of the Learning Management System (LMS) Advisory Committee

The Executive Committee of the Faculty Senate is in the process of establishing an advisory committee to make a recommendation to the Faculty Senate about a possible change to our learning management system (LMS), currently Blackboard. The request to form this committee came jointly from CIO Nancy Crouch and members of the Executive Committee. Many faculty members have been frustrated by Blackboard for years but are hesitant to make a change without the promise of sustainability and efficient, intuitive tools that can enhance our pedagogical delivery. In addition to many faculty complaints about Blackboard, we have also been informed that Blackboard support for DoIT is inadequate, and problems with general functionality, updates, and integration have been requiring an unreasonable amount of time from DoIT staff.

Tentatively, the committee will consist of 11 members, six of whom will be faculty. Additional representation will include two DoIT team members, our Instructional Designer, a representative from ARC, and a representative from Student Government. We anticipate that the committee will clearly outline UNCP's requirements for our LMS and identify which tools meet those needs (including hosted or on premise). We expect this to culminate in a recommendation of an LMS that will serve UNCP well for the foreseeable future. Perhaps after analysis, the advisory committee may recommend that we remain with Blackboard; however, we would like for them to review at least two others, Canvas and Sakai, and possibly others as the committee sees fit. We hope for a recommendation before the end of March 2017. We will work with Ms. Crouch and DoIT to secure temporary credentials to competing LMS's so that the committee may properly explore our alternatives.

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Appendix C

Proposal from the Faculty Governance Committee:

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

Passed by Governance 7-0-0 on November 15, 2016

Rationale: This is merely a title change. The administration reorganized these offices and renamed them. This change will make it clear who should be the ex officio member of the committee.

Faculty Handbook
Article VI, Section 4

The Subcommittees and Boards shall be composed as follows, with each member having one vote:

- A. Academic Affairs Committee
 1. The Subcommittee on Curriculum:
 - Two Representatives from each Division,
 - One Representative from the Office for Academic Affairs,
 - Registrar,
 - SGA Secretary,
 - SGA Senator.
 2. The Enrollment Management Subcommittee
 - One faculty member from each division, one of whom shall Chair the subcommittee,
 - Associate Vice Chancellor for Enrollment
 - One SGA representative.
 3. The Subcommittee on Academic Support Services:
 - One Representative from each Division, one of whom shall Chair the subcommittee
 - Associate Vice Chancellor for Information Resources,
 - Dean of Library Services,
 - ~~Director of the Academic Support Center,~~
 - Director of the Center for Student Success
 - Director of the Accessibility Resource Center,
 - Director of the Writing Center
 - Two at-large faculty members from departments not already represented,
 - One Graduate Student,
 - One SGA Senator.

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Appendix D

Proposals from the Curriculum Subcommittee

Passed by the Academic Affairs Committee 10-0-0 on November 16, 2016

5. Proposals from the Department of Nursing

5.3 Program Proposal: Delete NUR 5200 and replace with NUR 5100 in the M.S. in Nursing Clinical Nurse Leader concentration.

Rationale: NUR 5100 and NUR 5200 have been separate course for two different MSN tracks, Rural Case Manager and Clinical Nurse Leader respectively. Now that we have completely implemented both tracks at least once, the MSN faculty has discovered the similarities in the courses and that one can indeed replace another. NUR 5100 offers a broader foundation and theory for practice. This action will decrease the need to offer both courses and thus reduce the needed faculty resources.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: no

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

Catalog Entry: **Clinical Nurse Leader® (CNL)**

This concentration prepares nurse leaders who will be accountable for clinical and health care environmental outcomes. This role was developed in 2004 by the American Association of Colleges of Nursing (AACN) as a national initiative to address fragmentation in health care delivery and improvement of patient outcomes. The clinical nurse leader concentration focuses on the assessment, design, implementation, coordination and evaluation of health promotion, risk reduction, disease prevention and illness management services for individuals, families, groups, and communities. Graduates of the program will be able to practice with a high level of clinical competence at the point of care and serve as clinical leaders across all clinical settings in order to meet the demands of a complex health care delivery system. In addition, graduates are eligible to take the CNL certification examination, with the appropriate clinical experience, offered by American Association of Colleges of Nursing (AACN). Course requirements for Master of Science in Nursing with clinical nurse leader specialization:

