

The University of North Carolina at Pembroke
Faculty Senate Agenda
 Wednesday, May 1, 2013, at 3:30 pm
 213 Chavis University Center

Susan Cannata, Chair
 Roger Guy, Secretary

Members of the Senate:

To 2013	To 2014	To 2015
ART Richard Gay	ART Adam Walls	ART June Power
EDN Betty Brown	EDN Jeff Bolles	EDN Marisa Scott
LET Robert Brown	LET Scott Hicks	LET Susan Cannata
NSM Leon Jernigan	NSM Jeremy Sellers	NSM Maria Pereira
SBS Jack Spillan	SBS Victor Bahhouth	SBS Mike Spivey
At-Large Roger Guy	At-Large Cherry Beasley	At-Large Judy Curtis
At-Large Sherry Edwards	At-Large Jonathan Maisonpierre	At-Large Jesse Peters
At-Large Jamie Litty	At-Large David Nikkel	At-Large Kim Sellers
Chancellor Kyle Carter Provost and Vice Chancellor for Academic Affairs Ken Kitts		

Order of Business

A. Roll Call

B. Approval of Minutes: [Appendix A](#)

Approval of Minutes of the April 3, 2013 meeting

C. Adoption of Agenda

D. Reports from Administration

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

E. Reports of Committees:

1. Operations Committees
 - a. Executive Committee—Susan Cannata
 - b. Committee on Committees & Elections—Scott Hicks

Appointments for 2013-14 faculty committees [Appendix B](#)

- c. Faculty Governance Committee—Beverly Justice
 - i. Proposal to amend Article VI of the By-Laws re: membership of the Enrollment Management Subcommittee and the General Education Subcommittee [Appendix C](#)
 - d. Health, Safety, and Environment Committee—Ottis Murray
2. Standing Committees
- a. Academic Affairs Committee—Jesse Peters
 - i. Program proposals from the Department of Sociology and Criminal Justice
 - 1. Make CRJ 4230 a required course in the Minor in Terrorism Studies, replacing PLS 4170. Approved by AAC 10-0-0
 - 2. Revise Minor in Gender Studies, adding HST 4120 and giving students more flexibility when completing the program. Approved by AAC 10-0-0

[Appendix D](#)
 - ii. Program Proposals from the Department of English and Theatre
 - 1. Revise Theatre Major to better match standard practices. Approved by AAC 10-0-0
 - 2. Revise Theatre Minor to divide practicum courses into categories. Approved by AAC 10-0-0

[Appendix E](#)
 - iii. Program Proposal from the School of Education
 - 1. Replace Educator Preparation Core with Professional Studies Core. Approved by AAC 10-0-0

[Appendix F](#)
 - iv. Program Proposals from the Department of Educational Specialties
 - 1. Replace 18-hour Academic Concentrations for B.S. in Special Education with 3 Content Area Options. Approved by AAC 10-0-0
 - 2. Revise program requirements for B.S. in Birth-Kindergarten Education to accommodate new Professional Studies Core. Approved by AAC 10-0-0
 - 3. Revise program requirements for B.S. in Special Education to accommodate new Professional Studies Core. Approved by AAC 10-0-0
 - 4. Revise Professional Concentration in Special Education. Approved by AAC 10-0-0

[Appendix G](#)

- v. Program Proposal from the Department of Elementary Education
 - 1. Revise program requirements for B.S. in Elementary Education to accommodate new Professional Studies Core. Approved by AAC 10-0-0 [Appendix H](#)
- vi. Program Proposal from the Department of Health, Physical Education, and Recreation
 - 1. Revise program requirements for B.S. in Physical Education to accommodate new Professional Studies Core. Approved by AAC 10-0-0 [Appendix I](#)
- vii. Program Proposal from the Department of History
 - 1. Revise program requirements for B.A. in History: Social Studies Education to accommodate new Professional Studies Core. Approved by AAC 10-0-0 [Appendix J](#)
- viii. Program Proposal from the Department of Foreign Languages
 - 1. Revise program requirements for B.A. in Spanish with Teacher Licensure to accommodate new Professional Studies Core. Approved by AAC 10-0-0 [Appendix K](#)
- ix. Program Proposal from the Department of Music
 - 1. Revise program requirements for B.M. in Music Education to accommodate new Professional Studies Core. Approved by AAC 10-0-0 [Appendix L](#)
- x. Program Proposal from the Department of Art
 - 1. Revise program requirements for B.A. in Art Education to accommodate new Professional Studies Core. Approved by AAC 10-0-0 [Appendix M](#)
- xi. Program Proposals from the Department of Marketing, Management, and International Business
 - 1. Revise Minor in Marketing. Approved by AAC 10-0-0
 - 2. Create a Minor in Management. Approved by AAC 10-0-0
 - 3. Revise International Business track in the B.S. in Business Administration. Approved by AAC 10-0-0

[Appendix N](#)

- xii. Program Proposal from the Department of History (GenEd)
 - 1. Add HST 1030, Introduction to African American History, to the General Education Curriculum. Approved by AAC 10-0-0 [Appendix O](#)

- xiii. Proposal to add courses to the QEP. Approved by AAC 10-0-0 [Appendix P](#)
- xiv. Proposal to create a Posthumous Degree Policy. Approved by AAC 10-0-0
[Appendix Q](#)

Academic Affairs Report: [Appendix R](#)

- b. Faculty and Institutional Affairs Committee—Jonathan Maisonpierre
 - 1. Proposal to amend the Calendar of Events for One-Year Contract Review of Non-Tenure-Track Faculty [Appendix S](#)
 - 2. Proposal to revise handbook material on the Procedure for Evaluation of Non-Tenure Track Faculty to reflect material in other sections of the handbook.
[Appendix T](#)
 - 3. Recommendation to the Division of Academic Affairs: Increased administrative oversight is needed to ensure that all policies and procedures in the Faculty Handbook (especially those regarding faculty evaluation) be adhered to by all parties involved (e.g. faculty, chairs, and deans).
- c. Student Affairs and Campus Life—Jamie Litty
- d. Special Committees

F. UNC Faculty Assembly Report

- 1. Proposal to endorse three Faculty Assembly Resolutions:
 - a. 2013-06 (budget cuts and mission reevaluations)
 - b. 2013-07 (general education competencies)
 - c. 2013-08 (development and implementation of the Comprehensive Articulation Agreement) [Appendix U](#)

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

H. Graduate Council: [Appendix W](#)

I. Other Committees

- 1. Task Force for Teaching Excellence [Appendix X](#)
- 2. Honor College Council [Appendix Y](#)
- 3. Institutional Research Board [Appendix Z](#)
- 4. SPARC2 [Appendix AA](#)
- 5. Traffic Control Board: [Appendix BB](#)
- 6. Technology Report [Appendix CC](#)
- 7. University Athletics Committee [Appendix DD](#)

J. Unfinished Business

K. New Business

L. Announcements

Appendix A

The University of North Carolina at Pembroke

Faculty Senate Minutes

Wednesday, April 3, at 3:30 pm

213 Chavis University Center

Susan Cannata, Chair

Roger Guy, Secretary

Members of the Senate:

To 2013	To 2014	To 2015
ART Richard Gay	ART Adam Walls	ART June Power
EDN Betty Brown	EDN Jeff Bolles	EDN Marisa Scott
LET Robert Brown	LET Scott Hicks	LET Susan Cannata
NSM Leon Jernigan	NSM Jeremy Sellers	NSM Maria Pereira
SBS Jack Spillan	SBS Victor Bahhouth	SBS Mike Spivey
At-Large Roger Guy	At-Large Cherry Beasley	At-Large Judy Curtis
At-Large Sherry Edwards	At-Large Jonathan Maisonpierre	At-Large Jesse Peters
At-Large Jamie Litty	At-Large David Nikkel	At-Large Kim Sellers
Chancellor Kyle Carter Provost and Vice Chancellor for Academic Affairs Ken Kitts		

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

Members Absent:

Order of Business

A. Roll Call

B. Approval of Minutes:

Approval of Minutes of the March 6 meeting . The minutes were approved unanimously

C. Adoption of Agenda The minutes were approved unanimously

D. Reports from Administration

1. Chancellor—Dr. Kyle Carter

The Chancellor reported on his meeting with North Carolina legislators regarding the 2013-2014 budget. He stated that while legislators support higher education, they view it as part of the entire state budget. From the meeting he surmised that the proposed budget reductions for higher education would be less than the Governor's proposed budget. He also urged the entire faculty community to welcome the members of the Board of Governors who will visit campus on April 11th and 12th by attending campus events hosted in their honor.

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

Provost Kitts acknowledged the School of Business for receiving ACSB accreditation. The provost also reported that he was developing a plan of action based on the recommendations of the COACH survey task force.

E. Reports of Committees:

1. Operations Committees

a. Executive Committee—Susan Cannata

Dr. Cannata reported that Academic Affairs had agreed to purchase Survey Monkey to conduct Senate elections and the yearly faculty evaluation of administrators. She also announced that the meeting of the General Faculty will take place at 3:30 p.m. on May 3rd.

i. Proposals to amend catalog material re: transfer students

Senator Nikkel motioned to amend section 7 to read:

Complete a minimum of 9 semester hours above the General Education Program level in the major field of study at UNC Pembroke. **This does not contravene the minimum requirement of 15 total hours of 3000 or 4000 level courses in any major:**

The motion was seconded and passed 13-10-0

Amended proposal passed 15-8-0

b. Committee on Committees & Elections—Scott Hicks

c. Faculty Governance Committee—Beverly Justice

i. Proposal to amend Faculty Senate By-Laws re: membership of Senate committees and subcommittees

Senator Curtis motioned to return the proposal to Faculty Governance to more fully consider all committee memberships. **The motion was seconded and passed 23-0-0**

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

Dr. Murray expressed strong support from the committee for the recommendation to modify the brick wall landscaping (item 2 c i below). He also reported on the efforts to improve the safety for pedestrian traffic on Prospect Road based on the finding of a Department of

Transportation report. He noted that one recommendation to reduce the speed limit had been accomplished and that other recommendations would require funding. He also recommended that a student representative be appointed to the HSEC.

2. Standing Committees

a. Academic Affairs Committee—Jesse Peters

i. Program proposals from the Department of English and Theatre

1. Delete the existing Minor in Writing.
2. Create new Minor in Rhetoric and Professional Writing.

Proposals passed 23-0-0

ii. Program proposal from the Department of Nursing

Create a Master of Science in Nursing Program.

Proposal passed 23-0-0

iii. Program proposals from the School of Business

1. Revise the Minor in Business Administration.

Proposal passed 23-0-0

2. Create Passport to Professional Success Program, a graduation requirement for all undergraduate students in the School of Business.

Proposal passed 22-0-1

iv. Proposal to add course to the QEP. Approved by AAC 9-0-0

Proposal passed 21-2-0

v. Proposal from the Department of Chemistry and Physics

Add a prerequisite grade of C- or better to the current prerequisite of CHM 1300

Proposal passed 23-0-0

vi. Recommendation: “The UNCP Senate recommends that the Registrar’s Office prepare and make available at the end of the first week of each semester a list of classrooms’ days and times available for Supplemental Instruction.”

Proposal passed 23-0-0

vii. Recommendation: “The UNCP Senate recommends that the section beginning on page 23 of the current catalogue be renamed with the heading “Academic Enrichment Courses,” to include LIB 1000 and courses such as Freshman Seminar and CAR 1010 Introduction to Career Development; and that “Academic Enrichment Courses” be included in the Table of Contents and the Index.”

Proposal passed 23-0-0

b. Faculty and Institutional Affairs Committee—Jonathan Maisonpierre

i. Proposal to amend the form for the Academic Affairs Division of the Faculty Evaluation of Administration

Proposal passed 23-0-0

- ii. Recommendation re: Electronic Database for Faculty Records
Proposal passed 23-0-0

- c. Student Affairs and Campus Life—Jamie Litty
 - i. Recommendation: “The UNCP Senate recommends to the Chancellor a modification to the brick-wall landscaping in front of Lumbee Hall to improve visibility of/for motorists, skateboarders, cyclists, pedestrians, etc., at the stop-sign intersection of Braves Drive and University Drive.”
Proposal passed 22-1-0

- d. Special Committees

F. UNC Faculty Assembly Report

G. Teacher Education Committee

H. Graduate Council

[Reports for F-H are included in the Agenda.]

I. Other Committees

J. Unfinished Business: No unfinished business

K. New Business: No new business.

L. Announcements

M. Adjournment

Meeting adjourned 4:58 p.m.

Respectively Submitted

Roger Guy, Secretary

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Appendix B

Proposed Appointments from CCE for 2013-14 Academic Year

Student Affairs and Campus Life:

Erik Tracy (SBS, Psychology)

Health, Safety, and Environment:

June Power (ARTS)

Jeff Bolles (EDUC)

Walter Lewallen (LETT)

Curriculum:

Tulla Lightfoot (ARTS)

Marian Wooten (EDUC)

Teagan Decker (LETT)

Rachel Smith (NSM)

Joanne Hessmiller (SBS)

Enrollment Management Subcommittee:

Anita Guynn (LETT)

Student Academic Support Services:

Laura Staal (EDUC)

Kathryn Allen (LETT)

General Education:

Lisa Mitchell (EDUC)

Faculty Development and Welfare:

Brandon Sanderson (ARTS)

Kim Sellers (EDUC)

Shilpa Regan (SBS)

Faculty Evaluation Review:

Carol Higy (EDUC)

Sherry Edwards (SBS)

Nominations for Faculty Conciliator (SGA chooses one):

Sharon Bell

Nicholas Freeman

Mary Ann Jacobs

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Appendix C

FACULTY GOVERNANCE COMMITTEE REPORT TO SENATE, MAY 1, 2013

PROPOSED CHANGES TO THE MEMBERSHIPS OF THE FACULTY SENATE SUBCOMMITTEES

**Rationale*

- *The composition of the General Education Subcommittee was stated in multiple places, so one of those is being deleted.*
- *The Vice President for Enrollment Management is being deleted from EMS as that title/position no longer exists. This position on the subcommittee is being replaced with both the Executive Director for Enrollment Planning and Recruitment and the Assistant Vice Chancellor for Student Academic Support and Retention. Both of these administrative positions have oversight of areas that fall under the charge of this group.*
- *The Registrar/Financial Aid Director/Assistant Vice Chancellor for Student Academic Support and Retention/Executive Director for Enrollment Planning and Recruitment on EMS represent multiple layers of administrators. Therefore, the Registrar/LIS and Financial Aid Director are being removed from the membership.*
- *The EMS chair and/or supervising administrative member can ask for the department head's attendance/input at any time.*
- *Three at-large faculty members are being added to EMS to make faculty representation comparable to the Curriculum Subcommittee and to ensure faculty majority. It seems necessary to have more than five faculty vetting high-stakes proposals being considered by these groups and no other committee/subcommittee that considers academic/faculty issues has less than 6 faculty members.*
- *On the Gen Ed Subcommittee, the removal of the Dean of Arts and Sciences was approved by the Senate on May 4, 2011.*

By-Laws for the Faculty Senate

ARTICLE VI. FUNCTION AND SCOPE OF STANDING COMMITTEES, SUBCOMMITTEES, CONTINUING COMMITTEES AND OTHER COMMITTEES

The three Standing Committees will be:

- Academic Affairs
- Student Affairs and Campus Life
- Faculty and Institutional Affairs.

Section 1. Academic Affairs Committee

B. The Academic Affairs Committee will be composed of thirteen voting members:

1. Eight Senators,
2. The Provost and Vice Chancellor for Academic Affairs,
3. The four Chairs of Subcommittees of the Academic Affairs Committee.

