Faculty Senate Annual Report | AY 2012-2013

Potential Realized: Faculty Preeminence in Motion

Brian Carey Sims, Ph.D.

May 31, 2013
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EXECUTIVE SUMMARY

The ultimate function of education is to secure the survival of a people.
~ Amos N. Wilson

Dear Colleagues:

Perhaps the most important measure of any organization is its ability to sustain itself and thrive while adapting to changing conditions, circumstances and challenges. Throughout its storied and proud history, the North Carolina Agricultural and Technical State University faculty (henceforth referred to as the Faculty) has acknowledged its responsibility to this great university and to the larger African American community that it has served.

It is in this historical context that the current Faculty pushes forward; toward a vision of an authentically preeminent institution of higher learning led by academic professionals to new and transformative experiences in discipline and service (Appendix M.1). Indeed, the struggles, sacrifices, and spirit of those who fought for this institution have not been in vain.

Those battles fought and forgotten have positioned this Faculty to actualize the rhetoric currently being regurgitated throughout higher education across this country involving Shared Governance (Appendix M.2; M.3). In my limited experience working on behalf of the Faculty over the course of the past year, Chancellor Martin’s administration has demonstrated itself to be one that believes that the surest route to victory is together. My role, along with a number of dedicated and fearless colleagues whose work you will engage in this report, has been to encourage and nurture that belief in administrators, staff and faculty alike- to foster real, meaningful ways that such belief can become reality.

As you will see, over the simple course of one academic year, this Faculty has done just that. The Senate convened eight times this year, and hosted four university-wide special forums intended to facilitate dialogue on faculty issues including:

- A special luncheon to gather faculty feedback/perspectives on the UNC Strategic Directions Initiative (11.15.12)
- Two forums on Administrative Accountability (2.12.13 & 4.15.13)
- A forum on faculty governance (4.18.13)

We coordinated a 6-page formal response to the UNC Strategic Directions Initiative (Appendix A), and I was appointed to the Faculty Advisory Council (Appendix B), the faculty group charged by the Chair of the UNC Faculty Assembly to advise the Strategic Directions Initiative committees.

On October 4, 2012 the Senate called for a comprehensive study into current university policy on faculty workload and salary equity issues (Appendix C). That call led to a viable Workload Policy draft, which both clarifies faculty and administrator responsibility and gives each dean the flexibility needed to meet the university’s academic mission (Appendix D). That call also led directly to the ongoing university-
supported comprehensive study of faculty salary equity, prompted by a critical analysis of salary data conceived, conducted and disseminated by faculty members led by Dr. Michael Roberto, Department of History (Appendix E).

Similarly, this Faculty's concern-with and examination-of administrator accountability throughout its schools and colleges initiated a University-supported evaluation process and instrument for faculty members to evaluate department chairpersons that is currently being reviewed by the UNC General Administration for immediate implementation (Appendix F).

And that is just the beginning.

It was deliberation and dialogue among the Faculty that berth ed the first faculty statement on shared governance in the history of this wonderful institution (Appendix G). We've adopted a model for Senate activity which incorporates the professional and personal lives of faculty, and opened the Senate floor for discussions of what Shared Governance can and should look like right down to the department level (Appendix H).

Procedurally, three standing Senate committees have led the way:

1. The New Programs & Curricula Committee, chaired by Dr. Sheila Whitley (Journalism & Mass Communication), has processed a staggering amount of curriculum changes necessitated by the new General Education curriculum framework, and continues to develop procedures and techniques which maximize efficiency throughout the curriculum change process.
2. The Educational Policy Committee, chaired by Dr. Radiah Minor (Animal Sciences), has handled some unique and challenging cases presented by a number of units which have forced us to re-think a great deal of assumptions underlying policies and procedures on multiple levels.
3. The Handbook Committee, chaired by Dr. Tony Graham (Department of Built Environment), has implemented a comprehensive and urgently needed new model for Faculty Handbook revisions, and (working closely with the Office of Legal of Affairs) has diligently and meticulously revised the existing handbook on multiple fronts (Appendix I).

Thanks entirely to our efforts, the Faculty is now formally represented at the regular monthly meetings of the North Carolina A&T State University Board of Trustees (Appendix J). In many ways, a review of the critical year that was whispers of an unmistakable opportunity that lies before this Faculty: to honor our efforts and those whose work is destined to go unrewarded by making sure that neither goes in vain.

Without question, there is a tremendous amount of work still to be done. The beginning of this contemporary movement toward broad-based faculty participation is, after all, only a beginning. Although I am excited at the mere prospect of a fully engaged, vibrant faculty energy that transcends the classroom, I am reminded that the time for celebration is not yet at hand. Now is the time for perseverance; - for innovation; - for resolve. Amidst a world of turbulence and uncertainty, now is the time for community.
Perhaps preeminence lies in the journey.

Brian Carey Sims
According to the Faculty Handbook, the Faculty Senate "shall be the main body of faculty governance of North Carolina Agricultural and Technical State University" (Appendix M.4). Despite language which defines the procedural and operational structure of the Senate (committee memberships, election terms for officers, etc), the handbook does not explicitly articulate a vision or a mission statement for the Senate. Chapter IV, Article 1 of the Faculty Handbook, does, however, clearly define the scope of the Senate's purview, namely:

"The Faculty recognizes and accepts that the authority and responsibility for the governance of North Carolina Agricultural and Technical State University by law are vested in the Chancellor, subject to policies established by the Board of Governors and the Board of Trustees, to the direction of the President, and to such authority as the Chancellor may define for faculties, councils, committees, and officers of North Carolina Agricultural and Technical State University."

The Faculty Handbook goes on to list five purposes of "Faculty Governance". They are:

1. To promote the conceptualization of University governance as a cooperative responsibility of administration, faculty, students, and other groups concerned with the growth and development of the University.

2. To define clearly the responsibilities delegated to each constituent group.

3. To assure the active participation of faculty members in committee assignments.

4. To provide for and facilitate effective communication among interested groups in the immediate and ever-widening University community.

5. To give full recognition to the Chancellor of the University who has the ultimate authority and responsibility for administrative action according to the policies of this document.

This Faculty acknowledges and embraces the above. Further, the Faculty intentionally and unequivocally State its vision of faculty excellence and its mission of teaching, scholarship and service to be consistent with and in support of those of North Carolina A&T State University.
UNC STRATEGIC PLAN

A substantial amount of the Senate’s time and energy this academic year was devoted to the UNC Strategic Directions Initiative (Appendix M.5). Begun during the early part of the Fall 2012 semester, the Strategic Directions Initiative purported to develop a new five-year plan “with input from the UNC Advisory Committee on Strategic Directions, consisting of business, education, and government leaders from across the state, as well as selected Board members, UNC chancellors, and faculty, staff, and student leadership; and a Strategic Directions Committee, chaired by a member of the Board of Governors and including selected General Administration staff and UNC chancellors. The adopted plan also reflects valuable feedback from the UNC Faculty Advisory Committee, the UNC Faculty and Staff Assemblies, and the UNC Association of Student Governments. On our campus, that process manifested itself in two ways with direct relevance for the Faculty.

First, Senate President Brian Sims was named to the Faculty Advisory Council (FAC), a select group of 13 faculty members from across the UNC System intended to “work in cooperation with the full Faculty Assembly Executive Committee to provide faculty input into the work of the UNC Strategic Directions ‘Working Group’ (Appendix B). Dr. Sims attended several intensive meetings of the FAC in Chapel Hill and worked to collect and organize feedback from A&T for the Council’s work. As a result, and with full support from University administration, the Senate organized a university-wide faculty luncheon forum specifically devoted to discussing and providing formal feedback to the FAC on the Strategic Directions Initiative and President Ross’ 5-Point Plan. The luncheon was held on Thursday, November 15 from 11:30a-1:30p in Stallings Ballroom in the Memorial Student Union. The meeting was moderated by Dr. Elizabeth Barber, Senate Vice President (Leadership Studies). Similar forums were convened on campuses across the state, and it was noted by the FAC that A&T’s gathering was the most well-attended of them all, with approximately 75 faculty members in attendance. Secondly, faculty members on our campus contributed to a formal response to a January 16th draft of the Strategic plan, which was submitted to the Office of the Chancellor (Appendix A).

At its February 2013 meeting, the Board of Governors adopted “Our Time, Our Future: the UNC Compact with North Carolina”, which will serve as the University’s strategic directions for 2013-18 (Appendix M.6). According to the UNC website: “The five core goals outlined in the plan are pivotal to setting current and future priorities, resource planning and allocation, program planning, review and refinement of academic missions, and strategic planning by UNC constituent institutions and affiliated entities. They also reflect the University's deep commitment to help North Carolina respond to changing state needs and economic challenges.”

The A&T Faculty Senate also hosted an address by President Ross during its March Senate meeting, where he spoke on the implementation of the new strategic plan, and engaged A&T Faculty around a number of issues and concerns.
FACULTY SALARY EQUITY

Over the last several years, the Faculty Senate has informally and formally entertained discussions of faculty inequity plaguing North Carolina A&T. During the Spring 2011 semester, Dr. Michael Roberto (History) shared summary data obtained from the Office of Institutional Research that indicated glaring disparities between faculty salaries across and within departments, schools and colleges, and campuses across the State. The ensuing discussion culminated in a formal memorandum from President Sims to Chancellor Martin calling for a comprehensive study into faculty salary and workload issues on campus (Appendix C). That call to action was met with optimism, sincerity, and a commitment from senior administration to investigate the issues laid-out by the Senate. As a result, Dr. Sims asked Dr. Roberto to lead a committee of faculty members in an effort to analyze relevant data and make recommendations to University administration on how to effectively address specific issues of salary inequity. Dr. Roberto agreed, and assembled a dedicated group of faculty members for the hefty task of planning, executing, and reporting on such a study over the course of a single semester.

That report was endorsed by the Faculty on April 23rd, 2013 (Appendix E). The Office of the Provost and Vice Chancellor for Academic Affairs, in consultation with the Division of Human Resources, the Office of Institutional Research, and the Senate Executive Committee, is currently extending the study based on federal Equal Employment Opportunity Commission guidelines and mandates.

