The University of North Carolina at Pembroke
Faculty Senate Agenda
Wednesday, April 2, 2014, at 3:30 p.m.
213 Chavis University Center

Judy Curtis, Chair
Roger Guy, Secretary

Members of the Senate:

<table>
<thead>
<tr>
<th>To 2014</th>
<th>To 2015</th>
<th>To 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART Adam Walls</td>
<td>ART June Power</td>
<td>ART Aaron Vandermeer</td>
</tr>
<tr>
<td>EDN Jeff Bolles</td>
<td>EDN Marisa Scott</td>
<td>EDN Susan Edkins</td>
</tr>
<tr>
<td>LET Scott Hicks</td>
<td>LET Susan Cannata</td>
<td>LET Polina Chemishanova</td>
</tr>
<tr>
<td>NSM Jeremy Sellers</td>
<td>NSM Maria Pereira</td>
<td>NSM Dena Evans</td>
</tr>
<tr>
<td>SBS Victor Bahhouth</td>
<td>SBS Mike Spivey</td>
<td>SBS Rick Crandall</td>
</tr>
<tr>
<td>At-Large Cherry Beasley</td>
<td>At-Large Judy Curtis</td>
<td>At-Large Tony Curtis</td>
</tr>
<tr>
<td>At-Large David Nikkel</td>
<td>At-Large Jesse Peters</td>
<td>At-Large Jose D’Arruda</td>
</tr>
<tr>
<td>At-Large Jonathan Maisonpierre</td>
<td>At-Large Kim Sellers</td>
<td>At-Large Roger Guy</td>
</tr>
</tbody>
</table>

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 February 26, 2014, meeting

C. Adoption of Agenda

D. Reports from Administrators
   1. Chancellor—Dr. Kyle Carter
   2. Provost and Vice Chancellor for Academic Affairs—Dr. Ken Kitts
   3. Sharon Kissick and Natricia Drake from the Registrar’s Office

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
d. Health Safety and Environment Committee—Dr. Jeff Bolles

2. Standing Committees

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

1. Proposals from the Department of Mathematics and Computer

1.1 Program Proposal: Revise degree requirements for the Bachelor of Science in Mathematics Education for Middle Grades Concentration (6-9)

1.2 Program Proposal: Revise degree requirements for the Bachelor of Science in Mathematics Education (9-12)

1.3 Program Proposal: Revise degree requirements for the Bachelor of Science in Mathematics
Curriculum approved 10-0-0
Academic Affairs approved 11-0-0

2. Proposals from the Department of Biology

2.1 Program Proposal: Revise degree requirements for Bachelor of Science in Science Education
Curriculum approved
Academic Affairs approved 7-3-0

2.2 Program Proposal: Create a minor in Sustainable Agriculture
Curriculum approved 10-0-0
Academic Affairs approved 11-0-0

3 Proposals from the Department of Health, Physical Education, and Recreation

3.1 Program Proposal: Revise requirements for Bachelor of Science in Athletic Training
Curriculum approved 10-0-0
Academic Affairs approved 11-0-0

4. Proposals from the Department of Elementary Education

4.1 Program Proposal: Revise program requirements for the Bachelor of Science in Elementary Education
Curriculum approved 10-0-0
Academic Affairs approved 11-0-0

5. Proposals from the Department of Educational Specialties

5.1 Program Proposal: Revise requirements for the Professional Concentration in Reading
5.2 Program Proposal: Revise requirements for a Bachelor of Science in Birth-Kindergarten Education
6. Proposal from the QEP Committee
6.1 Program Proposal: Add two courses to the Writing Intensive Program
ENG 2230 American Literature Before 1865 (as a WE course)
SOC 3210 Social Inequalities (as a WE course)
Academic Affairs approved 11-0-0

7. Proposal from Enrollment Management Subcommittee
7.1 Revise catalog copy to align with UNC Policy Manual 400.1.5
Enrollment Management approved unanimously
Academic Affairs approved unanimously

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

3. Special Committees

F. UNC Faculty Assembly Report—No Report

G. Teacher Education Committee: Appendix C

H. Graduate Council: Appendix D

I. Other Committees

J. Unfinished Business

1. Draft motions indicating favorability of PTRC recommendations
   a. The Faculty Senate favors creation of department disciplinary statements.
   b. The Faculty Senate favors vote on candidate’s promotion and tenure by all tenured
department faculty except chair.
   c. The Faculty Senate favors creation of department peer evaluation committees.
   d. The Faculty Senate favors increasing the number on university P&T Committee.
   e. The Faculty Senate favors adding Provost as non-voting member on P&T Committee.

2. Draft motion regarding PTRC recommendations by Senator Nikkel Appendix E

K. New Business

1. Draft resolution on proposed changes to UNC Post-Tenure Review: Appendix F

L. Announcements

M. Adjournment
Appendix A

The University of North Carolina at Pembroke
Faculty Senate Minutes
Wednesday, February 26, 2014, at 3:30 p.m.
213 Chavis University Center

Judy Curtis, Chair
Roger Guy, Secretary

Members of the Senate:

<table>
<thead>
<tr>
<th>To 2014</th>
<th>To 2015</th>
<th>To 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>ART June Power</td>
<td>ART Aaron Vandermeer</td>
</tr>
<tr>
<td>EDN</td>
<td>EDN Marisa Scott</td>
<td>EDN Susan Edkins</td>
</tr>
<tr>
<td>LET</td>
<td>LET Susan Cannata</td>
<td>LET Polina Chemishanova</td>
</tr>
<tr>
<td>NSM</td>
<td>NSM Maria Pereira</td>
<td>NSM Dena Evans</td>
</tr>
<tr>
<td>SBS</td>
<td>SBS Mike Spivey</td>
<td>SBS Rick Crandall</td>
</tr>
<tr>
<td>At-Large</td>
<td>At-Large Judy Curtis</td>
<td>At-Large Tony Curtis</td>
</tr>
<tr>
<td>At-Large</td>
<td>At-Large Jesse Peters</td>
<td>At-Large Jose D’Arruda</td>
</tr>
<tr>
<td>At-Large</td>
<td>At-Large Kim Sellers</td>
<td>At-Large Roger Guy</td>
</tr>
</tbody>
</table>

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

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

Members Absent: Kyle Carter, Dena Evans

Guests: Mark Canada, Sherry Edwards, Paul Flowers, Jason Hutchens, Beverly Justice, Sharon Kissick, Jaime Martinez, Ramin Maysami, Ottis Murray, Elizabeth Normandy, Melissa Schaub, Jack Spillan, Christopher Ziemnowicz

Order of Business

A. Roll Call

B. Approval of Minutes:
   Approval of Minutes of the December 4, 2013, meeting
The minutes were approved as amended. See Agenda for changes in green.

C. Adoption of Agenda – The agenda was adopted.

D. Reports from Administrators

1. Chancellor—Dr. Kyle Carter – Dr. Carter was not present.
2. Provost and Vice Chancellor for Academic Affairs—Dr. Ken Kitts

The Provost discussed the recent visit by the Board of Governors (BOG) to the UNCP campus. He stated that during their meeting on February 20-21 they had approved the tuition and fee proposal for the coming academic year. He also stated that the BOG issued the following statement on salary increases regarding faculty: “While compensation increases are considered outside the UNC expansion budget and therefore not included in the priorities, to retain our talented workforce, it is essential that UNC be included equally in any increase for teachers and state employees.”

He also noted that UNCP was found to be deficient in “operational efficiency” in the December report of the General Assembly’s Program Evaluation Committee with regard to classroom utilization. The Provost stressed the need to monitor this and have courses offered broadly across the scheduled times and days of the week.

Dr. Kitts also announced that the UNCP Board of Trustees had voted to confer the status of Professor Emeritus on Dr. Virginia Jones. The BOT also saw Faculty presentations on the role and responsibilities of faculty by Dr. Ben Bahr on evening of February 20; following morning by Dr. Cherry Beasley, Dr. Jim Doyle, Prof. Deanna Johnson, and Dr. Tim Ritter.

He also solicited comments on the recent weather related closing and cancellations of the university. The Provost and the Associate Vice Chancellor for Campus Safety and Emergency Operations are in the process of evaluating the response of the UNCP’s Adverse Weather Policy. He stated that there are no plans for formal make-up days and thanked the faculty for their responses to the closings by continuing their course activities through the use electronic technology.

E. Reports of Committees:

1. Operations Committees
   a. Executive Committee—Dr. Judy Curtis
   Dr. Curtis announced that she had briefed the Board of Trustees’ Educational Planning and Personnel Committee on the actions taken by the Faculty Senate in the past academic year.
   b. Committee on Committees & Elections—Susan Edkins
   Professor Edkins announced that Jose D’Arruda and Denny Scruton had been elected to the Faculty Awards Committee.
   c. Faculty Governance Committee—Beverly Justice – No Report.
d. Health Safety and Environment Committee—Dr. Jeff Bolles
Dr. Bolles reported that the HSEC was addressing air quality, the smoking policy, and pedestrian safety on campus.

2. Standing Committees

a. Academic Affairs Committee—Dr. Jose D’Arruda

1. Proposal from the Department of Social Work Approved 9-0-0

Program Proposal: Add SWK 6200, 6300, 6400, and 6500 to the elective options for Master of Social Work degree
Motion Passed 22-0-0

2. Proposal from the Department of Mass Communication Approved 9-0-0

Program Proposal: Revise requirements in Broadcasting Track

Motion Passed 22-0-0

3. Proposals from the Department of History All Approved 9-0-0

3.1 Program Proposal: Revise Minor in American Studies (replace AST 2010 with HST 2010)

3.2 Program Proposal: Revise “Basic History” requirements for B.A. in History to include new general education course (HST 1030)

Motion Passed 22-0-0

b. Faculty & Institutional Affairs Committee—Dr. Tony Curtis

Dr. Tony Curtis invited Senate comment on the recent FIAC meeting in which the report of the Promotion and Tenure Review Committee (PTRC) was discussed. The Provost announced that there would be an open forum to discuss the PTRC report on March 13, 2014. He then presented a brief overview of the background and recommendations of the PTRC. Following this Dr. Tony Curtis opened the floor for Senate comments. Three members of the PTRC (Drs. Sherry Edwards, Paul Flowers, and Marisa Scott) in addition to the Co-Chairs Drs. Judith Curtis and Ken Kitts were available to respond to questions and comments from the Senate and visitors.

c. Student Affairs and Campus Life Committee—Dr. Marisa Scott

Proposal to Add to Smoking Policy. The use of electronic cigarettes or similar non-tobacco based products is prohibited within all UNCP buildings and facilities. The proposal was withdrawn.
Motion to extend the meeting 10 minutes passed 16-0-0

Motion to extend the meeting 10 minutes passed 11-5-0

Motion that the Senate would entertain motions on the PTRC report at the April meeting passed 16-0-0

3. Special Committees

F. UNC Faculty Assembly Report - No report.

G. Teacher Education Committee: See Agenda for report.

H. Graduate Council: See Agenda for report.

I. Other Committees: No other committees.

J. Unfinished Business: No unfinished business.


L. Announcements: No announcements.

M. Adjournment

Motion to adjourn passed 13-0-0

Meeting Adjourned 5:20 p.m.