C. The Committee shall have four subcommittees:

4. The General Education Subcommittee shall review the established/published goals of the General Education Program to ensure their concurrence with the University mission; review proposed changes in the General Education requirements for policies to ensure

their concurrence with established program goals; and consider other matters referred to it. ~~The Subcommittee shall be composed of a representative of the Office of Academic Affairs, the Dean of the College of Arts and Sciences and one faculty member from each of the following areas: Arts, Business/Economics, Education/Physical Education, Humanities, Natural Science/Mathematics, and Social Sciences. Members are to be selected from academic departments.~~

Section 4. The Composition of Subcommittees and Boards

The Subcommittees and Boards shall be composed as follows, with each member having one vote:

A. Academic Affairs Committee

1. The Subcommittee on Curriculum:

Two Representatives from each Division,
One Representative from the Office for Academic Affairs,
Registrar,
SGA Secretary,
SGA Senator.

2. The Enrollment Management Subcommittee

One faculty member from each division, one of whom shall Chair the subcommittee, and 3 at-large faculty members from departments not already represented,

~~Vice Chancellor for Enrollment Management,~~
Executive Director of Enrollment Planning and Recruitment,
Assistant Vice Chancellor for Student Academic Support and Retention,
~~Registrar/Liaison for Information Services,~~
~~Financial Aid Director or designee~~

One SGA representative.

4. The General Education Subcommittee

One faculty member representing each of the following General Education areas (one of whom will Chair the subcommittee):

Arts
Business/Economics
Education/Physical Education
Humanities
Natural Science/Mathematics
Social Sciences

~~Dean of the College of Arts and Sciences~~

A Representative of the Office of Academic Affairs

Appendix D

Proposals from the Department of Sociology and Criminal Justice

1. Program Proposal: Make CRJ 4230 a required course in the Minor in Terrorism Studies, replacing PLS 4170

Rationale: PLS 4170, International Security Policy, is on a two year deployment schedule. This time schedule has made it difficult for students in the minor to meet program requirements.

Additionally, the Sociology and Criminal Justice Department has more resources to devote to course offerings for the minor. The Chair for the Political Science Department has endorsed this change.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: Department of Political Science

This proposal has minimal impact on this department. The PLS 4170 course will remain in the Program. It just will not be a Core Course Requirement. The Department Chair has endorsed the change.

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Description

TERRORISM STUDIES MINOR

Coordinator: Robert McDonnell

The minor in terrorism studies is designed to accommodate the student who is majoring in criminal justice, political science, religion, or some other discipline and is interested in pursuing a career in law enforcement, corrections, law, and/or government. It provides the student an interdisciplinary approach within the social sciences and addresses the unique challenges presented by terrorism and its impact on our national security and the political world. The program examines how this phenomenon impacts democratic societies and the geo-political environment in the face of an unparalleled threat environment.

Requirements for a Minor in Terrorism Studies:	Sem. Hrs.
Core Courses: CRJ 2010, CRJ 4200, PLS 4170 , CRJ 4230	9
Electives: Select three of the following courses: CRJ 4210, CRJ 4220, CRJ 4230 , REL/PLS 3025, REL 3280, PLS 4170, PLS 4190	9
Total:	18

2. Program Proposal: Revise Minor in Gender Studies, adding HST 4120 and giving students more flexibility when completing the program. The proposed changes to the interdisciplinary Gender Studies Minor remove the distinction between core courses and electives, requiring students to select 18 hours from at least two different disciplines. The changes also add HST 4120: The History of Sexuality, which has already been approved by the curriculum committee.

Rationale: Because some course offerings required for the minor are offered infrequently, students have had difficulty completing the minor in a timely manner. I have had a number of students enthusiastically add the minor, only to be very disappointed later on about having to drop the minor so that they do not delay their graduation date. The proposed changes would offer more flexibility to enable students to select from courses as they are available, making the minor more accessible to students.

Dept vote: 14 for; 0 against; 1 abstain

Affect others: Yes

Departments affected and how: If the proposed changes in the minor achieve the intended purpose, it may increase demand for course offerings. This would most affect Sociology, English, and History. I have secured the approval of the department chairs below.

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Description

Requirements for a Minor in Gender Studies

~~Core: 6 hours from SOC 3540, ENG 2080, HST 3800, 4070, SWK 3040~~

~~Electives: 12 hours from remaining core courses of SOC 3030, 3870, 3890; SOC/SAB 4610; AIS 4250; NUR 4210~~

~~**Total: 18**~~

Requirements for a Minor in Gender Studies

Students must take 18 hours from the courses listed below, selecting courses from at least two different disciplines (AIS, ENG, HST, NUR, SOC, or SWK)*: AIS 4250, ENG 2080, HST 3800, HST4070, HST 4120, NUR 4210, SOC 3030, SOC 3540, SOC3890, SOC/SAB 4610, SOC/SWK3870, SWK3040

*Permission of the Gender Studies Coordinator is required before any special topics course may be used to meet the requirements for the minor in Gender Studies.

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Appendix E

Proposals from the Department of English and Theatre

1. Program Proposal: Revise Theatre Major to better match standard practices in UNC system. Change the Theatre Major requirements as follows:

- Delete SPE 2000/2010, six hours of foreign language, and 4210 from core requirements
- Delete THE 4210 Arts Administration from the program
- Add THE 2350 Stage Management, THE 3310 Stage Directing, and THE 1640 Stage Makeup to the core requirements.
- Add menu of options THE 3340, 1650, 3330, and 3530 to the core from which students select two
- Add new senior capstone course (THE 4020) to the core
- Change name of Play Production to Theatre Practicum
- Change name of Play Production 1620 to Theatre Practicum: Introduction
- Change requirements for Play production (Theatre Practicum) to include one course in each of the following four areas: Wardrobe/Makeup Crew, Production Crew, Lighting Crew, and Assistant Stage/Stage Management. This involves creating course numbers 2020-2100, and increases the number of play production requirements from three to seven, allowing up to 3 credits for performance.
- Add SPE 2000/2010 and THE 3170 to Theatre program electives.
- Add MUS 1121, 1641, 2430, 2440, 1001-3001 to Theatre program electives.
- Add ENG 2470 to the core.
- Reduce general electives from 27 to 14.

Rationale: A survey of seventeen North Carolina public and private colleges and universities reveals that proposed changes to the major at UNCP will bring the major more into line with standard curriculum design for a Liberal Arts BA degree.

Core Courses	# Universities Requiring These Courses in the Core
Languages	0
Fundamentals of Speech	0
Interpersonal Communications	0
Performing Arts Administration	0
Directing	10 (2 additional include as options)
Senior Capstone/Seminar	9
Costume/Set/Lighting/Makeup Design	13 (Most have menu of options among these)

The survey information reveals that proposed changes to the major at UNCP will bring the major more into line with standard curriculum design for a Liberal Arts BA degree. Fundamentals of Speech, Interpersonal Communication, and Languages, while valuable courses in a liberal arts education, is part of a model in which theatre degrees were once more closely aligned with English, Speech and Communications. Interpersonal Communication and Fundamentals of Speech now more appropriately belong in the degree as electives. Languages appropriately remain available as an option in General Education for our students.

The National Association of Schools of Theatre (NAST) maintains that a Liberal Arts Theatre Curricula normally adheres to the following structural guidelines: Requirements in general studies comprise 50-70% of the total program; theatre, 20-25%; performance and theatre electives, 10-20%. Theatre studies, performance, and theatre electives normally total between 30% and 45% of the total curriculum. Currently our major comprises only 27.5% (33 hours). The proposal raises theatre courses required to 43.3% (52 hours). The proposal effectively raises the percentage of theatre courses from 27.5% to 43.3%,

making the major more rigorous within the theatre curriculum, but without going over the guidelines recommended by NAST.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: Yes

Departments affected and how: Music Department courses have been added to electives.

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Description of Programs and Courses (see pp. 22-23)

2. Program Proposal: Revise Theatre Minor to divide practicum courses into categories. Revise Theatre Minor as follows:

- Change course numbers of Play Production (Theatre Practicum) requirement from 2620-4630 to 2020-2100.
- Delete THE 4210 and “participation in two University Theatre Productions” from the list of options under the Business/History section.

Rationale: The play production program is being realigned into five new categories, including Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager and Acting. The new course numbers reflect this realignment. THE 4210 is being deleted from the Theatre Major. The language “participation in two University Theatre Productions” is redundant, since Theater Minors are required to take two “Theatre Practicum” courses involving participation in two University Theater Productions.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

Attached: Catalog Description of Programs and Courses ("Marked" version first)

ENGLISH: THEATRE ARTS

Students who major in Theatre Arts are required to participate in the University Theatre, a performance program housed in the Givens Performing Arts Center, which provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

Requirements for B.A. Degree in English: Theatre Arts

Sem.

Hrs.

Freshman Seminar

1

General Education Program

44

Major Requirements

Core Major Courses: ~~SPE 2000 or 2010~~; ~~ENG 2470~~; ENG 3540; ENG 4570;
~~six semester hours of foreign language [may be two languages]~~

15 9

THE 2010, 2330, 2500, 2350, 3310, 3530 ~~or 4210~~; 3600, 3610; THE 1620, 1640;

Two courses from: THE 1650, 2340, 3330, 3340,

~~Two courses from 2620-4630 Play~~

THE 2020-2080, and three additional courses from 2020-2100:

2020 Wardrobe/Makeup Crew

2040 Production Crew
 2060 Lighting Crew
 2080 Assistant Stage Manager/Stage Manager
 2100 Acting
 THE 4020 Senior Capstone 2+ 43

Twelve hours of major courses from: SPE 2000 or 2010, THE 2630-4630, ~~1640~~, 1650, 1810, 1820, 2070, 2340, ~~2350~~, 3010, 3040, 3310, 3170, 3330, 3340, 3530, 4010, ~~4210~~, 4530, 4540; THES 3xxx
 MUS 1121, 1641, 2430, 2440, 1001-3001 12

Electives 27 14
 Total: 120

Options for a Minor in Theatre

Required courses: THE 1620, 2010, 2500; two courses from THE ~~2620-4630~~ 2020-2080 as advised (9 hours);

Choose one course from the following Technical Theatre section: THE 2330, 2340, 3330, or 3340 (3 hours);

Choose one course from the following Business/History section: THE 3530, 3600, 3610, ~~or 4210~~ (3 hours); ~~participation in two University Theatre Productions;~~

Electives—Choose 5 hours from the following: THE 1640, 1650, 1810, 1820, 2070, 2340, 2350, 3010, 3040, 3310, 3330, 3530, 3600, 3610, 4010, 4210; THES 3xxx

("Clean" version)

ENGLISH: THEATRE ARTS

Students who major in Theatre Arts are required to participate in the University Theatre, a performance program housed in the Givens Performing Arts Center, which provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

Requirements for B.A. Degree in English: Theatre Arts Sem.

Hrs.
 Freshman Seminar 1
 General Education Program 44

Major Requirements
 Core Major Courses: ENG 2470; ENG 3540; ENG 4570; 9

THE 2010, 2330, 2500, 2350, 3310, 3530, 3600, 3610; THE 1620, 1640;
 Two courses from: THE 1650, 2340, 3330, 3340,
 Four courses from four Theatre Practicum Areas THE 2020-2080, and three additional courses for a total of 7 (Up to 3 may be for acting):
 2020 Wardrobe/Makeup Crew
 2040 Production Crew
 2060 Lighting Crew
 2080 Assistant Stage Manager/Stage Manager
 2100 Acting

THE 4020 Senior Capstone	43
Twelve hours of major courses from: SPE 2000 or 2010, THE 2630-4630, 1650, 1810, 1820, 2070, 2340, 3010, 3040, 3310, 3170, 3330, 3340, 3530, 4010, 4530, 4540; THES 3xxx	
MUS 1121, 1641, 2430, 2440, 1001-3001	12
Electives	14
Total:	120

Options for a Minor in Theatre

Required courses: THE 1620, 2010, 2500; two courses from THE 2020-2100 as advised (9 hours);

Choose one course from the following Technical Theatre section: THE 2330, 2340, 3330, or 3340 (3 hours);

Choose one course from the following Business/History section: THE 3530, 3600, 3610 (3 hours);

Electives—Choose 5 hours from the following: THE 1640, 1650, 1810, 1820, 2070, 2340, 2350, 3010, 3040, 3310, 3330, 3530, 3600, 3610, 4010, 4210; THES 3xxx

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Appendix F

Proposal from the School of Education

Program Proposal: Replace the existing Educator Preparation Core with a new Professional Studies Core for all Teacher Education students

Rationale: The proposed new Professional Studies Core will enable Teacher Education majors to achieve the professional and pedagogical knowledge and skills prescribed by the NC State Board of Education, the NC Professional Teaching Standards Commission, and the Council for the Accreditation of Educator Preparation (CAEP) formerly known as the National Council for the Accreditation of Teacher Education (NCATE).

Requirements for all teacher education majors

- The new EDN 2100 - Introduction to Education course will be the "gateway" course required of all teacher education majors for admission into the Teacher Education Program (TEP), and students must earn a grade of "C" or better in this course to be admitted into the TEP. (The Professional Pedagogy and Research Department approved the development of the new EDN 2100 -- Introduction to Education course thereby deleting EPC 2020 and EPC 2030 as program requirements.)
- All teacher education majors will also be required to take SED 3310 -- Introduction to Exceptional Children as part of the Professional Studies Core.

Requirements for teacher education majors dependent upon specific major

- Elementary Education majors will continue to take the current ELE 2010 -- Child Development and Cultural Dynamics, ELE 4040 -- Literacy and Language Arts I in the Elementary School, and ELE 4050 -- Literacy and Language Arts II in the Elementary School.
- Birth-Kindergarten majors will continue to take the current ECE 2030 -- The Developing Young Child, ECE 4010 -- Integrated Curricula and Appropriate Practices: Infants & Toddlers; ECE 4020 -- Integrated Curricula and Appropriate Practices: Preschoolers; and ECE 4030 -- Integrated Curricula and Appropriate Practices: Kindergarten.
- Middle Grades (6-9) and Secondary (9-12) majors will take EDN 3140 -- Aspects of Human Development and Educational Psychology for Grades 6-12 and EDN 3130 -- Content Area Literacy. (Note: Current EPC 3030 course is being revised and will become EDN 3130; proposal is being presented in 3-6-13 TEC meeting.)
- K-12 majors will take EDN 3150 -- Developmental Perspectives of Educational Psychology and EDN 3130 -- Content Area Literacy.
- Special Education majors will take a new Reading course yet to be developed. (Note: New course proposal is being presented in 3-6-13 TEC meeting.) The course will focus on foundational reading skills and strategies including phonics instruction. Special Education majors will also take EDN 3150 -- Developmental Perspectives of Educational Psychology.

Teacher Education Committee vote: 24 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: All undergraduate Teacher Education programs: Special Education; Birth-Kindergarten; Elementary; K-12 Licensures in Health & P.E., Art, Music, and Spanish; Middle Grades and Secondary programs in English, Social Studies, Math, and Science

Affected Chair: Off

Additional Resources: yes

Additional Resources required: It will be necessary to offer both the existing EPC courses and the new EDN courses for several years until all currently-enrolled students have completed the program requirements listed in the catalog under which they entered the university. All faculty positions in the Professional Pedagogy and Research (PPR) Department will be assigned to primarily these courses to

make sure an adequate number of sections of all courses will be offered during the 2013-14 academic year. One faculty member will be on sabbatical during the year, but this vacant position will be filled with a one-year faculty appointment to ensure course coverage. Additionally, faculty from the Special Education and Reading Education Programs will be assigned responsibility for teaching the courses in exceptional children and reading as part of their load. Additional resources will be made available from the Dean's office and the Office of Distance Education to hire a limited number of adjunct faculty, as needed.

