

Academic Affairs Committee
Wednesday, February 15, 2017 at 3:30 PM
233 Chavis University Center

AGENDA

Membership:

Jonathan Maisonpierre, Chair (Senator)
Jose D'Arruda (Senator)
Cliff Mensah (Senator)
Cynthia Miecznikowski (Senator)
David Nikkel (Senator)
John Parnell (Senator)
June Power, Secretary (Senator)
Enrique Porrua (Senator)
Robert Arndt (Chair, Academic Support Services Subcommittee)
Abigail Mann (Chair, General Education Subcommittee)
Jaime Martinez (Chair, Curriculum Subcommittee)
Robin Snead (Chair, Enrollment Management Subcommittee)
Scott Billingsley (Interim Provost and VC for Academic Affairs)

- I. Call to Order
- II. Approval of Minutes of the January 18, 2017 meeting ([Appendix A](#))
- III. Adoption of the Agenda – Note: online agenda for most items from Curriculum Subcommittee available at: <https://uncp.curriculog.com/agenda:17/form>
- IV. Report from the Chair
- V. Reports from Administrators
- VI. Reports from Subcommittees

A. Curriculum: Jaime Martinez, Chair

A.1 Actions requiring only AAC chair signature:

5. Proposals from the Department of Music (proposal detail available on Curriculog)

5.1 Course Proposal: revise title and description for MUS 1561 Vocal Jazz Ensemble

5.2 Course Proposal: delete MUS 3240 Musical Experiences for Young Children

(Approved 7-0-0)

6. Proposal from the Department of Accounting and Finance (proposal detail available on Curriculog)

6.1 Course Proposal: revise prerequisites for ACC 3220 Intermediate Accounting (Approved 7-0-0)

7. Proposals from the Department of Economics and Decision Sciences (proposal detail available on Curriculog)

7.2 Program Proposal: add DSC 5190 to Professional Enhancement course options for M.B.A. degree program (Approved 7-0-0)

A.2 Actions requiring AAC approval only:

5. Proposals from the Department of Music (proposal detail available on Curriculog)

5.3 Course Proposal: create MUS 3610 Jazz Theory & Composition

5.4 Course Proposal: create MUSL 3610 Jazz Lab (Approved 7-0-0)

7. Proposals from the Department of Economics and Decision Sciences (proposal detail available on Curriculog)

7.1 Course Proposal: create DSC 5190 Data Analytics for Business (Approved 7-0-0)

9. Proposal from the Center for Student Success (proposal detail available on Curriculog)

9.1 Course Proposal: create UNV 2000 Introduction to Student Development Theory and Peer Education (Approved 7-0-0)

A.3 Actions requiring AAC approval and to be sent to Senate: ([Appendix B](#))

4. Proposal from the Department of English, Theatre, and Foreign Languages

4.1 Program Proposal: Replace the B.A. in English Education (9-12) with a 9-12 Licensure concentration in the B.A. in English (see pp. 9-12 for proposal detail)

4.2 Program Proposal: Replace the B.A. in English Education Middle Grades with a 6-9 Licensure concentration in the B.A. in English (see pp. 12-15 for proposal detail) (Approved 7-0-0)

5. Proposals from the Department of Music (proposal detail available on Curriculog and Appendix B, pp. 16-18)

5.5 Program Proposal: revise degree requirements for B.A. in Music with Music Industry Emphasis—Classical Track

5.6 Program Proposal: revise degree requirements for B.A. in Music with Music Industry Emphasis—Jazz and Commercial Track (Approved 7-0-0)

8. Proposal from the Department of Political Science and Public Administration

8.1 Program Proposal: delete Professional Paper requirement from all M.P.A. degree programs (Approved 7-0-0) (proposal detail available on Curriculog)

8.2 Program Proposal: create a 5-Year combined B.A. in Political Science and M.P.A. program (Approved 6-0-1) (see pp. 19-21 for proposal detail)

B.General Education: Abigail Mann, Chair

Proposal: Statement regarding the articulation agreement with Yangtze Normal University (YNU). ([Appendix C](#)) (p. 21)

C.Enrollment Management: Robin Snead, Chair

1. **Proposal** to change the impact of a grade of Incomplete on the quality hours and quality point average during the semester the student has to fulfill the course requirements. ([Appendix D](#)) (pp. 21-22)

D.Academic Support Services: Robert Arndt, Chair

VII. Old Business

VIII. New Business

1. Resolution on Academic Hiring – June Power and José D’Arruda ([Appendix E](#))

IX. Announcements

X. Adjournment

Appendix A

MINUTES
(pending approval)
Meeting of the Academic Affairs Committee
Wednesday, January 18, 2017
University Center, Room 233

Members present: Jonathan Maisonpierre (chair, senator), Jose D'Arruda (senator), David Nikkel (senator), Robert Arndt (chair, Academic Support), Abigail Mann (chair, General Education), Jaime Martinez (chair, Curriculum), Cliff Mensah (senator), Cynthia Miecznikowski (senator), John Parnell (senator), June Power (secretary, senator),

Members absent: Scott Billingsley (interim provost), Enrique Porrua (senator), Robin Snead (chair, Enrollment Management)

Guests: Renee Lamphere, Shilpa Regan, Irene Aiken, Bruce DeHort, Lisa Mitchell, Emily Neff-Sharum

Recording Secretary: June Power

I. Call to Order

Chair Maisonpierre called the meeting to order at 3:30pm.

II. Approval of Minutes of November 16, 2016, Meeting

The minutes were approved.

