

The University of North Carolina at Pembroke

Faculty Senate Minutes Wednesday, October 4, 2006 213 Chavis Center

The meeting was called to order at 3:30 p.m. by David Zeigler, Chair of the Faculty Senate.

Members Present:

Chancellor Meadors
Provost Harrington

Irene Aiken	Tim Altman	Andy Ash	Charles Beem
Lillian Brewington	Betty Wells Brown	Susan Cannata	Tony Curtis
Elizabeth Denny	Susan Edkins	Paul Flowers	Holden Hansen
Ann Horton-Lopez	Jane Huffman	Deok-Hyun Hwang	Bonnie Kelley
Beverly King	Ottis Murray	John Parnell	Lee Phillips
Cindy Saylor	Sara Simmons	Liliana Wendorff	David Zeigler

Adoption of the Agenda: The agenda was adopted as amended after the Chair handed out an updated list of Alpha Chi candidates, added reports from the Faculty Assembly delegate and Teacher Education Committee, and a suggestion was made to move Proposal 3.1 to the top of the Academic Affairs Curriculum proposals.

Approval of the Minutes: The minutes of 09/06/06 were approved.

Report from Administrators:

The Chancellor made a visual media presentation covering the following: (1) enrollment numbers, including various statistical data related to ethnicity, graduate/undergraduate ratio, residential and out of state students, GPA and SAT scores of enrolled students, international students, and Honors College students; (2) data on numbers of class sections offered, faculty, adjunct and staff contracts, and summer school enrollment; (3) data on grants and contracts, external funds generated, and the endowment; (4) information on UNCP off campus degree programs and stand alone programs; (5) information on the Broadway and More, Nostalgia Concert, On Stage for Youth and Distinguished Speaker Series and on sports programs. The Chancellor also gave an update on facility construction and the football program.

Provost Harrington reported the following: (1) the strategic planning process continues with an emphasis on addressing technology for teaching and learning through public forum. The next forum will be October 24 at 3:45 p.m. Faculty are encouraged to participate. Also, UCIS will be reorganized with a day long retreat planned to increase

efficiency and organization; (2) Funds set aside by the Legislature for faculty recruitment and salary equity adjustments will not be shared equitably among the sixteen UNC institutions. UNCP will likely receive only one or two new positions; (3) The General Administration will require all sixteen UNC institutions to create an Early College High School program, which will integrate high school students into the UNCP General Education program. Paul Flowers raised a concern about a memo sent to him from the Academic Affairs office regarding summer faculty teaching schedules to be created on less than half the budget from last year. The Provost stated that he will investigate the matter.

Reports from Operations Committees:

Executive Committee

David Zeigler indicated he would bring up in "Old Business" a proposal for an alternate meeting date for the March meeting.

Committee on Committees and Elections

Lillian Brewington announced that Tim Altman has filled the vacant Arts Division Senate seat. A ballot for the Promotion and Tenure candidate is forthcoming.

Faculty Governance Committee

Tom Dooling reported that he has been elected Chair, and Cindy Saylor has been elected Secretary. The Committee will be looking at policies on joint positions and voting rights of full-time non-tenure track and tenure track faculty.

Health Safety and Environment Committee

David Zeigler reported for Richard Vela that an update on the mold issue will be given at the next meeting.

Reports from Standing Committees:

Academic Affairs

Susan Cannata presented curriculum proposals from the School of Business (3.1), Health, PE and Recreation (1.1-28), and English Theatre and Languages (2.1-5). Each of the three departmental proposals was presented and voted on separately, and each carried unanimously (See Minutes Attachment #1 below).

Faculty and Institutional Affairs

Elizabeth Denny presented the following proposal to endorse and send the following recommendations to the campus Traffic and Safety Board:

RECOMMENDATION On PARKING And SAFETY generated by the
FACULTY DEVELOPMENT AND WELFARE SUBCOMMITTEE and
supported by the FACULTY AND INSTITUTIONAL AFFAIRS COMMITTEE

- 1) Convert some Residential Student Parking spaces in Lots 10*, 10A*, 13*, and 21* to Faculty/Staff Parking spaces. Convert some sections of the General Parking Lots to Residential Student Parking.

Rationale: Resident students do not need to walk to and from their cars daily; faculty and staff do. Relative to physical condition, walking longer distances is generally easier for resident students than for faculty and staff. In addition, many faculty regularly transport rolling carts with instructional materials. Faculty/Staff pay higher parking rates while few Faculty/Staff spaces are available in proportion to the number of Faculty/Staff members parking.

*The 2006-2007 Campus Parking Map may be viewed at ---

(Please note that although the map is purported to be updated for the 2006-2007 academic year, at least one area that is designated on the map as Faculty/Staff parking is not actually Faculty/Staff parking. Lot 11, behind the Education Building, now contains 0 faculty/staff slots. Instead, it contains 15 Handicapped parking slots, 3 loading slots, and 1 visitor slot.)

