

The University of North Carolina at Pembroke
Faculty Senate Agenda
 Wednesday, November 7, 2012, at 3:30 pm
 213 Chavis University Center

Susan Cannata, Chair
 Roger Guy, Secretary

Members of the Senate:

To 2013	To 2014	To 2015
ART Richard Gay	ART Adam Walls	ART June Power
EDN Betty Brown	EDN Jeff Bolles	EDN Marisa Scott
LET Robert Brown	LET Scott Hicks	LET Susan Cannata
NSM Leon Jernigan	NSM Jeremy Sellers	NSM Maria Pereira
SBS Jack Spillan	SBS Victor Bahhouth	SBS Mike Spivey
At-Large Roger Guy	At-Large Cherry Beasley	At-Large Judy Curtis
At-Large Sherry Edwards	At-Large Jonathan Maisonpierre	At-Large Jesse Peters
At-Large Jamie Litty	At-Large David Nikkel	At-Large Kim Sellers
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 3, 2012 meeting

C. Adoption of Agenda

D. Reports from Administration

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—Susan Cannata

- b. Committee on Committees & Elections—Scott Hicks
 - c. Faculty Governance Committee—Beverly Justice
 - d. Health, Safety, and Environment Committee—Ottis Murray
2. Standing Committees
- a. Academic Affairs Committee—Jesse Peters
 - i. Proposal from the Department of Educational Specialties [Appendix B](#)
 Program Proposal: Replace RDG 5830 I, II, and III with the separate courses in major requirements. Note: RDG 5830 was created in April 2012; RDG 5230, 5430, and 5630 were deleted at the same time. The department is seeking to undo that change.

 Approved by AAC 11-0-0
 - ii. Add new courses to QEP [Appendix C](#)

 19 new Writing Intensive courses. Approved by AAC 11-0-0

 Academic Affairs Report: [Appendix D](#)
 - b. Faculty and Institutional Affairs Committee—Jonathan Maisonpierre
 - c. Student Affairs and Campus Life—Jamie Litty
 - d. Special Committees

F. UNC Faculty Assembly Report: [Appendix E](#)

G. Teacher Education Committee: [Appendix F](#)

H. Graduate Council

I. Other Committees

J. Unfinished Business

K. New Business

L. Announcements

Appendix A

The University of North Carolina at Pembroke Faculty Senate Minutes

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At-Large Jamie Litty	At-Large David Nikkel	At-Large Kim Sellers
Chancellor Kyle Carter Provost and Vice Chancellor for Academic Affairs Ken Kitts		

Members Present: Victor Bahhouth, Jeff Bolles, Robert Brown, Cherry Beasley, Betty Brown, Robert Brown, Susan Cannata, Kyle Carter, Judy Curtis, Sherry Edwards, Richard Gay, Roger Guy, Scott Hicks, Kenneth Kitts, Leon Jernigan, Jamie Litty, Jonathan Maisonpierre, David Nikkel, Maria Pereira, Jesse Peters, June Power, Jeremy Sellers, Kim Sellers, Marisa Scott, Jack Spillan, Mike Spivey, Adam Walls

Members Absent: Leon Jernigan

Order of Business

A. Roll Call

B. Approval of Minutes:

The minutes of the September 5, 2012 meeting were approved with the following change. The letter “s” was stricken from the name June Powers in the “Members Present.”

C. Adoption of Agenda

The agenda was adopted

D. Reports from Administration

1. Chancellor—Dr. Kyle Carter

Dr. Carter addressed the Senate regarding the approval of two years of tuition increases. Pending Board approval 60 percent of the revenue derived from the tuition increase in 2013-14 would be diverted for salary increases for faculty and EPA staff.

The Chancellor has launched several campus initiatives to increase communication and the voice of campus members. In addition to the traditional governance apparatus of the faculty Senate and Staff Council, the Chancellor has proposed university polling regarding proposed policy changes and issues affecting the campus community, periodic town hall-like meeting called “Campus Conversations,” and a ten-day comment period to solicit responses from the entire campus for policies prior to formal approval.