III. Adoption of Agenda

The agenda was approved.

IV. Report from the Chair

No report.

V. Reports from Administrators

No report

VI. Report from Subcommittees

A. Jaime Martinez, Curriculum Chair, presented the following curriculum proposals for Academic Affairs Committee approval or Chair signature:

A.1 Actions requiring only AAC chair signature:

6. Proposals from the Department of Elementary Education

6.1 Course Proposal: revise prerequisites for ELE 5700 Language, Literacy, & Diversity

6.2 Course Proposal: revise prerequisites for ELE 5750 Curricula Design and Choices

6.3 Course Proposal: revise prerequisites for ELE 5775 Development, Diversity, and Differentiated Instruction

6.4 Course Proposal: revise prerequisites for ELE 5800 Advanced Elementary Mathematics and Science

6.5 Course Proposal: ELE 5850 Advanced Elementary Social Studies and Language Arts

8. Proposals from the Department of Economic and Decision Science

8.1 Course Proposal: remove cross-listing from ECN 3300

8.2 Course Proposal: revise course description of DSC 2090

A.2 Actions requiring AAC approval only:

4. Proposal from the Graduate School

4.1 Course Proposal: create GRD 5000 – Graduate Continuous Enrollment (Approved 9-0-0)

5. Proposal from the Department of Sociology and Criminal Justice

5.1 Course Proposal: create CRJ 4550 – Victimology (Approved 9-0-0)

A.3 Actions requiring AAC approval and to be sent to Senate:

6. Proposals from the Department of Elementary Education

6.6 Program Proposal: add an Elementary specialization to the current Master of Arts in Teaching degree (Approved 9-0-0)

7. Proposals from the Department of History (pp. 20-23)

7.1 Program Proposal: Revise advanced history options for B.A. in History (Approved 9-0-0)

7.2 Program Proposal: Revise advanced history options for B.A. in History with Social Studies Education (Approved 9-0-0)

Jamie has also scheduled additional Curriculog training sessions. Training on on Curriculog, our new curriculum proposal management system, will be provided in Sampson 136 on the following days:

Thursday, January 26, 3:30-4:30 pm
Friday, January 27, 12:30-1:30 pm
Wednesday, February 1, 2:30-3:15 pm

Participants are encouraged to bring an in-progress proposal, as the system makes more sense with concrete examples.

B. Abigail Mann, General Education Chair, presented the following report:

Course proposal: PAD/PLS 2010 - American State & Local Government, Administration & Policy (Approved 9-0-0)

Note: The course is not newly created, just being added to General Education electives.

Abby also asked the committee for suggestions on issues with an articulation agreement for some of our Chinese students on a 1-2-1 plan with regards to having enough classes but not enough course hours due to classes that would be 3 credits here only counting for 2 credits at their home institution. Abby will look into the original articulation agreement, WARS report, and possible SACS issues.

C. Shilpa Regan, attending for Robin Snead, Enrollment Management Chair, presented the following report:

1. Proposal to revise wording of the Military Student Success Policy (Approved 9-0-0)
2. Military Deployment Agreement Form to accompany the Military Student Success Policy (Approved 9-0-0)

D. Robert Arndt, Academic Support Services Chair, presented the following report:

Accessibility Resource Center

Active in database: approximately 600. These are students who are qualified for accommodations and could implement them at any time. 128 students have implemented accommodations for the fall semester.

Participated in both Graduate and Undergraduate Commencement ceremonies
Nicolette reviewed conference proposals for the Association on Higher Education and Disability (AHEAD) for their 2017 Annual Conference.

The office will be conducting a search for an assistant director as Nicolette Campos has accepted the position of Director the Accessibility Resource Center here at UNCP. The official announcement will be going out later.

Center for Student Success

489 students were scheduled for tutoring this semester compared to 501 in the fall of 2015.

Trained 35 tutors since December 2nd.

Contacted instructors to recruit tutors to cover courses that have been requested for tutoring.

There will be a kick off meeting with Visual Zen on Friday, January 13, 2017. Visual Zen will provide an online registration process that will bridge with Banner. Additionally, they are providing an online platform for us to host orientation for all distance education students. The online registration system will launch on March 15, 2017. The online orientation is schedule to launch in April 2017. This will ONLY be for student who are true online and distance education students. We have hired 25 Orientation Leaders, 2 alternates, 2 Head Orientation Leaders and 1 Student Coordinator for the summer. Initial communication to students and their family members regarding orientation will start going out the third week of March. We are currently working with University Marketing and Communication to update and create booklets for freshman, transfer, family members, and distance education students

DoIT

Cloud Email and Collaboration- Faculty and staff will transition from Exchange on premise to Office 365 for mail, calendar and collaboration, joining our students in the cloud email environment. UNCP's Google Suite will become available for all faculty, staff and students as well. Cloud Lock will be implemented for Data Loss Protection (DLP) and Duo will be provided for 2 factor authentication. Planning is underway. Goal is to move faculty and staff to new environment before graduation, May 2017.

LMS Analysis - The ad hoc faculty committee will meet for the first time on January 9. A Canvas sandbox is live for their use. One more tool will likely be reviewed. More information will be shared after the committee convenes. We expect a recommendation from the committee in April 2017.

Library Report (Unofficial)

The Library has several frontline positions that are awaiting clearance to advertise (Circulation and Reference). These positions are critical as other personnel have adjusted schedules to cover duties at these locations.

On November 17, the Library host a program where Cherry Beasley, Mary Ann Jacobs and

Ulrike Wiethaus discussed their new book.

