AGENDA
Meeting of the Academic Affairs Committee
Wednesday, January 16 3:30
University Center, Room 213

Committee Membership

Jesse Peters (chair)  
Jeremy Sellers
Leon Jernigan  
Jaime Martinez (chair of Curriculum)
Cherry Beasley  
Joanna Hersey (chair of General Education)
Jeff Bolles  
Melinda Rosenberg (chair of Enrollment)
Robert Brown  
Larry Arnold (chair of Academic Support)
Judy Curtis  
Ken Kitts (Provost and VC for Academic Affairs)
David Nikkel

I. Call to Order
II. Approval of the Minutes of the November 20 Meeting (Appendix A)
III. Approval of the Agenda
IV. Report from the Chair
V. Reports from Subcommittees

A. Enrollment Management: Melinda Rosenberg, Chair

Changes to Repetition of Course Work Policy (Appendix E)
Approved 7-0-0

B. Curriculum: Jaime Martinez, Chair

Actions Requiring only AA Chair Signature (Appendix B)

1. Proposal from the Department of Health, Physical Education, and Recreation

Course Proposal: Change the title and course description of EXER 5030 from Management & Marketing of PE/Sport to Advanced Teaching Methodologies in Health/PE

Approved 8-0-0
2. **Proposals from the Department of Music**  
   **Course Proposal:** Remove prerequisite for MUS 3530 The Recording Industry

   Approved 8-0-0

3. **Proposal from the Department of Elementary Education**  
   **Course Proposal:** Remove the prerequisite of successful completion of ELE 3010 from the following courses: ELE 4010, ELE 4030, ELE 4040

   Approved 8-0-0

4. **Proposal from the Department of Accounting and Information Technology**  
   **Course Proposal:** Change the course title for BLAW 2150 Legal Environment of Business to BLAW 2150 Business Law and Ethics

   Approved 8-0-0

Actions Requiring AA Approval only *(Appendix C)*

1. **Proposal from the Department of Accounting and Information Technology**
   **Course Proposal:** Create new course ACC 1020 Accounting for Non-Business Majors

   Approved 8-0-0

2. **Proposal from the Department of Management, Marketing and International Business**
   **Course Proposal:** Create new course MGT 4010 Fundamentals of Project Management
1. **Proposal from the Department of Geology and Geography**

   **Program Proposal:** Create a degree track that extends student options for the Geo-Environmental Studies major by concentrating on human/environment interaction as represented through Geography

   Approved 8-0-0

2. **Changes to “Curriculum Development and Revision Process” section of Faculty Handbook**

   Update second bullet point to include procedures for creating new graduate programs

   Approved 8-0-0

C. General Education: Joanna Hersey, Chair

D. Academic Support Services: Larry Arnold, Chair

E. Old Business

F. New Business

   Discussion/Comments about the UNC Strategic Plan

G. Announcements

H. Adjournment
Appendix A

Minutes
Meeting of the Academic Affairs Committee
Tuesday, November 20, 2012, 3:30 p.m.
Health Sciences, Conference Room 300

Committee Membership

Jesse Peters (chair)  
Leon Jernigan  
Cherry Beasley  
Jeff Bolles  
Robert Brown  
Judy Curtis  
David Nikkel

Jeremy Sellers  
Jaime Martinez (chair of Curriculum)  
Joanna Hersey (chair of General Education)  
Melinda Rosenberg (chair of Enrollment)  
Larry Arnold (chair of Academic Support)  
Ken Kitts (Provost and VC for Academic Affairs)

Members Present: Arnold, Beasley, Bolles, Brown, Curtis, Hersey, Kitts, Martinez, Nikkel, Peters, and Rosenberg

Members Absent: Jernigan, Sellers

Guests: Jack Spillan, Rachel Smith, Polina Chemishanova, Roland Stout

I. Call to Order
The Committee was called to order at 3:30 p.m.

   Based on the previous agreement to rotate secretarial duties, Judy Curtis will serve in this role for this meeting.

II. Approval of the Minutes of the October 17 Meeting
The Minutes were unanimously approved with the correction of one spelling error.

III. Approval of the agenda.
The Agenda was unanimously approved.

IV. Report from the Chair
The Senate Executive Committee met with the Chancellor and the Provost before the last Senate meeting to discuss shared governance. The role of administrators on Senate Committees and Subcommittees is still under discussion. For that reason, any changes to Committee memberships via Governance is on hold.

V. Reports from Subcommittees
   A. Curriculum: Jaime Martinez, Chair
      1. Actions Requiring only AA Chair Signature, Report received on five changes involving prerequisite and description revisions. From Department of School Administration and Counseling revise course description for CNS 6100; from Department of Chemistry and Physics change prerequisite for CHM 1310 and revise description and prerequisites for CHM 3990; from
Department of Economics, Finance, and Decision Sciences change prerequisite for FIN 3100; from Department of Accounting and Information Technology change prerequisite for ACC 2270.