The Chancellor also gave an update on campus enrollment trends, and the Strategic Plan, noting that UNCP’s Strategic Plan was very closely in line with that of President Ross.

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

Provost Kitts reiterated the plan for the reassignment of teaching loads for tenure-eligible faculty (those faculty eligible to apply for tenure, and those currently with tenure) to occur in the 2013-14 academic year. The reassignment of teaching loads (from 4/4 to 4/3 per academic year) will not apply to lecturers, or faculty with permanent course reductions. The reassignment time is optional and intended to be used to engage in additional service and scholarship activity.

The Provost announced that the Office of Academic Affairs had begun to a draft policy on children in the workplace. He also announced the formation of two task forces to review the existing tenure and promotion process, and recommend action on the COACHE survey results.

E. Reports of Committees:

1. Operations Committees

a. Executive Committee—Susan Cannata

Promotion and Tenure Review Committee has been appointed. The members are: Charles Beem, Libby Denny, Tom Dooling, Richard Gay, and Marisa Scott, representing all 5 divisions and ranks (2 full, 2 associate, 1 assistant). The Provost and myself are ex officio voting members of that committee. The committee has its first meeting on Monday, October 8. I will keep you updated.

Budget Advisory Committee: Working to make a recommendation to Chancellor re: the possibility of merit and equity salary increases. The committee has been reviewing faculty salaries in the context of peer institutions and will make its recommendation to the Chancellor by November 1. The possibility of such increases is contingent upon identification of funding from our current budget, not money allocated by the legislature. The likelihood of this being a large fund is slim. This committee meets again on Thursday, October 4.

Broadcast email policy: Tom Jackson, collaborating with IE, will conduct a survey to the UNCP campus re: campus listservs. There should be an announcement within the next week regarding this survey.

b. Committee on Committees & Elections—Scott Hicks

- i. The nomination of Aaron Vandermeer (ARTS) to a divisional seat on the Health, Safety, & Environment Committee, to 2013
- ii. The nomination of Dennis McCracken (NS&M) to a divisional seat on the Faculty Evaluation Review Subcommittee, to 2013
- iii. The nomination of Barbara Synowiez (NS&M) to a divisional seat on the Subcommittee for Faculty Development & Welfare, to 2013

Motions i –iii passed 21-0-0

- c. Faculty Governance Committee—Beverly Justice - No Report
- d. Health, Safety, and Environment Committee—Ottis Murray

Dr. Murray reported that traffic safety concerns on Prospect Road were being addressed by the Department of Transportation, and public safety officer were being trained with the use of radar to enforce speed limits. The smoking policy was being addressed by making the public aware of the designated smoking areas on campus.

2. Standing Committees

- a. Academic Affairs Committee—Jesse Peters

- i. Proposal from the Department of Biology

Program Proposal: Create a Minor in Biology

Motion passed 22-0-0

- ii. Program Proposal: African American Studies Minor (Dept. of Social Work)

- Add HST 1030: Intro to African American History and HSTS 4360: Civil Rights Movement to the list of options under Area 4: History in the African American Studies minor.
- Add ENG 4250: African American Rhetorics to the options under Area 2: Literature in the African American Studies minor.
- Remove cross-listing from all courses included in the African American Studies minor.

Motion passed (22-0-0) as amended to un-strike the last sentence in the catalogue copy

- iii. Add new courses to QEP

11 new Writing Intensive courses. **Motion passed 20-0-1**

- b. Faculty and Institutional Affairs Committee—Jonathan Maisonpierre - **No action items.**

The Chair reported that the committee was in the preliminary stages of research to determine optimal faculty member management software. The committee will also evaluate and consider the current criminal background check policy.