NUR 5000 Advanced Nursing Concepts in Theory and Practice

NUR 5010 Research Methods for Evidence-Based Practice

NUR 5020 Advanced Pathophysiology

NUR 5030 Advanced Concepts of Pharmacology in Nursing

NUR 5040 Advanced Health Assessment and Clinical Decision Making

NUR 5100 Rural Health Care: Theoretical Foundations

NUR 5110 Policy, Organization, and Financing of Health Care

NUR 5140 Epidemiology and Global Health

~~NUR 5200 Issues in Community Health for Rural Populations~~

NUR 5210 Leadership in Clinical Microsystems

NUR 5220 Care Environment and Clinical Outcomes Management

NUR 5230 Clinical Nurse Leader Capstone Practicum

NUR 5240 Master's Clinical Nurse Leader Research or Action Project

Total Semester Hours 39

5.4 Program Proposal: Create a Post-Master Certificate in Nursing Education. The Post-master Certificate allows a nurse who currently holds at least a Master of Science in another specialty to meet the qualifications to practice as a nurse educator. The concentration is 9 credits in Nursing Education coursework, providing persons who are interested in practicing in any of the three nurse educator roles of professional development, client educator and academic nurse educator with the necessary theoretical foundations. This program meets the requirements to teach nursing in the state of North Carolina.

Rationale: There is currently a severe shortage of nursing faculty within the state and within our service area. In addition, many of the local health care agencies are now recruiting for nurse educators to serve in the roles of staff educators (professional development) and client educators. This certificate program will provide a nurse who has an earned MSN to meet the State's requirements to practice as an educator and provide others with the needed foundational principles necessary for educational practice. We have had several request from nurse and other educational institutions to offer this program.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: no

New Courses: no

Additional Resources: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

New Catalog Entry: Post-Master Certificate in Nursing Education

The post-master's certificate allows a nurse who currently holds at least a Master of Science in another specialty to meet the qualifications to practice as a nurse educator. The concentration is 9 credits in Nursing Education coursework, providing persons who are interested in practicing in any of the three nurse educator roles of professional development, client educator, and academic nurse educator with the necessary theoretical foundations. This program meets the requirements to teach nursing in the state of North Carolina.

NUR 5310 Curriculum Theory and Design in Nursing Education

NUR 5320 Classroom Teaching and Integration of Technology

NUR 5340 Measurement and Evaluation in Nursing Education

6. Proposal from the Department of Educational Leadership and Counseling

6.1 Program Proposal: The Advanced School Counseling for Postsecondary Success, 12-credit hour certificate, is designed to prepare school counselors with an advanced skillset in designing and delivering services that lead to equitable educational experiences, positive outcomes, and postsecondary access and opportunity for all k-12 students. Students completing this certificate will choose among 5 existing graduate courses.

Rationale: There is a dire need to advance the school counseling profession in the region, state and country. This certificate and the individual courses within address the knowledge and skill gap in which many practicing school counselors face. Current students will gain advanced knowledge and skills beyond the established 60-credit hour program by completing this certificate.

PSC students electing to not complete the certificate will still 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 that largely emphasize a CMHC specialization. Offering these courses as electives will advance the skillset of currently enrolled PSC students.

School counselors and current students who complete this program 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 preparing all students for postsecondary success yet many lack adequate training to do so.

Dept vote: 8 for; 0 against; 0 abstain

Affect others:

New Courses: no

Additional Resources: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

Catalog Entry: Graduate Certificate in Advanced School Counseling for Postsecondary Success
Advanced School Counseling for Postsecondary Success is a 12-credit hour certificate program available for current students enrolled in the Professional School Counseling (PSC) program as well as licensed school counselors who aim to obtain advanced training in school counseling. To earn this Certificate, currently-enrolled students must earn a B or better in 4 of the 5 courses listed below. Certificate Only students must earn a B or better in all coursework or be dismissed from the Certificate program.

Select 4 of the 5 courses listed below (12 credit hours total):

CNS 5650 School Counselor as Leader, Advocate, and Consultant (Spring-Hybrid/Online-Alt)

CNS 5750 College and Career Readiness (Fall-Online/Hybrid-Alt)

CNS 5760 Legal Aspects of Educational Leadership (EDNL 5860; Fall-Hybrid)

CNS 5770 Evidence-Based School Counseling (Summer-Online)

CNS 5780 Addressing the Achievement Gap and Issues of Social Justice (Summer-Online)

8. Proposal from the Writing Intensive Committee

8.1 Program Proposal: Add HST 4430 History of the British Empire (WE), THE 4030 Senior Capstone I (WD), and THE 4040 Senior Capstone II (WD) as options to the Writing Intensive program

HST 4430 History of the British Empire (WE)

Course Description: This course examines a number of facets related to the rise, maintenance, and fall of the British Empire. Texts and lectures include the historical voices of the colonized and the colonizers.