FACULTY WORKLOAD

Provost Alexander, in response to the Senate’s call, drafted a new Faculty Workload policy, which was carefully reviewed and revised by the Dean’s Council and the Faculty Senate (Appendix D). This policy, which is based on similar policies at peer institutions, represents a tangible step forward both for faculty interested in productivity and administrators interested in measurable operational effectiveness in their units.
GENERAL EDUCATION

During the Fall semester 2010, North Carolina A&T State University initiated the process of redesigning its general education requirements for graduation. That process encompassed at least four (4) major phases.

Phase 1—Transitioning students, advisors, and departmental units out of a largely failing model of general education based on cluster-themed courses known as University Studies, or UNST.

Phase 2—Developing and approving new policies and procedures and curriculum structure to replace UNST.

Phase 3—Coordinating the implementation of those policies, curricula, etc at the departmental level

Phase 4—Approving/ finalizing course lists, and corresponding curricula guides for each departmental unit on campus

This AY saw the unfolding of Phases 3 and 4. General Education Task Force chair Dr. Scott Simkins worked closely with President Sims to plan and implement procedural steps and strategic directives to move the University closer to full implementation. Dr. Sheila Whitley, chair of the Senate New Programs & Curricula Committee, coordinated the massive administrative task of overseeing the review and approval of (1) course submissions for the general education student learning outcome list, (2) curriculum guides containing general education changes and (3) “regular” proposed curriculum change proposals (e.g. course pre-requisite changes, description changes, deletions, etc).
ADMINISTRATIVE ACCOUNTABILITY AND FACULTY GOVERNANCE

During the Senate’s intensive examination of the principles of shared governance, it was “discovered” that North Carolina A&T does not currently have policies/procedure that is consistent with specific guidelines outlined in the Standards of Shared Governance document adopted by the UNC Faculty Assembly and recently affirmed by UNC President Tom Ross (Appendix M.2).

A Senate forum focusing on Administrative Accountability was held on 2.12.2013. Faculty members discussed the general state of affairs concerning faculty evaluation of the department chairperson, dean and senior administrative personnel on campus. That discussion resulted in a dual resolution which was endorsed by the Faculty Senate on February 26, 2013 (Appendix K). Subsequently, draft versions of both a governance document (Appendix G) and a chairperson evaluation instrument/policy (Appendix F) were endorsed by the Faculty Senate on April 23rd, 2013. These documents are subject to on-going review and revision by the Faculty in consultation with academic and administrative leadership.
According to Chapter IV, Article IV of the Faculty Handbook, the Standing committees of the Faculty Senate are: the Constitution Committee, Education Policy Committee, Faculty Welfare Committee, Nominating Committee, and the Committee on New Programs and Curricula. All of the standing committees present reports and recommend their committee actions to the Senate for approval. The duties of the standing committees are as follows:

**A. Constitution Committee** - This committee shall review periodically the Constitution and make recommendations for necessary changes.

**B. Education Policy Committee** - This committee shall study and recommend new policies or changes in existing policies relating to the academic programs of the University.

**C. Faculty Welfare Committee** - This committee shall be concerned with matters pertaining to employment, appointments, tenure, benefits, and professional development.

**D. Nominating Committee** - This committee shall consist of one member of the Faculty Senate from each of the colleges\schools and the library. This committee should submit a slate of nominations in April for Senate officers, faculty grievance committee members (Grievance and Hearing and Consideration) school/college representatives, and Faculty Assembly delegates. In conjunction with the Executive Committee of the Senate, the Nominating Committee should identify faculty to be named to various University-wide committees to be appointed by the Chancellor, Provost, or a Vice Chancellor.

**E. Committee on New Programs and Curricula** - This committee shall review, analyze and approve all proposed curricular changes and new programs recommended by academic departments or other representative individuals or groups. The Senators from the School of Graduate Studies and the Library shall serve on the New Programs and Curricula Committee. Additionally, a representative from the Teacher Education Council will serve as an ex officio member of the committee.

**F. Academic Calendar Committee** - This committee shall review the Academic Calendar each year to ascertain accuracy and fairness before the Calendar is officially printed. Its operations will be in accordance with The Code of the Board of Governors of the University of North Carolina (Section 400.1.6) which defined the number of class days per semester and reports the date for approved calendar submission – namely, October 15 for the following academic year.

**G. Faculty Handbook Committee** - This committee shall review the University Faculty Handbook annually and/or deliberate on issues pertaining to the Faculty Handbook as directed by the Senate, and make recommendations to the Senate for approval of any changes deemed necessary to the Faculty Handbook. It is the responsibility of this committee to update the Faculty Handbook with changes approved by the Senate.

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*Committee was not active AY 2012-2013*
COMMITTEE REPORTS
Educational Policy Committee Report  |  AY 2012- 2013
Radiah Minor, Ph.D. Chair

I. The purpose of the Education Policy Committee is to recommend new policies or changes in existing policies relating to the academic programs of the University. As Chair, my vision is to have better participation and input by committee members.

II. Dr. Radiah Corn Minor, Chair of the Education Policy Committee joined North Carolina A&T State University in the fall of 2008 as an Assistant professor in the Department of Animal Sciences. Dr. Minor has served as a Faculty Senator since 2010, has been a member of the Education Policy Committee since 2011 and Chair of the Education Policy committee since fall 2012.

III. There are no meeting minutes.

IV. Official committee reports. See attached.

V. Official membership roster-

Faculty Senate Educational Policy Committee  Academic Year 2012-2013

1. Prof. LeAnder Canady, lcanady@ncat.edu
2. Dr. Vanessa Cunningham-Engram, vgcunnin@ncat.edu
3. Dr. Floyd James, fjames@ncat.edu
4. Dr. Krishna M. Kasibhatla, kmkasibh@ncat.edu
5. Dr. Gary Lebby, lebby@ncat.edu
6. Dr. Radiah Minor (Chair), rcmior@ncat.edu
7. Dr. Janis M. Oldham, oldhamji@ncat.edu
8. Dr. Xiuli Qu, xqu@ncat.edu
9. Dr. Michael Roberto, robertom@ncat.edu
10. Dr. Hong Wang, hwang@ncat.edu

Attendance data. To date, there have been two meetings called (February 12, 2013 and Tuesday April 23, 2013), however there has been no attendance from committee members to these meetings.

VI. There are no products, materials or information that have been generated by the committee during the 2012-2013 Academic School year.

VII. There are no budget requests or formal recommendations for the upcoming year.

Respectfully submitted by
Radiah C. Minor

February 18, 2013

Re: Educational Policy Committee Meeting Summary Report- School of Nursing Policy Changes.

The School of Nursing is increasing admission standards and implementing strict guidelines to help improve compliance with accreditation as well as assure that the best patient safety and care practices are met. February 4, 2013, Dean of the School of Nursing, Inez Tuck submitted policy changes to the Radiah C. Minor, Chair of the Educational Policy Committee for Review.

A doodle poll was sent out on February 4, 2013 to request and schedule a meeting to discuss/approve policy changes brought forth by Dean Tuck and the School of Nursing. There were two respondents to the doodle poll. A follow up email was sent on February 8, 2013 to solicit more members to respond to the doodle poll and schedule a meeting. On Monday February 11, 2013, an email was sent to all committee members informing that the meeting was scheduled for February 12, 2013 from 4-5 pm. Another email was sent to Dean Tuck inviting her to also attend the meeting.

On February 12, 2013, Radiah Minor met with Dean Tuck to review and discuss the 12 proposed policy changes and 1 revision to the program description for the University Bulletin that were submitted by the School of Nursing.

Below are the comments that were made on a few of the proposed policies and revisions submitted:

Policy: Drug Calculation Testing Policy

"4. Students who are unsuccessful on the second attempt will be referred to the Office of Student Services for progression options. Students who choose to withdraw or drop clinical courses will receive a designation of W/F that is placed in the student’s academic file. The designated W/F will be applied to the first scheduled clinical course in which the student is enrolled. Any additional clinical course withdrawals will receive a designation of W that is placed in the student’s academic file."

Reviewer comment: This statement was unclear with regards to the "any additional clinical courses....."

Reviewer comment: How does the University Withdrawal Policy affect this policy?

Policy: Grading

Comment: How would these numbers change with the new plus minus grading, when implemented.

Policy: Grade Appeal

"Proposed Policy: Each student may appeal a course grade that he/she believes was assigned due to an arithmetic or clerical error, arbitrariness, discrimination, harassment, or personal malice."
“Note: No legal representation or audio recordings of these proceedings are allowed by the student or faculty.”

Comment: Based on the terms “discrimination, harassment, or personal malice.” Is it fair to deny a student or faculty member legal representation?

Policy: Attendance Policy

Proposed Policy: Attendance in the classroom and clinical setting is required and punctuality is expected. Failure to comply with the attendance policy may result in dismissal from class or clinical and/or failure in the course.

“8. Students should adhere to N.C. A&T’s adverse weather policy. In the event class or clinical experience is not canceled, the ultimate decision not to attend is the student’s and should be based on their safety.”

Comment: Is the scenario described in #8 an excused or unexcused absence.

The revised policies were resubmitted with changes on February 14, 2013 and will be presented to the Faculty Senate for vote in the February meeting.

Respectfully Submitted,

Radiah C. Minor
April 2013

Re: Educational Policy Committee Meeting Summary Report- School of Nursing Policy Changes.

The School of Nursing is increasing admission standards and implementing strict guidelines to help improve compliance with accreditation as well as assure that the best patient safety and care practices are met. March 21, 2013, the Dean of the School of Nursing, Dr. Inez Tuck submitted for review, two policies to Radiah C. Minor, Chair of the Educational Policy Committee. Below are proposed policies.

I. Policy: Blood Borne Pathogens, Standard Precautions, and Health Insurance Portability and Assurance Act (HIPAA) *(NEW)*

All students enrolled in the upper division must complete an approved training(s) on blood borne pathogens, standard precautions, and Health Insurance Portability and Assurance Act (HIPAA) before their initial clinical placement.

**Statement of Purpose**
This policy is in place in order to reduce the possibility of exposure to infectious diseases and viruses by students, faculty, and clients and to ensure the confidentiality of patients' information.

