AGENDA
Meeting of the Academic Affairs Committee
Tuesday, November 20 3:30
Health Sciences, Conference Room 300

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 October 17 Meeting (Appendix A)

III. Approval of the Agenda

IV. Report from the Chair

V. Reports from Subcommittees

A. Curriculum: Jaime Martinez, Chair

Actions Requiring only AA Chair Signature (Appendix B)

1. Proposal from the Department of School Administration and Counseling

   Course Proposal: Revise course description for CNS 6100 Counseling Practicum
   Approved 10-0-0

2. Proposals from the Department of Chemistry and Physics

   2.1 Course Proposal: Change the prerequisite for CHM 1310 General Chemistry II to include a grade "C-" or better in CHM 1300 General Chemistry I
   Approved 10-0-0
2.2 Course Proposal: Revise description and prerequisites for existing course, CHM 3990 Research in Chemistry
Approved 10-0-0

3. Proposal from the Department of Economics, Finance, and Decision Sciences

Course Proposal: Replace ACC 2280 with ACC 2270 as a prerequisite for FIN 3100
Approved 10-0-0

4. Proposal from the Department of Accounting and Information Technology

Course Proposal: Make MAT 1070 and DSC 2090 prerequisites for ACC 2270
Approved 10-0-0

Actions Requiring AA Approval only (Appendix C)

1. Proposal from the Department of Chemistry and Physics

   Course Proposal: Create a new course, CHM 1990 Introduction to Research in Chemistry

2. Proposal from the Department of Management, Marketing and International Business

   Course Proposal: Create a new course, MGT 4310 Sustainability and Corporate Social Responsibility

   Approved 10-0-0

3. Proposal from the Department of History

   Course Proposal: Create new course, HST 4120 History of Sexuality
Approved 10-0-0

Actions Requiring AA Approval and to be sent to Senate (Appendix D)

1. **Instructions for Cross-Listing Courses in Curriculum Proposal**

   **Instructions and Faculty Handbook**
   
   New wording added regarding cross-listed courses
   
   Approved 10-0-0

2. **List of Courses to Add to QEP**

   ENG 3110 Medieval British Literature—Writing Enriched
   
   AIS 4150 Amerindian Oral Traditions – Writing in the Discipline

   B. General Education: Joanna Hersey, Chair

   C. Enrollment Management: Melinda Rosenberg, Chair
     
     1. Proposal to Alter the Course Repeat and Replacement Policy (Appendix E)
     
     Approved unanimously

   D. Academic Support Services: Larry Arnold, Chair

VI. Old Business

   Discussion of membership of AA subcommittees / Governance Committee actions

VII. New Business

   Discussion of Diversity Requirement in General Education

VIII. Announcements

IX. Adjournment
Appendix A

Minutes
Meeting of the Academic Affairs Committee
Wednesday, October 17 3:30
University Center, Room 213

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

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

Members Absent: Kitts

Guest: Elizabeth Normandy (Academic Affairs and QEP), Kim Sellers (Education)

I. Call to Order
   The Committee was called to order at 3:30pm.
   Based on the previous agreement to rotate secretarial duties, Cherry Beasley will serve in this role for this meeting.

II. Approval of the Minutes of the September 19 Meeting (Appendix A)
   The Minutes were unanimously approved.

III. Acceptance of the agenda.

   There was a change in the number of courses to be approved for the QEP. The distributed agenda indicated there were 13 while the distributed list of courses to be approved was 19. Writing Enriched was added to AIS/REL 2130 in the list of QEP courses. Agenda was accepted as amended.

IV. Report from the Chair
   Attended the Faculty Talk on October 16. While attendance was low, important issues related to the role of faculty and the development of the Strategic Plan and planning process were discussed.
   The issues related to Senate committee and subcommittee membership from our meeting of September 19 were forwarded to the Governance Committee. The Governance Committee met yesterday; thus, no official response has been received.
V. Reports from Subcommittees

A. Curriculum

1. **Actions Requiring only AA Chair Signature** (Appendix B) – report received without comment on courses in section 1 and 2. Committee members had numerous questions about proposal 3.4 (PSY 3675 is not in the current catalog) and 3.8 (appears to be major course change not a minor course change).

Motion made by Jernigan and seconded by Sellers to return these items to the Curriculum Committee. Motion passed 11-0-0.

2. **Actions Requiring AA Approval only** (Appendix C) - Proposals from the Department of Philosophy and Religion and from the Department of Educational Specialties

Motion passed: Approved: 11-0-0.

3. **Actions Requiring AA Approval and to be sent to Senate** (Appendix D)

   a. Department of Educational Specialties to replace RDG 5830 I, II, and III with RDG 5230, 5430 and 5630. Graduate Council approved the change on October 15.

Motion passed 11-0-0.

   b. Nineteen classes approved for the QEP.

Motion passed - 11-0-0

B. General Education

Committee did not meet due to lack of quorum. Received a report of a meeting attended by Dr. Joanna Hersey sponsored by UNC General Administration. Meeting centered on seeking common ground if not a common general education core for the sixteen campuses within the UNC system.

No action required.