Respectfully submitted

Roger Guy, Secretary.
Appendix B Actions Requiring AA Approval and to be sent to Senate

1. Proposal from the Department of Mathematics and Computer Science

1.1 Program Proposal: Modify the Bachelor of Science in Mathematics Education for Middle Grades Concentration (6-9) by deleting the current required course MAT 3330 (discrete math) and all EPC classes and adding EDN 2100, 3130, 3140, and SED 3310.

Rationale: Requiring 15 hours with the school of Education (new EDN classes) and a second concentration (ranges from 18-30 hours) we need to cut 3 hours. The discrete math taught in the public schools is very basic and it is already covered in our MAT 2300.

School of Education has discontinued the EPC classes (2020, 2040, 3010, 3030) and has designed EDN classes (2100, 3130, 3140 and SED 3310) to fill the gaps found within our education program. We need these four EDN classes in addition to keeping the EDN 3400, because they are valuable in creating teachers that will succeed in the classroom upon graduation.

EDN 2100 is an introduction to Education course which is required for admission into the School of Education. EDN 3140 focuses on the Aspects of Human Development and Educational Psychology for grades 6 – 12. This course is vital to ensuring we produce teachers that know the ways in which learning takes place and they know the appropriate levels of intellectual, physical, social and emotional development of their students, which is NC Teaching Standard #4. This course helps our future teachers know how their future students think and learn.

EDN 3130 focuses on Content Area Literacy. This course is valuable in meeting NC Teaching Standard #3 where teachers are expected to make instruction relevant to students and incorporate 21st century life skills into their teaching.

In SED 3310, Introduction to Exceptional Children, our students are prepared to meet NC Teaching Standard #2. This North Carolina standard requires our future teachers have the ability to establish a respectful environment for a diverse population of students. Our students, future teachers, need to be aware and able to adapt their teaching for the benefit of students with special needs. This course is another vital course our students need to take.

By including these 4 new EDN & SED classes mentioned above, and keeping the already existing EDN 3400 (Philosophy & Curriculum of Middle Grades Education) we are increasing the Professional Studies Core (6-9) Concentration hours from 12 to 15. Therefore, we need to cut 3 hours elsewhere.

Middle Grades Math Education Majors are required to have a second concentration which consists of 18 – 30 extra semester hours. Due to this fact, we do not have many electives to consider. The best option is to remove MAT 3330, Discrete Math.

Considering the current North Carolina curriculum, Discrete Mathematics is only taught in the high schools and consists of the basics, not the in-depth study of discrete math which is taught in MAT 3330. Our students are introduced to more appropriate discrete math in another required course, MAT 2300 (Introduction to Advanced Math). This was not an easy decision, yet having to abide by GA, DPI, Legislature, and the federal department of education, this is the best possible outcome for our students.

By removing MAT 3330 from the Mathematics Specialty Area our 30 hours would be reduced to 27 and
maintain the total hours of 128. The following is the catalog description which reflects this program proposal. The strike through shows changes while the bolded courses are the proposed changes.

Dept vote: 19 for; 0 against; 0 abstain
Affect others: no
Departments affected and how:
Affected Chair: Off
New Courses: no
Additional Resources: no
Additional Resources required:

1.2 Program Proposal: Remove the course CSC 2020 from the requirements of the Bachelor of Science Mathematics Education Program (Secondary Education). The courses EPC 2020, 3010, 3030, and 2040 (9 hours required) are being replaced by EDN 2100, 3140, 3130, and SPED 3310 (12 hours required). The CSC 2020 course makes up the needed 3 hours.

Rationale: The course (CSC 2020) was instituted into the program in the 1990's for teachers to better understand computer programming for the classroom. This course is no longer adequate for today's classroom, especially with more effective classes offered.

Dept vote: 19 for; 0 against; 0 abstain
Affect others: no
Departments affected and how:
Affected Chair: Off
New courses: no
Additional Resources: no
Additional Resources required:

1.3 Program Proposal: Remove the course CSC 2020 from the requirements of the Bachelor of Science in Mathematics.

Rationale: The Bachelor of Science in Math Education requires the deletion of the requirement of the CSC 2020 to amend for the additional 3 hours required by the School of Education moving to the EDN courses. The course should be removed from the Bachelor of Science in Mathematics to ensure the two programs are in alignment. The course (CSC 2020) was instituted into the program in the 1990's for teachers to better understand computer programming for the classroom. This course is no longer adequate for today's classroom, especially with more effective classes offered.

Dept vote: 19 for; 0 against; 0 abstain
Affect others: no
Departments affected and how:
Affected Chair: Off
New courses: no
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy

BACHELOR OF SCIENCE IN MATHEMATICS
### Requirements for a Bachelor of Science Degree in Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>General Education Requirements</strong></td>
<td>44</td>
</tr>
<tr>
<td>Prospective Mathematics Majors should start with MAT 1090 and CSC 2020 as their General Education courses in mathematics. MAT 1070 &amp; MAT 1080 or MAT 2210 may be used in place of MAT 1090.</td>
<td></td>
</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td>42</td>
</tr>
<tr>
<td>MAT 2210, 2220, 2300, 2600, 3150, 3250, 3310, 3600, 4310, 4600, <strong>CSC 2020</strong>, and 12 additional sem. hrs. of advanced mathematics (PHY 3360 may count for 3 hours)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>120</td>
</tr>
</tbody>
</table>

### BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12, 6-9)

**Coordinators: Douglas McBroom (9-12) and Melissa Edwards (6-9)**

Upon successful completion of the program of study in Mathematics Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

### Course Requirements—Secondary Concentration (9-12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar and General Education</td>
<td>45</td>
</tr>
<tr>
<td><strong>Essential Standards</strong></td>
<td>45 42</td>
</tr>
<tr>
<td>MAT 2210, 2220, 2300, 2600, 3110, 3150, 3250, 3310, 3280, 3330, 3600, 4110, 4310, 4020, 4600</td>
<td></td>
</tr>
<tr>
<td><strong>CSC 2020</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Studies Core</strong></td>
<td>9-12</td>
</tr>
<tr>
<td>EPC 2020, 2040, 3010, 3030, EDN 2100, 3130, 3140, SED 3310</td>
<td></td>
</tr>
<tr>
<td><strong>Content Pedagogy</strong></td>
<td>25</td>
</tr>
<tr>
<td>MAT 2500, 3500, 3750, 4000, 4490, 4750</td>
<td></td>
</tr>
<tr>
<td><strong>CSC 4050</strong></td>
<td></td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>127</td>
</tr>
</tbody>
</table>

### Course Requirements—Middle Grades Concentration (6-9)

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar and General Education</td>
<td>45</td>
</tr>
<tr>
<td><strong>Essential Standards</strong></td>
<td>30 27</td>
</tr>
<tr>
<td>MAT 1070*, 1080*, 2100*, 2110, 2150*, 2300, 2600, 3150, <strong>3330</strong>, 3600, 4020</td>
<td></td>
</tr>
<tr>
<td><strong>Second Academic Concentration</strong> (Several courses will also count towards General Education requirements.)</td>
<td>18-30</td>
</tr>
<tr>
<td><strong>Professional Studies Core</strong></td>
<td>12 15</td>
</tr>
<tr>
<td>EPC 2020, 2040, 3010, 3030, EDN 2100, SED 3310, EDN 3130, EDN 3140, EDN 3400</td>
<td></td>
</tr>
<tr>
<td><strong>Content Pedagogy</strong></td>
<td>25</td>
</tr>
</tbody>
</table>
Note: Students who desire teacher licensure in Mathematics Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

Proposals 7.1-7.3 passed: 10 for, 0 against, 0 abstain;

END

2. Proposals from the Department of Biology

2.1 Program Proposal: Revise degree requirements for Bachelor of Science in Science Education programs to accommodate updates to Teacher Education program and new DPI regulations.

1. Remove these Educator Preparation Core courses for the Secondary Science Education Program (9-12):
   a. EPC 2020, Introduction to Education, Ethics, and Professionalism (1sh)
   b. EPC 2040, Introduction to Exceptional, Diverse, and At-Risk Students (3 sh)
   c. EPC 3010, The Psychology of Learning and Development (2 sh)
   d. EPC 3030, Reading Strategies for the 21st Century (3 sh)

2. Remove these Educator Preparation Core courses for the Middle Grades Science Education Program (6-9):
   e. EPC 2020, Introduction to Education, Ethics, and Professionalism (1sh)
   f. EPC 2040, Introduction to Exceptional, Diverse, and At-Risk Students (3 sh)
   g. EPC 3010, The Psychology of Learning and Development (2 sh)
   h. EPC 3030, Reading Strategies for the 21st Century (3 sh)

3. Add these Professional Studies Core courses for the Secondary Science Education Program (9-12):
   a. EDN 2100, Introduction to Education (3 sh)
   b. SED 3310, Introduction to the Exceptional Child (3 sh)
   c. EDN 3140, Aspects of Human Development and Educational Psychology (Grades 6-12) (3 sh)
   d. EDN 3130, Content Area Reading (3 sh)

4. Add these Professional Studies Core courses for the Middle Grades Science Education Program (6-9):
   e. EDN 2100, Introduction to Education (3 sh)
   f. SED 3310, Introduction to the Exceptional Child (3 sh)
   g. EDN 3140, Aspects of Human Development and Educational Psychology (Grades 6-12) (3 sh)
   h. EDN 3130, Content Area Reading (3 sh)

5. Guided electives in the Middle Grades Science Education Program
   a. Remove Guided electives (1-7 depending on academic concentration)
   b. Add Guided electives (0-10 depending on academic concentration)

6. Biology (9-12) Concentration: (shows where added 3 hrs in education are removed from concentration)
   a. Remove CHM 2500, Organic Chemistry I (4 sh)
   b. Add 1 semester hour of Guided Electives (1 sh)
7. Chemistry (9-12) Concentration: (shows where added 3 hrs in education are removed from concentration)
   a. Remove 2 hours of Guided Electives (2 sh)
   b. Remove CHM 3120, Experimental Methods in Biochemistry (1 sh)
8. Physics (9-12) Concentration:
   a. Remove 1 semester hour of Guided Electives (1 sh)
   b. Remove PHY 4000, Quantum Mechanics (3 sh)
9. Earth Science (9-12) Concentration: (shows where added 3 hrs in education are removed from concentration)
   a. Remove select two: GLY 3660 Geomorphology; GLY 4250 Stratigraphy and Sedimentology; GLYS 4xxx Special Topics in Geology. (6 hrs)
   b. Add select one: GLY 3660 Geomorphology; GLY 4250 Stratigraphy and Sedimentology; GLYS 4xxx Special Topics in Geology. (3 hrs)

Rationale: The Teacher Education Committee has approved major changes in the Professional Studies Core requirements for all undergraduate students earning a teaching license, including all Secondary and Middle Grades program areas. This change directly affects the Undergraduate Science Education Program. The new Professional Studies Core consists of a 3-semester hour course in each of the following areas: educational foundations (EDN 2100), exceptional children (SED 3310), educational psychology and human development (EDN 3140), and reading in the content area (EDN 3130) for a total of 12 semester hours. Currently, Science Education majors take the previously required 9-semester hour Educator Preparation Core: EPC 2020, EPC 2040, EPC 3010, and EPC 3030.

