The University of North Carolina at Pembroke
Faculty Senate Agenda
Wednesday, November 6, 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>
<th>To 2015</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 October 2, 2013, meeting

C. Adoption of Agenda

D. Reports from Administrators
   1. a. Kelley Horton, holiday planning committee chair
   b. 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

c. Faculty Governance Committee—Beverly Justice  Appendix B

Proposals from the Faculty Governance Committee

1.1 Move the Health, Safety and Environment Committee from an Operations Committee of the Faculty Senate to a subcommittee of the Faculty and Institutional Affairs Committee. This change in structure is a result of the newly formed Campus Safety and Health Committee (institutional committee). While other solutions were considered, Governance felt this was the best fit and believed HSEC serves a valuable purpose and therefore should remain intact.
Governance vote:  8-2-0.

1.2 Amend the membership of HSEC as outlined below (page 4 of proposal: Section 4B3). The proposed membership would be predominantly faculty and eliminate redundancy for other university officials already serving on the institutional committee. The HSEC chair will be appointed as one of two faculty members on CSHC to ensure the faculty senate committee has a direct link to the institutional committee.
Governance vote:  10-0-0.

1.3 Amend the membership of FIAC to include the HSEC chair. All sub-committee chairs serve on the parent committee.
Governance vote:  10-0-0.

1.4 Amend the membership of SACL as outlined below (page 4 of proposal: Section 3B). GPAC now reports to the Office for Advancement and not the Division of Student Affairs. Having a “designee” for the Chair of Student Publications Board would allow another person to substitute in the chair’s absence.
Governance vote:  7-2-1.

d. Health, Safety, and Environment Committee—no quorum achieved

2. Standing Committees
a. Academic Affairs Committee—Dr. Jose D’Arruda  Appendix C

Proposals from the Department of Mathematics and Computer Science

2.1 Program Proposal: Change the Bachelor of Science in Computer Science program to include a core requirement for a writing in the discipline course (MAT 4020) and change the advanced course section to have the student select four advanced courses instead of choosing four courses from one of three areas.
Rationale: MAT 4020 is needed to provide a writing in the discipline course with prerequisites consistent with core courses in the major. The advanced course area was changed to provide more flexibility to the students and faculty.

Curriculum Approved 9-0-0  Academic Affairs Approved 11-0-0

2.2 Program Proposal: Change the Bachelor of Science in Information Technology program to include a core requirement for a writing in the discipline course (MAT 4020), change the advanced course section to have the student select four advanced courses instead of choosing four courses from one of two areas, and add CSC 3380 and 4020 to the course listings of advanced courses. Also, add a note to the catalog description recommending that students take MAT 1070 or MAT 1090 to satisfy the mathematics general education requirement.

Rationale: MAT 4020 is needed to provide a writing in the discipline course with prerequisites consistent with core courses in the major. The advanced course area was changed to provide more flexibility to the students and faculty. CSC 3380 is an advanced web development course that builds on a core course (CSC 1300). MAT 1070 is prerequisite.

Curriculum Approved 9-0-0  Academic Affairs Approved 11-0-0

Proposal to add Courses to QEP

2.3 Proposal to add Fourteen Courses to QEP

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2200/AIS 2200</td>
<td>Native American Literature—Writing Enriched</td>
</tr>
<tr>
<td>ENG 2990</td>
<td>Writing Theory and Practice—Writing Enriched</td>
</tr>
<tr>
<td>ENG 3440/AIS 3440</td>
<td>The Native American Novel—Writing Enriched</td>
</tr>
<tr>
<td>ENG 3470/AIS 3470</td>
<td>Native American Poetry—Writing Enriched</td>
</tr>
<tr>
<td>ENG 3650</td>
<td>Writing in Digital Environments—Writing Enriched</td>
</tr>
<tr>
<td>ENG 3720</td>
<td>Writing for the Public Sphere—Writing enriched</td>
</tr>
<tr>
<td>ENG 4210</td>
<td>Grant Writing—Writing Enriched</td>
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<tr>
<td>ENGS 4090</td>
<td>Special Topics in Rhetoric and Composition-Reading and Writing About Nonfiction—Writing Enriched</td>
</tr>
<tr>
<td>GGY 3770</td>
<td>Geography of American Indians—Writing Enriched</td>
</tr>
<tr>
<td>HLT 3770</td>
<td>Drugs, Society and Behavior—Writing Enriched</td>
</tr>
<tr>
<td>HST 1140</td>
<td>World Civilizations to 1500—Writing Enriched</td>
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<tr>
<td>HST 4230</td>
<td>Indigenous Women—Writing Enriched</td>
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<tr>
<td>HST 4410</td>
<td>History of Medieval Britain—Writing Enriched</td>
</tr>
<tr>
<td>PED 4030</td>
<td>Facilities Design in HPER—Writing Enriched</td>
</tr>
</tbody>
</table>

Curriculum Approved 9-0-0  Academic Affairs Approved 10-0-1
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 D

G. Teacher Education Committee: Appendix E

H. Graduate Council: Appendix F

I. Other Committees

J. Unfinished Business

K. New Business

1. Resolution Approving Core Competencies Appendix G

UNCP Faculty Senate Draft Resolution on System-Wide Core Competencies

Whereas, the UNC Faculty Assembly recognizes constituent institutions have responsibilities for curricular matters;

Whereas, the UNC Faculty Assembly endorses the recommendation from the UNC Strategic Directions General Education Council that Critical Thinking and Written Communication be implemented as system-wide core competencies;

Therefore, Be It Resolved That the Faculty Senate of the University of North Carolina at Pembroke supports the UNC Faculty Assembly’s endorsement and approves the adoption of Critical Thinking and Written Communication as core competencies at the University of North Carolina at Pembroke.