C. Enrollment Management

Received reports; no official business to move forward at this time. Reports: The Enrollment Management Council has met once; representation includes two UNCP faculty members. Future plans include reviewing the course repeat and course replacement policy and considering the idea of retroactive withdraw because of the military and serious illness situation.

D. Academic Support Services
Reports from different subcommittees received

1. Library:
   - Increase use of study rooms
   - Departmental liaisons have been identified and work has begun with them
   - Completing assessment report for SACS
   - Search committee for Dean has been established
   - Friend of Library Benefit date has been set for March 22, 2013

2. Writing Center: Increase in tutoring sessions from .5 hour to 1.0; numbers of students served has increased as well.

3. DoIT: City watch notification system is being developed and implemented; HSB to integrate with campus; new software for student record audits—YOU Achieve

4. Disability Support Services—Special project to recruit employees with disabilities; a student can be seen 33 times by the DSS. Question was raised by what this means—is this per academic year, semester, and tenure at UNCP?

5. Center for Academic Excellence- 264 students are developing contracts to improve academic standing, with 139 participating fully in the tutoring;
   - HawkAlert- students are ignoring the alerts; trying contacting by cell phone using texting. CAE is concern about contacting quickly especially for students missing classes. Important for the have the necessary resources needed—two councilors have been added. Tutoring—28 supplemental instructions, tutoring covering a 159 courses from 18 different disciplines.

   The members of the Academic Affairs committee discussed on which senate committee is the Center for Academic Excellence a member and who should represent the CAE on senate committees and subcommittees. That topic will be addressed by the Governance Committee.

VI. Old Business
   - Discussion of UNC Strategic Planning Council / UNCP Involvement
     - Throughout the system there is concern over committee membership and representation of faculty voice. Group of UNCP faculty worked on an op-ed piece for the News and Observer. Not yet published.
   - Discussion of membership of AA subcommittees / Governance Committee actions
     - Governance Committee will have a report for the Faculty Senate in the November meeting.

VII. New Business
   - Promotion and Tenure Taskforce has been created.

VIII. Announcements- None
IX. Adjourned at 4:55 PM

Return to Agenda
1. **Proposal from the Department of School Administration and Counseling**

Course Proposal: Revise course description for CNS 6100

Rationale: This revision clarifies the course requirements.

Dept vote: 10 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:

Prefix & Number: CNS 6100

Hours: 3.0

Prerequisites: Completion of core counseling courses, minimum of grade point average of 3.0, and an approved field placement application.

Corequisites: CNS 5060 Crisis Intervention and CNS 5900 Issues in Addictions for Counselors.

Required: yes (already required in program)

Revised course description: CNS 6100 Counseling Practicum (3 hours): The practicum is an introductory field placement course. The practicum experience allows for enhanced skill development and exposure to professional and ethical practices in a supervised counseling setting. Students work with the Field Placement and Testing Coordinator to obtain field placements one semester in advance of enrollment. Students must complete a total of 100 clock hours at the approved field placement site. In addition to the field placement requirements, students are required to attend class for group supervision and attempt the comprehensive exam.
Prerequisite: Completion of core counseling courses, minimum of grade point average of 3.0, and an approved field placement application. Corequisites: CNS 5060 Crisis Intervention and CNS 5900 Issues in Addictions for Counselors.

Course title: Counseling Practicum

Code: PRC

Existing Course Description with Markings
CNS 6100. Counseling Practicum
(3 Hours) The practicum is an introductory field placement course. The field placement is required to take place in a setting appropriate to the student’s graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The practicum experience allows for enhanced skill development and exposure to professional and ethical practices in a supervised counseling setting, such as documentation, in a supervised and university-approved setting. Students work with the Field Placement and Testing Coordinator to obtain field placements one semester in advance of enrollment. Students must complete a total of 100 clock hours at the approved field placement site. Sixty percent of the 100 clock hours must be in direct client contact. In addition to the field placement requirements, students are required to attend class for group supervision and attempt the comprehensive exam. will attend university-based classes for continued instruction and professional development. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses, and a minimum grade point average of 3.0, and an approved field placement application. Corequisites: CNS 5060 Crisis Intervention and CNS 5900 Issues in Addictions for Counselors.

2. Proposals from the Department of Chemistry and Physics

2.1 Course Proposal: Change the prerequisite for CHM 1310 General Chemistry II to include a grade "C-" or better in CHM 1300 General Chemistry I

Rationale: The proposal is designed to curb the recent increase in the number of students who finish the course requirements for the chemistry degree but are unable to graduate due to not having a 2.0 GPA in the major.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: Biology

Cross listing: No

Articulation: ?

Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: CHM 1310

Hours: 3.0

Prerequisites: C- or better in CHM 1300

Required: Yes (already in program)

Revised course description: CHM 1310 General Chemistry II: Chemical reactivity, including properties of solutions, kinetics and equilibrium, acids and bases, and electrochemistry. Basic chemical principles applied to organic, inorganic, and nuclear systems. Credit, 3 semester hours. PREREQ: C- or better in Chemistry 1300.