Curriculum requirements this course meets [for purposes of department planning--check all that apply]:

Gen ED _Dept. Major _Dept. Minor _Writing Enriched (WE) _Writing in the Discipline (WD)

Course Format:

_Lecture _Lecture & Lab _Seminar _Practicum _Online _Other

Course Frequency:

_Each term _Each year _Alternate years _Other (please specify)

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:

10 one page quizzes, which will comprise one fifth of the total grade for the course.

1b. Estimated # of pages of INFORMAL writing in course: 10

1c. Describe the learning outcomes expected from the required informal writing:
Students will learn to answer a question succinctly, on one double-spaced page, by providing evidence to support their assertions. I frequently read aloud in class those quizzes that best answered the prompt so as to give all students a model of what is an effective answer.

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:
Two essay exams, a scholarly book review, and a 10 page film review.

2b. Estimated # of pages of FORMAL writing in course: 35

2c. Describe the learning outcomes expected from the required formal writing:
students will learn to write a 900 word scholarly book review, and for their film review write an annotated bibliography, a succinct narrative of their film, and a scholarly discussion of the historical accuracy of their film, including citations from sources to back their assertions.

3. What percentage of the course grade is determined by the INFORMAL writing assignments? one fifth by the FORMAL writing assignments? four fifths

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included.
I have generated a plethora of writing aids for all aspects of the writing assignments. I included these on my application for Hst. 4410, and the ones to be used for this course are largely the same – they can be submitted if necessary.

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?
Significant amounts of class time will be devoted to discussing the written instructions and writing aids with students- so they are clear on my expectations. The instructions for the writing assignments also function as a rubric, and while I offer copious amounts of written comments on first drafts I expect students to evaluate their own work using the rubrics.

THE 4030 (1) and THE 4040 (2) Senior Capstone I and II

Catalog course descriptions:

THE 4030. Senior Capstone I (1 credit)

Part one of a two-semester Senior project focusing on student's personal interest in theatre.

PREREQ: Declared Senior Theatre Major.

THE 4040. Senior Capstone II (2 credits)

Part two of a two-semester Senior project focusing on student's personal interest in theatre.

PREREQ: Declared Senior Theatre Major.

Curriculum requirements this course meets [for purposes of department planning--check all that apply]:

 Gen ED Dept. Major Dept. Minor Writing Enriched (WE) x Writing in the Discipline (WD)

Course Format:

 Lecture Lecture & Lab Seminar x Practicum Online Other

Course Frequency:

 x Each term Each year Alternate years Other (please specify)

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:

Informal writing assignments required include multiple drafts of the three major sections of the research paper, a working bibliography, and journal assignments each month which reflect progress in research and rehearsal.

1b. Estimated # of pages of INFORMAL writing in course: 30

1c. Describe the learning outcomes expected from the required informal writing

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:

As a central component of the Capstone Project, students are required to write a 20-25 page research paper, using MLA Formatting and Style Guide at <https://owl.english.purdue.edu/owl/resource/747/01/>.

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the MLA Handbook for Writers of Research Papers (7th ed.) and the MLA Style Manual and Guide to Scholarly Publishing (3rd ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

2b. Estimated # of pages of FORMAL writing in course: 20-25

2c. Describe the learning outcomes expected from the required formal writing:

1. Articulate the purpose of a piece of writing and effectively organize the writing in light of that purpose.
2. Exhibit consistency in focus and reasoning. Details will be of sufficient quality and quantity to support thesis.
3. Demonstrate the ability to develop content in which the central idea/purpose is clearly stated, the content is accurate and relevant, and credible support is provided.
4. Adopt appropriate voice, tone, and level of formality with attention to appropriate audience. Exhibit skills in style and fluency, including voice and vocabulary appropriate to audience, discipline and task.
5. Exhibit structural integrity in organization and development. This will include a clear thesis and purpose; logical arrangement of ideas; and appropriate opening, conclusion, and transitions.
6. Exhibit critical thinking by applying principles and strategies of analysis and argumentation.
7. Write multiple drafts to create and complete a successful text.
8. Develop flexible strategies for generating, revising, critiquing, editing, and proofreading/copy-editing.
9. Learn to critique their own and others' work
10. Write in stages, review work-in-progress, save editing for the latter stage of the writing process.
11. Reformulate and revise first drafts, attending first to concerns about argument and accuracy and later to more local, paragraph, and sentence issues.
12. Use appropriate syntax, grammar, punctuation, and spelling. Exhibit competency in usage and writing mechanics so that words accurately convey the writer's meaning
13. Demonstrate the ability to incorporate research appropriately and to cite sources accurately.
14. Demonstrate the ability to organize papers with an identifiable structure.