- 2) Allow Faculty/ Staff to park in available spaces in Commuter Parking Lots.

Rationale: Some unused spaces always appear to be available in Commuter Parking that are closer in than General Parking Spaces.

- 3) To enhance safety relative to walking to and from parking lots, especially in light of present construction, provide:
 - a. Better lighting and more cameras
 - b. Temporary walkways that are stable and flatExpand regularly scheduled shuttle bus service to include routes from parking lots to buildings.

After discussion, the proposal carried unanimously, except for one abstention (19-0-1).

A motion was made and seconded to extend the meeting by fifteen minutes. The motion carried 19-1.

Student Affairs and Campus Life

Ottis Murray reported low participation in the Child Care survey, and gave the floor to Cindy Saylor, who reported that the Committee will be working with the Biology Department to prevent future harm to wildlife in the water feature located outside the Library.

Faculty Assembly Report

Bonnie Kelley reported the following: (1) President Bowles' address to the Faculty Assembly, which included a preview of a new tuition plan, spending cuts solicited from

Universities, various budget information located on the UNC Faculty Assembly Website, news that funds will be reallocated from administration to academics, enrollment growth, need based aid, faculty salaries, and the priority of teaching and nursing programs; (2) G.A. is undergoing administrative restructuring; (3) retention and graduation rates; (4) shared governance; (5) collegiality as it relates to faculty evaluation models and promotion and tenure decisions; and (6) a survey of recruitment and retention of faculty.

Teacher Education Committees:

Jane Huffman reported on NCATE and the Public School Log.

Other Committees:

There were no reports from other committees.

Unfinished Business

None.

New Business

David Zeigler presented a proposal to accept the list of Alpha Chi candidates (see Minutes Attachment #2). The proposal carried unanimously.

Announcements

David Zeigler announced he would postpone the vote on the alternate March meeting date, originally announced under "unfinished business." Jamie Litty has been named Faculty Conciliator and Tom Dooling has been named the alternate.

Adjournment:

The meeting was adjourned at 5:17 p.m.

Minutes Attachment #1

1. Proposal from the School of Business, MBA Program

- 3.1 Delete MGT 526 Business Initiation and Entrepreneurship

2. Proposals from Department of Health, Physical Education and Recreation

- 2.1 Delete ATH 107 Pathology, Pharmacology and General Medical Conditions. Approved by the faculty 26-0-0.
- 2.2 Modify The Athletic Training Program by substituting ATH 307 Pharmacology for ATH 107 as a required course and by substituting CHM 140 and 112 for CHM 130 and 110. in the Athletic Training major. Approved by the faculty 26-0-0.
- 2.3 Create a new 1 credit hour required course, ATHL 205 Upper Extremity Assessment Lab. Prerequisites-- "Enrollment in or credit for ATH205." Description—This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for upper extremity assessment. Offered in the Fall. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.4 Create a new 1 credit hour required course ATHL 304 Therapeutic Modalities Lab. Prerequisites—Enrollment in or credit for ATH 304." Description— This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic modalities. Offered in the Fall. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.5 Create a new 1 credit hour required course ATHL 305 Therapeutic Exercise Lab. Prerequisites—Enrollment in or credit for ATH305. Description—This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic exercise. Offered in the Spring. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.6 Create a new 3 credit hour required course ATH 310 General Medical Conditions. Prerequisites—None. Description—This course will introduce the student to a system-oriented approach to medical concerns. It will provide the student with the basic information needed to evaluate and respond to medical conditions encountered in the athletic training environment. Offered in the Fall. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.7 Create a new 1 hour required course ATHL 204 Lower Extremity Assessment Lab. Prerequisites--Enrolled in or credit for ATH 204. Description—This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for lower extremity assessment. Offered in the Spring. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.8 Modify ATH 200 Clinical Education I. Change the description to read as follows: "This course is the first in the Clinical Education sequence of courses. It is the cornerstone of the clinical skill acquisition in athletic training. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is risk management and acute

care of injuries and illnesses.” To be put into effect January 2007. Passed by the Dept 26-0-0.

- 2.9 Modify ATH 201 Clinical Education II by increasing the credit hours from 2 to 3 and by changing the description to read as follows: “This course is the second in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is assessment of lower extremity injuries.” To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.10 Modify ATH 300 Clinical Education III by increasing the credit hours from 2 to 3, and by changing the description to read as follows: “This course is the third in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is assessment of upper extremity injuries and therapeutic modalities.” To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.11 Modify ATH 301 Clinical Education IV by increasing the credit hours from 2 to 3, and by changing the description to read as follows: “This course is the fourth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is therapeutic exercise. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.12 Modify ATH 400 Clinical Education V by increasing the credit hours from 2 to 4, and by changing the description to read as follows: “This course is the fifth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester, Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is pharmacology and general medical conditions. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.13 Modify ATH 401 Clinical Education VI by increasing the number of credit hours from 2 to 4, and by changing the description to read as follows: “This course is the culmination of the clinical education series of courses. It requires the student to use critical thinking and problem solving skills to demonstrate clinical proficiency in the twelve domains of athletic training. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is demonstration of learning over time.” To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.14 Modify ATH 204 Lower Extremity Assessment by decreasing the credit hours from 4 to 3 and by removing the lab part, which is now a separate course. To be put into effect January 2007. Passed by the Dept 26-0-0.

