

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

Wednesday, May 4, 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 Gary 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 Gary Cummings
 - 2. Provost and Vice Chancellor for Academic Affairs—Zoe Locklear
- E. Reports of Committees**
 - 1. Operations Committees
 - a. Executive Committee—Scott Hicks
 - 1. Resolution on the N.C. “Guaranteed” Admissions Program ([Appendix B](#))
 - 2. Resolution on N.C. House Bill 2 and UNCP Student Senate Resolution 10 ([Appendix C](#))
 - b. Committee on Committees & Elections—Aaron Vandermeer
 - 1. Proposal to accept nominations to committees and subcommittees, effective AY 2016-2017 ([Appendix D](#))
 - 2. Proposal to revise election of UNCP delegates to the UNC Faculty Assembly ([Appendix E](#))
 - 3. Proposal to revise membership of the Subcommittee on Academic Support Services ([Appendix F](#))

4. Proposal to revise Committees & Elections procedures to stipulate protections of anonymity and confidentiality in voting and balloting ([Appendix G](#))
- c. Committee on Faculty Governance—Jesse Peters
2. Standing Committees
 - a. Academic Affairs Committee—Jose D’Arruda
 1. Proposal to describe distribution of diplomas upon commencement (Academic Affairs Committee, 8-0-0) ([Appendix H](#))
 2. Proposal to require a form in order to assign a grade of Incomplete (Academic Affairs Committee, 8-0-0) ([Appendix I](#))
 3. Proposal to revise the Curriculum Development and Revision Process (Academic Affairs Committee, unknown) ([Appendix J](#))
 4. Proposal to create three-phased registration calendar (Academic Affairs Committee, 8-0-0) ([Appendix K](#))
 5. Proposal from the Department of Chemistry & Physics to create 3+2 dual degree programs in Applied Physics, with Electrical Engineering and Mechanical Engineering, in partnership with N.C. State University (Academic Affairs Committee, 8-0-0) ([Appendix L](#))
 6. Proposal from the Department of English, Theatre & Foreign Languages to revise the Minor in English by adding additional elective options (Academic Affairs Committee, 8-0-0) ([Appendix M](#))
 7. Proposals from the Department of Geology & Geography
 - a. To create an interdisciplinary Minor in Sustainability (Academic Affairs Committee, 8-0-0) ([Appendix N](#))
 - b. To create an undergraduate certificate in Geospatial Technologies (Academic Affairs Committee, 8-0-0) ([Appendix O](#))
 8. Proposals from the Department of Health & Human Performance
 - a. To revise the B.S. in Athletic Training to incorporate new departmental core courses, to delete courses that have been phased out, and to maintain correct credit hours (Academic Affairs Committee, 8-0-0) ([Appendix P](#))
 - b. To revise the B.S. in Exercise & Sport Science by amending core course requirements, amending the Health Promotion and Exercise Physiology tracks, deleting the Recreation and Sport Management tracks, and creating a Recreation &

- Sport Administration track (Academic Affairs, 8-0-0) ([Appendix Q](#))
 - c. To revise the B.S. in Health & Physical Education by incorporating new departmental core courses (Academic Affairs Committee, 8-0-0) ([Appendix R](#))
 - d. To create a Minor in Sport Leadership (Academic Affairs Committee, 8-0-0) ([Appendix S](#))
 - e. To delete Minors in Athletic Coaching and Physical Education and the professional concentration in Human Performance (Academic Affairs Committee, 8-0-0) ([Appendix T](#))
- 9. Proposals from the Department of History
 - a. To revise the B.A. in History by adding elective options in distribution areas (Academic Affairs Committee,) ([Appendix U](#))
 - b. To revise the B.A. in History with Social Studies Education by reducing to 126 the total number of hours to degree (Academic Affairs Committee,) ([Appendix V](#))
 - c. To revise the B.A. in History, Social Studies Education, Middle Grades Concentration, and the B.S. in History, Social Studies Education, Secondary Concentration, by deleting CSC 4050 as a requirement (Academic Affairs Committee, 8-0-0) ([Appendix W](#))
- 10. Proposal from the Department of Music to revise the B.M. in Music, Keyboard Emphasis, by replacing completion of one semester of MUS 3351: Accompanying with one semester of MUSP: Private Improvisation (Academic Affairs Committee, 8-0-0) ([Appendix X](#))
- 11. Proposal from the Department of Nursing to revise the pre-licensure B.S.N. in Nursing and R.N./B.S.N. in Nursing Completion program by replacing completion of NUR 2000 with NUR 2020 as a requirement (Academic Affairs Committee, 8-0-0) ([Appendix Y](#))
- 12. Proposal from the General Education Subcommittee to delist ART 2560: Web Design and HON 2510: Horizons in Math & Computer Science as General Education courses and to designate HON 2520: Mathematical Concepts & Applications as a General Education course (Academic Affairs Committee, 8-0-0) ([Appendix Z](#))
- 13. Proposal from the QEP Committee to designate as Writing Enriched CRJ 4520/SOC4520: Women and

Crime, GGY 4100: Land Use Planning, HON 2010: The Humanistic Tradition II: From Baroque to the Present, and HST 4420: History of Tudor and Stuart Britain (Academic Affairs Committee, 8-0-0) ([Appendix AA](#))

b. Faculty & Institutional Affairs Committee—Sara Simmons

c. Student Affairs & Campus Life Committee—Brooke Kelly

F. Faculty Assembly Report ([Appendix AB](#))

G. Teacher Education Committee ([Appendix AC](#))

H. Graduate Council ([Appendix AD](#))

I. Other Committees

1. Faculty Research Advisory Board ([Appendix AE](#))

J. Unfinished Business

K. New Business

L. Announcements

M. Adjournment

Appendix A

The University of North Carolina at Pembroke

Faculty Senate Minutes

Wednesday, April 6, 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

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

Members Absent: Rick Crandall

Guests: Steven Bukowy, Libby Denny, Kevin Freeman, Richard Gay, Rebecca Hazlett-Knudsen, Cindy Locklear, Ann Horton-Lopez, Yale Kodwo-Nyameazea, Melissa Schaub, Karen Stanley

- A. **Roll Call**
- B. **Approval of Minutes** - The Minutes were approved 22-0-0
- C. **Adoption of Agenda** - The Agenda was adopted 22-0-0 with a revision to include moving the vote on Item 2, b, 1 to 1, a, 2.
- D. **Reports from Administration**
 1. Chancellor—Robin G. Cummings

Dr. Cummings urged the Senate to attend his installation ceremony April 8. The Boston Consulting Group's report on the organization effectiveness of the UNC General Administration had been issued, and UNCP was favorably highlighted in the Executive Summary. He also was pleased with the results of the NC Connect Bond noting the significant amount of funds that UNCP will receive in accomplishing work on a new School of Business building. He stated that the University had engaged the firm of Martz and Lundy plan the strategy and direction of a capital campaign that included completing fundraising for the School of Business building. He stated that Gov. McCrory has proposed a 2 percent salary increase for UNC system faculty and a 5 percent salary increase for public school teachers. He closed by stating that President Spellings was monitoring the impact of the Public Facilities Privacy & Security Act (HB 2) on the UNC System.

2. Provost and Vice Chancellor for Academic Affairs—Zoe Locklear
Dr. Locklear announced that Dr. Barry O'Brien would join UNCP on July 1 as the Dean of the School of Business. She also noted the progress of the other searches for deans of Arts and Sciences, Library, and School of Education. She announced the approval by the UNC General Administration of a new position of Associate Vice Chancellor of Research and Sponsored Programs and the re-establishment of a Dean of Graduate Studies following the severing of the School of Graduate Studies and Research by Dr. Cummings. She announced the search for a Chair of the Department of Nursing, and a new Chair of Political Science and Public Administration, Dr. Emily Neff-Sharum, and thanked Dr. Kevin Freeman for his service as Chair. She announced that the upcoming site visit by The National Council For Accreditation of Teacher Education (NCATE) on April 17 to 19. She concluded by urging attendance of the Faculty Appreciation dinner on April 22.

E. Reports of Committees

1. Operations Committees
 - a. Executive Committee—Scott Hicks

Dr. Hicks began by reporting that on April 5, Staff Council recognized staff for excellence in the areas of accountability, collaboration, communication, innovation, and service. He asked the Senate to join him in congratulating our colleagues Todd Allen, Jay Blauser, Sharon Blue, LaRhonda Darnell, Christy Dearden, Terry Divine, Justin Duncan, Dalton Hoffer, Gwen Locklear, Christie Poteet, Cynthia Redfearn, Willie Scott, Annette Straub, and Ian Stroud. The candidates for the positions of dean of Arts & Sciences and Mary Livermore Library have visited campus and made presentations to faculty, staff, and students. Candidates for the position of dean of Education will visit campus between mid-April and early May.

Dr. Hicks also noted that on April 4, UNC system Vice President Gonzalez communicated to Provost Locklear the acceptance of revisions to post-tenure review as approved by the Faculty Senate and Board of Trustees. Dr. Hicks

stressed the importance for all faculty attend Friday's installation ceremony, an important moment in the life of our shared university. He concluded by reminding the faculty to attend the Festival at Old Main on April 23, the Faculty Appreciation Dinner on April 29, the General Faculty meeting on May 6, and commencements May 6 and 7.

1. Resolution on the rescission of Carter/Kitts promotion and tenure policy and procedure revisions (See Appendix B in the Agenda)
Motion Passed 22-0-0
 2. Proposal to revise the Faculty Evaluation Policy (Handbook, Sect. II, Ch. 2) for the purposes of assuring consistency and clarity, valuing disciplinary service and community engagement, and clarifying the role of student evaluations of instruction (Faculty & Institutional Affairs Committee, 10-0-0)
Motion Passed 22-0-0
 3. Proposal to revise Faculty Awards Committee procedures by which part-time faculty are considered for the UNCP Teaching Award for Part-time Faculty (See Appendix C in the Agenda)
Motion Passed 22-0-0
- b. Committee on Committees & Elections—Aaron Vandermeer
Dr. Vandermeer reported on the results of the most recent faculty elections.
 - c. Committee on Faculty Governance—Jesse Peters
Dr. Peters had no formal report, but commented positively on the ceremony for shared governance that preceded the Senate meeting.
2. Standing Committees
 - a. Academic Affairs Committee—Jose D'Arruda
 1. Proposal from the Department of Accounting & Finance to add PHI 2040 to requirements for the Bachelor of Arts in Accounting (Academic Affairs Committee, 10-0-0)
Motion Passed 22-0-0
 2. Proposals from the Department of Art (1) to revise the

Bachelor of Arts in Art by creating two tracks, in studio art and K-12 licensure, and (2) to delete the Bachelor of Arts in Art Education (Academic Affairs Committee, 10-0-0)

Motion Passed 22-0-0

3. Proposals from the Department of English, Theatre & Foreign Languages to revise the Bachelor of Arts in English (1) to create two tracks, in literary studies and professional writing, (2) to delete SPE 2000 or SPE 2010 from core requirements, and (3) to add ENGS 4XXX to elective options (Academic Affairs Committee, 10-0-0)

Motion Passed 22-0-0

4. Proposals from the Department of Philosophy & Religion (1) to revise the Bachelor of Arts in Philosophy and Religion to include REL 4270 and to clarify course requirements and GPA calculations in the major and (2) to revise the Minor in Jewish Studies by adding HSTS 4XXX and removing HST 3811, HSTS 4185, and HSTS 4230 as elective options (Academic Affairs Committee, 10-0-0)

Motion Passed 22-0-0

5. Proposals from the Department of Political Science & Public Administration (1) to revise options in the core, international studies, and public policy and administration tracks in the Bachelor of Science in Political Science (2) to revise the academic concentration in political science, (3) to revise the Minor in Political Science, and (4) to revise the Minor in Public Administration (Academic Affairs Committee, 10-0-0)

Motion Passed 22-0-0

6. Proposals from the Department of Social Work (1) to revised the Minor in Social Welfare by expanding elective options; (2) to revise the Master of Social Work by adding SWK 5010, 5020, 5030, 5040, 6700, and 6800 to elective options; (3) to revise the Master of Social Work/Advanced Standing by adding SWK 5030, 5040, 6700, and 6800 to elective options (Academic Affairs Committee, 10-0-0)

Motion Passed 22-0-0

- b. Faculty & Institutional Affairs Committee—Sara Simmons
 - 1. Proposal to elaborate and strengthen the Faculty Handbook in the area of advisement (Faculty & Institutional Affairs Committee, 10-0-0)
Motion Passed 22-0-0
- c. Student Affairs & Campus Life Committee—Brooke Kelly
Dr. Kelly announced that SACL would make a survey available to solicit feedback on restoring the Activity Period.

F. Faculty Assembly Report - There was no formal report. Dr. Nikkel briefed the Senate on several resolutions pending for the Faculty Assembly.

G. Teacher Education Committee - See Agenda

H. Graduate Council - See Agenda

I. Other Committees - No other committees

J. Unfinished Business - No unfinished business

K. New Business - No new business

L. Announcements - Dr. Peters reminded the Senate of the Southeast Indian Studies Conference's keynote speaker Dr. Leanne Howe, April 8, from 1:00 - 3:00 p.m. in Moore Hall Auditorium. Dr. D'Arruda reminded the Senate of the N.C. Science Festival Speaker: Dr. John B. Harrington, former NASA Astronaut, April 12, from 10:00 - 11:00 a.m. in Givens Performing Arts Center.

M. Adjournment

Motion to Adjourn Passed 19-0-0

Meeting adjourned 4:27 p.m.

Respectfully Submitted,
Roger Guy, Secretary

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Appendix B

The Faculty Senate of the University of North Carolina, Pembroke Resolution on N.C. “Guaranteed” Admissions Program (NCGAP) Presented at the Meeting of the Senate on May 4, 2016

Whereas the Constitution of the State of North Carolina in Article IX, Section 9, holds that “the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense”;

Whereas the Constitution in Article IX, Section 8, further vests in the duly selected Boards of Trustees of the constituent institutions of the University of North Carolina “all the privileges, rights, franchises, and endowments heretofore granted”;

Whereas the Board of Trustees of the University of North Carolina, Pembroke, is charged, in its bylaws, to “promote the sound development of the University of North Carolina at Pembroke within the functions prescribed for it, helping it to serve the people of the State in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor”;

Whereas the so-called “North Carolina Guaranteed Admission Program,” HB97, requires that “each constituent institution shall design the program ... so that it may be implemented at the institution beginning with the 2016-2017 fiscal year and applied to the institution’s admission process for the 2017-2018 academic year and each subsequent academic year”;

Whereas the program shall require “a student who satisfies the admission criteria of a constituent institution, but whose academic credentials are not as competitive as other students admitted to the institution, to enroll in a community college in this State and earn an associate degree prior to enrolling as a student at the constituent institution”;

Whereas, further, the “constituent institution shall hold in reserve an enrollment slot in the appropriate future year for any student who accepts a deferred admission” and “shall also reduce its enrollment for each academic year by the number of deferred admissions granted for that academic year”;

Whereas UNCP holds as Core Values “the commitment to serving the local region,” “the appreciation of diversity and respect for the dignity and worth of every individual, and “the accessibility of education which leads to the enhancement of the economy and culture in the region”;

Whereas the UNC System's review of NCGAP concludes that the program likely will decrease the number of baccalaureate degrees awarded statewide;

Whereas further the review concludes that NCGAP will disparately impact rural, low-income, and minority students and families, jeopardizing the future of the System's minority-serving institutions, such as UNCP;

Now, therefore, be it resolved that the UNCP Faculty Senate affirms the importance of accessibility to higher education for all North Carolinians; upholds the prerogative of the University's Board of Trustees, through its delegation of authority to the administrative leadership of the University, to govern and execute all policies and procedures pertinent to the functioning of the University, such as acceptance and denial of applicants; deplores the disparate and destructive impact of NCGAP on UNCP, the students we serve, and the communities to whom we are responsible; and calls upon the N.C. General Assembly to rescind this policy.