- c. Student Affairs and Campus Life—Jamie Litty – **No action items.**

The Chair reported the committee had engaged the SGA to secure funding for alternative transportation services for students who wish to safely travel to shop off-campus.

- d. Special Committees – **There are currently no special committees.**

F. UNC Faculty Assembly Report:

G. Teacher Education Committee:

H. Graduate Council - No report

I. Other Committees

- 1. UNCP Strategic Planning and Resource Council (SPARC)

Motion to approve the Strategic Plan passed 20-0-0

J. Unfinished Business – There was no unfinished business.

K. New Business

- 1. Resolution to President Tom Ross and UNC Board of Governors
Senator Nikkel made the following motion: amend the final paragraph to read:

THEREFORE BE IT RESOLVED that, the Faculty of the University of North Carolina fully endorses the Resolution on the UNC Strategic Plan passed by the UNC Faculty Assembly on September 21, 2012, and and from other UNC **smaller campuses of** Historically Minority serving Institutions. ~~in general.~~

Motion to amend passed 20-0-0

Motion passed 20-0-0

Motion to extend the meeting passed 19-0-0

L. Announcements - No announcements.

Motion to adjourn passed 19-0-0

Respectively Submitted

Roger Guy, Secretary

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Appendix B

Proposal from the Department of Educational Specialties

Program Proposal: Replace RDG 5830 I, II, and III with 5230, 5430, and 5630

Proposal:

Delete RDG 5830, Professional Seminars I-III. This seminar was problematic to implement in the reading education program and does not fluidly take the place of three separate seminars in the separate progression throughout the reading education program.

The RDG 5830 course will be replaced by adding RDG 5230, RDG 5430, and RDG 5630 back into the course program offerings as separate one hour seminars that are taken throughout the three different strands in the program.

RDG 5230 is taken in the first strand of coursework

RDG 5430 is taken in the second strand of coursework and its prerequisite will be completion of strand one

RDG 5630 is the final course taken in the Reading Education Program and its prerequisite is Completion of Strands I and II and 18 hours of reading courses.

Rationale: This course was proposed only to replace the separate one hour seminar courses RDG 5230, RDG 5430, and RDG 5630. Under pressure to eliminate classes with low enrollment this faulty repeatable one hour seminar was offered as a "solution" to all for students who may need the different seminars based on their progression in the three strands of the reading education program. Logistically this was problematic because of the different students who would need this course at a time and differentiating this course for the different needs. Basically this would have left the instructor with teaching three different classes and receiving only one hour of course credit.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

File attachment:

Program Description from 2012-2013 Catalog

MASTER OF ARTS IN EDUCATION (M.A.Ed.)

READING EDUCATION

Director: Heather Kimberly Dial Sellers

Program Description

The Master of Arts in Education (M.A.Ed.) in Reading Education is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed to teach in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the

development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services.

Special Program Admission Requirements:

Applicants who do not have a degree in a reading-related discipline such as elementary education, special education, or English/ language arts are subject to special program admission requirement(s), which may include prerequisite courses, based on the Program Director's evaluation of the applicant's transcript.

Program Goals

The M.A.Ed. in Reading Education is organized around four major standards established by the International Reading Association (IRA) for Master's level literacy specialists. These reflect state-approved standards for reading teachers and expectations set forth by NCATE. All reading courses reflect the four program standards in content, learning opportunities, and requirements.

The four standards are:

1. Reading teacher candidates have knowledge of the foundations of reading.
2. Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.
3. Reading teacher candidates understand and apply best instructional practices and techniques in the reading process of all learners.
4. Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Please contact the Program Director for the Reading Education Program Progression Worksheet.

Proposal continues on next page.