3. What percentage of the course grade is determined by the INFORMAL writing assignments?
10% by the FORMAL writing assignments? 40%

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included. Students meet with faculty advisor and second faculty member on a monthly basis to discuss writing process. In addition, students will be required to attend Library instruction sessions during the first month of Senior Capstone 1.

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?
Multiple drafts are submitted prior to these meetings, and editorial suggestions and corrections are provided by faculty each month.

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Appendix E

Statement Defining Online Attendance

Background

Since there is a federal requirement prohibiting institutions from charging students for courses which they have never attended and there have been disputes previously about what constitutes attendance, last year the subcommittee conducted a survey of faculty to determine how faculty teaching online courses define attendance for the purposes of roster verification. The results of the survey showed that faculty use a broad variety of different approaches to defining attendance including having a student logged into the course management software system, time spent logged in, completion of an assignment, etc. The subcommittee determined that it was appropriate to require faculty teaching online courses to require the completion of an assignment during the roster verification period to be used to indicate attendance for the purposes of roster verification (especially in light of the fact that the Blackboard feature which tracks student log-ins is currently not functioning correctly).

EMS, in consultation with Lourdes Silva, agreed that a statement defining online attendance for roster verification purposes was needed. The following motion was proposed and passed showing the language in the context of the pertinent sections of the faculty handbook and academic catalog. (The motion is in green font.)

From pg. 155 of the 2016-2017 Faculty Handbook:

Course Management

Class Attendance (Undergraduate)

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all General Education classes, instructors will keep attendance records. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will notify the Academic Support Center (administrator of the Early Alert program) for appropriate follow-up. Departments may also develop and distribute attendance policies and procedures to be followed for students who miss an excessive number of classes.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented in their class, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as a part of the course syllabus. When the University is officially closed, no student can be counted absent even if the instructor holds class. Any course related material will be made available in some form by the instructor.

Faculty teaching an online course should require completion of an assignment of the faculty's choosing (e.g. syllabus quiz, personal introduction, email to the instructor, discussion board post, etc.) that requires active student participation (beyond logging into the course management system) within the roster verification period.

From pgs. 71-72 of the Course Catalog

Class Attendance Policies

Students are expected to attend class, be prepared for engaged learning, and be aware of the policies outlined in every course syllabus. Professors and instructors should communicate clear expectations regarding attendance, participation, and make-up of any missed exams and assignments. These expectations should be included in the written course syllabus and explained during the first day of each semester.

Professors and instructors teaching general education courses will keep accurate attendance records and notify the Academic Support Center when a student's attendance patterns become counterproductive to academic progress. Excessive absences may result in course failure, and any student who does not attend any class can be administratively withdrawn by the university. Faculty and staff are encouraged to offer reasonable accommodations to students with documented illnesses, family or medical emergencies, bereavement, or official legal proceedings.

If a student is representing the university in an official capacity (e.g., academic conference, student government, course field trips, ROTC events, athletics, band) and the Office of the Provost has approved the activity in writing, as an official university-sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Such sanctioned events are important to building a rich and multi-faceted student experience, a core value of the university mission. Given that missing more than 15% of class time significantly compromises a student's ability to succeed in a course, any student who anticipates missing more than 15% should not enroll in a course without prior approval from the instructor. It remains the responsibility of the student to communicate accurately and regularly with the professor or instructor about missed classes due to any reason, including for university-sanctioned events. During the first week of each semester, students shall provide official documentation of proposed university-sanctioned events that will result in excused absences, unless such notice is impracticable (e.g., rescheduled events). Prior written documentation shall be provided for each excused absence unless extenuating circumstances arise. Students and faculty may appeal the administration of any aspect of this policy directly to the Provost. The Provost's decision shall be final.

When the University is officially closed, no student can be counted absent, even if the instructor holds class. Any course-related material will be made available in some form by the instructor.

Motion:

To ensure compliance with federal policy, the subcommittee recommends that the following should be added to the faculty handbook:

Faculty teaching an online course should require completion of an assignment of the faculty's choosing (e.g. syllabus quiz, personal introduction, email to the instructor,

discussion board post, etc.) that requires active student participation (beyond logging into the course management system) within the roster verification period.