The Circulation and Reference Desks have answered numerous questions about the new print arrangement in the computer labs. Students were not notified about change in the policy where students could no longer print if they brought their own paper. The main issues are the defaults (color and double sided); purchasing print cards.

Laura Hess, the Instructional Services Librarian, is scheduling instructional classes. All faculty who have a research components are encouraged to request a session. Several classes scheduled have more students that the Library classroom can easily hold.

Writing Center

Provided APA and MLA citation workshop. 8 attended the MLA workshops and 44 the APA workshops. They are in the process of creating their own tutoring handbook.

Currently the Writing Center has a staff of 9 students (5 new tutors). The Writing Center will be conducting on-campus interviews for a new director in the next several week.

VIII. Old Business

No old business.

IX. New Business

Concern over losing students to the discontinuation of sports (men's golf and soccer) is a concern for some faculty and was discussed briefly. Another issue briefly mentioned is the need for a better mechanism for managing WD/WE classes to avoid SACS issues.

In addition, there was discussion about the perceived lack of academic affairs hiring. Positions being filled seem to be administrative in nature. Jose D'Arruda and June Power will work on drafting a statement of support for academic hiring, as many academic departments will face cut backs in services if critical positions are not filled.

X. Announcements

No announcements.

XI. Adjournment

The meeting adjourned at 4:45 pm.

Respectfully submitted by June Power,
Recording Secretary

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Appendix B – Actions Requiring AAC Approval and to be Sent to the Senate

4. Proposals from the Department of English, Theatre, and Foreign Languages

4.1 Program Proposal: The English, Theatre, and Foreign Languages Department wishes to eliminate the English Education degree along with its Secondary Education 9-12 Concentration and Middle Grades Language Arts 6-9 Concentration. We then wish to create new area of emphasis within the B.A. in English degree to offer licensure to our students.

Rationale: English Education is a low-productivity degree. Proposed changes will bring the English Education Emphasis under the umbrella of the B.A. in English, along with the Literary Studies Emphasis and Professional Writing Emphasis, rescuing English Education and bolstering the numbers in the English major. There is still a need to offer licensure to our students, so we need to offer this option as an area of emphasis within the B.A. in English.

Dept vote: 36 for; 1 against; 0 abstain

Affect others: YES: English Education is a part of the university’s Teacher Education Program. As a result, the degree change will need to be approved by the Teacher Education Committee.

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: yes

Catalog Information:

Course Requirements—BA in English: English Education Concentration	Sem-Hrs
Freshman Seminar General Education	1
General Education	44
I. Core Requirements SPE 2000 Interpersonal Communication or SPE 2010 Fundamentals of Speech ENG 2050 World Literature before 1660 or ENG 2060 World Literature after 1660 ENG 2230 American Literature before 1865 or ENG 2240 American Literature after 1865 ENG 2470 British Literature before 1790 or ENG 2480 British Literature after 1790 (In the three choices above, students should select a combination of early and late surveys.) ENG 3040 Principles of Literary Study ENG 4570 Shakespeare ENG 4xxx (numbers vary) Seminar in Literature Competency in a foreign language at the 1320 course level	21-27

<p>Additional Required Courses: English Education Emphasis</p> <p>ENG2990 Writing Center Theory and Practice JRN 1820 or 1610 or THE 1620 or ENG 2860 ENG 3460 Aspects of the English Language ENG 3710 English Grammar</p> <p>Select any three options from the list below:</p> <p>up to one ENG course from: 2010, 2020, 2080, 2090, 2100, 2180, 2190, 2200, 2410 (<i>see catalog for course titles</i>)</p> <p>ENG 3100 The Harlem Renaissance ENG 3110 Medieval British Literature ENG 3120 Early Modern British Literature ENG 3130 The American Renaissance ENG 3140 American Literature in Transition ENG 3150 British Romantic Literature ENG 3160 Victorian Literature ENG 3170 Post-Colonial Literature ENG 3250 Language in Society ENG 3420 The British Novel ENG 3430 The American Novel ENG 3440 The Native American Novel ENG 3470 Native American Poetry ENG 3540 Modern Drama ENG 3560 Modernist Fiction ENG 3660 Modernist Poetry ENG 3670 Contemporary Fiction ENG 3680 Contemporary Poetry</p> <p>up to one advanced creative writing course from: ENG 3740 Writing Poetry II; ENG 3750 Writing Fiction II; or ENG 3760 Writing Creative Nonfiction II</p> <p>up to one composition/rhetoric course from: ENG 3570 History of Rhetoric; ENG 3580 Professional Writing; ENG 3700 Advanced Composition; ENG 4250 African American Rhetorics; ENGS 4090-4129 Special Topics in Composition and Rhetoric ENGS 33xx Special Topics in Literature (numbers may vary) ENG 4xxx (numbers vary) Seminar in Literature ENG 4020 Literary Criticism ENG 4230 or 4240 Special Topics in American English</p> <p>up to one ESL course from: ENG 4810 Phonetics/Phonology; ENG 4830 Second Lang. Acquis.; ENG 4850 Cultural Issues of ESL</p>	<p>19</p>
<p>Professional Studies Core</p> <p>EDN 2100 Introduction to Education SED 3310 Introduction to Exceptional Children EDN 3140 Aspects of Human Development and Educational Psychology for Grades 6-12 EDN 3130 Content Area Reading</p>	<p>12</p>