Be It Further Resolved That the faculty of the University of North Carolina at Pembroke will have primary responsibility for development and administration of assessment instruments on its campus.

L. Announcements

M. Adjournment
Appendix A

The University of North Carolina at Pembroke
Faculty Senate Minutes
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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Chancellor Kyle Carter
Provost and Vice Chancellor for Academic Affairs Ken Kitts

Members Present: Victor Bahhouth, Jeff Bolles, Susan Cannata, Kyle Carter, 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, Kim Sellers, Mike Spivey, Aaron Vandermeer, Adam Walls

Members Absent: Cherry Beasley, Polina Chemishanova, Marisa Scott, Jeremy Sellers

Guests: M. J. Braun, Mark Canada, Rebecca Bullard-Dillard, Martin Farley, Jane Haladay, Carole Graham, Mary Ann Jacobs, Brooke Kelly, Sharon Kissick, Dandan Liu, Ramin Maysami, Cliff Mensa, Rose Stremlau, Elizabeth Normandy, Carla Rokes, Cindy Saylor, Melissa Schaub, Sara Simmons.

Order of Business

A. Roll Call

B. Approval of Minutes:
Approval of Minutes of the Sept. 4, 2013. The minutes were approved.

C. Adoption of Agenda - The agenda was adopted

D. Reports from Administrators

1. Chancellor—Dr. Kyle Carter

The Chancellor noted that the shutdown of the U.S. Government has had not impact on the operations of the university. He announced the visit by members of the Board of Governors on February 19, 2014. He also announced that the Governance website had gone live and was located on the Chancellor’s webpage on the UNCP website. He briefed the faculty about the possibility and process of charging faculty to use the fitness center on campus. The faculty dining room will soon no longer exist due to the demand for space by students using the dining hall. Faculty are free to use the Chancellor’s Dining Room during the lunch hours. The chancellor briefed the Senate on the budget, and announced that his office will meet the October 15th deadline for a budget reduction plan. The University has acquired a house and land close to the university. He envisions a multi-use function for this house, once renovated, for faculty, staff, and students.

2. Provost and Vice Chancellor for Academic Affairs—Dr. Ken Kitts

Dr. Kitts discussed the recent dissemination of the Faculty Workload Policy. He stressed that there were no substantive changes in this policy and the University was required to transmit this policy to the UNC General Administration. He also noted that based on rising interest regarding the issue of campus citizenship there will be a forum that he will co-chair with the Senate Chair at 3 p.m. on October 14th. He also announced that he met with Educational, Planning, and Personnel Committee of the Board of Trustees and highlighted faculty accomplishments since May of 2013.

E. Reports of Committees:

1. Operations Committees

   a. Executive Committee—Dr. Judy Curtis

Dr. Curtis reviewed her meeting with the Chancellor noting that she will continue to work on the structure and functions of the Senate committees. She anticipates that Faculty Governance will begin work on this issue in October. She announced that she had attended the Educational, Planning, and Personnel Committee of the Board of Trustees’ most recent meeting. She concluded by noting that the Promotion and Tenure Review Committee continues their work in evaluating the process and procedures of tenure and promotion.

   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)

Motion Passed 20-0-0

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 - No report.
d. Health, Safety, and Environment Committee—No Report

2. Standing Committees
   a. Academic Affairs Committee—Dr. Jose D’Arruda

   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

   Motion Passed 20-0-0

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

   Motion Passed 18-0-2
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

**Motion to revise the wording of the proposal fails 3-16-1**
**Motion Passed 18-1-1**

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

3. Special Committees

F. UNC Faculty Assembly Report: See Agenda
G. Teacher Education Committee: See Agenda
H. Graduate Council: See Agenda
I. Other Committees - No other committees
J. Unfinished Business - No unfinished Business
K. New Business

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.

**Motion to refer to the Curriculum Subcommittee passed 10-9-1**
2. Campus Citizenship Discussion—Senator Vandermeer

Senator Vandermeer briefed the Senate on some of the historical background of matters related to faculty workload and faculty office hours, and the Chair of the Senate solicited comments from the Senate and then guests in attendance. There was opposition expressed to what seems to be an over-emphasis on campus faculty office hours, and renewed interest in campus citizenship. Some of the particular issues mentioned by the Senators and guests centered on the extent and whether there was evidence that citizenship constituted a problem on campus, whether this recent emphasis on office hours was directed broadly at all faculty when in fact it should be directed at a smaller group of faculty. Other questions centered on how faculty presence would be included in the evaluation of faculty, and whether the evaluation of faculty should more broadly reflect presence on campus. In addition, some senators and guests expressed the position that technology has vastly changed the use of office hours by students to include virtual presence using such software as Skype to hold office hours.

Motion to extend the meeting until 5:10 p.m. passes 20-0-0

Motion to extend the meeting until 5:20 p.m. passes 20-0-0

L. Announcements - No Announcements
M. Adjournment - Meeting adjourned 5:22 p.m.

Respectfully Submitted,

Roger Guy, Secretary
Appendix B

Proposal to Faculty Senate from the Governance Committee

Rationale: Proposed changes originated with the Executive Committee and were brought to Governance for consideration. The changes are summarized here and the resulting exact wording changes to the Faculty Constitution and By-laws are included below.

1) **Move the Health, Safety and Environment Committee from an Operations Committee of the Faculty Senate to a subcommittee of the Faculty and Institutional Affairs Committee.** This change in structure is a result of the newly formed Campus Safety and Health Committee (institutional committee). While other solutions were considered, Governance felt this was the best fit and believed HSEC serves a valuable purpose and therefore should remain intact. Governance vote: 8-2-0.