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Appendix C

The Faculty Senate of the University of North Carolina, Pembroke Resolution on N.C. House Bill 2 and UNCP Student Senate Resolution 10 Presented at the Meeting of the Senate on May 4, 2016

Whereas NC House Bill 2, hereafter referred to as HB2, states that public agencies shall require every multiple-occupancy bathroom or changing facility to be designated for and only used by persons based on their biological sex¹; and

Whereas HB2 defines biological sex as “The physical condition of being male or female, which is stated on a person’s birth certificate”; and

Whereas HB2 excludes sexual orientation, gender identity, and military status in the regulation of discriminatory practices; and

Whereas the US Employment Non-Discrimination Act of 2013 prohibits employers, employment agencies, labor organizations, or joint labor-management committees from engaging in employment discrimination on the basis of an individual’s actual or perceived sexual orientation or gender identity²; and

Whereas the US Equal Employment Opportunity Commission considers to be discriminatory the denial of equal access to a common restroom corresponding to an employee’s gender identity³; and

Whereas, North Carolina has incurred significant economic losses and may incur further losses, such as the withdrawal of federal funds due to violations of Title IX of the Education Amendments of 1972 and/or Title VII of the Civil Rights Act of 1964; and

Whereas scholarship in sex, gender, and identity demonstrates the profound complexity of human sexuality and gender; and

Whereas transgender youth have high rates of suicide exacerbated by lack of access to bathroom facilities corresponding to their gender identity⁴; and

Whereas the Student Senate of the University of North Carolina, Pembroke, in Resolution 10, “An Act to Convert All Single Occupancy Bathrooms on Campus to Unisex Bathrooms,” requests that Chancellor Cummings make an official statement on HB2 and that the University designate all single-occupancy restroom facilities as unisex⁵; and

Whereas, UNCP, as an institution dedicated to the free and respectful exchange of ideas and the ideal that a diversity of experiences and perspectives enriches our community, has a moral mandate to protect all members of our

community and a professional mandate to act in ways informed by empirical research;

Now, therefore, be it resolved that the UNCP Faculty Senate urges the full repeal of HB2; affirms the University's nondiscrimination policy, which "prohibits discrimination against all individuals based on their age, race, color, creed, religion, sex, sexual orientation, gender identity, genetic information, genetic expression, or national origin"; calls upon the University's leadership to uphold this policy; and endorses Student Senate Resolution 10.

Notes

1. An Act to Provide for Single-sex Multiple Occupancy Bathroom and Changing Facilities in Schools and Public Agencies and to Create Statewide Consistency in Regulation of Employment and Public Accommodations, H. Bill 2, NC General Assembly, 2d Extra Session 2016 (March 23, 2016), accessed April 27, 2016, <http://www.ncleg.net/Sessions/2015E2/Bills/House/PDF/H2v4.pdf>.

2. Employment Non-Discrimination Act of 2013, S.815, 113th Congress, accessed April 27, 2016, <https://www.congress.gov/bill/113th-congress/senate-bill/815>.

3. US Equal Employment Opportunity Commission, "What You Should Know about EEOC and the Enforcement Protections for LGBT Workers," accessed April 27, 2016, http://www.eeoc.gov/eeoc/newsroom/wysk/enforcement_protections_lgbt_workers.cfm.

4. Kristie L. Seelman, "Transgender Adults' Access to College Bathrooms and Housing and the Relationship to Suicidality," *Journal of Homosexuality* (2016), accessed April 27, 2016, <http://dx.doi.org/10.1080/00918369.2016.1157998>.

5. An Act to Convert All Single Occupancy Bathrooms on Campus to Unisex Bathrooms, S. Res. 10, UNCP Student Senate, 2015-2016 Sess. (April 8, 2016), accessed online April 27 2016, [file:///Users/hickss/Downloads/Senate_Resolution_\[10\]_An_Act_To_Convert_All_Single_Bathrooms_On_Campus_To_Unisex_Bathrooms.pdf](file:///Users/hickss/Downloads/Senate_Resolution_[10]_An_Act_To_Convert_All_Single_Bathrooms_On_Campus_To_Unisex_Bathrooms.pdf).

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Appendix D

Proposal to accept nominations to committees and subcommittees, effective AY 2016-2017

Curriculum Subcommittee (meets 1st Thursday of each month)

Nathan Thomas	ARTS	2018
Gretchen Robinson	EDUC	2018
Jaime Martinez	LETT	2018
Mary Ash	NSM	2018
John Spillan	SBS	2018

Enrollment Management Subcommittee (meets 2nd Wednesday of each month)

Scott Ziegler	ARTS	2018
Melody Chuang	EDUC	2018
Shilpa Regan	SBS	2018

General Education Subcommittee (meets 4th Thursday of each month)

Nathan Thomas	ARTS	2018
Steven Bukowy	BUS/ECON	2018
Miranda Reiter	Social Sci.	2018

Subcommittee on Academic Support Services (meets 2nd Tuesday of each month)

Jesse Rouse	At Large	2017*
Robert Arndt	ARTS	2018
Rita Hagevick	NSM	2018
Joe West	SBS	2018
Pam Morgan	At Large	2018

Faculty Development and Welfare Subcommittee (meets 2nd Thursday of each month)

Monika Brown	LETT	2017* (vacant)
Terrance Dollard	ARTS	2018
Laura Staal	EDUC	2018
Robin Snead	LETT	2018
Doug McBroom	NSM	2018
Yawo Bessa	SBS	2018

Faculty Evaluation Review Subcommittee (meets 1st Tuesday of each month)

Ottis Murray	At Large	2017* (vacant)
Larry Arnold	ARTS	2017* (was in At-Large seat)
Jennifer Johnson	NSM	2017* (vacant)
Michael Berntsen	LETT	2018
Libby Denny	SBS	2018
Yu-Ho Chi	At Large	2018

Health, Safety, and Environment Subcommittee (meets 1st Monday of each month)

Daren Nelson	NSM	2018
Misty Stone	Nursing	2018
Jessica Abbott	SBS	2018

Student Affairs and Campus Life Committee (meets 3rd Monday of each month)

Emerald Bilbrew	Faculty	Member	2018
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Student Publications Board Subcommittee (meets 2nd Friday of each month)

Amy Williams	Faculty	Member	2018
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Faculty Governance (meets 3rd Tuesday of each month)

Kirill Bumin	Unrestricted	2019
Cliff Mensah	Senator	2019
Frankie D Powell	Unrestricted	2019

Faculty Conciliator (meets as needed). SGA will select one name from the following nominees:

Paul Flowers
Renee Lamphere
Kathy Locklear
Abigail Mann

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Appendix E

Proposal to revise election of UNCP delegates to the UNC Faculty Assembly

Rationale: One Delegate and one Alternate Delegate are elected each year to serve a three year term. In practice, any Delegates that cannot attend a Faculty Assembly meeting contact Alternate Delegates as a pool, rather than specifically contacting the alternate sharing the same term. The suggested changes reduce the need for immediate and unnecessary vacancy elections and makes better use of the elected Alternate Delegate in the event of a Delegate vacancy.

Handbook Changes:

[From page 21 of the Faculty Handbook:]

3. The Committee on Committees and Elections shall conduct elections for unexpired terms of office as the need arises to fill any such vacancy, **excepting those for Alternate Delegates of the Faculty Assembly, which will occur during the regular spring election cycle.**

[From page 29 of the Faculty Handbook:]

ARTICLE VII. ELECTIONS OF DELEGATES TO THE FACULTY ASSEMBLY OF THE UNIVERSITY OF NORTH CAROLINA

Any faculty member who is eligible to serve on the Senate is also eligible to serve as a Delegate or Alternate to the Faculty Assembly of The University of North Carolina. A delegate may serve no more than six of the preceding nine years; the terms of Alternates shall correspond to the terms of Delegates. Regular terms, three years in length, shall begin and end on July 1 of each year. Election of one Delegate and one Alternate shall be held in the spring ~~when needed. Should either a Delegate or an Alternate at some time during his/her term find it impossible to continue serving, an election to replace him/her shall be held as soon as possible after the vacancy occurs; and the faculty member shall complete the unexpired term.~~ **In the event of a vacant Delegate seat, the Alternate Delegate holding the same term will fill this position, becoming a Delegate. The Committee on Committees and Elections will fill the vacant Alternate Delegate seat during the regular spring election cycle for Faculty Assembly Alternate Delegate.**

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Appendix F

Proposal to revise membership of the Subcommittee on Academic Support Services

Rationale:

The AVC for Enrollment currently sits on SASS, giving reports for the Writing Center and the Academic Support Center. Administrative restructuring has placed these offices under the Associate Vice Chancellor for Academic Affairs. CCE recommends removing the AVC for Enrollment and adding the directors of the Writing Center and the Academic Support Center, both of whom had previously sat on the committee prior to AY 2014-15.

Handbook Changes:

[Faculty Handbook, p24:]

3. The Subcommittee on Academic Support Services shall examine proposals and policies relating to the operations and development of the Library, the ~~Center for Academic Excellence~~ **Academic Support Center**, the Division of Information Technology, and the University Writing Center and shall make appropriate recommendations/proposals to the Academic Affairs Committee.

[Faculty Handbook, p26:]

3. The Subcommittee on Academic Support Services:

One Representative from each Division, one of whom shall Chair the subcommittee

~~Associate Vice Chancellor for Enrollment,~~

Associate Vice Chancellor for Information Resources,

Dean of Library Services,

Director of the Academic Support Center,

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 G

Proposal to revise Committees & Elections procedures to stipulate protections of anonymity and confidentiality in voting and balloting

Rationale: The Faculty Handbook does not specify the method of voting in the handbook, except under divisional elections for Faculty Senate (listed as “secret ballot”). In elections administered by CCE, there is never a need to know who has voted for whom, so we have recommended specifying that all CCE-led ballots be conducted by anonymous balloting.

Handbook Changes:

[From page 15 of the Faculty Handbook:]

Section 4. Senators elected by the division shall serve for a term of three years. The Committee on Committees and Elections of the Faculty Senate shall conduct annual elections for division representatives. ~~All votes shall be cast by secret ballot.~~

[From page 16 of the Faculty Handbook:]

A. The Committee on Committees and Elections shall consist of four Senators appointed by the Senate Chair. The Chair of the Committee shall be appointed by the Senate Chair. The Committee shall conduct elections for Divisional and At-Large Senators, members of the Promotion and Tenure Committee, the Faculty Awards Committee, the Faculty Grievance Committee, the Faculty Hearing Committee, and Delegates and Alternates to the UNC Faculty Assembly. **All elections administered by the Committee on Committees and Elections will be conducted by anonymous balloting.** The Committee shall nominate all members of Faculty Senate Subcommittees, the Faculty Governance Committee, the three non-Senate faculty members on the Student Affairs and Campus Life Committee, and one member of the Student Publications Board. The Committee shall select four nominees for the position of Faculty Conciliator for Undergraduate Grade Appeals.

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Appendix H

Proposal to describe distribution of diplomas upon commencement (Academic Affairs Committee, 8-0-0)

COMMENCEMENT (*Catalog*, p. 62)

A student may complete graduation requirements at the end of fall, spring or summer session. A student who completes requirements in fall or spring is required to attend commencement at that time. A student who completes graduation at the close of the summer sessions will have the option of returning to participate in the winter commencement or of receiving the diploma in absentia. ~~If the student elects to receive the diploma in absentia, the student must submit to the Registrar one month prior to commencement a written request which indicates the address to which the diploma will be mailed. The diploma will be mailed~~ Graduates will receive their diplomas in the mail after commencement. Students must have a correct mailing address in the University system, so the diplomas can reach them.

A student may participate in commencement exercises if ~~he or she~~s/he has met all the requirements for graduation ~~or is registered in any pending requirements during the term in which commencement will take place~~. When commencement takes place before final grades are processed, a student may participate in commencement only if the Registrar has not been notified ~~that the student will not meet all the requirements by the last day of exams~~ by one of the student's instructors that the student will fail a course needed for graduation. Graduation is solely dependent on the completion of degree requirements ~~as described in the UNCP Catalog~~. Participation in commencement exercises does not imply graduation is imminent.

Academic Affairs Committee, 8-0-0

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Appendix I

Proposal to require a form in order to assign a grade of Incomplete (Academic Affairs Committee, 8-0-0)

Rationale: The subcommittee reviewed and revised a form and catalog and Faculty Handbook language which was circulated prior to the January EMS meeting implementing a requirement for a faculty member and a student requesting an Incomplete grade to complete a contract indicating what work needs to be completed by the student and setting a deadline for completion of each assignment. This is necessitated by the fact that roughly 40 percent of incomplete grades are converted to Fs at the end of the following semester due to inaction by the student and because the instructor could leave the institution prior to the completion of the remaining coursework. The requirement of this form creates a paper record for the institution of what work the student must complete and how that work will affect their final grade in the course.

The subcommittee passed a motion to adopt the language in the revised form (which will need to be formatted to conform to the style of all the Office of the Registrar's forms) as well as the addition of language referring to the form in the Catalog and Faculty Handbook (below). 5 for; 0 against.

End of Term Grades (Faculty Handbook, p. 155)

Courses grades follow the categories described in the University Catalog. Note especially the policies affecting grades of I (incomplete). **When an Incomplete grade is given, the faculty member and student must fill out and sign a Contract for the Completion of Incomplete "I" Grade and file it with his/her Department Chair, Dean and the Registrar.** Faculty members are responsible for establishing and maintaining an equitable grading scheme for each of their classes. Faculty members should describe clearly in the course syllabus how grades are to be determined, including what tests, examinations, and other assignments will count toward the final course grade and how each component of the final course grade will be weighted.

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

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. **A Contract for the Completion of Incomplete "I" Grade must be filled out and signed by the student and instructor and filed with the instructor's Department Chair, Dean and Registrar.** 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.

Appendix F

Contract for Completion of Incomplete (“I”) Grade

Incomplete Policy: 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. **A Contract for the Completion of Incomplete “I” Grade must be filled out by the student and instructor and filed with the instructor’s Department Chair, Dean and Registrar.** Generally the student will have completed most of the work required for the course before the “I” 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” does not fulfill prerequisite requirements.

The instructor may set any deadline for completion of work within the one-semester period.

Part A (To be completed by student)

Date of Contract: _____	Course Number: _____
Student Name: _____	Course Title: _____
Student Banner ID #: _____	Credits: _____
Semester Taken: _____	Instructor Name: _____

Part B (To be completed by instructor): *Be explicit in the event that unexpected circumstances prevent you from processing the change of grade yourself.

Remaining work to be completed (Please attach syllabus & highlight items noted below):

Item to be completed	Due Date

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

Student _____ Date _____
 Instructor _____ Date _____

Faculty, please provide a copy of this agreement to:

- Student
- Registrar
- Chair
- Dean

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Appendix J

Proposal to revise the Curriculum Development and Revision Process (Academic Affairs Committee, unknown) (Appendix J)

Rationale: Some of the proposed changes are to remove references to paper forms. Since we are moving to a fully electronic proposal system, we will no longer have paper forms to sign or submit.