II. Policy: Physical and Emotional Health Assessment

Students admitted to upper division in the School of Nursing must have a recent (within 90 days) assessment of their physical and emotional functioning before enrollment and as requested to continue in the program. Students must document that they are physically and mentally capable of performing the tasks taught within the nursing discipline with minimal assistance and provide safe nursing care. Students will provide evidence of a completed physical and emotional assessment by submitting the approved physical examination form. Students who fail to submit the approved physical examination document by the established due date may forfeit admittance into the upper division of the nursing program. Continuing enrollment in the program may be determined by the change in physical or emotional health.

**Statement of Purpose:**

The regulations of the North Carolina Board of Nursing require that the School’s admission requirements and practices be published and include assessment of physical and emotional health that provide evidence of the program applicants’ and students’ ability to provide safe nursing care to the public.
Committee Review and Approval process. These policies were emailed to all committee members for review. Suggestions made by the committee members were forwarded (mostly editorial in nature) to Dean Tuck. Following revision, the policies were again submitted by email to Dr. Minor and forwarded to all of the committee members for further review and comment. A request was made to schedule a meeting prior to the April Faculty Senate meeting to vote on the policies. There were two respondents to the email. One person (Dr. James) was available to meet. These policies were presented to the Faculty Senate for vote during the April meeting and approved.

Respectfully Submitted,

[Signature]

Radiah C. Minor
*(Summary Report- Full report included in Appendix)*

The New Programs and Curricula (NP&C) Committee shall review, analyze and approve all proposed curricular changes and new programs recommended by academic departments or other representative individuals or groups. The Senators from the School of Graduate Studies and the Library shall serve on the New Programs and Curricula Committee. Additionally, a representative from the Teacher Education Council will serve as an ex-officio member of the committee.

This report contains details of activities and actions taken by the NP&C Committee during the academic year 2012-2013. Dr. Sheila Whitley, Associate Professor, Department of Journalism and Mass Communication, was appointed chair of the committee in August 2012. Dr. Whitley has served as an NP&C committee member since October 2009 while an alternate senator for the Department of Journalism and Mass Communication. Dr. Whitley was elected senator for her department in August 2012. As chair of NP&C committee, Dr. Whitley was invited to serve on the Institutional Effectiveness Council (IEC) and the Program for Assessment for Improvement Council (PAIC). She is the chair of the PAIC sub-committee Standard 4.2 – Program Development.

The NP&C Committee meets the second Tuesday of the months that the Faculty Senate meets during the academic year (Appendix 1 Blackboard Site for NP&C). Curricula packages are due to the chair of the committee the first Tuesday of the month. The packages approved by the NP&C Committee are posted on the Faculty Senate Blackboard site by the third Tuesday of the month (Appendix 2 Blackboard Site for NP&C). Additionally, all senators receive an email report of the committee’s meeting (Appendix 3 Blackboard Site for NP&C). The NP&C chair presents a report to the Faculty Senate the fourth Tuesday of the month for Senate approval. The chair submits a report and approved packages to Faculty Senate President Dr. Brian Sims (Appendix 4 Blackboard Site for NP&C). The Dr. Sims submits the packages to the Provost for approval. The packages are lastly submitted to the Registrar’s office for implementation.

During the August Faculty Senate meeting, Dr. Whitley gave a summary of the function of the committee and asked for committee membership volunteers. The committee membership began the year with 15 members with only a few of those members volunteering for the first time or reaffirming continued membership after the August Faculty Senate meeting. Therefore, the previous academic year’s roster of membership served as a base for committee membership. Several committee members had not attended a meeting by December. Dr. Brian Sims sent an email message to those committee members asking if they wished to remain on the committee and become active members. Consequently, two committee members withdrew their names for membership. One member was no longer the faculty representative for their department, and the other specified that he was previously placed on the committee without his consent. Committee membership dropped to 13 members.

There are many dedicated members of this committee who attended meetings on a regular basis. Without this dedication, the NP&C Committee could not perform this essential service for the University (Table 1).
Table 1
2012-2013 New Programs and Curricula Committee Member

<table>
<thead>
<tr>
<th>Committee Member Name</th>
<th>Department</th>
<th>Number of Meetings Attended</th>
<th>Percentage of Meetings Attended</th>
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<tbody>
<tr>
<td>Dr. Sheila Whitley (Chair)</td>
<td>Journalism and Mass Communication</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Dr. Elizabeth Barber</td>
<td>Leadership Studies</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Dr. Paula Faulkner</td>
<td>Agri Business, Applied Economics and Agri Sciences</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Dr. Stephen McCary-Henderson</td>
<td>Curriculum and Instruction</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Dr. Ram Mohan</td>
<td>Nanoengineering and Joint School of Nanoscience</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Prof. Elsie Moore</td>
<td>Library Services</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Lt. Col. Donald Prioleau</td>
<td>ROTC</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Dr. Jerono P. Rotich</td>
<td>Human Performance and Leisure Studies</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Dr. Messiha T. Saad</td>
<td>Mechanical Engineering</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Prof. Derick K. Smith</td>
<td>Political Science</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Dr. Hong Wang</td>
<td>Business Administration</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Dr. Ken Williams</td>
<td>Computer Science</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Dr. Julius Harp</td>
<td>Chemistry</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Prof. Shearon Brown (Past Committee Member and Alternate Senator for Computer Science)</td>
<td>Computer Science</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Dr. Robert Cobb (Withdrawn from committee on 2/25/2013 stating he was placed on the committee in 2011-2012 without his consent.)</td>
<td>Graphic Communication Systems and Technical Studies</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Dr. Kenrett Jefferson Moore (Withdrawn from committee stating that she is not a faculty senator this year.)</td>
<td>Agri Business, Applied Economics and Agri Sciences</td>
<td>0</td>
<td>0%</td>
</tr>
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Seven committee members were dedicated and attended 50 percent or more of the meetings. Two members did not attend any meetings. Two committee members withdrew from the committee. The alternate senator from Computer Science attended the October meeting for Dr. Ken Williams.
Revised NP&C Curricula Forms and Approval Procedures

Over the years, the *Signatures for Approval* form deleted the approval signature lines for the Teacher Education Council (TEC) and Graduate School Council (GSC). Apparently, the signature lines were dropped because the councils were represented on the NP&C Committee. Over the years, representatives from the TEC and GSC have not served on the committee. Thereby, many packages were passed without the approval or knowledge of these two councils. In October, Dr. Beryl McEwen called a meeting with Dr. Sanjiv Sarin, Dr. Loury Ford, Gwen Goddard, and Dr. Sheila Whitley to discuss this problem. It was decided that the two signature lines for the TEC and GSC should be added back to the form (Appendix 5 Blackboard Site for NP&C). Thereby, curricula packages that affected the teacher education program or graduate school would be reviewed and approved by the respective councils prior to NP&C submission.

The *Proposed Course Change* form was also discussed in this meeting. The Center for Distance Learning (CDL) was not informed when course changes occurred for an approved online class. This created confusion especially if the course title or number changed when the revised online course was offered by the department. The department offered the revised course while the CDL listed the old course that was in their database. In those cases, the revised course was not listed as an online class. To eliminate confusion over revised approved online courses and ensure that the CDL was updated when online courses were revised, a check box for an approved online class was added to the *Proposed Course Change* form (Appendix 6 Blackboard Site for NP&C).

The Faculty Senate approved the addition of the two signature lines to the *Signatures for Approval* form and the approved online course check box on the *Proposed Course Change* form at the January meeting. The forms went into immediate effect. Beginning February, all curricula packages affecting the graduate school or the teacher education program must be approved by the respective council prior to NP&C submission.

**NP&C Committee Meetings**

The NP&C Committee met 10 times during the academic year. The Committee met for the seven scheduled meetings on the second Tuesday of every month from September to April (excluding December). A call meeting was held on October 19 to review a package from the Center for Academic Excellence and courses for inclusion in the General Education course pools. In April, the NP&C Committee received 33 curricula packages and 7 courses for inclusion in General Education. Due to the high volume of submissions, an additional April meeting was scheduled on April 11. The School of Agriculture obtained approval from General Administration to create a graduate degree after the last April NP&C meeting. The Committee met on April 16 to review this package (Table 2).
Table 2
2012-2013 NP&C Committee Meeting Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Meeting</th>
<th>Start Time</th>
<th>End Time</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11, 2012</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>5:20 p.m.</td>
<td>1:50 Hours</td>
</tr>
<tr>
<td>October 4, 2012</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>4:58 p.m.</td>
<td>1:28 Hours</td>
</tr>
<tr>
<td>October 19, 2013</td>
<td>Call Meeting</td>
<td>1:00 p.m.</td>
<td>1:55 p.m.</td>
<td>0:55 Hour</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>8:25 p.m.</td>
<td>4:55 Hours</td>
</tr>
<tr>
<td>January 8, 2013</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>6:25 p.m.</td>
<td>2:55 Hours</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Scheduled</td>
<td>4:30 p.m.</td>
<td>8:47 p.m.</td>
<td>4:17 Hours</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>7:30 p.m.</td>
<td>4:00 Hours</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>7:10 p.m.</td>
<td>3:40 Hours</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Continuation of 4/9/2013 Meeting</td>
<td>2:30 p.m.</td>
<td>6:30 p.m.</td>
<td>4:00 Hours</td>
</tr>
<tr>
<td>April 16, 2013</td>
<td>Call Meeting</td>
<td>4:30 p.m.</td>
<td>4:55 p.m.</td>
<td>0:25 Hours</td>
</tr>
</tbody>
</table>

The committee met an average of 2.5 hours each month. The shortest meeting was 25 minutes on April 16, and the longest meeting was 4 hours and 55 minutes on November 13.

Curricula Packages Reviewed by NP&C Committee

In an effort to expedite the review process, departments are asked to submit a PDF of their proposed curricula package to the NP&C chair. The package was reviewed with detailed comments written on the PDF file. The PDF was returned to the department representative so corrections would be made prior to NP&C meeting. The corrected PDF file of the package was posted on the NP&C Blackboard site for committee members to review prior to the meeting. The department representative provided nine copies of the curricula package on the day of the meeting for NP&C members.

NP&C is dedicated to reviewing every curricula package submitted by the deadline. Below is a breakdown of the packages reviewed by the NP&C Committee and the action of the Committee and Faculty Senate (Table 3).