2) **Amend the membership of HSEC as outlined below (page 4 of proposal: Section 4B3).** The proposed membership would be predominantly faculty and eliminate redundancy for other university officials already serving on the institutional committee. The HSEC chair will be appointed as one of two faculty members on CSHC to ensure the faculty senate committee has a direct link to the institutional committee. Governance vote: 10-0-0.

3) **Amend the membership of FIAC to include the HSEC chair.** All sub-committee chairs serve on the parent committee. Governance vote: 10-0-0.

4) **Amend the membership of SACL as outlined below (page 4 of proposal: Section 3B).** GPAC now reports to the Office for Advancement and not the Division of Student Affairs. Having a “designee” for the Chair of Student Publications Board would allow another person to substitute in the chair’s absence. Governance vote: 7-2-1.

**UNCP Faculty Constitution**

*1st reading: Nov. 6; vote Dec 4

ARTICLE VI. COMMITTEES

Section 3. There shall be **four** Operations Committees:

D. The Health, Safety and Environment Committee shall consist of not more than thirteen members. There shall be seven faculty members, one from each of the five divisions, and one from the Department of Nursing and one from the Library. The five divisional faculty members are to be nominated by the Committee on Committees and Elections and confirmed by the Senate. Also, there shall be a representative from the Staff Council, Facilities Operations, and Human Resources. The committee will also include the Assistant Vice Chancellor for Facility Management, the Safety Officer for Environmental Health and Safety, and the Associate Vice Chancellor for Safety and Emergency Operations.
By-Laws for the Faculty Senate

ARTICLE V. DUTIES OF THE SENATE CHAIR AND FUNCTION AND SCOPE OF OPERATIONS COMMITTEE

Section 5. Health, Safety and Environment Committee

The Health, Safety and Environment Committee will discuss and investigate issues related to the health concerns of students, staff and faculty due to environmental conditions on campus in addition to issues related to environmental sustainability. The committee will meet on the first Monday in October, November, February, and April. Members of the Faculty, Staff or Student body may attend and make known concerns they have related to health, safety and environment issues. The committee may meet more often when needed to investigate specific issues that may arise. The committee will make regular reports to the Faculty Senate.

Section 6. Divisions by Departments or Areas

A. Division of Arts:
   - Art
   - Drama
   - Music
   - Librarians
B. Division of Education
   - Education
   - Health, Physical Education, and Recreation
C. Division of Letters
   - American Indian Studies
   - English and Theatre
   - Foreign Languages
   - History
   - Mass Communications
   - Philosophy and Religion
D. Division of Natural Science and Mathematics
   - Biology
   - Geology and Geography
   - Mathematics and Computer Science
   - Nursing
   - Chemistry and Physics
E. Division of Social and Behavioral Science
   - Business Administration
   - Public Management
   - Political Science and Public Administration
   - Psychology and Counseling
   - Sociology, Social Work and Criminal Justice

ARTICLE VI. FUNCTION AND SCOPE OF STANDING COMMITTEES, SUBCOMMITTEES, CONTINUING COMMITTEES AND OTHER COMMITTEES
Section 2. Faculty and Institutional Affairs Committee

A. The Faculty and Institutional Affairs Committee will consider the following matters: all matters relating to faculty, economic aspects of matters of concern to the Senate and its other committees; recommendations in areas of University business affairs as they affect educational policies, and of long-range projections and planning for the total development of the University; issues of environmental concern for the campus community including those related to health and sustainability.

B. The Faculty and Institutional Affairs Committee will be composed of twelve thirteen voting members:

1. Seven Senators,
2. The Vice Chancellor for Business Affairs, Finance and Administration
3. The Vice Chancellor for Advancement,
4. Associate Vice Chancellor for Academic Affairs,
5. Chair of the Faculty Development and Welfare Subcommittee,
6. Chair of the Faculty Evaluation Review Subcommittee,
7. Chair of the Health, Safety and Environment Committee

C. The Committee shall have two three subcommittees:

1. The Subcommittee on Faculty Development and Welfare shall examine all proposals and policies relating to faculty, and shall, as necessary, make recommendations to the Faculty and Institutional Affairs Committee on such matters. Among the areas of concern of the Faculty Development and Welfare Subcommittee will be the following: Faculty development, evaluation, and criteria governing appointment and retention procedures; salary scale, leaves of absence, sabbaticals, fringe benefits, resignations, recognition of retirees, grievances, and collegiality. The Subcommittee also administers the James F. Hubbard Faculty Leave Fund.

2. The Faculty Evaluation Review Subcommittee shall review the Faculty Evaluation Model regularly and strive to clarify the existing document. The subcommittee shall make recommendations to the Faculty and Institutional Affairs Committee regarding any changes in the written document and shall respond to all requests for alteration of the document or its underlying philosophy.

3. The Health, Safety, and Environment Committee will discuss and investigate issues related to the health concerns of students, staff and faculty due to environmental conditions on campus in addition to issues related to environmental sustainability. Members of the Faculty, Staff or Student body may attend and make known concerns they have related to health, safety and environment issues. The committee may meet more often when needed to investigate specific issues that may arise.
Section 3. Student Affairs and Campus Life Committee

A. The Student Affairs and Campus Life Committee will study and make recommendations about areas of student affairs or campus life, either those referred to it or initiated by it.

B. The Student Affairs and Campus Life Committee will consist of twelve ten voting members or thirteen when co-Chief Marshals have been appointed:

1. Three Senators one of whom will be selected by the Chair of the Senate to represent this committee on the Executive Committee,

2. The Vice Chancellor for Student Affairs,

3. The Director of the Givens Performing Arts Center,

4. Three additional faculty members,

5. Two students or four on those occasions when co-Chief Marshals have been appointed: the Chief Marshal(s), the President of the SGA, one additional student to be selected by the Vice Chancellor for Student Affairs,

6. The Chair of the Student Publications Board or designee.

Section 4

B. Faculty and Institutional Affairs Committee

1. The Subcommittee on Faculty Development and Welfare:
   Two representatives from each Division, The Director of Human Resources.