Other changes reflect the way we have set up the forms in the new system. Instead of two curriculum forms, there are four: a proposal form for course revisions, a proposal form for new courses, a proposal form for program revisions, and a proposal form for new programs. Having these titles for the forms allows us to revise or eliminate some extraneous explanatory text from the handbook. We also added some language to the General Education description just to make it absolutely clear that most proposals related to General Education will need to go through both subcommittees. The move to an electronic system does not change how proposals move through the Senate committee structure.

Last, the current posted deadline states that proposals come to curriculum 10 days prior to our meeting, but doesn't incorporate meetings of other committees that may need to see that proposal. Under our current system, proposals often move simultaneously among the many parties that need to see them before the curriculum committee votes. So chairs of various committees receive electronic versions, while deans, registrar, and the provost's office only see the paper forms. It is not unusual that by the time we get to the end of the process, the various versions of proposals no longer line up. Under the new system all proposals will have to move in sequence through every step rather than simultaneously.

In the long run this will improve consistency and transparency, which is a good thing. But it also means people need to start earlier. In order for the proposal to get to the committee chair 10 days prior to the committee meeting, so that the information can be placed on a publicly accessible agenda, the proposal will have to go through several steps after it leaves the department level—at the very least dean, registrar, and provost's office, but sometimes other affected chairs as well. So the proposed three-week deadline is designed to give those offices enough time to review the volume of proposals we get at the busiest time of the year, and the language is deliberately generic because not every proposal comes straight to the Curriculum Subcommittee. The way we've written this deadline leaves room for Teacher Education Council, Graduate Council, or Curriculum Subcommittee to be the first committee voting on a proposal. The General Education proposal deadline is only two weeks because far fewer people have to read those proposals before they go on a committee agenda.

In revising for the sake of clarity the process of curricular development and revision in General Education, the types of proposals are divided below between those which go through Curriculum Subcommittee first and those submitted directly to General Education Subcommittee, with a description of the category. Specific cases are subcategories of the larger group to which they belong. In other words, bulleted letters have changed substantially, which cannot be highlighted in a word document.

Curriculum Development and Revision Process (Handbook, pp. 122-124)

The University of North Carolina at Pembroke has a clearly defined process for the development of curriculum, including degree programs, tracks, concentrations, minors, and individual courses:

1. The UNC Board of Governors must approve proposals for new degree programs. These proposals must be prepared according to specified guidelines of the UNC Academic Program Development Procedures.
2. All graduate programs must be submitted to the UNC Graduate Council for review and approval and to the UNC Board of Governors for approval.
3. Curriculum development and revisions proposals are initiated by the faculty of the academic departments by completing one of ~~three~~ **five** standardized curriculum forms: **Course Revision/Deletion Forms**, **New Course Proposal Forms**, **General Education Course Proposal Forms**, **Program Revision/Deletion Forms**, and **New Program Proposal Forms**.
4. Curriculum proposals are reviewed by the department and signed by the Department Chair.
5. In the case of proposals affecting other departments, including the cross-listing of courses, the proposal form should be submitted by the originating department. The votes of affected departments are recorded, and the Chairs of affected departments also review and sign the proposal. If the cross-listed course affects a program in the affected department, the affected department ~~must~~ **may also need to** submit a program proposal ~~documenting~~ **addressing** the change to the program. Cross-listed course numbers must be approved by the Registrar's office.
6. If the development or change affects Teacher Education, the Teacher Education Committee reviews the proposal and the Chair of that Committee signs it. Graduate curriculum proposals and new graduate programs must first be approved by the Graduate Council before being submitted to the Curriculum Subcommittee. Graduate Teacher Education proposals should be submitted to the Teacher Education Committee before being submitted to the Graduate Council.
7. The Registrar, the appropriate Dean, and the Provost and Vice Chancellor for Academic Affairs must also sign the proposal.
8. ~~Proposals~~ **Course Revisions and New Course Proposals** involving any aspect of the General Education Program are submitted to the Curriculum Subcommittee before ~~being~~ **the General Education Course Proposal is**

submitted to the General Education Subcommittee. The only exceptions are proposals involving existing courses with no modifications seeking inclusion in the General Education Program.

9. All other proposals are submitted only to the Curriculum Subcommittee.
- ~~10. Proposals involving the creation of new courses, revisions to existing courses or course deletions are submitted on Course Proposal Forms.~~
10. Proposals involving new courses must attach sample syllabi to the electronic submission **only**. ~~(A hard copy of the syllabus is not required with the signed form.)~~ New course numbers must be approved by the Registrar's office.
11. Curriculum proposals should pass the Department Chair level of approval in the online curriculum management system at least 3 weeks prior to the meeting of the first committee that needs to review the proposal (Teacher Education, Graduate Council, or Curriculum—see #6 above for the order of committee approvals) to ensure inclusion on that committee's meeting agenda. This provides adequate time for Affected Department Chairs (if applicable), Deans, Registrar, and Provost's Office to review all proposals prior to their inclusion on meeting agendas. Committees may be able to accommodate proposals submitted on a shorter timeline, but will not guarantee that this accommodation can always be made. Meeting schedules for all committees will be made publicly available on the Faculty Senate web page.
- ~~11. In instances where an identical change is made to multiple courses, (i.e., deleting or adding prerequisites or changing credit hours for courses), one form may be used for multiple proposals. Otherwise, each course proposal requires a separate form.~~
- ~~12. Proposals involving one or more changes to degree programs, tracks, concentrations or minors, etc., are submitted on the Program Proposal Form. Program proposals involving changes to the catalog must attach a revised catalog description to the electronic submission. A hard copy of the revised catalog description must be attached to the signed form.~~
- ~~13. Electronic forms are due to the Chair of Curriculum 10 days (two Mondays) prior to the Curriculum meeting, which usually meets on the first Thursday of every month. (The Curriculum Committee does not meet in January and at times adjusts the March meeting date, depending on the spring break schedule.)~~
- ~~14. Signed hard copies are due to the Chair of Curriculum on the Monday before the Curriculum meeting. It is the responsibility of the proposing department to ensure that all signatures are acquired prior to delivering hard copies to the Chair of Curriculum.~~

A representative from the department submitting the proposals must be present at Curriculum Subcommittee meetings to address any questions or provisions that may arise. The proposal is reviewed and a vote is taken. If the proposal passes, the Chair of the Subcommittee on Curriculum forwards the curriculum matters to the appropriate office or committee.

The Curriculum Subcommittee is responsible for sending to the Academic Affairs Committee all information pertaining to each individual course that is necessary for the Banner System. The Curriculum Subcommittee shall make recommendations to the Academic Affairs Committee on their adoption, and proposals shall move forward based upon the following policies:

- A. The Subcommittee on Curriculum will treat as minor, and send to the Registrar without Academic Affairs Committee and Senate approval, the following types of proposals: course and program modifications involving changes to prerequisites, course descriptions, course titles, and course deletions; the addition or substitution of one or two electives to a program; and program modifications mandated by changes previously approved by Senate. These will be considered minor changes and forwarded to the Chair of the Academic Affairs Committee for his/her signature, unless the Subcommittee on Curriculum has a compelling reason to forward said revisions to the Academic Affairs Committee.
- B. Approved program modifications involving the addition or deletion of tracks, required courses, or more than two elective options at a time will proceed to the Academic Affairs Committee.
- C. All program modifications described in B, once approved by the Academic Affairs Committee, proceed to the Senate.
- D. All new program proposals (including new degrees, academic majors, concentrations, minors, and certificates), deletions of above programs, new General Education course proposals, and General Education course deletions require Faculty Senate approval.
- E. Individual new courses not part of General Education program require approval by the Academic Affairs Committee but not the Faculty Senate.
- F. All curriculum items not requiring Academic Affairs Committee approval will be reported to the Academic Affairs Committee by the chair of the Subcommittee on Curriculum. All curriculum items not requiring Faculty Senate approval will be reported to the Senate by the chair of the Academic Affairs Committee.

A representative of the department whose proposal is being considered must be present at all committee meetings beyond the Curriculum Subcommittee level as necessary to address questions and concerns regarding their proposal.

This multilevel approval process is used to assess the curriculum and the process for curriculum development and revision. In addition, the curriculum and the process are evaluated as part of the institutional assessment made by the Southern Association of Colleges and Schools Commission on Colleges. Curricula of the various departments and the process used to develop curriculum are assessed by those agencies who accredit particular programs.

General Education Program Changes

Revisions to the General Education Program may include policy changes or content alterations. Recommendations for General Education Program policy changes are forwarded from the General Education Subcommittee to the Academic Affairs Committee.

Curricular content (course) changes typically emerge from an individual academic department. In the case of proposals affecting other departments, including the cross-listing of courses, the proposal form should be submitted by the originating department. The votes of affected departments are recorded, and the Chairs of affected departments also review and sign the proposal. If the cross-listed course affects a program in the affected department, the affected department must also need to submit a program proposal documenting addressing the change to the program. Cross-listed course numbers must be approved by the Registrar's office.

1. Three types of proposals must be sent to the Subcommittee on Curriculum prior to being submitted to the General Education Committee: new courses seeking inclusion in the General Education Program; changes/modifications to existing courses which are already in the General Education Program; and course deletions of courses in the General Education Program. After approval by the Subcommittee on Curriculum, the General Education Submission Form must be filled out and submitted at least 10 days prior to the next General Education meeting. The General Education subcommittee may be able to accommodate proposals submitted on a shorter timeline, but will not guarantee that this accommodation can always be made. Meeting schedules for the General Education Committee are publicly available on the Faculty Senate web page. If the proposal is approved by the said Subcommittee, it will then continue through the curriculum approval process until final approval is granted.
 - A. After ~~In the case of~~ proposals for new courses seeking inclusion in the General Education Program ~~the proposal should be sent to are approved~~ by the Subcommittee on Curriculum ~~first. If the course is approved as a new course by the said Subcommittee, it will then continue through the curriculum approval process until final approval is granted. Upon approval of the new course,~~ the proposing department ~~may~~ **must** submit the course to the General Education Subcommittee for review. ~~If the course is approved as General Education course, it will then be forwarded to the Academic Affairs Committee for the continuation of this portion of the curriculum process.~~
 - B. The addition of a General Education course is considered a major change and requires Academic Affairs and Faculty Senate approval.
 - C. After ~~In the case of~~ proposals for changes/modifications to existing courses which are already in the General Education

~~Program-the course changes/modifications proposals should first be~~ are approved by the Subcommittee on Curriculum ~~and continue through the approval process. After the proposed changes/modifications to the course are approved,~~ the proposing department must submit the newly revised course to the General Education, which in turn must ensure the changes made to the course warrant continuation as a part of the General Education Program.

- D. Changes to a General Education course title, number, or description are considered minor changes, and may go directly from the Academic Affairs Committee to the registrar. Faculty Senate approval is not required.
 - E. Changes to a General Education course prerequisite, ~~or the addition or deletion of a General Education course~~ are considered major changes and require Academic Affairs and Faculty Senate approval.
 - ~~F.—In the case of course deletions, the proposal must first be submitted to the Subcommittee on Curriculum and continue through the approval process until final approval is given. Following approval, a course removal proposal may be presented to the General Education Subcommittee for review. After proposals for deletions of courses in the General Education Program are approved by the Subcommittee on Curriculum, the course removal proposal must~~ ~~may~~ be submitted to the General Education Subcommittee for review. ~~If the proposal is approved, it will then be forwarded to the Academic Affairs Committee for the continuation of this portion of the curriculum process.~~
 - G. The deletion of a General Education course ~~is~~ ~~are~~ considered a major change~~s~~ and requires Academic Affairs and Faculty Senate approval.
2. Two types of proposals are submitted directly to the General Education Subcommittee: existing courses seeking inclusion in the General Education Program and proposals that a course is to be removed from the General Education Program only. The General Education Submission Form must be filled out and submitted for review at least two weeks prior to the next General Education meeting to provide adequate time for affected Department Chairs (if applicable) and appropriate Deans to review all proposals prior to their inclusion on meeting agendas. The General Education committee may be able to accommodate proposals submitted on a shorter timeline, but will not guarantee that this accommodation can always be made. Meeting schedules for the General Education Committee are publicly available on the Faculty Senate web page.
- H. In the case of proposals for existing courses seeking inclusion in the General Education Program, the proposing department ~~may~~

must submit the course directly to the General Education Subcommittee for review. ~~If approved~~ The General Education Subcommittee will present its recommendation for approved courses directly to the Academic Affairs Committee. Such proposals need not be considered by the Subcommittee on Curriculum, unless a change is proposed in the course, in addition to the request for its inclusion in the General Education Program.

- I. The addition ~~or deletion~~ of a General Education course ~~is~~ **are** considered ~~a~~ major changes and requires Academic Affairs and Faculty Senate approval.
- A. ~~If a course is to be removed~~ In the case of proposals for removing a course from the General Education Program only, ~~then the proposal is to be brought directly to the~~ the General Education Subcommittee ~~, after which the proposal will be forwarded to the Academic Affairs Committee for the continuation of this portion of the curriculum process.~~ will present its recommendation for the approved deletion directly to the Academic Affairs Committee
- B. The deletion of a General Education course ~~is~~ **are** considered a major changes and requires Academic Affairs and Faculty Senate approval.

A representative from the department submitting the proposals must be present at General Education Subcommittee meetings to address any questions or provisions that may arise. The proposal is reviewed and a vote is taken. If the proposal passes, the Chair of the Subcommittee on General Education forwards the curriculum matters to the appropriate office or committee.

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Appendix K

Proposal to create three-phased registration calendar (Academic Affairs Committee, 8-0-0)

Rationale: The third registration period just means letting students who were out for one semester, but are still active students, register during what is currently the second week of “pre-registration”—this will affect around 100 students a semester, but the only extra work will be in the Registrar’s office, and it’s minor. The Registrar’s office gets a lot of calls about it, and it’s an easy fix.

2015-2016 Catalog, p. 67

The University has a ~~two~~ three-phase registration system for undergraduates: ~~the early or~~ pre-registration phase, early registration, and ~~the regular~~ open registration phase.

Students currently enrolled at The University of North Carolina at Pembroke may complete their registration during the pre-registration period by: (1) consulting with their advisor ~~during the designated early registration period~~, (2) obtaining the personal identification number (PIN) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work online, and (4) paying tuition and fees to the Cashier’s Office.

Students returning after an absence of one semester may complete their registration during the early registration period by: (1) consulting with their advisor ~~during the designated early registration period~~, (2) obtaining a PIN and preparing their class schedule for the semester, (3) registering for the approved course work online, and (4) paying tuition and fees at the Cashier’s Office.

New freshmen and new on-campus transfer students will register at New Student Orientation. Readmitted students and all others may complete their registration during the open registration period by: (1) consulting with their advisor, (2) obtaining a PIN and preparing their class schedule for the semester, (3) registering for the approved course work online, and (4) paying tuition and fees at the Cashier’s Office.

Students who have not returned to the University in two semesters (one academic year); need to apply for readmission to the University before registering. Please see Re-Enrolling Students in the Undergraduate Admissions section of the Catalog. ~~Students who are in good academic standing with the University maintain an active enrollment status for two semesters (one academic year).~~

Faculty Handbook, p. 157:

The University has a ~~two~~ three-phase registration system: pre-registration, the early registration phase, and ~~the open-regular~~ registration phase. Students currently

enrolled at the University of North Carolina at Pembroke may complete their registration **during the pre-registration period** by: (1) consulting with their advisor ~~during the designated early registration period~~, (2) obtaining the PIN ~~number~~ from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work online, and (4) paying tuition and fees to the Cashier's Office. Students ~~entering UNCP for the first time or~~ returning after an absence of one semester ~~or more~~ may complete their registration by following the same process beginning in the ~~designated~~ early-registration period. **Readmitted students and all others may complete their registration by following the same process beginning in the open registration period.** **New freshmen and new on-campus transfer students will register at New Student Orientation.**

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Appendix L

12.1 Program Proposal: We propose to offer a “3+2” Dual Degree Program combining applied physics at University of North Carolina Pembroke with electrical engineering at North Carolina State University . Students spend 3 years at UNCP studying an Applied Physics program. Students meeting applicable transfer admission requirements are accepted to NCSU’s Electrical Engineering Program, which can be completed in 2 years. Upon completion of both programs, the student will receive two degrees, a Bachelor of Science in Applied Physics degree from UNCP and a Bachelor of Science in Electrical Engineering from NCSU, all within five years.