The reason for the switch from 9 hrs of EPC courses to 12 hrs of ‘new’ education courses is that, after several years of implementation, the 9 hrs of EPC courses were not appropriately preparing our prospective teachers for successful teaching careers. There were gaps in knowledge that affected their successful performance. The ‘new’ courses were designed with input from relevant campus and public school stakeholders to be more robust.

Currently, the total number of semester hours for the 5 different undergraduate Science Education Programs is 128 for the degree. Increasing the professional core to 12 semester hours would increase this number to 131. The total number of semester hours must be kept at 128. The excess hours need to be taken from the current 65 concentration hours for the Secondary (9-12) Program and the 62 concentration hours for the Middle Grades (6-9) Program. After careful study of the current catalog, it became apparent that no courses needed to be removed from the Middle Grades program. This is because some courses within this curriculum can serve both as general education courses as well as required courses within the program.

Dept vote: 23 for; 0 against; 0 abstain
Affect others: yes
Departments affected and how:
Department of Chemistry and Physics:
2. Physics (9-12) Concentration: a. Remove 1 semester hour of Guided Electives (1 sh), b. Remove PHY 4000, Quantum Mechanics (3 sh)
3. Biology (9-12) Concentration: Remove CHM 2500, Organic Chemistry I (4 sh)
Department of Geology and Geography
1. Remove select two: GLY 3660 Geomorphology; GLY 4250 Stratigraphy and Sedimentology; GLYS 4xxx Special Topics in Geology. (6 hrs)
2. Add select one: GLY 3660 Geomorphology; GLY 4250 Stratigraphy and Sedimentology; GLYS 4xxx Special Topics in Geology. (3 hrs)

Department of Professional Pedagogy and Research:
1. Remove these Educator Preparation Core courses for Secondary Science Education Program (9-12) and Middle Grades Science Education Program (6-9)
   a. EPC 2020, Introduction to Education, Ethics, and Professionalism (1sh),
   b. EPC 2040, Introduction to Exceptional, Diverse, and At-Risk Students (3 sh),
   c. EPC 3010, The Psychology of Learning and Development (2 sh),
   d. EPC 3030, Reading Strategies for the 21st Century (3 sh)
2. Add these Professional Studies Core courses for the Secondary Science Education Program (9-12) and the Middle Grades Science Education Program (6-9)
   a. EDN 2100, Introduction to Education (3 sh),
   b. SED 3310, Introduction to the Exceptional Child (3 sh),
   c. EDN 3140, Aspects of Human Development and Educational Psychology (Grades 6-12) (3 sh),
   d. EDN 3130, Content Area Reading (3 sh)

Affected Chairs: yes
New Courses: no
Additional Resources: no
Additional Resources required: no
Attached: Catalog Copy

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12, 6-9)
Coordinator: Mary Ash

Upon successful completion of the program of study in Science Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar and General Education</td>
<td>45(33)*</td>
</tr>
<tr>
<td>Essential Standards—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)</td>
<td></td>
</tr>
<tr>
<td>Biology (9-12) Concentration:</td>
<td></td>
</tr>
<tr>
<td>BIOL 1000 &amp; BIO 1000, 1010, 1020, 3040, 3180, 3710, 4220</td>
<td></td>
</tr>
<tr>
<td>Select one (minimum of 3 hours): BIO 3510, 4310, 4990, or BIOS 3xxx</td>
<td></td>
</tr>
<tr>
<td>Guided Electives—1 hour</td>
<td></td>
</tr>
<tr>
<td>MAT 1070 or 1090, 2150</td>
<td></td>
</tr>
<tr>
<td>CHM 1300 &amp; 1100, 1310 &amp; 1110, 2500</td>
<td></td>
</tr>
<tr>
<td>GLY 1150 &amp; GLYL 1150, GLY 1250 &amp; GLYL 1250</td>
<td></td>
</tr>
<tr>
<td>PHY 1500 &amp; 1560, 1510 &amp; 1570</td>
<td></td>
</tr>
<tr>
<td>Chemistry (9-12) Concentration:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>65 62</td>
</tr>
<tr>
<td>CHM 1300 &amp; 1100, 1310 &amp; 1110, 2260, 2270, 2500, 2510, 3110, 3120</td>
<td></td>
</tr>
<tr>
<td>Select one (minimum of 3 hours): CHM 3990 or CHMS 4xxx</td>
<td></td>
</tr>
<tr>
<td>MAT 2210, 2220</td>
<td></td>
</tr>
<tr>
<td>BIOL 1000 &amp; BIO 1000; BIO 1010 or 1020</td>
<td></td>
</tr>
<tr>
<td>GLY 1150 &amp; GLYL 1150, GLY 1250 &amp; GLYL 1250</td>
<td></td>
</tr>
<tr>
<td>PHY 1500 &amp; 1560, 1510 &amp; 1570</td>
<td></td>
</tr>
<tr>
<td>Guided Electives – 2 hours</td>
<td></td>
</tr>
<tr>
<td>Earth Science (9-12) Concentration:</td>
<td></td>
</tr>
<tr>
<td>GLY 1000 &amp; GLYL 1000 or GLY 1150 &amp; GLYL 1150; GLY 1250 &amp; GLYL 1250, GLY 2260, 2460, 2620, 3100 &amp; 3110, 3250</td>
<td></td>
</tr>
<tr>
<td>Select one two: GLY 3660, 4250; GLYS 4xxx</td>
<td></td>
</tr>
<tr>
<td>PHS 1560</td>
<td></td>
</tr>
<tr>
<td>MAT 1090</td>
<td></td>
</tr>
<tr>
<td>CHM 1300 &amp; 1100, 1310 &amp; 1110, 2500</td>
<td></td>
</tr>
<tr>
<td>BIOL 1000 &amp; BIO 1000; BIO 1010 or 1020</td>
<td></td>
</tr>
<tr>
<td>PHY 1500 &amp; 1560, 1510 &amp; 1570</td>
<td></td>
</tr>
<tr>
<td>Physics (9-12) Concentration:</td>
<td></td>
</tr>
<tr>
<td>PHY 2000, 2010, 2060, 2070, 2180, 2560, 3000, 3200, 3260, 4000, 4200</td>
<td></td>
</tr>
<tr>
<td>Guided Electives – 1 hour</td>
<td></td>
</tr>
<tr>
<td>MAT 2210, 2220, 3320</td>
<td></td>
</tr>
<tr>
<td>BIOL 1000 &amp; BIO 1000; BIO 1010 or 1020</td>
<td></td>
</tr>
<tr>
<td>GLY 1150 &amp; GLYL 1150</td>
<td></td>
</tr>
<tr>
<td>CHM 1300 &amp; 1100, 1310 &amp; 1110</td>
<td></td>
</tr>
<tr>
<td>PHS 1560, 1570</td>
<td></td>
</tr>
<tr>
<td>Middle Grades Science (6-9) Concentration:</td>
<td></td>
</tr>
<tr>
<td>BIOL 1000 &amp; BIO 1000, 1030, 3040</td>
<td></td>
</tr>
<tr>
<td>GLY 1150 &amp; GLYL 1150, GLY 1250 &amp; GLYL 1250</td>
<td></td>
</tr>
<tr>
<td>CHM 1300 &amp; 1100</td>
<td></td>
</tr>
<tr>
<td>PHY 1500 &amp; 1560</td>
<td></td>
</tr>
<tr>
<td>PHS 1560, 1570</td>
<td></td>
</tr>
<tr>
<td>MAT 1070, 2100</td>
<td></td>
</tr>
<tr>
<td>Completion of a second Academic or Professional Concentration</td>
<td></td>
</tr>
<tr>
<td>Select one from the following: American Indian Studies, American Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Psychology, Reading, Sociology, Spanish, or Special Education</td>
<td></td>
</tr>
<tr>
<td>Guided Electives – 0-10 1-7 hours**</td>
<td></td>
</tr>
<tr>
<td>Professional Studies Core</td>
<td></td>
</tr>
<tr>
<td>EPC 2020, 2040, 3010, 3030 EDN 2100, 3130, 3140, SED 3310</td>
<td></td>
</tr>
<tr>
<td>Content Pedagogy</td>
<td></td>
</tr>
<tr>
<td>SCE 3000, 3010, 3500 (required for the 6-9 concentration) or 4000 (required for the 9-12 concentration), 4490, 4750</td>
<td></td>
</tr>
<tr>
<td>CSC 4050</td>
<td></td>
</tr>
</tbody>
</table>

| 65 62 | | 65 62 | | 62 59 | | 9 12 | | 21-24 |
EDN 3400 (required only for the 6-9 concentration)  

Total: 128

**The number of elective hours required in the Middle Grades Science Concentration will be determined based on the student’s second academic concentration. 128 hours are required for the degree.**

NOTE: Students who desire teacher licensure in Science Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

**2.2 Program Proposal:** Create a minor in Sustainable Agriculture for students who are not pursuing an Environmental Science degree but have an interest in sustainable agriculture. The minor will consist of four core sustainable agriculture courses and two electives. All of these requirements are existing courses.

Rationale: The minor in Sustainable Agriculture is designed for students who are not pursuing an Environmental Science degree but have an interest in sustainable agriculture. For example, students with majors in business or health promotion might be interested.