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Appendix F

Summary of Faculty Assembly Meeting of November 18, 2016

By: Mario Paporozzi

The following notes represent a summary, in my own words, of information presented at the Faculty Assembly meeting. [Note: A significant portion of the meeting was devoted to working on recommendations for revisions to the strategic plan survey.]

Comments by Gabriel Lugo, Chair Faculty Assembly:

- The purpose of higher education is broad and varied. The only purpose of higher education should not be job readiness.
- Barriers to student success exist for some students. First generation, minority students, and veterans often experience significant barriers not faced by many of their student colleagues. Barriers vary and they include this like the ability to finance education, balancing work with academic needs, and a myriad of personal problems. The job of faculty is to take the potential of students and prepare them for their individual future goals.
- The UNC system continues to experience many pressures. Some examples of these pressures include the following: to improve graduation rates; to prepare students for the marketplace; to develop systems for accountability in to produce outcomes achieved.
- It may possible for faculty to slightly lower barriers to student success in certain areas pertaining to pedagogy, advising, etc. The majority of the barriers to student success, however, need to be addressed elsewhere.
- It must be remembered that faculty members are the guardians of quality and rigor in the academy.
- Legislation about lab schools usurps the role of faculty and educators. Legislators should have sought more input from faculty and UNC-GA before passing a law pertaining to lab schools.
- Boards of trustees should not act as boards of education for universities.
- UNC-GA agrees that faculty and student engagement is important. It is difficult, however, to measure engagement; faculty needs to help with methods for measurement.
- Faculty also needs to help with the development of methods for measurement of student competencies. We need to demonstrate to legislature that we are paying attention to competencies, and that we are accountable for them.
- Resources have not kept pace with the growth in and the demands made on the UNC system.

Comments by Mario Paporozzi:

I reported on my work with the UNC strategic planning work group as follows:

- I have participated in weekly conference calls to review feedback, offer suggestions, and to discuss ways to incorporate feedback into revisions of the strategic plan survey questions.
- The strategic plan survey will close this coming Sunday night. After Sunday night, there will be no opportunity to take the survey. Please encourage people to participate in the survey.
- The UNC GA website has a link to lots of important information about the strategic plan. At this link, you may take the survey in order to provide input (until this coming Sunday night).
- The UNC GA website also contains all iterations of the survey based on weekly feedback obtained. To date, there have been about 7500 responses to the survey.
- After the survey closes this coming Sunday night, final revisions will be posted on the UNC GA website.

Comments by President Spellings:

- The recent election has told us that people are concerned about opportunities and being left behind. Education, in general, has to provide more opportunities to many more people.
- We have never needed to provide post-secondary education as broadly as we are being called upon to do so now.
- There is broad agreement that it is not okay for massive numbers of people to not have what they need to be successful in the modern world.
- Closer partnerships with community colleges are necessary.
- It is important for the UNC system to continue to facilitate improvements in teacher education and generally assisting with efforts to improve the K-12 system.
- There are numerous programs for college-bound students to know about and understand in order to gain entrance into and financial aid for their education. Students often need help more and better help in understanding such programs.
- The strategic planning process is underway at UC-GA. The BOG is very interested in developing a plan that reflects the interests of all constituencies.
- The organizational structure of the UNC system contains too much bureaucracy, oversight over constituent universities, etc. This needs to be addressed. The system in general, and its constituent universities need to be able to clearly articulate what do, what we want, and who are we doing these things for.
- We all must work on must work on the lack of respect that some people have for the people who do the work of higher education.
- A message for the UNC system to get out to the general public and legislators is as follows: tell us what you want for the state and then get out of the way and let us do it.
- The UNC important BOG plans to adopt the strategic plan in January, 2017.
- We desire to obtain a clear framework from the strategic plan. Hopefully this will be in the form of a clear and broad set of goals that provide constituent universities the ability to address their unique missions within the system. Once the plan is adopted, the desire is

to let the institutions do the work of implementing the plan in ways that make sense locally.