Rationale: Presently, UNCP has a 2+2 program, where students spend 2 years, usually majoring in applied physics, taking basic engineering prerequisites such as Calculus, Chemistry and Laboratory and Calculus Physics with Laboratory. Student then transfer to either NCSU, NCA&T, or UNCC and spend 2 years earning a degree from one of those universities. The Chemistry/Physics Department at UNCP does not get to count these students as earning a degree in Applied Physics. In the 3+2 Dual Degree Program, UNCP will be able to record that these students are earning a degree in our applied physics program.

A joint Physics/Electrical Engineering degree is valued in the marketplace, where a strong command of physics fundamentals, together with practical engineering training, is advantageous in developing novel electronic device components that help to fuel the many technological advances in our society.

Dept vote: 15 for; 0 against; 1 abstain

Affect others: No

New or Revised Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Catalog Entry: see pp. 24-25

12.2 Program Proposal: We propose to offer a “3+2” Dual Degree Program combining applied physics at University of North Carolina Pembroke with mechanical engineering at North Carolina State University . Students spend 3 years at UNCP studying an Applied Physics program. Students meeting applicable transfer admission requirements are accepted to NCSU’s Mechanical Engineering Program, which can be completed in 2 years. Upon completion of both programs, the student will receive two degrees, a Bachelor of Science in Applied Physics degree from UNCP and a Bachelor of Science in Mechanical Engineering from NCSU, all within five years.

Rationale: Presently, UNCP has a 2+2 program, where students spend 2 years, usually majoring in applied physics, taking basic engineering prerequisites such as Calculus, Chemistry and Laboratory and Calculus Physics with Laboratory. Student then transfer to either NCSU, NCA&T, or UNCC and spend 2 years earning a degree from one of those universities. The Chemistry/Physics Department at UNCP does not get to count these students as earning a degree in Applied Physics. In the 3+2 Dual Degree Program, UNCP will be able to record that these students are earning a degree in our applied physics program.

A joint Physics/Mechanical Engineering degree is valued in the marketplace, where a strong command of physics fundamentals, together with practical engineering training, is advantageous in developing, creating and designing new efficient and useful mechanical system to help society deal with problems in the 21st century.

Dept vote: 15 for; 0 against; 1 abstain

Affect others: No

New or Revised Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Catalog Entry:

BACHELOR OF SCIENCE IN APPLIED PHYSICS

Requirements for a Bachelor of Science Degree in Applied Physics	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44 (32)
Major Requirements	
PHY 2000, 2010, 2060, 2070, 2180, 2560, 3000, 3200, 3260, 3560, 4200, 4990	32
CHM 1100, 1110, 1300, 1310	8
CSC 2050	3
MAT 2210, 2220, 3150, 3310, 3320	18
Electives (total elective hours dependent on distribution of General Education courses)	18-32
	Total: 124

*Twelve hours of General Education courses are listed separately as specific core requirements

...

PRE-ENGINEERING PROGRAMS

General Pre-Engineering Program

The Department of Chemistry and Physics is able to offer a pre-engineering program to selected students. Students selected into this program complete two years of a prescribed program at UNC Pembroke. Upon successful completion of this program,

these students can transfer into their junior year at one of the engineering schools mentioned below.

Admission to the program is through a formal interview with the Committee on Pre-engineering. Requests for interviews can be made any time with the departmental secretary. Additional information may be obtained from the chair of the Chemistry and Physics Department.

This two-year program prepares students for entry into an engineering program at North Carolina A & T University, North Carolina State University, and the University of North Carolina at Charlotte. However, completion of the UNCP program does not guarantee acceptance into the engineering school at one of these institutions. The student must also satisfy admission requirements for transfer students, and these usually include an acceptable grade point average. Thus, a student should know the admission requirements of the school he or she expects to attend.

Requirements for the Pre-Engineering Program	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	18
Major Requirements	
CHM 1100, 1110, 1300, 1310	8
PHY 2000, 2010, 2060, 2070	8
MAT 2210, 2220, 3150, 3310, 3320	18
CSC 2050	3
EGR 2000, 2010, 2050	8
	Total: 64

Dual Degree Program at UNCP and NCSU

In this Dual Degree program, also known as a 3+2, students complete the requirements for a bachelor's degree in applied physics at the University of North Carolina Pembroke followed by a bachelor's degree in engineering at North Carolina State University. Students who enter this program may choose to major in Mechanical Engineering or Electrical Engineering at NCSU.

The program consists of three years at UNCP and two years at the NCSU engineering school. Students who wish to enter the program should have completed a minimum mathematics level of pre-calculus before entering UNCP, since Calculus 1 and Calculus 2 must be taken in the freshman year. By the end of the junior year at UNCP, the student must have completed all of the General Education and Major Requirements for UNCP's Bachelor of Science in Applied Physics (see program requirements listed earlier in this catalog). The cooperative program is very intensive, and it will be necessary for the student to take certain required courses during the summer or at the NCSU engineering school. Both degrees (Bachelor of Science in Applied Physics and Bachelor of Science in Engineering) are awarded at the end of the five-year period. The departments of chemistry/physics have

designed a three-year schedule of study. The student must follow this schedule exactly to retain membership in the cooperative engineering program at UNCP and to guarantee admission to the NCSU engineering school. The student must also maintain a 2.5 cumulative grade point average and a 3.0 grade point average in mathematics and science courses.

At the beginning of the spring semester of the junior year, the student must submit to the program coordinator an application for admission to NCSU engineering school. Official transcripts must also be forwarded at this time. Students who choose to exit the program may remain at UNCP in their chosen major.

During the UNCP freshman orientation, a special session is held for the 3 - 2 Dual Degree program in engineering. All students interested in the program are expected to attend this session.

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Appendix M

6.1 Program Proposal: Add the following courses to Options for additional coursework for the Minor in English: ENG 2450 Introduction to Rhetoric; ENG 2760 Writing Creative Nonfiction I; ENG 2900 Film and New Media Criticism; ENG 3650 Writing in Digital Environments; ENG 3720 Writing for the Public Sphere; ENG 3760 Writing Creative Nonfiction II; ENG 4210 Grant Writing

Rationale: Leaving these courses out of the Minor in English was an oversight when they were added to curriculum; we presently include all of other 2000, 3000, and 4,000 level courses as Options for a Minor in English. These courses offer education majors with a concentration in another field an opportunity for a secondary area. While the other Minors that we offer allow students to focus in a specific area, the Minor in English allows students to have a broad base in English, which is more accommodating for transfer students who need to graduate in a limited number of semesters.

Dept vote: 35 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Catalog Entry:

MINOR PROGRAMS

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in English

Required: ENG 3040;

Options for 15 additional hours: ENG 2010, 2020, 2030, 2050, 2060, 2080, 2090, 2100, 2180, 2190, 2200, 2230, 2240, 2410, 2450, 2470, 2480, 2760, 2780, 2790, 2900, 2990, 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3250, 3420, 3430, 3440, 3460, 3470, 3540, 3560, 3570, 3580, 3590, 3650, 3660, 3670, 3680, 3700, 3710, 3720, 3740, 3750, 3760, 3900, 4020, 4210, 4230, 4240, 4250, 4260, 4500, 4570, 4810, 4830, 4850, 4890; ENGS 2xxx, 33xx, 4xxx, 4090-4129

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Appendix N

11.2 Program Proposal: Establish a new Sustainability Minor that will be housed in the Department of Geology of Geography. The minor will be an interdisciplinary program that utilizes existing courses related to sustainability, including Environmental Science, Geology & Geography, American Indian Studies, and other departments.

Rationale: The UNC Sustainability Policy 600.6.1 (Adopted 2009; Amended 2013) states all UNC schools are to, among other things, “systematically incorporate sustainability throughout the institution by integrating the policy goals into the institution’s processes, administration, teaching, research, and engagement.” In addition, being a signatory of the Appalachian Energy Summit in 2012, UNCP publically agreed to, among other things, “educate our students to be leaders of tomorrow through our active and demonstrative pursuit of the initiative’s goals; position the University of North Carolina system and our Private University colleagues as national leaders in sustainability education; create a culture of environmental and economic sustainability across the UI\IC system through administrative leadership, student involvement, curricula development, campus operations, and new partnerships between the university, its benefactors and industry.” UNCP’s signatory commitments to the American College and University Presidents’ Climate Commitment in 2014, also agreed to, among other things, “take actions to make climate neutrality and sustainability as part of the curriculum and other educational experience for all students.”

Therefore, the goal of the sustainability minor is to establish an academic pathway for students and the University of North Carolina at Pembroke to become regional and national leaders in sustainability. Currently the minor is being proposed to utilize courses that are already being taught here on campus. We have confidence that the minor will receive support from the student body and faculty so that the program will grow. For example, the campus has already suggested that sustainability is an important topic for our students and our faculty as seen in a survey sent out to campus in Sept 2015 (an IRB-approved survey through the Office of Sustainability). The survey suggested that 95% of respondents (789) support academic courses, research, and service learning opportunities that would prepare individuals to resolve social, environmental, and economic issues in the world today.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: Yes

- Departments of English, Theater, & Foreign Languages and American Indian Studies will house one of the core courses required for the minor (AIS/ENG 2410)

- Department of Biology will house one of the core courses for the minor and two of the courses that students can select (ENV 1100, ENV 2450, and ENV 4100)
- Department of Philosophy and Religion will house a course that the students can select (PHI 3300).
- Department of Management, Marketing, and International Business will also house a course that the students can select (MGT 4310). Department of Sociology and Criminal Justice will also house a course that the students can select (SOC 4430).
- The Office of Sustainability will be working with us to approve and schedule seminars for the minor.

New Courses: No

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

MINORS

Required Courses for a Minor in Geography	Sem. Hrs.
GGY 1020 or 1010, and GGY 2500 Choose 2 courses from the following: GGY 1150, 2000, 2060, 2460, 2620, 2700, GGYS 2xxx Choose 2 courses from the following: GGY 3290, 3700, 3720, 3770, 3780, 3790, 3800, 4010, 4040, 4100, 4700, GGYS 4xxx	
	Total: 18-19
Required Courses for a Minor in Geology	Sem. Hrs.
GLY 1000 & GLYL 1000 or GLY 1150 & GLYL 1150; GLY 1250 & GLYL 1250 Choose 4 courses from the following: GLY 2260, 2460, 2620, 3100, 3250, 3660, 4040, 4150, 4250, 4700, GLYS 2xxx, 4xxx; GGY 2500	
	Total: 20
Required Courses for a Minor in Sustainability	Sem. Hrs.
ENV 1100, GLY 2620*, AIS/ENG 2410	9
Choose 1 of the following courses: ENV 2450, MGT 4310	3-4
Choose 2 of the following courses: GGY 3290, PHI 3300, ENV 4100, SOC 4420	6
	Total: 18-19
*Prerequisite: GLY 1000 or 1150	

SUSTAINABILITY MINOR

Coordinator: Daren Nelson

Sustainability is commonly defined as meeting the needs of our present generation without compromising the ability of future generations to meet their goals. The sustainability minor is an 18-credit interdisciplinary program that is designed to assist students who are interested in pursuing a career that involves practicing sustainable practices. The minor focuses on how individuals can focus on these sustainable practices within the environment and how these practices impact both economic and social issues within local, national, and international contexts. The minor will be applicable to students from all majors due to the focus on how these sustainability principles can be applied to all academic disciplines and professional fields

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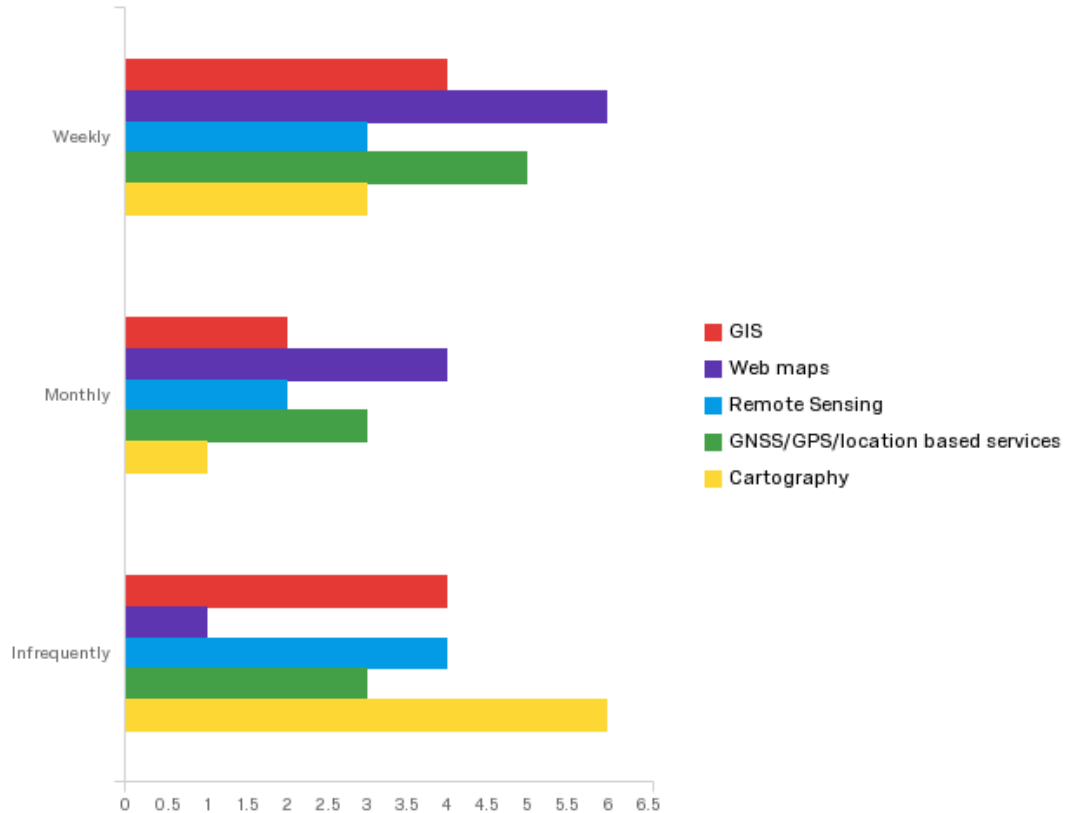
Appendix O

11.3 Program Proposal: Create a 12 hour undergraduate certificate in Geospatial Technologies to support students who face the continued growth in the workplace of Geographic Information Systems (GIS), Remote Sensing, web-based mapping, location based services, and related geospatial technologies in a variety of fields from Environmental Science to Business and from Public History to Sociology.

Rationale: The proposed Geospatial Technologies Certificate aligns with the Department of Geology and Geography's existing course offerings. The core classes (GGY2500, GGY2700, & GGY4040) are all taught regularly and are required by either the Geo-Environmental Studies or the Environmental Science majors so that none of the existing classes are low enrollment courses. The only new course will be the capstone project that is being proposed in conjunction with the certificate proposal and is expected to work more as an independent study at the outset of the certificate.