<p>I: Orientation, Theory, and Research</p> <p>EDN 5660 Applied Educational Research</p> <p>RDG 5150 Research in Literacy</p> <p>RDG 5220 Literacy and Literature</p> <p>RDG 5830 5230 Professional Seminar I (1 hour)</p> <p>RDG 5350 Reading Instructional Strategies</p>	13
<p>II: Expanding Content and Pedagogical Knowledge</p> <p>RDG 5300 Reading and Writing in the Content Areas I (K-6)</p> <p>RDG 5301 Reading and Writing in the Content Areas II (6-12)</p> <p>RDG 5830 5430 Professional Seminar II (1 hour)</p> <p>RDG 5450 Reading Development and Assessment</p> <p>Guided Elective course: With approval of the Program Director, candidates may enroll in one graduate course in another program at UNCP (assuming that they meet its prerequisites); the candidate must complete an Elective Transfer Form laying out the rationale for the elective course furthering the candidate's professional and educational goals. Candidates are particularly encouraged to use EDN 5470, EDN 5480, and EDN 5490 as elective courses.</p>	13
<p>III: Influencing Literacy Instruction and Leadership</p> <p>RDG 5320 Diversity and Multicultural Education</p> <p>RDG 5330 Leadership in Reading</p> <p>RDG 5610 Diagnosis, Assessment, Instruction, and Practicum in Reading</p> <p>RDG 5830 5630 Professional Seminar III (1 hour)</p>	10
	Total: 36

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Appendix C

Approve New Courses for QEP for Fall 2013

List of Courses to Add to QEP

THE WRITING INTENSIVE PROGRAM

The Writing Intensive Program is an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The program consists of WE courses and WD courses. WE courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. It includes extensive and intensive instruction in writing. WD 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 WE and WD courses. One course must be a WD course.

The courses listed below are approved to be offered as WE or WD courses. When these courses appear with the designation Writing Enriched (WE) or Writing in the Disciplines (WD) 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 WD courses.

AIS/REL 2130	American Indian Religious Traditions—WE
ART 4330	Contemporary Art—WE
BIO 3510	Research Strategies—WE
ECN 4080	Economic Development—WE
JRN 3050	Feature Writing—WD
MAT 4020	A Historical Development of Mathematics—WD
MCM 3100	New Media of Mass communication—WE
MGT 3130	International Marketing—WD
NUR 4350	Community Health Nursing—WE
PHI/REL 3400	Writing in Philosophy and Religious Studies—WD
PLS 3110	Constitutional Law of Individual and Equity Rights—WE
SED 3310	Introduction to the Exceptional Child—WE
SED 3320	Special Education Laws, Policies and Procedures—WE
SED 4360	Professional Seminar for Special Ed Teacher Candidates WD
SOC 3060	Sociological Theory—WE
SOC 3130	Community—WE
SPN 4150	Contemporary Spanish-American Literature—WD
SWK 3480	Social Welfare Policies and Programs I—WE
SWK 3850	Social Work Practice II—WE

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Appendix D

Academic Affairs Report

Actions Requiring only AA Chair Signature

1. **Proposal from the Department of Geology and Geography**
 - **Course Proposal:** Change the prerequisites for GLY 3250 Paleontology
2. **Proposal from the Department of Educational Specialties**
 - **Course Proposal:** Delete RDG 5830 Professional Seminars I-III
3. **Proposals from the Department of Psychology**
 - **3.1 Course Proposal:** Make PSY 1010 a prerequisite for PSY 3120 Cognitive Psychology
 - **3.2 Course Proposal:** Make PSY 1010 a prerequisite for PSY 4010 Physiological Psychology
 - **3.3 Course Proposal:** Add recommended prerequisites for PSY 3550 Sensation and Perception
 - **3.4 Course Proposal:** Remove PSY 3675 as a prerequisite for PSY 4170 Clinical and Counseling Psychology (Returned to Curriculum Committee)
 - **3.5 Course Proposal:** Change the prerequisites for PSY 2100 Research Methodology
 - **3.6 Course Proposal:** Change the prerequisites for PSY 3040 History and Systems of Psychology
 - **3.7 Course Proposal:** Change the prerequisites, description, and title for PSY 4150 Seminar in Human Motivation
 - **3.8 Course Proposal:** Change the prerequisites for PSY 2040 Animal Behavior; remove BIO 2050 cross-listing for this course; and change the title, description, and credit hours (Returned to Curriculum Committee)

