The University of North Carolina at Pembroke
Faculty Senate Agenda
Wednesday, October 2, 2013, at 3:30 p.m.
213 Chavis University Center

Judy Curtis, Chair
Roger Guy, Secretary

Members of the Senate:

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<th>To 2014</th>
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Chancellor Kyle Carter
Provost and Vice Chancellor for Academic Affairs Ken Kitts

Order of Business

A. Roll Call

B. Approval of Minutes: Appendix A
   Approval of Minutes of the Sept. 4, 2013, meeting

C. Adoption of Agenda

D. Reports from Administrators
   1. Chancellor—Dr. Kyle Carter
   2. Provost and Vice Chancellor for Academic Affairs—Dr. Ken Kitts

E. Reports of Committees:
   1. Operations Committees
      a. Executive Committee—Dr. Judy Curtis
      b. Committee on Committees & Elections—Susan Edkins
i. **Committee member appointments for confirmation**

   - **General Education Subcommittee**  
     Business/Econ Division—Jim Doyle (to 2014)
   - **Faculty Development and Welfare Subcommittee**  
     NS&M—Tom Dooling (to 2014)
   - **Faculty Evaluation Review Subcommittee**  
     NS&M—Dennis McCracken (to 2015)

   - **Faculty Governance Committee**  
     Ottis Murray (Current/Former Senator)  
     Tulla Lightfoot (Unrestricted Member)

ii. **Election results:** Paul Flowers was elected to Faculty Grievance Committee; Jeff Bolles was elected as an alternate to the UNC Faculty Assembly (to 2014)

   c. Faculty Governance Committee—Beverly Justice

d. Health, Safety, and Environment Committee—Dr. Ottis Murray

2. **Standing Committees**

   a. **Academic Affairs Committee**—Dr. Jose D’Arruda [Appendix B]

   1. **Proposal from Department of Health, Physical Education, and Recreation:** Revise Exercise Physiology track of the Exercise and Sport Science degree

   Currently in our Exercise Physiology track of our Exercise & Sport Science degree, we require six 1-hr coaching courses. We would like to now require those six coaching courses OR A 6-HOUR INTERNSHIP (HPER 4990).

   Curriculum Approved 12-0-0    Academic Affairs Approved 10-0-0

2. **Proposal to add four courses to QEP**

   SOC 3610  Social Research—Writing Enriched
   SPN 3110  Spanish Composition and Review of Grammar—Writing Enriched
   SPN 3200  Literary Analysis and Criticism in Spanish—Writing in the Discipline
   SPN 3700  Advanced Spanish Grammar and Composition—Writing Enriched

   Curriculum Approved 12-0-0    Academic Affairs Approved 9-0-1
3. **Recommendation regarding Catalog:** The Faculty Senate recommends that all department chairs and program directors review the list of courses offered by their programs and delete any which are no longer offered, revise any course descriptions which are in need of updating, and submit proposals for course deletion or course revision to the Curriculum subcommittee. This request is being made in the interest of providing accurate information to students and our accrediting agency as well as saving paper and printing costs.

Curriculum Approved 12-0-0   Academic Affairs Approved 10-0-0

b. Faculty and Institutional Affairs Committee—Dr. Tony Curtis
c. Student Affairs and Campus Life Committee—Dr. Marisa Scott

3. Special Committees

F. UNC Faculty Assembly Report: [Appendix C]
G. Teacher Education Committee: [Appendix D]
H. Graduate Council: [Appendix E]
I. Other Committees
J. Unfinished Business
K. New Business

1. **Proposal from QEP Committee:** In future, proposals to make existing courses Writing Intensive/QEP courses be considered as minor changes in the curriculum approval process and therefore receive final approval at the level of the Curriculum Subcommittee.

Rationale: Identifying an existing course as a Writing Intensive course is primarily a change in course format and in line with other changes approved at the Curriculum Subcommittee level, such as changes to prerequisites, course descriptions, course titles, course deletions, and addition or substitution of one or two program electives. Any proposal to create a new course and make it Writing Intensive would still require the approval of the Academic Affairs Committee.

Page 124 Faculty Handbook Section II, Chapter 5, Item A

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, Writing Intensive/QEP designation, 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.