A short survey of past and current students in GGY2500 (Intro to Cartography), GGY2700 (Intro to GIScience), and GGY4040 (Remote Sensing) resulted in 13 respondents, two UNCP alumni and eleven current UNCP students. These students represented a number of majors including Geo-Environmental Studies, Environmental Science, History, Mass Communications, and Education. Both of the alumni responded that geospatial technologies are significant to their careers, using certain technologies monthly or even weekly. Both alumni felt a geospatial technologies certificate would have been desirable and suggested they would have pursued the certificate if it had been available. In addition, they felt such a certificate would have helped in their job search.

Of the eleven current students who responded, seven suggested they would pursue a geospatial technologies certificate and the other four provided a response of 'maybe'. When asked if they would pursue the certificate if it could be completed largely within their major requirements (which is currently possible in both the Geo-Environmental Studies and Environmental Science majors), the number of affirmative responses rose to ten. None of the students gave a direct 'No' response regarding interest. The respondents also suggested that outside of the related classes they are already utilizing geospatial technologies (e.g. for internships, other classes, volunteer activities) as shown in the results below (p. 21). While a survey such as this will inevitably find a favorable audience both through selecting classes where students have experience with the course and by the students' choice to complete the survey, the survey shows that there is interest just within this small sample of approximately 70 students.



To gain a broader perspective from campuses in the system that maintain a comparable certificate, I spoke with faculty at Appalachian State University (ASU) and East Carolina University (ECU). ASU maintains the 12 hour undergraduate *Certificate in Geographic Information Systems*. I spoke with Dr. Jeff Colby who was very supportive of a geospatial technologies certificate. He stated that over 100 students have completed ASU’s certificate. Since the application for the certificate generally happens at the completion of the course work they do not have a way to officially track current students in the certificate. Using a single current upper-level class, Advanced GIS, Dr. Colby was able to say that all 34 undergraduates in the course were working toward the certificate and that the majority were from other departments, not completing one of the degrees offered by the Department of Geography & Planning. Based on informal conversations and interactions at the NC GIS conference, held every other February, Dr. Colby has found that many students who have completed ASU’s certificate are working in the industry with firms located in NC directly from graduation, however, he did not have specific numbers.

ECU maintains the 15-hour undergraduate *Certificate Program in Geographic Information Science*. I spoke with Scott Wade, the current certificate advisor. Mr. Wade was also supportive of a geospatial technologies certificate. ECU has students fill out an intent form for the certificate in order to keep track of interest and they currently have 15 students going through the certificate from a variety of disciplines. They have had around 80 students complete the certificate to date. They have found that non-traditional undergraduates have had a strong interest in the certificate from their work experience.

Faculty at both schools, as well as from the survey of UNCP students, suggest that the certificate would draw widely from the natural sciences, especially Geology, Biology, and Environmental Science, the social sciences, Sociology, Political Science, and Anthropology/archaeology, and even the humanities such as public history. Geospatial technologies play a role in the job expectations of a wide range of disciplines.

Fayetteville State University has also recently established the Geospatial Intelligence Certificate Program; however, due to its nature as an accredited certificate through the US Geospatial Intelligence Foundation it requires a minimum of 21 hours and a mix of geospatial technologies and intelligence courses. In addition, NorthCarolina.edu shows UNC Wilmington as having an undergraduate certificate, though, their website only shows a graduate certificate.

In discussions with national geospatial technology firms and software companies such as Esri and Hexagon Geospatial, these employers have generally agreed that a certificate shows that a student has at least a basic knowledge of geospatial technologies which can provide a basis for training for their specific corporate needs.

Overall, the certificate is meant to address the Department of Labor's *Geospatial Technology Competency Model* (<http://www.careeronestop.org/competencymodel/competency-models/geospatial-technology.aspx>). As proposed, the certificate would address Tiers 1-4 and begin to touch on specific areas in Tier 5. The proposed certificate also looks to the National Geospatial Technology Center of Excellence's model certificate document for direction (http://www.geotechcenter.org/uploads/2/4/8/8/24886299/model_certificate_and_course_descriptions_final_jan_12_2013.pdf). However, as the document was built for community colleges and for certificates including 15 or more course hours to complete, strict adherence to the model certificate recommendations is not viable for our proposed certificate. The main difference is that the internship is dropped from the core courses and certain aspects from suggested courses are already combined in our current course offerings.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: Yes

New Courses: Yes

Additional Resources: ?

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

GEOSPATIAL TECHNOLOGIES CERTIFICATE

The Geospatial Technologies Certificate provides UNCP students in good standing from all majors the opportunity to learn and apply the conceptual knowledge and technical skills needed to be proficient within a fast growing industry. The Geospatial Technologies Certificate consists of 12 hours of course work. The first

course, *Introduction to Cartography* (GGY 2500), provides a broad view of modern mapping technologies. The second course, a choice of either *Introduction to Geographic Information Science* (GGY 2700) or *Remote Sensing* (GGY 4040), focuses on industry standard practices and technologies. The next four to five hours are made up of one or more methods based classes chosen, with departmental approval, to focus on the student's interest in geospatial technologies or related fields. The last course, a capstone (GGY 4610), demonstrates the student's proficiency with geospatial technologies by developing and completing a real world project. A Geospatial Technologies Certificate will be granted after the successful completion of the program provided the student has a "C" average in the Geospatial Technologies Certificate courses.

Requirements for the Geospatial Technologies Certificate

Sem. Hrs.

GGY 2500, GGY 2700 or GGY 4040, and GGY 4610

Four to five hours of methods-based classes, with departmental approval

Total: 12

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Appendix P

14.36 Program Proposal: revise B.S. in Athletic Training to incorporate new Core departmental courses, delete eliminated courses, and maintain correct credit hours

- Add EXPH 2100 (A&P I), EXPH 2110 (A&P I Lab), EXPH 2200 (A&P II), EXPH 2210 (A&P II Lab), EXPH 3450 (Kinesiology), EXPH 3460 (Kinesiology Lab), EXPH 4100 (Biomechanics), EXPH 4110 (Biomechanics Lab) and HLTH 2100 (Nutrition) as pre-requisites for the BS Athletic Training degree
- Delete PED 3490, 3480, and 4120 as pre-requisites for the BS Athletic Training degree
- Delete PED 4110 as a major requirement for the BS Athletic Training degree
- Add EXPH 4120 (Exercise Physiology) and 4130 (Exercise Physiology Lab) as major requirements for the BS Athletic Training degree
- Delete 6 hours of University-wide electives
- Decrease the credit hours of ATHL 2040 and ATHL 2050 from 2 to 1
- Decrease the credit hours of ATH 3300 from 3 to 2
- Decrease the credit hours of ATH 3010 and ATH 4000 from 4 to 3

Rationale: The above changes are necessary because of changes in the courses offered in the HPER Department and will strengthen the foundational knowledge students gain prior to being admitted to the AT Program. The foundational knowledge has been a weakness noted by students on program evaluations and senior exit surveys for many years. The program is currently not meeting the first time pass rate on the Board of Certification exam as required by the Commission on Accreditation of Athletic Training Education and these changes are part of our action plan to improve our first time pass rate.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: Yes

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

Catalog Entry: see pp. 54-57

*Please see Appendix H for the department's course crosswalk and teach-out plan for currently enrolled students in programs covered by proposals 14.36-14.40

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Appendix Q

14.37 Program Proposal: revise Core course requirements for B.S. in Exercise and Sport Science to incorporate new courses, revise Health Promotion track and Exercise Physiology track, delete Recreation track and Sport Management track, and create new Recreation and Sport Administration track

Changes to Core

- 1) Change the prefixes for HPER 3270 and 4990 to HHP in order to reflect the department's name change.
- 2) Change the prefix for HLTH 4920 to HHP 4920 in order to offer a 3-hour departmental internship.
- 3) Change the prefixes for PED 4030 and 4150 to HHP to reflect their status as departmental core classes.
- 4) Add a new course HHP 4000, Applied Research.
- 5) Delete HPER 3270 and 4990

Changes to Health Promotion Track

- 6) Add the following courses: EXPH 2100, HLTH 2100, HLTH 3660, HLTH 3670, and HHP 4000
- 7) Remove the following courses from the major requirements: HPER 3270, HPER 4990, PED 1340, PED 2060, PED 2070, PED 3480, PED 3490, PED 4030, and PED 4150.
- 8) Revise the following courses: HPER 3270 changes to HHP 3270, HPER 4990 changes to HHP 4990, and PED 4030 changes to HHP 4030
- 9) Add prerequisites to HLTH 3650, those prerequisites being HLTH 3060, 3070, and 3080.
- 10) Add prerequisites to HLTH 4100, those prerequisites being 90 earned hours and a 2.0 GPA
- 11) Add prerequisites to HLTH 4700, those prerequisites being 90 earned hours and a 2.0 GPA
- 12) Require an academic minor or concentration unless waived by the curriculum coordinator
- 13) Add the requirement to pass the Department of Health and Human Performance's Water Survival Test (WST) or pass PED 1340

Changes to the Exercise Physiology Track

- 1) Add the following courses: EXPH 2110, EXPH 2200, EXPH 2210, EXPH 3460, EXPH 3500, EXPH 3510, EXPH 4110, EXPH 4130, and EXPH 4200,
- 2) Add the departmental elective option of HHP 4160 or HLTH 4100
- 3) Delete the following courses: PED 2000, PED 2060, PED 3400, PED 3480, PED 3490, PED 4020, PED 4110, PED 4120, and PED 4150
- 4) Revise the course numbers for the following courses: PED 3490 changes to EXPH 2100, PED 3400 changes to EXPH 3400, PED 3480 changes to EXPH 3450, PED 4100 changes to EXPH 4100, PED 4120 changes to EXPH 4120,

- 5) Remove the following courses from the major requirements: ATH 1040, HLTH 3300, HLTH 4100, HPER 3270, HPER 4990, PED 1340, PED 2060, PED 2070, PED 3400, PED 3480, PED 3490, PED 4020, PED 4030, PED 4110, PED 4120, PED 4150, and REC 4000
- 6) Delete the option to take six 1-hour coaching classes
- 7) Delete SPE 2010 as a required General Education course from the catalog (this course has not been required for years but was not deleted from the catalog)
- 8) Add the requirement to pass the Department of Health and Human Performance's Water Survival Test (WST) or pass PED 1340

Recreation and Sport Administration Track

This proposal is for the merging of two degree tracks within Exercise and Sport Science: Recreation and Sport Management. The new Recreation and Sport Administration track/degree would integrate current curriculum from both tracks and feature the addition of a new class and the requirement to obtain a minor. This would strengthen both existing programs. This includes the following graduation requirement: Pass the HHP Department's water survival test (WST) or pass PED 1340.

Rationale:

Core

The departmental name change should be reflected in the department's core courses, as listed in the above proposal. This is to eliminate the confusion that has been generated by having HPER core courses referenced with the Exercise and Sport Science Name in Braveweb. Braveweb should now reflect all Exercise and Sport Science Courses as Health and Human Performance Courses.

Health Promotion Track

Health promotion graduates are finding it increasingly difficult to be accepted for the industry credential the Certified Health Education Specialist (CHES). Letters of appeal must be filed regularly to 1) confirm that UNCP Health Promotion students do have a health education/promotion degree, 2) confirm that UNCP Health Promotion students meet the minimum requirements for credits earned in health education/promotion courses, and 3) confirm that UNCP Health Promotion students have all of the required competency training to sit for the exam.

The addition of HLTH 3660 and 3670 will add to the number of courses with HLTH prefixes as well as demonstrate specific training in the required competencies. The requirement for the academic minor or concentration provides the students with specialized training that will make them stand out from other students with health education and promotion programs.

The requirement for a department-wide water survival test is in an effort to provide an alternative to the mandatory requirement for passing PED 1340, while still ensuring that our students can demonstrate how to survive water emergencies.

Exercise Physiology Track

Exercise physiology graduates are finding it increasingly difficult to be accepted into their graduate exercise physiology programs of choice. Additionally, those desiring to earn the American College of Sports Medicine's Certified Rehabilitation Specialist credential are being denied entry to the exam due to not having the laboratory and clinical prescription coursework required.

Further, in adding the multiple layers of anatomy and physiology as well as the labs, students will be better prepared for pursuing advanced degrees in physical therapy, occupational therapy, and other more clinical fields. Making the major a stand alone major will provide graduates with the opportunity to align with the very specific discipline of exercise physiology and the related post-graduate opportunities that the discipline affords.

The requirement for a department wide water survival test is in an effort to eliminate the mandatory requirement for passing PED 1340, yet still ensuring that our students can demonstrate how to survive water emergencies.

Recreation and Sport Administration Track

Currently Recreation and Sport Management tracks have a number of overlapping courses and some courses that have been deemed outdated or not applicable. Merging the concentrations and in doing so removing some of the required courses for each track would strengthen the students' education at UNCP. Many sports management graduates have gone into sports management at the community recreation level and would benefit from a stronger focus on recreation during their undergraduate career. Similarly, the sport components of recreation are popular interests among recreation students. In addition the proposed curriculum changes, such as the addition of a research class, better prepare UNCP graduates for the future and are in keeping with current curricula at other universities. The requirement to select a minor would allow students to choose minors to help them achieve their future plans. For instance, a student who was interested in the business side of sports administration would benefit from a minor in business or marketing; whereas, a student with a community recreation focus would benefit from a minor in psychology or sociology.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

Catalog Entry: see pp. 54-57

*Please see Appendix H for the department's course crosswalk and teach-out plan for currently enrolled students in programs covered by proposals 14.36-14.40

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Appendix R

14.38 Program Proposal: revise B.S. in Health & Physical Education to incorporate new departmental Core courses

Rationale: The department has voted to remove HLTH 3300, PED 4240, and all Coaching courses due to the content being repetitive and or not relevant. In addition, in order to increase rigor and provide adequate coverage of the content PED 2000, 2040, 2060 would become 3 credit courses and renamed EXPH 3500, PED 3100, HLTH 2100, A&P II and Motor Behavior Lab will be added to the Specialty Area courses, and Statistics will be a required General Education elective.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

Catalog Entry: see pp. 54-57

*Please see Appendix H for the department’s course crosswalk and teach-out plan for currently enrolled students in programs covered by proposals 14.36-14.40

BACHELOR OF SCIENCE IN HEALTH/PHYSICAL EDUCATION (K-12)

Coordinator: Denny Scruton

Upon successful completion of the program of study in Health/Physical Education and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education (*should take PED 1010 and 1380 in Gen. Ed.)	45
Essential Standards EXPH 2100, 2200, 3450, 3500, 3510, and 4120 HHP 4150 (WE) HLTH 1060, 2100, 3650, 3770 (WE), 4100 (WD), and 4700 PED 1010 (Counts in General Education), 1380 (Counts in General Education), 2070, 3100, and 3120	42
Professional Studies Core EDN 2100, 3130, 3150, SED 3310	12
Content Pedagogy PED 3000, 3020, 3170, 3175, 4040, 4060 EDN 4490	20

General Electives	1
	Total: 120

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Appendix S

14.39 Program Proposal: Create a new minor in Sport Leadership, requiring HHP 4150, 4160, and 4920; HLTH 4700; RSA 3320; and one from: EXPH 4200, HLTH 3660, or RSA 4750

Rationale: The Minors in Athletic Coaching and Physical Education are under performing and becoming obsolete. The Minor in Sport Leadership will provide students with a broad spectrum of HHP courses while emphasizing the strengths of the former Minors in Athletic Coaching and Physical Education.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Catalog Entry: see pp. 53-57

*Please see Appendix H for the department's course crosswalk and teach-out plan for currently enrolled students in programs covered by proposals 14.36-14.40

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Appendix T

14.40 Program Proposal: delete Professional Concentration in Human Performance and Minors in Athletic Coaching and Physical Education

Rationale: The Concentration in Human Performance was meant to be a general concentration that incorporated all areas of HHP, but the HHP faculty felt it was far too general. As well, the Minors in Athletic Coaching and Physical Education are under performing and becoming obsolete. However, the department felt the concentration was far too general and that a minor focused on leadership in sports and athletics would be more beneficial to our students. The HHP faculty determined that a Minor in Sport Leadership would meet the expectations for the deleted Concentration in Human Performance and Minors in Athletic Coaching and Physical Education.

