

**The University Of North Carolina at Pembroke
Academic Affairs Committee**

Committee Members

Robert Brown, Roger Brown (Provost and Vice Chancellor for Academic Affairs), Bill Campbell, Susan Edkins (Enrollment Management Subcommittee), Paul Flowers (Chair), Linda Hafer (Academic Support Services Subcommittee), Wright Killian, Sara Simmons, Julie Smith (General Education Subcommittee), Ray Sutherland, Tommy Thompson (Curriculum Subcommittee), Richard Vela

**Agenda
Meeting of the Academic Affairs Committee
Wednesday, 21 April 2004 at 3:30 pm
Room 251, Chavis University Center**

- I. Call to Order
 - II. Approval of Agenda
 - III. Approval of Minutes for the 17 Mar 04 Meeting
(see <http://www.uncp.edu/senate/aa/minutes/2003-04/3.17.04.pdf>)
 - IV. Report from the Chair
 - V. Reports from Subcommittees
 - A. Curriculum - Tommy Thompson, Chair
 1. Proposals from Mass Communication Dept:

Make the following modifications to the MCM program:

 - 1.1. Delete MCM 455 Senior Thesis as a program requirement, but leave it as an elective within the dept;
 - 1.2. Change course prefixes of MCM 380,458, & 480 to **"BRD"** 380,458,&480;
 - 1.3. Add new 3-hr course **MCM 360 Media & Society** as a program elective;
 - 1.4. Add new 3-hr course **MCM 370 Media & Politics** as a program elective;

Minor Changes:

 - 1.5. Change title of MCM 436 from "Mass Communication Research: Tactics and Strategies" to **Mass Communication Theory and Research**;
 - 1.6. Change title of MCM 405 from "Law & Ethics in Public Communication" to **Media Law & Ethics**.
- In the 18-hr **Public Relations Minor**, require PRE 260; requirements will now be:
- Required Courses [15 hrs]:* *MCM 210; *MCM 240; PRE 220,260,&407;
Elective (choose one course from the following list):
PRE 270,320,345,350,409,415,420,or460.
- * BRD & JRN majors must take an additional 6 hrs of PRE credits to compensate for MCM 210 & MCM 240 already applied to their major; minor hrs in PRE courses, then, must total 18 hrs for BRD & JRN majors to pick up the minor in PRE.
Rationale: will prevent other majors in the dept from "double-dipping" their credits from the MCM core

2. Proposals from the Biology Dept:

2.1 Add three new courses to strengthen dept offerings:

BIO 320 Developmental Biology (4 hrs)

BIO 351 Research Strategies (3 hrs)

BIO 381 Immunology (3 hrs)

2.2 Minor course description clarifications of lab requirements in:

BIO 322 Biotechnology I

BIO 323 Biotechnology II

3. Proposal from School of Education:

Minor course title change: EDNL 502 from: "Legal Structures in Education" to:

Legal Aspects of Educational Leadership

Rationale: better denotes course contents

4. Proposal from History Dept**:

**[Note: pending Graduate Council approval on 19 April 2004]

[Note: has been approved by Teacher Educ Committee]

Add new required 3-hr course **SSE 565 Advanced Social Studies Curriculum & Instructional Methods** in the new M.A.T. in Social Studies

Rationale: needed as prereq for SSE 500, plus it's required for teacher licensure competencies

5. Proposal from Masters in Public Management program:

**[Note: pending Graduate Council approval on 19 April 2004]

New 12-hr graduate concentration in **Emergency Management:**

New Required Courses (9 hrs):

MPM 515 Introduction to emergency Management (3)

MPM 516 Hazard Mitigation Principles & Planning (3)

MPM 575 Capston Seminar in Emergency Management (3)

Must choose one of the following new courses as an elective:

MPM 517 Private & Public Sector Continuity Planning (3)

MPM 518 Social Dimensions of Disaster & Special Populations (3)

MPM 519 Technological Applications in Emergency Management (3)

6. Proposals from Chemistry & Physics:

**[Pending approval by Graduate Council]

Two new "Special Topics" graduate classes:

CHMS 5XX Special Topics

PHYS 5XX Special Topics

Rationale: will provide for in-depth exploration of advanced areas/topics of interest

7. Proposals from the School of Business:
[*pending approval by the Graduate Council on 19 April 2004]

7.1 Add new 3-hr course **FIN 501 Foundations of Finance**

7.2 Add new 3-hr course **MGT 501 Foundations of Marketing and**

Management

Rationale: provide accelerated courses for students who do not have a business undergraduate background; neither course counts for the MBA program

7.3 Add new 3-hr course **MGT 528 Legal Issues for Managers**

Rationale: course will help round out MBA program offerings

B. General Education – Julie Smith, Chair

C. Academic Support Services - Linda Hafer, Chair

D. Enrollment Management – Susan Edkins, Chair

VI. Old Business

A. Curriculum proposal from Art Department (consideration postponed at 17 Mar 04 meeting) to change requirements for its Academic Concentration in Art from 27 hours to 18 hours. New requirements include same number of core art courses (four) but fewer beginning studio electives (two instead of five); removal of Art 400 “Art Education Curriculum” as an elective; and addition of Art 230 “Digital Arts” as an elective.

B. Revised proposal from Curriculum Subcommittee to clarify the curriculum change process described in section 6-10.B of the faculty handbook (see Attachment 1):

C. Revised proposal from the Offices of Academic Affairs and the Registrar to revise requirements for a second baccalaureate degree (see Attachment 2)

VII. New Business - Proposal from the Office of the Registrar to change the wording in course descriptions for remedial courses that do not count towards graduation as follows: replace the phrase “...not count toward graduation requirements...” with the phrase “...not count toward earned hours or graduation requirements...”