Course Title: General Chemistry II

Code: LEC

2.1 Course Proposal: Revise description and prerequisites for existing course, CHM 3990 Research in Chemistry

Rationale: to clarify the course description and include a prerequisite that will restrict enrollment to students having some college-level experience in the chemistry laboratory (a separately proposed new course is being created to serve students without such experience)

Dept vote: 15 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:

CHM 3990 Research in Chemistry
Hours: 1-3

Prerequisites: Completion of or enrollment in at least one 2000-level chemistry lab course and consent of Department Chair

Required: no (If yes, need Program Proposal Form)

Revised Course description: This course involves student research on projects supervised by departmental faculty. Both laboratory and literature research are typically included, and a detailed lab notebook and formal report of results will be submitted to the supervising faculty member at the conclusion of the course. Pass/Fail grading. Credit, 1 - 3 semester hours. May be repeated for a maximum of 6 semester hours. PREREQ: Completion of or enrollment in at least one 2000-level chemistry lab course and consent of Department Chair.

Course title: Research in Chemistry

Code: RES

3. Proposal from the Department of Economics, Finance, and Decision Sciences

Course Proposal: Replace ACC 2280 with ACC 2270 as a prerequisite for FIN 3100

Rationale: The Accounting and Information Technology Department has re-aligned the coverage of material in the ACC 2270-ACC 2280 sequence such that the necessary prerequisite material for FIN 3100 is covered in ACC 2270.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: This is a Common Body of Knowledge Course for all School of Business students. School approved 10/23/2012. Dean supports the proposal.

Affected Chair: Yes

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:
FIN 3100 Business Finance
Hours: 3.0
Prerequisites: A “C” or better in ACC 2270, DSC 3130 or equivalent statistical course, and MAT 1070 or a higher-level mathematics class
Required: Yes (already in program)
Revised Course Description: Principles of financial management as they apply to American business organizations. The role of finance and the financial manager, risk, return and interest rates, long-term investment decisions, cost of capital, and short and long term financing decisions. Credit, 3 semester hours. PREREQ: A “C” or better in ACC 2280, DSC 3130 or equivalent statistical course, and MAT 1070 or a higher-level mathematics class.  
Course title: Business Finance 
Code: LEC

4. Proposal from the Department of Accounting and Information Technology

Course Proposal: Make MAT 1070 and DSC 2090 prerequisites for ACC 2270

Rationale: DFW rates have been high in ACC 2270 Financial Accounting. These prerequisite courses will prepare students to think critically and have the basic computer skills (DSC 2090) necessary to increase the chance for success in Financial Accounting.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: This is a Common Body of Knowledge Course for all School of Business students. School approved 10/23/2012. Dean supports the proposal.

Affected Chair: Yes

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:
ACC 2270 Financial Accounting  
Hours: 3.0 
Prerequisites: MAT 1070 and DSC 2090 
Required: Yes (already in program) 
Revised Course Description: Introduction to accounting. A study of the basic accounting equation, transaction analysis, and financial statements. Credit, 3 semester hours. PREREQUISITES: MAT 1070 and DSC 2090.  
Course title: Financial Accounting
Code: LEC

Return to Agenda
Appendix C
Actions Requiring AA Approval only

1. Proposal from the Department of Chemistry and Physics

Course Proposal: Create a new course, CHM 1990 Introduction to Research in Chemistry

Rationale: to provide a course vehicle separate from our existing CHM 3990 that will allow students with little or no prior laboratory experience (coursework or otherwise) to gain academic credit while working with close faculty supervision and guidance on research projects.

Dept vote: 15 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:

CHM 1990 Introduction to Research in Chemistry

Hours: 1

Prerequisites: Consent of Department Chair

Required: no (If yes, need Program Proposal Form)

New course description: Intended for a student’s first research experience, this course involves close faculty supervision and guidance on literature and laboratory work directed towards a common research objective. A detailed laboratory notebook will be maintained and submitted to the supervising faculty member at the conclusion of the course. Pass/Fail grading. Credit, 1 semester hour. PREREQ: Consent of Department Chair.

New Course title: Intro to Research in Chem

Code: RES
2. **Proposal from the Department of Management, Marketing and International Business**

**Course Proposal:** Create a new course, MGT 4310 Sustainability and Corporate Social Responsibility

This course combines two increasingly important streams of management responsibilities: sustainability and social responsibility. It requires students to examine the challenges of implementing sustainability in a variety of contexts from the perspectives of climate change, energy use, natural resource use, and ecosystems/land use, as well as introduces them to the concepts of corporate social responsibility, which expands corporate focus from serving stockholders to considering the impact of the firm's activities on diverse stakeholders.

The objective of this course, beyond providing a basic introduction to sustainable development concepts, is to recognize the challenges of sustainable development; the opportunities and limits of the private sector in meeting these challenges; and prepare students for the application of these concepts in functional business topics.

Likewise, practicing corporate social responsibility requires that managers meld business goals with societal expectations. To do so means addressing complex questions such as: What obligations do businesses have to the societies in which they operate? Can the interests of corporations and their outside stakeholders be aligned, or are they in inherent conflict? This course examines these and other questions without prescribing simple solutions.