2. Actions Requiring AA Approval only.

   a. Proposal from the Department of Chemistry and Physics creating new course CHM 1990 Introduction to Research in Chemistry. Discussion questioned awarding research credit for course with no prerequisites and requiring no background in research. Approved 8-1-0.

   b. Proposal from the Department of Management, Marketing and International Business creating new course MGT 4310 Sustainability and Corporate Social Responsibility. Approved 9-0-0.

   c. Proposal from the Department of History creating new course HST 4120 History of Sexuality. Approved 9-0-0.

3. Actions Requiring AA Approval and to be sent to Senate.

   a. Instructions for Cross-Listing Courses in Curriculum Proposal Instructions and Faculty Handbook. New wording added (lines 970-971, p. 23) regarding cross-listed courses. Approved 9-0-0

   b. Two courses, ENG 3100 WE and AIS 4150 WD, to be added to QEP. Approved 9-0-0

B. General Education: Joanna Hersey, Chair

The committee will not meet because of the Thanksgiving holiday. The next meeting is in January. Dr. Hersey reported a new Gen Ed listserv has been created to facilitate communication among those interested in system wide general education issues being discussed by the Strategic Planning Council.

C. Enrollment Management: Melinda Rosenberg, Chair

1. Proposal to Alter the Course Repeat and Replacement Policy.

   a. Decrease the number of grade replacements to 12 credit hours from the current limit of 15 hours for student entering as freshman.

   b. Do away with students’ ability to choose which repeated courses count towards grade replacements. For the first 12 hours of repeated coursework, the last grade is used. Afterwards, all grades count towards the QPA.

   Discussion included report from Dr. Peters on concerns raised by Libby Denny, chair of FERS, questioning the rationale put forward by the Subcommittee. Discussion among the members included the impact of removing choice on replacement grades on efficacy of faculty advisors in advising students.

   Motion by Curtis, seconded by Beasley, to separate the proposal into two parts to be considered separately. Passed 9-0-0.

   Proposal 1. Decrease the number of grade replacements to 12 credit hours from the current limit of 15 hours for student entering as freshman. Approved 9-0-0
Proposal 2. Do away with students’ ability to choose which repeated courses count towards grade replacements. For the first 12 hours of repeated coursework, the last grade is used. Afterwards, all grades count towards the QPA. Approved 6-3-0

D. Academic Support Services: Larry Arnold, Chair
   1. Library reported increased usage of services and facilities, particularly reference. Acquiring a second digitization grant to scan additional photos in the Elmer Hunt collection.
   2. Writing Center reported it now offers choice of ½ hour or one hour appointments. Satisfaction surveys have been positive.
   3. DoIT reports WD classification has been added to degree audit process.
   4. Disability Support Services reported change in guidelines for dangers to go to the Emergency Health and Safety Committee. Danger to self, alone, no longer goes to Committee. A revised ADAAA syllabus statement will be forthcoming.
   5. Center for Academic Excellence reported 391 tutoring instances involving more than 3,000 tutoring hours. CAE continues to work on tracking down students and is using email, letters, cellphone texts, and resident advisors to contact students. There have been 381 alerts, and there are 265 students on probation.

VI. Old Business
   Membership of AA subcommittees under review by Governance Committee is on hold as discussion on shared governance continues with the Executive Committee and the Chancellor and Provost.

VII. New Business
   The committee was alerted that the 2006 initiative about a Diversity Requirement in General Education might be revisited. The previous five-year process was approved by Senate but never implemented by Academic Affairs Committee.

VIII. Announcements
   The Chancellor’s conversation forum will be November 26 in the UC Lounge.

IX. Adjournment
   The meeting was adjourned at 5:00 p.m.
Appendix B
Actions Requiring only AA Chair Signature

1. Proposal from the Department of Health, Physical Education, and Recreation

Course Proposal: Change the title and course description of EXER 5030 from Management & Marketing of PE/Sport to Advanced Teaching Methodologies in Health/PE

Rationale: this title and description better describe course contents

Dept vote: 35 for; 0 against; 0 abstain
Affect others: No
Departments affected and how:
Affected Chair: Off
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

EXER 5030 Advanced Teaching Methodologies in Health/PE

Hours: 3
Prerequisites:
Required: Off (If yes, need Program Proposal Form)

New course description: This course focuses on health/PE teaching instruction needed for learning, planning, and implementing health and physical education teaching techniques. Students will analyze various teaching models, practical application, and critical reflection.

New Course title: Adv Teach Method in Hlth/PE
Title and Description from 2012-2013 Catalog
EXER 5030. Management and Marketing of PE and Athletic Programs (3)
Course will present a detailed study of marketing principles from the perspective of a school administrator, physical educator, coach, sportsman, athletic director, and/or other related fitness/sports administrators. Specific items of study would include marketing concepts, customer analysis, activity promotion, etc. Management structure and organization will be researched thoroughly. Advertising, public relations, and media strategies will be addressed.

2. **Proposal from the Department of Music**

**Course Proposal:** Remove the prerequisite from MUS 3530 The Recording Industry. Currently, MUS 3500 The Music Industry is listed as a prerequisite.