2. The Faculty Evaluation Review Subcommittee
   The subcommittee shall consist of seven members. Each division will be represented on the subcommittee and there will be two at-large members. At least two of the faculty appointed each year must be tenure. At-large members must come from departments not already represented.

3. The Health, Safety, and Environment Committee
   There shall be seven faculty members, one from each of the five divisions, and one from the Department of Nursing and one from the Library. The five divisional faculty members are to be nominated by the Committee on Committees and Elections and confirmed by the Senate. Also, there shall be a representative from the Staff Council. The committee will also include the Safety Officer for Environmental Health and Safety, and the Chief of University Police. The committee will be chaired by one of the faculty members, and the chair of this committee will serve as one of the faculty representatives on the University Campus Safety and Health Committee.
Section 5. Meetings.

A. Faculty Senate

COMMITTEE ON FACULTY AND INSTITUTIONAL AFFAIRS
The third Thursday of each month
   SUBCOMMITTEE ON FACULTY DEVELOPMENT AND WELFARE
       The second Thursday of each month
   SUBCOMMITTEE ON FACULTY EVALUATION REVIEW
       The first Tuesday of each Month
   SUBCOMMITTEE ON HEALTH, SAFETY, AND ENVIRONMENT
       The first Monday in October, November, February, and April.
Appendix C

Actions From AA Requiring Senate Approval

Proposals from the Department of Mathematics and Computer Science

2.1 Program Proposal: Change the Bachelor of Science in Computer Science program to include a core requirement for a writing in the discipline course (MAT 4020) and change the advanced course section to have the student select four advanced courses instead of choosing four courses from one of three areas.

Rationale: MAT 4020 is needed to provide a writing in the discipline course with prerequisites consistent with core courses in the major. The advanced course area was changed to provide more flexibility to the students and faculty.

Dept vote: 17 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:

Attached: Program Requirements
2013 Copy with Changes Marked

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

<table>
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<tr>
<th>Requirements for a Bachelor of Science Degree in Computer Science</th>
<th>Sem. Hrs.</th>
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<tbody>
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<td>Freshman Seminar</td>
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<tr>
<td>General Education Requirements*</td>
<td>44</td>
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<tr>
<td>Note: Prospective Computer Science Majors should start with MAT 1090 as their first General Education mathematics course. MAT 1070 and MAT 1080 or MAT 2210 may be used in place of MAT 1090</td>
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<tr>
<td>Major Requirements</td>
<td>48 51</td>
</tr>
<tr>
<td>CSC 1750, 1760, 1850, 2150, 2250, 2260, 2650, 2850, 2920, 3750, 4900; MAT 2210, 2220, 3150, 3280, 4020</td>
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<tr>
<td>Four courses from the following list one of the following areas (at least one must be a 4000-level course):</td>
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<tr>
<td>Area I: CSC 3350, 3380, 3650, 3800, 3910, 3920, 3930, 4010, 4020, 4150, 4350, 4360, 4450, 4810, 4820, 4970; MAT 3270</td>
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<td>Area II: CSC 3800, 3910, 3920, 3930, 4010, 4150, 4450, 4810, 4820</td>
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<td>Area III: CSC 4350, 4360, and any two of the following: CSC 3380, 3800, 4020, 4970</td>
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<td>Note: Students planning to attend graduate school in computer science should take CSC 4010, 4150, 4350, and 4450.</td>
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<td>Other electives</td>
<td>15 12</td>
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Computer Science majors must take PHY 1500 or PHY 2000 and one course from Biology, Chemistry, or HON 1510 to satisfy the six hours of Natural Science requirements in General Education.

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BACHELOR OF SCIENCE IN COMPUTER SCIENCE

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</tr>
<tr>
<td>CSC 1750, 1760, 1850, 2150, 2250, 2260, 2650, 2850, 2920, 3750, 4900; MAT 2210, 2220, 3150, 3280, 4020</td>
<td></td>
</tr>
<tr>
<td>Four courses from the following list (at least one must be a 4000-level course):</td>
<td>12</td>
</tr>
<tr>
<td>CSC 3350, 3380, 3650, 3800, 3910, 3920, 3930, 4010, 4020, 4150, 4350, 4360, 4450, 4810, 4820, 4970; MAT 3270</td>
<td></td>
</tr>
<tr>
<td>Note: Students planning to attend graduate school in computer science should take CSC 4010, 4150, 4350, and 4450.</td>
<td></td>
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<tr>
<td>Other electives</td>
<td>12</td>
</tr>
<tr>
<td>Total: 120</td>
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</tbody>
</table>

*Computer Science majors must take PHY 1500 or PHY 2000 and one course from Biology, Chemistry, or HON 1510 to satisfy the six hours of Natural Science requirements in General Education.

2.2 Program Proposal: Change the Bachelor of Science in Information program to include a core requirement for a writing in the discipline course (MAT 4020), change the advanced course section to have the student select four advanced courses instead of choosing four courses from one of two areas, and add CSC 3380 and 4020 to the course listings of advanced courses. Also, add a note to the catalog description recommending that students take MAT 1070 or MAT 1090 to satisfy the mathematics general education requirement.

Rationale: MAT 4020 is needed to provide a writing in the discipline course with prerequisites consistent with core courses in the major. The advanced course area was changed to provide more flexibility to the students and faculty. CSC 3380 is an advanced web development course that builds on a core course (CSC 1300). MAT 1070 is prerequisite.