Attached: extract of minutes from April 4, 2013, Curriculum Subcommittee meeting; notes from April 9, 2013, Teacher Education Committee meeting; EPC to EDN Course Crosswalk and explanation; Teacher Education Program Catalog Copy; detailed rationale provided to subcommittee on March 31, 2013

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Appendix G

Proposals from the Department of Educational Specialities

1. Program Proposal: Replace 18-hour Academic Concentrations for B.S. in Special Education with 3 Content Area Options (students select one): English Language Arts (ELA), Mathematics, and Science.

Rationale: Given the needs of our majors and the school districts served, we are proposing to eliminate the 18 hour Academic Concentration Course requirement and use some of the hours towards the creation of an ELA (English Language Arts) Content Area Focus, Mathematics Content Area Focus, and a Science Content Area Focus. Special Education majors would be required to select from one of the three (3) indicated Content Area Focuses. In addition, the Board of Governors no longer requires Special Education majors to have an academic/professional concentration.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: English and Theatre Biology Chemistry and Physics Geology and Geography Mathematics and Computer Science

Affected Chair: Off

Additional Resources: No

Additional Resources required:

2. Program Proposal: The Birth-Kindergarten Education Program is changing its Educator Preparation Core to the Professional Studies Core to be consistent with the requirements within the School of Education

Rationale: The School of Education is changing the Educator Preparation Core to the Professional Studies Core; therefore, the Birth-Kindergarten Program is changing its requirements to be consistent with the School of Education requirements.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)

Interim Coordinator: ~~Judith Anne Losh~~ 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.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Educator Preparation Professional Studies Core EPC 2010, 2020, 2030, 2040, 3010, 3020 EDN 2100; SED 3310; ECE 2030	12 9
Essential Standards ECE 2020, 2040, 2050, 3110, 3120, 3130, 3140 EDN 2900	27 24
Content Pedagogy ECE 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4460, 4750	35
Electives	9 15
	Total: 128

3. Program Proposal: Revise program requirements for B.S. in Special Education as follows:
Replace Educator Preparation Core with Professional Studies Core

- Remove EPC 2010, EPC 2020, EPC 2030, EPC 2040, EPC 3010, EPC 3020, and EPC 3030
- Add EDN 2100: Introduction to Education, EDN 33140: Developmental Perspectives of Educational Psychology Grades K through 12, EDN 3130: Content Area Literacy; and RDG 2000: Foundations for Reading and Language Acquisition

Decrease Essential Standards requirements from 32 to 24 credit hours. Essential Standards will include:

- SED 3110: Assistive Technology (3)
- SED 3320: Special Education Laws, Policies, and Procedures (3)
- SED 3330: Teaching Students who need Adaptive or Functional Curricula (3)
- SED 3350: Assessment of Students with Mild to Moderate Disabilities
- SED 3040: Working with Families of Diverse Students with Disabilities (3)
- SED 4030: Collaboration in School and Community for School Professionals (3)
- SED 4250: Transition Planning for Students with Disabilities (3)
- SED 4310: Discipline and Classroom Management (3)
- EDN 2900: Research and Writing in Education(3)

Increase Content Pedagogy requirements from 18 to 27 credit hours. Content Pedagogy will include:

- SED 3340 Instructional Strategies for Students With Mild to Moderate Disabilities (3)
- SED 4310 Discipline and Classroom Management (3)
- SED 4320 Classroom Considerations and the IEP for Special Education Student s (3)
- SED 4330 Diagnosing and Remediating Mathematics Problems (3)
- SED 4340 Diagnosing and Remediating Reading and Writing Problems (3)
- SED 4360 Professional Seminar for Special Education Teacher Candidates (3)
- SED 4960 Internship for Special Education Teacher Candidates (3)

Rationale: In response to the School of Education changing core content, the courses above will replace the current courses within the Educator Preparation Core. After review of current Special Education specialty standards and North Carolina Professional Teaching Standards, it was necessary to realign current courses and the one new course (SED 4030) to better reflect the areas of Essential Standards and Content Pedagogy.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: Department of Professional Pedagogy and Research

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Catalog Copy: After 10.3

4. Program Proposal: Revise Professional Concentration in Special Education. Two courses in the Professional Concentration in Special Education are being removed SED 3310: Introduction to Exceptional Children and SED 3360: Differentiation of Instruction. These courses will be replaced with SED 3110: Assistive Technology and SED 3320: Special Education Law, Policies, and Procedures.

Rationale: SED 3310: Introduction to Exceptional Children is being offered as a course for all education majors and it will be included within the Educator Preparation Core classes. Therefore, it is necessary to replace this course with another Special Education program course, SED 3320: Special Education Law, Policies, and Procedures. SED 3360: Differentiation of Instruction is being deleted from the Special

Education program course requirements. Therefore, another course is necessary to replace these hours. SED 3110: Assistive Technology will replace SED 3360. SED 3110 is currently offered as part of the Special Education program.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

Attached: Catalog Listings

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Marisa Scott

Upon successful completion of the program of study in Special 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	Sem. Hrs.
Freshman Seminar and General Education	45
Educator Preparation Professional Studies Core EPC 2010, 2020, 2030, 2040, 3010, 3020, 3030 EDN 2100, 3130, and 3150; RDG 2000; SED 3310	15
Essential Standards SED 3040, 3110, 3310, 3320, 3330, 3340, 3350, 4310, 4330, 4030, 4250, 4350, 4340 EDN 2900	32-24
Content Pedagogy SED 3360, 3340, 4310, 4320, 4330, 4360, 4960	18-27
Professional Concentration Content Area Option (18-24 13-16 depending upon selection concentration program requirements)	18 13-16
	Total: 128-124-127

("clean" version)

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Professional Studies Core EDN 2100, 3130, and 3150; RDG 2000; SED 3310	15
Essential Standards SED 2040, 3110, 3320, 3330, 3350, 4030, 4250; EDN 2900	24
Content Pedagogy SED 3340, 4310, 4330, 4360, 4960	27
Content Area Option (13-16 depending upon selection)	13-16
	Total: 124-127

Content Area Focus: Special Education majors are required to select one of the three (3) content areas: ELA, Mathematics, and Science.

English Language Arts/ELA Content Area (15 hours):

ENG 3460: Aspects of English Language (3);
 ENG 3710: English Grammar (3);
 RDG course (3)
 RDG 3100: Teaching with Children’s Literature (3)
 RDG 3200: Diagnosis and Remediation of Reading Difficulties (3)

Mathematics Content Area (15-13 hours)

MAT 1070: College Algebra (3)/MAT 1080: Plane Trigonometry OR MAT 1090: Precalculus (4)
 MAT 1080: Plane Trigonometry (3)
 MAT 2110: Survey Geometry (3)
 MAT 2210: Calculus I (4)
 MAT 2500: Introduction to Teaching Mathematics in Middle and Secondary Schools (2)

Science Content Area (16 hours)

PHS 1100: Physical Science I (3)
 PHS 1110: Physical Science II (3)
 GLY 1150: Earth Science (3)
 SCE 3000: Early Experiences for Prospective Science Teachers (1)
 SCE 3010: Early Laboratory Experiences for Prospective Science Teachers (3)
 SCE 3500: The Teaching of Science in the Middle Grades (3)

Requirements for a Professional Concentration in Special Education	Sem. Hrs.
Required courses: SED 3310 Introduction to the Exceptional Child SED 3110 Assistive Technologies SED 3320 Special Education Law, Policies, and Procedures SED 3340 Instructional Strategies for Students with Mild to Moderate Disabilities SED 3350 Assessment of Students with Mild to Moderate Disabilities SED 3360 Differentiation of Instruction for Special Education Students *SED 4310 Discipline and Classroom Management *SED 4320 Classroom Considerations and the IEP for Special Education Students	
	Total: 18

NOTE: ~~All the courses in the Special Education Concentration require admission to the Teacher Education Program.~~ *courses require admission to the Teacher Education Program

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Appendix H Proposal from the Department of Elementary Education

Program Proposal: Make the following changes to the B.S. in Elementary Education requirements:

1. Add EDN 2100 Introduction to Education and SED 3310 Introduction to Exceptional Children
2. Remove EPC 2010, EPC 2020, EPC 2030, EPC 2040, EPC 3010 and EPC 3030 from the degree requirements
3. Add 6 credit hours of electives to the current 2 hours of electives, for a total of 8 hours. All electives should be listed as 'guided electives' in the catalog

Rationale: The program revision is being made to accommodate changes in the professional core courses in the Teacher Education Program and to align the elementary education program with other teacher education in the unit.

We are not adding the new EDN child development course (3 hrs) because the program already includes ELE 2010, Child Development and Cultural Dynamics, (3 hrs). We are not adding the new EDN reading course(3 hrs) because the program already includes ELE 4040, Literacy and Language Arts I in the Elementary School (3 hrs) and ELE 4050, Literacy and Language Arts II in the Elementary School (3 hrs), designed to meet the 2009 NC Teaching and Learning Standards. In addition, we offer a course in purposeful assessment for learning (3 hrs) and classroom design and management (3 hrs.) as part of the current program.

The department plans to research and explore options for the six (6) elective hours gained from the two EPC courses and plan to bring a curriculum proposal in fall 2013 or spring 2014 to effectively utilize these hours. A new exit test was adopted recently for North Carolina elementary education majors.

The MTEL (Massachusetts Test for Educator Licensure) will be required for all graduating elementary education majors, effective in summer 2014, to replace the current PRAXIS II. We will consider options by working with other elementary program coordinators at state and private institutions, inviting our faculty to take the test when available, and using the information and data gathered to make the best decisions for our program.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Educator Preparation Core — EPC 2010, 2020, 2030, 2040, 3010, 3020	12
Professional Studies Core EDN 2100, SED 3310	6
Essential Standards ELE 2010, 2020, 2030, 2900, 4010, 4020, 4030, 4040, 4050 HST 3170	30
Content Pedagogy ELE 3010, 3020, 3030, 4060, 4070	21
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.)	18
General Electives	2
Guided Electives	8
Total:	128

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Appendix I

Program Proposal from the Department of Health, Physical Education, and Recreation

Program Proposal: Revise program requirements for B.S. in Physical Education to accommodate new Professional Studies Core

1. Delete these courses from degree requirements:
 - a. EPC 2010, Technology Applications for Teachers (2 sh)
 - b. EPC 2020, Introduction to Education, Ethics and Professionalism (1 sh)
 - c. EPC 2030, Education Preparation for 21st Century Schools (2)
 - d. EPC 2040, Introduction to Exceptional, Diverse and At-Risk Students (3)
 - e. EPC 3010, Psychology of Learning and Development (2)
 - f. EPC 3020, Curriculum, Research and Assessment (2)
 - g. EPC 3030, Reading Strategies for the 21st Century (3 sh)
2. Add these courses to degree requirements:
 - a. EDN 2100, Introduction to Education (3 sh)
 - b. EDN 3150, Developmental Perspectives of Educational Psychology for Grades K-12 (3 sh)
 - c. SED 3310, Introduction to Exceptional Children (3 sh)
 - d. EDN 3130, Content Area Literacy
3. Add 3 hours of elective credits to degree requirements.

Rationale: The program revisions are being made to accommodate changes in the core foundation courses in the Teacher Education Program and to align the Physical Education program with other Teacher Education licensure programs.

Dept vote: 34 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education (*should take PED 1380 in Gen. Ed.)	45(43)*
Specialty Area PED 1010, 1380 (also meets Gen Ed. Req.)*; PED 2000, 2040, 2060, 2070, 3120, 3480, 3490, 4120, 4150, 4240; 2 1-hour coaching courses HLTH 1060, 3300, 3650, 3770, 4100, 4700	40
Educator Preparation Core EPC 2010, 2020, 2030, 2040, 3010, 3020, 3030	15
Professional Studies Core EDN 2100, 3130, 3150, SED 3310	12
Content Pedagogy PED 3000, 3170, 3175, 3020, 4040, 4060 EDN 4490	20
General Electives	3
	Total: 120

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Appendix J

Program Proposal from the Department of History

Program Proposal: Revise program requirements for B.A. in History: Social Studies Education to accommodate new Professional Studies Core

- a. Remove these Educator Preparation core courses:
 - EPC 2020 Introduction to Education, Ethics, and Professionalism (1 sh)
 - EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students (3 sh)
 - EPC 3010 The Psychology of Learning and Development (2 sh)
 - EPC 3030 Reading Strategies for the 21st Century (3 sh)
- b. Remove these Essential Standards courses:
 - ECN 2020 Principles of Microeconomics (3 sh)
 - ECN 2030 Principles of Macroeconomics (3 sh)
- c. Add these Professional Studies core courses:
 - EDN 2100 Introduction to Education (3 sh)
 - SED 3310 Introduction to Exceptional Children (3 sh)
 - EDN 3130 Content Area Literacy (3 sh)
 - EDN 3140 Aspects of Human Development and Educational Psychology (3 sh)
- d. Add this Essential Standards course:
 - ECN 1000 Economics of Social Issues (3 sh)

Rationale: On 6 March 2013, the Teacher Education Committee mandated a change from the 9-hour Educator Preparation core to a new 12-hour Professional Studies core for all Secondary and Middle Grades program areas. This particular change affects Undergraduate Social Studies Education. Prior to this change, the B.A. in History: Social Studies Education already consisted of a 128-hour regimen. Because the new Professional Studies core consists of 12 hours rather than the 9 hours that comprised the previous Educator Preparation core, a reduction of 3 hours in the Essential Standards category is necessary. The most logical means of adjustment is in the area of Economics course work. The previously required courses in Microeconomics and Macroeconomics are aimed primarily at Business majors. The proposed new requirement, Economics of Social Issues, is better attuned to the needs of future Social Studies teachers.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: Economics, Finance, and Decision Sciences

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	46(28)*
Specialty Area (*18 semester hours of Social Sciences and History may also count toward General Ed)	63 60
Basic History HST 1010, 1020, 1140, 1150 Seminar in History HST 3000 Advanced History (all must be at the 3000 or 4000 level) HST 3170; HSTS 4xxx or HST 4510; United States & Canadian History - 6 hours; Asian, African & Latin American History – 6 hours; European History	

– 6 hours Social Sciences ECN 2020 and 2030 1000; SOC 1050; SOC 2090 or PSY 1010; GGY 1010, or 1020, or 2000; PLS 1010 Social Science Guided Electives – 6 hours	
Educator Preparation Core EPC 2020, 2040, 3010, 3030	9
Professional Studies Core EDN 2100, 3130, 3140; SED 3310	12
Content Pedagogy SSE 3000, 3650, 4000, 4480, 4490; CSC 4050	24
General Electives	4
	Total: 128

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Appendix K

Program Proposal from the Department of Foreign Languages

Revise program requirements for B.A. in Spanish with Teacher Licensure to accommodate new Professional Studies Core

(a) Remove these Educator Preparation core courses:

- EPC 2020: Introduction to Education, Ethics, and Professionalism (1 sh)
- EPC 2040: Introduction to Exceptional, Diverse, and at-Risk Students (3 sh)
- EPC 3010: The Psychology of Learning and Development (2 sh)
- EPC 3030: Reading Strategies for the 21st Century (3 sh)