**Rationale:** Sustainability refers to the study of human relationships to the natural world that effect quality of life for all species, both now and into the future. Students will be examining how cultural, political, and economic activity over time has influenced human regard for the natural world and shaped our treatment of the environment.

There are already numerous universities offering courses as well as concentrations and degrees in this area of study. All of these emphasize an ethic of social responsibility driving business decisions and functions, along with concern for environmental sustainability, and financial success in an interdependent and just global economy. Universities offering courses and programs in Sustainable Business highlight individuals and organizations that foster entrepreneurial change and innovative approaches. Courses develop theoretical concepts and students to learn the knowledge and skills to effect positive change within today’s challenging business environment.

These courses are designed to provide a broad overview of global business practices in sustainability designed to help students develop a strong foundation in this complex subject. The primary focus is on the business perspective to help students understand the business rationale for sustainability. Often using case studies, students examine why and how a business is addressing environmental and sustainability issues across sectors and industries. The various principles, models, methodologies, and indicators of sustainability also are covered to provide an understanding of how global business awareness and practices in the field have evolved since the concept first emerged in the 1980s. Business sustainability concepts are now rapidly being incorporated by organizations and business worldwide. These courses highlight effective
responses by managers, including public-private partnerships, environmental strategies, socially responsible supply chains, and identifying new markets.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: No

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:
MGT 4310 Sustainability and Corporate Social Responsibility
Hours: 3.0
Prerequisites:
New Course Description: This course combines two increasingly important streams of management responsibilities: sustainability and social responsibility. It requires students to examine the challenges of implementing sustainability in a variety of contexts from the perspectives of climate change, energy use, natural resource use, and ecosystems/land use, as well as introduces them to the concepts of corporate social responsibility, which expands corporate focus from serving stockholders to considering the impact of the firm's activities on diverse stakeholders.
New Course title: Sustainability and Corporate Social Responsibility
Code: LEC

Course Syllabus

MGT 4310 SUSTAINABILITY AND SOCIAL RESPONSIBILITY

“Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of "needs", in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and the future needs.”

Course Description:
This course combines two increasingly important streams of management responsibilities: sustainability and social responsibility. It requires students to examine the challenges of implementing sustainability in a variety of contexts from the perspectives of climate change,
energy use, natural resource use, and ecosystems/land use, as well as introduces them to the concepts of corporate social responsibility, which expands corporate focus from serving stockholders to considering the impact of the firm's activities on diverse stakeholders.

The objective of this course, beyond providing a basic introduction to sustainable development concepts, is to recognize the challenges of sustainable development; the opportunities and limits of the private sector in meeting these challenges; and prepare students for the application of these concepts in functional business topics.

Likewise, practicing corporate social responsibility requires that managers meld business goals with societal expectations. To do so means addressing complex questions such as: What obligations do businesses have to the societies in which they operate? Can the interests of corporations and their outside stakeholders be aligned, or are they in inherent conflict? This course examines these and other questions without prescribing simple solutions.

The course will have a methodological focus. Students will learn about the role of theory, the difference between positivistic and interpretative research traditions and ways to combine different methods and theories. At the end of the course, students are expected to write a paper in which they scrutinize a topic of their own choice in sustainability and social responsibility. The paper should be in a journal article format.

**Course Overview:**
This course focuses on different conceptions of the role of business in society and the role that personal values play in determining business conduct from a multidisciplinary perspective. More specifically, the course aims to have students appreciate the values inherent in the free market system and its alternatives, the modern debate over the meaning of “corporate social responsibility,” the differences between a principled and a pragmatic approach to defining a business’ role in society, and obligations of business to specific groups of stakeholders from a legal, economic, and moral standpoint. Critical issues such as sustainability and the impact of globalization on the role of modern business also are featured in this course. The readings for this course are drawn from a variety of business disciplines in addition to fields such as: economics, history, philosophy, political science, law, and psychology.

Throughout the course, students are encouraged to uncover their own values and to think about taking personal responsibility for the character and culture of the organizations for which they will work.

**Expected Outcomes:**
Upon completion of this course, students should:
1. Examine the scope and complexity of corporate social responsibility (CSR).
2. Demonstrate a multi-stakeholder perspective in viewing CSR issues.
3. Analyze the connections between corporate strategy and CSR and the impact on foundational organizational principles such as mission and vision.

1. Compare and contrast the multiple viewpoints and tradeoffs that exist in the area of CSR.
2. Analyze the complex issues confronting organizational leaders as they develop their CSR programs.
3. Evaluate the level of commitment to CSR of various organizations and explain how it can be a source of competitive advantage.
4. Analyze the impact of CSR implementation on corporate culture, particularly as it relates to
social issues.
5. Gain knowledge of a diverse spectrum of sustainability oriented scholarship, including natural scientific, social scientific, and humanistic disciplines.
6. Understand of the benefits and challenges of multidisciplinary efforts to address and integrate environmental, economic, and social concerns in relation to an array of professional fields and concrete practices in government, business, civil society, and the cultural arena.
7. Critically assess, evaluate, and utilize interdisciplinary knowledge and systems thinking to facilitate adaptation in a rapidly changing world at local, regional, national, and global levels.
8. Demonstrate effective written communication of a broad range of approaches, frameworks, metrics, principles, and practices of sustainability and CSR.