Table 3
2012-2013 Curricula Packages Reviewed by the New Programs and Curricula Committee

<table>
<thead>
<tr>
<th>NP&amp;C Meeting Date</th>
<th>Department</th>
<th>Department Representative</th>
<th>Contains of Package</th>
<th>NP&amp;C and Faculty Senate Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11, 2012</td>
<td>English</td>
<td>Dr. Pat Bonner</td>
<td>1 Proposed New Course: ENGL 099</td>
<td>Passed by NP&amp;C on 9/11/2012 and Faculty Senate on 9/25/2012</td>
</tr>
<tr>
<td>Date</td>
<td>Group</td>
<td>Presenter</td>
<td>Proposal Description</td>
<td>Approval Details</td>
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<tr>
<td>September 11, 2012</td>
<td>Mathematics</td>
<td>Dr. Giles Warrack</td>
<td>2 Proposed New Concentrations (Merging 2 Degrees into One Degree with 2 Concentrations)</td>
<td>Passed by NP&amp;C on 9/11/2012 and Faculty Senate on 9/25/2012</td>
</tr>
<tr>
<td>September 11, 2012</td>
<td>General Education Task Force (General Education Courses)</td>
<td>Dr. Scott Simkins</td>
<td>Mathematical Logical, and Analytical Reasoning (MATH 101, 102, 103, 104, 123, 131, 132, 224; 231); Social and Behavioral Sciences (ECON 200, 201); Social and Behavioral Sciences – Knowledge of African-American Culture (HIST 201, 202); Humanities and Fine Arts – Global Understanding (PHIL 238, 315)</td>
<td>Passed by NP&amp;C on 9/11/2012 and Faculty Senate on 9/25/2012</td>
</tr>
<tr>
<td>October 4, 2012</td>
<td>Nanoengineering</td>
<td>Dr. Ram Mohan</td>
<td>11 Proposed New Courses: NANO 711; NANO 721; NANO 731; NANO 741; NANO 811; NANO 812; NANO 821; NANO 823; NANO 825; NANO 831; AND NANO 841</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
</tr>
<tr>
<td>October 4, 2012</td>
<td>Interdisciplinary Waste Management Institute</td>
<td>Dr. Godfrey Uzochukwu</td>
<td>2 Proposed New Courses (WMI 336 and WMI 619)</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
</tr>
<tr>
<td>October 4, 2012</td>
<td>Human Performance and Leisure Studies - Undergraduate</td>
<td>Dr. Teresa Dail</td>
<td>1 Proposed New Course (SSFM 490)</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
</tr>
<tr>
<td>October 4, 2012</td>
<td>Human Performance and</td>
<td>Dr. Teresa Dail</td>
<td>12 Proposed Course Changes</td>
<td>Passed by NP&amp;C on 10/04/2012</td>
</tr>
<tr>
<td>Date</td>
<td>Organization</td>
<td>Person</td>
<td>Course Requirements</td>
<td>Action</td>
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</tr>
<tr>
<td>October 4, 2012</td>
<td>General Education Task Force (General Education Courses)</td>
<td>Dr. Scott Simkins</td>
<td>(HPED 600; HPED 615; HPED 714; HPED 723; HPED 731; HPED 733; HPED 760; HPED 784; HPED 786; HPED 790; HPED 791; HPED 798)</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
</tr>
<tr>
<td>October 9, 2012</td>
<td>Center for Academic Excellence</td>
<td>Dr. Tracey Ford</td>
<td>1 Proposed Course Change: FRST 101</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Author</td>
<td>Description</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
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<tr>
<td>October 9, 2012</td>
<td>General Education Task Force (General Education Courses)</td>
<td>Dr. Scott Simkins</td>
<td>Scientific Reasoning (CHEM 100, 104, 106, 107, 110, 114, 116, 117)</td>
<td></td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Visual and Performing Arts</td>
<td>Dr. Eleanor Gwynn</td>
<td>Dance Minor</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Family and Consumer Sciences</td>
<td>Dr. Meeshay Wheeler</td>
<td>3 New Courses (FSC 151, FSC 408, and FCS 428) and 8 Proposed Course Changes (FCS 150, FCS 160, FCS 422, FCS 423, FCS 459, FCS 534, FCS 539, and FCS 702)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Human Performance and Leisure Studies</td>
<td>Dr. Teresa Dail</td>
<td>1 Proposed Course Change (HPED 615)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
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<tr>
<td>November 13, 2013</td>
<td>Electrical and Computer Engineering – Undergraduate</td>
<td>Dr. John Kelly</td>
<td>5 Proposed Course Changes (ECEN 200, ECEN 410, ECEN 423, ECEN 429, and ECEN 470)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Electrical and Computer Engineering – Graduate</td>
<td>Dr. John Kelly</td>
<td>2 New Courses (ECEN 625 and ECEN 880) and 4 Proposed Course Changes (ECEN 629, ECEN 630, ECEN 850, and ECEN 812)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Chemical, Biological and Bioengineering</td>
<td>Dr. Abolghasem Shahbazi</td>
<td>3 New Courses (BIOE 204, BIOE 415, and BIOE 425) and 4 Proposed Course Changes (BIOE 400, BIOE 423, BIOE 424, and</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Instructor</td>
<td>Proposal Description</td>
<td>Approval Details</td>
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<tr>
<td>November 13, 2013</td>
<td>Animal Sciences</td>
<td>Dr. Ralph Noble</td>
<td>3 Curriculum Patterns with General Education Requirements</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Dr. Anthony Yeboah</td>
<td>2 Curriculum Patterns with General Education Requirements and Accelerated BS-MS Degree</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Natural Resources and Environmental Design (Horticulture)</td>
<td>Dr. Guochen Yang</td>
<td>7 New Courses (HORT 301, HORT 330, HORT 351, HORT 602, HORT 603, NARS 250, NARS 601) and 9 Proposed Course Change (HORT 610, HORT 611, HORT 620, HORT 350, HORT 412, HORT 527, HORT 600, NARS 110, NARS 400)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Natural Resources and Environmental Design (Sustainable Ag)</td>
<td>Dr. Charles Raczkowski</td>
<td>5 New Courses (SLMG 300, SLMG 301, SLMG 350, SLMG 400, SLMG 450) and 1 Proposed Course Change (SLSC 338)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Natural Resources and Environmental Design</td>
<td>Dr. Godfrey Uzochukwu</td>
<td>10 Proposed Course Change (EASC 201, EASC 309, EASC 330, EASC 408, EASC 444, EASC 616, EASC 644, EASC 666, EASC 622, EASC 699)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Natural Resources</td>
<td>Prof. Perry</td>
<td>3 New Courses</td>
<td>Passed by NP&amp;C</td>
</tr>
<tr>
<td>Date</td>
<td>Department/Task Force</td>
<td>Faculty Member</td>
<td>Action Details</td>
<td>Status</td>
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<tr>
<td>2013</td>
<td>and Environmental Design (Landscape)</td>
<td>Howard</td>
<td>(LDAR 140, LDAR 141, and LDAR 310) and 25 Proposed Course Changes (LDAR 102, LDAR 150, LDAR 170, LDAR 171, LDAR 230, LDAR 271, LDAR 302, LDAR 303, LDAR 360, LDAR 370, LDAR 371, LDAR 380, LDAR 460, LDAR 461, LDAR 470, LDAR 471, LDAR 500, LDAR 510, LDAR 520, LDAR 550, LDAR 560, LDAR 570, LDAR 571, LDAR 572)</td>
<td>on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Dr. Anthony Yeboah</td>
<td>14 Course Changes (AGEC 130, AGEC 240, AGEC 300, AGEC 330, AGEC 335, AGEC 406, AGEC 432, AGEC 434, AGEC 438, AGEC 442, AGEC 444, AGEC 446, AGEC 599, and AGEC 640) and 3 Proposed New Courses (ABM 340, ABM 430, and ABM 450).</td>
<td>Rejected by the NP&amp;C with recommendation of revising and resubmitting. It was resubmitted in Jan 2013.</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>General Education Task Force (General Education Courses)</td>
<td>Dr. Scott Simkins</td>
<td>Student Success (PSYC 240)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>January 10, 2013</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Dr. Anthony Yeboah</td>
<td>14 Course Changes (AGEC 130, AGEC 240, AGEC 300, AGEC 330, AGEC 335, AGEC 406, AGEC 335, AGEC 406,</td>
<td>Passed by NP&amp;C on 01/10/2013 and Faculty Senate on 01/22/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Faculty Name</td>
<td>Proposal Description</td>
<td>Status</td>
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</tr>
<tr>
<td>January 10, 2013</td>
<td>Economics</td>
<td>Dr. Vereda King Williams</td>
<td>4 Curriculum Patterns with General Education Requirements (Economics – General; Economics – Business; and Economics – International Economics; Economics – Law)</td>
<td>Passed by NP&amp;C on 01/10/2013 and Faculty Senate on 01/22/2013</td>
</tr>
<tr>
<td>January 10, 2013</td>
<td>Computer Science</td>
<td>Dr. Ken Williams</td>
<td>Curriculum Pattern for Concentration in Health Informatics Security and Privacy</td>
<td>Rejected by NP&amp;C – Curriculum Pattern not in compliance with General Education Requirements. Recommendation was to correct the non-compliance and resubmit.</td>
</tr>
<tr>
<td>January 10, 2013</td>
<td>Computer Science</td>
<td>Dr. Ken Williams</td>
<td>Ph.D. Program with 26 Proposed New Courses (COMP 821, COMP 823, COMP 829, COMP 831, COMP 832, COMP 833, COMP 841, COMP 863, COMP 871, COMP 872, COMP 874, COMP 875, COMP 876, COMP 881, COMP 883, COMP 885, COMP 887, COMP 892)</td>
<td>Passed by NP&amp;C on 01/10/2013 and Faculty Senate on 01/22/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Grantee</td>
<td>Proposal Description</td>
<td>Status</td>
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<tr>
<td>January 10, 2013</td>
<td>New Programs and Curricula Committee Forms</td>
<td>Dr. Sheila Whitley</td>
<td>2 Proposed Form Changes (Signature for Approval Form and Proposed Course Change Form)</td>
<td>Passed by NP&amp;C on 01/10/2013 and Faculty Senate on 01/22/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Management</td>
<td>Dr. Silvanus Udoka</td>
<td>Management - Human Resources Management</td>
<td>Pulled by Dean Craig.</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Management</td>
<td>Dr. Silvanus Udoka</td>
<td>Management - International Management (New Concentration)</td>
<td>Pulled by Dean Craig. The package was resubmitted in April.</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Management</td>
<td>Dr. Silvanus Udoka</td>
<td>Management (3 concentrations)</td>
<td>Pulled by Dean Craig. The package was resubmitted in March.</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Marketing, Transportation and Supply Management</td>
<td>Dr. Linda Coley</td>
<td>5 Course Changes (MKTG 430, MKTG 438, MKTG 535, TSCM 340, and TSCM 431) and 3 Curriculum Patterns with General Education Requirements (Marketing, Marketing and Sales, and Supply Chain Management).</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Business Education</td>
<td>Dr. Lisa Gueldenzoph Snyder</td>
<td>Combining 3 concentrations (Computer Technology,</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Presenter</td>
<td>Description</td>
<td>Status</td>
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</tr>
<tr>
<td>February 12, 2013</td>
<td>Applied Engineering Technology</td>
<td>Dr. Mahour Mellat-Parast</td>
<td>1 Curriculum Pattern with General Education Requirements (Business Education Teacher) and 2 Curriculum Patterns with General Education Requirements (Business Teacher Education and Information Technology)</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Built Environment - Geomatics</td>
<td>Prof. Peggy Fersner</td>
<td>2 Proposed Course Changes (GEOM 205, GEOM 307); 4 Proposed New Courses (GEOM 101, GEOM 102, GEOM 215, GEOM 317), 1 Curriculum Pattern with General Education Requirements (Geomatics).</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Built Environment - Construction Management</td>
<td>Dr. Musibau Shofoluwe</td>
<td>5 Proposed Course Changes (CM 214, CM 215, CM 218, CM 233, CM 412), 1 Proposed New Course (CM 224), and 1 Curriculum Pattern with General Education Requirements</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Human Performance and Leisure Studies - Undergraduate</td>
<td>Dr. Diana Melton</td>
<td>1 Proposed Course Change, 1 Proposed New Course; 3 Curriculum Pattern with</td>
<td>Rejected by NP&amp;C for non-General Education compliance. Recommendation was to correct</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Instructor</td>
<td>Proposal Details</td>
<td>Outcome</td>
</tr>
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</tr>
<tr>
<td>February 12, 2013</td>
<td>Human Performance and Leisure Studies – Masters</td>
<td>Dr. Dwedor Ford</td>
<td>1 Proposed Course Change, 8 Proposed New Courses; Proposed Masters Concentration (Sports Administration Concentration)</td>
<td>NP&amp;C rejected the package without the signature of the graduate council. Recommendation was to obtain graduate school approval and resubmit. The package was resubmitted in March 2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Human Development &amp; Services</td>
<td>Dr. Miriam Wagner</td>
<td>19 Proposed New Courses (HDSV 800, HDSV 802, HDSV 810, HDSV 812, HDSV 815, HDSV 818, HDSV 820, HDSV 825, HDSV 830, HDSV 840, HDSV 850, HDSV 854, HDSV 860, HDSV 865, HDSV 870, HDSV 875, HDSV 885, HDSV 895, AND HDSV 900) and Proposed Curriculum Guide (Ph.D. in Rehabilitation Counseling and Rehabilitation Counselor Education).</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Psychology</td>
<td>Dr. Joseph Stephens</td>
<td>12 Proposed Course Changes (PSYC 322, PSYC 323, PSYC 440, ...)</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
</tbody>
</table>