- Constituent university strategic plans should fit into the broad framework of the UNC GA strategic plan.
- The strategic planning process has involved Chancellors in the development of goals to be included in the strategic plan.
- The strategic plan will provide a framework rather than road map for micro-managing constituent universities.
- In the near and long-term, we need to think about how we serve veterans, minorities, first generation college students, etc. We also need to examine how we think about advising, course requirements.
- It is important to speak to the needs of the people regardless of the prevailing politics at any given time.
- Legislators frequent comment that they only hear one point of view. They feel that there is an arch liberal orthodoxy to higher education. They want to see more balance. Legislators want to see a more balanced presentation of all points of view (liberal and conservative). Legislators often talk to GA about the lack of balance in the institutions. In particular, many feel that the orthodoxy/philosophy is unbalanced. Our patrons (legislators) do not believe that we are presenting all points of views; we pay a price for this. It is not uncommon for them to ask: Don't we have faculty with different points of view?
- Student's point of view needs to be heard more clearly. It might be possible to make better use of UNC TV to accomplish this. In general, we are under leveraging UNC-TV in letting people the benefits of UNC. We need to tell our story better than we have in the past.

Comments by Drew Moretz, Vice President for Government Relations

- There are 28 new legislators that will need to be educated about UNC.
- We have lost some very supportive legislators. It will take some time to cultivate and build new supportive relationships.
- Sixteen members of the BOG are up for appointment. The incoming legislators will be addressing these appointments early on in the legislative session. There may be some interest in decreasing the size of the BOG (not certain).
- Giving university credits for military training is an important political issue. There is a feeling that we do not do enough. Several military officials and legislators are invested in this issue.
- One message that is being advanced by INC GA is that legislators should avoid micro-managing UNC. We are in favor of deregulation because this would free up operational capacity; let leaders lead and let managers manage.
- We are in a better spot today than in the past. North Carolina's economy is strong and getting stronger. As a result, there is more money now. Finally, we have already done some things that they like.
- NC Promise could be an open conversation at some point in the future.

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Appendix G

Teacher Education Committee Reports for September and October

September 14 Meeting



Teacher Education Committee Meeting Minutes September 14, 2016

3:00 p.m., room 1106, Jones Athletic Building



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

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

Staff: A. Opatá

Guests: V. Ford, L. Williams

1. **Call to Order:** The meeting was called to order at 3:03 p.m.
2. **Approval of the Minutes:** The August 17, 2016 minutes were approved as presented pending change to item #7, 4th bullet (Dr. Shenika Jones is the new Program Director for the Professional School Counseling Program)
3. **Sharing Good News:** No Report
4. **Action Items**
 - Admission into the Teacher Education Program – Ms. Aku Opatá –
 - (1) All students presented for admission into the Teacher Education Program were approved. (4 Undergraduate only)
 - School Counseling Program Certificate – Dr. Jeff Warren and Dr. Shenika Jones. The Professional School Counseling Program is proposing the first graduate certificate program at UNCP. In order to receive the School Counseling Program Certificate, students must take 4 of 5 courses some of which are listed as electives and pass with a grade A or B. These courses will be offered as hybrid and online courses. The School Counseling Program Certificate

process is similar to the add-on program and will appear on the student transcript. This program provide students with the opportunity in schools with a stronger emphasis on achievement gap.

(1) 23 yay, 0 abstentions, approved (Seconded by Ms. Tona Jacobs)

- Proposal of Common Rubrics for ADV (Graduate) and ITP (Undergraduate) – Dr. Serina Cinnamon, Chair Long Range Planning and Assessment

-Adopt and Implement New Unit Level Rubrics for Initial Teacher Preparation (ITP) Electronic Portfolio Evidences 2: Depth of Content Knowledge; 3: Pedagogical and Professional Knowledge, Skills, and Dispositions; 5: Impact on Student Learning; 6: Leadership & Collaboration. These rubrics are designed to evaluate proficiency of meeting the North Carolina Professional Teaching Standards

- 21 yay, 1 abstentions, approved (Seconded by Dr. Kim Sellers)

-Adopt and Implement New Unit Level Rubrics for Graduate Programs and Portfolios: Depth of Content Knowledge, Diversity, Technology, Pedagogical and Professional Knowledge, Skills, and Dispositions, Leadership and Collaboration, and Research. These rubrics are designed to evaluate proficiency of meeting the North Carolina Professional Teaching Standards, and the Graduate Standards from the North Carolina Specialty Area Standards

- 21 yay, 1 abstentions, approved (Seconded by Dr. Kim Sellers)

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

Field Experience will transition from Ms. Amy Oxendine to Ms. Nicky Bullard.

6. TEC Subcommittees

a. Technology and Distance Education – Dr. Lisa Mitchell

There are two DoIT representatives that have joined the committee. The next meeting is scheduled for September 20th at 2:00pm in EDU Room 316.

b. School Partnerships – Dr. Angela McDonald

Committee needs another chair.

c. Policy Review – Dr. Jose Rivera

Committee has met regarding pending items that need editing in the policy handbook. Items will be presented at upcoming TEC meeting for vote.

d. Hearing Appeals Board – Ms. Kelly Ficklin

Committee will meet as needed. No hearing appeals have been submitted.