Rationale: The subject matter of MUS 3530 The Recording Industry does not necessitate a prerequisite. Eliminating this requirement removes unnecessary restrictions on student registration.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

**COURSE DESCRIPTIONS:**

MUS 3530 The Recording Industry

Hours: 3

Prerequisites: none
Required: Off (If yes, need Program Proposal Form)

Course description: This course examines current trends and the role of the recording industry in the music business. It explores the history of major and independent record labels, current record companies, the distribution of recorded music and the role of retail in music distribution. The student will examine artist/label agreements and will study contractual language and content. Credit, 3 semester hours.

PREREQ: MUS 3500

Course title: The Recording Industry

Code: LEC

3. Proposal from the Department of Elementary Education

Course Proposal: Remove the prerequisite of successful completion of ELE 3010 from the following courses: ELE 4010, ELE 4030, ELE 4040

Rationale: Faculty in the department have determined that content covered in ELE 3010 is integrated throughout all courses in the program so the prerequisite for ELE 4010, ELE 4030 and ELE 4040 is not necessary.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

ELE 4010 Mathematics and Science I
Hours: 3
Prerequisites: ELE 2010 and Admission to Teacher Education
Course Description: A course designed to help students further develop their understanding of the mathematics and science curriculum and processes in grades K-2. Special emphasis will be placed on the integration of math and science, as well as, the use of technology and manipulatives. Students will design and implement developmentally appropriate methodology for teaching to be demonstrated through both individual and group field experiences. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: ELE 2010 and Admission to Teacher Education Program

Course Title: Mathematics and Science I
Code: LEC

ELE 4030 Living in a Global Society
Hours: 3
Prerequisites: ELE 2010 and Admission to Teacher Education Program
Course Description: A comprehensive course covering the K-6 social studies curriculum, including: developing best teaching practices for delivering social studies content, while addressing different learning styles, meeting the needs of diverse learners, and strategies for differentiating instruction within standards-based social studies instruction. All sections of EDN 4030 will be in hybrid format with some classes online and some face-to-face. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: ELE 2010 and Admission to Teacher Education Program.

Course Title: Living in a Global Society
Code: LEC

ELE 4040 Literacy and Language Arts I in the Elementary School
Hours: 3
Prerequisites: ELE 2010 and Admission to Teacher Education Program
Course Description: A comprehensive study of the foundation of language arts in the elementary school that fosters developmentally appropriate reading, writing, speaking, listening, viewing and responding skills in 21st century classrooms and schools. Early literacy methods will be introduced that include instructional strategies for reading development, language arts assessments K-6 and literacy processes addressing diverse learners that facilitate continuous growth in the language arts. Concurrent enrollment in Field experience required Credit, 3 semester hours. PREREQ: ELE 2010 and Admission to Teacher Education Program.

Course Title: Literacy and Language Arts
Code: LEC

4. Proposal from the Department of Accounting and Information Technology

Course Proposal: Change the course title for BLAW 2150 Legal Environment of Business to BLAW 2150 Business Law and Ethics

Rationale: BLAW 2150 has a strong business ethics component complementing and informing the students understanding of business law. Renaming the course will give it a title more reflective of the content of the course. It will also highlight one of the places that our students receive substantive ethics education and exposure in the common body of knowledge for the business program.
Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

BLAW 2150 Business Law and Ethics

Hours: 3

Prerequisites: none

Required: Off (If yes, need Program Proposal Form)

Course description: The legal environment of business, contracts, personal property, commercial transactions, and forms of business organization. Credit, 3 semester hours.

New Course Title: Business Law and Ethics

Code: LEC

Return to Agenda
Appendix C
Actions Requiring AA Approval only

1. **Proposal from the Department of Accounting and Information Technology**

**Course Proposal:** Create a new course ACC 1020 Accounting for Non-Business Majors

Rationale: We want to provide an opportunity for non-business majors to learn about accounting and its uses.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: yes

Additional Resources required: Additional faculty or reassignment of faculty to teach the section/sections.

**COURSE DESCRIPTIONS:**
ACC 1020 Accounting for Non-Business Majors
Hours: 3
Prerequisites: none
Required: Off
New Course Description: This course is designed to develop an understanding of the basics of accounting: what accounting information is, how it is developed, how it is used, and what it means.
New Course Title: Accounting for Non-Business
Code: LEC
Attachments: Course Syllabus

**Accounting 1020**
**Accounting for Non-Business Majors**

Sharon Bell, CPA.CMA
Office 149 – Business Administration Building
Phone: (910) 521-6462
e-mail: Sharon.bell@uncp.edu
Office Hours: MW 1:30 – 3:00p.m.
T-Th 8:30-9:30a.m.

**Prerequisite:** None

**Course Description:** This course is designed to provide an overview of accounting for the non-business student.

**Course Goal:** The course is designed to develop an understanding of the basics of accounting: what accounting information is, how it is developed, how it is used, and what it means.

**Course Objectives:** At the completion of this course, students can:
- Compare and contrast the areas of accounting including financial, managerial, not-for-profit, auditing, and tax;
- Discuss the history of accounting and the current standard setting process;
- Demonstrate an understanding of basic accounting and business terminology and concepts;
- Describe corporate governance and management responsibility;
- Demonstrate an understanding of the information included in financial statements;
- Demonstrate an understanding of internal accounting controls;
- Demonstrate an understanding of how accounting reports are used for decision making.