General Education Requirements (Business Administration, Leisure Studies and Pre-PT)
<table>
<thead>
<tr>
<th>Date</th>
<th>Department</th>
<th>Faculty Name</th>
<th>Proposal</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 12, 2013</td>
<td>Journalism and Mass Communication</td>
<td>Dr. Sheila Whitley</td>
<td>3 Curriculum Patterns with General Education Requirements (Mass Media Production, Multimedia Journalism, and Public Relations)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Accounting and Finance</td>
<td>Dr. Kevin James</td>
<td>2 Curriculum Patterns with General Education Requirements (Accounting and Finance)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>History</td>
<td>Dr. Olen Cole</td>
<td>1 New Proposed Course (PHIL 492) and 2 Curriculum Patterns with General Education Requirements (History and History - Secondary Education).</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Mathematics</td>
<td>Dr. Giles Warrack</td>
<td>3 Curriculum Patterns with General Education Requirements (Pure Math, Applied Math, and Math - Secondary Education)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Architectural</td>
<td>Dr. Bala Ram</td>
<td>Proposed</td>
<td>Passed by NP&amp;C</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Name</td>
<td>Description</td>
<td>Approval Status</td>
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</tr>
<tr>
<td>March 12, 2013</td>
<td>Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Civil Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Computer Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Computer Science</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Electrical Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Industrial and Systems</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Mechanical Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Management</td>
<td>Dr. Silvanus Udoka</td>
<td>3 Curriculum Patterns with General Education Requirements (General Management,</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Department and Program</td>
<td>Presenter</td>
<td>Proposal Details</td>
<td>Approval Details</td>
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<tr>
<td>March 12, 2013</td>
<td>Human Performance and Leisure Studies – Undergraduate</td>
<td>Dr. Diana Melton</td>
<td>1 Proposed Course Change (HPED 520), 3 Curriculum Pattern with General Education Requirements (Business Administration, Leisure Studies and Pre-PT)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Human Performance and Leisure Studies – Masters</td>
<td>Dr. Dwedor Ford</td>
<td>1 Proposed Course Change (HPED 784), 8 Proposed New Courses (HPED 797, HPED 799, HPED 820, HPED 821, HPED 822, HPED 823, HPED 824, HPED 885); Proposed Masters Concentration (Sports Administration Concentration)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Curriculum and Instruction – BS Elementary Ed</td>
<td>Dr. Erekka Williams</td>
<td>1 Curriculum Pattern with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>General Education Task Force (General Education Courses)</td>
<td>Dr. Scott Simkins</td>
<td>Student Success (ACCT 301)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Curriculum and Instruction – MAED Reading Ed</td>
<td>Dr. Anthony Graham</td>
<td>1 Proposed Curriculum Pattern Change</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Curriculum and Instruction – MAT Elementary Ed</td>
<td>Dr. Erekka Williams</td>
<td>1 Proposed Curriculum Pattern Change</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Proposed Changes</td>
<td>Approval Details</td>
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<tr>
<td>April 9, 2013</td>
<td>Human Development and Services</td>
<td>1 Proposed Course Change (HDSV 713); 3 Proposed New Courses (HDSV 705, HDSV 755, and HDSV 783), and 3 Curriculum Guides (School Counseling, Mental Health Counseling, Mental Health Counseling Rehabilitation)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
<td></td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Management</td>
<td>1 Proposed Minor in Management (Entrepreneurship)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
<td></td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Management</td>
<td>1 Proposed New Concentration with General Education Requirements (Management - International Management)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
<td></td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Marketing, Transportation and Supply Chain</td>
<td>2 Proposed Minors (General Marketing Minor, Professional Sales Minor)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
<td></td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>English</td>
<td>2 Proposed New Courses (ENGL 235, ENGL 245)</td>
<td>Package was pulled by Chad Rohrbacher and will resubmit in fall 2013.</td>
<td></td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>English</td>
<td>1 Proposed Course Change (ENGL 627), 1 Proposed New Course (ENGL 602), and 5 Curriculum Guides with General</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Instructor</td>
<td>Proposal Description</td>
<td>Approval Notes</td>
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<tr>
<td>April 9, 2013</td>
<td>Chemistry</td>
<td>Dr. Margaret Kanipe-Spinks</td>
<td>3 Curriculum Guides with General Education Requirements (Biomedical, Professional ACS Chemistry, Secondary Education)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Chemistry</td>
<td>Dr. Margaret Kanipe-Spinks</td>
<td>5 Proposed Course Changes (CHEM 106, CHEM 107, CHEM 109, CHEM 641, and CHEM 642), 1 Proposed New Course (CHEM 103), and 1 Proposed Curriculum Guide with General Education Requirements (Accelerated Bachelors/Masters in Chemistry)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Physics (General)</td>
<td>Dr. Ron Pedroni</td>
<td>3 Proposed New Courses (PHYS 214, PHYS 215, and PHYS 224) and 4 Curriculum Guides with General Education Requirements (Physics, Engineering Physics,</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Course</td>
<td>Instructor</td>
<td>Document Description</td>
<td>Approval Status</td>
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<tr>
<td>April 9, 2013</td>
<td>Physics (Secondary Education)</td>
<td>Dr. Ron Pedroni</td>
<td>1 Curriculum Guide with General Education Requirements (Physics - Secondary Education)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Business Education</td>
<td>Dr. Lisa Gueldenzoph Snyder</td>
<td>1 Proposed Master of Arts in Teaching - Business Education</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Chemical, Biological and Bio Engineering</td>
<td>Dr. Leonard Uitenham</td>
<td>1 Proposed Accelerated BS/MS in Chemical Engineering</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Chemical, Biological and Bio Engineering</td>
<td>Dr. Leonard Uitenham</td>
<td>1 Proposed Accelerated BS/MS in Bio Engineering</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Chemical, Biological and Bio Engineering</td>
<td>Dr. Leonard Uitenham</td>
<td>1 Proposed New Course (BMEN 695)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Chemical, Biological and Bio Engineering</td>
<td>Dr. Leonard Uitenham</td>
<td>1 Proposed New Course (CHEN 448), 2 Proposed Course Changes (CHEN 318 and ELEN 440), 7 Course Deletions (CHEN 208, CHEN 209, CHEN 308, CHEN 309, CHEN 408, CHEN 450, CHEN 501) and 1 Curriculum Pattern with</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Presenter</td>
<td>Actions</td>
<td>Approval Status</td>
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<tr>
<td>April 11, 2013</td>
<td>Visual and Performing Arts (Theatre)</td>
<td>Frankie Day</td>
<td>1 Minor (Theatre)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Nursing (ABS N)</td>
<td>Dr. Bonnie Fields</td>
<td>12 Proposed Course Changes (NURS 320, NURS 325, NURS 361, NURS 366, NURS 400, NURS 405, NURS 413, NURS 419, NURS 458, NURS 501, NURS 511, NURS 514), 1 Proposed New Course (NURS 466), and 1 Curriculum Guide (Accelerated BS in Nursing)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Nursing (BSN Completion)</td>
<td>Dr. Bonnie Fields</td>
<td>1 Proposed Course Changes (NURS 362), 1 Proposed New Course (NURS 459), 1 Curriculum Pattern (BS Nursing Completion)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Nursing</td>
<td>Dr. Bonnie Fields</td>
<td>4 Proposed Course</td>
<td>Passed by NP&amp;C</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Presenter</td>
<td>Changes</td>
<td>Approval Notes</td>
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<tr>
<td>April 11, 2013</td>
<td>Nursing (RNFA – Continuing Education)</td>
<td>Bonnie Fields</td>
<td>Changes (NURS 100, NURS 367, NURS 456, and NURS 464), 1 Curriculum Pattern (BS Traditional Nursing)</td>
<td>on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Biology</td>
<td>Dr. Mary Smith</td>
<td>1 Proposed Course Changes (NURS 525) and 1 Proposed New Course (NURS 491)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>English (Speech Communication)</td>
<td>Dr. Regina Williams</td>
<td>2 Proposed Course Changes (BIOL 105, BIOL 468), 2 Proposed New Courses (BIOL 205, BIOL 210), 3 Curriculum Guides with General Education Requirements (General Biology, Pre-Med, and Secondary Education)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Department of English (Speech Language Path &amp; Audiology)</td>
<td>Dr. Regina Williams</td>
<td>5 Proposed New Courses (SPCH 203, SPCH 240, SPCH 317, SPCH 455, SPCH 499) and 1 Curriculum Pattern with General Education Requirements (Speech Communication)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Field</td>
<td>Presenter</td>
<td>Description</td>
<td>Approval Notes</td>
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</tr>
<tr>
<td>April 11, 2013</td>
<td>Political Science and Criminal Justice</td>
<td>Dr. James Steele</td>
<td>5 Proposed Courses Changes (CRJS 430, CRJS 440, CRJS 470, CRJS/POLI 542, CRJS/POLI 543), 3 Proposed New Courses (POLI 270, CRJS/POLI 290, CRJS/POLI 291), 3 Curriculum Guides with General Education Requirements (Political Science, Criminal Justice, and Criminal Justice – Forensic Certificate)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Sociology and Social Work (JMSW)</td>
<td>Dr. Sharon Cook</td>
<td>1 Proposed Course Change (SOWK 709), 4 Proposed New Courses (SOWK 736, SOWK 737, SOWK 762, SOWK 763), and 1 Curriculum Guide (Joint Masters in Social Work)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Sociology and Social Work (BS - Social Work)</td>
<td>Dr. Sharon Cook</td>
<td>1 Curriculum Guide with General Education Requirements (BS - Social Work)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Sociology and Social Work (BA - Sociology)</td>
<td>Dr. Terrolyn Carter</td>
<td>1 Curriculum Guide with General Education Requirements (BA - Sociology)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Liberal Studies</td>
<td>Dr. Regina Williams</td>
<td>2 Proposed Course Changes (UNST)</td>
<td>Passed by NP&amp;C on 04/11/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Group</td>
<td>Person</td>
<td>Proposed Courses</td>
<td>Status</td>
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<tr>
<td>April 11, 2013</td>
<td>General Education Task Force (General Education Courses)</td>
<td>Dr. Scott Simkins</td>
<td>230, UNST 209), 18 Proposed New Courses (GSCP 100, LIBS 239, LIBS 243, LIBS 245, LIBS 317, LIBS 319, LIBS 403, LIBS 405, LIBS 407, LIBS 409), 8 Curriculum Guides with General Education Requirements (Liberal Studies; African-American Studies; Pre-Law; Cultural Change and Social Development; Interdisciplinary Studies; International Studies; Race, Class and Culture; Women’s Studies)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 16, 2013</td>
<td>Agribusiness Applied Economics and Agriscience Education</td>
<td>Dr. Antoine Alston</td>
<td>4 Proposed New Courses (AGRI 800, ABM 796, ABM 797, and ABM 799), 20 Proposed Course Changes (AGEC 632, AGEC 634, AGEC 638, AGEC 640, AGEC 641, AGEC 648, AGEC 675, AGEC 705, AGEC 708, AGEC 710, AGEC)</td>
<td>Passed by NP&amp;C on 04/16/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Proposer</td>
<td>Proposal Description</td>
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<tr>
<td>April 16, 2013</td>
<td>Animal Science</td>
<td>Dr. Antoine Alston</td>
<td>3 Proposed New Courses (ANSC 796, ANSC 797, and ANSC 799), and 1 Proposed M.S. in Agricultural and Environmental Systems (Concentration: Integrated Animal Health Systems)</td>
<td>Passed by NP&amp;C on 04/16/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 16, 2013</td>
<td>Natural Resources and Environmental Design</td>
<td>Dr. Antoine Alston</td>
<td>3 Proposed New Courses (NARS 796, NARS 797, NARS 799), and 1 Proposed M.S. in Agricultural and Environmental Systems (Concentration: Natural Resources and Environmental Systems)</td>
<td>Passed by NP&amp;C on 04/16/2013 and Faculty Senate on 4/23/2013</td>
</tr>
</tbody>
</table>