Dept vote: 20 for; 0 against; 0 abstain
Affect others: yes
Departments affected and how: one elective course is offered in the Geology & Geography department
Affected Chair: agree
New courses: no
Additional Resources: no
Additional Resources required:

Attached: catalog copy

<table>
<thead>
<tr>
<th>Requirements for a Minor in Sustainable Agriculture:</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses: BIO 1000, ENV 2450, ENV 3250, ENV 4200</td>
<td>14</td>
</tr>
<tr>
<td>Elective Courses (select two): BIO 1010 (not BIO majors), BIO 3010, BIO 3040 or ENV 1100 (not BIO majors), BIO 3050, BIO 3420, ENV 4100, GLY 2620 (prereq GLY 1000 or 1150)</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>Total: 20-22</td>
</tr>
</tbody>
</table>

Proposals 8.2-8.3 passed: 10 for, 0 against, 0 abstain

END

3. Proposals from the Department of Health, Physical Education, and Recreation
3.1 Program Proposal: Revise requirements for Bachelor of Science in Athletic Training in the following ways:

- Add the following courses as requirements: ATH 3200, ATH 3300, ATH 4100, ATH 4200 and ATH 4970
- Increase credit hours for ATH 4900 from 2 to 3
- Make PED 2060 and PED 4120 pre-requisites for admission to the program instead of upper level degree requirements
- Delete the following courses as requirements: CHM 1300 or 1400, CHM 1100 or 1120 (pre-requisite), ATH 1090, ATH 3070, and ATH 3100
- Delete ATH 1090, ATH 3070, and ATH 3100 as courses
- Decrease the university-wide elective hours from 11 to 8 (including FRS 1000)
- Increase the minimum cumulative GPA for admission to the ATEP from a 2.3 to a 2.8

Rationale: These changes are necessary to strengthen the program, meet the new competencies, and better prepare our students to pass the Board of Certification (BOC) exam on the first attempt. Effective July 1, 2013, accredited ATEPs had to have a 3 year aggregate of 70% for the first time pass rate on the BOC exam. We are currently in non-compliance with this new standard and have until October 2014 to raise our first time pass rate or the program may be placed on probation. We have an improvement plan in place for the students who will graduate in May and take the BOC exam, but we have also identified areas of potential program weakness based on student performance over the past 3 years.

First, we are proposing several changes to the admission requirements to the ATEP in order to ensure that the students who are admitted are capable of completing the program successfully and passing the BOC exam. Specifically, we are eliminating Chemistry (1300 or 1400 and the associated lab course) as a pre-requisite because it does not directly meet any of the competencies and it does not prepare the students for any of the classes that contain competencies. PED 2060 Nutrition and PED 4120 Exercise Physiology will become pre-requisites because they provide a foundation upon which upper level ATH courses will build (specifically PED 3300 Exercise and Nutrition Prescription and ATH 3050 Therapeutic Exercise). We are also proposing an increase of the minimum GPA for admission to the ATEP from 2.3 to 2.8. Historically, students with a lower GPA have more difficulty completing the degree and successfully challenging the BOC exam.

The courses we are proposing to add will assist with areas that have been identified as weaknesses through test scores and senior exit surveys. We also changed the sequence of several courses to facilitate student learning and balance work load in the upper level ATH courses.

The course descriptions for ATH 3000 and ATH 3010 need to be modified because the sequence of courses within the ATEP has changed in an attempt to improve student learning. Specifically,ATH 3050 and ATHL 3050 are now being taught prior to ATH 3040 and ATHL 3040. ATH 3000 is the course in which students apply the knowledge and skills gained in ATH 3050 and ATHL 3050 so the course description needs to reflect that change. ATH 3010 is now the course in which students apply the knowledge and skills gained in ATH 3040 and ATHL 3040 so that description needs to reflect the content of the course. The course descriptions for the Clinical Education series of courses (ATH 2000, 2010, 3000, 3010 and 4000) were updated to reflect the current edition of the Educational Competencies, account for the change in sequence of upper level courses that lay a foundation for the clinical education courses and clarify the pre-requisites for satisfactory progress within the Athletic Training Education Program.
Finally, several courses that are no longer necessary will be deleted (ATH 1090, ATH 3070 and ATH 3100). The competencies assigned to these courses are going to be met with newly proposed courses.

Dept vote: 35 for; 0 against; 0 abstain
Affect others: no
Departments affected and how:
Affected Chair:
New Courses: yes
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy, Overview of Program Changes

BACHELOR OF SCIENCE IN ATHLETIC TRAINING

<table>
<thead>
<tr>
<th>Requirements for a Bachelor of Science Degree in Athletic Training</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td>General Education Requirements (see specific Gen. Ed. Requirements) Specific General Education Requirements: BIO 1000 or 1030; CHM 1300 and 1100 or 1400 and 1120; MAT 1070 and MAT 2100</td>
<td>44</td>
</tr>
<tr>
<td>Other Mandated Requirements: MAT-2100 Department Required Courses: ATH 1040, 1090, 2000, 2010, 2040, 2050, 3000, 3010, 3040, 3050, 3070, 3100, 3200, 3300, 4000, 4050, 4100, 4200, 4900, 4970, 4980 ATHL 2040, 2050, 3040, 3050 HLTH 1060, 2060 PED 2060, 3480, 3490, 4110, 4120</td>
<td>64 70</td>
</tr>
<tr>
<td>Electives</td>
<td>11 6</td>
</tr>
<tr>
<td>Total:</td>
<td>120</td>
</tr>
<tr>
<td>1 Freshman—Fall</td>
<td>2 Freshman—Spring</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>FRS UNV 1000 Freshman Seminar</strong> 1</td>
<td><strong>#ENG 1060 Composition II</strong> 3</td>
</tr>
<tr>
<td><strong>#ENG 1050 Composition I</strong> 3</td>
<td><strong>#MAT 1070 College Algebra</strong> 3</td>
</tr>
<tr>
<td><strong>#BIO 1030 or 1000</strong> 3</td>
<td><strong>+ATH 1040 Intro to Athl Train</strong> 3</td>
</tr>
<tr>
<td>Gen Ed Course 3</td>
<td>Gen Ed Course 3</td>
</tr>
<tr>
<td>Gen Ed Course 3</td>
<td><strong>#HLTH 1060 Safety/First Aid</strong> 1</td>
</tr>
<tr>
<td>Gen Ed Course 3</td>
<td><strong>#PED 3490 Anat. and Phys.</strong> 3</td>
</tr>
<tr>
<td>PE Activity 1</td>
<td>16</td>
</tr>
<tr>
<td>PE Activity 1</td>
<td>3 +50 observation hours under the direct supervision of a Certified Athletic Trainer must be completed during ATH 1040</td>
</tr>
<tr>
<td>15 16</td>
<td></td>
</tr>
<tr>
<td><strong>4 Sophomore—Fall</strong></td>
<td>5 Sophomore—Spring</td>
</tr>
<tr>
<td><strong>+PED 3480 Kinesiology</strong> 3</td>
<td>ATH 2000 Clinical Educ. I 2</td>
</tr>
<tr>
<td><strong>+CHM 1300 or CHM 1400</strong> 3</td>
<td>ATH 2040 Lower Extremity Assess. 3</td>
</tr>
<tr>
<td><strong>+CHM 1100 or CHM 1120 Lab</strong> 1</td>
<td>ATHL 2040 Lower Extremity Lab 2</td>
</tr>
<tr>
<td>PED 4120 Exercise Physiology 3</td>
<td>ATH 4900 AT Research—WE 2</td>
</tr>
<tr>
<td>PED 2060 Nutrition 1</td>
<td>PED 4110 Biomechanics 3</td>
</tr>
<tr>
<td>Gen Ed Course 3</td>
<td>PE Activity 1</td>
</tr>
<tr>
<td>Gen Ed Course 3</td>
<td>PE Activity 1</td>
</tr>
<tr>
<td>Gen Ed Course 3</td>
<td><strong>ATH 1090 Healthy Living</strong> 1</td>
</tr>
<tr>
<td>Gen Ed Course 3</td>
<td><strong>PED 2060 Nutrition</strong> 1</td>
</tr>
<tr>
<td>16</td>
<td><strong>University Wide Elective</strong> 1</td>
</tr>
<tr>
<td><strong>Apply to ATEP (Nov. 15 deadline)</strong></td>
<td>1. 15</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Junior—Fall</td>
<td>7 Junior—Spring</td>
</tr>
<tr>
<td>ATH 2010 Clinical Educ. II 3</td>
<td>ATH 3000 Clinical Educ. III 3</td>
</tr>
<tr>
<td>ATH 2050 Upper Extremity Assess. 3</td>
<td>ATH 3040 Therapeutic Modalities 3</td>
</tr>
<tr>
<td>ATHL 2050 Upper Extremity Lab 2</td>
<td>ATHL 3040 Therap. Modalities Lab 1</td>
</tr>
<tr>
<td>ATH 3050 Therapeutic Exercise 3</td>
<td><strong>ATH 3300 Exer and Nutr Prescription</strong> 3</td>
</tr>
<tr>
<td>ATHL 3050 Therapeutic Ex. Lab 1</td>
<td><strong>#MAT 2100 Statistics</strong> 3</td>
</tr>
<tr>
<td>ATH 3200 Emergency Procedures 3</td>
<td><strong>Gen Ed Course</strong> 3</td>
</tr>
<tr>
<td>PED 4120 Exercise Physiology 3</td>
<td>Gen Ed Elective (Not NS&amp;M) 3</td>
</tr>
<tr>
<td>2. 15</td>
<td>3. 16</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Senior—Fall</td>
<td>9 Senior—Spring</td>
</tr>
<tr>
<td>ATH 3010 Clinical Educ IV 4</td>
<td>ATH 4000 Clinical Educ. V—WD 4</td>
</tr>
<tr>
<td><strong>ATH 3100 Gen. Medical Conditions</strong> 3</td>
<td><strong>ATH 3070 Pharmacology</strong> 3</td>
</tr>
<tr>
<td>ATH 4050 Organ &amp; Admin—WE 3</td>
<td>ATH 4200 Gen Med and Pharm II 2</td>
</tr>
<tr>
<td>ATH 4100 Gen Med and Pharm I 2</td>
<td>ATH 4980 BOC Prep II 1</td>
</tr>
<tr>
<td>ATH 4970 BOC Prep I 1</td>
<td>Gen Ed course 3</td>
</tr>
<tr>
<td>University-Wide Electives 3</td>
<td>University-Wide Electives 6</td>
</tr>
<tr>
<td>4. 14</td>
<td>4. 14</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Proposals from the Department of Elementary Education

4.1 Program Proposal: Revise program requirements for the Bachelor of Science in Elementary Education as follows:

- delete four courses (12 semester hours) in disciplines of language and literacy, mathematics and science
- add six new courses (18 semester hours) in disciplines of language and literacy, mathematics and science
- use (6) hours in guided electives in the current program for the additional hours for new courses and delete the remaining 2 hours of guided electives in the current program (126 hours in new program)

Rationale: The new courses will better prepare elementary education majors for recently adopted state-mandated testing requirements (former courses integrated disciplines; newly proposed courses focus on a single discipline). Tests will be administered to students at the conclusion of the program in the areas of English Language Arts and Mathematics.