Actions Requiring AA Approval only

1. **Proposal from the Department of Philosophy and Religion**
 - **Course Proposal:** Create new course PHI/REL 3400 Writing in Philosophy and Religious Studies WD
 - Approved (11-0-0)
2. **Proposals from the Department of Educational Specialties**

- **2.1 Course Proposal:** Create new course RDG 5230 Professional Seminar I
- Approved (11-0-0)

- **2.2 Course Proposal:** Create new course RDG 5430 Professional Seminar II
- Approved (11-0-0)

- **2.3 Course Proposal:** Create new course RDG 5630 Professional Seminar III
- Approved (11-0-0)

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Appendix E

Faculty Assembly Report

UNC Faculty Assembly Meeting: Friday, October 26, 2012

Opening began with President Tom Ross discussing information about what is happening with the Strategic Planning and the Committee. Areas that the Committee are reviewing concern e-learning, distance education, and getting policy leaders to understand how higher education will incorporate these areas. The goal is to complete the Strategic Planning process by 2013 in order to meet with the legislators. He also discussed what he sees as the principles of shared governance. He challenged the Universities to review the 2005 resolution from Faculty Assembly and work on the re-visioning of this, working with our Chancellors. Catherine Rigsby, the FA Chair, will be forwarding the delegates with this information.

Kimrey Rhinehardt, Vice President for Federal Relations, is also a member of the Strategic Planning Committee. Her part on the Committee is to look at communication to and from the Universities. She brought information, the UNC Compact, to the External Communications Committee of the Faculty Assembly for review and input. This Committee assessed and worked on the Compact and will continue via emails to have a produced copy by the November meeting. Her final question was: How do we frame these charges for strategic direction.

Leslie Boney, Vice President for International, Community, and Economic Engagement
Discussion of Engagement Committee work and proposed Engagement Metrics (Combined Report on Community Engagement)

He went through the information on the attachment discussing how UNC Universities are considering these matters.

A Panel Discussion followed looking at Measuring Academic Quality.

Panelists – Mike Carter (Associate Dean of The Graduate School, NCSU)

Bernice Johnson (Associate Provost/Vice Chancellor of Academic Affairs, NCCU)

Dan Cohen-Vogel (Senior Director of Institutional Research)

Moderator – Andrew Morehead (Chair, Student Success Subcommittee of the APS Committee)

Questions posed were:

1. Is there any evidence to support that Academic Quality Measures via Performance Funding metrics positively or negatively impact (1) faculty attitudes, behavior, and teaching (*e.g.*, metrics positively or negatively impact curriculum development) and (2) student learning on your campus?
2. If the performance funding incentives/rewards go to your University rather than the departments/programs, who monitors whether the money benefits the “academic” side of the house?
3. What are the issues with campus-wide examinations (*i.e.*, CLA or similar) as an assessment of quality?
4. How does one collect (and how meaningful are) job placement data (and/or the related 1- or 5-year satisfaction survey).
5. Are there ways to utilize the SACS data/outcomes to answer academic quality in an institution wide manner?

We continue to review outcomes assessments and making assessments meaningful. One of the challenges is that assessments must identify concrete areas for improving academic quality. Institutions look to develop assessment policies for academic policies. IHEs should look at meaningful academic quality. The challenge: help come up with possible approaches on campuses that are measureable and work. The move by IHE of tying e-learning and values of requirements to assessments.

How are IHEs evaluating “soft skills.”

Discussion continued with information about quality and measurements. IHEs need to do better job of collecting data and using what we already have for assessments.