2. Campus Citizenship Discussion—Senator Vandermeer

L. Announcements
M. Adjournment
Appendix A

The University of North Carolina at Pembroke
Faculty Senate Minutes
Wednesday, September 4, 2013, at 3:30 p.m.
213 Chavis University Center

Judy Curtis, Chair
Roger Guy, Secretary

Members of the Senate:

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Chancellor Kyle Carter
Provost and Vice Chancellor for Academic Affairs Ken Kitts

Members Present: Victor Bahhouth, Jeff Bolles, Cherry Beasley, Susan Cannata, Kyle Carter, Polina Chemishanova, Rick Crandall, Judy Curtis, Tony Curtis, Jose D’Arruda, Susan Edkins, Dena Evans, Roger Guy, Scott Hicks, Kenneth Kitts, Jonathan Maisonpierre, David Nikkel, Maria Pereira, Jesse Peters, June Power, Marisa Scott, Jeremy Sellers, Kim Sellers, Mike Spivey, Aaron Vandermeer, Adam Walls

Guests: Ashley Hope, Sharon Kissick, Terry Locklear, Lisa Mitchell, Ottis Murray, Elizabeth Normandy.

Order of Business

A. Roll Call

B. Approval of Minutes

Approval of Minutes of the May 1, 2013, meeting

The minutes were approved as amended to include the vote for the three resolutions in Item F. See Appendix A in the Agenda
C. Adoption of Agenda

The Agenda was adopted.

D. Reports from Administrators

1. Chancellor—Dr. Kyle Carter
   Dr. Carter briefed the faculty on the creation of a website for standing committees that will soon be made available to the university, as well as efforts to abolish and organize committees according to their structural and operational functions.

2. Provost and Vice Chancellor for Academic Affairs—Dr. Ken Kitts
   The Provost reviewed the final enrollment for 2013-2014 (6222) which is slightly below the goal set for the university. He provided an update of the Promotion and Tenure Review Committee formed last year to assess the policies and procedures of tenure and promotion. The membership of the committee has been updated and will continue work this year. Dr. Kitts reported that work on reducing the height and profile of a wall in front of Lumbee Hall for safety reasons would begin in September and be completed in October. He also announced that no steps will be taken for mandatory implementation of an electronic data base to collect faculty data to be used for planning and promotion and tenure. He concluded by discussing efforts to recruit 200 freshman to complete the Collegiate Learning Assessment (CLA) survey.

E. Reports of Committees:

1. Operations Committees
   a. Executive Committee—Dr. Judy Curtis
      Dr. Curtis welcomed the new and returning senators and announced the members of the Executive Committee. She also stated that the Faculty Governance Committee would continue work on the structure and composition of the committees of the Senate.

   b. Committee on Committees & Elections—Susan Edkins
      i. Committee member replacements and appointments: See Appendix B in the Agenda

      Motion to replace committee members and appointments passed 24-0-0

   c. Faculty Governance Committee - No report

   d. Health, Safety, and Environment Committee- No report.
2. Standing Committees
   a. Academic Affairs Committee—Dr. Jose D’Arruda - No report
   b. Faculty and Institutional Affairs Committee—Dr. Tony Curtis - No report.
   c. Student Affairs and Campus Life Committee—Dr. Marisa Scott - No report.

3. Special Committees

F. UNC Faculty Assembly Report - No report.

G. Teacher Education Committee: See Appendix C in the Agenda.

H. Graduate Council: See Appendix D in the Agenda.

I. Other Committees - No other committees.

J. Unfinished Business - No unfinished business.

K. New Business - No new business

L. Announcements - Senator Scott distributed forms to recommend commencement speakers.

M. Adjournment - Motion to adjourn passed 24-0-0

Meeting adjourned 4:07 p.m.

Respectfully submitted

Roger Guy, Secretary.
Appendix B 

2.1 Program Proposal: Currently in our Exercise Physiology track of our Exercise & Sport Science degree, we require six 1-hr coaching courses. We would like to now require those six coaching courses OR A 6-HOUR INTERNSHIP (HPER 4990).

Rationale: Not all of our exercise physiology majors are going into coaching; this proposal will give a practical internship option to those who wish to go into other areas of Exercise Physiology such as cardio rehab, exercise prescription, etc. Program hours of 120 will remain the same.