Dept vote: 8 for; 0 against; 0 abstain
Affect others: no
Departments affected and how:
Affected Chair: New Courses: yes
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy and Course Crosswalk

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)
Coordinator: Kelly Ficklin

Upon successful completion of the program of study in Elementary Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar and General Education</td>
<td>45</td>
</tr>
<tr>
<td>Professional Studies Core</td>
<td></td>
</tr>
<tr>
<td>EDN 2100, SED 3310</td>
<td>6</td>
</tr>
<tr>
<td>Essential Standards</td>
<td></td>
</tr>
<tr>
<td>ELE 2010, 2020, 2030, 2900, 3040, 3050, 3060, 4010, 4020, 4030, 4110, 4120, 4150, 4040, 4050</td>
<td>30</td>
</tr>
<tr>
<td>HST 3170</td>
<td>36</td>
</tr>
</tbody>
</table>
**Content Pedagogy**
ELE 3010, 3020, 3030, 4060, 4070  

**Academic or Professional Concentration** (The number of hours may vary depending upon student’s choice of concentration. Hours may overlap with some General Education courses. The student should plan the concentration in consultation with advisor.)  

**Guided Electives**  

<table>
<thead>
<tr>
<th>Total: 128</th>
<th>126</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>18</td>
</tr>
</tbody>
</table>
## Provisions 14.11 passed: 10 for, 0 against, 0 abstain

### 5. Proposals from the Department of Educational Specialties

#### 5.1 Program Proposal: Revise requirements for the Professional Concentration in Reading

This is to change the undergraduate reading concentration by adding RDG 2000, RDG 2010, RDG 2020, RDG 3200, RDG 3400, RDG 4000, RDG 3010, and EDN 3130. All of these courses with the exception of RDG 2010, RDG 2020, & RDG 3010 have been approved and have been submitted. Only RDG 2010, RDG 2020, & RDG 3010 have course proposals that are being submitted with this proposal as these are the final courses to be added to the concentration.

**Rationale:** These changes are necessary to the needs of Elementary Education and Special Education programs to become aligned with new legislated assessments in teaching reading that pre-service teachers will need to take to become licensed in North Carolina.

Dept vote: 10 for; 0 against; 0 abstain
Affect others: No
Departments affected and how:
Affected Chair: Off
New courses: yes
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy, Detailed Summary of Changes, Course Crosswalk

**PROFESSIONAL CONCENTRATION – Reading (19-18-24 hours)**

<table>
<thead>
<tr>
<th>Requirements for a Professional Concentration in Reading</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foundations Course Strand</td>
<td>3-9</td>
</tr>
<tr>
<td>RDG 2000 Foundations of Reading and Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>*RDG 2010 Foundations of Reading and Writing Across Content Areas K-6</td>
<td></td>
</tr>
<tr>
<td>*RDG 2020 Foundations of Reading and Writing through Literature</td>
<td></td>
</tr>
<tr>
<td>Evaluation, Intervention, and Diagnosis Assessment Strand</td>
<td>6-9</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>RDG 3200</td>
<td>Diagnosis and Remediation Assessment of Reading Difficulties I</td>
</tr>
<tr>
<td>RDG 3300</td>
<td>Reading Practicum</td>
</tr>
<tr>
<td>RDG 3400</td>
<td>Assessment of Reading Difficulties II</td>
</tr>
<tr>
<td>RDG 4000</td>
<td>Best Practices in Reading</td>
</tr>
<tr>
<td>*ELE 4050</td>
<td>Literacy and Language Arts in the Elementary School II</td>
</tr>
<tr>
<td>**EDN 3130</td>
<td>Content Area Reading</td>
</tr>
<tr>
<td>*RDG 3010</td>
<td>Special Issues in Reading Education</td>
</tr>
<tr>
<td>RDG 3100</td>
<td>Teaching with Children’s Literature</td>
</tr>
</tbody>
</table>

**Highly Qualified Strand**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ELE 4050</td>
<td>Literacy and Language Arts in the Elementary School II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**EDN 3130</td>
<td>Content Area Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*RDG 3010</td>
<td>Special Issues in Reading Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content Strand II**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG 3300</td>
<td>Reading Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RDG 3400</td>
<td>Assessment of Reading Difficulties II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RDG 4000</td>
<td>Best Practices in Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*ELE 4050</td>
<td>Literacy and Language Arts in the Elementary School II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**EDN 3130</td>
<td>Content Area Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*RDG 3010</td>
<td>Special Issues in Reading Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total: 18 (24 with HQ strand)**

Reading Education Undergraduate Concentration Changes Explanation

Foundations Strand I

1. RDG 2000 (was RDG 3000) Reading Foundations and Language Acquisition (Already approved and changed as of 2012-2013)
   ****2.0 GPA
   ****Required for Undergraduate Concentration in Reading Education

2. RDG 2010 Foundations of Reading & Writing Across Content Areas K-6 (Syllabus to be developed and submitted for changes in concentration in 2013-2014)
   ****Required for Undergraduate Concentration in Reading Education
   ****PREREQ: Admission to Teacher Education Program

Course Description:

RDG 2010 Foundations of Reading & Writing Across Content Areas K-6- This course is designed to build upon the literacy knowledge base for pre-service teachers to develop methods for incorporating reading and writing across the curriculum with a focus on content reading and writing, questioning and discussion, vocabulary, study strategies and integrating literature across the curriculum. This course will highlight a variety of developmentally appropriate resources for cross-curricular classroom use, appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions. Field Experience Required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG2000.

3. RDG 2020 Foundations of Reading & Writing through Literature (Syllabus to be developed and submitted for changes in concentration in 2013-2014)
   ****Required for Undergraduate Concentration in Reading Education
   ****PREREQ: Admission to Teacher Education Program
Course Description:
RDG 2020 Foundations of Reading & Writing through literature - This course is built upon the literacy knowledge base you have gained in other reading classes as you develop your understanding of reading and writing as tools for thinking, learning, and living. Specifically in this course candidates will examine a variety of developmentally appropriate resources for cross-curricular classroom use, appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions. Likewise, literacy strategies that create independence in reading and writing across the content areas are also emphasized to accomplish our goals of creating confident, critical thinkers and literacy users. As we respond to and integrate children’s literature, technology, and content reading strategies, a goal of this course is to become reflective about how we respond, create meaning from text, and internalize strategies that help us learn about the world and understand the society in which we live. Field Experience Required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG200.

Assessment Strand II

4. RDG 3200 Assessment of Reading Difficulties I (Syllabus and course submitted for adoption)
Course Description:
RDG 3200 Assessment of Reading Difficulties I - This course explores the use of reading and writing assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field Experience Required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG 200. This course is required for the undergraduate reading concentration.

5. RDG 3400 Assessment of Reading Difficulties II (Syllabus and course submitted for adoption)
Course Description:
RDG 3400 Assessment of Reading Difficulties II - This course is a continuation of RDG 3200 in the exploration of the use of reading, writing, spelling assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading, spelling, and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the implementation, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field Experience Required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG 3200. This course is required for the undergraduate reading concentration.

6. RDG 4000 Best Practices in Reading (Syllabus and course submitted for adoption)
Course Description:
RDG 4000 Best Practices in Reading-This course continues the development of the theoretical and practical aspects of pedagogy as it applies to effective and scientific research based methods of teaching reading. This course will continue the development of the understanding of the 5 elements of reading (phonological awareness, phonics, vocabulary, fluency and comprehension) and how the aspects of the
elements are used in correcting reading problems. This course allows pre-service teachers to understand the roles of diversity, individual needs and abilities in reading instruction; and how to organize their classrooms and select materials to teach reading. Teaching strategies, including technology, for comprehending written material will be studied and practiced. The reading/writing (composition) connecting will also be addressed. Field Experience Required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG2000.

Highly Qualified Strand III

7. **RDG 3010 Special Issues in Reading Education (AMO’s, IEP’s, ESL/ELLs, and AIG’s) (Syllabus to be developed and submitted for changes in concentration in 2013-2014)**
   - ****Admission to Teacher Education & Prerequisite of RDG 2000
   - ****Optional for Elementary Education Majors (who only need 18 hours or those seeking highly qualified status)

Course Description:
RDG 3010 Special Issues in Reading Education This course uniquely prepares preservice teachers to examine a variety of literacy strategies, methods, and developmentally appropriate resources for cross-curricular classroom use for special populations (Special Education/AIG) as well as appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions for meeting the diverse need of these populations. Field Experience Required. Credit: 3 semester hours. PREREQ: 2.0 QPA and RDG 2000.

8. **EDN 3130 Content Area Reading (Was EPC 3030) (Already approved and changed as of 2012-2013)**
   - ****Admission to Teacher Education, 2.0 GPA, & Prerequisite of RDG 2000
   - ****Optional for Elementary Education Majors (who only need 18 hours or those seeking highly qualified status)

### 2-24-14 REVISED Undergraduate Reading Education Concentration Crosswalk

<table>
<thead>
<tr>
<th>OLD CONCENTRATION</th>
<th>NEW CONCENTRATION</th>
</tr>
</thead>
</table>
| **Foundation Course:**  
RDG 4010 Foundations of Reading and Language Development  
Credit: 3 semester hours. (No PREREQs)  
(No PREREQs)  
(was RDG 3000 Foundations of Reading and Language Development) | **Foundations Course:**  
RDG 2000 Foundations of Reading and Language Acquisition  
Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program and 2.0 QPA |
| **Evaluation, Intervention, and Diagnosis:**  
RDG 4250 Remediation of Reading Difficulties  
Credit: 3 semester hours. (PREREQ: Admission to Teacher Ed)  
RDG 3200 Diagnosis and Remediation of Reading Difficulties  
Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG 2000. | **Evaluation, Intervention, and Diagnosis Course:**  
RDG 3200 Assessment of Reading Difficulties I  
Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG 2000. |
### Teacher Education Program.