Afternoon Session

Committee Meetings

- a. Academic Standards and Policies Committee – Articulation Subcommittee
Broke into 2 groups;
 1. technology use by faculty. The Committee is working on a survey for faculty to demonstrate what faculty are currently using. This should be completed this spring
 2. Distance ed: Recognizing that “one size doesn’t fit all.” All have “shared ideas” and the Committee is looking at the commonalities. The Committee recognizes the differences on campuses; work on developing a communication system that will be useful to the students
- b. Academic Standards and Policies Committee – International Programs Subcommittee
There were 2 different trends of discussion –
 1. economic development matrices (attachment from the Combined Report) and
 2. defining the meaning of entrepreneurship to broaden economic development
- c. Academic Standards and Policies Committee – Student Success Subcommittee
Reviewed information from the Panel Discussion
- d. Budget Committee - The Committee was informed that there would extra incentive for campuses. Asking that faculty be involved with how these funds are used. Should this be an open meeting or through the Faculty Senate? Budget requests will come to GA and BOG in Feb.
- e. Faculty Welfare and External Communications
The Committee reviewed the UNC Compact; Legislative Day; Stories that GA can use on their website.
- f. Governance Committee - Some campuses are moving forward others are waiting concerning the Ombudsman process. The Committee is working on the Grievance Project (video training). Each institution should have information in policy documents or handbook – institutional documents reinforcing and supporting shared governance

Plenary Session

- a. Approval of the September 2012 Meeting Minutes
 - b. Chair’s Report (Catherine Rigsby)
The Strategic Planning Resolution was passed; Academics First policy – CAO’s appreciated the resolution; FA is postponing Ombudsman motion until the spring to review policy; the Grievance project is being worked on by Governance. IHEs should have information coming to us by Wed. (Oct 31) on the Strategic Planning input.
 - c. Committee Reports and discussion See information above.
 - d. Other Business none
 - e. Meeting review
- Adjourn

Attachment 1. Combined Report from the Community Engagement and Economic Development Taskforces

Attachment 2. Economic Impact Metrics (for discussion)

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Appendix F

Teacher Education Committee Meeting Minutes September 12, 2012 3:30 p.m., room 1106, Jones Athletic Building



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

TEC Members Present: M. Ash, V. Austin, S. Billingsley, A. Bryant, P. Faulk, K. Ficklin, K. Granger, G. Jones, A. Lara, R. Lee, T. Lightfoot, Z. Locklear, J. Losh, J. Lucas, L. Mabe, J. Rivera, M. Scott, D. Scruton, K. Stanley, J. Warren **Staff:** A. Opata, S. Strickland
Guests: B. Brown, V. Ford

1. **Call to order/Welcome/Introductions:** The meeting was called to order at 3:34 p.m. by Dr. Zoe Locklear, Chair.
2. **Approval of the minutes:** The minutes of the August 15, 2012 called TEC meeting were approved as presented.
3. **Good News** - items shared by Dr. Zoe Locklear and Dr. Karen Stanley:
 - a. PSRC 2012-13 Teacher of the Year: Matt Howington, Elementary Education graduate student, 6th grade teacher, Carroll Middle School
 - b. 2012-13 UNCP Chief Marshall: Caroline Register, Elementary Education major, Mathematics academic concentration
4. **Curriculum proposals:**
 - a. Reading Education: The following proposals were approved as presented by Dr. Betty Brown:
 - (1) Delete RDG 5830: Professional Seminars I - III. Rationale: This seminar was problematic to implement in the Reading Education Program and does not fluidly take the place of three separate seminars in the separate progression throughout the Reading Education Program. This course was proposed only to replace the following one-hour seminar courses: RDG 5230, RDG 5430, and RDG 5630 and was originally seen as a solution to eliminate courses with low enrollment. However, this model was extremely problematic to implement.
 - (2) Add (reinstate) RDG 5230: Professional Seminar I
Add (reinstate) RDG 5430: Professional Seminar II
Add (reinstate) RDG 5630: Professional Seminar III
Rationale: Reinstatement allows separate one-hour seminars that are taken throughout the three different strands in the program as follows: (1) RDG 5230 is taken in the first strand of coursework; (2) RDG 5430 is taken in the second strand of coursework and has completion of strand one as a prerequisite; and (3) RDG 5630 is the final course taken in the Reading Education Program and has completion of strands one, strand two, and 18 semester hours of reading courses as prerequisites.
5. **Action items:**
 - a. Admission into the Teacher Education Program: The list of students to be admitted into the Teacher Education Program was approved as presented by Ms. Aku Opata.