<p>Content Pedagogy EED 3840 Literature/Reading for Adolescents (6-12): Methods and Materials (spring only) EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only) CSC 4050 Current Topics in Computers in Education and the courses below in the semester of student teaching: EED 4490 Internship for English/Language Arts in Secondary/Middle Schools (9 hrs.) EED 4750 Professional Seminar in Secondary/Middle Grades English/Language Arts</p>	21
General Electives	9-15
	Total 123

Course Requirements—BA in English: English Education Emphasis	Sem Hrs
Freshman Seminar General Education	1
General Education	44
<p>Content Knowledge Core Requirements ENG 2050 World Literature before 1660 or ENG 2060 World Literature after 1660 ENG 2230 American Literature before 1865 or ENG 2240 American Literature after 1865 ENG 2470 British Literature before 1790 or ENG 2480 British Literature after 1790 ENG 3040 Principles of Literary Study ENG 3460 Aspects of the English Language ENG 4570 Shakespeare ENGS 4xxx (numbers vary) Seminar in Literature Competency in a foreign language at the 1320 course level</p>	18-27 (of which up to 9 may double count with gen ed)

<p>Content Knowledge Electives</p> <p>Select any four options from the list below:</p> <p>up to one ENG course from: 2010, 2020, 2080, 2090, 2100, 2180, 2190, 2200, 2410 (<i>see catalog for course titles</i>)</p> <p>ENG 3100 The Harlem Renaissance ENG 3110 Medieval British Literature ENG 3120 Early Modern British Literature ENG 3130 The American Renaissance ENG 3140 American Literature in Transition ENG 3150 British Romantic Literature ENG 3160 Victorian Literature ENG 3170 Post-Colonial Literature ENG 3420 The British Novel ENG 3430 The American Novel ENG 3440 The Native American Novel ENG 3470 Native American Poetry ENG 3540 Modern Drama ENG 3560 Modernist Fiction ENG 3660 Modernist Poetry ENG 3670 Contemporary Fiction ENG 3680 Contemporary Poetry</p> <p>up to one advanced creative writing course from: ENG 3740 Writing Poetry II; ENG 3750 Writing Fiction II; or ENG 3760 Writing Creative Nonfiction II</p> <p>up to one composition/rhetoric course from: ENG 2990 Writing Center Theory and Practice; ENG 3570 History of Rhetoric; ENG 3580 Professional Writing; ENG 3650 Writing in Digital Environments; ENG 3700 Advanced Composition; ENG 3720 Writing for the Public Sphere; ENG 4210 Grant Writing; ENG 4250 African American Rhetorics; ENGS 4090-4129 Special Topics in Composition and Rhetoric ENGS 33xx Special Topics in Literature (numbers may vary) ENG 4xxx (numbers vary) Seminar in Literature ENG 4020 Literary Criticism</p> <p>up to one linguistics course from: ENG 3520 Language in Society; ENG 3710 English Grammar; ENG 4230 or 4240 Special Topics in American English; ENG 4810 Phonetics/Phonology; ENG 4830 Second Lang. Acquis.; ENG 4850 Cultural Issues of ESL ENGS 4xxx Senior Seminar</p>	12
<p>Professional Studies Core Requirements</p> <p>EDN 2100 Introduction to Education SED 3310 Introduction to Exceptional Children EDN 3140 Aspects of Human Development and Educational Psychology for Grades 6-12 EDN 3130 Content Area Reading</p>	12

Content Pedagogy Requirements EED 3840 Literature/Reading for Adolescents (6-12): Methods and Materials (spring only) EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only) CSC 4050 Current Topics in Computers in Education and the courses below in the semester of student teaching: EED 4490 Internship for English/Language Arts in Secondary/Middle Schools (9 hrs.) EED 4750 Professional Seminar in Secondary/Middle Grades English/Language Arts	21
General Electives	12-18
Total	120

4.2 Program Proposal: The English, Theatre, and Foreign Languages Department wishes to eliminate the English Education degree along with its Secondary Education 9-12 Concentration and Middle Grades Language Arts 6-9 Concentration. We then wish to create new area of emphasis within the B.A. in English degree to offer licensure to our students.

Rationale: English Education is a low-productivity degree. Proposed changes will bring the English Education Emphasis under the umbrella of the B.A. in English, along with the Literary Studies Emphasis and Professional Writing Emphasis, rescuing English Education and bolstering the numbers in the English major. There is still a need to offer licensure to our students, so we need to offer this option as an area of emphasis within the B.A. in English.

Dept vote: 37 for; 0 against; 0 abstain

Affect others: YES: English Education is a part of the university's Teacher Education Program. As a result, the degree change will need to be approved by the Teacher Education Committee.

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: yes

Catalog Information:

Course Requirements—BA in English: Middle Grades Language Arts Concentration	Sem Hrs
Freshman Seminar General Education	1
General Education (3 sem. hrs. of 2000-level literature may count toward general education)	44 (41)