Dept vote: 35 for; 0 against; abstain

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

BACHELOR OF SCIENCE IN EXERCISE AND SPORT SCIENCE

<table>
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<th>Requirements for a Bachelor of Science Degree in Exercise and Sport Science</th>
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<td>Core Courses: HLTH 1060, 3770; HPER 3270; PED 1340, 2060, 2070, 3480, 3490, 4030, 4150</td>
<td>20</td>
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<td>*Track Option (see listings below)</td>
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<td>*Electives</td>
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<td>Total: 120</td>
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Exercise Physiology Track
ATH 1040
HLTH 3300, 4100
PED 3400, 4020, 4110, 4120, 4240, and six Coaching courses or HPER 4990
REC 4000
Track Total 33

Electives 22

2.2 Add Four Courses 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.

SOC 3610  Social Research—Writing Enriched
SPN 3110  Spanish Composition and Review of Grammar—Writing Enriched
SPN 3200  Literary Analysis and Criticism in Spanish—Writing in the Discipline
SPN 3700  Advanced Spanish Grammar and Composition—Writing Enriched

SUMMARIES OF COURSE PROPOSALS
SOC 3610  Social Research—Writing Enriched
This course is designed to develop an understanding of the basic research methods available to social scientists. In this Writing Enhanced course, students will gain experience in the employment of strategic writing skills which meet the expectations of graduates from sociology and criminal justice. Informal writing: Students submit two ungraded drafts of their research proposal (6 pages—5% of grade).
Formal writing: research proposal and evaluation of two research articles (22 pages—20% of grade).
Students will learn discipline-specific writing practices by reading assign material from the text on constructing a research question and conducting a literature review. Students are introduced to a study that examines successful writing patterns found in sociology and Criminal justice. They learn to use this as a model for writing their research proposal. Students review how social scientists have been dishonest in their writing and the legal consequences of plagiarizing and other forms of cheating.
Students receive feedback from the professor on the drafts of the research proposal. Students receive feedback from the professor and other students on the article reviews.

SPN 3110  Spanish Composition and Review of Grammar—Writing Enriched
This course consists of intensive practice in task-oriented compositions and comprehensive review of grammatical forms and usage. Students will prepare weekly critical responses to assigned readings. For each assignment, students will write 1-2 paragraphs in response to some aspect of Latin American or Spanish culture or to grammar and vocabulary topics related to classroom materials (25% of the grade).
Students will also be graded on a number of in-class activities and compositions. Students will receive feedback on a series of ungraded written exercises. The primary focus of each assignment will be the improvement of writing skills, while integrating an intensive grammar review along with speaking, reading, and vocabulary. Each assignment has been designed to give each student the opportunity to write in a variety of settings and contexts along with varying methods in which to practice and develop their writing skills. (Informal writing: 15-20 pages—45% of the grade). Students will write a formal final paper and give a presentation based on the final paper. In the final paper, students will focus on the process of writing, polishing their work through guided steps that will lead to outlines, rough drafts, and the final draft. (Formal writing: 5 pages—30% of the grade). Students will receive instruction on writing practices by the provision of examples of writing to model for their own work.

SPN 3200  Literary Analysis and Criticism in Spanish—Writing in the Discipline
This course focuses on the discussion and practical application of different approaches to the critical reading of literacy texts. It also concerns the study of basic concepts and problems of literary theory as well as strategies for research and academic writing in Spanish. Informal writing will consist of a variety of graded activities designed to exercise theoretical content. Students will write two ungraded drafts
per final analysis report, totaling twelve, two-page drafts that will be shared in the classroom peer reviewed and corrected. Students will practice all aspects of writing in Spanish about literary works. Students will produce meaningful analysis of literary works through the correct organization of ideas, punctuation, correct use of grammatical structures, and verb tenses, as well as properly apply the professional conventions of the discipline. (Informal writing: 25 pages—30% of the grade.) Formal writing activities will include six structured literary reports or essays about short stories, one ten-page, phased and guided final project what will consist of an extended literary analysis of a Spanish novel, poetry or play, or original creative literary piece created by the students. Students will show evidence of the correct use of professional writing conventions in Spanish language as well as evidence of correct application of the standards in the discipline to produce structured professional literary analysis. (Formal writing: 16 pages—30% of the grade.) Students will learn by applying their knowledge of literary analysis to practical exercises, short written essays, and a major final project.