(b) Add these Professional Studies core courses:

- EDN 2100: Introduction to Education (3 sh)
- SED 3310: Introduction to Exceptional Children (3 sh)
- EDN 3150: Developmental Perspectives of Educational Psychology. (3 sh)
- EDN 3130: Content Area Literacy (3 sh)

(c) Remove SPN 4400 from the Spanish Electives section

(d) Change the seven course electives to six for the Spanish Education Students

Rationale: The Teacher Education Committee has changed the 9-hour Educator Preparation Core to the new 12-hour Professional Studies Core. This change directly affects the Undergraduate Spanish Education. Since the new Professional Studies core consists of 12 hours rather than the 9 hours, the reduction of 3 hours is necessary. The best way to adjust this problem is to reduce the number of electives that students must take. Instead of seven Spanish electives, the students seeking the Teacher Licensure in Spanish (K-12) will take six Spanish elective. In the catalog, 2012-13 under Foreign Language Department, the SPN 4400 appears as one of the electives, but it is actually one of the main classes of pedagogy in the discipline that students in the Spanish Education need to take. Therefore, this change will balance the requirements.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

Requirements for a Bachelor of Arts in Spanish with Teacher Licensure	Sem. Hrs.
Freshman Seminar and General Education*	45(39)*
Specialty Area (*0-6 semester hours of Spanish may also count toward General Ed) SPN 2310 and 2320 or SPN 2330 Pronunciation Proficiency—May be met with a P grade in SPN 2990 or through Pronunciation Proficiency Validation by Department Chair Required Courses: SPN 3110, SPN 3120, SPN 3150, SPN 3200, SPN 3700 Seven Six courses from those listed below the following (at least one 4000-level literature course is required): SPN 3210, SPN 3220, SPN 3310, SPN 3320, SPN 3360, SPN 3510, SPN 3610, SPN 3620, SPN 3710, SPN 4130, SPN 4140, SPN 4150, SPN 4230, SPN 4240, SPN 4250, SPN 4550, SPN 4700, SPNS 4xxx	42-43 39-40
Educator Preparation Core EPC 2020 Introduction to Education, Ethics, and Professionalism- EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	9

EPC 3010 The Psychology of Learning and Development— EPC 3030 Reading Strategies for the 21st Century Professional Studies Core EDN 2100, 3130, 3150; SED 3310	12
Content Pedagogy SPN 3010, SPN 4400, SPN 4480, SPN 4490, CSC 4050	19
General Electives	4-5
	Total: 121

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Appendix L

Proposal from the Department of Music

Revise program requirements for B.M. in Music Education to accommodate new Professional Studies Core

Music education students are now required to complete 9 credit hours of Professional Studies Core Courses including:

EDN 2100 (Introduction to Education) 3 credits

SED 3310 (introduction to Exceptional Children) 3 credits

EDN 3150 (Developmental Perspectives of Educational Psychology (K-12)) 3 credits

Rationale: Due to the latest revision of the Teacher Education Committee of the Professional Studies Core courses we are requesting a program change to our music education program. Although the revision of Teacher Professional Studies Core courses will not affect the total number of courses our students are already required to complete in their program of studies, the course names and number of credit hours have changed, increasing the total number of required credit hours in our music education program from 125 credit hours to 128 credit hours.

Dept vote: 12 for; 1 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: José Rivera

Upon successful completion of the program of study in Music 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.

Program Requirements

Hr.

Sem

Freshman Seminar and General Education

Specialty Area—Select one Emphasis (*6 semester hours may count toward General Ed)

45(39)*

63

Vocal Emphasis:

7 hours of a Major Ensemble (at least 4 hours of MUS 1001 and up to 3 hours of MUS 1381)

MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021, MUS 2810 or MUSP 1021

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹, 2930²,
3290, 3301, 3340, 3970, 4040

Instrumental Emphasis:

MUS 1001; 7 hours of MUS 1161 or 1411

MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹, 2930²,
3290, 3301, 3340, 3970, 4040

Keyboard Emphasis (Vocal Orientation):

4 hours of a Major Ensemble (at least 2 hours of MUS 1001
and up to 2 hours of MUS 1381)

3 hours of MUS 3351

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹, 2930²,
3290, 3301, 3340, 3970, 4040, 4250

Keyboard Emphasis (Instrumental Orientation):

MUS 1001, 4 hours of MUS 1161 or 1411

3 hours of MUS 3351

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹, 2930²,
3290, 3301, 3340, 3970, 4040, 4250

All students: Applied Music (MUSP) 14 hours

Educator Preparation Professional Studies Core

69

~~EPC 2020, 2040, 3010~~

EDN 2010, SED 3310, EDN 3150

Content Pedagogy

17

MUS 4000, 4490, 4750

MUS 4050 (Vocal Emphasis and Keyboard Emphasis [Vocal Orientation]) or

MUS 4200 (Instrumental Emphasis and Keyboard Emphasis
[Instrumental Orientation])

Total: 128

¹MUS 2940 fulfills the Fine Arts requirement in General Education.

²MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

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Appendix M

Program Proposal from the Department of Art

Revise program requirements for B.A. in Art Education to accommodate new Professional Studies Core, replacing EPC courses with Professional Studies core courses, and reducing the number of Guided Art Electives in the Undergraduate Art Education Program from 6 credit hours to 3 credit hours.

Rationale: The latest revision of the Teacher Preparation Core Courses in the Teacher Education Program will add three more credit hours of required Education credits. This takes the Undergraduate Art Ed program over the 128 maximum set by the Department of Public Instruction. To remedy this problem we are reducing the number of Guided Art Electives students are required to take from 6 to 3 credit hours.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

Attached: Catalog Program Description

BACHELOR OF ARTS IN ART EDUCATION (K-12)

Upon successful completion of the program of study in Art 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	Sem Hrs.
Freshman Seminar and General Education	45
Specialty Area	
ART 1010, 1020 or 1050, 1110, 1320, 1330, 1400, 1500, 2150, 2500*, 2080, 2090, 4031**, 4330	39
Advanced Studio Concentration	
6 hours beyond specialty area in one studio discipline	6
Educator Preparation Professional Studies Core	
EPC 2020, 2040, 3010, 3030	-9
EDN 2100, SED 3310, EDN 3130, EDN 3150	12
Content Pedagogy	
ART 3050, 3090, 3080, 4000, 4490	21
Guided Art Electives	
6 3 credits	6 -3
TOTAL:	126

*Does not count as advanced art studio.

**Taken in junior year

NOTE: Students who desire teacher licensure in Art 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.

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Appendix N

Proposals from the Department of Marketing, Management, and International Business

1. Program Proposal: Revise Minor in Marketing

Rationale: Revisions increase the emphasis of the minor on marketing principles and specialized courses. It will be augmented with the new Introduction to Business course. The new minor will be more interesting and relevant to non-business majors who are the intended audience of this minor program.

Dept vote: 7 for; 1 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair:

Additional Resources: No

Additional Resources required:

Attached: Catalog Description of Program

Catalog Description

Requirements for a Minor in Marketing

The minor in marketing provides non-business majors with a thorough understanding of the fundamental concepts of marketing and how to apply these concepts through case studies and company and non-profit organization projects. Students also gain an understanding of consumer behavior, along with the knowledge and tools needed to coordinate marketing elements into integrated campaigns.

Requirements for a Minor in Marketing	Sem. Hours
Required Courses ACC 2270, MGT 3030, MGT 3060 , BUS 2000, MKT 3120, MKT 3200, MKT 4300, MKT 4800	12 15
Choose one course from: MKT 4300 or PRE 4300	3
Choose one course from: MKT 3130, MKT 4050, MKT 4200, MKT 4500*, MKT 4800, MKT 4850, MKTS 4xxx	3

ECN 2030 is recommended as a general education course.

MKT 3120 (with a grade of C or Better) is the prerequisite for other marketing courses

*DSC3140 (with a grade of C or Better is the prerequisite for Marketing 4500)

2. Program Proposal: Create Minor in Management

Rationale: The minor in management offers non-business majors the opportunity to learn fundamentals of management practices. It provides an overall understanding of the field of business administration through the Introduction to Business course. Managing complex organizations, leadership practices and issues in human resource management will also be introduced. Finally, principles of international management in the current global business environment will be discussed. The minor in management is attractive to students in all majors who plan to enter the field of management in their respective areas of interest.

Dept vote: 7 for; 1 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair:

Additional Resources: No

Additional Resources required:

Attached: Catalog Description of Program

**Catalog Description
Requirements for a Minor in Management**

The minor in management offers non-business majors the opportunity to learn fundamentals of management practices. It provides an overall understanding of the field of business administration through the Introduction to Business course. Managing complex organizations, leadership practices and issues in human resource management will also be introduced. Finally, principles of international management in the current global business environment will be discussed. The minor in management is attractive to students in all majors who plan to enter the field of management in their respective areas of interest.

BUS 2000 _____ Introduction to Business (3cr)	MGT 3030 _____ Business Communications, (PREREQ: A "C" or better in ENG 1060)
MGT 3060 _____ Organization and Management	MGT 3090 _____ Organizational Leadership (PREREQ: MGT 306)
MGT 4080 _____ Human Resource Management (PREREQ: MGT 3060)	MGT 3150 _____ International Management (PREREQ: MGT 3060)

3. Program Proposal: Revise International Business track in the B.S. in Business Administration

Rationale: The current track requires 24 credit hours which is very much out of line compared to other BSBA tracks. It also requires 6 hours of foreign language at the 2000 level which adds another 6 credit hours of "hidden prerequisites" in form of 1000 level foreign language. The revised track makes the program more contemporary and hence more attractive to students.

Dept vote: 8 for; 0 against; 0 abstain
Affect others: Yes
Departments affected and how: Foreign Languages
Affected Chair:
Additional Resources: No
Additional Resources required:
Attached: Catalog Description of Program

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration	Sem. Hrs.
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030	44
BSBA Common Body of Knowledge DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660; and ONE of the following six courses: BLAW 3160, ECN 2410, ECN 4400, FIN 4210, MGT 3150, or MKT 3130*	45
Track (see below): choose one International Business, Management, Marketing	12-24

Business Electives (3000 or 4000 level)	6
General Electives	3-12
	Total: 120

*A study-abroad program approved by the department chair and the dean/assistant dean may replace this international course requirement.

Tracks: select one

International Business Track (24 18 hours): MGT 3150, FIN 4210, MKT 3130, ECN 4400; 6 semester hours of ~~any~~ foreign language ~~at the 2000+ level~~ OR demonstrated proficiency in a foreign language and two courses (6 semester hours) from among the courses listed below: BLAW 3160; HST 3320, HST 3440, HST 3450, HST 3720, HST 3730, HST 3740, HST 3750, HST 3860, HST 4170, HST 4210, HST 4270, HST 4330; PLS 2000, PLS 2510, PLS 3750, PLS 3800; GGY 1020, GGY 2000, GGY 2060. ; ~~and any 2 of the following courses: HST 3320, 3440, 3450, 3720, 3730, 3740, 3750, 3860, 4170, 4210, 4270, 4330; PLS 2000, 2510, 3750, 3800; GGY 1020, 2000, 2060. A minimum of 3 hours of approved International Studies abroad must be taken before graduation.~~ All BSBA students with a concentration in International Business must take a minimum of 3 credit hours of International Study Abroad, approved by the department chair and the dean/assistant dean, prior to graduation. International Students are exempt from this requirement.

Management Track (12 hours): MGT 3090, 3150, 4080, and 4100

Marketing Track (12 hours): MKT 4300, 4500, 4800; and either MKT 3130, 3200, 4050, 4200 or MKTS 4xxx

"Clean" version of IB Track Description:

International Business Track (21 hours): MGT 3150, FIN 4210, MKT 3130, ECN 4400; 6 semester hours of foreign language OR demonstrated proficiency in a foreign language and (two courses) 6 semester hours from among the courses listed below: BLAW 3160; HST 3320, HST 3440, HST 3450, HST 3720, HST 3730, HST 3740, HST 3750, HST 3860, HST 4170, HST 4210, HST 4270, HST 4330; PLS 2000, PLS 2510, PLS 3750, PLS 3800; GGY 1020, GGY 2000, GGY 2060. All BSBA students with a concentration in International Business must take a minimum of 3 credit hours of International Study Abroad, approved by the department chair and the dean/assistant dean, prior to graduation. International Students are exempt from this requirement.

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Appendix O

Program Proposal: Add HST 1030: Introduction to African American History, to the General Education Curriculum

General Education Course Proposal Form (Revised Fall 2010)

Department: History Date: March 4, 2013

Contact Person: Jaime Martinez

Course Information:

Check one:

- Add Approved Course to General Education
 Revise Existing General Education Course
 Remove Course from General Education

Course Prefix & Number: HST 1030

Course Title: Intro to African-American History

Cross-listed as (include all course prefixes): _____

General Education curriculum section(s): (ex. III.c.4) II.A.3 and IV _____

Credit Hours: 3

Frequency: Fall annual Spring annual Summer maybe

What is the date for this change to be put into effect? Fall 2014

-

If a course revision, please describe.

A. Rationale for General Education Proposal

1. Indicate which goal area(s) of the program this proposal addresses.

- Area 1: Communication
 Area 2: Critical Thinking
 Area 3: Problem Solving
 Area 4: Mathematics
 Area 5: Technology
 Area 6: Arts, Literature, History, & Ideas
 Area 7: Individual & Society
 Area 8: Science & Nature
 Area 9: Lifelong Learning
 Area 10: Health & Wellness
 Area 11: Social Responsibility
 Area 12: Diversity
 Area 13: Values and Ethics


2. For the items below, attach pages as needed:

- Describe how this course supports the overall mission of the General Education Program.
- Explain how the addition of this course will improve the General Education curriculum.
- Identify the General Education Objectives that will be addressed by this course.
- Describe the ways General Education Goals and Objectives will be assessed in this course.
- Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

3. Attach proposed General Education Course Syllabus.

- o The syllabus must include:
 1. a list of the General Education Goals and Objectives addressed in the course, and
 2. a plan for assessing the General Education Goals and Objectives.
- o See sample template for the first page of the syllabus

Required Signatures:

	Signature	Date
Department Chair(s)* [for cross-listed courses all department chairs must sign]		
<i>Department vote**: [for all cross-listing departments]</i>	<i>#for: 12 #against: 0 #abstain: 0</i>	
General Education Chair		
<u>General Education vote***</u>	<i>#for: 4 #against: 1 #abstain: 0</i>	3/28/13
<u>Academic Affairs Chair</u>		
<i>Academic Affairs vote:</i>	<i>#for: #against: #abstain:</i>	
<u>Faculty Senate Chair</u>		
<u>Faculty Senate Vote:</u>	<i>#for: #against: #abstain:</i>	

Supplemental Signatures (indicating proposal review):

Other Affected Dept Chair(s) (Name & Dept/Program)

A. Describe how this course supports the overall mission of the General Education Program.

According to the University Catalog, the goal of General Education is “to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations.” This proposed course makes a particularly strong contribution in the last two areas, as it takes a transnational approach to the history of African Americans, broadly defined for our purposes as people of African descent in the Americas. In seeking to understand the experiences of African American people throughout the hemisphere, students will be exposed to the main political and economic trends of North, Central, and South America over the last 500 years, as well as some significant examples of African-American-European syncretism in religion, music, and literature.