**Perspective:** My role as the instructor is to provide you with opportunities to learn and to act as a coach in facilitating the learning process. Your job as the student is to take advantage of these opportunities and to engage actively in the learning process. All of us have a responsibility to make each class a valuable learning experience. The Internet will be used in the presentation of all course materials. Students will demonstrate their understanding content and concepts through various course requirements. You are expected to be provocative. You should not be reserved about contributing thoughts and observations during the course.

**Course Requirements:**
- **Readings** A list of suggested readings is provided. These present some of the concepts, tools, and relationships for each subject matter. Active reading is required because many of the readings are academic papers, often containing more difficult concepts and less known facts. They are not something to read while lounging on a beach. Additional readings are also strongly suggested. Attack each article by writing down your interpretation of what you have read and forcing yourself to react to what you have read. Make notes and jot down ideas that come to you as you read. Additionally, current news topics may be considered part of the course material. You are also encouraged to develop an awareness of the trends and issues through regular reading of business publications.
- **Participation** The role of the Internet-based discussion areas are to provide an opportunity for every student to develop an understanding of what you have read through discussion and application in various types of exercises. Please note that you take responsibility for your own learning and this duty requires a significant amount of work on your part. No credit will be given for missed or late assignments. In all cases, policies and regulations will be applied as described in UNCP's Catalog. The online discussions provide an opportunity for you to interact with your classmates. You should respond to prompts that assist you in developing your ideas, you share those ideas with your classmates, and for you to comment on their posts. Discussion Board interactions promote development of a community of learners, critical thinking, and exploratory learning. Please participate in online discussions as you would in constructive face-to-face discussions. You are expected to post well-reasoned and thoughtful reflections for each item, making reference, as appropriate, to your readings. You are also expected to reply to your classmates' posts in a respectful, professional, and courteous manner. You may, of course, post questions asking for clarification or further elucidation on a topic.
- **Case Topics** Case topics may be assigned for which each student should present their findings. In most cases, the work will be related to the readings, current events, or articles found
in publications such as The Economist, Fortune, and Business Week. These will show evidence of active application of course subject material. All secondary material in your presentation must be referenced. Spelling, grammar, and punctuation errors will significantly detract from your grade on written assignments. Make a special effort to proofread your written work very carefully before you turn it in.

- **Final Paper** The paper will be a topic of your own choice in sustainability and social responsibility. It will present your philosophy. It should analyze your findings depend on the research methods and analytical framework that is applied and whether other sources of information and causal explanations are overlooked. The paper should be in a journal article format.

**Evaluation:**
The completion of all course requirements and assignments are intended to be primarily experiences that aid in student learning. A secondary purpose of the assessment items is to assess students’ knowledge, understanding of the underlying concepts, as well as the ability to apply this knowledge and understanding in specific circumstances.

Assessment will be based upon achievement in the course distributed as follows:
- Reflection assignments 20
- Final paper 30
- Written cases 30
- Online discussion 20

Final letter grade for each student’s score will be earned according to the following:

- Superior Outstanding Good (Average) Poor
- 100 — 91 = A
- 90 — 81 = B
- 80 — 71 = C
- 70 — 61 = D
- Failure 60 — 0 = F

Marking criteria will be based on individual performance in all course requirements. Please note that grading of assignments invariably involves an element of subjective evaluation. I have found that what influences me most is content, and the balance, manner of expression. Obviously, the human element involved in grading your work makes that process less than perfect. However, a reliance solely on objective questions – is inappropriate for the pedagogical objectives of this course.

UNCP policy concerning: academic regulations, plagiarism and academic honesty will apply in this course. Students are encouraged to work with others for study purposes. However, any lack of integrity (such as sharing of assignments or exams) will be dealt with according to UNCP policies.

**ADAAA Policy:**
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, Room 103 or call 910-521-6695. This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 521-6695.

**Course Schedule**
This is an accelerated summer schedule. Therefore, students should be prepared and plan accordingly.

**June 28 - Sustainability – From Global Institutions to Corporate Issues**


VIDEO: The Story of Stuff (find at http://www.storyofstuff.org/movies-all/story-of-stuff/)


July 5 - Strategy and Sustainability


READING: The Contribution the ICT Industry Can Make to Sustainable Development, Global e-Sustainability Initiative available for download http://www.gesi.org/LinkClick.aspx?fileticket=yUzW4%2FuE15E%3D&tabid=60


July 12 - Stakeholder Engagement
VIDEO: Bill Gates on energy: Innovating to Zero (find at www.ted.com).
VIDEO: CSR report with Bill Baue interviews Dorjee Sun, CEO at Carbon Conservation (find under 3BL TV, CSR report at http://3blmedia.com)


July 19 - Transparency

July 26 - Value Chain Activity – Product Design
VIDEO: Recycling the Cup: Systems Thinking at Starbucks with Peter Senge (find at http://www.sustainablelifemedia.com)


Value Chain Activity – Sourcing and the Supply Chain
VIDEO: New Breed of Accountants Measure Carbon Footprint (find at www.smartplanet.com)