**SPN 3700  Advanced Spanish Grammar and Composition—Writing Enriched**

This course focuses on the refinement of Spanish writing skills through exercises which enhance control of grammar, expand vocabulary, and promote greater awareness of rhetoric and critical reading. Informal writing activities may involve activities that will emphasize writing as a skill that needs to be mastered (writing phrases, sentences, brainstorming, listing, class work exercises, short stories, descriptions, journal writing, free writing, and hypothetical writing.) (Informal writing: 8-12 pages—20% of the grade). Students will learn different styles of writing, punctuation, interrogative, exclamation, and capitalization rules of the Spanish language. Students will develop the skill of using ideas to support their opinions and the organization of their thoughts. Formal writing activities will include writing memos, letters, and the creation of lyric redaction of biographies. They will create short stories, articles, reports, and critical literature essays. (Formal writing: 16 pages—30% of the grade). Students should demonstrate the use of correct interior documentation and bibliography, be able to clearly state the main idea or thesis of their documents, be able to support the main idea or thesis of their essays, develop their thoughts around the main idea stated, and show evidence of critical thinking. Students will show a clear and logical organization of the written papers with the use of standard grammar, punctuation, and orthography. Refinement of Spanish writing skills will occur through exercises which enhance control of grammar, expand vocabulary, and promote greater awareness of rhetoric, critical reading, and writing. Students will revise, edit, and polish successive drafts of the written work based on the suggestions for revision and correction from the instructor.
1. Out of state tuition has the potential to diminish the pool of talented students in the UNC system. The legislature has agreed to permit certain campuses to cap out of state tuition at 18%, others at 12%, and still others 6%. Two campuses did not enact an increase. The tuition caps go into effect in FY 2014-2015. In the upcoming legislative short session, UNC GA will continue its efforts to eliminate out of state tuition increases.

UNC GA offered alternatives to out of state tuition caps enacted by the legislature, including: an 18% system wide cap; tuition discounts for states bordering North Carolina; and a five year pilot program involving little or no tuition increase at certain schools. There is no consensus on the Board of Governors as to which of these alternative suggestions would be best.

2. UNC GA has spent a considerable amount of time educating the Board of Governors about tenure and post tenure revue. Tenure and post tenure revue do not seem to be high priority issues for the Board of Governors.

3. UNC GA is working on a four year plan (general guidelines) for tuition rates. Once approved, the new plan will actually involve two year plans, and it will start in the 2014-2015 academic year.

4. There has been a system wide drop in graduate school enrollment. The biggest drop has been in schools of education. Along with this drop, there has been a reduction in resources for graduate schools.

Legislators have questioned whether student outcomes improve in K-12 as a result of a teacher possessing a graduate degree.

5. Athletic fees are set by campuses - not GA. Some campuses have lowered athletic fees.

6. UNC GA and the Board of Governors continue to spend considerable time educating legislators about the needs and benefits of the UNC system. In the last legislative session there were 100 new, or relatively new, legislators.

7. The economic environment appears to be stabilizing. It important for all UNC stakeholders to come to agreement on a long-term vision for financing higher education in North Carolina. The goal is to have UNC be the best public university in the nation. To do this, it is essential to recruit and retain excellent faculty - ".....faculty is the university." Currently, faculty on four UNC campuses is paid below 50% of their regional peers. President Ross would like to get closer to 80% in this regard.

Comments from UNC GA Chief Financial Officer:

1. the base growth rate in the North Carolina's general fund is the best that it has been in 12 years. Nationally, our state is in the top quartile with regard to employment growth, and the top
one-third in revenue growth.

For each of the last three years, the growth rate for North Carolina's general fund has been 5.4%, 5.8%, and 5.8%.

2. Three years ago, the federal government stopped a significant amount of funding, and this caused significant resource shortages. At the same time state costs for Medicaid have increased, thereby reducing funds available to fund other things, including higher education.