Students taking the course during the Spring 2013 semester were asked to comment on how the course fit within the existing General Education curriculum. One suggested that it served as useful preparation—almost a prerequisite—for students taking the general education course in African American Literature. Another said, "HST 1030 talks about origins of the US just like any other class, but also has more information about a broader variety of subjects. Students should have as many options as possible." In addition, those who have taken other UNCP general education history courses compared the breadth and coverage of HST 1030 favorably with those classes. One pointed out that, compared with HST 1020, which only addresses events in the United States since 1877, HST 1030 "deals with 400 years of history in South, Central, and North America." Another wrote, "I took HST 1010 before this and feel that we are covering many of the same events and themes, but with a slightly different emphasis. For example, in HST 1010 we learned about the Great Awakening and Second Great Awakening sparking formation of the Methodist and Baptist churches. In this class, when we discussed the Great Awakenings, we learned more about the impact these churches had on the slave trade and emancipation movement and also about the AME [African Methodist Episcopal] church."

Studying the interactions between race, poverty, and political disfranchisement in several different nations also helps students to "recognize the complexity of social problems" still facing us today, another element of the General Education goals listed above. When reading excerpts from WEB DuBois' *The Souls of Black Folk*, for example, students engaged in a lively discussion about whether or not "the veil" of racial identity still exists, and to what extent their perceptions of it were shaped by recent history. They suggested, much like DuBois, that they could move "above the veil" as individuals by obtaining education and good jobs, but that more concerted political action was necessary to remove the remaining structural supports for white supremacy, some of which were enacted across the Western Hemisphere in the immediate aftermath of emancipation.

The list below contains course objectives for the six existing General Education history courses, culled from syllabi prepared by the various instructors for those classes in 2012. Objectives for HST 1030 have been inserted as well to further demonstrate how the course fits within the existing set of classes:

HST 1010: American Civilizations to 1877 Course Objectives

- Describe and compare the economic, social, and religious trends in each of the four regions of British North America during the colonial era.
- Explain the key events that led to the creation of the United States of America as an independent nation.
- Analyze the political, social, and economic implications of slaveholding in the United States, and explain the causes and consequences of the American Civil War.
- Differentiate between primary and secondary sources, read and evaluate primary sources, and use primary sources in writing assignments.

HST 1020: American Civilizations since 1877 Course Objectives

- Improve student knowledge of the important issues, events, conflicts, and historical actors from the Civil War to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict.
- A few broad themes will be developed as much as time permits: the growth of the modern state; race and gender relations; the development of the United States as an industrialized, commercial world power; and war, reform, and the relationship between the two.
- Develop essential analytical and communications skills, and give students a better understanding of history as a discipline or field of study.

HST 1030: Introduction to African American History Course Objectives

- Read and evaluate primary sources; use primary sources in writing assignments.

- Explain why and how slavery took hold in the Americas, and describe the cultures and structures people of African descent created to survive centuries of slavery.
- Compare the process of abolishing slavery and organizing post-emancipation societies in the United States, the Caribbean, and South America.
- Describe the international networks and organizations black Americans created to protest political, legal, and economic inequality in the twentieth century.
- Analyze the relationship between progressive and reactionary international political and cultural currents in the period after World War II.
- Locate the countries, key rivers, and major cities of North, Central, and South America on a map.

HST 1100: History of the American Indian to 1865 Course Objectives

- Survey North American Indian history from arrival in the Western Hemisphere until 1865, emphasizing intertribal and cross-cultural relationships.
- We will not give priority to the destruction of indigenous people and cultures because this negative emphasis does not tell us very much about Indian societies. Instead, we will learn how Native people have survived, and we will focus on key themes characterizing cultural continuity in spite of change over time.
- Because we take cultural and experiential diversity as our starting point and recognize neither a monolithic past nor a uniform present, we will draw comparisons among the indigenous civilizations of what is today the United States of America.

HST 1110: History of the American Indian since 1865 Course Objectives

- Survey North American Indian history since 1865, emphasizing intertribal and cross-cultural relationships.
- We will not give priority to the destruction of indigenous people and cultures because this negative emphasis does not tell us very much about Indian societies. Instead, we will learn how Native people have survived, and we will focus on key themes characterizing cultural continuity in spite of change over time.
- Because we take cultural and experiential diversity as our starting point and recognize neither a monolithic past nor a uniform present, we will draw comparisons among the indigenous civilizations of what is today the United States of America.

HST 1140: World Civilizations to 1500 Course Objectives

- A chronological survey of the development of world civilizations from prehistory to 1500, with attention to the interactions between or among these civilizations, contributing to the rise, through time, of more sophisticated and cosmopolitan forms of civilization.
- Examine the cultural, religious, technological, economic, and political characteristics that have allowed these civilizations to prosper, decay, and contribute to the formation of the civilizations we live in and coexist with today.
- Develop and improve historical skills, focusing on the mastery of a significant body of facts and their significance, on sharpening written and oral expression, on framing investigative questions using concepts and evidence, and on the analytical techniques needed to answer such questions.

HST 1150: World Civilizations since 1500 Course Objectives

- Focusing on major events, developments, and individuals that have shaped the last five hundred years, the course aims to provide students with a working knowledge of different and diverse civilizations, their cultures, and their histories.
- We will look at these issues in a framework of early globalization and its acceleration through forms of trade in various commodities, transport, and communications, beginning with the “Age of Exploration.”

- To help students understand the historical foundations of the world in which they live, and to assist them to improve their academic and intellectual abilities, particularly their communication and critical thinking skills.

B. Explain how the addition of this course will improve the General Education curriculum.

UNC Pembroke emphasizes diversity and is justifiably proud of the diversity of its student body. It thus seems very strange that our approved General Education courses, and especially our offerings in the History category, do not accurately reflect the diversity of our currently enrolled student population. The tables on page 6 display undergraduate enrollment as of Fall 2012 at North Carolina's state universities; highlighted schools allow students to use a course in African-American History toward their general education requirements in some area (History, Humanities, Social Sciences, Diversity, etc.). The table is listed twice, first by total size of undergraduate student body (note that this option is available at system schools of all sizes) and the second by the percentage of its undergraduate students who self-identify as African American or black.

Institution	UG total	% white	% black	% Am. Indian	% Asian	% Hispanic	% int.	% mixed	% not listed
NC State	24,833	75	8	0.5	5	4	2	3	3
East Carolina	21,298	72	15	0.6	2	3	1	2	4
UNC Charlotte	21,179	61	17	0.6	5	7	2	3	4
UNC Chapel Hill	18,503	66	9	0.6	8	8	3	3	2
App State	15,712	87	3	0.3	1	4	1	2	2
UNC Greensboro	15,039	58	25	0.4	4	6	2	4	0.7
UNC Wilmington	12,387	82	5	2	2	6	0.6	2	2
NC A&T	8,923	5	86	0.3	0.7	2	2	1	5
Western Carolina	7,979	83	7	1	1	3	1	3	1
NC Central	6,658	5	84	0.3	1	2	0.5	3	4
UNC Pembroke	5,504	39	33	16	2	4	1	2	3
Fayetteville State	5,287	16	67	2	1	6	0.6	0.6	6
Winston-Salem State	5,245	16	75	0.3	0.6	2	2	1	3
UNC Asheville	3,693	85	3	0.2	1	4	1	3	3
Elizabeth City State	2,760	13	73	0.5	0.4	0.8	0.5	0	12
NC School of Arts	760	73	8	0.7	1.4	8	1	3.7	3.7

Institution	UG total	% white	% black	% Am. Indian	% Asian	% Hispanic	% int.	% mixed	% not listed
NC A&T	8,923	5	86	0.3	0.7	2	2	1	5
NC Central	6,658	5	84	0.3	1	2	0.5	3	4
Winston-Salem State	5,245	16	75	0.3	0.6	2	2	1	3
Elizabeth City State	2,760	13	73	0.5	0.4	0.8	0.5	0	12
Fayetteville State	5,287	16	67	2	1	6	0.6	0.6	6

UNC Pembroke	5,504	39	33	16	2	4	1	2	3
UNC Greensboro	15,039	58	25	0.4	4	6	2	4	0.7
UNC Charlotte	21,179	61	17	0.6	5	7	2	3	4
East Carolina	21,298	72	15	0.6	2	3	1	2	4
UNC Chapel Hill	18,503	66	9	0.6	8	8	3	3	2
NC State	24,833	75	8	0.5	5	4	2	3	3
NC School of Arts	760	73	8	0.7	1.4	8	1	3.7	3.7
Western Carolina	7,979	83	7	1	1	3	1	3	1
UNC Wilmington	12,387	82	5	2	2	6	0.6	2	2
App State	15,712	87	3	0.3	1	4	1	2	2
UNC Asheville	3,693	85	3	0.2	1	4	1	3	3

Members of the History faculty have regularly received questions about this gap in our curriculum from students and parents at Open Houses and freshman orientation sessions. They often wonder why African American history or studies is not a general education option when American Indian history is. Anecdotally, then, it is reasonable to suggest that our current General Education list's perceived lack of value for African American history and culture hurts our ability to recruit and retain black students. Those who have the option of attending an institution that proclaims their experiences worth studying are likely to do so.

Several students currently enrolled in HST 1030 commented on the need for our General Education offerings to better reflect the diversity of the world around us, suggesting that including this course among the options available to them would enhance their appreciation of our ethnically diverse institution. "African American students want to take a course that will teach about their history," one wrote, "but not everyone has time to take many electives, so it would be easier to sign up if it was a Gen Ed course." Several noted that the content of the course is important for all students, not just African Americans. "You can't understand the progress of America (or the world really) without knowing about slavery," they agreed. "As a European American male," another said, "I enjoy the opportunity that this class affords me to gain a better understanding of another culture, ethnicity, and history important to our community and our world. Part of embracing the melting pot is understanding the contributions of cultures other than your own."

Our proposal to make HST 1030 part of the General Education curriculum has received unusually high (and perhaps even unprecedented) levels of support. Most notable is the first-semester student who, after learning in Fall 2012 from her ENG 1050 instructor that the course existed but was not available for General Education credit, started an online petition that has received more than 80 signatures, mostly from other students. According to the basic petition, "It is important to have this class offered as a general education course because there are many students who would not be able to get this information because of their majors, minors and full academic schedules. Admitting it as a general education course will give many the opportunity to learn about something beneficial and interesting." One supporter commented, "Black history is important to African Americans because it honors our culture and educates everyone about the struggles our ancestors went through." Another noted that "This course is not designed to promote a black issue, but fill the void in cultural competency." Several connected the course to our campus commitment to diversity. We hope that the student who drafted the petition (who is not currently enrolled in any history courses or acquainted with any history faculty) has forwarded it to the General Education Subcommittee; it is also available at <http://www.change.org/petitions/general-education-subcommittee-add-intro-to-african-american-history-to-general-education-courses>. [See supplemental materials for letters of support from other departments on campus.]

HST 1030 also enhances our General Education program by paying attention to Central and South America and the Caribbean. During our discussions of slavery in Colonial America, for example, we noticed how different empires' understandings of race shaped the laws in force in each colony, and those colonial laws still often provide a foundation for the legal systems in force today. Very few of the General Education courses in the Arts, Humanities, or Social Sciences Divisions address Latin America in any meaningful way, despite that region's continuing significance to our national politics, economy, and culture. This course would be a step toward rectifying that deficiency. We think it would be especially valuable for our many education students, who are likely to teach in classrooms with large numbers of African American and/or Latino students, and for international business students, for whom Brazil in particular is a growing area of interest.

Finally, Fayetteville State University offers a comparable single-semester introductory African American history course, as do six community colleges from our area (Bladen, Brunswick, Cape Fear, Coastal Carolina, Fayetteville Tech, and South Piedmont). Adding HST 1030 to our General Education list would facilitate the transfer process for students who have taken the corresponding course at one of these institutions, since they could use it toward their general education credits rather than as an elective. This is not a primary reason to add the course to our general education program, but it is a nice bonus.

C. Identify the General Education Objectives that will be addressed by this course.

D. Describe the ways General Education Goals and Objectives will be assessed in this course.

This class will consist of lectures, small-group and full-class discussions, and occasional viewing of documentaries, film clips, and other media. Students will read a series of short primary sources (first-hand accounts) as well as textbook/encyclopedia-style excerpts as a supplement to lecture material. They will be graded on in-class participation (to be determined by worksheets completed in groups, clicker questions in lecture, or discussion with the instructor) and a series of three exams, each of which will include an out-of-class essay component making heavy use of the assigned primary source reading[s] for that unit. These means will all assess students' achievement of the following General Education Goals and Objectives:

I. Skills

Communication

- “use written and oral language appropriate to various audiences and purposes”: Students participate in discussions throughout the semester and write a 500-word essay as part of each exam.
- “develop logical arguments that are defended by supporting points, in part by locating material from appropriate sources and by correctly using and documenting those sources”: Each essay asks students to use the primary source reading[s] from that unit to answer a specific question. We also discuss appropriate documentation styles for each source.

Critical Thinking

- “successfully apply critical reading skills to a wide range of materials”: The primary source readings for this course are quite challenging, requiring students to use active reading strategies to prepare for discussions and essay assignments.

II. Knowledge

History

- “identify how historical forces influence current issues”: Exploring centuries of legal, political, social, and economic barriers to the success of African Americans allows students to better appreciate the continuing legacies of those barriers.
- “demonstrate an understanding of the historical context of contemporary issues”: A major

theme of this course will be to historicize and contextualize questions of racial identity, so that students will be more aware of the flexibility of racial categories, and thus hopefully less rigid in their own understandings of race.

- “identify one major historical trend in a major world region”: This course examines several major trends in the Americas, chiefly the development of plantation slavery, emancipation, and the “black freedom struggle” of the twentieth century.

III. Dispositions

Social Responsibility

- “demonstrate global awareness, environmental sensitivity, and an appreciation of cultural diversity”: We examine numerous iterations of African American culture in the hemisphere, exploring the ways that West African religious, culinary, and linguistic traditions have interacted with varied European and Native American cultures to create specific and distinct worldviews.

Diversity

- “discuss cultural strengths and important contributions made to society by individuals from diverse groups”: Students consider the ways that people of African descent, though usually not in positions of political, economic, or social power, shaped their societies and nations.
- “define prejudice and discrimination; explain their consequences; and identify ways to eliminate them”: We explore how prejudice and discrimination were enacted in specific laws, customs, and social practices in each country over the past few centuries, as well as the broad implications of that prejudice on black people and society as a whole: violence, disfranchisement, economic stagnation, etc. The final portion of this objective (“identify ways to eliminate them”) will be more implicit than explicit, as history classes do not necessarily address the present in concrete terms.

Values and Ethics

- “acknowledge a plurality of cultural and personal values and demonstrate respect for the right of others to express different viewpoints”: Engaging in regular discussions with classmates gives students the opportunity to hear and consider a variety of viewpoints; in particular, they will recognize that there is not one common Afro-American culture or “black experience,” but many different iterations that reflect geography, economies, regional history, language, and religious beliefs.

E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

25 students are taking HST 1030 in Spring 2013 purely as an elective, so we anticipate sufficient demand to offer one section per semester once the course is included in the General Education curriculum. Since these sections will be taught in lieu of sections of a different General Education history course, the impact of its inclusion on personnel resources and student graduation rates should be imperceptible. Should the opportunity and funding arise at some point in the future, and especially if demand for this course is higher than we anticipate, it would be wonderful to hire a specialist in African American history, but we can offer two sections of this class each year without any immediate changes in personnel.

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Appendix P

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.