- b. **NOTE:** Item added to the agenda:
Admission into the Fall 2012 Professional Semester: The name of one student was presented by Dr. Zoe Locklear for admission into the Fall 2012 Professional (Internship) Semester and was approved following correction in the spelling of the school name.

6. Report from the Office of University-School Partnerships – Dr. Zoe Locklear presented the following items:

- a. Internship Orientation Seminars – Program coordinators were encouraged to provide feedback regarding the seminar topics and presenters.
- b. Evaluation feedback – orientation seminars – It was reported that evaluation feedback on the orientation seminars is being compiled by Ms. Mary Klinikowski and will be shared in October.
- c. October 9 Internship Seminar – Teaching Children of Poverty – The members were reminded about this seminar.
- d. 6th Annual COE Fall Workshop: Important Work: Teaching Children of Poverty, Saturday, September 29, 8:00 a.m.-12:45 p.m., Francis Marion University – Dr. Karen Stanley commented on the plans for the Elementary Education students and faculty to participate in this conference and all TEC members were invited to attend. Travel and registration costs for this trip will be provided by the dean's office (see flyer).
- e. Clinical Teacher Orientation Sessions – Ms. Kelly Ficklin described the revised orientation session she provided along with Ms. Sandy Arteaga and Dr. Winters at three locations, including information on the TCWS, observation forms, CTC evaluation documents, and the internship policies.
- f. Observation form – Modifications are being made to the observation form so the items will align with the CTC. A draft version was presented. The final version will be brought to the TEC in October or November for adoption. A minimum of 4 observations are required which must be documented on the adopted form.
- g. Revised 2012-13 Internship Handbook – Printed copies were provided. Additional edits may be made prior to the January printing.
- h. 2012-13 list of internship courses – A printed copy was presented for information and will be sent via email.
- i. Praxis II Prep Session – Saturday, October 13 – The Office of University-School Partnerships is working to schedule these sessions on this date. Additional information will follow.

7. Report from the Office of Teacher Recruitment – Ms. Sandra Strickland presented information about the following recruitment and outreach events:

- a. Pembroke Day (September 19)
- b. Rush Your Major (September 18)
- c. Visual, Strength, and Arts (VSA) Festival (October 10)

8. **Subcommittee Reports:** Dr. Zoe Locklear distributed a copy of the sign-up sheet dated 9-12-12 and reminded TEC members to volunteer for any interested subcommittee. Some of the subcommittees have not met because the membership is still being established or because Dr. Locklear has not assisted the chairs in convening the first meeting.
 - a. Distance Education – no report
 - b. Evaluation Oversight - Ms. Mary Klinikowski, chair, is in DC attending a CAEP Conference but is working on several projects related to this subcommittee’s tasks. Reports to follow.
 - c. Field Experience - Dr. Jose Rivera, chair, reported that the subcommittee has met one time and will be reviewing forms and policies related to early field experiences and the internship. The minutes of this meeting will be posted on the TEC BB site.
 - d. Hearing Appeals – Ms. Kelly Ficklin, chair – no report
 - e. Long-Range Planning – no report
 - f. Policy Review – Dr. Kay McClanahan, chair – no report
 - g. Professional Studies – no report
 - h. Student Input – Dr. Denny Scruton, chair – no report
 - i. Technology – Dr. Tulla Lightfoot, chair – no report