Value Chain Activity – Marketing

August 2 End of session

3. Proposal from the Department of History

Course Proposal: Create new course, HST 4120 History of Sexuality

This proposed course explores the historical construction of prescribed notions of gender and sexuality, and can be focused on American, European, Asian, and other non-western societies or a combination of the above. In the past, this course has been team-taught by a Europeanist and an Americanist, and we believe this inclusive model works well to include a diverse range of materials in a course that is enhanced by breadth. By examining a variety of written, video, and audio textual sources, the course objectives consist of gaining a greater understanding of how prescribed sexual norms have been socially constructed and how these ideals defining acceptable and respectable sexual behavior have changed over time and vary among distinct social groupings. The course will also explore the intersection of class, race, and gender by examining how these have blended together to shape sexual behavior and attitudes.

Rationale: Courses similar to this one are routinely taught in History departments at colleges and universities all over this country. This proposed course also furthers the stated goals of the University’s core values as it advances an appreciation for diversity and respect for the dignity and worth of every individual, regardless of their sexual identity and orientation. Furthermore, this course will prepare undergraduate students to succeed in an ever-changing and increasingly technological global environment in which an understanding and respect for sexual diversity has emerged a key factor in their future success in the careers they wish to pursue. Versions of this class have been successfully taught twice in this department as a special topics course, so the time has come to make it a permanent part of the History curriculum, which will also allow it to be cross-listed as part of the curriculum of the Gender Studies minor.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:
Affected Chair: Off

Cross listing: Will be an option for the Gender Studies Minor

Articulation: No

Additional Resources: no

Additional Resources required

COURSE DESCRIPTIONS:

HST 4120 History of Sexuality

Hours: 3

Prerequisites:

Required: no (If yes, need Program Proposal Form)

New course description: This course explores the historical construction of prescribed notions of gender and sexuality, and can be focused on American, European, Asian, and other non-western societies or a combination of the above. By examining a variety of written, video, and audio textual sources, the course objectives consist of gaining a greater understanding of how prescribed sexual norms have been socially constructed and how these ideals defining acceptable and respectable sexual behavior have changed over time and vary among distinct social groupings. The course will also explore the intersection of class, race, and gender by examining how these have blended together to shape sexual behavior and attitudes.

New Course title: History of Sexuality

Code: LEC

Course Syllabus

HST 4120 History of Sexuality

Instructors

Drs. Rose Stremlau and Charles Beem

Rose Stremlau’s Email: rose.stremlau@uncp.edu
Rose Stremlau’s phone: 910-521-6317
Rose Stremlau’s office hours: 9-11, TH, and by appointment

Charles Beem’s Email: charles.beem@uncp.edu
Charles Beem’s phone: 910-521-6443
Charles Beem’s office hours: 8-9:30 AM., 1:45- 2:45PM, T/TH, and by appointment
Course Description
This course explores changing constructions of gender and sexuality, particularly in the Early Modern and Modern Atlantic Worlds. We will examine a variety of texts in order to gain a greater understanding of how prescribed norms have been socially constructed and how these ideals defining acceptable and respectable sexual behavior have changed over time and varied among distinct groups. We also will explore the intersection of class, race, and gender by examining how these have blended together to shape sexual behavior.

Disclaimer
In accordance with UNCP’s mission to honor a diversity of worldviews, the texts and films used in this course represent multiple perspectives on the social, cultural, economic, spiritual, and political issues related to the expression and experience of human sexuality. Some of the material will express viewpoints very different from your own. You will be expected to consider these issues seriously and without passing judgment. If you feel unable to approach and discuss the course content in the spirit of open, balanced intellectual inquiry, this course may not be for you.

Required Texts
Sharon Block, “Lines of Color, Sex, and Service: Sexual Coercion in the Early Republic,” (available on blackboard)
Geoffrey Chaucer, “Prologue to the Wife’s Tale” (available on blackboard)
George Chauncey, “Introduction” Gay New York (available on blackboard)
Anna Clark, “Queen Caroline and the Sexual Politics of Popular Culture” Representations 31 (Summer 1990), 47-68. (available through JSTOR)
Katherine Crawford, European Sexualities 1400-1800 (available through the campus bookstore)
Sara Evans, “The First American Women,” (available on blackboard)
John D’Emilio and Estelle B. Freedman, selections from Intimate Matters: A History of Sexuality in America (available on blackboard)
William Faulkner, Sanctuary (available through the campus bookstore)
Lydia Alix Fillingham, Foucault For Beginners (available through the campus bookstore)
Michel Foucault, selections from The History of Sexuality (available on blackboard)
Jacqueline Hall, “Private Eyes, Public Women: Images of Sex and Class in the Urban South” (available on blackboard)
Mary Beth Norton, “The Searchers Again Assembled': Gender Distinctions in Seventeenth Century America” (available on blackboard)
Joanne Meyerowitz, “Sexual Geography and Gender Economy: The Furnished Room Districts of Chicago, 1890-1930” (available on blackboard)
Peggy Pascoe, “Miscegenation Law, Court Cases, and Ideologies of ‘Race’ in Twentieth Century America” (available on blackboard)
Kathy Peiss “Making Faces: The Cosmetics Industry and the Cultural Construction of Gender, 1890-1930” (available on blackboard)
Joan Scott, “Gender: A Useful Category of Historical Analysis?” American Historical Review 91, 5
what we've learned as a class. We will work on this project in stages throughout the semester. We longer than five pages in length, this essay will explore a topic of your choosing that elaborates on During the second half of the period, you will share your final essay with us and your classmates. No longer than five pages in length, this essay will explore a topic of your choosing that elaborates on what we've learned as a class. We will work on this project in stages throughout the semester. We will ask you to do the following:

1) Submit a question or topic of interest
2) Identify sources of evidence
   a. three scholarly sources of evidence, including at least one book
   b. one non-print source of evidence, which can include a film, song, or pictures/other images
3) Articulate a thesis statement
4) Submit an outline of your argument and evidence and a S.F.D. (this will be explained in class)
5) Bring your final essay to the final exam. Like your response papers, it should be in standard academic format as described above.

6) Present your findings in a ten minute presentation

We will distribute additional handouts describing the form and length of this project throughout the semester, as well as spend a class devoted entirely to writing. This essay is worth 250 points, or a quarter of your total grade.

Failure to complete all written assignments and examinations will result in an automatic failure of the course. We do not accept late assignments, nor do we accept assignments sent via email. Assignments are collected at the beginning of class. Anything submitted after that will not be accepted.

Attendance policy
Your level of performance is directly tied to your attendance; you will do well only if you attend class regularly. At the beginning of each class session, we will circulate a sign-in sheet. Avoid being late because once the sheet has circulated, you may not sign it. Please do not leave class early without consulting us first. More than four unexcused absences will result in automatic failure.

Electronic devices
The use of cell-phones is prohibited while class is in session. Please remove all electronic devices from your desk, and remove any devices attached to your ears prior to the start of class. If you wish to use a laptop computer during class, or tape-record lectures, you must request permission prior to using the device. Use of laptop computers in class is a privilege which will be revoked if my rules are broken.

1-1 Calendar of Readings, Discussions, and Events
Aug. 19: Introduction to the Course
Aug. 24: Discussion: Scott article, *Foucault for Beginners*, pp. 1-75
Aug. 26: Discussion: *Foucault for Beginners*, pp. 76-151.
Aug. 31: Selections from Michel Foucault, *The History of Sexuality*.
Sept. 02: Lecture and Discussion: “Let’s Talk About Writing!”
Sept. 21: Lecture and Discussion: Beem, “I Am Her Majesty’s Subject.”
Sept. 23: Lecture and discussion: “Films as Historical Texts”
Sept. 28: Video: *Stage Beauty* (this film will be shown in class in two parts).
Sept. 30: Video and Discussion: *Stage Beauty* 
Oct. 05: Lecture and Discussion: Clark “Queen Caroline,”& Ross “Fierce Questions.”
Oct. 07: Review for the midterm
Oct. 12: midterm exam
Oct. 14: Fall break
Oct. 21: Discussion: Buckley, “Menstruation and the Power of Yurok Women”
Oct. 26: Lecture and discussion: D’Emilio and Freedman, chapters 1 and 2
Nov. 2: Lecture and discussion: Taves, “Sexuality in American Religious History”,
Nov. 4: Discussion: Block, “Lines of Color, Sex, and Service: Sexual Coercion in the Early Republic” or Stremlau, Rape Narratives on the North Paiute Frontier”
Nov. 09: Lecture and discussion: C. Kirk Hutson’s “Whackety Whack, Don’t Talk Back’: The Glorification of Violence Against Females and the Subjugation of Women in Nineteenth Century Southern Folks Music”
Nov. 11: Lecture and discussion: Discussion: Meyerowitz, “Sexual Geography and Gender Economy: The Furnished Room Districts of Chicago, 1890-1930” or Hall, “Private Eyes, Public Women: Images of Sex and Class in the Urban South”
Nov. 16: Lecture and discussion: Pascoe, “Miscegenation Law, Court Cases, and Ideologies of ‘Race’ in Twentieth Century America”
Nov. 18: Discussion: Peiss, “Making Faces: The Cosmetics Industry and the Cultural Construction of Gender, 1890-1930”
Nov. 23: Discussion: selections from George Chauncy and D'Emilio and Freedman, chapter 13
Nov. 25: Thanksgiving
Nov. 30 and Dec. 2: Discussion: Faulker, Sanctuary
Dec. 07: Final Examination, 10:45-1:15

Other Course Policies

Academic honesty
Because academic honesty and the development and nurturing of trustworthiness are important to all of us as individuals, we will respond to cheating and plagiarism with the harshest possible response—we flunk anyone who cheats in our course, and we also report cheaters to the Campus Judicial Board.