3. For the current budget cycle, the legislature has presumed the rate of growth to the general fund to be 2.5%. It is likely that the percentage increase in the general fund next year will be close to 5%. Therefore, a budget shortfall is not expected; a budget surplus is.

Campus Safety Initiative

The faculty assembly heard from a panel of experts on campus safety. The UNC campus safety initiative is led by the chancellors of NC State and NC A&T. The first meeting of the campus safety committee will be on October 1st. I am a member of the committee.

A new law permits individuals who possess firearms concealed carry permits to have a concealed weapon locked in a compartment of their locked vehicle when on a public college/university campus. If the firearm is removed from the locked compartment in the locked vehicle for any reason, the person so doing can be charged with a crime.

Faculty does not seem to have a clear understanding of the elements of the new law. It is recommended that local campuses educate faculty about the new law.

--Dr. Mario Paparozzi, Faculty Assembly Delegate
Appendix D

Teacher Education Committee Called Meeting
Minutes
August 7, 2013
11:30 a.m., room 223, School of Education

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


1. Call to order – The meeting was called to order at 12:15 p.m. by Dr. Zoe Locklear, Chair. All members were welcomed and new members were introduced including: Dr. Rebecca Bullard-Dillard, Dean of Graduate Studies; Ms. Melissa Edwards, Co-Coordinator for the Undergraduate Mathematics Education Program; and Mr. Doug McBroom, Co-Coordinator for the Undergraduate Mathematics Education Program.

2. Approval of the minutes:
   • April 9, 2013 TEC Called Meeting – approved as presented
   • May 21, 2013 TEC Called Meeting – approved as presented

3. Curriculum proposal:
   • Change the name of the program from “Master of Arts in Teaching with Specialization in Physical Education” to Master of Arts in Teaching with Specialization in Health and Physical Education. Presented by Dr. Tommy Thompson. Approved.

4. Action items:

   Note: Following discussion of items 4.a. – 4.c. during the morning August 7, 2013 TEP Work Session, these same items were presented during the afternoon TEC meeting for action.

   a. Revised Conceptual Framework – A motion was made and seconded to adopt the revised Conceptual Framework as presented by Dr. Roger Ladd during the August 7, 2013 TEP Work Session pending further review by additional internal and external stakeholders. Motion approved.

   b. Assessment of Professional Dispositions – A motion was made and seconded to approve the use of the UNC Pembroke Professional Dispositions Assessment as
presented by Dr. Jeff Warren during the August 7, 2013 TEP Work Session as a pilot during the Fall 2013 semester in partial fulfillment of the satisfactory completion of the interview requirement for Admission into the Teacher Education Program. Motion approved.

c. A motion was made and seconded to approve the use of the Revised Internship Observation Form as presented by Ms. Mary Klinikowski during the August 7, 2013 TEP Work Session for the Fall 2013 semester. Motion approved.

d. Following discussion of the action taken by the State Board of Education at its June 2013 meeting regarding Praxis I/Core Academic Skills Tests for Teacher Education Program admission, a motion was made and seconded to allow students to take either the Praxis I or the Core tests for Admission to the Teacher Education Program beginning September 1, 2013 through July 31, 2014. Motion approved.

e. A motion was made and seconded to approve all students being presented by Ms. Aku Opata for Admission into the Teacher Education Program. Motion approved.

f. A motion was made and seconded to approve all students being presented by Dr. Bryan Winters for Admission into the Professional Semester. Motion approved.

g. A motion was made and seconded to change the start time for the 2013-14 TEC meetings from 3:30 p.m. to 3:00 p.m. Motion approved with one abstention.

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

a. The list of 2013-14 MSA Interns was presented for information only.

b. The list of 2013-14 students in Professional School Counseling Practicum and Internship placements was presented for information only.

c. The 2013-14 Internship Handbook will be printed following today’s TEC meeting to include all changes to the observation and evaluation instruments.

d. Dr. Winters presented the Fall 2013 seminars that have been scheduled to date and requested suggestions for additional seminar topics, especially for the final week of the semester. The word “character” was changed to “charter” in the title of one of the seminars.

e. In response to the request for additional seminar topics, Doug McBroom suggested adding a seminar on gangs.

f. Dr. Winters shared the following dates, times, and locations for the Clinical Teacher Orientation Sessions: Tuesday, August 27, Southview High School; Wednesday, August 28, Scotland County Board of Education; and Thursday, August 29, COMtech
– all 4:00-6:00 p.m. In addition to Dr. Winters, Mary Klinikowski, Kathy Sullivan, and Kelly Ficklin will present.

g. Dr. Winters reported that early field experience placement requests are moving very nicely. The new processes established by DOIt are a big improvement over previous years. It is anticipated that the requests will be mailed to the LEAs within the first two weeks of September.