**Credit Hours:** Three semester hours

**Test Format:** Problems, Multiple Choice

**Assessment Process:**

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<tr>
<td>Tests</td>
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<td>Homework Assignments</td>
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<td>Comprehensive Final Exam</td>
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**Grading Scale:**

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<td>Below 60</td>
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**Code of Conduct:** Students are expected to conduct themselves in accordance with the UNC-P Student Handbook. Students have the responsibility to know and observe the UNC-P Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic material, fabrication or falsification of information, and complicity in academic dishonesty. Any student caught cheating on an exam will receive a grade of F in the course. In the classroom, any behaviors that disrupt the teaching and/or educational process will not be tolerated. Disruptive behaviors include the use of computers for any purpose other than an instructor assigned task. Code of Conduct violations will be dealt with according to the UNCP Student Handbook.

**Attendance Policy:** Maximum of three absences.

**METHODS:** Lecture, cases, exercise/problem solutions, current accounting topic discussions.
Religious Holiday Policy - The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students’ religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

ADA Academic Access Statement:
Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, or call 910-521-6695.

This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 521-6695.

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<td>Accounting Past and Present</td>
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<td>Financial Statements and Accounting Concepts</td>
<td>Chapter 2</td>
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<td>Fundamental Interpretations Made from</td>
<td>Chapter 3</td>
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<td>Financial Statements</td>
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<td>The Balance Sheet - Assets</td>
<td>Chapter 5, 6</td>
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<td>The Balance Sheet – Liabilities and Equities</td>
<td>Chapter 7, 8</td>
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<td>Cost Planning and Budgeting</td>
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2. **Proposal from the Department of Management, Marketing and International Business**

**Course Proposal:** Create new course MGT 4010 Fundamentals of Project Management. This course introduces new and emerging topics, tools, and techniques that are used in Project Management. It introduces students to project planning and organization, budgeting and control, and project life cycles. Topics include organizational workflow including the staffing process, project planning elements, as well as the project plan contents and project communications. Includes basic project scheduling techniques such as WBS, CPM, PERT, GANTT charts, and resource constrained scheduling. Includes use of software applications in performing basic project management tasks.

Rationale: Project Management deals with seeking new methods of planning, organizing, and controlling the components of non-routine tasks in order to meet deadlines or time generated goals. Whether the project is the development of a new product, the introduction of a new service, a new marketing campaign, or a construction project, certain management activities need to be completed in a timely fashion in order to meet goals and satisfy the customer. The management of a project differs in several ways from management of a typical enterprise. Generally a project is created once, it is temporary and specific. A project requires the allocation of resources (people, cash, materials, and time), and its funding amounts have limits. No matter what the type of project managers enter into, the process of project management typically follows the same pattern. It requires definition of the project, planning, execution and control. The contemporary business environments are very complex. A great majority of the work is completed in the form of projects. As such, to be profitable and successful, an organization must complete its projects on time and on budget, while also meeting its goals. As a result, the art of project management is vital to business.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:
MGT 4010 Fundamentals of Project Management

Hours: 3
Prerequisites: MGT 3060 and 3090
Required: Off
New Course Description: This course introduces new and emerging topics, tools, and techniques that are used in Project Management. It introduces students to project planning and organization, budgeting and control, and project life cycles. Topics include organizational workflow, the staffing process, project planning elements, and project communications. Students will also learn basic project scheduling techniques, resource constrained scheduling, and software applications for project management.

New Course Title: Fundamental Proj Management
Code: LEC

Attachments: Course Syllabus
This course syllabus provides a general plan for the course. The instructor reserves the right to make periodic changes to the syllabus including: assignments, timetable, examinations and computer assignments, etc., in order to accommodate the needs of the class as a whole and fulfill the goals of the course. Research Project assignment details will be discussed in the class and be posted on the course web site. Assignments also will be announced on weekly basis and posted on the web page.

**Required Textbook:**
Successful Project Management 4th Edition by Jack Gido and James Clements

**Course Objectives:**
1. To understand the concepts of project planning and organization, budgeting and control, and project life cycles.
2. To learn concepts related to organizational workflow including the staffing process, project planning elements, and the project plan contents and project communications.
3. To master several basic project scheduling techniques including WBS, CPM, PERT, GANTT charts, and resource constrained scheduling.
4. To understand the related concepts of organizational forms, conflict resolution, and issues related to leadership and task management in a project environment.
5. To improve written and oral communication skills through formal writing assignments and group discussions.
6. To become familiar with software applications in performing simple project management tasks.
7. To provide insights into problem solving and persuasive presentation of solutions.
8. To increase awareness of how people work as team members and as individuals.