Dept vote: 17 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:

Attached: Program Requirements
2013 Catalog Copy with Changes Marked

**BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY**

<table>
<thead>
<tr>
<th>Requirements for a Bachelor of Science Degree in Information Technology</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>44</td>
</tr>
<tr>
<td>Major Core Requirements</td>
<td>50 53</td>
</tr>
<tr>
<td>CSC 1300, 1750, 1760, 1850, 1900, 2050, 2150, 2250, 2260, 2850, 2920</td>
<td></td>
</tr>
<tr>
<td>ITC 2060, 2080, 4940; MAT 2100, 2150, 4020</td>
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</tr>
<tr>
<td>Major Elective Requirements</td>
<td>12</td>
</tr>
<tr>
<td>Four courses from the following list (at least one must be a 4000-level course)</td>
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</tr>
<tr>
<td>one of the following:</td>
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<tr>
<td>Area I: Web, database, system, and networking</td>
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</tr>
<tr>
<td>ITC 2700, 3100, 3250, 4100, 4800, 4960; CSC 3800, 3380, 4020</td>
<td></td>
</tr>
<tr>
<td>Area II: Applications software development</td>
<td></td>
</tr>
<tr>
<td>ITC 2700, 3100, 4100, 4200, 4960</td>
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</tr>
<tr>
<td>Other electives</td>
<td>13 10</td>
</tr>
<tr>
<td>Total: 120</td>
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</table>

“Clean” Copy

**BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY**

<table>
<thead>
<tr>
<th>Requirements for a Bachelor of Science Degree in Information Technology</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>44</td>
</tr>
<tr>
<td>Note: Prospective Information Technology Majors should start with MAT 1090 or MAT 1070 as their first General Education mathematics course.</td>
<td></td>
</tr>
<tr>
<td>Major Core Requirements</td>
<td>53</td>
</tr>
<tr>
<td>CSC 1300, 1750, 1760, 1850, 1900, 2050, 2150, 2250, 2260, 2850, 2920</td>
<td></td>
</tr>
<tr>
<td>ITC 2060, 2080, 4940; MAT 2100, 2150, 4020</td>
<td></td>
</tr>
<tr>
<td>Advanced Courses</td>
<td>12</td>
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<tr>
<td>Four courses from the following list (at least one must be a 4000-level course):</td>
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</tr>
<tr>
<td>ITC 2700, 3100, 3250, 4100, 4200, 4800, 4960; CSC 3800, 3380, 4020</td>
<td></td>
</tr>
<tr>
<td>Other electives</td>
<td>10</td>
</tr>
<tr>
<td>Total: 120</td>
<td></td>
</tr>
</tbody>
</table>
2.3 Add Fourteen 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.

Current Catalog Descriptions for Proposed Courses

ENG 2200/AIS 2200
A survey of literature produced by Native Americans. The course will cover fiction and poetry, and close attention will be paid to historical contexts and themes central to the understanding of Native American literature. Authors may include Momaday, Silko, Hogan, Vizenor, Welch, and Erdrich. Credit, 3 semester hours. PREREQ: “C” grade or better in ENG 1050.

ENG 2990
An introduction to Writing Center theory and practice using readings, classroom discussion, observation, role-playing, and supervised tutoring practice. Credit, 3 semester hours. PREREQ: “C” or better in ENG 1050.

ENG 3440/AIS 3440
A critical study of the Native American Novel from its inception to the present, with emphasis on social, political, and cultural history. Particular attention will be paid to the narrative techniques of these authors with a focus on the relationship between oral traditions and the form of the novel. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3470/AIS 3470
A critical study of Native American poetry and poetics, with emphasis on social, political, cultural, and Native national histories. Particular attention will be paid to the techniques of these authors with a focus on the relationship between oral traditions and contemporary poetry. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.
ENG 3650
The study of the relation of rhetorical theory to digital writing and web design, focusing on both written and visual awareness when creating and developing digital writing projects. Credit, 3 semester hours. PREREQ: “C” or better in ENG 1050 and 1060.

ENG 3720
An introduction to genres that influence political ideas, including news media, investigative journalism, activist and think tank websites, blogs, letters to editors or lawmakers, and op-eds. Emphasis on analyzing, evaluating, and producing texts for the public sphere, distinguishing between persuasion and propaganda, and exploring the obligations of civic engagement. Credit, 3 semester hours. PREREQ: “C” or better in ENG 1050 and 1060.

ENG 4210
An introduction to writing grants, including searching for grants, aligning grants with projects, analyzing the rhetoric of grants, conducting research, and producing drafts of grants through collaborative writing, reviewing, and editing. Credit, 3 semester hours. PREREQ: “C” or better in ENG 1050 and 1060.

ENGS 4090
Special Topics in Rhetoric and Composition-Reading and Writing About Nonfiction----Writing Enriched

GGY 3770
An historical and cultural geography of American Indians from the time of European contact. Will focus upon population dynamics, settlement, patterns, economic development, land use, and physical resources. Credit, 3 semester hours.

HLTH 3770
A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Credit, 3 semester hours. PREREQ: SOC 2800 or permission of instructor.

HST 1140
A survey of the birth and diffusion of world civilizations from “pre-history” to 1500, with attention to major cultural, social, economic, and political trends within each civilization. The emergence of European civilization is set within a larger framework of civilizations in Africa, Asia, and Latin America, and interactions between or among civilizations are stressed. Credit, 3 semester hours.