VIII. Announcements

IX. Adjournment

Attachment 1

(Proposed changes shown in red font. Note also that the present faculty handbook contains only the “minor” proposal form in section 14-6.)

6-10.B.1 Curriculum Development And Revision Process

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. Proposals for new degree programs, prepared according to specified guidelines of the UNC Academic Program Development Procedures, must be approved by the UNC Board of Governors. Proposals for new tracks must be approved by UNC Office of the President. Graduate programs must be submitted to the UNC Graduate Council for review and approval and to the UNC Board of Governors for approval.

Curriculum development and revisions proposals are initiated by the faculty of the academic departments by completing a standardized Curriculum Proposal/Change Form (see Section **Error! Reference source not found.**). **If the proposed changes are minor, neither substantially altering the content or format of the affected course nor having significant impact on any degree program, the “Minor Course or Program Change Proposal Form” may be used. This form is completed and reviewed by the department originating the proposal; submitted to the General Education Subcommittee for review if the proposal involves any aspect of the General Education Program (see Section 6-10.B.2); and finally submitted to the Curriculum Subcommittee for review. A representative from the department submitting the proposals must be present at the subcommittee meetings to address any questions that may arise. Minor proposals passed by the Curriculum Subcommittee require no further action prior to implementation. Copies of passed minor proposal forms are submitted to the offices and individuals noted on the form.**

More substantial curriculum proposals are submitted using the “Course or Program Proposal Form” and require a more thorough review and approval process. The department is the point of origin for all curriculum proposals, both those that can be handled at the campus level and those that must have Board of Governors’ action. Curriculum proposals are reviewed by the department and signed by the department chair; reviewed and signed by the chair of any other department affected by the curriculum development or revision; reviewed, if the development or change affects Teacher Education; by the Teacher Education Committee and signed by the Chair of that committee; reviewed, if the development or revision impacts on General Education, by the General Education Subcommittee and signed by the chair of that committee; signed by the Registrar, the appropriate Dean, and the Provost and Vice Chancellor for Academic Affairs for the purpose not of approval, but of acknowledgment of having read the proposal.

When the required signatures are affixed, the proposal is passed to the Subcommittee on Curriculum; the parent committee of this subcommittee is the Academic Affairs Committee, a standing committee of the Faculty Senate. This subcommittee is composed primarily of faculty. A representative of the department with a curriculum proposal on the agenda must be present to clarify rationales and answer questions. The proposal is reviewed extensively and a vote is taken. The chair of the Subcommittee on Curriculum takes the curriculum matters acted on by the Subcommittee to the Academic Affairs Committee, which reviews and votes to accept or reject the curriculum matter. Again a departmental representative must be present for the discussion.

Following action by the Academic Affairs Committee, the Chair takes curriculum as well as other committee actions to the full Faculty Senate, where the proposal is reviewed and voted on by the full Senate. All Senate actions, including curriculum matters, must go to the Chancellor for final action.

The curriculum and the process for its development and revision are assessed by this multilevel approval process. 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, e.g., at UNC Pembroke, the National Council for Assessment of Teacher Education, the State Department of Public Instruction, the National Association of Schools of Music, and the Council on Social Work Education.

For those academic programs not subject to such specific program review, UNC Pembroke periodically conducts a substantial departmental self-study which is prepared by the academic department under review and may involve an external reviewer. Curriculum review is an integral component of this process. The review is submitted to the Dean and to the Office for Academic Affairs.

6-10.B.2 General Education Program Changes

Revisions to the General Education Program may include policy changes or content alterations. Policy changes may be suggested by anyone to the General Education Subcommittee, or may be referred to it from some other faculty governance body. 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, as a curriculum revision proposal. Because changes in the General Education Program may affect all students, in all departments, and because changes in one area of the General Education Program may impact other areas, any proposed General Education curricular proposals are first reviewed by the General Education Subcommittee. The General Education Subcommittee in turn sends its recommendations to the Subcommittee on Curriculum. Both these subcommittees report through the standing Academic Affairs Committee of the Faculty Senate. Before they can be implemented, curricular revisions in the General Education Program require approval by the General Education Subcommittee, the Subcommittee on Curriculum, the Academic Affairs Committee, and the Faculty Senate.

The composition and charge to the General Education Subcommittee appear in the Bylaws of the Faculty Senate in Section **Error! Reference source not found.** of this Handbook.

Attachment 2

Present version (UNCP catalog, p.2 0)

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree and a different major by fulfilling the following requirements:

- (1) The student must meet all the requirements for the second degree and major.
- (2) The student must complete a minimum of 30 hours in residence beyond the requirement for the first degree.

Proposed version:

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree and a different major by fulfilling the following requirements:

- (1) The student must meet all the requirements for the second degree and major.
- (2) The student must complete a minimum of 30 hours in residence beyond the requirements for the first degree.
- (3) The student must meet with major department chair to determine an individual education plan. This plan must be forwarded to the Registrar.

A student without a bachelor's degree may receive two baccalaureate degrees by fulfilling the following requirements:

- (1) The student must complete all the requirements for one degree (primary major).
- (2) The student must complete a minimum of 30 unduplicated hours in a different major and a different degree (secondary major).
- (3) The student must meet with both major department chairs to determine an individual education plan. This plan must be forwarded to the Registrar.

Note: The student may be assessed a 25% tuition surcharge once they have attempted 140 degree credit hours.