**Evaluation:**

**Grading:**

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<td>Failure</td>
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Percentage weight for each component of the class is as follows:

- **Quizzes and Homework:** 20%
- **Midterm Exam:** 20%
- **Group Case Study Project:** 40%
- **Participation:** 20%
- **Total:** 100%

- **Quizzes and homework:** Each class will include either a 10 min quiz in the end of the class or homework. All homework assignments must be completed and handed in on time at the beginning of the following class. Late work will rarely be accepted.
- **Midterm Exam:** A cumulative review of material covered in the first six sessions. Prior to the exam, specific expectations as well as the exam format will be provided.
• **Case study:** Working in groups of three, teams will select and analyze a real-life project. The group will apply project management principals to define project scope, schedule, cost, and identify risks. Each group will provide a report and a 30 minute presentation to outline their project. Details of case study project assignment will be provided when assigned.

• **Participation:** Non-attendance will affect participation, and the final grade negatively. Quality comments and insights offered during class are key to participation.

**PROJECT - this course will require an applications project.**
1. Project assignments/teams must be approved by the instructor.
2. Each project team will select a project to develop for the course.
3. Several of the chapters in the text have an Integrated Project Exercise at the end of the chapter. Reviewing the Integrated Project Exercise should assist the team in completing the project.
4. You may choose any project that you wish to develop.
5. Each project must consist of the following elements:
   • Assume this to be a “real world” project.
   • Determine the stakeholders that would be involved.
   • Develop a risk assessment of your project.
   • Develop a budget for your project.
   • Develop a critical path/critical chain analysis.
   • Present your critical path/chain analysis in chart form (i.e. Gantt).
   • Defend your decisions and choices in a written report containing all of your back up information.
   • Deliver your report orally to the class.
6. Some class time will be utilized to coordinate projects with team members (if required).

**COURSE OUTLINE**

1 **INTRODUCTION TO PROJECT MANAGEMENT**
   1. Project Management Concepts
   2. Key Terms in Project Management

2 **INTRODUCTION TO PROJECT MANAGEMENT SOFTWARE**
   • Project Management Software – what is it and how to use it.

3 **NEEDS AND SOLUTIONS**
   • Needs Identification
   • Proposed Solutions
   • The Project

4 **TEAM WORK**
   • Problem Solving in Groups
   • The Project Manager
   • The Project Team

5 **PROJECT COMMUNICATION AND DOCUMENTATION**
   • Project Communication and Documentation
   • Planning
6 SCHEDULE CONTROL
• Scheduling
• Schedule Control

7 RESOURCE CONSIDERATION
• Resource Consideration
• Cost Planning and Performance

Course Schedule

<p>| Week 1 | Chapter 1 – Assessing the Environment. Assignment # 1 – write up questions 1 thru 10 on page 31-32 for hand in. Do Application exercise # 1 on page 32 for hand in. |
| Week 2 | Chapter 2 – Understanding Project Management Terms Assignment # 2—write up questions 1 thru 9 on page 57 for hand in. Do Applications exercise # 1 for hand in. Quiz 1 |
| Week 3 | Chapter 3 – Needs Identification Assignment # 3 – write up questions 1 thru6 on page 120 for hand in. Do Applications exercise # 1 for hand in. Quiz 2 - Be ready to discuss Case # 1 on page 32-34. |
| Week 4 | Exam # 1 |
| Week 5 | Chapter 4 – Team work Assignment # 4 – write up questions 1 thru 7 on page 146 for hand in. Do Experiential exercise on page 146-147 and answer question 1 page 147 for hand in. Quiz 3 |
| Week 6 | Chapter 5 – Project Management Communication Assignment # 5 – write up questions 1 thru 6 on page 174-175 for hand in. Do Case Study on page 176-178: answer the case questions for hand in. Quiz 4 |
| Week 7 | Chapter – 6 – Schedule Control Assignment # 6 – write up questions 1 thru 8 on page 229 for hand in. Do Applications exercise # 1 page 229. Quiz 5 |
| Week 8 | Chapter 7 –Resource Considerations. Assignment # 7 – writing questions 1 thru 10 page 252 for hand in. Do Applications exercise # 1 on page252 for hand in. Quiz 6 |
| Week 9 | Exam # 2 |
| Week 10 | Chapter 8 –Organization Structure and Control Systems– write up |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Chapter 9 – Staffing, Training, and Compensation of Operations. Assignment # 9 – write up questions 1 thru 6 page 350 for hand in. Do Applications exercise # 2 on page 350 for hand in. Quiz 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>Chapter 10. Using Microsoft Project Assignment # 10 – write up questions 1 thru 5 page 375 for hand in. Do Case study on page 375 and answer questions to case study on page 380 for hand in. Quiz 9</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter 11. Project Management Development with CPM and PERT # 11 – write up questions 1 thru 10 page 401 for hand in. Applications exercise # 1 page 401 for hand in.</td>
</tr>
<tr>
<td>Week 14</td>
<td>Comprehensive case – for discussion and presentation. Case assigned second class session</td>
</tr>
<tr>
<td>Week 15</td>
<td>Comprehensive case – for discussion and presentation. Case assigned second class session</td>
</tr>
<tr>
<td>Week 16</td>
<td>Exam # 3 could be given in week 16 and week 15 could be used to review. We will discuss.</td>
</tr>
</tbody>
</table>

**NOTE**: This course schedule is **TENTATIVE** and is subject to change based on unforeseen circumstances that may arise during the semester. The pace of the course delivery will depend on the ability of the students to grasp all of the concepts. This schedule provides a student who completes the course the fundamentals needed to pursue further courses in management and also to enhance and refine the skills of someone already working in a managerial or supervisory capacity.