<p>I. Core Requirements</p> <p>ENG 2230 American Literature before 1865 or ENG 2240 American Literature after 1865</p> <p>ENG 2470 British Literature before 1790 or ENG 2480 British Literature after 1790</p> <p><i>(In the two choices above, students should select one early and one late survey.)</i></p> <p><u>one</u> ENG course from: 2010, 2020, 2050, 2060, 2080, 2090, 2100, 2180, 2190, 2200, 2410 <i>(see catalog for course titles)</i></p> <p>ENG 3040 Principles of Literary Study</p> <p>ENG 3460 Aspects of the English Language</p> <p>ENG 3710 English Grammar</p>	18
<p>Additional Required Courses: Middle Grades Language Arts Emphasis</p> <p>Select any three options from the list below:</p> <p>ENG 3100 The Harlem Renaissance</p> <p>ENG 3110 Medieval British Literature</p> <p>ENG 3120 Early Modern British Literature</p> <p>ENG 3130 The American Renaissance</p> <p>ENG 3140 American Literature in Transition</p> <p>ENG 3150 British Romantic Literature</p> <p>ENG 3160 Victorian Literature</p> <p>ENG 3170 Post-Colonial Literature</p> <p>ENG 3250 Language in Society</p> <p>ENG 3420 The British Novel</p> <p>ENG 3430 The American Novel</p> <p>ENG 3440 The Native American Novel</p> <p>ENG 3470 Native American Poetry</p> <p>ENG 3540 Modern Drama</p> <p>ENG 3560 Modernist Fiction</p> <p>ENG 3660 Modernist Poetry</p> <p>ENG 3670 Contemporary Fiction</p> <p>ENG 3680 Contemporary Poetry</p> <p>ENGS 33xx Special Topics in Literature (numbers may vary)</p> <p>Or 2 literature courses from precious list plus SPE 2000 or SPE 2010 or SPE 3580 or THE 2010 <i>(see catalog for course titles)</i></p>	9
<p>Second Academic Concentration: See list in catalog</p>	18-30
<p>Professional Studies Core</p> <p>EDN 2100 Introduction to Education</p> <p>SED 3310 Introduction to Exceptional Children</p> <p>EDN 3140 Aspects of Human Development and Educational Psychology for Grades 6-12</p> <p>EDN 3130 Content Area Reading</p> <p>EDN 3400 Philosophy and Curriculum of Middle Grades</p>	15

<p>Content Pedagogy</p> <p>EED 3840 Literature/Reading for Adolescents (6-12): Methods and Materials (spring only)</p> <p>EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)</p> <p>CSC 4050 Current Topics in Computers in Education</p> <p>and the courses below in the semester of student teaching:</p> <p>EED 4490 Internship for English/Language Arts in Secondary/Middle Schools (9 hrs.)</p> <p>EED 4750 Professional Seminar in Secondary/Middle Grades English/Language Arts</p>	21
Total	123*
<i>*may be greater depending on Second Academic Concentration</i>	

Course Requirements—BA in English: Middle Grades Language Arts Emphasis	Sem Hrs
Freshman Seminar General Education	1
General Education	44
<p>Content Knowledge Core Requirements</p> <p>ENG 2230 American Literature before 1865 or ENG 2240 American Literature after 1865</p> <p>ENG 2470 British Literature before 1790 or ENG 2480 British Literature after 1790</p> <p><u>one</u> ENG course from: 2010, 2020, 2050, 2060, 2080, 2090, 2100, 2180, 2190, 2200, 2410 (<i>see catalog for course titles</i>)</p> <p>ENG 3040 Principles of Literary Study</p> <p>ENG 3460 Aspects of the English Language</p> <p>ENGS 4xxx (numbers vary) Seminar in Literature</p>	18 (of which 3 may double count with gen ed)

<p>Content Knowledge Electives</p> <p>Select any four options from the list below:</p> <ul style="list-style-type: none"> ENG 3100 The Harlem Renaissance ENG 3110 Medieval British Literature ENG 3120 Early Modern British Literature ENG 3130 The American Renaissance ENG 3140 American Literature in Transition ENG 3150 British Romantic Literature ENG 3160 Victorian Literature ENG 3170 Post-Colonial Literature ENG 3420 The British Novel ENG 3430 The American Novel ENG 3440 The Native American Novel ENG 3470 Native American Poetry ENG 3540 Modern Drama ENG 3560 Modernist Fiction ENG 3660 Modernist Poetry ENG 3670 Contemporary Fiction ENG 3680 Contemporary Poetry ENGS 33xx Special Topics in Literature (numbers may vary) ENG 4750 Shakespeare ENGS 4xxx (numbers vary) Seminar in Literature <p>up to one composition/rhetoric course from: ENG 2990 Writing Center Theory and Practice; ENG 3570 History of Rhetoric; ENG 3580 Professional Writing; ENG 3650 Writing in Digital Environments; ENG 3700 Advanced Composition; ENG 3720 Writing for the Public Sphere; ENG 4210 Grant Writing; ENG 4250 African American Rhetorics; ENGS 4090-4129 Special Topics in Composition and Rhetoric</p>	12
<p>Professional Studies Core Requirements</p> <ul style="list-style-type: none"> EDN 2100 Introduction to Education SED 3310 Introduction to Exceptional Children EDN 3140 Aspects of Human Development and Educational Psychology for Grades 6-12 EDN 3130 Content Area Reading EDN 3400 Philosophy and Curriculum of Middle Grades 	15
<p>Content Pedagogy Requirements</p> <ul style="list-style-type: none"> EED 3840 Literature/Reading for Adolescents (6-12): Methods and Materials (spring only) EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only) CSC 4050 Current Topics in Computers in Education and the courses below in the semester of student teaching: EED 4490 Internship for English/Language Arts in Secondary/Middle Schools (9 hrs.) EED 4750 Professional Seminar in Secondary/Middle Grades English/Language Arts 	21
<p>General Electives</p>	12
Total	120

5. Proposals from the Department of Music

Outline of Proposed Changes:

Both Tracks:

- Changed name of degree to BA in Music with Music Industry Emphasis (from BA in Music with Elective Studies in Business)
- Removed ECN 1000 as a requirement in GenEd (students can still take it, but don't have to)
- Senior Recital is 1 credit (students generally took it as 0 hours, though they could take anywhere between 0-2 hours).
- Removed all academic electives (was 10-13/14). 8 of these hours were used to reduce degree to 120 hrs (from 128), the remaining were added as music classes (described below).