ART 3080	Art Education Methods and Field Experience for Grades 6-12—WD
MGT 3150	International Management—WE
MGT 4080	Human Resource Management—WE
PRE 4070	Public Relations Media—WD

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Appendix Q

Policy on Posthumous Degrees The University of North Carolina at Pembroke

- 1.0 Under certain conditions, the University of North Carolina at Pembroke may consider awarding a posthumous degree to an eligible, deceased student who was enrolled at the University of North Carolina at Pembroke at the time of or prior to his or her death.
- 1.1 An “eligible student” for the purpose of this policy is one who was enrolled in the university for at least two semesters prior to his or her death; who maintained good academic and disciplinary standing at the time of death; and who had completed no less than 75 percent of the hours required for the undergraduate or graduate degree at the time of death.
- 1.2 Request for a posthumous degree will take the form of a written petition, sent within six months of the date of death, from the chair of the student’s major department to the dean. The request must certify that the faculty of the department have voted to endorse conferral of the degree.
 - 1.2.a. The dean will certify that all eligibility criteria are met and will forward the request to the provost along with his or her recommendation regarding issuance of the posthumous degree.
 - 1.2.b. If the provost approves the recommendation, he or she will direct the Office of the Registrar to prepare the posthumous degree and will notify the family that the degree has been authorized.
- 1.3 A posthumous degree approved under this policy will be prepared and presented as a Degree in Memoriam reflecting the program of study the student was pursuing at the time of his or her death.
 - 1.3.a. The printed graduation program will note that the degree was awarded posthumously.
 - 1.3.b. The Vice Chancellor for Student Affairs will contact the deceased student’s family to discuss and determine the most appropriate option for delivery of the diploma.
- 1.4 If a student is not eligible for or is not approved for a posthumous degree, a posthumous Certificate of Recognition acknowledging the student's progress toward the attainment of a degree may be awarded. The certificate will be signed by the provost and chancellor.

Rationale:

This proposed policy is designed to provide a mechanism with which to recognize the academic achievements and contributions of UNCP students who die prior to completing degree requirements. UNCP currently has no policy on the issuance of posthumous degrees. In the past, requests for posthumous degrees have been handled on a case by case basis with no eligibility guidelines or decision rules.

As written, the policy gives primary responsibility for initiating requests for posthumous recognition to the faculty of the deceased student’s major department. The decision guidelines are designed to balance the conferral of a degree in memoriam with appropriate attention to academic and institutional integrity.

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Appendix R

Academic Affairs Report

Actions Requiring only AA Chair Signature

1. Proposals from the Department of Psychology

1.1 Course Proposal: Remove PSY 3750 from prerequisites for PSY 4170

1.2 Course Proposal: Delete PSY 2040 Animal Behavior

2. Proposals from the Department of English and Theatre

2.1 Course Proposal: Delete THE 4210 Performing Arts Administration

2.2 Course Proposal: Change name of THE 1620 from Play Production to Theatre Practicum:
Introduction

3. Proposal from the Department of Accounting and Information Technology

Course Proposal: Revise Prerequisites for ACC 2270

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

Course Proposal: Revise Prerequisites for ECN 4070

5. Proposal from the Department of Foreign Languages

Program Proposal: Remove SPN 4400 Methods of Teaching Spanish from list of electives for B.A.
in Spanish

6. Proposals from the Department of Educational Specialties

6.1 Course Proposal: Delete SED 3360 Differentiation of Instruction

6.2 Course Proposal: Revise and expand SED 3110 Assistive Technology from 2 to 3 credit hours

6.3 Course Proposal: Revise SED 3310 Introduction to Exceptional Children

6.4 Course Proposal: Revise SED 4350 Transition and Collaboration, narrowing its focus to
transition planning and changing its course number to 4250

6.5 Course Proposal: Make SED 3350 Assessment of Students with Mild to Moderate Disabilities a
prerequisite for SED 4310, SED 4320, SED 4330, and SED 4340

Actions Requiring AA Approval Only

1. Proposal from the Department of Psychology

Course Proposal: Create PSY 2060 Animal Cognition and Behavior
Approved 9-0-0

2. Proposals from the Department of English and Theatre

2.1 Course Proposal: Create THE 2020 Theatre Practicum (Wardrobe/Makeup Crew)
Approved 9-0-0

2.2 Course Proposal: Create THE 2040 Theatre Practicum (Production Crew)
Approved 9-0-0

2.3 Course Proposal: Create THE 2060 Theatre Practicum (Lighting Crew)
Approved 9-0-0

2.4 Course Proposal: Create THE 2080 Theatre Practicum (Assistant Stage Manager/Stage Manager) Approved 9-0-0

2.5 Course Proposal: Create THE 2100 Theatre Practicum (Acting) Approved 9-0-0

2.6 Course Proposal: Create THE 4020 Senior Capstone Approved 9-0-0

3. **Proposal from the School of Business**

Course Proposal: Create BUS 2000 Introduction to Business Approved 9-0-0

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

Course Proposal: Create ECN 4800 Economics Internship Approved 9-0-0

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

5.1 Course Proposal: Create RDG 2000 Reading Foundations and Language Acquisition Approved 9-0-0

5.2 Course Proposal: Create SED 3040 Working with Families of Diverse Students with Disabilities Approved 9-0-0

5.3 Course Proposal: Create SED 4030 Collaboration in School and Community for School Professionals Approved 9-0-0

6. **Proposals from the Department of Professional Pedagogy and Research**

6.1 Course Proposal: Create EDN 2100 Introduction to Education Approved 9-0-0

6.2 Course Proposal: Create EDN 3130 Content Area Reading Approved 9-0-0

6.3 Course Proposal: Create EDN 3140 Aspects of Human Development and Educational Psychology for Grades 6-12 Approved 9-0-0

6.4 Course Proposal: Create EDN 3150 Developmental Perspectives of Educational Psychology for Grades K-12 Approved 9-0-0

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Appendix S

Proposal to amend the Calendar of Events for One-Year Contract Review of Non-Tenure-Track Faculty

Calendar of Events for One-Year Contract Review of Non-Tenure Track Faculty

Relevant portion of Liz Normandy's email to the FERS chair: "The Provost asked me to forward concerns... The "Calendar of Events for One-Year Contract Review," pp. 149 of the *Faculty Handbook*, contains language about tenure regulations and the reappointment of Assistant or Associate Professors, but we no longer give any one-year probationary contracts to tenure track faculty. (The one year calendar is used only for non-tenure track faculty)."

Note from Chair of FERS: Because there are so many revisions, the typical striking out and insertion of red type material resulted in a document that was unreadable in my opinion. Thus, these two versions are presented instead. Note also that doing more to the calendar than simply deleting mention of tenure regulations was deemed desirable. When this calendar was used for tenure-track faculty, it was necessary to complete the review 90 days before the end of the one-year contract per provisions of the *Code*. Since the *Code* does not apply to non-tenure track faculty, there is no reason to "front-load" the review into the very early part of the academic year. The notification date of Sept 7 was retained but all other dates are altered. Finally, please note that no policy changes regarding "the rules" for non-reappointment were made. In particular, material at the end of the revised calendar (Reappointment Decision) is taken from other areas of the Handbook

CURRENT:

Calendar of Events for One-Year Contract Review

The events listed below are intended as guidelines only; dates are approximate and may be altered as conditions warrant. Specific policies and procedures are found in the full Faculty Evaluation Plan.

DATE	EVENT OR DOCUMENT
September 7	Notification: The Department Chair notifies the faculty member, the Dean of the relevant school or college, and the Provost and Vice Chancellor for Academic Affairs that the evaluation is to be conducted.
September 21	Submission of Materials: The faculty member presents the Department Chair with documents required, including the Peer Evaluation Committee (PEC) Nomination Form.
September 30	PEC Formation: The Department Chair announces make-up of PEC.
October	Student Evaluations: The faculty member collects student evaluations of their courses.

October 7-December 1	<p>Transmittal of Evaluation Materials: The Department Chair gives the PEC chair the candidate's materials.</p> <p>Classroom Observations: The Department Chair and members of PEC carry out classroom observations.</p> <p>PEC Evaluation: The PEC deliberates on all materials, observations, etc., to reach a recommendation. A report is drafted and the PEC Tenure, Promotion and Renewal Form is completed. The PEC transmits its report to the faculty member.</p> <p>Chair's Evaluation: The Department Chair prepares an independent report and completes the Tenure, Promotion, and Renewal form. The Department Chair then transmits his or her report to, and confers with, the faculty member.</p>
Report transmittal + 3 days	<p>Faculty Signatures: The faculty member signs the reports from PEC and Department Chair, acknowledging content but not necessarily agreement.</p>
Report signing + 10 days	<p>Optional Rebuttal: The faculty member may submit a rebuttal of the PEC and/or Department Chair's report, if desired, to the Dean of the faculty member's school or college.</p>
December 1	<p>Report Submission: Department Chair and PEC submit reports to the Dean of the relevant school or college. Any minority PEC report is also submitted.</p>
December 15	<p>Report transmittal + 3 days</p>
Report signing + 10 days	<p>Dean's Evaluation Report: The Dean will prepare a Dean's Evaluation Report for each member in his or her school or college undergoing first- or second-year review, and complete the Dean's Evaluation Report Form for each faculty member being evaluated. Signing and Returning Dean's Evaluation Report: The faculty member has three (3) working days after receipt of Dean's evaluation to review the evaluation materials, and to sign and return one copy to the Dean.</p> <p>Optional Rebuttal of Dean's Evaluation: If the Dean's evaluation disagrees with that of the Department Chair or the PEC, the faculty member may submit a rebuttal of the Dean's evaluation to the Provost and Vice Chancellor for Academic Affairs within 10 days after signing the report when there are areas of disagreement.</p>
Jan 15	<p>Submission of Dean's Reports: The Dean is to submit the Dean's Evaluation Report, attaching all materials presented, to the Provost and Vice Chancellor for Academic Affairs.</p>

February 15

Reappointment Decision: Following procedures in the UNCP Tenure Regulations, after conferring with the faculty member's Department Chair, with the Dean of the faculty member's school or college, and with the PTC, the Provost and Vice Chancellor for Academic Affairs decides whether to reappoint the faculty member recommendation to Chancellor. The Provost and Vice Chancellor reports the decision to the Chancellor for information.

Notification of Decision: By Feb 15 of the first year, if the decision is not to reappoint an Assistant or Associate Professor, the Provost and Vice Chancellor for Academic Affairs provides written notice.

May 15

Notification of Decision: By May 15 of the second year of the probationary appointment, if the decision is not to reappoint Professor, the Provost and Vice Chancellor for Academic Affairs provides written notice.

Proposal continued on next page

REVISION:

Calendar of Events for One-Year Contract Review of Non-Tenure Track Faculty

The events listed below are intended as guidelines only; dates are approximate and may be altered as conditions warrant. Specific policies and procedures are found in the full Faculty Evaluation Model.

DATE	EVENT OR DOCUMENT
September 7	Notification: The Department Chair notifies the faculty member, the Dean of the relevant school or college, and the Provost and Vice Chancellor for Academic Affairs that the evaluation is to be conducted.
November 1-15	Student Evaluations: The faculty member collects Student Evaluations of Instruction in all courses. The results of these evaluations will be provided to the faculty member by the Department Chair after all final grades are submitted.
January 15	Submission of Materials: The faculty member presents the Department Chair with a binder containing the documents required, including the fall semester Student Evaluation of Instruction reports, an abbreviated self-evaluation, and Peer Evaluation Committee (PEC) Nomination Form.
January 22	PEC Formation: The Department Chair announces make-up of PEC.
January 22-January 30	Transmittal of Evaluation Materials: The Department Chair gives the PEC the candidate's materials. The PEC meets and elects its chair.
January 30-March 1	Teaching Observations: The Department Chair and members of PEC carry out classroom observations. Arrangements must be made to review online teaching.
March 10	PEC Evaluation: The PEC deliberates on all materials, observations, etc., to reach a recommendation. A report is drafted and the Tenure, Promotion and Renewal Form is completed. The PEC transmits two copies of its report to the faculty member.
March 10	Chair's Evaluation: The Department Chair prepares an independent report and completes the Tenure, Promotion, and Renewal form. The Department Chair then transmits two copies of his or her report to, and confers with, the faculty member.
Report transmittal + 3 business days	Faculty Signatures: The faculty member signs the one report from the PEC and one report from the Department Chair, acknowledging content but not necessarily agreement.

Report signing + 10 business days	Optional Rebuttal: The faculty member may submit a rebuttal of the PEC and/or Department Chair's report, if desired, to the Dean of the faculty member's school or college.
March 15	Report Submission: Department Chair and PEC submit reports to the Dean of the relevant school or college. Any minority PEC report is also submitted.
March 30	<p>Dean's Evaluation Report: The Dean will prepare a Dean's Evaluation Report for each member in his or her school or college undergoing first- year review, and will complete the Dean's Evaluation Report Form for each faculty member being evaluated. The faculty member has three (3) business days after receipt of Dean's evaluation to review the evaluation materials, and to sign and return one copy to the Dean.</p> <p>Optional Rebuttal of Dean's Evaluation: If the Dean's evaluation disagrees with that of the Department Chair or the PEC, the faculty member may submit a rebuttal of the Dean's evaluation to the Provost and Vice Chancellor for Academic Affairs within 10 business days after signing the Dean's report.</p>
April 15	<p>Submission of Dean's Reports: The Dean is to submit the Dean's Evaluation Report, attaching all materials presented, to the Provost and Vice Chancellor for Academic Affairs.</p> <p>Reappointment Decision: After conferring with the faculty member's Department Chair, with the Dean of the faculty member's school or college, the Provost and Vice Chancellor for Academic Affairs decides whether to reappoint the non-tenure track faculty member. No obligation exists on the part of The University of North Carolina at Pembroke to give any notice, other than statement of the length of appointment in the appointment contract, before a current terms expires as to whether appointment will be offered for a succeeding term. Courtesy notification may be given by the Provost and Vice Chancellor for Academic Affairs within 20 days of receiving a written request from the faculty member. Failure to communicate a decision shall not affect or replace the notice of non-reappointment deemed to have been made with the original appointment contract and shall not constitute a new determination of non-reappointment or an offer.</p>

Appendix T

Proposal to revise handbook material on the Procedure for Evaluation of Non-Tenure Track Faculty to reflect material in other sections of the handbook.

Faculty Handbook, Page 135:

Procedure for Evaluation of **Full-Time Non-Tenure Track Faculty**

Full-time non-tenure faculty receive a major evaluation in their first year of employment at the University following the **Calendar of Events for One-Year Contract Review of Non-Tenure Track Faculty**. **Non-tenure track faculty may** perform service but their main responsibility is teaching. As such, the portfolio materials and self-evaluation submitted for the one-year contract review evaluation will focus on those two areas. (See section entitled “**Full-Time Appointments: Lecturer, Senior Lecturer, Adjunct, and Visiting Faculty.**”) In subsequent years, a major evaluation for ~~untenured non-tenure track~~ **non-tenure track** faculty is optional at the discretion of the faculty member or Department Chair. ~~Peer evaluations of visiting faculty are at the option of the Department Chair, appropriate Dean, and the Provost and Vice-Chancellor for Academic Affairs.~~

Non-tenure-track faculty members will be evaluated annually just as all other faculty members are. **After the first year of employment at the University,** ~~Non-tenure-track~~ faculty receive a major advisory evaluations at the discretion of the faculty member or Department Chair. Peer evaluations for non-tenure-track faculty (including visiting faculty) may be included in this process at the option of the Department Chair **and the appropriate Dean.** ~~and the Provost and Vice-Chancellor for Academic Affairs.~~

Non-tenure track faculty members are not covered by Section 604 of *The Code of the Board of Governors of the University of North Carolina*; however, during the term of their employment, Lecturers, Senior Lecturers, Adjunct and Visiting faculty have the right to seek recourse through UNC Pembroke grievance processes, for redress of grievances concerning discharge, academic freedom, salary adjustment, or other conditions of work.