6. **Report - NCATE/Accreditation** – As reported earlier in the summer, Dr. Locklear reminded the TEC members that Dr. Roger Ladd has agreed to serve as the Director of Accreditation for the Teacher Education Program. The committee members expressed their appreciation to Dr. Ladd for his service.

7. **Report** – As reported earlier in the summer, Dr. Locklear reminded the TEC members that Ms. Mary Klinikowski was appointed to the position of Director of Assessment. Her office is now located on the first floor of the School of Education. The committee members congratulated Ms. Klinikowski on her appointed and expressed their appreciation for her service.

8. **Report - Office of Teacher Education/Dean’s Office:**

a. **SOE Personnel Changes** – Dr. Locklear provided an update on several personnel changes, including term contract faculty who will not be returning this year (Dr. Swannee Dickson, Dr. Donnie Weeks, Dr. Reginald Oxendine, and Ms. Sandy Arteaga). Ms. Odalis Locklear, Community College Teacher Recruiter, resigned after getting married and moving out-of-state. This position will be advertised later this fall contingent on funding.

b. **Teaching Fellows Program** – Ms. Karen Granger continues to direct this program and will provide a standing report at all TEC meetings. Additional information regarding program activities will follow.

c. Dr. Locklear reported that Ms. Karen Granger did a tremendous job responding to a request by the LEAs in the Sandhills region to begin a new cohort of AIG students during Summer Session II. Approximately 80 new teachers enrolled in the add-on AIG licensure program.

d. Dr. Locklear reported that limited sections of the EPC courses and new sections of the Professional Studies Core courses were scheduled. Enrollment in these courses is be monitored so that students take the correct courses depending on the dates of their University and TEP admission.

e. Ms. Melissa Edwards continues to provide leadership to the Praxis Plus/Education Learning Enhancement Center and Program. Faculty are encouraged to send students to this program for assistance with Praxis I.
f. SBE approved New Tests for Elementary and Special Education: General Curriculum (effective July 1, 2014 - email reminder #4) – This item was not discussed.

g. Dr. Locklear presented information from Session Law 2013-360, SB 402 which reinstates Praxis II Tests for all program completers in all licensure areas, tentatively effective July 1, 2014.

h. Praxis II Test – MSA Program Completers – This item was not discussed.

i. Dr. Locklear provided an update as to the legislation regarding the elimination of the salary increase for Master’s degrees beyond the 2013-14 school year. As it stands, careful consideration will need to be given as to how the May 2014 graduates can be cleared in order to be recommended for licensure prior to April 1. Ideas such as offering 8-week courses during the spring semester are being considered.

j. Dr. Locklear distributed a memo highlighting the current SBE Policies Regarding Licensure Renewal Requirements (effective November 3, 2011), a Form U, and the Licensure Renewal Activity Summary Sheet. Faculty will be notified in September if their license will expire June 30, 2014.

k. List of Currently Held Active NC Licenses by All Teacher Education Faculty – This information will be provided to the all program coordinators, program directors, and SOE department chairs at a later time.

l. Dr. Locklear stated that she anticipates receiving DETE funding again this year, but, to date has not been notified of exact funding.

m. Dr. Locklear stated that she has been working with Dr. Betty Brown to develop a Program Coordinator “Job Description”. This information will be presented at a later TEC meeting. She has also discussed with Provost Kitts the possibility of paying the program coordinators a stipend during the 2013-14 academic year. Both she and Dr. Kitts are very supportive of this idea pending available funding.

n. Dr. Locklear reported that a response was written to the NCTQ 2013 report (the letter was distributed to all TEC members earlier this summer) and that we have until December to respond as to whether we plan to participate in the 2014 report. This decision will be made in conjunction with Chancellor Carter and Provost Kitts.