<table>
<thead>
<tr>
<th>Evaluation, Intervention, and Diagnosis:</th>
<th>Content/Literature Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG 4510 Reading Practicum Credit: 3 semester hours. (PREREQ: Admission to Teacher Ed &amp; RDG 4010 &amp; EDN 4250)</td>
<td>RDG 4000 Best Practices in Reading Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG 2000.</td>
</tr>
<tr>
<td>RDG 3300 Reading Practicum Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program, RDG 2000, and RDG 3200.</td>
<td>OR</td>
</tr>
<tr>
<td><strong>Evaluation, Intervention, and Diagnosis Course:</strong></td>
<td><strong>Content Course:</strong></td>
</tr>
<tr>
<td>RDG 3400 Assessment of Reading Difficulties II Credit: 3 semester hours. PREREQ: Admission to Teacher Education, RDG 2000, and RDG 3200.</td>
<td>RDG 3010 Special Issues in Reading Education Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG 2000.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content:</th>
<th><strong>RDG 2010 Foundations of Reading &amp; Writing Across Content Areas K-6</strong> Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG 2000.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPC 3030 Reading Strategies for the 21st Century Credit: 3 semester hours. (No PREREQS)</td>
<td>OR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text</th>
<th><strong>Content Course:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Course:</strong></td>
<td><strong>RDG 2020 Foundations of Reading &amp; Writing through literature</strong> Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG 2000.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy and Literature:</th>
<th><strong>RDG 3010 Special Issues in Reading Education</strong> Credit: 3 semester hours. PREREQ: Admission to Teacher Education and RDG 2000.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN 2400 Teaching with Children’s Literature Credit: 3 semester hours. (No PREREQs)</td>
<td>OR</td>
</tr>
<tr>
<td>RDG 3100 Teaching with Children’s Literature Credit: 3 semester hours. PREREQ: 2.0 QPA.</td>
<td><strong>EDN 3130 Content Area Reading</strong> Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program and 2.0 QPA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18/19 hours</th>
<th><strong>Highly Qualified Strand III:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOTE:</strong> In order to achieve “Highly Qualified” status, a total of 24 hours must be taken. Additional hours may be taken from the following listing of courses: ENG3460, 3710, 4810, 4830, or 4850 or from these reading education courses below:</td>
<td>RDG 3010 Special Issues in Reading Education Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program and 2.0 QPA</td>
</tr>
</tbody>
</table>

5.2 Program Proposal: Revise requirements for the Bachelor of Science in Birth-Kindergarten Education. We are replacing two 4-credit courses with two 3-credit courses, which reduces the total hours needed for the degree to 126. We are also adding a required reading course, RDG 2000, and reducing the elective credits from 15 to 12.
Rationale: The new courses more clearly describe and reflect the content being taught, and offering them at 3 credits is more consistent with courses in general. The addition of the reading course will enhance students’ ability to teach early childhood reading skills.

Dept vote: 10 for; 0 against; 0 abstain
Affect others: No
Departments affected and how:
Affected Chair: Off
New courses: yes
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy

BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)
Coordinator: Betty Wells Brown

Upon successful completion of the program of study in Birth-Kindergarten Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar and General Education</td>
<td>45</td>
</tr>
<tr>
<td>Professional Studies Core</td>
<td>9</td>
</tr>
<tr>
<td>EDN 2100, SED 3310, ECE 2030</td>
<td></td>
</tr>
<tr>
<td>Essential Standards</td>
<td>24 27</td>
</tr>
<tr>
<td>ECE 2020, 2040, 2050, 3110, 3120, 3130, 3140</td>
<td></td>
</tr>
<tr>
<td>EDN 2900, RDG 2000</td>
<td></td>
</tr>
<tr>
<td>Content Pedagogy</td>
<td>35 33</td>
</tr>
<tr>
<td>ECE 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4150, 4170, 4460, 4750</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>15-12</td>
</tr>
<tr>
<td>Total:</td>
<td>128 126</td>
</tr>
</tbody>
</table>

Proposals 15.6-7 passed: 10 for, 0 against, 0 abstain

6. Proposal from the QEP Committee
6.1 Program Proposal: Add two courses to the Writing Intensive Program
Course Descriptions:
ENG 2230 American Literature Before 1865
A survey of notable authors and literary movements from the period preceding and including the Civil War. Readings may include nonfiction, poetry, short fiction, and at least one novel. Authors may include Bradstreet, Poe, Emerson, Douglass, and Dickinson. Credit, 3 semester hours. PREREQ: “C” grade or better in ENG 1050.
- This is a general education course that also satisfies a requirement in the major and the minor in English. It is offered every semester. Students will complete approx. 10 pages of informal writing (reading journals) and 25 pages of formal writing (essay tests and three papers) over the course
of the semester; students will also participate in Writing Workshops and peer review activities. Writing assignments account for 95% of the course grade.

**SOC 3210 Social Inequalities**
This course examines contemporary and historical theories on inequality, the ways in which it develops and how it is sustained in society, using both local and global approaches. Inequalities involving class, race, gender, age and sexual orientation are examined, and ways to create social change to reduce social inequalities will be considered. Credit, 3 semester hours.

- This WE course for students in the major will be offered online each semester. Informal writing assignments include a course blog and discussion board. Formal writing assignments include 3 essay exams and 3 essays. Students will be required to submit drafts of the first essay and undergo revisions; they will have the option to do so for the other essays.

**THE WRITING INTENSIVE PROGRAM**

The Writing Intensive Program is an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The program consists of Writing Enriched courses and Writing in the Discipline courses. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. It includes extensive and intensive instruction in writing. Writing in the Discipline courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course.

The courses listed below are approved to be offered as Writing Enriched or Writing in the Discipline courses. When these courses appear with the designation WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they can be taken to satisfy the writing intensive graduation requirement. The completion of ENG 1050 is a prerequisite for all Writing Enhanced or Writing in the Discipline courses.

- ENG 2230 American Literature Before 1865 (WE)
- SOC 3210 Social Inequities (WE)

**7. Proposal from Enrollment Management Subcommittee to amend catalog Enrollment Management to align with UNC Policy Manual 400.1.5**

P. 62

**Academic Standing**
A student’s academic standing during any term is determined by the cumulative grade point average (GPA) earned on the total quality hours. To be in good standing, a cumulative GPA of 2.0 and a 67% or greater earned-to-attempted pass rate must be
maintained. Individuals with less than a cumulative 2.0 GPA or less than a 67% earned-to-attempted pass rate are placed on either probation or suspension.

Students are advised of their academic status at the end of every semester via email, Braveweb, and mail sent to their address on record. It is the student’s responsibility to know his or her academic standing status and to ensure that an accurate mailing address is on file with the Registrar.

**Academic Probation**

Continuing Students: A continuing student is placed on Academic Probation when his/her cumulative GPA falls below 2.0 or the earned-to-attempted pass rate falls below 67% at the end of any term (fall/spring/summer).

Students on academic probation are eligible to attend the University under specified provisions but are not in good standing. Enrollment for the probationary term will be limited to a maximum of 13 semester hours. At the end of the probationary term, students must achieve one of the following:

1. Raise the cumulative GPA to a minimum of 2.0, or
2. Earn a minimum GPA of 2.3 on at least 12 semester hours, excluding FRS 1000 and PE activity courses, for the probationary term.

Failure to meet one of the conditions above will result in suspension from UNCP for one semester. **Students continue on probation as long as their earned-to-attempted pass rate remains below 67%**.

P. 66

**Adding, Dropping, and Withdrawing from Courses**

After a student has completed registration the only way the student’s schedule can be changed is through the drop-add procedure. To add a course a student must obtain a Course Add Form from an academic department, complete the form, have it approved by his or her advisor, obtain the signature of the gaining professor, and present the form to the Office of the Registrar. To drop a course a student must obtain a Course Withdrawal Form from an academic department, complete the form, have it approved by his or her advisor, and present the form to the Office of the Registrar.

A student may withdraw from a course after the drop-add period but prior to and including the last day of the first week of classes after midterm grades are reported, with a grade of W, if the student obtains the signature of her or his advisor and instructor. Students entering UNCP as freshmen will have the option of withdrawing from a maximum of 15 semester hours of coursework. A student who transfers to UNCP may not withdraw from more than the maximum number of hours of coursework as determined by the table below during his/her undergraduate career at UNCP.
After a student has withdrawn from the maximum allowed number of credit hours, any subsequent withdrawal will result automatically in a grade of “F.” These limits apply only to the Fall and Spring semester courses, not to Summer session courses.

**Transfer Hours Maximum Withdrawal Hours**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Maximum Withdrawal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-23 hours</td>
<td>15</td>
</tr>
<tr>
<td>24-51 hours</td>
<td>12</td>
</tr>
<tr>
<td>52-89 hours</td>
<td>9</td>
</tr>
<tr>
<td>90 or more</td>
<td>6</td>
</tr>
</tbody>
</table>

Candidate for Second Bachelor’s degree 6

Withdrawal without penalty from a course or courses after the deadline for withdrawal, but before the last two weeks of classes in the semester, may be approved only for appropriate cause such as serious illness. Appropriate documentation is required. Unsatisfactory academic performance does not by itself constitute sufficient reason to grant a late withdrawal.

The Associate Vice Chancellor for Enrollment may approve withdrawal from a course or courses at any time without academic penalty if serious extenuating circumstances, such as serious illness, exist. Unsatisfactory academic performance does not by itself constitute an extenuating circumstance. As soon as possible, the student petitioning to withdraw from a course due to extenuating circumstances must meet with the Associate Vice Chancellor for Enrollment, present the appropriate medical or legal documentation, and complete the necessary forms. Approved requests receive a grade of WX. Withdrawal under these circumstances will not count toward a student’s 15 hour career withdrawal limit.

In addition, the following conditions apply:

i. a WX will be recorded on the transcript
ii. the course(s) will count as attempted hours
iii. the course(s) will not count in tuition surcharge calculations
iv. the course(s) will not count in GPA calculation
v. the course(s) are subject to all financial aid and SAP rules and calculations

Students denied a request for the grade of WX may appeal to the Faculty Senate Subcommittee for Enrollment Management. The subcommittee’s decision will be final.

The student should secure a course withdrawal form from the Registrar’s office, obtain the instructor’s signature and the advisor’s signature, and return the form to the office of the Associate Vice Chancellor for Enrollment for review. Approved requests receive a W in the course. A copy of the completed form and any required documentation must be on file with the office of the Associate Vice Chancellor for Enrollment before a late course withdrawal will be considered. A second copy of the completed withdrawal form will be forwarded to the Registrar’s Office for entry of the assigned grade.

**Withdrawal from the University**

Up to the last day to receive a W in a course, a student may complete a “Request for Withdrawal” form, available from the Office of the Registrar webpage at
www.unccp.edu/registrar. The student should get the required signatures, take the I.D. card to the Student Accounts Office, and return the form to the Office of the Registrar. The University makes applicable refunds only after the withdrawal procedure is completed.