Dept vote: 8 for; 0 against; 0 abstain
 Affect others: Yes
 New Courses: No
 Additional Resources: No
 Affects Degree Pathway: No
 Affects CAA Degree Plan: No

*Please see Appendix H for the department's course crosswalk and teach-out plan for currently enrolled students in programs covered by proposals 14.36-14.40

Catalog Entry:

~~HEALTH, PHYSICAL EDUCATION, AND RECREATION~~ Health and Human
 Performance
 Interim Chair: ~~Tommy Thompson~~ Bryan Winters

BACHELOR OF SCIENCE IN EXERCISE AND SPORT SCIENCE

Requirements for a Bachelor of Science Degree in Exercise and Sport Science	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Core Courses: HLTH 1060, 3770; HPER 3270; PED 1340, 2060, 2070, 3480, 3490, 4030, 4150 HHP 3270, 4000, 4030, 4990	2013
*Track Option (see listings below)	
*Electives	
	Total: 120

***B.S. in Exercise and Sport Science Track Option Course Requirements**

Track	Sem. Hrs.
Health Promotion Track	

<p>EXPH 2100 HLTH 1060, 2000, 2100, 3060, 3070, 3080, 3300, 3650, 3660, 3670, 3770, 4100, 4700 HPER 4999 Minor or Concentration chosen from the following list: African American Studies, American Indian Studies, American Studies, Exercise and Sport Science, Economics, Entrepreneurship, Gender Studies, Information Technology, International Sociology, Journalism, Legal Studies, Management, Marketing, Medical Sociology, Personnel and Organizational Leadership, Psychology, Public Policy and Administration, Social Welfare, Sociology, Spanish, Substance Abuse, Sustainable Agriculture, World Studies</p> <p>Electives All EXSS majors must pass the HHP Department's Water Survival Test (WST) as a requirement of graduation</p>	<p>2740 3 18-21 4-7 1-4</p>
Track	Sem. Hrs.
<p>Exercise Physiology Track ATH 1040 HLTH 3300, 4100 PED 3400, 4020, 4110, 4120, 4240, six Coaching courses REC 4000 EXPH 2100, 2110, 2200, 2210, 2400, 3450, 3460, 3500, 3510, 4100, 4110, 4120, 4130, 4200 HLTH 1060, 2100, 3770 RSM 4000 Departmental Elective: Pick one from HHP 4160 or HLTH 4100 Track Total Electives All EXSS majors must pass the HHP Department's Water Survival Test (WST) as a requirement of graduation</p>	<p>33 43 19 22</p>
Track	Sem. Hrs.
<p>Recreation and Sport Administration Track Track-Specific General Education requirements: ECN 1000, PSY 1010, SOC 1020, MAT 1070, MAT 2100 Track Requirements: PED 3040; EXPH 2100, 3400; RSM 2000, 2010, 3320, 4000, 4160, 4250, 4400; HHP 4150; HLTH 2100, 3770 Minor chosen from the following list: Business, Economics, Marketing, Psychology, Sociology, or advisor-approval</p>	<p>(15) 39 18-21 5</p>

Electives All EXSS majors must pass the HHP Department's Water Survival Test (WST) as a requirement of graduation	
Track	Sem. Hrs.
Recreation Track PED 1380, 2040, 4750 HPER 4999 MAT 2100 REC 2300, 3000, 3320, 4000, 4160, 4250, 4400 Track Total Electives	 33 22
Track	Sem. Hrs.
Sport Management Track ATH 4050 HLTH 2000, 4100, 4700 HPER 4999 PED 3120, 3400, 4750 REC 3320, 4400 Track Total Electives	 33 22

Bachelor of Science in Health & Physical Education (K-12)

Course Requirements

Sem. Hrs.

Freshman Seminar and General Education

(should take PED 1380 for Gen. Ed.)

45(44)*

Content Courses

PED 1010, 1380 (also meets Gen Ed. Req.)*, 2000, ~~2040, 2060,~~
2070, 3100, 3120, 3480, 3490, 4120, 4150, ~~4240; 2-1-hour~~
~~coaching course(s),~~

EXPH 3500, 3510, 2200

HLTH 1060, 2100 ~~3300~~, 3650, 3770, 4100, 4700

~~40~~ 44

Professional Studies Core

EDN 2100, 3130, 3150, SED 3310

12

Content Pedagogy

PED 3000, 3170, 3175, 3020, 4040, 4060; EDN 4490

20

General Electives

3

Total:

~~120~~ 121

BACHELOR OF SCIENCE IN ATHLETIC TRAINING

Requirements for a Bachelor of Science Degree in Athletic Training

Sem. Hrs.

Freshman Seminar

1

General Education Requirements (*see specific Gen. Ed. Requirements*)

44

Specific General Education Requirements:

BIO 1000 or 1030; ENG 1050 and 1060; MAT 1070 and 2100

Department Required Courses:

ATH 1040, 2000, 2010, 2040, 2050, 2900, 3000, ~~3010~~, 3040, 3050,
3200, ~~3300~~, **3310**, ~~4000~~, 4050, 4100, **4110**, 4200, **4220**, 4970,
4980

ATHL ~~2040~~, **2045**, ~~2050~~, **2055**, 3040, 3050

HLTH 1060, HLTH 2100

~~**PED 2060, 3480, 3490, 4110, 4120**~~

EXPH 2100, 2110, 2200, 2210, 3450, 3460, 4100, 4110, 4120,
4130 ~~70-75~~

~~Electives~~ ~~6~~

Total:

120

Bold courses are pre-requisites that must be completed or in progress with a C or higher prior to the student applying for admission to the AT Program

PROFESSIONAL CONCENTRATION IN HUMAN PERFORMANCE

Requirements for a Professional Concentration in Exercise and Sport Science	Sem. Hrs.
Required: At least 18 hours of any combination of ATH, HLTH, PED, and/or REC prefixed courses that do not duplicate any present PE K-12 Licensure requirement.	-
-	Total: 18

MINORS

Requirements for a Minor in Physical Education	Sem. Hrs.
ATH 1040,1090; HLTH 1060; PED 1340; 2070; 2300; 3120; 3190; 3320; 4150; two (2) 1-hr. coaching courses	-
-	Total: 20

Requirements for a Minor in Recreation	Sem. Hrs.
REC RSA 3000, 3320, 4000, 4160, 4250, and 4400	
	Total: 18

Requirements for a Minor in Health Promotion	Sem. Hrs.
HLTH 2000, 3300, 3650, 4100, and 4700; and either one from: HLTH 3060, 3070, 3080, 3660, 3670, or 3770	
	Total: 18

Requirements for a Minor in Athletic Coaching Requirements for a Minor in Sport Leadership	Sem. Hrs.
ATH 1040; HLTH 1060; REC 2300; PED 3260; 3400; 3480 or 3490; 4120; 4150; and four (4) 1-hr. coaching courses HHP 4150, 4160, and 4920; HLTH 4700; RSA 3320; and one from: EXPH 4200, HLTH 3660, or RSA 4750	
	Total: 22 18

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Appendix U

7.1 Program Proposal: The History Department wishes to add courses to our program options in the DARS system. These courses are additions to the B.A. in History, have been taught for some time, and should be coded as sufficient for program requirements. The courses—HST 3040, 3260, 4120, 4230, and 4650—are already in the catalog. The History Department wishes to remove from the DARS system HST 3940 and 4100, courses which have not been taught in some years and have no likelihood of being taught in the foreseeable future.

Rationale: Because some courses do not exist as options, the inclusion of them in a DARS audit can be misleading. By removing them, students will have a better grasp of the proper path to degree. Other courses are being regularly taught and need to be added and properly listed in a DARS so that students and advisors can understand the path to graduation.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Course List for DARS:

American: SELECT FROM: HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260 (OR AIS 3260), HST 3410 (OR ECN 3410), HST 3610, 3620, 3800, 3820, 3940, 4040, 4050, 4060, 4070, 4100, 4120, 4130, 4230, 4250, 4360, 4650

European: SELECT FROM: HST 3210, 3230, 3270, 3290, 3320, 3370, 4120, 4170, 4210, 4220, 4270, 4300, 4320, 4330, 4410, 4420, 4430

Non-Western: SELECT FROM: HST 3028, 3029, 3440, 3450, 3720, 3730, 3740, 3750, 3840, 3850, 3860, 3870, 4450, 4460

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Appendix V

7.2 Program Proposal: The current requirements for a Bachelor of Arts Degree in History- Social Studies Education are 128 total course work hours. The proposal of the History Department is to reduce two elective hours (5 are currently required). This will change the degree requirements to 126 hours.

The History Department wishes to add courses to the DARS system. These courses are additions to the BA in History: Social Studies Education, have been taught for some time and should be coded as sufficient for program requirements. The courses are already in the catalog. In addition, the History Department would like to remove from the DARS system a course which has not been taught in some years and has no likelihood of being taught in the foreseeable future. Finally, where the DARS audit reads “3720 to 3750” and “3840 to 3870,” specific course numbers have been inserted for ease of audit review.

Rationale: History Department Social Studies Education majors struggle to complete the required 128 hours in four years. Reducing the total course hours from 128 to 126 will effectively mean one less course and make completion in four years more likely. This will also bring Social Studies Education in line with similar programs (English Education, 124 hours; and Math Education 9-12 127 hours). Reduction of two semester hours will not adversely alter the preparation of our teachers or otherwise inhibit their ability to become highly qualified teachers.

Because some courses do not exist as options, the inclusion of them in a DARS audit can be misleading. By removing them, students will have a better grasp of the proper path to degree. Other courses are being regularly taught and need to be added and properly listed in a DARS so that students and advisors can understand the path to graduation.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Course List for DARS

American: SELECT FROM: HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260 (OR AIS 3260), HST 3410 (OR ECN 3410), HST 3610, 3620, 3800, 3820, ~~3940~~, 4040, 4050, 4060, 4070, ~~4100~~, 4120, 4130, 4230, 4250, 4360, 4650

European: SELECT FROM: HST 3210, 3230, 3270, 3290, 3320, 3370, 4120, 4170, 4210, 4220, 4270, 4300, 4320, 4330, 4410, 4420, 4430

Non-Western: SELECT FROM: HST 3028, 3029, 3440, 3450, 3720, 3730, 3740, 3750, 3840, 3850, 3860, 3870, 4450, 4460

Catalog Entry:

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12, 6-9)

Coordinator: ~~Jeffrey K. Lucas~~ Serina Cinnamon

Upon successful completion of the program of study in Social Studies Education and related requirements, graduates are eligible for a Standard Professional license to teach secondary or middle grades social studies in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	45 (27)*
Essential Standards (*18 semester hours of Social Sciences and History may also count toward General Ed) Basic History HST 1010, 1020, 1140, 1150 Seminar in History HST 3000 Advanced History (all must be at the 3000 or 4000 level) HST 3170; HSTS 4xxx or HST 4510; United States & Canadian History - 6 hours; Asian, African & Latin American History - 6 hours; European History - 6 hours Social Sciences ECN 1000; SOC 1050; SOC 2090 or PSY 1010; GGY 1010, 1020, or 2000; PLS 1010 Social Science Guided Electives - 6 hours	60
Professional Studies Core EDN 2100, 3130, 3140, SED 3310	12
Content Pedagogy SSE 3000, 3650, 4000, 4480, 4490; CSC 4050	24
General Electives	5 3
	Total: 128 126

NOTE: Students who desire teacher licensure in Social Studies Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

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Appendix W

8.1 Program Proposal: The current requirement for the Bachelor of Arts Degree in History—Social Studies Education is 126 hours. The History Department wishes to remove the course CSC 4050 from the degree requirement. It is currently listed within a series of courses labeled “Content Pedagogy.” The degree will now require 123 hours.

The course description is as follows: CSC 4050. Current Topics in Computers in Education (3 credits) The application of computer software in the classroom, including integration of software with lesson plans. Additional topics include matching software to the most appropriate hardware. This course is designed as a pre-service course for teachers and may not be used as an advanced MAT or CSC requirement. It is not to be counted toward the Mathematics Concentration at the Graduate level. PREREQ: Permission of instructor

Rationale: The CSC 4050 course is only scheduled to be offered once per year. For the coming academic year it will only be offered in the Spring, 2017 academic semester. This will require Social Studies Education majors to postpone their Spring 2017 classroom teaching internships and graduate a semester later than planned.

Furthermore, the primary skills developed in CSC 4050 are already being developed in a series of required courses including **SSE 3000 and SSE 3650**. The course descriptions read as follows:

SSE 3000: Introduction to Teaching Social Studies (3 credits): A survey of past and present trends in social studies education; an introduction to the social studies curriculum and **instructional technology, including current computer applications**; and a minimum of 25 hours of early field experiences for prospective social studies teachers. PREREQ: EDN 2100 and 15 semester hours in history and social sciences with a minimum QPA of 2.5. Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.

SSE 3650: Content and Techniques of Social Studies (3 credits) A comprehensive study of the nature, scope, objectives, source materials, and methodologies of the social sciences that comprise social studies education (anthropology, economics, geography, history, political science, and sociology). **The student is required to review representative print, audio, and software curriculum materials and integrate the concepts, sources, methods, and technologies** appropriate for the 6-9 or 9-12 social studies curriculum. PREREQ: EDN 2100 , fifteen semester hours in history and social sciences with a minimum QPA of 2.5, and formal admission to the Teacher Education Program or permission of the instructor. Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.

The skills are already being developed and assessed and the burden of completing an extra course is only adding time and expense to the degree process.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: Yes—chair of Department of Mathematics and Computer Science has approved plan

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Catalog Entry:

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12, 6-9)

Coordinator: Serina Cinnamon

Upon successful completion of the program of study in Social Studies Education and related requirements, graduates are eligible for a Standard Professional license to teach secondary or middle grades social studies in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	45 (27)*
Essential Standards (*18 semester hours of Social Sciences and History may also count toward General Ed) Basic History HST 1010, 1020, 1140, 1150 Seminar in History HST 3000 Advanced History (all must be at the 3000 or 4000 level) HST 3170; HSTS 4xxx or HST 4510; United States & Canadian History - 6 hours; Asian, African & Latin American History – 6 hours; European History – 6 hours Social Sciences ECN 1000; SOC 1050; SOC 2090 or PSY 1010; GGY 1010, 1020, or 2000; PLS 1010 Social Science Guided Electives – 6 hours	60
Professional Studies Core EDN 2100, 3130, 3140; SED 3310	12
Content Pedagogy SSE 3000, 3650, 4000, 4480, 4490; CSC 4050	24-21
General Electives	3
	Total: 126 123

NOTE: Students who desire teacher licensure in Social Studies Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

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Appendix X

4.1 Program Proposal: The Department of Music proposes replacing one semester of MUS 3351 (Accompanying) with one semester of MUSP 1171 (Private Improvisation) for students earning the Bachelor of Music Education, Keyboard Emphasis degree.

Rationale: In the past, music education piano majors have used one of the three required semesters of MUS 3351 to work on basic improvisation skills. We feel that it makes sense that the course title for that one semester reflects what students actually work on. It also helps meet the improvisation standard set by the National Association of Schools of Music, our accrediting organization.