**Academic Integrity** - All students must conduct themselves in a mature fashion regarding the work they complete in this course. With the exception of the group activities, all work that is completed in this course must be **YOUR OWN** work. Exams and other assignments that are individualized must adhere to the values of Independent work ethic. It is important that you adhere to these values as we progress through the semester. Plagiarism will not be tolerated. All papers with citations must be fully documented. If you have questions or problems in documenting a source, please see me.

**Disability Support Services** - Any student with documented disability needing academic adjustments is requested to speak directly to Disability Support services and the instructor, as early in the semester (preferably within the firs week) as possible. All discussion will remain confidential. Please contact Disability Support Services, DF Lowry Building, 910-521-6695.

[Return to Agenda]
1. **Proposal from the Department of Geology and Geography**

**Program Proposal:** Create a degree track that extends student options for the Geo-Environmental Studies major by concentrating on human/environment interaction as represented through Geography. This will allow students to approach different aspects of Geo-Environmental Studies in the major through either hard science (existing geoscience track) or social science (proposed Geography track).

Rationale: The Geoscience track allows for considerable leeway in the Geo-Environmental Studies major, however, the goal of the proposed track is to allow students to focus more on human/environment interaction, as well as social and cultural aspects of the world. The US Department of Labor has recently paid significant attention to Geography with the creation of several new Geography specific job descriptions and the recent releases of the Geospatial Technology Competency Model (2011) and the Geospatial Management Competency Model (2012). It is important to provide students with an opportunity to focus on, and gain skills in, this high growth field during their undergraduate experience.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No
Departments affected and how:
Affected Chair: Off
Additional Resources: No
Additional Resources required:

File attachment: Program Description for Catalog

<p>| BACHELOR OF SCIENCE IN GEO-ENVIRONMENTAL STUDIES |
|-----------------------------------------------|---|
| <strong>Requirements for a Bachelor of Science Degree in Geo-Environmental Studies</strong> | <strong>Sem. Hrs.</strong> |
| Freshman Seminar | 1 |
| General Education Requirements* | 44(29) |
| Core Major Requirements | |
| BIO 1000, 3040 | 7 |
| CHM 1100, 1300 | 4 |
| GGY 1010 or 1020, 2500, 4100 | 9 |
| GLY 1000 or 1150, GLYL 1150, GLY 2620 | 7 |
| MAT 2100 | 3 |
| PLS 1000, 4225 | 6 |
| GLY 4010 or GGY 4010 or approved field course** | 3 |
| <strong>Core Total</strong> | <strong>39</strong> |
| <strong>Courses required for track</strong>* | <strong>34-35</strong> |
| Geoscience Track | |</p>
<table>
<thead>
<tr>
<th>Geography Track</th>
<th>Electives</th>
<th>16-17</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Total:</strong> 120</td>
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</table>

*Fifteen hours of General Education courses are listed separately above as specific core requirements.**

** e.g., UNC-CH MAS 472, ECU Geol 4000

<table>
<thead>
<tr>
<th>Geoscience Track</th>
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<tbody>
<tr>
<td>CHM 1110, 1310, 2300</td>
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<td>8</td>
</tr>
<tr>
<td>GLY 1250, 3100, 3110, GLYL 1250</td>
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<td>8</td>
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<tr>
<td>MAT 2150 or 2210</td>
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<tr>
<td>Choose 6 credits from 3000 or higher-level GGY or GLY</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Choose 9 credits from 2000 or higher-level BIO, ENV, CSC, CHM, PHY, EGR, GLY, GGY; or MAT 2220 or 3000 or higher-level MAT</td>
<td></td>
<td>9</td>
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<td>Geoscience Track Total</td>
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</table>

<table>
<thead>
<tr>
<th>Geography Track</th>
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</thead>
<tbody>
<tr>
<td>GGY 2000, 2460, 2700</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Choose 6 credits from regional courses GGY3700, 3720, 3770, 3780, 3790</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Choose 6 credits from 3000 or higher-level GGY or GLY</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Choose 12 credits from 2000 or higher-level AIS, ENV, SOC, CRJ, HIS, PLS, WLS, GLY or GGY</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Geography Track Total</td>
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</table>
2. **Changes to “Curriculum Development and Revision Process” section of Faculty Handbook**

**Instructions for Curriculum Change Forms**

General Instructions: Proposing Departments/Schools are to consult the Faculty Handbook (Section 6-10.B; Curriculum Development and Revision at [http://www.uncp.edu/aa/handbook](http://www.uncp.edu/aa/handbook)) with regard to proposal construction and process.