If you are not familiar with it already, please take note of UNCP’s academic honor code:

*Academic honor and integrity are essential to the existence of a university community. If high standards of honesty are not maintained by everyone, the entire community and society itself suffer. Maintaining standards of academic honesty and integrity is ultimately the formal responsibility of the instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the policies and procedures of the Academic Honor Code. Students are important members of the academic community. As responsible citizens of the UNCP community, students are obligated to uphold basic standards of honesty and to actively encourage others to respect and maintain those standards. Allowing academic dishonesty is just as dishonest as committing a dishonest act oneself.*

Please note, cheating includes submitting any work that is not solely your ideas in your own words. If you are not clear about what does and does not constitute plagiarism, it is your responsibility to ask us to clarify for you. We are glad to discuss this important topic.

Accommodating students with disabilities
We want students with disabilities to succeed in our course. Please speak to us about your needs. According to UNCP’s policy, any student with a 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 first week) as possible. All discussions will remain confidential. Please contact Disability Support Services at 910-521-6695.

Accommodating religious holidays
In accordance with university policy, I honor class absences for the purposes of religious holidays. Students must make accommodations with me for their absence during the first week of class.

Return to Agenda
Appendix D
Actions Requiring AA Approval and to be sent to Senate

1. Instructions for Cross-Listing Courses in Curriculum Proposal

Instructions and 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) with regard to proposal construction and process.

Curriculum Forms can be found at:

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 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 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.

2. Approve New Courses for QEP for Fall 2013

List of Courses to Add to QEP

THE WRITING INTENSIVE PROGRAM

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 Enhanced or Writing in the Discipline courses.

ENG 3110 Medieval British Literature—Writing Enriched
AIS 4150 Amerindian Oral Traditions – Writing in the Discipline

Return to Agenda
The Course Replacement, Repeat Working Group of the Enrollment Management subcommittee recommends the following changes:

I. Decrease the number of grade replacements to 12 credit hours from the current limit of 15 hours for student entering as freshman. (See table for transfer student limits.)

II. 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.

Rationale:
In order to prepare our students for careers and the responsibilities of adulthood, we should give them an adequate number of chances to correct past mistakes. However, allowing them more chances than they could reasonably expect an employer to give them is teaching them the wrong lesson. Currently, students can retake up to five 3-hour courses and can choose whether or not they would like to use the grade from the first or second attempt at the course. A reduction to four 3-hour course grade replacements, in essence four “do overs”, is a better limit to set. Other universities in the UNC system have more stringent grade replacement limits (ASU - 4 courses, UNCC - 2 courses or 8 hrs max, UNCG - 3 courses, NCSU – 2 courses). Also, the time to graduation for students who used 5 grade replacements was 5 years as opposed to those who used 3-4 grade replacements which was 4.36 years, so clearly this affects our ability to graduate students in a timely fashion and wastes university resources.

The current policy allows students to choose when to use their available grade replacements and so students often retake multiple courses in order to improve their GPA and then choose which combination will get them above the 2.0 in major cut-off. This policy encourages students to re-take courses unnecessarily causing some to exceed 150 hours and incur a tuition surcharge and gives them a degree of control over their grade replacements which is not typical at a university. (UNCG was the only other UNC system institution found which also allows students to pick and choose which courses to replace grades.)

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. 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).

4. Until a student reaches the maximum hours allowed by the “Grade Replacement Policy” below, only the last grade received in a repeated course will be used in the computation of the quality point average. For any additional repeated coursework, all grades for a course will be used in computing the QPA.

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.

**Grade Replacement Policy**

a. Students Entering UNCP Prior to Fall 1994

Undergraduate students who entered UNCP before the fall of 1994 and who follow the repeat policy will automatically have the grade replaced for all eligible repeats. The semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements. However, all entries remain a part of the student’s permanent record.

b. Students Entering UNCP for Fall 2013 and thereafter

Beginning with the fall semester of 2013 undergraduate students who enter UNCP and who wish to replace a course grade must adhere to the following policies:

1. A student must follow all regulations regarding repetition of coursework.

2. Some courses may be taken more than once for full credit; these courses are not eligible for grade replacement.

3. The semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements.

4. Students entering UNCP as freshmen will have the option of replacing a maximum of 15 credit hours with improved grades earned by repeating courses. No student is eligible for more than 15 hours of replacement credit regardless of his/her entry date.

5. The credit hours associated with each repeated course will count toward the cumulative replacement hours.

6. Students transferring or readmitted to UNCP may replace grades for courses taken at UNCP for a maximum number of hours as determined by the scale below, which is based on the number of hours accepted for transfer or readmission.

<table>
<thead>
<tr>
<th>Transfer or Readmission Hours Accepted</th>
<th>Maximum Hours for Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-23 hours</td>
<td>15-12</td>
</tr>
<tr>
<td>24-51 hours</td>
<td>12-9</td>
</tr>
<tr>
<td>52-89 hours</td>
<td>9-6</td>
</tr>
<tr>
<td>90 or more hours</td>
<td>6-3</td>
</tr>
<tr>
<td>Candidate for Second Bachelor’s degree</td>
<td>6-3</td>
</tr>
</tbody>
</table>

7. The student must secure a form from the Registrar’s Office and indicate in writing which course grades are to be replaced for computation of the quality point average. The form
designating specific course grade replacements will be maintained on permanent file in the Registrar’s Office.

8. Decisions for course grade replacement are irrevocable.

9. All entries remain a part of the student’s permanent record.

Return to Agenda