The committee received 95 curriculum package submissions, passed 86 packages, 9 packages were rejected by the Committee or pulled by the department during the 2012-2013 academic year. Packages were rejected for reasons that include the department decided not to move forward with the package, extensive changes were necessary before the package was ready for presentation to NP&C, the
signature for approval page did not have all the appropriate signatures, or the new curriculum guide were not in compliance with the general education requirements. Many of the packages were corrected, resubmitted and approved.

The approved packages contained 155 proposed new courses, 177 proposed course changes, 6 proposed or changes to a minor, 4 proposed undergraduate concentrations, 1 proposed graduate concentration, 73 curriculum guides with general education requirements, 12 accelerated bachelors, 6 proposed graduated degrees (includes School of Agricultures proposed 3 concentrations under 1 degree), 7 proposed course deletions, and 63 proposed courses for general education inclusion.

General Education Compliance

NP&C carefully reviewed the proposed new curriculum guides to ensure General Education requirements compliance. The above 73 curriculum guides reviewed by the Committee does not include accelerated programs, and two of the nursing packages. Below is a breakdown of the departments and degree or concentrations that submitted new curriculum guides with general education requirements compliance (Table 4).

Table 4
Curriculum Patterns Submitted to NP&C with General Education Requirements

<table>
<thead>
<tr>
<th>Number</th>
<th>Date Approved by NP&amp;C</th>
<th>Department</th>
<th>Degree/Concentration/Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11/13/2012</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Agricultural General Education</td>
</tr>
<tr>
<td>2</td>
<td>11/13/2012</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Agricultural Professional Service</td>
</tr>
<tr>
<td>3</td>
<td>11/13/2012</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Agricultural Professional Service - Accelerated Track</td>
</tr>
<tr>
<td>4</td>
<td>11/13/2012</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Secondary Education - Professional Licensure Track - Accelerated Track</td>
</tr>
<tr>
<td>5</td>
<td>11/13/2012</td>
<td>Animal Sciences</td>
<td>Animal Industry</td>
</tr>
<tr>
<td>6</td>
<td>11/13/2012</td>
<td>Animal Sciences</td>
<td>Animal Science</td>
</tr>
<tr>
<td>7</td>
<td>11/13/2012</td>
<td>Animal Sciences</td>
<td>Laboratory Animal Science</td>
</tr>
<tr>
<td>8</td>
<td>11/13/2012</td>
<td>Chemical, Biological and Bioengineering</td>
<td>Bioprocess Engineering Option</td>
</tr>
<tr>
<td>9</td>
<td>11/13/2012</td>
<td>Chemical, Biological and Bioengineering</td>
<td>Natural Resources Engineering Option</td>
</tr>
<tr>
<td>10</td>
<td>11/13/2012</td>
<td>Electrical and Computer Engineering</td>
<td>Computer Engineering</td>
</tr>
<tr>
<td>11</td>
<td>11/13/2012</td>
<td>Electrical and Computer Engineering</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>12</td>
<td>11/13/2012</td>
<td>Family and Consumer Science</td>
<td>Birth-Kindergarten Licensure</td>
</tr>
<tr>
<td>13</td>
<td>11/13/2012</td>
<td>Family and Consumer Science</td>
<td>Child Development and Family Studies</td>
</tr>
<tr>
<td>14</td>
<td>11/13/2012</td>
<td>Family and Consumer Science</td>
<td>Consumer Sciences (Concentration)</td>
</tr>
<tr>
<td>15</td>
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<td>Dietetics</td>
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<td>16</td>
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<td>Concentration/Description</td>
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<td>Food Science</td>
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<td>23</td>
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<td>Agro-Ecosystems &amp; Environmental Studies (Agribusiness and Food Industry Management)</td>
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<td>01/08/2013</td>
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<td>Economics (General)</td>
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<td>02/12/2013</td>
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<td>Sports Science and Fitness - Pre PT</td>
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<td>Multi Media Journalism Concentration</td>
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<td>CUNI</td>
<td>BS in Elementary Ed</td>
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<td>03/12/2013</td>
<td>Engineering</td>
<td>Architectural Engineering (ABS)</td>
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<td>03/12/2013</td>
<td>Engineering</td>
<td>Civil Engineering (ABS)</td>
</tr>
<tr>
<td>57</td>
<td>03/12/2013</td>
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<td>04/09/2013</td>
<td>Management</td>
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</tr>
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<td>English</td>
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</tr>
<tr>
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<td>04/09/2013</td>
<td>English</td>
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<td>Creative Writing</td>
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<td>English</td>
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<td>04/09/2013</td>
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<td>04/09/2013</td>
<td>Physics</td>
<td>Secondary Education – Physics</td>
</tr>
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<td>76</td>
<td>04/09/2013</td>
<td>Chemical, Biological and Bio Engineering</td>
<td>Accelerated BS/MS in Chemical Engineering</td>
</tr>
<tr>
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<td>04/09/2013</td>
<td>Chemical, Biological and Bio Engineering</td>
<td>Accelerated BS/MS in Bio Engineering</td>
</tr>
<tr>
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<td>Chemical, Biological and Bio Engineering</td>
<td>Chemical Engineering</td>
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<tr>
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<td>4/11/2013</td>
<td>Visual and Performing Arts</td>
<td>Professional Theatre – Acting</td>
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<td>Visual and Performing Arts</td>
<td>Professional Theatre - Theatre Technology</td>
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<td>4/11/2013</td>
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<td>BSN Completion</td>
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<td>Traditional – Nursing</td>
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<tr>
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<td>4/11/2013</td>
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<td>Pre-Med – Biology</td>
</tr>
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<td>4/11/2013</td>
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<td>Biology</td>
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<td>89</td>
<td>4/11/2013</td>
<td>Speech (English)</td>
<td>Language Path &amp; Audiology</td>
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<td>#</td>
<td>Date</td>
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<td>Certificate</td>
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<td>4/11/2013</td>
<td>Political Science and Criminal Justice</td>
<td>Criminal Justice – Forensic Certificate</td>
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<td>92</td>
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</tr>
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<td>93</td>
<td>4/11/2013</td>
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<td>Sociology</td>
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<td>4/11/2013</td>
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<td>African-American Studies</td>
</tr>
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<td>97</td>
<td>4/11/2013</td>
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<td>Pre-Law</td>
</tr>
<tr>
<td>98</td>
<td>4/11/2013</td>
<td>Liberal Studies</td>
<td>Cultural Change and Social Development</td>
</tr>
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<td>99</td>
<td>4/11/2013</td>
<td>Liberal Studies</td>
<td>Individualized Studies</td>
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<td>International Studies</td>
</tr>
<tr>
<td>101</td>
<td>4/11/2013</td>
<td>Liberal Studies</td>
<td>Race, Class and Culture</td>
</tr>
<tr>
<td>102</td>
<td>4/11/2013</td>
<td>Liberal Studies</td>
<td>Women’s Studies</td>
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</table>