After the last day to receive a W in a course, or if the student wishes to withdraw on time with grades of WX, the Associate Vice Chancellor for Enrollment approves withdrawal from the University without academic penalty only when unusual and documentable circumstances warrant. Unsatisfactory academic performance does not by itself meet the requirement. As soon as possible, and no later than before the beginning of the last two weeks of classes in the semester, the student petitioning to withdraw from the University must meet with the Associate Vice Chancellor for Enrollment, present the appropriate medical or legal documentation, and complete the necessary forms. Approved requests receive a grade of WX in all courses. Withdrawal under these circumstances will not count toward a student's 15 hour career withdrawal limit. In addition, the following conditions apply:

i. a WX will be recorded on the transcript for each course  
ii. the course(s) will count as attempted hours  
iii. the course(s) will not count in tuition surcharge calculations  
iv. the course(s) will not count in GPA calculation  
v. the course(s) are subject to all financial aid and SAP rules and calculations

Students denied a request for grades of W may appeal to the Faculty Senate Subcommittee for Enrollment Management. The subcommittee’s decision will be final.

Students who stop attending classes without completing the withdrawal procedure ordinarily receive an F in courses for which they are registered.
Appendix C
Teacher Education Committee Meeting
Minutes
February 19, 2014
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 3:05 p.m. by Dr. Zoe Locklear, Chair.

2. Approval of the minutes:
   a. The minutes of the November 13, 2013 TEC Meeting were approved as presented.
   b. The minutes of the January 8, 2014 TEC Meeting were approved as presented.

3. Good News – One of our recent MSA program graduates has been named the Assistant Principal at Carver Middle School and one of our current HPER MAT interns has been offered a teaching position at the conclusion of this semester.

4. Limited Progression – Dr. Zoe Locklear and Ms. Mary Klinikowski presented a chart highlighting “Limited Progression Checkpoints for Undergrad Teacher Education Programs” dated 2-17-14. Dr. Locklear explained the difficulty that is often created when students’ matriculation in the program is not stopped early on and they are allowed to enroll in too many courses prior to admission into the Teacher Education Program. She reminded the TEC members of the previous SBE Program Approval Policy which required IHEs to limit students’ progression and was often referred to as the “50% rule.” This is a topic that Dr. Locklear would like to discuss further during May work days if these are scheduled.

5. Reminder - List of Graduate students who will complete degree and program requirements – due April 1 (April 15 at the latest) – Drs. Zoe Locklear and Rebecca Bullard-Dillard reminded the Graduate Program Directors that they will be compiling this list for submission to the Department of Public Instruction. The work will begin by referencing those students who have applied for May 2014 graduation. Dr. Locklear shared that some of the regional IHE personnel administrators are concerned that the DPI will not be able to “clear” these graduates in time for the May payroll due date. If the proposed process fails, there will be a great deal of concern and dissatisfaction on behalf of lots of individuals – particularly teachers.

6. Curriculum proposals:
a. Birth-Kindergarten Education Program – Dr. Betty Brown

The following proposals were approved:

(1) Change ECE 4050: Practicum I to ECE 4150: Agency Partners; change from 4 to 3 hours
(2) Change ECE 4070: Practicum II to ECE 4170: Learning Environments and Teaching in Preschool and Kindergarten; change from 4 to 3 hours
(3) Change EDN 2900 to EDN 3XXX: Research and Writing in Education (This is a WD course.)
(4) Add RDG 2000: Foundations of Reading and Language Acquisition to the Core Professional courses
(5) Reduce the elective requirements from 15 to 12 semester hours (for a reduction of 128 to 126 total hours in the degree)

b. EDN/SED Education – Dr. Valjeaner Ford

A substitute motion was made and approved: to cross list the prefix for EDN 5120: Advanced Study of Exceptionality in Children (3 s.h.) as SED 5120: Advanced Study of Exceptionality in Children (3 s.h.). This course is required of all students pursuing a Masters in Teaching (MAT) degree and is currently listed with an EDN prefix but would be better served with a SED prefix.

c. Elementary Education Undergraduate Program – Dr. Karen Stanley

The following proposals were approved:

(1) Delete 4 courses (12 semester hours) in disciplines of language and literacy, mathematics and science
(2) Add 6 new courses (18 semester hours) in disciplines of language and literacy, mathematics, and science
(3) Use 6 hours in guided electives in the current program for the additional hours for the new courses
(4) Delete the remaining 2 hours of guided electives in the current program (126 hours will remain in new program)
(5) Former courses integrate disciplines; newly proposed courses focus on a single discipline to better meet current standards
(6) The new courses will better prepare elementary education majors for recently adopted state-mandated testing requirements. Tests will be administered to students at the conclusion of the program in the areas of English Language Arts and Mathematics. (see handout “Advisement Check sheet dated 2-11-14” and “Summary of Elementary Education Program Revisions, Effective Fall, 2014”)

d. English Education Undergraduate Program – Dr. Denise Feikema
The proposals presented on the handout “Revising English Education (EED) and Middle Grades Language Arts (MGLA) degree requirements, February 2014” were approved.

e. **Mathematics Middle Grades Education Program – Ms. Melissa Edwards**

**The following proposals were approved:** Modify the Bachelor of Science in Mathematics Education for Middle Grades Concentration (6-9) by deleting the current required course MAT 3330: *Discrete Math* and all EPC courses and adding EDN 2100, 3130, 3140, and SED 3310.

f. **Mathematics Secondary Education Program - Mr. Doug McBroom**

**The following proposal was approved:** Remove the course CSC 2020 from the requirements of the Bachelor of Science in Mathematics. The Bachelor of Science in Math Education requires the deletion of the requirement of the CSC 2020 to amend for the additional 3 hours required by the School of Education (Teacher Education Program) moving the EDN courses. The course should be removed from the Bachelor of Science in Mathematics to ensure the two programs are in alignment. The CSC 2020 course was instituted in the program in the 1990s for teachers to better understand computer programming for the classroom. This course is no longer adequate for today’s classrooms, especially with more effective classes offered.

g. **Master of School Administration (MSA) Program – Dr. Larry Mabe**

The proposals presented on the handout “MSA Proposals, TEC Meeting, February 19, 2014” were approved.

h. **Reading Education Program – Dr. Betty Brown**

**The proposals were approved as presented on the handout “Reading Education Undergraduate Concentration Changes Explanation”.** These changes to the Reading Concentration reflect the needs of the programs in Elementary Education and Special Education as explained in the handout “2-10-14 Revised Undergraduate Reading Education Concentration Crosswalk”.

Three edits were made to the Crosswalk Handout:

1. RDG 2000 – *Foundations of Reading and Language Acquisition* – strike the words “Admission to Teacher Education Program”
2. RDG 3010 – *Special Issues in Reading Education* – strike the words “and 2.0 QPA”
3. EDN 3130 – *Content Area Reading* – strike the words “and 2.0 QPA”

i. **Science Education Undergraduate Program – Ms. Mary Ash**
The proposals were approved on the handout “Curriculum Proposals Science Education Program – Department of Biology, TEC Meeting, February, Ms. Mary Ash, Program Coordinator”. An edit was made to item #4: (9-12) was changed to (6-9).

j. Science Education Graduate Program – Dr. Rita Hagevik

The following proposals were approved in order to move several special topics courses into “regular” course offerings:

1. BIOS 5025 to BIO 5025 - Natural History of Costa Rica
   BIOS 5150 to BIO 5550 - Independent Biology Research
   BIOS 5160 to BIO 5140 - Biogeography
   BIOS 5770 to BIO 5770 - Science in the Natural Environment
   BIOS 5280 to BIO 5280 - Teaching Practicum in Biology
   BTEC 5300 - Principles of Medical Biotechnology (new course)

2. Move this course from Special Topics to a regular course offering: CHMS 5240 - Environmental Chemistry to CHM 5240 - Environmental Chemistry.

3. Delete GLY 5040 and add (replace) with a new course GLY 5030 - Geology of North Carolina.

k. Special Education/AIG – Dr. Betty Brown

The following proposal for the AIG Add-On Licensure Program was amended and approved: Add prerequisite to SED 3050 to say: “Valid teaching license in any licensure area and a plan of study on file in the Licensure Office.

7. Action Items:
   a. All students presented for Admission into the Teacher Education Program by Ms. Aku Opata, Licensure Officer, were approved.
   b. Three additional students: Arielle Beal, Jonathan Efird, and Kathleen Radcliffe were presented for Admission into the Professional Semester by Dr. Bryan Winters, Director of University-School Programs. These students were not approved at the January TEC meeting.

8. Teaching Fellows Report – Ms. Karen Granger announced that food items are still being collected for the Bak Pak Pals Program. The Fellows are collaborating with Deep Branch Elementary School in this initiative.

9. January 15, 2014 Open House – Ms. Karen Granger reported that approximately 15-20 high school students attended the Open House. Most of the students were interested in majoring in Elementary Education.
10. Report from the Office of University-School Partnerships – Dr. Bryan Winters

a. Spring 2014 School Counseling Interns and Practicum Students (information only handout was distributed)
b. Due to the inclement weather, the decision was made to can the Poverty and Special Education intern seminars. Consideration will need to be given as to when these might get rescheduled.
c. Dr. Winters distributed a handout highlighting the new form and electronic process for early field experience placement requests with our regional LEAs. This revised process should expedite placements and has been very well received by the LEAs.
d. Dr. Winters distributed a blank copy of the “Partnership Agreement” that UNCP signs with 14 of our partnering LEAs. This document has been reviewed by UNCP General Counsel and distributed to the personnel administrators in the regional LEAs for review at the local level. One expectation of the NCATE standards and the BOG is that each IHE Teacher Education Program maintains such agreements. This document is not a contract.
e. Dr. Winters stated the number of submitted applications for the Fall 2014 Internship has increased since the January TEC meeting but still appear to be low in number. There are now 31 applications on file: 4-BK; 13-Elementary; 2-English; 2-Social Studies; and 10-Special Education. He asked all program coordinators to please remind their students of this application process necessary for fall student teaching.
f. Reminders:
   - Praxis I Preparation Workshops–ongoing (flyers have been distributed with dates)
   - Praxis II Preparation Workshops - February 22 & March 1 (Science Ed only)
   - NC TOY, Teacher Education Fair, & Interviewing Tips – Wed., March 26, 9:00
   - Counselors’ Conference – Friday, March 28, 8:00-3:00
   - MSA Conference – Tuesday, April 29, 8:00-3:00
   - Licensure Seminar – Thursday, May 8, 9:00 a.m., UC Annex
   - Pinning Ceremony – Thursday, May 8, 11:00 a.m., UC Annex

11. Report - NCATE/Accreditation – Dr. Roger Ladd reported that he is working with Ms. Mary Klinikowski and program directors on the Graduate Assessment System. Dr. Locklear noted that she recently received information that some of the NC private IHEs are dropping NCATE/CAEP accreditation, such as Peace and Greensboro College.