Jazz & Commercial Track:

- Added Jazz Choir as an option for one semester of vocal ensemble for non-vocal majors
- Added MUS 1001 University Chorale as a major ensemble option for two semesters.
- Increased Applied Instruction to 14hrs on the primary instrument (was 10 hours plus 4 of improvisation). Separated Improvisation out from Applied Instruction category.
- Jazz Composition will become a 3 credit class (MUS 3610 Jazz Theory & Composition) with a 1 credit co-requisite lab section (MUSL 3610 Jazz Lab) just like all our theory classes and will replace Theory IV and Lab. The lab section will focus on notation software proficiency and discipline-specific piano skills (realizing 7th and 9th chords, basic ii-V-I voicings, performing common chord progressions including blues)
- Keyboard majors take two semesters of MUS 3351 Accompanying instead of Class Piano I and II

Classical Track:

- Removed MUS 3460 Jazz Composition as an option with MUS 3340 Orchestration & Arranging. Classical track students now MUST take Orchestration & Arranging. (Jazz Comp will no longer be 2 credit hours, so not interchangeable).
- Added MUS 3290 Conducting as a requirement
- Keyboard majors will take MUS 4250 Piano Pedagogy instead of Class Piano I and II.
- Major ensemble for keyboard majors is five semesters of Band/Orch/Chorale/Singers, plus two semesters of MUS 3351 Accompanying and one semester of MUSP 1171 Private Improvisation. At least one of the five ensembles must be a vocal ensemble.

5.5 Program Proposal: revise degree requirements for B.A. in Music with Music Industry Emphasis—Classical Track

**Bachelor of Arts with Music Industry Emphasis (MUSB) - Classical Track
Advisement Check List (2017 - present)**

According to the University catalog, students must have a minimum overall GPA of 2.0
AND a GPA in their major in excess of 2.0 in order to graduate.

<u>Gen Ed Requirements (39/45 hrs)</u>	<u>Music Core (60/54 hrs)</u>	<u>Music (Other) (4/5 hrs)</u>
Basic Skills (6 hrs)	Major Ensemble (7/8 hrs)¹	MUS 1810 ² _____
ENG 1050 _____	[MUS 1001/1381] ³ _____	MUS 1820 ² _____
ENG 1060 _____	MUS 1001/1161/1381/1411 ² _____	[MUS 2810/MUSP 1021] ⁴ _____
	" _____	MUS 3290 _____
	" _____	[MUS 4250] ⁵ _____
Physical Education (2 hrs)	" _____	
PED _____	" _____	Music Industry (21 hrs)
PED _____	" _____	MUS 3500 _____
	" _____	MUS 3530 _____
Humanities (12 hrs)	" _____	MUS 3800 _____
MUS 2940 _____	" _____	MUS 4580 _____
ENG _____		ENTR 2000 _____
HST _____	Applied Music (15 hrs)	ENTR 2100 _____
PHI/REL _____	MUSP 1*** (2 hrs) _____	ENTR 4000 (WD) _____
	" _____	
Social Sciences (9 hrs)	" _____	
ECN _____	MUSP 3*** (2 hrs) _____	
GGY _____	" _____	
PSPA _____	" _____	
PSY _____	" _____	
SOC _____	MUS 4040 (1 hr) _____	
Natural Sciences/ Math (9 hrs)	Music Theory (18 hrs)	
MAT _____	MUS 1140 _____	
1 course in 2 of 4 areas:	MUSL 1140 _____	
BIO/CHM/GLY/PHS _____	MUS 1150 _____	
	MUSL 1150 _____	
	MUS 2140 _____	
	MUSL 2140 _____	
	MUS 2150 _____	
Electives (6 hrs)	MUSL 2150 _____	
MUS 2930 _____	MUS 3340 _____	
Non-Humanities _____		
	Music History & Lit (9/3 hrs)	
Freshman Seminar (1 hr)	_____ MUS 2930* _____	
FRS 1000 _____	_____ MUS 2940* _____	
	_____ MUS 1040/1060/2980/3970 _____	
	Audio Production (6 hrs)	
	MUS 3580 _____	
	MUS 3670 _____	
WE or WD _____		
WE or WD _____		
WD: [ENTR 4000]		

¹Students must take seven semesters of major ensemble

²Non-vocal majors only

³Keyboard majors will take 5 semesters of ensemble plus two semesters of MUS 3351 and one semester of MUSP 1171. At least one ensemble must be vocal.

⁴Keyboard majors will take MUS 4250 Piano Pedagogy instead of MUS 1810 and 1820.

⁵Vocal majors only

⁶Keyboard majors only

*Satisfies General Education requirement

Students entering the University in the Fall of 2011 or later must take at least 9 hours of Writing Intensive courses in order to graduate. These Courses are designated as Writing Enriched (WE) or Writing in the Discipline (WD). At least one of these courses must be a WD course.

5.6 Program Proposal: revise degree requirements for B.A. in Music with Music Industry Emphasis—Jazz and Commercial Track

**Bachelor of Arts with Music Industry Emphasis (MUSB) - JAZZ & COMMERCIAL Track
Advisement Check List (2017 - present)**

According to the University Catalog, students must have a minimum overall GPA of 2.0
AND a GPA in their major in excess of 2.0 in order to graduate.