The NP&C committee reviewed 102 undergraduate curriculum guides with inclusion of the new general education requirements. Three curricula packages included a letter from the provost waiving some of the general education requirements due to the programs’ requirements for their accreditation and such. The College of Engineering, Business Education and Nursing submitted waiver letters with their curricula packages (Appendix 7 Blackboard Site for NP&C).

Several departments submitted curricula packages last academic year with curriculum guides that included the new general education requirements. Therefore, the above list is not an inclusive list of all the undergraduate programs with approved curriculum guides with general education inclusion. Due to some of the confusion last year over the new general education requirements and an incomplete general education course list, some of the curriculum guides approved last year may not be in compliance with the new general education requirements. This academic year, NP&C carefully reviewed the undergraduate curriculum guides to ensure new general education compliance.

**NP&C Curricula Package Review Process**

In an effort to improve the efficiency of the NP&C, Dr. Brian Sims (NP&C chair 2011-2012) created an NP&C Package Review Form. Committee members were assigned to review packages prior to the NP&C meeting using the review form. Dr. Whitley revised this highly functional form to add additional categories (Appendix 8 Blackboard Site for NP&C). A review form was also created to check curriculum guides for general education compliance (Appendix 9 Blackboard Site for NP&C).

Curricula packages are reviewed within days after submission to NP&C. Beginning in January, the department representative received a PDF of the curricula review sheets along with comments on the PDF file of the curricula package. The department representative had an opportunity to correct the package prior to the NP&C meeting. Many representatives corrected their packages prior to the NP&C meeting date. This process has streamlined the review process during committee meetings.

Additionally, Dr. Whitley requested an organizational Blackboard site for the New Programs and Curricula Committee. All packages and review sheets were uploaded to Blackboard site so the
committee member could review that month’s submissions prior to the meeting (Appendix 10 Blackboard Site for NP&C).

Committee member Dr. Ken Williams took a lead role in creating an online system for package submissions. He assigned seniors in one of his classes to create this system as their senior project. This system was discussed with Dr. Beryl McEwen and Lester Lugo and is a continuing project.

NP&C Reports

The NP&C chair creates an agenda each month of the packages to be reviewed. The agenda is sent to the NP&C Committee members and the department representatives for each curricula package (Appendix 11 Blackboard Site for NP&C).

A report is submitted to the Faculty Senators by the third Tuesday of each month (Appendix 12 Blackboard Site for NP&C).

The final NP&C report is to the Faculty Senate President (Appendix 13 Blackboard Site for NP&C).

Conclusions

The New Programs and Curricula Committee has several dedicated committee members who served many long hours reviewing curricula packages. The Committee reviewed 95 curricula packages and 102 curriculum patterns for General Education compliance.

Respectively Submitted by:

Dr. Sheila M. Whitley, Chair NP&C Committee
Associate Professor, Department of Journalism and Mass Communication
319 Crosby Hall
REVISED: May 21, 2013
Faculty Handbook Committee Report

11/21/2012

MEMO

RE: Faculty Senate Handbook Revision

From: Dr. Tony Graham, Senate Handbook Committee Chair

To: Charles Waldrup, University General Counsel

Dr. Brian Carey Sims, Faculty Senate President

The Faculty Senate Handbook Committee is currently in the process of updating/revise the existing Faculty Handbook. The current revision process began during the Spring 2010 semester. Going forward, the Faculty Senate Handbook committee, in consultation with the Office of Legal Affairs has decided that a formal procedure ought to be implemented with respect to the Handbook revision process. This formal procedure will affect the current revision activities of the committee as well as future handbook revisions made by future committees. This procedure is outlined below.

Phase I (Fall 2012 – Spring 2013)

The Senate Handbook Committee will meet on the following schedule. Committee meetings will be open to the public for observation and comment.

Tuesday, January 15, 2013 @ 3p

Tuesday, February 19, 2013 @ 3p

Tuesday, March 19, 2013 @ 3p

Tuesday, April 16, 2013 @ 3p

All changes, revisions, modifications, and additions to the Handbook made during Phase I will be made, voted-on, and approved by the Senate committee during committee meetings, and then presented to the Senate at the next available Faculty Senate meeting.
Changes to existing policy made during Phase I will become effective immediately, rendering up-to-date and usual Handbook chapters as they are generated.

Phase II (Fall 2013 - )

The Senate Handbook Committee will meet regularly during the semester. Committee meetings will be closed to the public.

All changes, revisions, modifications, and additions to the Handbook made during Phase II will be made during Full Body meetings of the Faculty Senate. Proposed changes will be considered by the committee, presented to the Senate and voted-on for approval. A majority vote of senators shall be required for approval of any policy, guideline, or language in the Faculty Handbook.

All approved changes to the Faculty Handbook made during Phase II will become effective at the beginning of the following academic semester.

Sincerely,

Dr. Tony Graham

Associate Professor

Department of Built Environment

Chair, Faculty Senate Handbook Committee
NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY Faculty Senate Handbook
Committee Meeting: Smith Hall Room 3009: School of Technology Wednesday, January 23, 2013 5:00 p.m. Dr. Tony E. Graham, Chair Presiding. Dr. Tony E. Graham, Associate Professor, Chair, Faculty Senate Handbook, Senator, School of Technology Smith Hall, Room 3021, 1601 East Market St. •
Greensboro, NC 27411, tgraham@ncat.edu, 336 285-3100

Handbook Members Present: Brian Sims, Dwedor Ford, Terrall Bryan, Tony E. Graham

Handbook committee Chair Dr. Tony E. Graham called the meeting to order.

Handbook committee 2013 schedule was distributed to the Faculty Senate on January 22, 2013 and is listed as follows:

The Senate Handbook Committee will meet on the following schedule in Smith Hall at 5:00pm, room 3009. Committee meetings will be open to the public for observation and comment.

Wednesday, January 23, 2013 @ 5 pm

Wednesday, February 20, 2013 @ 5 pm

Wednesday, March 20, 2013 @ 5 pm

Wednesday, April 17, 2013 @ 5 pm

All changes, revisions, modifications, and additions to the Handbook made during Phase I will be made, voted-on, and approved by the Senate committee during committee meetings, and then presented to the Senate at the next available Faculty Senate meeting.

Changes to existing policy made during Phase I will become effective immediately, rendering up-to-date and usual Handbook chapters as they are generated.

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presented to the Senate and voted-on for approval. A majority vote of senators shall be required for approval of any policy, guideline, or language in the Faculty Handbook.

All approved changes to the Faculty Handbook made during Phase II will become effective at the beginning of the following academic semester.

The Handbook committee’s first action item was distributed to the Faculty Senate on January 23, 2013 and it reads as follows:

**Faculty Senate Officers Term Limits:**

Present Policy: **ARTICLE IV: FACULTY SENATE: OFFICERS**

B. The officers shall serve an initial one year term and may be re-elected for an additional one year term.

C. Elected officers may serve two consecutive terms.

Recommended Policy Change:

B. Elected officers shall serve an initial three (3) year term and may be re-elected to another consecutive three (3) year term.

C. Elected officers may only serve two (2) consecutive terms. The officer shall not be re-elected after the second consecutive term. However, an officer may be re-elected after remaining out of office for one year (1) following the two consecutive terms.

**Faculty Senator Term Limits:**

Present Policy:

Each Senator and Alternate is elected for a three-year term. A Senator may serve a maximum of two consecutive terms. A Senator who has served two consecutive terms may seek election again after sitting out at least one term. The Alternate does not automatically elevate to the status of Senator if the Senator is not re-elected or cannot serve another term.
Recommended Policy Change:

A. Each Senator and Alternate is elected for an unlimited term by the school or college and their respective departments. The Alternate does not automatically elevate to the status of Senator if the Senator is not re-elected or cannot serve another term.

This Handbook committee meeting was to welcome all members and to vote on the Faculty Senate Officers and Faculty Senator Term limits. This action is needed for the action item(s) to move to the floor of the next Faculty Senate meeting in February for a formal up or down vote. After which a formal letter from the Faculty Senate will be sent to the Provost requesting the recommended changes be approved by the Board of Trustees in April 2013.

There was a suggested change in the wording for Faculty Senator Term Limits A.; received from Dr. Floyd James on January 23, 2013 which states “A. Each senator and Alternate may be elected for an unlimited number of three year terms by the school or college and their representative departments”.