o. The Educator Preparation Report Card is currently being prepared. This report card will replace some or all of the current IHE Performance Report. Additional information will be provided later in the semester.

p. Handwriting and Multiplication Tables Legislation – This item was not discussed.

q. IHE Report – Template – This item was not discussed.
r. Out-of-Area Student Teaching Policy – Dr. Locklear stated she would like for the Policy Review Committee to review this policy during this academic year.

s. Plan of Study “Workshop” – Dr. Locklear and Aku Opata are planning a workshop for all undergraduate program coordinators and others, as interested.

t. Curriculum Lab Committee – Dr. Locklear reported that remodeling occurred during the summer in the Curriculum Lab with new furniture, Praxis I study materials, and new computers having being added. Additional changes will be made throughout the fall to improve services. Currently, a review of the holdings of state-adopted textbooks is underway.

u. TEC Meeting Dates (conflict: April 9, 2014 – The Last Lecture) – This item was not discussed.

v. TEC Membership (voting members, student & LEA representatives) – This item was not discussed.

w. TEC Committees – This item was not discussed.

9. Announcements - Dr. Locklear reminded everyone of the DPI IHE Institutes scheduled for September 11 & 23 and to let her know of interest in attending. Travel costs will be paid by the dean’s budget.

10. Information/Handouts: none

11. Adjournment – The meeting was adjourned at 2:24 p.m.

Respectfully submitted,
Courtney Brayboy
Appendix E
Items for Faculty Senate
Report from Graduate Council
October 2, 2013

The first Graduate Council meeting of the 2013-2014 academic year was held on Monday, September 16, 2013. Eight faculty were granted graduate faculty status and graduate faculty status was renewed for three faculty members. The following proposals were passed as presented:

**Dept. of English, Theatre and Foreign Languages**
Course Proposal: TESL 5890-- Change the prerequisite for by adding the phrase "or permission of instructor" after "TESL 5850."

**Department of Health, Physical Education and Recreation**
Program Proposal: Change the name of the program from Master of Arts in Teaching with Specialization in Physical Education to Masters of Arts in Teaching with Specialization in HEALTH and Physical Education.

Two announcements of interest: the Graduation Application fee is now $90; Students who attended UNCP may request their transcripts be sent to the Graduate Office without cost (form must still be completed).

**Graduate Council Membership 2013-2014**

- Mr. Nick Arena (Business Administration)
- Dr. Valerie Austin (Music Education)
- Dr. Scott Billingsley (Social Studies Education)
- Dr. Sherry Edwards (Social Work)
- Dr. Roger Guy (Member at-Large, Department of Sociology and Criminal Justice)
- Dr. Rita Hagevik (Science Education)
- Dr. Karen Helgeson (Member at-Large, Department of English and Theatre)
- Dr. Ann Horton-Lopez (Art Education)
- Dr. Zoe Locklear (Member at-Large, Dean of School of Education)
- Dr. Roger Ladd (English Education and Middle Grades Education and Masters of Arts in Teaching, M.A.T.)
- Dr. Raymond Lee (Mathematics Education)
- Dr. Larry Mabe (School Administration)
- Dr. Angela McDonald (Clinical Mental Health Counseling)
- Dr. Michael Pennington (Public Administration)
- Dr. Kim Sellers (Reading Education)
- Dr. Karen Stanley (Elementary Education)
- Dr. Barbara Synowiez (Nursing)
- Dr. Tommy Thompson (Physical Education)
- Dr. Jeffrey Warren (Professional School Counseling)
- Dr. Velinda Worix (Member at-Large, Department of Biology)
- Dr. Rebecca Bullard Dillard, Chair (Dean, School of Graduate Studies and Research)
- Dr. Irene Aiken, Secretary (Associate Dean, School of Graduate Studies)
Remaining Graduate Council Meetings for 2013-2014 are scheduled in the UC Annex room 203 at 3 pm on October 21, November 18, January 27, February 17, March 17, and April 21.

Respectfully submitted by:
Rebecca Bullard-Dillard, Ph.D.
Dean, School for Graduate Studies and Research