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

Committee will meet once a month in Dial 243.

f. Student Input – Dr. Ann Horton Lopez

Committee will meet once a month in Locklear Hall conference room or in good weather at Starbucks. Open forum for students.

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

Committee is made up of the chairs from all the committees. Will meet before next TEC meeting.

7. **Report - Director of Assessment** – Ms. Mary Klinikowski – No Report

8. **Announcements**

- Ms. Mary Klinikowski has been released from the hospital today, September 14th results are pending from the tumor that was removed from her brain surgery.
- Praxis Core Workshop information has been posted to the TEC Blackboard site.
- Praxis Plus will not reimburse students for their testing fees.
- The VSA – PSRC event will take place on our campus on October 25th. Please contact Dr. Marisa Scott for more information.
- Please join the Department of Educational Leadership and Counseling and the Walter family today, September 14th, from 5:00pm -6:00pm in the Thomas Assembly Room (Room102, Old Main) to celebrate the life of Dr. Glen Walter.

9. **Adjournment** – The meeting was adjourned at 3:54 p.m.

Next Called TEC Meeting: Wednesday, October 12, 2016, 3:00 p.m., Education building, room 210

Minutes submitted by: Courtney S. Brayboy

October 19 Meeting



**Teacher Education Committee Meeting
Minutes
October 19, 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, I. Falls, D. Feikema, K. Ficklin, J. Frederick, K. Granger, N. Grant, R. Hagevik, A. Horton-Lopez, S. Jones, R. Ladd, C. Lara, L. Mabe, A. McDonald, L. Mitchell, K. Pitchford, J. Rivera, G. Robinson, H. Sellers, B. Winters

Staff: A. Opata

Guests: L. Williams

10.Call to Order: The meeting was called to order at 3:03 p.m.

11.Approval of the Minutes: The September 14, 2016 minutes were approved as presented.

12.Sharing Good News:

- A new AIG Add on Licensure cohort of 30 students from Hoke County for the spring 2017 semester.
- The Foreign Language Association of North Carolina selected Dr. Anna Cecilia Lara as the Higher Education Teacher of the Year Award.

13.Action Items

- Admission into the Teacher Education Program – Ms. Aku Opata – All students presented for admission into the Teacher education Program were approved. (4 Undergraduate only)
- Proposal to adopt edTPA for Teacher Education Program – Dr. Serina Cinnamon, Chair Long Range Planning and Assessment
-Motion to adopt edTPA at the undergraduate level, state mandated deadline to fully implement is July 1, 2017. 18 yay, 1 abstentions, approved (Rivera)

14.Report from the Dean’s Office – Dr. Alfred Bryant

On Monday October 17, 2016, Dr. Bryant attended a meeting in Chapel Hill regarding Lab Schools in Robeson County. The Board of Trustees at the University of North Carolina at Pembroke would be the board for the lab schools. The state must find funding to operate the lab schools. The lab schools main focus is improving test scores for students. The lab school will be responsible for hiring their own teachers, principals, & recruiting students. In November, we will receive an approval or denial for a lab school to begin in the fall of 2018.

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

a. **Internship Placements**

Currently, there is not a risk for graduation or licensure issues for internship candidates due to Hurricane Matthew. If issues arise where students cannot meet hours because of the Robeson County Public Schools being displaced then further discussion is needed.

b. Field Experience

We have 5 school districts that are cleared. Open discussion about modifying field experience considering Hurricane Matthew, A suggestion was made to develop an adverse weather conditions policy for field placements and will be reviewed by the Policy Review subcommittee.

-Motion for Field experience placements for the Public Schools of Robeson County will be cancelled for fall 16 semester. Field experience requirement(s) per course will be adjusted to an alternative assignment made by the instructor in consultation with program coordinator. 12 yay, 3 abstentions, 2 nay, approved (Hagevik, Cinnamon)

16. Report from the MSA Program and Academic Partnerships – Dr. Larry Mabe
Meeting with Academic Partners on Thursday October 20, 2016 at 11:00am in the Curriculum Lab regarding MSA program.