Gen Ed Requirements (39/45 hrs)	Music Core (60/54 hrs)	Music (Other) (2/3 hrs)
Basic Skills (6 hrs)	Major Ensemble (7/8 hrs)⁶	MUS 1810/[3351] ³ _____
ENG 1050 _____	[MUS 1001/1381/1561] ¹ _____	MUS 1820/[3351] _____
ENG 1060 _____	MUS 1561/1621/1741 ² _____	[MUS 2810/MUSP 1021] ⁴ _____
	" _____	
Physical Education (2 hrs)	" _____	Music Industry (21 hrs)
PED _____	MUS 1561/1741 _____	MUS 3500 _____
PED _____	" _____	MUS 3530 _____
	" _____	MUS 3800 _____
Humanities (12 hrs)	" _____	MUS 4580 _____
MUS 1040 _____		ENTR 2000 _____
ENG _____	Applied Music (15 hrs)	ENTR 2100 _____
HST _____	MUSP 1**** (2 hrs) _____	ENTR 4000 (WD) _____
PHI/REL _____	" _____	
	" _____	
Social Sciences (9 hrs)	MUSP 3**** (2 hrs) _____	
ECN _____	" _____	
GGY _____	" _____	
PSPA _____	" _____	
PSY _____	MUS 4040 (1 hr) _____	
SOC _____		
	Theory & Composition (16 hrs)	
Natural Sciences/ Math (9 hrs)	MUS 1140 _____	
MAT _____	MUSL 1140 _____	
1 course in 2 of 4 areas:	MUS 1150 _____	
BIO/CHM/GLY/PHS _____	MUSL 1150 _____	
	MUS 2140 _____	
	MUSL 2140 _____	
	MUS 3460 (3cr) _____	
Electives (6 hrs)	MUSL 3460 _____	
MUS 2930 _____		
Non-Humanities _____	Music History & Lit (9/3 hrs)	
	MUS 1040* _____	
Freshman Seminar (1 hr)	MUS 1060 _____	
FRS 1000 _____	MUS 2930* _____	
	Improvisation (4 hrs)	
	MUSP 1171 (1 hr) _____	
	" _____	
	" _____	
WE or WD _____	" _____	
	Audio Production (6 hrs)	
WE or WD _____	MUS 3580 _____	
WD: [ENTR 4000]	MUS 3670 _____	

⁶Students must take seven semesters of major ensemble

¹Non-Vocal majors only

²Vocal majors may use up to two semesters of MUS 1001 as a major ensemble.

³Keyboard majors will take and 2 semesters of MUS 3351 instead of MUS 1810 and 1820.

⁴Vocal majors only

*Satisfies General Education requirements

Students entering the University in the Fall of 2011 or later must take at least 9 hours of Writing Intensive courses in order to graduate. These Courses are designated as Writing Enriched (WE) or Writing in the

8. Proposal from the Department of Political Science and Public Administration

8.2 Program Proposal: Create a 5-year combined program that will allow students to earn both a B.A. in Political Science and a Masters of Public Administration.

Rationale: We believe that this program will provided added value for our students to more quickly achieve their educational goals. While this type of program is not necessarily common, we have found in researching that many schools are introducing many five year combined track Bachelor/Masters programs. In a recent survey of our current undergraduates, all responding students have expressed interest in such a program, stating that a five year combined track program would allow them to more effectively pursue their career goals.

As written, the program minimally changes the current requirements of each program as stand alone, separate programs, while providing the benefit of allowing our best students to more easily afford higher education through reducing the time required to complete the MPA program.

In addition to providing added value to student education, we believe that this program would be an excellent driver for student recruitment both for our undergraduate as well as our graduate programs.

Dept vote: 10 for; 1 against; 0 abstain

Affect others: no

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: yes

Catalog Information:

{Insert just before Academic Concentration section}

FIVE YEAR COMBINED TRACK BACHELOR OF ARTS IN POLITICAL SCIENCE AND MASTER OF PUBLIC ADMINISTRATION

This program is designed to allow students to complete both their Bachelor of Arts in Political Science and the Master of Public Administration with a general concentration in Public Management within five years.¹ The program is open to all students majoring in political science. Students who are pursuing a concentration other than public administration at the undergraduate level will be required to take the course work in public administration in addition to their concentration courses to be eligible for the five year program.

To be eligible for this program, students are required to apply for the program during the junior year. Students must meet the following eligibility requirements in order to be considered for admission to the Five Year Combined Track B.A./ M.P.A. program:

- Students must have a minimum GPA of 3.4

- Students should have completed at least **12 hours of political science courses at UNCP** to be eligible to apply.
- Students must have taken the following courses before applying for the program at either UNCP or another institution:
 - PAD 3100- Introduction to Public Administration
 - PAD 3190- Introduction to Public Policy and Analysis
 Students must have received a minimum grade of B in each of these courses, even if they were transferred from a different institution.
- Students must complete an application through the Graduate School. Students should apply for the program as a junior.
- Students should include three letters of recommendation with their application materials. Two of those letters must be from faculty in the Department of Political Science and Public Administration.
- Students must attend a program orientation after acceptance. Failure to attend orientation will result in students being disqualified from the program.

Continuing qualifications to maintain program eligibility include the following provisions.