Note from Chair of FERS: The insertions above reflect material ALREADY in the Handbook. No new policies or practices would be instituted if those changes are approved.

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Appendix U

2013-06

Resolution on Budget Cuts and Mission Reevaluations

Approved by the UNC Faculty Assembly

April 19, 2013

Whereas, the constituent institutions of the UNC system are likely to face further drastic budget cuts; and

Whereas, future economic growth in North Carolina is highly dependent on quality education;

Whereas, the faculty are integral to the academic missions of the institution and the delivery of a quality education; and

Whereas, these budget cuts will affect the ability of the institutions to deliver quality education to their students;

Therefore Be It Resolved That the Faculty Assembly calls on the chancellors of the constituent institutions to immediately engage the faculty in a meaningful way about current and future decisions regarding the implementation of threatened budget cuts, and reevaluation of institutional missions as requested by President Ross, such that the academic core of each institution will be protected.

Resolutions 2013-07 and 2013-08 continue on next pages

2013-07

Resolution on General Education Competencies

Approved by the UNC Faculty Assembly

April 19, 2013

Whereas, the students, faculty, and administration of the UNC System, and the General Assembly all possess a vested interest in providing the highest quality educational experience and all see the value in being held accountable for upholding their responsibility; and

Whereas, the general education curriculum is a critical component of inculcating and strengthening the transferable skills such as critical reading, writing, problem solving and collaboration so valuable to the state's workforce competitiveness in a global economy; and

Whereas, the General Education Council formed by the UNC General Administration is currently examining a competencies based approach to assessment of the general education curriculum of the constituent institutions; and

Whereas, the faculty of the UNC system possess the credentials and expertise required to select, teach and assess the competencies and student learning outcomes embedded within their curriculum; and

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

Whereas, the faculty are leaders in the development and utilization of technology and assessment of new teaching pedagogies; and

Whereas, single measures such as the Collegiate Learning Assessment (CLA) or other standardized exams have been established as inadequate measures of the depth and breadth of general education programs; and

Whereas, there has not yet been established a robust and effective process utilizing such single measures for feedback useful in curriculum development;

Therefore, Be It Resolved That the competencies selected must encompass a large and flexible group of learning outcomes and assessment instruments that faculty may select in a mission, program and discipline appropriate manner; and

Be it Further Resolved That recommendations made by the General Education Council reflect that the faculty of the constituent institutions, in their role as educational experts and as those charged with ensuring the highest academic quality and mission-appropriate curriculum, are the primary body to select, design, and assess all academic programs.

2013-08

Resolution Providing Recommendations for the Development and Implementation of the Comprehensive Articulation Agreement

Approved by the UNC Faculty Assembly

April 19, 2013

Whereas, the UNC Faculty Assembly commends the value and purpose of the Comprehensive Articulation Agreement (CAA) between the Community Colleges, Early Colleges, and the UNC 4-year institutions to facilitate student transfers; and

Whereas, the Faculty Assembly commends the use of faculty disciplinary panels in the development and review of said articulation agreements; and

Whereas, it is recognized that while the CAA can establish the transferability of up to 60 hours of credit, these hours do not displace institution-, department- or discipline-specific requirements for general education or major competencies; and

Whereas, student success primarily requires a clear understanding of expectations and requirements for completing a major, which requires strategic advising;

Therefore, the Faculty Assembly recommends the following:

1. The CAA should direct departments to articulate and document pre-major and major requirements (*i.e.*, what courses and competencies are expected to be classified as a junior in the given major) in such manner that transferring students and their advisors have clear access to, and understanding of, expectations for institution- and major-specific requirements.
2. The CAA should clearly articulate that, in addition to general course work and competencies, the first year's courses should include major-specific requirements (math, science, etc.) as necessary for the sequential progression to subsequent major courses.
3. The CAA should consider the development of dual enrollment opportunities such that students can gain credit toward their AA/AS by taking more advanced courses at UNC institutions that will advance progress toward completion of a BA/BS.
4. The proposed supporting strategy should be changed to "*Students who complete the AA/AS with a 3.0 GPA will be eligible to compete for campus-based scholarships on an equal basis with students originating at UNC institutions, pending legislative approval.*"

Appendix V

Senate Report Teacher Education Program Proposal to Support the Removal of the Educator Preparation Core (EPC) Courses and Create Professional Studies Core Courses April 25, 2013

In January 2008, the NC State Board of Education (SBE) adopted revisions to the Teacher Education Program approval process for all public and private colleges and universities with approved teacher education programs. The changes presented a “revised” approval process that was aligned with new evaluation standards for teachers and school executives. The changes included a directive to all teacher education and school executive preparation programs to “revision” their current programs in order to produce 21st Century educators who would meet the standards for teachers and school executives that had recently been adopted by the SBE.

From September 2008 through June 2009, faculty made changes to several courses in the UNCP Teacher Education Program, particularly to the courses in the Professional Studies Core that existed at the time. Subsequently, course changes were made in all licensure program areas at UNCP. These changes, referred to as the EPC courses, were presented to and approved by the governance committee structure during the spring 2009 semester. Final “revising” reports for all undergraduate and graduate licensure areas were sent to the NC Department of Public Instruction (DPI) during the summer of 2009 for subsequent SBE approval. As a result of these changes, “newly revised” programs were implemented at UNCP in the fall 2010 semester.

From numerous reports provided by program coordinators and directors, the course changes that were presented and approved created a number of problems. The changes effectively eliminated a “common core” or body of knowledge and content presented in the preparation of all Teacher Education Program students. The changes essentially divided the Teacher Education Program and the program faculty along the lines of those programs in the School of Education and the programs in the College of Arts and Sciences. The resulting changes made it very difficult to implement consistent Program Admission requirements for all students. For example, “limited progression” or the monitoring of students’ matriculation in required courses became very different for students enrolled in programs in the School of Education as compared to those enrolled in programs in the College of Arts and Sciences. It became possible for students enrolled in programs in the College of Arts and Sciences to complete all teacher education courses, with the exception of the internship, prior to being admitted into the Teacher Education Program. The standard for prior admission was completely eliminated based on successful course admission and accompanying standards. Essentially, progression was limited for some majors, but not for others. A great deal of confusion ensued with students, faculty, and staff in terms of understanding and implementing program admission and compliance standards.

Several of the new EPC courses were developed as 1-and 2-semester hour courses which not only presented numerous administrative problems with scheduling and faculty load, but also presented problems for faculty as they tried to present content in what was considered an “awkward” configuration. Faculty stated they did not have sufficient time to adequately teach important course content to address the state standards. Faculty expressed a number of other concerns with the new EPC courses, such as the elimination of all instruction relative to human development and educational psychology. Concern was expressed that a previously taught course on exceptional children was eliminated and a new course focused on exceptional and at-risk children was implemented. However, this new course was consistently being taught by faculty without credentials in Special Education although its stated primary focus was on instruction relative to teaching children with disabilities.

During the summer of 2012, the new dean of the School of Education met individually with 20 of the 25 program coordinators and directors, in their respective offices, to gain a better understanding of current concerns with the Teacher Education Program. Additional meetings were held with other program administrators, including the Registrar, the Director of University-School Partnerships, and the Licensure Officer to gather their viewpoints as to the impact of these courses. All of these individuals cited extensive problems and confusion with the EPC courses and EPC core. The new dean also met with a number of students (18 during the month of May alone) who expressed complete dissatisfaction with the EPC courses and the Teacher Education Program. Based on all of this extensive, negative feedback regarding the EPC courses, a number of steps were taken to systematically review the impact of the EPC courses and core on the Teacher Education Program.

Beginning with a called Teacher Education Committee (TEC) meeting in August 2012, and commencing with each of the standing monthly TEC meetings, September 2012 – March 2013, discussion was held relative to the EPC courses (see agendas and minutes). In September, the chair of the Professional Pedagogy and Research (PPR) Department, which houses the EPC courses, formed a departmental committee to review the status of the EPC courses and core. The committee was charged with making a final recommendation to the departmental faculty as to whether these courses and core should be maintained in their current status or whether changes should be made.

The EPC Study Committee met throughout the fall semester and into March. As part of the review process, 4 campus-wide meetings were held in which all members of the Teacher Education Committee and other interested faculty were invited to attend and provide input as to proposed changes. Once a structure for change was developed, these meetings continued and several drafts of the proposed changes were presented and circulated via email. Numerous (at least 10) internal School of Education meetings were held to work on proposed course changes and syllabi. All of these meetings were open to any interested faculty and administrators. Minutes and other documents from these meetings were provided to all members of the Teacher Education Committee. As requested, the dean of the School of Education and the EPC Study Committee chair met with program coordinators and department chairs to discuss proposed changes and to review the impact changes would have on individual licensure program areas. Simultaneous to these meetings, the Policy Review Subcommittee of the TEC developed and presented policies to the TEC to limit progression of all students enrolled in the Teacher Education Progression based on their successful completion of required courses.

After gathering extensive feedback and input from all stakeholders, the EPC Study Committee presented changes at the February PPR Department meeting. The changes were adopted unanimously. At its March 6, 2013 meeting, the TEC unanimously adopted these course and program changes. Also, during this meeting, changes were approved for the Birth-Kindergarten, Elementary Education, and Special Education programs eliminating the EPC courses and adopting the Professional Studies Core courses. Following the March 6 TEC meeting, an Advisement Document (Crosswalk) was developed outlining all changes and describing how “new” and “old” courses will be offered to currently and newly enrolled students. A called meeting of the TEC was held on March 25, 2013 in which these same program changes were made to the Art, Music, Physical Education, Science, Social Studies, and Spanish Education programs. All of these proposals were sent forward to the Curriculum Subcommittee for consideration at its April 3, 2013 meeting. Following discussion, these proposals were withdrawn from the agenda. A called joint TEC/Curriculum Subcommittee meeting was held on April 9, 2013 to discuss all proposals. At this meeting, a decision was made to withdraw the Science Education proposal, as presented, pending further consideration. A called meeting of the Curriculum Subcommittee was held on April 11, 2013 in which the remaining program proposals from Art, Birth-Kindergarten, Elementary, Music, Physical Education, Social Studies, Spanish, and Special Education were represented. All proposals received unanimous approval and were then forwarded to the Academic Affairs Committee for consideration at its April 17, 2013 meeting. These proposals were unanimously approved.

Due to the Last Lecture event held on April 10, the April meeting of the TEC had previously been rescheduled for April 17. Due to the necessity for several program coordinators and the chair of the TEC to attend the Academic Affairs Committee meeting, the April 17 TEC meeting was cancelled. The TEC will meet for a two-day work session on May 21-22, 2013. During this meeting, the March 6, March 25, and April 9 TEC meeting minutes will be approved then forwarded to the Senate.

Respectively submitted,
Zoe W. Locklear, Chair
Teacher Education Committee

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Appendix W

Faculty Senate Meeting
May 1, 2013
Report from Graduate Council

Respectfully submitted by Dr. William Gash, Interim Dean of the School of Graduate Studies

Below are highlights from Graduate School and Graduate Council's April 15, 2013 meeting.

Graduate Faculty

The Council approved the renewal of 21 graduate faculty members. To date, there are 177 graduate faculty members (153 full, 19 adjunct, and 5 professional affiliate status).

Graduate School Announcements

New Dean Named

Dr. Rebecca Bullard-Dillard has accepted an offer to become Dean of Graduate Studies and Research. Dr. Dillard's appointment will become effective June 17, 2013. Please join the office in welcoming Dr. Bullard-Dillard.

Graduate Education Day in Raleigh

The winners of the Graduate Student Research Poster Session (Lia Myott Gilleski and Kelly M. Fenwick) will represent UNCP at the NC Graduate Education Day for legislators and staff on May 22, 2013. Students will present their research, meet with legislators and speak with other graduate students and faculty from across the state.

The first 2013-2014 Graduate Council meeting will occur at 3:00 pm on September 16 in UC Annex room 203.

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Appendix X

TASK FORCE ON TEACHING EXCELLENCE REPORT Spring 2013

FACULTY AWARDS

The Task Force on Teaching and Excellence awarded the following faculty grants

Faculty Research and Development Grants- Three (3) awards were made for a total of \$5,600.

Summer Research Fellowships- Eight (8) awards were made for a total of \$40,000.

Directed Academic Leaves of Absence- One (1) award was made for a semester release.

Teaching Enhancement Awards- Two (2) awards were made for a total of \$2,000.

Mid-Career Faculty Support Initiative HOPES Program- Eleven (11) awards were made for a total of \$53,000.

WORKSHOPS

The TLC has presented workshops on Classroom Management, Advisement, and Services of the TLC, QM Training and Online Training.

We also provided online workshops for 14 faculty members through the Wiley Company. These workshops are on a variety of teaching topics. We continue to have these available for faculty.

Submitted by:

Sherry L. Edwards,
TLC Director

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Appendix Y

REPORT TO THE SENATE

May 1st, 2013

ESTHER G. MAYNOR HONORS COLLEGE

Spring 2013 Report:

Recruitment strategies have been the primary focus within the Honors College since December 2012. Since then, there have been continuous efforts to recruit students within the region as well as within the existing university population.

Various methods have been used. First, we have used every open house since the fall as a recruitment event. These events have been very successful. Secondly, we have developed relationships with area high school counselors in hopes that they will also be active recruitment partners. This effort, as well, has been generally successful, though somewhat uneven at times. The primary tool for most of this period has been the use of tailored databases from The Office of Admissions and The Office of Institutional Effectiveness. Based on these targeted databases, Honors College recruitment letters and brochures were sent to 378 honors eligible individuals in the region from October - April. Based on our responses, these efforts have also been well received.

The competitive merit scholarship interview process for honors-eligible students continued this spring and was also a key element to our recruitment strategy. This year's scholarship interview population was much larger than in the previous year and shows great promise.

The Faculty Honors Council remains a vital and healthy part of the governing structure within the Honors College. With some senior members transitioning off the council this year, we are excited about the possibility of new nominations, which are currently being fielded.

I have been pleased with the work we have done this term and am very grateful for the support and cooperation of not only the honors faculty, but also the many other offices within the university who regularly support our efforts.

Collectively, these supportive efforts have boosted enrollment in the Honors College from 108 in August of 2012, to a projected number of 169 in May, resulting in a 56.4% change. There are nine honors students scheduled to graduate in the May of 2013.

Submitted by,
Mark Milewicz, Dean
The Esther G. Maynor Honors College
May 1, 2013

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Appendix Z

Institutional Review Board Semester Report to the Faculty Senate Spring 2013 May 1, 2013 Submitted By – Melanie B. Hoy (Chair-IRB)

The Institutional Review Board conducted reviews of 42 submitted research protocols involving human subjects research during the Spring semester of 2013. The reviews conducted involve three categories as defined in 45 CFR 46.

Category	Number
Exempt	30
Expedited	10
Full	0
Withdrawn/No IRB Required	2
TOTAL	42

The IRB has continued work on educating the campus community about the need for IRB approval and the IRB process at UNCP. For the Spring semester of 2013, the average exempt-category review was completed in about 1.0 week and the average expedited review was completed in 2.0-2.5 weeks.