HST 4230
An interdisciplinary study of the historical and contemporary experiences of Indigenous women, focusing on but not limited to Native women in North America. Course will examine Native women’s community roles and cultural practices prior to and since colonization and will privilege Native women’s perspectives in course texts. Credit, 3 semester hours.
HST 4410
This course examines the constitutional, political, social, and cultural evolution of the British Isles from the Roman occupation to the advent of the Tudor Dynasty (43-1485). Credit, 3 semester hours.

PED 4030
Course will provide an introduction to planning, designing, architecture, budgeting, and construction of both indoor and outdoor facilities for PE, recreation, health, athletic training, gymnasiums, playing fields, etc. Design and construction areas such as aquatics, dance, ball fields, playgrounds, handicap accessibility, etc., will be addressed. Credit, 3 semester hours.
Appendix D

UNC Faculty Assembly Meeting
October 25, 2013
Informal Notes from Meeting

Refer to Faculty Assembly website for agenda, attachments, and official minutes
http://www.northcarolina.edu/fa_meetings/

Remarks from President Ross

There is a search for the position at UNC General Administration of a Vice President for Technology Assisted Learning Innovation; interviews are still going on
• Focus is on how to assist faculty to improve use of technology in classrooms and outside of classroom (e.g., online)

Core competency requirements being worked on by Faculty Assembly’s General Education Council (GEC)
• Process is influenced by nationwide reaction to the book Academically Adrift, published in 2011
• If we want to have an effective educational system, we need to be clear about what we want to teach students – what students should learn and know – and we need to define learning outcomes for each course
• Student-faculty interaction is critical; students must be reading and writing, but someone has to read their writing and to provide feedback
• “There is no substitute for faculty if we want to do a good job.”

How do we assess these core competencies?
• There is a lot of work to do in this area. We need to show that we are serious and that we are making progress.

Q&A with President Ross

• Carrying out research is expensive; state funding for UNC System has been reduced in recent years
• Growth of #s of administrators on campuses; President Ross said that some of these are in response to new regulations, audits, compliance; some administrators also teach courses, and institutions may count these positions in different ways (e.g., classifying these positions as administrative vs. classifying as faculty)
• Issue of Affordable Care Act (ACA): some campuses seem to be reducing the number of hours that fixed-term faculty are teaching and transferring faculty into part time positions in order to avoid providing health insurance for them; President Ross said the ACA defines when an employer must provide coverage; these types of concerns should be addressed to campus chancellors or to UNC GA.

Presentation by Karrie Dixon, Assoc. VP for AA and Student Affairs, GA (see Attachment 1 on FA website)
She provided an update on the Comprehensive Articulation Agreement (CAA):

- Provided overview of history of CAA - legislative mandate in 1990’s; no changes have been made in 16 years; House Bill 903 requires each IHE to adhere to CAA and report 2 times per year
- Posted new curriculum standards for AA and AS degrees on website this week
- Presented timeline for moving forward (meetings of BOG and State Board of Community Colleges (Jan-Feb 2014)
- Said campuses are vetting these AA and AS curriculum standards: Chief Academic Officers on each campus have been asked to disseminate widely and to seek feedback from stakeholders (Faculty Senate, department chairs, general faculty); feedback due to UNC General Administration by December 2

**Discussion: System-wide Core Competencies (see Attachment 2 on FA website)**

Panel included representatives from General Education Council; GEC Engaging Experts Committee; GEC Qualitative Assessment Committee; Moderator is on FA Gen Ed Subcommittee

**Q&A from delegates**

- Do we need an IRB approval for this process (issues of student and faculty privacy)?
- How will this assessment process be implemented (roll-out, buy-in)?
- What types of assessments will be used (quantitative, qualitative; formative, summative)?
- Will e-portfolios be used? If so, how?
- Will this process put UNC System schools into competition with each other when results are disseminated?
- How will BOG (32 members) and General Assembly use the data collected? (GA has provided training for BOG members)

Chair, Catherine Rigsby, said faculty input has been sought for last year and a half; tight timeline requires us to move forward

Nov 26: next meeting of full General Education Council (GEC)

- Each campus has member on GEC; UNCP member is Mario Paparozzi
- Campus faculty will be asked to consider endorsement of competencies and also will be asked to provide feedback to GEC

**Afternoon Sessions of FA Committees**

- Academic Standards and Policies Committee – General Education Subgroup
- Academic Standards and Policies Committee – Instructional Efficiencies Subgroup
- Academic Resources Committee
- Communications Committee
- Governance Committee

**Afternoon Plenary Session**

Chair’s Report (Catherine Rigsby)

February meeting of Faculty Assembly has been changed from Feb. 21 to Feb. 14.
Committee Reports and discussion (Attachment 4)

The following draft resolutions were discussed and edited:
- DRAFT Resolution on Faculty Senate Communication with Boards of Trustees
- DRAFT Resolution on System-wide Student Success Policies
- DRAFT Resolution on System-wide Core Competencies

Other Business: None

--Dr. Sara Simmons, Faculty Assembly Delegate
Appendix E

Teacher Education Committee Called Meeting
Minutes
September 11, 2013
3:00 p.m., room 1106, Jones Athletic Building

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


1. The meeting was called to order at 3:02 p.m. by Zoe Locklear, Chair. Dr. Locklear introduced Dr. Lisa Mitchell as the new “Coordinator for Technology” for the Teacher Education Program. Dr. Mitchell is going to devote some of her time to assisting with technology questions, issues, problems, and equipment purchases for the program. Currently, these responsibilities will not include at course release.

2. The minutes of the August 7, 2013 TEC Called Meeting were approved as presented.

3. Good News – none presented

4. Curriculum proposal:

   a. A proposal to change the prerequisite for TESL 5890 by adding the phrase “or permission of instructor” after 5850 was presented by Dr. Kay McClanahan. Motion approved.