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

a. Ms. Klinikowski distributed a copy of the “University Supervisor Check Off List for Documents due to the Office of USP”. This is not a required document that must be returned to the Office of USP, but is simply a reminder form for the university supervisors and Ms. Nicky Bullard to use to track required documents.
b. Ms. Klinikowski, Ms. Kelly Ficklin, and a few other faculty participated in the recently held “Pearson Webinar for new MTEL (NC tests) for Elementary and Special Education General Curriculum and Foundations of Reading Tests”. Basic information was provided in the webinar.
13. Report - Office of Teacher Education/Dean’s Office: Dr. Zoe Locklear

a. Technology Report – Dr. Lisa Mitchell sent a report that she is currently collecting technology equipment requests and online/hybrid course development requests. Please send announcements, etc. to Dr. Mitchell for posting on the TEP Blog and website.

b. Dr. Locklear reported that Dr. Jeff Warren has asked to be relieved of his duties as Director of the Professional School Counseling Program effective January 31. Dr. Angela McDonald will assume these responsibilities for the remainder of the semester.

c. Dr. Locklear reported that Ms. Karen Granger and Dr. Betty Brown will begin working with Mr. Jim Simeon, Director of the Southeastern Regional Education Center to start a second AIG cohort for Region 4 LEAs beginning Summer Session II. The first cohort of approximately 100 teachers started in 2013 – Summer Session II and will finish the final course in the 4-course sequence needed for add-on licensure at the end of Summer Session I, 2014.

d. Several faculty members attended a Region 4 - Regional IHE Professional Development Meeting for BK, Elementary and Special Education today at Richmond Community College.

e. A Region 4 Mathematics Round Table is being planned for Wednesday, March 19, at Richmond Community College, from 9:00-3:00. This roundtable will include both SOE and Mathematics Education Program faculty.

f. Dr. Locklear stated that the recent announcement made by Governor McCrory at the Emerging Issues Forum in Raleigh regarding increasing beginning teacher pay in August 2014 is welcome news, but will put the first year teacher pay scale above that of teachers who have been teaching 5 years.

g. Dr. Locklear reported that the Region 4 Personnel Administrators of NC (PANC) meeting that was hosted by UNCP on February 7 was very well attended and received. She thanked Dr. Winters, Dr. Bullard-Dillard, Dr. Aiken and all of the graduate program directors who participated in this meeting and presented information about their respective graduate programs. Additional information will follow to include a request for faculty to work with regional LEAs on beginning teacher professional development modules.

h. The April TEC meeting will be held on April 2 rather than April 9 to accommodate “The Last Lecture” event.

i. At the March TEC meeting, Dr. Locklear would like to discuss possible work day(s) for the TEC to be held in May similar to those that were held in May 2013.
14. Announcements:

- Next two Curriculum Subcommittee meetings – (1) March 13 (electronic copies due March 3, paper copies with all required signatures due March 11; (2) April 3 (electronic copies due March 24, paper copies with all required signatures due March 31)

- Next Graduate Council Meeting – March 17

- The Faculty Senate will meet on May 7.

- NOTE: This meeting has been cancelled: Spring Teacher Education Forum, Friday, March 28, NCSU, The Friday Institute in order to allow faculty to attend the NC Ready for Success Inaugural Statewide K-12 and Postsecondary Education Summit” also scheduled on March 28 as noted below.

- NC Ready for Success’s Inaugural Statewide K-12 and Postsecondary Education Summit, “Connecting K-12 and Higher Education in NC for Student Success”, Friday, March 28, Raleigh Convention Center

- PSRC Teacher Recruitment Fair, Saturday, March 29, 10:00 a.m. – 2:00 p.m., Lumberton Sr. High School

15. Information/Handouts: None

16. The meeting was adjourned at 5:15 p.m.

Next meeting: Wednesday, March 12, 2014, 3:00 p.m., Room 1106, Jones Athletic Building

Respectfully submitted,
Courtney Brayboy
Appendix D

Items for Faculty Senate
School of Graduate Studies and Research
April 2, 2014

Office for Graduate Studies
The Graduate Council met on March 17, 2014 in the UC Annex, Room 203. The following information may be particularly relevant to the Faculty Senate.

- One new faculty member was granted adjunct graduate faculty status
- Fifty-one faculty members had their full graduate faculty status renewed, two adjunct faculty members status’ were renewed and two professional affiliate status were renewed.
- The following Course/Program proposals considered and passed:

  **Course Proposals**

  **Biology**
  BIOS 5025 to BIO 5025 Natural History of Costa Rica
  BIOS 5150 to BIO 5550 Independent Biology Research
  BIOS 5160 to BIO 5140 Biogeography
  BIOS 5770 to BIO 5770 Science in the Natural Environment
  BIOS 5280 to BIO 5280 Teaching Practicum
  BTEC 5300 Principles of Medical Biotechnology (new course)

  **Chemistry and Physics**
  Change this course from Special Topics to a regular course offering:
  CHMS 5240 Environmental Chemistry to CHM 5240 Environmental Chemistry

  **Program Proposals** (addition/change in the courses above listed as options for students in the following programs):
  Master of Arts in Science Education (M.A.)
  Master of Arts in Science Education: Non-Licensure Concentration in Biology
  Master of Arts in Teaching: Middle Grades Science Education: Biology, Chemistry, Geology, Physics
  Master of Arts in Teaching: Secondary Science Education: Biology, Chemistry, Geology, Physics

  **School Administration and Counseling**
  Course proposals
  EDNL 5800 Supervision and Instructional Leadership --Delete prerequisites for
  EDNL 5850 Curriculum Leadership --Revise description
  EDNL 5900 and 5950 Internship and Seminar in Administration I and II-- Revise titles, description, and prerequisites for
  Delete EDNL 5960 and 5970 Internship and Seminar in Supervision I and II (no longer taught)

  Program Proposal
  Revise program description for a Master of School Administration with above changes
A very successful Graduate Research Poster Session and Open House was held Tuesday, March 18, 2014, Health Science Building, First floor from 5:30-7:30 pm.

Next Meeting: Monday, April 21, 2014, 3:00-5:00, UC Annex Room 203

Appendix E

A) The Faculty Senate endorses the recommendations of the Promotion and Tenure Review Committee on departmental Disciplinary Statements for Promotion and Tenure and on the Department Chair’s Role as Mentor.

B) The Faculty Senate recommends to the Chancellor the following regarding departmental evaluation of faculty for Tenure and/or Promotion

1) Per the recommendations of the Promotion and Tenure Review Committee, a vote of all tenured members of a Department, excluding the Department Chair, be taken on each candidacy for Tenure and/or Promotion.

2) The recommendations of the PRTC regarding recusal shall apply to the above departmental vote on Tenure and/or Promotion.

3) The present Peer Evaluation Committee structure regarding Tenure and Promotion be retained, with some modifications.

4) The following be added to the Faculty Handbook (Responsibilities of the Department Chair, p. 83): The chair appoints three faculty members to the Peer Evaluation Committee. As the Peer Evaluation Committee, the scholarly expertise of its three members should be, as much as is practically possible, cognate with the disciplinary and sub-disciplinary expertise of the candidate.

5) The following change be made to the Faculty Handbook (Responsibilities of the Department Chair, p. 83): It is strongly advised required that all members of the Peer Evaluation Committee be tenured faculty and, when possible, members of the evaluated faculty member’s home department; however, when circumstances dictate, other choices may be made. When there are fewer than three tenured members eligible to serve on a Peer Evaluation Committee in a Department, the Dean in consultation with the Department Chair shall name tenured faculty member(s) from other departments, such that the membership be cognate with the disciplinary and sub-disciplinary expertise of the candidate as much as is practically possible. The members of the Committee should be faculty whose rank is equal to or higher than that sought by the candidate. Faculty members in phased retirement are eligible to serve.
In a three-person department, the third department member is automatically appointed to the Committee unless he or she is also being considered for tenure and/or promotion or contract renewal.

6) In light of #4 and #5, the following changes be made to the Faculty Handbook (Responsibilities of the Member Being Evaluated, p. 82): It is strongly advised required that all members of the Peer Evaluation Committee be tenured or in phased retirement in the evaluated faculty member’s home department. However, when circumstances dictate, other choices may be made. As the Peer Evaluation Committee, the scholarly expertise of its three members should be, as much as is practically possible, cognate with the disciplinary and sub-disciplinary expertise of the candidate.

7) The following change be made to the Faculty Handbook (Responsibilities of the Peer Evaluation Committee, p. 84): Each member At least two members of the Committee must conduct class observations of the candidate’s teaching.

8) The vote and report (and any minority report) of the PEC shall be available to all tenured members of the Department, except for the Department Chair, as well as the candidate’s entire portfolio.

9) Given these rules and the particular size configurations of departments, the number of tenured Departmental faculty voting may be greater than or less than three or occasionally equal to three (in which case the PEC vote and the Departmental vote would be the same).

10) The PEC report (and any minority report) as well as the record of the Departmental vote shall go to the Dean and all the way up the line in the Tenure and Promotion Evaluation process.

C) The Faculty Senate endorses the recommendations of the Promotion and Tenure Review Committee regarding the Tenure and Promotion Committee with the following modifications:

1) The Committee will consist of twelve faculty members and the Provost, who will serve as a participating but non-voting member. As such, the provost shall have voice regarding policies, procedures, and points of information, but shall not advocate for or against the granting of promotion and/or tenure with regard to particular candidates.

2) Immediately following the conclusion of these elections, the Faculty Senate Chair, in consultation with the Provost, will appoint five additional faculty members with the aim of ensuring a balanced representation among academic disciplines within the University’s faculty.
Appendix F

Draft Resolution on Proposed Changes to UNC Post-Tenure Review Policies

Whereas the prime purposes of Post-tenure Review is stated as ensuring faculty development and promoting faculty vitality; and

Whereas the proposed guidelines require directional goals to be set at the beginning of the post-tenure review cycle with prior specification of yearly milestones; and

Whereas pre-set goals and milestones at the beginning of a five-year process in advance of academic development and scholarly research that leads to new knowledge and discovery is inconsistent with faculty development and does not promote faculty vitality; therefore,

Resolved that the Faculty Senate at the University of North Carolina at Pembroke does not support implementation of proposed guideline 2.