- Students must maintain a cumulative undergraduate GPA of 3.4 and a graduate GPA of 3.0.
- Students must take all graduate course work on campus when available.
- While officially, students are eligible to pursue any political science concentration for their undergraduate degree, they are required to take the public administration required courses to maintain program eligibility.
- Students must follow the Plan of Graduate Study as a senior (see below).
- Students must follow all Graduate School policies during their fifth year.
- Students must agree to not work during their senior and fifth years.
- Student recognize that tuition during their fifth year will be charged at the graduate school rate and not at the undergraduate rate.
- Students who choose to take fewer credits each semester acknowledge that they will not be able to complete the program in five years.

Course Requirements—

Five year combined track BA/MPA program:	Sem. Hrs.
Freshman Seminar-	1
General Education-	44
Major Requirements ² -	36-49
Electives-	27-39
Graduate Requirements-	36
Total:	150*

Introductory Requirement (6 Hours): PLS 1000, 1010

3-Core Courses (9 Hours): PLS 2000 or 2510³, 2170, 3520

Undergraduate Public Administration Courses (12 Hours): PAD/ PLS 2010 or PLS 2020 or PLS 2150, PAD 3100, PAD 3190, ECN 2020 or 2030

Graduate Crossover Courses⁴ (9 Hours): PAD 5000, PAD 5010, PAD 5050

Graduate Course Requirements (12 Hours): PAD 5080, PAD 5060, PAD 5500, PAD 5520

Graduate Course Electives (12 Hours): Students choose across any 5000 level Public Administration (PAD), Emergency Management (EMG), or Health Administration (HAD) courses.

Graduate Internship (3 Hours): PAD 5340

¹Students wishing to pursue a different concentration in their MPA work such as Health Administration, Criminal Justice, or Emergency Management must apply and proceed through the program post-baccalaureate and will be responsible for the complete coursework.

² Students may complete any concentration as part of their bachelor of arts degree, but they are required to take these courses in addition.

³Students pursuing a concentration in International Studies are required to take both PLS 2000 and 2510.

⁴These courses will count for both the graduate and undergraduate curriculum. These courses will be taken during the second semester of the junior year and during the senior year.

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Appendix C – Proposal from General Education Subcommittee

GES has agreed to the following statement:

“The General Education subcommittee supports the registrar’s proposal to allow students in the program through the class of 2021 to take other courses as needed to satisfy the 120 hour requirement.”

This allows students currently in the program to fulfill their degree requirements in a manner that aligns with what they were told would be the case when they entered the program, while allowing GES a few months to figure out a long term solution that best aligns the YNU articulation agreement with UNCP’s general education requirements.

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Appendix D – Proposal from the Enrollment Management Subcommittee

Proposal to change the impact of a grade of Incomplete on the quality hours and quality point average during the semester the student has to fulfill the course requirements.

Rationale:

1. A student who receives an I due to Title IX issues cannot be harmed in doing so, therefore either a new type of I specific to that issue would need to be created (as with the Military Incomplete, IM) or all I's should no longer count as F's in computing the GPA.
2. If faculty are utilizing the I appropriately according to the policy (i.e. due to "an unavoidable circumstance such as illness" and not "to enable a student to do additional work to improve a grade"), it is inappropriate to penalize the student for the I during the time allowed by the policy (one semester, excluding summer terms). Calculating the I as an F during this period of time is an undue penalty.

Note:

Several notifications to faculty are planned by the Office of the Provost to ensure that faculty are knowledgeable of appropriate and inappropriate uses of the incomplete, and to ensure that faculty are aware of the required contract/form that must be completed when a grade of I is assigned.

From UNCP Catalog: Academic Policies and Procedure

Grading System (Undergraduate)

Students may view their midterm and final grades on BraveWeb. Students needing a copy of their grades may print them from BraveWeb or request a transcript.

A letter grade and plusminus system for evaluating academic performance is used for evaluating all undergraduate students. Each letter grade has a quality point value for each semester hour it represents. The hour and quality points are used in determining a student's grade point average for a semester's work and in averaging grades for all work completed to find a student's cumulative quality point average.

Academic eligibility for a student shall be determined by current regulations. The letter grades and quality points represented by each, as of 1 January 1989, are as follows:

A = 4.0	B=2.7	D+ = 1.3	P = 0.0
A = 3.7	C+= 2.3	D = 1.0	I = 0.0
B+=3.3	C = 2.0	D = 0.7	T= 0.0
B = 3.0	C = 1.7	F = 0.0	W, WX, or AU= 0.0

The "P" grade is earned in designated courses and carries semester hours credit. However, the hours are not counted in quality hours. Quality hours are the hours used in figuring quality point averages.

The "I," or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the "I" grade is

requested. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of "F" by the University Registrar. ~~In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed.~~ An "I" grade will not count toward the determination of quality hours and quality point averages and does not fulfill prerequisite requirements.

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Appendix E

Resolution on Academic Hiring

Whereas Chancellor Cummings has repeatedly called on the faculty to put first the best interest of our student body;

Whereas the staffing needs in various departments has reached critical levels;

Whereas programs and services will need to be cut if positions are not available to fill those needs;

Whereas there have been numerous administrative appointments;

Whereas academic hiring has already been delayed or lacking for many departments and cannot wait for expected enrollment increases;

Whereas student success will suffer if academic hiring needs and support infrastructure are not addressed;

Whereas academic departments will be unable to satisfy the needs of professional societies and accrediting bodies;

Be it resolved that the faculty of University of North Carolina at Pembroke request that academic hiring be made a priority and that urgent vacancies be filled.

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