5. Action items:

   a. The list of students being presented for Admission into the Teacher Education Program by Ms. Aku Opata. Motion approved following one change in the number of BK Licensure Only students from 8 to 7.

   b. A proposal for the composition of the 2013-14 TEC was presented by Dr. Zoe Locklear. Motion approved.

6. Teaching Fellows Report – Ms. Karen Granger, Director of the Teaching Fellows Program, made a report explaining the current status of the program, including the number of students and planned activities. Plans include hosting the NC Teacher of
the Year on September 25, assisting with the Bak Pak Program, and pairing faculty mentors with the fellows.

7. **Rush Your Major event** – Ms. Karen Granger also made a report about the huge success of this event in which about 60 students came to the SOE indicating an interest in teaching as a career. Ms. Granger and the Teaching Fellows will plan a follow-up event, along with faculty, to further engage these interested students. Also, Ms. Granger will provide leadership to the organization of the “Pembroke Day” event for the SOE, including fellows in the planning and implementation activities.

8. **Master’s pay and spring 2014 schedule** – Drs. Rebecca Bullard-Dillard and Zoe Locklear provided an explanation as to recent SBE action relative to establishing May 7, 2014 as the deadline for submitting the names of spring master’s students to DPI. The email explaining SBE action was sent to the TEC on 9-5-13. Also, an email was sent to all graduate students by Dr. Bullard-Dillard (dated 9-10-13) explaining the need and urgency for them to complete their applications for spring graduation. This action will allow the Graduate School to begin to compile the list of anticipated graduates. Faculty were also encouraged to structure their spring courses that will enroll May graduates so that course assignments, for the most part, can be completed prior to April 1. The Graduate School and School of Education, in conjunction with the Registrar’s Office, will need to submit the list of student names to DPI on or about April 15, 2014 as to which graduate students enrolled in Education programs are on track to complete degree and “M” licensure requirements in May 2014.


   a. Dr. Winters reported that the fall intern and clinical teacher orientation sessions were declared by many as “the best ever.” Presenters included: Ms. Mary Klinikowski, Dr. Kathy Sullivan, Ms. Kelly Ficklin, Ms. Beth McCullough, Dr. Angela McDonald, Dr. Jeff Warren, Dr. Mark Schwarze, Mr. Travis Bryant, Mr. Leon Maynor, Dr. Larry Mabe, Mr. Bill Medlin, and Ms. Donna Albaugh.

   b. Early field experience placements are being gathered and organized for mailing to the LEAs. The new registration system in Banner is working very well. This semester, the descriptions of the field assignments have been rewritten and will be distributed to the LEAs along with the requests for placements. Draft copies of both documents were distributed.

   c. Dr. Jose Rivera spoke to the extensive work involved in the development of the early field descriptions for each course. He presented a PowerPoint displaying the current TEP requirements and posed a number of questions to program coordinators and directors as to which courses should require field experiences, how many hours should be required, and the sequencing of these hours. A meeting of program coordinators and MAT program directors will be scheduled to discuss these issues.
d. Dr. Winters reminded all coordinators to make sure their respective chairs are not entering “Internship” courses into the semester schedules as “online”. All 9-sh internship courses are delivered as face-face.

10. Report - NCATE/Accreditation – Dr. Roger Ladd

a. Dr. Ladd reminded all program coordinators and directors of their responsibility to gather and archive all methods course syllabi for their respective programs for each semester. He advised that, when in doubt, collect a syllabus. These documents can be posted on the TEC BB site or on individual program BB sites.

b. Dr. Ladd explained that vita will be compiled for all TEP faculty according to the current NCATE outline, which is an electronic data base we will be working to establish.

c. A group to include Dr. Ladd, Ms. Klinikowski, Dr. Stanley, Dr. Bryant, Dr. Winters, and Dr. Locklear will be attending the CAEP Conference scheduled for September 19-21 in Arlington, VA.

d. A one-day CAEP Conference has been scheduled for November 22 at A&T State University. Please let Dr. Ladd or Dr. Locklear know of your interest in attending.

11. Report - Director of Assessment – Ms. Mary Klinikowski

a. A work session will be scheduled for University Supervisors on the revised observation form, the revised CTC form, and to address inter-rater reliability on the observation form.

b. A “Blueprint” review session will be scheduled for all program coordinators and directors.

c. Example comments from some of the first three sections of the Fall 2013 Internship Exit Surveys were shared. All of the results are posted at the TEC BB site. The idea to divide the Exit Survey into multiple sections and ask students to complete those sections related to their course preparation and campus resources appears to have been a very good idea given the completion rate by students.

d. Example comments from the Fall 2013 Internship orientation sessions evaluations were shared. These comments are very useful for future planning of internship seminars. All of the results are posted at the TEC BB site. The completion rate by the interns has been 100% this semester.

e. Ms. Klinikowski will continue to work with program coordinators and directors on Taskstream issues and concerns.
12. Report - Office of Teacher Education/Dean’s Office:

a. Personnel Updates and SOE Reorganization - Dr. Locklear spoke to: Dr. Alfred’s Bryant’s joint appointment as the permanent SOE Associate Dean and new Founding Director of the Southeast American Indian Studies Program; Dr. Karen Stanley’s appointment as Special Assistant to the Dean; Dr. Angela McDonald’s appointment as the new chair of the School Administration and Counseling Department; Dr. Ki Chae and Dr. Mabel Rivera, new Counseling and BK/Special Education faculty; the elimination of the Community College Teacher Recruiter position; and the appointment of Dr. Lisa Mitchell as the Technology Coordinator for the TEP.

b. Praxis I and II Workshops – Dr. Val Ford provided handouts listing the dates for the Praxis I workshops for the fall semester, registration information for the Praxis series exams, and the tests/services fees for the Praxis series. Dr. Bryan Winters announced the date of October 19 for the Praxis II workshops. Dr. Locklear provided a handout describing the new Praxis Core Tests.