Curriculum Forms can be found at:

[http://www.uncp.edu/aa/resources/forms/index.htm](http://www.uncp.edu/aa/resources/forms/index.htm)

An electronic version of the proposal (without signatures) must reach the Chair, Subcommittee on Curriculum, at least **ten days prior** to a meeting. This will be used to construct the Agenda.

A completed hard copy of the proposal (with all signatures) must reach the Chair, Subcommittee on Curriculum, on the Monday **prior** to a meeting. Failure to meet the deadlines for electronic and hard copy forms will result in the exclusion of proposals from the agenda.

**1. Program Proposal Form:** This form is used for creating, deleting, or modifying a **program** (i.e., a major, minor, or a degree program e.g., MS in Physics).

**IF YOU ARE COMPLETING THE FORM FROM A CAMPUS COMPUTER:**

a. Step One: Complete sections #1-6.
b. Step Two: Print a hard copy of your proposal.
c. Step Three: Click Submit to send the proposal via email.
d. Step Four: The proposal will automatically be attached to the email. The proposal will automatically be pasted as an email message. A copy of the new or revised program as it will appear in the catalog must be attached to the email as a Word document. Click send.
e. Step Five: Submit signed, hard copy forms along with catalogue description (as a Word document) attached, and deliver to the Chair of Curriculum by 5 p.m. on the Monday prior to a meeting.

**IF YOU ARE COMPLETING THE FORM FROM A REMOTE LOCATION:**

a. Step One: Complete sections #1-6.
b. Step Two: Print a hard copy of your proposal.
c. Step Three: Save the electronic copy to your hard drive.
d. Step Four: Create an email and attach the document, as well as the catalogue description, add the Chair of Curriculum and the Associate Vice Chancellor of Academic Affairs to the recipient list, and click send.
e. Step Five: Submit signed, hard copy forms along with catalogue description (as a Word document) attached, and deliver to the Chair of Curriculum by 5 p.m. on the Monday prior to a meeting.

If the proposal needs approval from a body outside UNC-Pembroke (e.g. Office of the President, etc.), then it is the responsibility of the proposing department to monitor and obtain that approval. Approval or failure to obtain approval by the end of the academic year must be communicated to the Faculty Senate by the proposing department for forwarding to Registrar or recall of the proposal. Proposing department must also arrange to update the catalog when approval is received.

It is the responsibility of the proposing department to obtain all required signatures prior to submission to the Subcommittee on Curriculum. This also includes signatures from Chairs of other Departments or other programs that may be affected by the change.

2. Course Proposal Form: This form is used for adding, deleting, or revising a course (e.g., change the meaning or content of a course). NOTE: in the case of new courses, all course Prefixes and Numbers must be approved by the Registrar’s Office prior to submission of the proposal to the subcommittee. In the case of cross-listed courses both departments must approve the proposal.

IF YOU ARE COMPLETING THE FORM FROM A CAMPUS COMPUTER:

a. Step One: Complete sections #1-8.
b. Step Two: Print a hard copy of your proposal.
c. Step Three: Click Submit to send the proposal via email.
d. Step Four: The proposal will automatically be attached to the email. The proposal will automatically be pasted as an email message. A copy of the new or revised catalogue description, along with a syllabus (New Courses only) must be attached to the email (as a Word document). Click send.
e. Step Five: Submit signed, hard copy forms along with new or revised catalogue description (as a Word document) attached, and deliver to the Chair of Curriculum by 5 p.m. on the Monday prior to a meeting.

IF YOU ARE COMPLETING THE FORM FROM A REMOTE LOCATION:

a. Step One: Complete sections #1-8.
b. Step Two: Print a hard copy of your proposal.
c. Step Three: Save the electronic copy to your hard drive.
d. Step Four: Create an email and attach the document as well as the catalogue description along with a syllabus (New Courses only), add the Chair of Curriculum and the Associate Vice Chancellor of Academic Affairs to the recipient list, and click send.
e. Step Five: Submit signed, hard copy forms with along with catalogue description (as a Word document) attached, and deliver to the Chair of Curriculum by 5 p.m. on the Monday prior to a meeting.

Course Activity Codes
These codes are for the expected usual or normal means of conducting the course. For example, if the course is normally a lecture with 25 students but only 6 sign up for a particular section, the instructor may conduct it more as a seminar but it is still considered a lecture.

**ACT - Activity** – A structured course in which students participate in learning a physical activity such as playing a sport.

**CLN - Clinical** – Participation in client or client-related services, usually outside the institution.

**DIR - Directed Study** – A course in which a student pursues research under the guidance of a faculty member to: 1) pursue in-depth an area covered more generally in another course, or 2) to explore a topic not normally covered in the curriculum. The student identifies the topic.

**FLD - Field Experience**—Credit-bearing off-campus activity (may include some classroom time).

**FWK - Field Work** – Similar to an internship but generally at a social service agency. Provides students with the opportunity to experience practical applications of social work under the direction of an agency supervisor.

**IFD - Internship—Field Work** - The focus of field work is on the application of social work knowledge, values, ethics, and skills in the practice setting. The student draws upon the content of all academic courses and the student uses the field agency experience to identify, apply, practice and integrate generalist and advanced social work knowledge and skills. Through provision of client services students refine direct practice skills and apply the steps of evidence-based practice.