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Appendix AA

Strategic Planning and Resources Council (SPARC)

Spring, 2013

During the implementation phase of UNCP's most recent strategic plan, the Strategic Planning and Resources Council (SPARC) will be meeting at least once each fall and spring term. Their spring 2013 meeting was held on April 25. There were two primary agenda items: (1) Review of UNCP's mission statement, and (2) reports on strategic objective implementation progress.

(1) Review of mission statement

Although SPARC determined at the beginning of the current strategic planning cycle that UNCP's mission statement was not in need of revision, UNC system President Tom Ross asked each campus to review their mission statements this year in order to assure that all schools addressed SACS-related mission statement requirements. Those requirements are as follows:

- Core Requirement 2.4, Institutional Mission: "The scope of the institution's mission should reflect the full scope of educational programs offered."
- SACS Policy Statement on Distance and Correspondence Education: "If an institution offers significant distance and correspondence education, it should be reflected in the institution's mission."

SPARC Co-chairs Kitts and Paporozzi along with Executive Director King, upon receipt of President Ross' instructions via Chancellor Carter, drafted a revised mission statement and presented the revised statement for SPARC consideration. The revision was unanimously accepted by SPARC with only one word modification. (The word "modes" in the revised statement was "modalities" in the original draft.) The revised mission statement with changes highlighted is below:

Mission

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards. **Through face-to-face and distance learning modes, the university offers a broad array of undergraduate and selective graduate degrees that have regional significance.**

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multiethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world. UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

Sometime between the beginning of fall semester and September 15th, 2013, the revised mission statement will be presented to the campus community and the Board of Trustees for consideration.

(2) Implementation progress reports

The Chancellor and cabinet identified 11 of 26 strategic objectives on which to focus in FY 2013. The objective numbers and the individuals who reported on progress for each are listed below. More about the objectives (and the full strategic plan) is available at www.uncp.edu/ie/sp. When minutes from the April 25th meeting are finalized, those also will be linked from this webpage.

- a. Ken Kitts, Academic Affairs (Objectives 1.1, 1.5, 1.7; 2.1, 2.3, 2.4; 3.1, 3.4, 3.5; 4.1, 4.7)
- b. Rich Cosentino, Finance & Administration (Objective 4.1)
- c. Lisa Schaeffer, Student Affairs (Objectives 1.5, 1.7; 2.3)
- d. Wendy Lowery, Advancement (Objectives 3.4, 3.5; 4.7)
- e. Lela Clark, Enrollment Planning & Recruitment (Objectives 2.1; 3.4, 3.5; 4.1)

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Appendix BB

Minutes Traffic Control Board Meeting March 21, 2013

Members Present: John Bowman, chair, Cynthia Revels, Arjay Quizon and Marshall Williams; and Ex-officio: Chief McDuffie Cummings.

Members Absent: Scott Bigelow and Ronnie Martin

Visitors: Travis Bryant (Associate Vice Chancellor of Campus Safety and Emergency Operations) and Larry Freeman (Physical Plant)

- The meeting was called to order at 3:30 p.m. in the Student Affairs' Conference Room
- Minutes from February 28, 2012 meeting were reviewed. With no corrections or changes, the minutes were approved as distributed.

New Business

1. Chief Cummings provided the Board the following official statement regarding the duties and responsibilities of the Traffic Control Board, as well the exact composition of the Board:
“A Traffic Control Board is appointed each year by the Chancellor of the University. The Board consists of nine regular members: four students, two faculty, three staff, and the Director of Police and Public Safety, who serves in an Ex Officio capacity.

The Traffic Control Board operates as an advisory group that makes recommendations regarding traffic control, parking designations, vehicle registration, violations and penalties. The recommendation of the Board are subject to the final approval of the Chancellor and/or the Board of Trustees.

Anyone having a suggestion regarding regulations of traffic and parking should make it known to the Board through the Director of Police and Public Safety at 910.521.6690.”

2. Update on Issues Related to Campus Parking
 - a. Chief Cummings reported that the new parking lot along the Health Sciences Building (Lot #25) has created an additional 42 parking spaces have been added to campus parking. The new street that runs along the side of this building is open to pedestrian traffic.
 - b. Last fall Lot #10 was converted from Residential Parking to General Parking to help ease the parking situation.
 - c. Chief Cummings reported vehicle registrations had increased this year. This is in part related to the Board's past recommendation to waive the fine for parking without a permit if violators agree to register their vehicles. Currently, between 60-125 parking citations are issued each day.
 - d. Larry Freeman informed the Board that the Chair of the Biology Department had requested an additional handicapped parking space in Lot #6 to accommodate the need of one of his faculty. After concluding that there would be no guarantee that an additional space would satisfy this need, and that there currently are enough handicapped parking

- spaces for the Oxendine Science Building, the Board decided not to create another space. Chief McDuffie will contact Dr. Zeigler to recommend other solutions for this request.
- e. The existing campus parking brochure and campus map will be revised for next year.
 - f. Travis Bryant gave a report on a recent (February 6, 2013) NC Department of Transportation pedestrian traffic study of SR 1340 (Prospect Road / North Odum Street). Although the report made a number of short and long term recommendations (some of which have already been implemented), the report concluded that the volume of pedestrian traffic crossing Prospect Road in the vicinity of the University **“failed to meet the minimum requirements for signalization.”**
 - g. Travis Bryant reported that there will be no increases in vehicle registration fees for 2013-2014.

Meeting was adjourned at 4:10 p.m.

Respectfully submitted,

John Bowman

John Bowman, Chair

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Appendix CC

Division of Information Technology Faculty Senate Report – Spring 2013

Division Level:

The Division of Information Technology has been engaged in a number of projects. Of note, DoIT has migrated the Admissions web site to a new platform and implemented improvements in the system. DoIT is working with the School of Graduate Studies to implement a new recruitment system and will be working on the EMAS-Banner interface to speed application processing. DoIT has replaced Clean Access in residence halls and implemented applications for the School of Education, Swim School and the Bursar's Office.

During the fall, DoIT conducted an assessment that revealed that most IT staff members have limited experience in project management. DoIT also identified over 240 projects underway or planned. This spring, all DoIT staff members have received training in two project management classes. A Project Coordinator team was formed to develop an enterprise project management methodology based on international standards. This methodology will be developed over the summer and IT staff members will receive additional training.

DoIT is participating in an IT Banding study being conducted by the State of North Carolina.

Departmental Summaries:

Client Services

- Technology installation project for Health Sciences is complete
- Support for faculty in the use of the new technologies present in the Health Sciences Building continues
- Faculty and lab / classroom technology refresh is planned and awaiting funding approval
- Provided media support for several events, including the Board of Governors visit, the North Carolina Academy of Sciences annual meeting, FAFSA Day, the Southeast Indian Studies Conference, Project Kaleidoscope and the Grad Finale survey. Planning is underway for assistive technology and audio/visual support for spring commencement ceremonies.
- Assistive Technology support within DoIT is working in conjunction with DSS to migrate the JAWS software from a locally licensed, very limited installation, to a network license service installation. This will increase access to this software for our blind / low vision students and result in greater ADA compliance.
- Kurzweil will also be moved to a network license service model which will also result in greater ADA compliance
- Client Services was heavily involved in the implementation of Safe Connect through testing, documentation and webpage production
- Java update successfully pushed to campus computers

Course Management Support

- All Fall 2012 courses have been archived
- Support for Admissions to transition to document management solution (Docustore) has begun
- Installed WayPoint building block update in production
- Installed SafeAssign building block update in production
- Installed Blackboard Collaborate building block update in production
- Installed Blackboard Mobile building block update in production
- Completed system maintenance – removing Fall 2011 courses from the server

- Implementation of OpenKM in International Programs has begun
- Update for Pearson / MyLab installed in test environment
- Blackboard Connect Message Gateway installed in test
- SafeAssign paper submission issue resolved

Networking

- VoIP phone system upgrade project is complete
- Panic Button system replacement is complete
- Legacy Octel Voicemail system has been decommissioned
- Fort Bragg Office DSL circuit has been upgraded
- Designed and installed a non-public access, authentication required, wireless guest network to support the NC Academy of Sciences Annual Meeting, the Board of Trustees meeting and the Board of Governors meeting
- Implemented Contact Center Express in the Bursar's Office and intergraded with VoIP and CallRex systems. This system will distribute call flow evenly by managing a call routing queue
- Implemented new Bookstore Point of Sale virtual local area network (VLAN) in support of new POS system
- Implemented Safe Connect in residence halls. This system replaces Clean Access and eliminates a number of issues with the older system.
- BTOP II project to increase fiber infrastructure bandwidth is ongoing, with many major components complete
- New batteries have been installed in data center UPS systems
- Created secure network for new Oracle 11g servers to support Banner and uAchieve

Applications

- The Roster Verification Application upgrades for spring and summer have been implemented.
- Process to manage late fees and interest on student accounts has been completed
- Swim School Registration Application completed
- Bookstore-Banner and Banner-Bookstore interfaces updated
- Financial Aid upgrade complete
- Financial Aid year-end rollover complete
- u.Achieve encoding has been completed and testing is in progress
- In progress –
 - Automation of drop process when students fail prerequisites
 - New degree audit scheduled to be complete in July
 - Class scheduling process scheduled for implementation for Spring 2014 semester.
 - Researching new online application for School of Graduate Studies
 - Researching new cashiering application
 - Researching new document management system

Enterprise Systems

- Revised Financial Aid Authorization application under development
- Roster Verification application for spring and summer complete

- Banner-PCS interface upgraded
- Field Experience Application for School of Education completed. This new application allows SOE to place students in early teaching assignments while providing information to school systems. This process is completely automated and replaces one that required substantial manual intervention by faculty and staff.
- UNCP will be a pilot in the World Language Exchange project led by UNC General Administration. This project is in the planning stage.
- HMS-Banner interface updated
- Drupal content management system implemented and in use for Admissions and Academic website. Drupal replaces Active Admissions.
- New campus listservs implemented with enrollment via BraveWeb.
- Migration to new NetApp Metrocluster nearing completion.
- New clustered Oracle WebLogic servers have been implemented. Internet Native Banner (INB) has been migrated to these new servers. External application interface migration is in progress.
- New virtual servers for Dokwiki, u.achieve and Drupal.
- Implementation of SyncSort backup system is in progress. Syncsort will replace Netbackup.

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Appendix DD



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April 24, 2013

Dr. Susan Cannata
Chair, Faculty Senate
Department of English and Theater

Dear Dr. Cannata and Members of the Faculty Senate:

In compliance with NCAA rules guiding a University's athletic committee, the following is a summary of actions taken by UNCP's University Athletic Committee in the spring of 2013. The committee held one meeting on April 18, 2013. Members of the committee include:

Irene Aiken, Scott
Billingsley, Chair
Steve Bourquin
Alfred Bryant
Travis Bryant
Bob Caton, BOT
Tom Dooling
Jeff Frederick, FAR
Kevin Freeman
Jenelle Handcox
Lisa Kelly
Patrick Sterk

The Interim Athletic Director's Report was delivered by Patrick Sterk. He introduced Dick Christy as the new athletic director and noted that Mr. Christy would assume those duties full time on May 24, 2013. He provided a recap of the team results and highlights for the year. Mr. Sterk noted that the men's basketball team had its most successful season in its twenty-year NCAA history, and that the baseball team was ranked among the top ten teams nationally. Four UNCP wrestlers competed in the NCAA Division II National Championships, with Mike Williams and Daniel Ownbey achieving All American status. Williams placed third at nationals and Ownbey came in eighth place. At the time of our meeting, the women's golf team was ranked #11 nationally and the men's track and field team was ranked #2 in the southeast region. Mr. Sterk also announced that the student athletics fee would increase from \$595 to \$624 for the 2013-2014 academic year. This is the first rate increase in four years.

Mr. Sterk also gave the committee an update on Athletic Department renovations and improvements. The Dick and Lenore Taylor Track will be completely renovated during the spring and summer terms. Construction was supposed to begin on Monday April 22, 2013 and should be completed by the time fall classes begin in August 2013. A total of \$1.5 million in University funds were set aside for this project and the winning bid came in at \$1.3 million. The University plans to purchase a pre-owned bus for approximately \$300,000 with End of Year funds. The bus will be used to provide transportation for students, faculty, and staff attending official university events. There are also plans to resurface the gymnasium floor and purchase a new scorer's table for the gymnasium as well as awnings and wind screens for outdoor athletic events.

Finally, Mr. Sterk informed the athletic committee that UNCP submitted an application to the Central Intercollegiate Athletic Association (CIAA) to allow UNCP's football team to compete in their conference. Other UNCP teams would remain in the Peach Belt Conference. The CIAA by-laws currently do not admit only one sport from a school into their conference, but UNCP officials hope that the CIAA will consider changing their rules to allow the UNCP football team to compete.

Jeff Frederick presented the Faculty Athletic Representative's (FAR) report. He noted that the NCAA coaches' recruiting test was more difficult this year and that more coaches (mostly graduate assistants) failed the test on their first try than in years past. The Athletic Department is continuing to seek better ways to make sure UNCP officials are aware of student athletes' academic performance and matriculation through their degree programs. Dr. Frederick and Mr. Sterk plan to work closely with Mr. Christy in the coming months to improve that process.

Dr. Frederick thanked the athletic committee for participating in the interview process for the Director of Athletics position this spring. He also thanked Mr. Sterk for serving as Interim Athletic Director. Dr. Frederick reported that there were several events that Faculty Athletic Associates sponsored and participated in this year and that he plans to reevaluate the program next year to see what, if any, changes need to be made. The next meeting of the Peach Belt Conference will be held May 28-29, 2013. Dr. Frederick will chair the FAR meeting this year; he stated that there are currently no major policy issues that the FAR committee plans to discuss.

He reported that there were no athletic appeals this semester and that two student athletes, Lewis Adams (men's golf) and Ashlee Doughty (women's cross country), won awards from the Friends of the Library Book Scholarship. Finally, Dr. Frederick announced that the Athletic Department

will start conducting exit interviews of student athletes who have completed their competition eligibility at UNCP. This will provide valuable information to help athletics officials improve the overall experience for student athletes at the University.

Patrick Sterk delivered the Compliance Officer's Report, noting that the GPA for the entire Athletics Department, which includes approximately 400 athletes, was 2.90. Thirteen student athletes had a 4.0 GPA, one half of the teams had a team GPA of 3.0, and 12 of 16 teams had a 2.8 team GPA or better. UNCP student athletes have shown steady growth with their GPAs in recent years. Mr. Sterk reported that there were no major rules changes at the NCAA national convention, but there were a couple of clarifications of existing rules issued regarding the dates that high school students may tryout for a team and the timeframe when a team must suspend all activity once their season has ended.

Mr. Sterk reported on a rules violation by the track and field coach last fall, whereby an athlete who was not a UNCP student was practicing with the track team. The head track coach was suspended from his coaching duties pending an internal investigation by Mr. Sterk and University General Counsel Joshua Malcolm. The coach's contract was terminated and the coach resigned his teaching position at the end of the fall term. The Athletic Department submitted a full report to the NCAA. The NCAA enforcement staff reviewed the report and assured Mr. Sterk that the University followed proper protocol in handling the situation and chose to process it as a secondary infraction. The NCAA will not sanction the University for this infraction. The cross country coach, Gary Aycock, is serving as interim track and field coach while a search for a permanent head coach is underway. Mr. Sterk reported that he hopes to have the position filled by the end of May.

There was no new or unfinished business to conduct. I will be happy to address any questions you might have about this report at the next meeting of the Faculty Senate on Wednesday May 1, 2013.

Sincerely,

Scott Billingsley
Chair, University Athletic Committee
scott.billingsley@uncp.edu
910.521.6807

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