c. Learning Enhancement Center & Praxis PLUS - Ms. Melissa Edwards provided a handout describing the current status of the services being provided by the LEC and Praxis PLUS. She also distributed an advertisement flyer “Can Praxis P.L.U.S. help you?” which faculty can post and share with prospective students.

d. Dr. Locklear announced that Eric Guckian, Senior Education Advisor to the Governor, will make a campus visit on October 9. Additional details will be provided at a later date. Copies of Mr. Guckian’s bio were distributed.

e. Dr. Locklear distributed a list of currently held active NC licenses by all TEP faculty. For those faculty who have an expired NC license or who do not hold an NC license, Dr. Locklear and Ms. Opata will work with those faculty to get their NC licenses.

f. Dr. Locklear announced that she expects UNCP to receive DETE funding for this academic year, but the funds have not yet been allocated by GA.

g. Program coordinator “Job Description” and stipend – Dr. Betty Brown – This item was deferred to the October meeting.

h. Dr. Locklear distributed a copy of the “Revised Admission into TEP Application form” which she and Ms. Opata have been working on. A final copy will be brought to the TEC for action in October or November.

i. Dr. Locklear reported that changes are being made by DPI to the Educator Preparation Report Card and the IHE Performance Report. Additional information will be provided throughout the academic year. A copy of the final 2012 IHE
Performance Report that was submitted will be available to the TEC following the October SBE meeting.

j. Dr. Locklear distributed a list of the TEC meeting dates, noting the early January 8, 2014 meeting and a conflict with April 9, 2014 “The Last Lecture event”. The TEC will need to select an alternate April meeting date.

k. Dr. Stanley reported that instruction is being provided in the Elementary Education Program which should comply with recent handwriting and multiplication tables legislation passed by the General Assembly.

l. Teacher tenure legislation – This item was deferred to the October meeting.

m. Dr. Locklear distributed a list of the current TEC Subcommittee descriptions. The TEC will review this list at a later date to decide if these are the subcommittees which best fit current programmatic needs.

13. Announcements:

• Mary Morrow-Edna Richards Scholarship (NCAE) – due January 30, 2014
• Teacher Education Fall Forum - Raleigh, NC, September 19-20
• DPI IHE Institutes – September 11, Hickory; September 24, Greenville

14. Information/Handouts:

a. TEC listserv membership

15. Adjournment – The meeting was adjourned at 5:20 p.m.

Respectively submitted,
Courtney Brayboy
Office for Graduate Studies
The third Graduate Council meeting of the 2013-2014 academic year was held on Monday, October 21, 2013, 3:00-5:00 p.m. in the UC Annex, Room 203. This report provides a brief update of Graduate Studies recent events.

Graduate Faculty status: the council approved the following faculty nominations: Dr. Ben Bahr (full), Department of Biology/Chemistry; Dr. Zhixin Kang (full) and John Spillan (full), Department of Business; and Dr. George Small (adjunct), Department of School Administration and Counseling.

Graduate Appeals: The Graduate Appeals Committee met Oct. 7 and considered six appeals.

Graduate Research and Writing Academy: On September 14, Michael Alewine, Robert Arndt, Drs. Teagan Decker and Anita Guynn led the 5th and latest Academy to a group of eager graduate students. The academy, held each semester, helps prepare students for their graduate research and writing requirements.

Graduate Student Research Grants: This semester, the Office of Graduate School and Research accepted research grant proposals from graduate students, the first offering of such grants at UNCP. Awards may be granted up to a maximum amount of $2,500 to cover the cost of supplies or related expenses for faculty-mentored research/creative endeavors. Applications were due October 15.
Appendix G

2013-11
Resolution on System-wide Core Competencies
Approved by the UNC Faculty Assembly
October 25, 2013

Whereas, the five-year strategic plan, “Our Time, Our Future: The UNC Compact with North Carolina” has defined as a major priority the implementation of system-wide assessments of academic core competencies; and

Whereas, the UNC Strategic Directions General Education Council has, after considered deliberation, recommended Critical Thinking and Written Communication as system-wide core competencies most appropriate for assessment; and

Whereas, the Faculty Assembly has resolved that the University of North Carolina, under the imprimatur of its constitutive faculty, must offer a general comprehensive education (as articulated in Resolution 2012-06); and

Whereas, the Faculty Assembly has also resolved that an effective curriculum is essential to the development of critical skills necessary for students to become productive citizens and leaders of North Carolina, and that faculty recognize these core competencies as vital to student success (as articulated in Resolution 2012-07); and

Whereas, the core competencies of Critical Thinking and Written Communication are widely recognized by faculty as expressions of a general comprehensive education and as fundamental requirements for successful mastery in all academic disciplines; and

Whereas, economic leaders in North Carolina and nationwide agree that Critical Thinking and Written Communication are fundamental to career success as cited in the Listening Sessions Summary (Strategic Directions Initiatives 2013-2018, Appendices) and

Whereas, our regional accrediting agency, the Southern Association of Colleges and Schools (SACS), periodically and comprehensively examines and affirms the quality of educational programs and requires that the institution place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty;

Therefore, Be It Resolved That the Faculty Assembly endorses the General Education Council’s choice of Critical Thinking and Written Communication as two system-wide core competencies for the UNC system; and

Be It Further Resolved That all core competencies adopted by the UNC system must be approved by the faculty of the constituent institutions on their respective campuses as required by their responsibilities for curricular matters; and

Be It Further Resolved That the faculty at the constituent institutions must have primary responsibility for the development and administration of assessment instruments consistent with the missions of their respective campuses.