**IND - Independent Study** – Academic work chosen or designed by the student with the approval of the department concerned, under an instructor’s supervision, and usually taken outside the regular classroom structure.

**INT - Internship** – A structured and significant education experience that takes place in an approved agency, school, community organization, or business, under the supervision of a site administrator and the guidance of the student’s department. Provides an opportunity to apply concepts and develop professional skills in an actual practice setting. The work can be full-time or part-time, on-or off-campus, paid or non-paid.

**LAB - Laboratory** – An instructor-supervised class, usually associated with a lecture class, in which students carry out exercises of investigation, observation, and/or experimentation. Lab exercises allow students to apply concepts from the lecture class.

**LEC - Lecture** - A course that is primarily a communication of prepared material from the instructor to students. Students may take notes, ask questions and participate in discussions.

**MST - Master’s Thesis** – Preparation of the Master’s Thesis.

**PRC - Practicum** – Placement for observation and/or application of content in an education setting.

**PRF - Performance** – A course in which students participate in one of the university’s musical performance groups.

**PRL - Private Lesson** – Students work one on one with the instructor, usually developing skills with musical instruments.

**RES - Research** - Students pursue research under faculty supervision. The faculty member and student select the topic in consultation.

**SEM - Seminar** – A small class designed for information exchange and discussion on a specialized topic, under the supervision and leadership of a faculty member.

**STU - Studio** – A course in which students engage in hands on application of artistic or musical principles that introduce or reinforce techniques and repertoire and which lead students to become performing musicians or practicing artists.

**WLS - Study Abroad** - Students participate in a study abroad experience and prepare a report on their study abroad experiences.
Curriculum Development and Revision Process (from Faculty Handbook, pp. 111-113)
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. 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. Doctoral 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 one of three standardized curriculum forms: Course Proposal Forms, General Education Course Proposal Forms, and Program Proposal Forms. Curriculum proposals are reviewed by the department and signed by the Department Chair. The Chair of any other department affected by the development or revision also reviews and signs the proposal. If the development or change affects Teacher Education, the Teacher Education Committee reviews the proposal and the Chair of that Committee signs it. The Registrar, the appropriate Dean, and the Provost and vice Chancellor for Academic Affairs must also sign the proposal. Graduate curriculum proposals 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.

Proposals involving any aspect of the General Education Program are submitted to the Curriculum Subcommittee before being submitted to the General Education Subcommittee. The only exceptions are proposals involving existing courses with no modifications seeking inclusion in the General Education Program. All other proposals are submitted only to the Curriculum Subcommittee. Proposals involving the creation of new courses, revisions to existing courses or course deletions are submitted on Course Proposal Forms. 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. Proposals involving one or more changes to degree programs, tracks, concentrations or minors, etc., are submitted on the Program Proposal Form. 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.) 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.

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:

- 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.
- **Doctoral** All 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 one of three standardized curriculum forms: Course
Proposal Forms, General Education Course Proposal Forms, and Program Proposal Forms.

• Curriculum proposals are reviewed by the department and signed by the Department Chair.

• 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 submit a program proposal documenting the change to the program. Cross-listed course numbers must be approved by the Registrar’s office.

• 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.

• The Registrar, the appropriate Dean, and the Provost and Vice Chancellor for Academic Affairs must also sign the proposal.

• Proposals involving any aspect of the General Education Program are submitted to the Curriculum Subcommittee before being submitted to the General Education Subcommittee. The only exceptions are proposals involving existing courses with no modifications seeking inclusion in the General Education Program.

• All other proposals are submitted only to the Curriculum Subcommittee.

• Proposals involving the creation of new courses, revisions to existing courses or course deletions are submitted on Course Proposal Forms.

• 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.

• 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.

• 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 forms.
• 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.)

• 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, cross-listed courses, 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, 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.

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Appendix E

The Withdrawal, Course Replacement, Repeat Working Group of the Enrollment Management subcommittee recommends the following change:

I. Decrease the number of times a course can be repeated (without the signature of the chair of the department offering the course and the appropriate dean) from three to two.

II. Add statement #7 below which makes students aware that financial aid may not cover repeated coursework.

**Proposed changes to the current catalog:**

**Repetition of Course Work**

A student who wishes to repeat a course must adhere to the following policies:

1. The original course and the repeat course must be taken at UNCP.
2. The course being repeated must be the same course taken previously; no substitutions are allowed.
3. **Students may repeat a course a maximum of three times.** Students may repeat a course twice. Exceptions to this limit require approval of the chair of the department offering the course and the appropriate dean.
4. All grades received in courses repeated will be used to compute the quality point average, unless the student elects to use a grade replacement (see "Grade Replacement Policy" below).
5. A student will receive credit (earned hours) for a course one time, and the most recent grade will be used in meeting graduation requirements.
6. All entries remain a part of the student’s permanent record.
7. Students should be aware that financial aid may not cover repeated courses. Students considering repeating a previously passed course are strongly encouraged to consult with the Office of Financial Aid regarding repeated coursework.

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