9. **Report from the Office of Teacher Education/Dean’s Office:** Dr. Zoe Locklear presented the following items:
 - a. Council for Accreditation of Counseling and Related Education Programs (CACREP) site visit , October 7-10, 2012 (announcement)
 - b. Teaching Fellows Program Evaluation site visit, November 6, 2012 (announcement)
 - c. Evidence of Quality: CAEP Conference, September 13-15, Arlington, VA (unified accreditation body: Council for the Accreditation of Educator Preparation), fall, 2015 site visit (announcement)
 - d. Teacher Candidate Work Sample (TCWS) Manual: 2007-08 edition – This appears to be the most recent edition. Dr. Locklear will send a copy to the TEC via email. Program coordinators should find the descriptive information to be helpful but the evaluation rubrics have some limitations at this time.
 - e. EPC courses – A PPR departmental study subcommittee has been formed with Karen Granger serving as chair. The subcommittee will review all aspects of the EPC courses including descriptions, titles, credit hours, objectives, delivery mode, assigned faculty, etc. and will present recommendations to the department.
 - f. TaskStream updates – “TaskStream Tuesdays” – Mary Klinikowski encourages all program coordinators and directors to schedule a consultation time with her to address TaskStream issues and concerns. Drs. Stanley and Mabe report much satisfaction to the assistance Ms. Klinikowski has provided to their respective programs.
 - g. SOE blog – Ms. Kelly Ficklin encouraged all TEC members to post information on the SOE blog. Dr. Locklear asked that the blog be renamed to the “Teacher Education Program” blog to more accurately reflect the entire TEP, not just the SOE.

- h. Native Americans in Professional Education (NAPE) Education Learning Enhancement Center, room 130, SOE – Dr. Judi Losh presented information about these support services relative to Praxis I (see flyers).
- i. Praxis I support – Praxis I Liaison and Prep Sessions – Dr. Val Ford presented information about these support services including preparation workshop dates (see flyer).
- j. NC QUEST Technical Assistance Meeting and proposal – Dr. Betty Brown and colleagues will submit a proposal in response to this RFP.
- k. SBE approval – MAT Special Education, General Curriculum – In July, the SBE granted approval for this MAT licensure. The program is now being approved on campus.
- l. Internships, etc. – SACS standard to define a semester credit hour – Dr. Locklear is working with Dr. Liz Normandy on this initiative. More information will follow.
- m. Conflicts with meeting two dates: March 13 (Spring Break) and April 10 (Last Lecture) – Alternative dates for the Wednesday one week prior to the regularly scheduled meeting will be set.
- n. IHE Ready Meeting materials – copies of a CD with information about Common Core and Essential Standards were distributed.
- o. Professional development with Dr. Rachel McBroom - resources handouts were distributed (Faculty Cheat Sheet for NCDPI Resources and NC IHE Teacher Preparation Program Report Card). An email will be sent requesting volunteers to attend the next IHE informational meeting scheduled for October 12.
- p. 2011-12 Program Area Reports
- q. UNC Deans' Council: (1) UNC Teacher Preparation Program Effectiveness Report, dated: July 2011; (2) UNC Teacher Quality Research: Teacher Preparation Program Effectiveness – UNCP, dated: July 2011; (3) UNC Teacher Quality Research: Recent Graduate Survey – Spring 2012, UNCP, dated: August 2012 – These reports will be sent to the TEC via email.
- r. NCATE/CAEP Displaying Candidate Performance Data – Information was shared that had been provided by Dr. Debbie Hill, NCATE/CAEP State Consultant, DPI, regarding the new requirement that teacher education programs routinely provide reliable information to the public on their performance, including student achievement (see handout).

10. Announcements:

- a. 30th Annual NC Teacher Education Forum, September 20-21, Raleigh
- b. Howard N. Lee Institute, NC Education Summit on School and Community Engagement, September 24-26, Greensboro

11. Information/Handouts: none

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