17. TEC Subcommittees

a. Technology and Distance Education – Dr. Lisa Mitchell

Discussion of Blackboard Rubrics in the graduate elementary program. Pilot underway for fall 2016.

b. School Partnerships – Dr. Valjeaner Ford

The chair for this committee is Dr. Valjeaner Ford.

c. Policy Review – Dr. Jose Rivera

Committee continues to revise the policy manual and will present at our next TEC meeting.

d. Hearing Appeals Board – Ms. Kelly Ficklin

No Report

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

Committee currently reviewing data and will meet once a month in Dial 243.

Committee has developed a partnership with Dr. Robert L. Canida from the Office of Diversity and Inclusion to assist with addressing diversity more deliberately in recruitment and retention activities.

f. Student Input – Dr. Ann Horton Lopez

Committee will meet once a month in Locklear Hall conference room or in good weather at Starbucks. The meeting information for the October meeting was put on the blog and SOE TV to better advertise for student participation. Dr. Lopez will report out at the November TEC meeting.

g. Conceptual Framework – Ms. Karen Granger

Committee meet on October 5, 2016 regarding our “Conceptual Framework” and how it “serves” the School of Education. Committee will meet on Wednesday November 2, 2016 at 12:00pm in conference room 316 for further discussion.

h. Assessment – Dr. Serina Cinnamon

Committee met in regards to implementing rubrics and edTPA.

18. Announcements

- The VSA Festival that was scheduled for October 25 has been cancelled this year. The VSA Committee thanks everyone for their work on this effort.
- If you have questions regarding Taskstream please contact Dr. Angela McDonald until Ms. Mary Klinikowski can return to work from medical leave.
- If students have a need due to Hurricane Matthew, please let the School of Education know so we can assist.

19. Adjournment – The meeting was adjourned at 4:28 p.m.

Next Called TEC Meeting: Wednesday, November 9, 2016, 3:00 p.m., Education building, room 210

Minutes submitted by: Courtney S. Brayboy

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Appendix H

Faculty Senate Report Graduate Council December 7, 2016

Respectfully submitted by Dr. Irene Aiken, Dean.

The Graduate Council met on November 21. Information most relevant to Faculty Senate is presented below.

Dr. Elizabeth Normandy attended the meeting to discuss the differences between SACSCOC and UNC GA treatment of hybrid and online graduate programs. She also described the necessary actions to take when approval for hybrid/online program is needed.

Elementary Education Program: The Graduate Council voted to approve a new Masters of Arts in Teaching (MAT) specialization in Elementary Education with the following accompanying changes:

- ELE 5700, 5750, 5775, 5800, 5850, and 5900: remove any previous prerequisite and list prerequisite course for all as "EDN 5660."
- ELE 5700, 5775: remove EDN 5490 as a prerequisite.

MPA Program: The Graduate Council voted to approve:

- The removal of the professional paper requirement from the MPA program.
- A new dual-track (5-year combined track) BA in Political Science and MPA Program. This program is designed to allow students to complete both their Bachelor of Arts in Political Science and the Master of Public Administration with a general concentration in Public Management within five years.

Dr. Aiken described that the revised Graduate Course Analysis format presented at the October meeting, tweaked by volunteers, and presented for an email vote November 2, passed. The new format is being implemented for this (fall) semester reading as follows:

Please consider the course noted in this email and respond to the 10 items below. For the first 9, rate your responses according to your agreement with the statement (Strongly agree, agree, neither agree or disagree, disagree, strongly disagree). Make any comments you'd like in the open item #10. *Items are written in past tense although you may be currently enrolled in the course.*

The course:

1. objectives were comprehensive and clear.
2. objectives supported the program goals and objectives.
3. objectives supported my personal career objectives.
4. assignments supported the course objectives.
5. grading policies were clear and consistently followed.
6. assignments were graded in a fair and equitable manner.
7. content was appropriately challenging.
8. helped me to think deeply/reason better about the subject matter.
9. Overall, I viewed this course favorably.
10. Comments:

Dr. Aiken discussed enrollment/recruitment goals. The fall 2017 Graduate School enrollment goal sent to General Administration is 758, a 5% increase over goal for 2016 and the general growth trend over the last few years. The Graduate School was given a goal of 2.65% increase in international students.

Regarding transcripts of UNCP students applying to Graduate School, Dr. Aiken explained that applicants no longer have to request a UNCP transcript as long as they list UNCP as an institution they attended.

Dr. Roger Ladd announced that minimum GPAs for admission to education programs will be 2.7 in the future to comply with accreditation requirements.

The next Graduate Council meeting will be held Monday, January 23, 2017 at 3:00 pm in UC Annex Room 203.

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