Dept vote: 11 for; 1 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Catalog Entry:

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: José Rivera

Upon successful completion of the program of study in Music Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements

Freshman Seminar and General Education

Sem. Hrs.

45(39)*

Content Courses—Select one Emphasis (*6 semester hours may count toward General Ed)

63

Vocal Emphasis:

7 hours of a Major Ensemble (at least 4 hours of MUS 1001 and up to 3 hours of MUS 1381)

MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021,
MUS 2810 or MUSP 1021

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150

MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
2930², 3290, 3301, 3340, 3970, 4040

Instrumental Emphasis

MUS 1001; 7 hours of MUS 1161 or 1411

MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021,
MUS 2810 or MUSP 1021

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
2930², 3290, 3301, 3340, 3970, 4040

Keyboard Emphasis (Vocal Orientation):

4 hours of a Major Ensemble (at least 2 hours of MUS 1001 and
up to 2 hours of MUS 1381)

3 2 hours of MUS 3351, 1 hour of MUSP 1171

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
2930², 3290, 3301, 3340, 3970, 4040, 4250

Keyboard Emphasis (Instrumental Orientation):

MUS 1001; 4 hours of MUS 1161 or 1411

3 2 hours of MUS 3351, 1 hour of MUSP 1171

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
2930², 3290, 3301, 3340, 3970, 4040, 4250

All students: Applied Music (MUSP) 14 hours

Professional Studies Core

EDN 2100, 3150, SED 3310

9

Content Pedagogy

MUS 4000, 4490, 4750

MUS 4050 (Vocal Emphasis and Keyboard Emphasis [Vocal
Orientation])

MUS 4200 (Instrumental Emphasis and Keyboard Emphasis
[Instrumental Orientation])

17

Total: 128

¹MUS 2940 fulfills the Fine Arts requirement in General Education.

²MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General
Education.

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Appendix Y

10.2 Program Proposal: replace NUR 2000 with NUR 2020 in requirements for Pre-Licensure BSN and RN-BSN Completion

Rationale: NUR 2020 addresses skills we have deemed more crucial for new nursing students. It is important that nursing students are able to validate observations and assumptions; thus, the need to develop skills in questioning and writing that encourages deeper understanding and distinguishes relevant from irrelevant information is required for effective reasoning. Have found that students need to have a clear understanding of the concept of critical inquiry from a nursing perspective prior to entering the nursing program so that faculty can build on this throughout the nursing curriculum. NUR 2000 focuses on the integration of computer and information science to support the practice of healthcare professionals. The majority of this course content is integrated throughout the nursing curriculum; thus, is not needed as pre-requisite.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

Catalog Entry:

PRE-LICENSURE BSN OPTION DESCRIPTION

Requirements for Pre-licensure BSN Option		Sem. Hrs.
General Education and Support Courses		62
Composition: ENG 1050, 1060	6	
Arts and Humanities: restricted selection*, PHI 1000, 1010, or 2040 required	12	
General Education Electives:	3	
Social Sciences: PSY 1010, SOC 1020, restricted selection*	9	
Natural Sciences/Math: CHM 1100, 1110, 1300, 1310; MAT 1050 or higher	11	
Physical Education: restricted selection*	2	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Biology: BIO 1000	3	
Statistics: PSY 2080, SOC 3600, or MAT 2100	3	
Critical Thinking in the Nursing Discipline: NUR 2020 Health Technology and Informatics: NUR 2000	1	
Required Nursing Courses		62
NUR 3010, 3030, 3040, 3050, 3100, 3150, 3200, 3250, 3450, 3500, 4000, 4120, 4150, 4350, 4450, 4510		

		Total: 124
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RN-BSN COMPLETION OPTION DESCRIPTION

Requirements for a Bachelor of Science in Nursing (BSN) Degree for RNs (RN-BSN Completion Option)		Sem. Hrs.
General Education and Support Courses		58
Composition: ENG 1050, 1060	6	
Arts and Humanities: restricted selection*, PHI 1000, 1010, or 2040 required	12	
General Education Program Elective, restricted selection*	3	
Social Sciences: PSY 1010, SOC 1020, restricted selection*	9	
Natural Sciences/Math: CHM 1100, 1110, 1300, 1310; MAT 1050 or higher	11	
Physical Education: restricted selection*	1	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Statistics: MAT 2100, PSY 2080, or SOC 3600	3	
Critical Thinking in the Nursing Discipline: NUR 2020 Health Technology and Informatics: NUR 2000	1	
Validation of Previous Nursing Experience		30
Required Nursing Courses NUR 3000, 3100, 3200, 3250, 3300, 4000, 4120, 4350, 4550		31
General Electives		5
		Total: 124

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Appendix Z

Proposal delist ART 2560: Web Design and HON 2510: Horizons in Math & Computer Science as General Education courses and to designate HON 2520: Mathematical Concepts & Applications as a General Education course (Academic Affairs Committee, 8-0-0)

1. Delisting ART 2560: Dr. Mann indicated that ART 2560 is not being taught and was removed from the catalog. The subcommittee additionally discovered that the course deletion was approved in May 2014 by Curriculum Subcommittee and Academic Affairs Committee. GES, 5-0-0.
2. Delisting HON 2510: Dr. Decker provided information related to a curriculum committee decision concerning a previous wording change to the description of HON 2510. No questions were asked. GES, 5-0-0.
3. Designation of HON 2520: Dr. Decker introduced HON 2520 and discussed the approach to preparing the description for that course. Dr. Decker indicated that the proposed description language is consistent with other General Education offerings for Honors students. A friendly amendment (5-0-0) was made to the first sentence of the course description in order to make it a complete sentence: "Current approaches to mathematical concepts and applications will be examined." GES, 5-0-0.

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Appendix AA

Proposal from the QEP Committee to designate as Writing Enriched CRJ 4520/SOC4520: Women and Crime, GGY 4100: Land Use Planning, HON 2010: The Humanistic Tradition II: From Baroque to the Present, and HST 4420: History of Tudor and Stuart Britain (Academic Affairs Committee, 8-0-0)

The Writing Intensive Program is an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The program consists of Writing Enriched courses and Writing in the Discipline courses. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. It includes extensive and intensive instruction in writing. Writing in the Discipline courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course.

The courses listed below are approved to be offered as Writing Enriched or Writing in the Discipline courses. When these courses appear with the designation WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they can be taken to satisfy the writing intensive graduation requirement. The completion of ENG 1050 is a prerequisite for all Writing Enriched or Writing in the Discipline courses.

Courses to Add to List

CRJ 4520/ SOC4520	Women and Crime—Writing Enriched
GGY 4100	Land Use Planning—Writing Enriched
HON 2010	The Humanistic Tradition II: From Baroque to the Present—Writing Enriched
HST 4420	History of Tudor and Stuart Britain—Writing Enriched

Proposal Summaries

CRJ 4520/SOC 4520 Women and Crime

This course is a study of the nature and extent of women's crime, theories of female criminality, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies.

Discussion Day Questions will be the type of informal writing assigned. There will be ten occasions throughout the semester where students will be required to complete a reading assignment and answer several discussion questions based upon the

reading. Each one will be 400-500 words in length (Approximately 1-2 pages). The estimated number of pages of informal writing assigned in the course is twenty. The learning outcomes expected from the required informal writing are that students will exhibit confidence in their emerging writing skills and cognitive abilities needed to communicate in the disciplines and use appropriate syntax, grammar, punctuation, and spelling.

For formal writing, each student will be required to write a 8-10 page paper on a topic that relates to Women & Crime. In addition to the paper, each student will be required to give an individual presentation to the class at the end of the semester. The estimated number of pages of formal writing assigned in course is 10-12. The learning outcomes expected from the required formal writing are that students will be able to engage in formal writing assignments that require utilization of all stages of the writing process, develop content in which the central idea/purpose is clearly stated, understand a writing assignment as a series of tasks, involving finding, and choose and use a relevant pre-writing strategy that will help them to prepare for the assignment.

The percentage of the course grade determined by the informal writing assignments is 20% and the percentage determined by the formal writing assignments is 30%. Students will receive help from the instructor as they draft, revise, and edit their polished written work. They will be able to engage in revision, proofreading, and teacher and/or peer conferences during any or all stages of the writing process.

GGY 4100 Land Use Planning

This course is a study of the diverse factors affecting human use of the physical environment. The roles of topography, soils, groundwater, wastewater, stream flow, wetlands, and landscape ecology in environmental land use planning will be considered in detail.

In-class writing summaries, field/lab notes, ungraded drafts for critique writing assignments and the final project paper are the types of informal writing assigned. The estimated number of pages of informal writing in course is 15-20. The learning outcomes expected from the required informal writing is that the student will recognize the standard parts of land use planning documents and characterize key concepts in land use planning. The types of formal writing required in the course are short critiques of existing Land Use Plans and a final project paper. The estimated number of pages of formal writing in course is 20-30. The learning outcomes expected from the required formal writing are to critique existing land use planning documents, analyze existing land use and land cover in conjunction with community/project expectations to determine planning options, apply theoretical knowledge through the implementation of a real-world example, and recognize the role of policy, community, and the environment in Land Use Planning. The percentage of the course grade that is determined by the informal writing

assignments is 15%, and the percentage determined by the formal writing assignments is 50%

Students receive instruction on discipline-specific writing practices through course content which will center around existing planning documents, allowing students to see how these documents are written and gain experience in writing portions of a planning document (per person) and collating the material into a single document (the class project). Students will receive help as they draft, revise, and edit their polished written work from instructor feedback and assistance from the Writing Center.

HON 2010 The Humanistic Tradition II: From Baroque to the Present

This course is an interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, film, and philosophy. It focuses on significant cultural legacies from the last 500 years..

Reading response papers and ungraded drafts of the term paper will be the types of informal writing assigned. Approximately 30 pages of informal writing will be assigned. The learning outcomes for informal writing include engaging students with reading and preparing students for class discussion and for more formal writing.

A term paper will be the type of formal writing assigned. The estimated number of pages for the term paper is ten. The learning outcomes expected from the required formal writing are to engage students deeply with a topic, using research, and developing analysis to put forward an argument. Forty percent of the course grade will be determined by the informal writing assignments, and forty percent will be determined by the formal writing assignments. Students will learn the types of writing valued in the Humanities during the drafting stage of the final paper. Peer and instructor feedback will be included in the class. Multiple drafts, peer workshops, instructor comments, and required conferences will be used to enable students to receive help as they draft, revise, and edit their polished written work.

HST 4420 History of Tudor and Stuart Britain

This course will examine a number of historical facets related to the development of Britain from the Battle of Bosworth (1485) until the death of Queen Anne (1714). It will examine a variety of texts on political history, fiction, gender and dynastic history, history “from the ground up,” and primary texts. With these texts, this course will explore political/constitutional developments, cultural mores, gender studies, and the dynastic evolution of the British monarch..

Ten one-page quizzes will constitute the informal writing assigned. They will comprise one fifth of the total grade for the course. The learning outcome expected

from the required informal writing is that students will learn to answer a question succinctly, on one double-spaced page, by providing evidence to support their assertions..

Two essay exams, a scholarly book review, and a ten page film review will constitute the formal writing assigned. The estimated number of pages of formal writing assigned is thirty-five. The learning outcome expected from the required formal writing is that students will learn to write a nine-hundred 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.

The percentage of the course grade determined by the informal writing assignments is one fifth, and the percentage for the formal writing assignments is three fifths. Students receive instruction on discipline-specific writing practices as part of the course from a plethora of writing aids for all aspects of the writing assignments. Significant amounts of class time will be devoted to discussing the written instructions and writing aids with students so they are clear on the instructor's expectations. The instructions for the writing assignments also function as a rubric, and, while the instructor offers copious amounts of written comments on first drafts, the instructor also expects students to evaluate their own work using the rubrics.

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Appendix AB

UNC Faculty Assembly Report

By David Green of N.C. Central University, Secretary to the Assembly

UNC Faculty Assembly Meeting: Friday, 8 April 2016
Spangler Building, General Administration, Chapel Hill, NC
Theme: “The Public Purposes of Public Higher Education”

Steve Leonard (Faculty Assembly Chair) welcomed the group noted that Ms. Spellings was at UNC-P for Chancellor Installation and would not be at today's meeting.

Drew Moretz (UNC Vice President, Government Relations) provided an update on activities of the N.C. Legislature, whose short session (budget tweaking) begins on 25 April. Possible topics include state-employee salaries, delaying NC-GAP implementation, UNC-system self-liquidating projects (e.g., pay parking decks), tuition, capital improvement reform, retention, rather than consolidation, of distributed information technology units, government data analytics center reform, faculty workload, sexual assault, the elimination of caps on private fundraising for UNC projects, continuation of budgetary carry-forward policies, elimination of the 2% pre-pay planning costs for capital improvements (a \$100m bldg. project currently requires the first \$2m, for planning, to be raised from existing university funds), and corrections to funding for the state pension plan. Moving forward with the bond funds (approved by 66% of state voters on 3-15-2016) is good news, and increased tax revenues (over \$200m more than anticipated) is also good news.

Kate Henz (UNC Associate Vice President, Policy, Planning and Analysis) reported on NC-GAP, which was recently summarized in earlier FA notes. The graduation rate from UNC constituents is already 17% of the national average. A scientific approach to studying the impacts of NC-GAP implementation is nearly impossible, given the many, many variables, the time frame, and ethical considerations. Nonetheless, detailed study of existing data suggest that full implementation of NC-GAP will not achieve an increase in graduation rates (the purported goal of the legislation). The challenges of “choosing” students who will be required to first succeed at community colleges remain. Initial planning suggests an UNC-wide categorization as those students who earned a high-school GPA of 2.5 to 2.7, and using this number would disparately affected enrollment at minority serving institutions, e.g., UNCG and many others. If the legislated 2.5% should be applied, it will have institution specific numerical impacts, for example, 250 students “admitted” to NCSU would instead be sent to community colleges. The UNC General Administration has requested a delay of implementation of NC-GAP to further study the impacts. The detailed report is available to those interested.

Officer elections, Secretary: David Green, NCCU, elected

Gene Nichol, UNCCH Law, launched a discussion of “The Public Purposes of Public Higher Education.” He relayed his experiences during the Board of Governors’ unilateral actions to terminate the NC Poverty Center, where he conducted a significant part of his professional activity. He argued that even though private universities are very prominent in contributors to society, our public universities can and should be the leaders of democratic thought and action. Public universities expand access to all citizens, regardless of their ability to pay great amounts of tuition. Professor Nichol was the first in his family history to attend college, and has served at the highest levels in academe. Access and equal opportunities are central and perhaps perfect tenets of public universities. His inspirational comments on the special place of the UNC system in the progress of our state and its citizens challenged faculty to rise to the challenges posed by today’s political and economic realities. The UNC system rose from the bottom in terms of opportunity to the top, based on decades and decades and decades of investment . . . these accomplishments risk being dismantled much more quickly than it took to build our prominence. Finding leadership that unflinchingly does the right thing, even when doing so is unpopular, is key to protecting UNC.

Junius Gonzales (UNC Senior Vice President for Academic Affairs) provided an Academic Affairs update. Dr. Gonzales unveiled a new organizational charts showing the seven divisions at General Administration (GA), each led by a Vice President: i) Academic Affairs, ii) External Affairs, iii) Finance & Budget, iv) Governance, Legal, Risk, & General Counsel, v) Chief Operating Officer, vi) Strategy & Policy and vii) Technology-Based Learning & Innovation. The reorganization is believed to be more efficient (e.g., enrollment management is no longer a GA-supervised category) and focused on the primary issues. Access, affordability, student success (esp. faculty roles), economic impact and diverse, excellent institutions are central themes for GA. The new Faculty Fellows program at GA has identified four Fellows to start this summer, including work on diversity, faculty issues, and on-line planning.