- 2.15 Modify ATH 205 Upper Extremity Assessment by decreasing the credit hours from 4 to 3 and by removing the lab part, which is now a separate course. Passed by the Dept 26-0-0. To be put into effect January 2007.
- 2.16 Modify ATH 304 Therapeutic Modalities by changing the prerequisites to include Enrollment in or credit for ATHL 304 and admission to the ATEP. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.17 Modify ATH 305 Therapeutic Exercise by changing the prerequisites to Enrollment in or credit for ATHL 305 and admission to the ATEP and deleting ATH 306. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.18 Modify ATH 307 Pharmacology by changing the prerequisites to include CHM 130. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.19 Modify ATH 490 Athletic Training Research by changing the title to “Research Techniques” and by increasing the credit hours from 1 to 2. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.20 Delete ATH 103 Care and Prevention of Athletic Injuries. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.21 Delete ATH 199 General Medical Conditions. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.22 Delete ATH 495 Senior Medical Topics. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.23 Delete ATH 303 Therapeutics Modalities Lab. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.24 Delete ATH 306 Therapeutic Exercise Lab. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.25 Delete ATH 102 Basic Injury Prevention. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.26 Modify the Athletic Training Program as follows: Delete ATH 103, ATH 199, ATH 303, ATH 306, PED 340, and ATH 495; Add ATHL 204, ATHL 205, ATHL 304, ATHL 305 and ATH 310; Change the Gen Ed Requirements regarding Chemistry to read CHM 130 and 110 or CHM 140 and 112. Overall hours stay the same. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.27 Modify the Exercise and Sport Science Program by replacing ATH 103 with ATH 104; and ATH 107 with ATH 307 and delete ATH 107 as a choice. Overall hours stay the same. To be put into effect January 2007. Passed by the Dept 26-0-0.
- 2.28 Modify the Physical Education K-12 Program by deleting ATH 102 as a choice under the Specialty Area. Overall hours stay the same. To be put into effect January 2007. Passed by the Dept 26-0-0.

3. Proposals from the English, Theatre, and Languages Department

- 3.1 Create a new 3 credit hour elective course ENG 219 Latino Literature. Prerequisites—“C” or better in ENG 105 and 106. Description--A survey of literature by writers of Latin American heritage writing in English. This course examines the experience and dilemmas of Mexicans, Cubans, Puerto

Ricans, Dominicans, and other established and immigrant US Hispanic/Latino groups by studying recent writers and filmmakers, including an examination of the media images of Latinos. Topics include essentialism, biculturalism, marginality, transculturation, and acculturation. Approved by the Dept 26-0-0 and by Gen Ed Subcommittee. To be put into effect January 2007.

- 3.2 Create a new elective 3 credit hour Graduate course TESL 581 Internship in TESOL. Prerequisites—Approval of English Ed Pgm Director. Description—Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 ESL licensure. To be put into effect January 2007. Approved by the dept 26-0-0 and by Graduate Studies and Teacher Ed. To be put into effect January 2007.
- 3.3 Modify ENG 589 Applied Pedagogy of Teaching English as a Second Language by changing the prefix to TESL. Everything else stays the same. Approved by the dept 26-0-0 and by Graduate Studies and Teacher Ed. To be put into effect January 2007.
- 3.4 Modify ENG 489 Applied Pedagogy of Teaching English as a Second Language by changing the prefix to TESL. Everything else stays the same. Approved by the dept 26-0-0 and by Teacher Ed. To be put into effect January 2007.
- 3.5 Create a new graduate 36 hour Specialization, Teaching English to Speakers of Other Languages (TESOL), under the MAT programs. Program Description—Professional Core EDN 566, 550, 512, and 582 Total 12 hours; Pedagogical Expertise—EED 551, 552, EDN 535, TESL 589 total 12 hours; Professional Development TESL 581 3hours*; Academic Specialization ENG 581, 583, 585, and one from ENG 500, 510, 520, 523, 550, or ENGS 5XX Total 12 hours Overall Total 36 Hours or 39 hours if the student needs an internship. *Required if the student has not provided appropriate documentation of successful public school teaching experience. Program Prerequisites—(1)ENG 346 and 371 or their equivalents and (2)Experience learning a foreign language: may be satisfied by evidence of competence in a foreign language or study of a foreign language for the equivalent of two semesters at the high school or college level. Approved by the dept 26-0-0 and by Graduate Studies and Teacher Ed. To be put into effect January 2007. Note ENG 346 had been erroneously typed as ENG 347 on the Agenda.