Election consultations: Caucuses

- 5 delegate caucus: Tim Ives, UNCCH
- 4 delegate caucus: Candace Thompson, UNCW
- 3 delegate caucus: Shirley Chao, FSU
- 2 delegate caucus: Rebecca Seaman, ECSU

Full Body Election:

At-large Executive Committee elections: Spoma Jovanovic, UNCG, and Ashton Powell, NCSSM

Consideration of Resolutions

A brief overview of these Resolutions follows:

- 2016-1 addresses the potentially deleterious effects on the University's mission caused by HB2, passed with 1 no vote
- 2016-2 commends the work and findings of the General Education Council, passed unanimously
- 2016-3 recommends the analysis and findings of the NCGAP report, and encourages further study of effective admissions and student success practices, passed unanimously
- 2016-4 endorses the Staff Assembly Salary letter of 11 January 2016, and the continuing efforts to assess the competitive standing of UNC faculty salaries, passed unanimously

Steve Leonard (Faculty Assembly Chair) gave a report describing his work as FA Chair over the past two years. A standing ovation followed, and his close colleagues did a bit of roasting of Steve in closing the meeting. Memorial gifts (gavel and plaque) were presented. His written report to be attached

Committee reports: No oral reports, but following are written reports

FA Governance Committee Report (Respectfully submitted, Gabriel Lugo)

Members present: Beccie Seaman, Andrew Koch, John Neufeld, Jim Porto, Ludovic Kovalik, Janios Holloway, Miguel Pando, Damon Sink, John Stiller, David McCord, Sean Sullivan.

1. Chair reported there was concern in one campus about administration conflating Enrollment Growth Budget with Maintenance. The recommendation from the chair is to make sure that at all campuses, faculty are engaged in the various Budget Committees, as this is a campus matter.
2. In regards to the Boston Consulting Group, it was reported that as President Leonard had previously indicated, the consulting firm was directed solely toward operations of General Administration. It was noted that the office of online programs did not appear to have moved under Academic Affairs as shown in the organizational chart presented by Junius Gonzales.
3. There was a request to once again look at the FA Committee structure and consider if any changes needed to be made to improve effectiveness. Chair indicated that this was always a topic of discussion at the FAEC retreat.
4. The role of the FA was discussed again. Should the FA strive to be included in the Code?
5. There was discussion about drafting a white paper on best practices on Share Governance, especially considering the problems at ECSU. This topic was put in the back burner as a result of other major matters of concern coming from BOG and the Legislature.
6. For lack of time, there was limited discussion on the topic of insufficient faculty representation in chancellor search committees – as was the case in the ECU search.

Academics Committee (Shirley Chao, Fayetteville State University)

MEMBERS IN ATTENDANCE:

Till Dohse (UNCA), Philip Rash (NCSSM), Crystal Chambers (ECU), Charlotte Boettiger (UNC-CH), Scott Bradshaw (ECSU), Anne Wallace (UNCG), Ralph Barrett (NCCU), Roy Borden (NCSU), Elizabeth Klaimon (UNCSA), Bill Yang (WCU), Jeanne Pursuit (UNCW), Jeannette Moore (NCSU), Chet Dilday (FSU), Lisa Walker (UNCC), Brian Butler (UNCA), Shirley Chao (FSU)

Discussion topics included the following:

Student Success Symposium highlights summarized by Chet Dilday. Panels discussed innovations on campuses. Andrew Kelly, keynote speaker and scholar from the American Enterprise Institute gave a great presentation on data driven research that should be important on key priorities. Engaging students was critical and most important for student success, particularly professor/student engagement.

Defining student success by various entities should be communicated before any strategies developed and implemented. Many definitions were discussed from the business standpoint ie teamwork, critical thinking, communication skills, innovation. Faculty should clearly state what is considered "success." Specific Skills sets for the major are important as well as "soft skills" as stated by engineering faculty.

Student contributions to the following should be collected/assessed:

Community

Scholarly activity

Tax base

Alumni survey of contributions

Strategic planning should be data driven. Example: UNCW Chancellor- listed behaviors that were important to assess:

Alumni relations- giving

Advising- surveys/interventions

Effectiveness of first year seminar

Documenting unsuccessful behaviors

Connect databases – Starfish software discussed

Career placement- postgraduate survey

Number of recruitment activities

Action plan for Faculty Assembly delegates-

Survey campus on:

How student success is defined on campus

What metrics should be used to assess success

What committees exist or should be developed to address student success

What evidence should be used? E-portfolio, counseling resources

Faculty Committee:

Members of GA's Budget Office told us about faculty salaries, sharing some of the information requests that GA has received from the Board of Governors, for example, seeking details of peer groups for salary determinations, i.e., whether or not a salary request meets market demand. He mentioned CUPA, IPEDS, AAUP, and Delaware data as being important sources of comparative salary information. Discussion of how merit increases are determined took place, with concerns about a dean or a provost over-riding a department head's recommendations, based on a departmental committee report. Since the allocation of increases is not a simple matter of policy or law, the only option for dispute resolution is via "conversations" moving up the administrative line as far as a faculty member wants to take it. Generally, the supervisory person closest to the party being evaluated has the greatest credence in determining merit increases. The combination of annual merit pay varying from year to year and faculty accomplishment varying from year to year increases the risk of long-term unfair disparities in pay . . . perhaps a different formula for pay increase would be fairer. Challenges of tracking tenure-track vs. non-tenure-track faculty salaries continues to vex GA's efforts to analyze salaries; often (at GA), this discrimination is based on duration of faculty contract. A more transparent evaluation mechanism, accessible to tenure-track and non-tenure track faculty members, is needed. Access to affordable long-term care is an unmet need of UNC employees.

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Appendix AC

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Appendix AD

UNCP Graduate Council Report to Faculty Senate

For May 4, 2016 Senate meeting

The UNCP Graduate Council met on Monday, April 25, 2016, 3:30 p.m. (moved due to NCATE visit). Below is information particularly relevant to the Faculty Senate.

Graduate Faculty statuses nominations and renewals passed:

Graduate Faculty Nominations

First	Last	Degree	Dept	Program	Status
Valjeane r	Ford	EdD	El Ed	El Ed & others	Full
Summer	Gainey	PhD	SW	MSW	full
Lisa	Kelly	PhD	Bio	Sci Ed	Full
David	Oxendine	PhD	El Ed	El Ed & others	Full
Marisa	Scott	PhD	Ed Spec	Ed Spec	Full
Mary	Whitfield- Williams	PhD	Ed	Couns	Full

Graduate Faculty Renewals

First	Last	Degree	Dept	Program	Status
Dennis	Edgell	PhD	SSE	SSE	Full
Michelle	Fazio	PhD	Eng	Eng Ed	Full
Rita	Hagevik	PhD	Ed	Sci Ed	Full
Leon	Jernigan	PhD	Ed	Sci Ed	Full
Brooke	Kelly	PhD	Ed	SSE	Full
Mary	Klinikowski	MA	Ed	Math Ed	Prof. Aff.
Alice	Locklear	PhD	SW	MSW	Full
Emily	Long	PhD	El Ed	El Ed	Full
Mark	McClure	PhD	Ed	Sci Ed	Full
Edwin	Mensah	PhD	BA	MBA	Full
Jeffrey	Warren	PhD	Ed	Couns	Full
Bryan	Winters	EdD	Ed	Ed	Full

The 2016 Graduate Research Symposium was a huge success (31 research projects were presented, the event was well attended and more people came to the Open House portion of the event than ever before). Discussion of the next symposium ensued. The **2017 Graduate Research Symposium** date has been set for **APRIL 4, 2017** in the Annex.

Graduate Studies Spring Commencement will be held Friday, May 6, 2016 at 7 pm in the GPAC.

Grad Council Meetings for 16-17 academic year were announced. All meetings are scheduled for 3 pm in UC Annex room 203: September 19, October 17, November 21, January 23, 2017 (fourth Monday b/c of MLK Day), February 20, March 20 and April 17.

The Fall New Graduate Student Orientation: will take place on Saturday, August 13, 2016 in the UC Annex.

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Appendix AE

Report of the Faculty Research Advisory Board

Faculty Research Advisory Board (FRAB) White Paper Assessing Faculty Research Support on UNCP's Campus **Dr. Ryan K. Anderson, Secretary and Committee Members**

UNCP faculty's teaching is integrated with its research activities. Research within the profession may be broadly defined to include research, scholarship, creative scholarship, and scholarly entrepreneurial endeavors. Since faculty members produce knowledge via research and scholarly endeavors, they are central to the representation of the university in local as well as in the larger community. UNCP attracts and retains superior faculty by providing the opportunity for them to contribute to research-based evidences and practices and by attracting economic support for the region through the production of research. Students and others in the community expect faculty to have active research agendas and measure when comparing schools and measure of the opportunities that the university can provide. Research is a large part of what distinguishes us as an institution; UNCP has a responsibility to facilitate and support faculty research. To that end, the Faculty Research Advisory Board (FRAB) acts as the voice of campus faculty researchers. FRAB works to ensure that our talented faculty can contribute to building knowledge in their respective disciplines through research, scholarship, and creative work as we prepare students who contribute to the life and economy of our state and beyond. This academic year the FRAB, which was reconstituted at the end of last academic year after a period of dormancy, worked at establishing a baseline evaluation of faculty research on campus and determining preliminary suggestions. That information was collected, disseminated within the committee in the form of a report which was posted for comment to the committee's website as a part of the Faculty Senate, and then these reports were discussed and analyzed via a series of matrices. The results of that analysis were collected, discussed, and findings are summarized below.

- Research could be better facilitated by sharing info on current research activities and opportunities for a variety of forms of support on campus (internal/external funding and professional development).
 - Two offices, the Office of Sponsored Research and Programs (OSRP) and the Teaching and Learning Center (TLC) offer a range of these opportunities.
 - At present the OSRP focus is on assisting faculty and staff at the university with applications for, and administration of, research and programmatic activities that are funded in the form of external grants, cooperative agreements, and contracts by agencies. The OSRP has compliance oversight for all grants, cooperative agreements, and contracts made to UNCP, including those awards that are made to the TLC as mentioned

below. Outside of compliance and budgetary issues arising from the grant that funds TLC activities, the OSRP does not hold administrative, advisory or programmatic authority over the activities undertaken by the TLC.

- The TLC is responsible for carrying on activities that were tacked on to its original mission “to promote the teaching excellence for which the University is known by generating the ideas, activities, and enthusiasm that foster quality teaching and learning.”
 - The TLC administers only “internal grants,” which we take to mean grants that are funded only by funds allocated to UNCP by the State of North Carolina. These include the Faculty Research and Development Grants, the Teaching Enhancement Awards, the Summer Research Fellowships, and the Directed Academic Leave Program.
 - The HOPES mid-career grants are funded from the NASNTI III grant from the US. Department of Education and were not awarded to the TLC nor administered under the auspices of the TLC. The HOPES mid-career grant is therefore an “external grant” and under the conditions of the grant is administered by the Principal Investigator and Project Coordinator for the grant with the assistance of a faculty committee, as specified in the grant.
 - The TLC website should foster transparency by providing more detailed information of various grant opportunities, policies, stating who is responsible for judging applications, creating and maintain a calendar of award deadlines, publicizing past winners, and clarifying criteria used to judge grant applications.
- A clearer division of responsibilities between the TLC and the OSRP is necessary, especially since the two offices serve differentiated, but overlapping functions.
 - The TLC and OSRP need the ability coordinate their efforts to maximize research/scholarly opportunities for faculty on campus.
 - The OSRP is undergoing a restructuring; part of that process is establishing itself as a complement to the Teaching and Learning Center.
 - The TLC is currently in the process of reapplying for NASNTI funds that underwrite their support of faculty scholarship/research.
 - It is vital that the TLC and OSRP work together to their mutual benefit, which is in the best interest of faculty scholarship/research.
- Research needs can be better facilitated by sharing information on current research activities and opportunities to facilitate technological

support/technology support on campus. At present the OSRP has information only on externally funded research activities.

- This is pursued in a variety of ways currently, but should be more centralized and expanded.
- A campus database of past and current faculty research activities is needed.
- Faculty engaged in research and scholarship deserves equitable opportunity.
 - Travel support should be consistent across the faculty. At present, some schools are capable of offering more money for travel than others.
 - Funding opportunities should support both research and scholarship.
- Faculty teaching load must be addressed, especially for those consistently engaged in research
 - Especially considering FSU and other peer universities functioning on 3/3.
 - Research needs to be further incentivized, opportunity needs to be made clear—“exceptions to load” in the faculty handbook.
- Define research activities broadly enough, include undergrad mentoring, teaching scholarship.
 - Balance between university standards and individual department’s needs/discipline goals
- Technology: Technology is an important means to conducting cutting edge research in Business, Arts, Sciences, Social Sciences, and the Humanities.
 - Qualitative and Quantitative software for analyzing data and professional development for faculty around this software is key to successful faculty and student research. DoIT supports for software packages—SAS and SPSS and also ArcGIS through the Geology and Geography Department. Department of Biology, Chemistry and Physics provide lab-based technologies. Livermore Library provides Camtasia for VDEO recording, ChemDraw, Fathom, Mathematica, SimBio Labs, SQL, etc. Efficient organization, maintenance of current licenses, and/or facilitation through computer labs, or a virtual network is critical.
 - Currently there is no system in place on campus for the organization, maintenance, or professional development around such research technologies and methods. Additionally, there appears to be no discernable funding cycle for the upgrading and/or replacement of hardware (computers), peripherals (scanners, printers, etc.) and applications (software) through DoIT.
 - Research is hindered by the loss of Virtual Computing Lab (VCL) for faculty and students.

- International Programs does good work for undergraduate students, but does not yet support faculty travel or for the support of international research between faculty members and students in other countries.
- Undergraduate research is pursued by multiple offices on campus (RISE: sciences/PURC: interdisciplinary)
 - Both lack administrative support to help students/faculty mentors. Investment in space/staff is needed.
 - Undergrad research opportunities need continued support, expansion to support growing need to support faculty research.
- Greater support for graduate research and presentations by graduate students.
 - Graduate school has limited number of Graduate Assistantships
 - Graduate student research opportunities need continued support and expansion to support growing faculty research.
- Library support for faculty research
 - The library is understaffed and as a result organization of the research databases has suffered
 - There needs to be additional staff to support professional development and research overall at the library.
 - There needs to be consistent workshops offered around management of references using software as Refworks available through the library.
 - The library should support faculty going to workshops to support their research or bringing experts on campus. There are many such services available - for example through UNC Chapel Hill Odom's Institute or summer institutes at the University of Michigan.

FRAB's findings suggest that while a basic structure for engaging in a balanced research and teaching career exists currently at UNCP, it needs enhancement, clarification, and restructuring to offer best opportunities that will forward faculty and University goals. Two primary directions for improvement emerge from our report. First, transparency regarding what opportunities exist needs to improve. What offices on campus are responsible and prepared to support research/scholarly opportunities, how they are engaged by faculty needs clarification. Also, and perhaps most importantly, we need a clearly defined, yet flexible, policy regarding research and scholarly expectations as they pertain to teaching loads, tenure, and promotion. Second, staffing shortcomings continue to plague faculty research and scholarship. Addressing these issues will benefit the entire university community and support students who wish to conduct research with faculty members. Ultimately, enhanced research capabilities at UNCP will create job opportunities and attract and maintain a high caliber of professors which in turn will benefit not only UNCP but the entire region and the state.

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