After discussion, each member agreed to the suggested word change from Dr. Floyd James and a call for a motion was made. Dr. Bryan made the motion to “Approve the recommended changes to Section IV Faculty Governance, Faculty Senate Officers, par. A & B as submitted and to approve changes to Section IV Faculty Governance, Faculty Senator Term Limits A. Each senator and alternate may be elected for an unlimited number of three year terms by the school or college and their representative departments. Motion was second by Dr. Ford. Discussions: Dr. Sims stated no other modifications are needed in Article IV at this time. Dr. Graham called for the vote: 4 – yes, 0 – no, 0 – abstentions.

Next order of business was to prioritize the policy sections addressed in Dr. Waldrup’s email (see below). Committee members were asked to review these documents and discuss at the next meeting. The following is from Dr. Waldrup’s November 2012 email:

I, (Charles Waldrup), am sending a list of the faculty related policies that need some level of work/revision done on them. As I understand, a faculty committee will work on these reviews/revisions as a continuation of the process begun in 2009-10 when the Faculty Handbook was revised and we did some work on these policies. It seems to me that updating the Faculty Handbook is a high priority. Some suggestions are set out below. The Faculty Senate may be aware of other needed changes. Chapter 4 of the Faculty Handbook—remaining issue is term length/limits. Chapter 5 of the Faculty Handbook—to change number of school/college members on University RPT Committee (every 2 years), to make terms
of RPT committees in 5.1.1 through 5.1.3 consistent, and a minor change elsewhere. Chapter 6 of the Faculty Handbook—proposed changes to the doctoral completion grant policy. As to the various Appendices to the Handbook, some need to be referred to the principal division/department for review and updating, then reviewed by the Faculty Senate and the Handbook committee. Appendices C-1, C-4, C-5, C-6, D-1, D-2, D-3, E-1, E-2, and G, by having different units working on these, it spreads the work and should not overwhelm the Handbook Committee by everything coming in at once. In my opinion, C-2 and C-3 are the policies that are in the greatest need of updating/revision. I would think the Provost's Office and the Handbook Committee should work jointly on developing revised policies for review and consideration.

Appendix C-1 -- Employment Procedures (needs to be reviewed by HR to make current with practice).

Appendix C-2 -- Criteria for the Evaluation of the Faculty—needs a major study/revision by faculty and Provost's office, with assistance by Legal Affairs—also, possible changes to RPT evaluations per UNC Tomorrow recommendations.

Appendix C-3 -- Minimum Requirements & General Criteria for Promotion and/or Permanent Tenure--needs a major study/revision by faculty and Provost's office, with assistance by Legal Affairs.

Appendix C-4 -- Research Policies and Procedures--needs to be reviewed by DORED and faculty to update, make consistent with any changes in legal requirements, and have policy and practices match.

Appendix C-5--Serious Illness and Disability Leave for Faculty (on Provost's website)--should compare to current Board of Governors policy for compliance (Legal Affairs can take the lead).

Appendix C-6 -- Sexual Harassment Policy --This is a copy of the University's Sexual Harassment Policy which has been recently updated & revised--no further work needed).

Appendix D-1 -- Political Activities of University Employees--needs to be updated for consistency with BOG policies and made easier to understand (Legal Affairs can take the lead).

Appendix D-2 -- Procurement of Consultant Services--needs to be reviewed by Purchasing to see if any changes/updates need to be made.
Appendix D-3 -- Regulations on External Professional Activities for Pay by Faculty and Non-Faculty EPA Employees--(Legal Affairs can take the lead).

Appendix E-1 -- Waiver of Tuition for Faculty and Staff (revisions needed due to change in statute and General Administration policy--Legal Affairs can take the lead).

Appendix E-2 -- Tuition Waiver Program (revisions needed due to change in statute and General Administration policy-Legal Affairs can take the lead).

Appendix F-1 -- Mediation Policy--need to check to see if Board of Trustees approved revisions to this policy, and if so, then send it to General Administration for review/approval; consider need for any further revisions.

Appendix F-2 -- Regulations of Faculty Grievance Policy and Procedure--need to send Board of Trustees approved policy to General Administration for review/approval; consider need for any further revisions.

[There may be another one or two revised policies I need to send to GA for review/approval. Rather than take the time to sort that out now, I am sending this on to you.]

Appendix G -- Family Educational Rights and Privacy Act of 1974 (revisions needed due to changes in Gen Admin policy; need to work with Registrar to be sure policy matches practices).

Appendix H-1 NC A&T Administrative Links

Appendix Disclaimer Consider possibly developing a policy on team teaching or co-teaching policy. Consider possibly developing a policy re service to the University after classes end.

Consider a statement explaining where to obtain information seeking time off for research.

The last discussion item was from Dr. Bryan. She indicated that the School of Nursing was drafting its own version of a faculty handbook. Dr. Sims was asked to look into this for obvious reasons. Dr. Sims will let the committee know of his findings in February’s handbook meeting.

In closing, Dr. Graham asked each member to look at the following websites:

Next meeting is February 20, 2013 @ 5:00p.m.

Adjournment

The meeting was adjourned at 5:45p.m.
The Hearing and Reconsideration Committee is responsible for conducting a proper hearing to determine the facts concerning charges such as incompetence; neglect of duty; serious ethical misconduct; discrimination based on race, national origin, color, creed, religion, sex, age, physical or mental disability or veteran’s status; and other violations of faculty policy brought against a faculty member, and render a judgment in accordance with specific findings of fact with regard to the charges.

The vision of the chair is to conduct hearings such that faculty members are guaranteed a fair hearing, that all pertinent documents are considered, and an impartial and fair judgement is forwarded to all parties. Further, the Committee makes suggestions that, if followed, will help alleviate systemic or particular problems.

Dr. Elizabeth Jane Davis is the current chair of the Committee. She has served as a member of this Committee for six years, and as chair for two years. She served the faculty senate for three years as a representative from the School of Education.

Members of this Committee represent all the schools and colleges of the university. They are: Dr. Alton Kornegay, School of Technology; Dr. Kathryn Cort, School of Business and Economics; Ms. Nina L. Exner, Library Services; Dr. Linda Adams, School of Nursing; Dr. Alexandra Kurepa, College of Arts and Sciences; Dr. Shamsuddin Ilias, College of Engineering; and, Dr. Doris Fultz, School of Agriculture and Environmental Sciences.

Transcripts of hearings are confidential, and are housed in the Office of Legal Affairs. There are no minutes kept of deliberation meetings.

As of this date, AY 2012-2013, the Committee has held four hearings, with one of these being held by special request of the Chancellor during the summer. All but one of these were generated from one school.

The Committee would like to request funding for printing, mailing, and food.

- The Committee must generate copies of documents submitted prior to the hearings. These documents are sent to both parties, the faculty appellant and the dean of the school, and to each of the committee members. This is a considerable expense to the chair because for many hearings, there are numerous documents often totaling several hundred pages. It is not feasible to send these electronically both because of confidentiality issues and also because of the volume of documents. Hard copies must be entered into evidence during the hearings and given to the court reporter for documentation. Any additional hard copies are shredded after hearings, since all relevant materials are included in the transcripts. Copies of the letter written to the faculty appellant are sent to each member of the committee, the dean of the school, and to the Chancellor.
• A certified letter requesting a signature and returned signature is mailed to each faculty appellant after the Committee has made a judgment. Currently, the chair bears this expense personally as did the previous chair.

• Hearings must be held during hours when Committee members, the faculty appellant, the dean, and witnesses are available. Thus most hearings take place in early evenings, and tend to go on for several hours, e.g. 5:00 p.m. until 9:00 or 10:00. Some have lasted longer than that. It is unreasonable to expect hearings to take place during these hours without food and something to drink. Committee members have been bearing this responsibility, but this requires extra effort on their part, and does create some hardship because of the inconvenience of teaching all day, then purchasing or fixing food for generally 15 or 20 people.

The Committee feels that their work is an important service to both the faculty senate and to the University, and take their responsibility most seriously. Thus, this recommendation for funding is crucial to carrying out the tasks with which we have been charged.
Dr. Brian Carey Sims, President Presiding

Senate Members Present: Alfredo Aquirre, Ronnie Bailey, Elizabeth Barber, LeAnder Canady, David Chen, Robert Cobb, Yoko Crume, KC Dukka, Paula Faulkner, Samuel Garren, Tony Graham, Wendy Hamblet, Julius Harp, Gwendolyn Highsmith-Quick, Sarita Jackson, Floyd James, Ioney James, Roland Leak, Stephen McCary-Henderson, Ademe Mekonnen, Radiah Minor, EF Moore, Comfort Okpala, Janis Oldham, Xiuli Qu, Michael Roberto, Messiha Saad, Brian Sims, Lijun Wang, Hong Wang, Sheila Whitley, Kenneth Williams, Osei Yeboah.


The new Faculty Senate President, Dr. Brian Sims, greeted the Senators for the opening session of the 2012-2013 school year.

A moment of Silence

Approval of the Minutes (April 24, 2012)
The Minutes were approved and seconded following a comment from Dr. Samuel Garren that there was no established date for the Plus/Minus grading system to be instituted.

Senate Welcome & Orientation: Dr. Brian Carey Sims launched the Faculty Senate by giving a comprehensive overview of the capacities and responsibilities of the Senate, which illuminated the fundamentally advisory nature of the body to the Chancellor. Dr. Sims highlighted the fact that the Senate’s influence is positively affected by full faculty participation in discussions of pertinent matters and urged senators to keep faithful communications about important matters with their departmental faculty. Dr. Sims further noted that the Curriculum Committee thus far has primarily rubber-stamped departmental proposals for curriculum changes, but he suggested that this body might use its curriculum oversight potential for guiding and shaping curriculum policy and supervising and influencing departmental rationale for changes they propose. Dr. Sims also reminded senators of the urgency of addressing such important matters as Faculty Workload and salary disparities among schools and programs at A&T. Samuel Garren noted the rumor that a faculty member had been dismissed despite having tenure, and asked whether the definitions of tenure had been altered or were being applied in some new way. No one could answer these questions so Dr. Garren called for clarification of personnel status definitions, criteria for dismissal, etc. It was noted that Faculty Senate was not asked to advise
or vote in the new academic policies introduced this fall. Dr. Janis Oldham noted that if Senate wanted input on such matters, it may need to improve its timeliness.

**Graduate School Policy Update:** Dr. Sanjiv Sarin, Dean, Graduate Studies, introduced himself and his committee, the Graduate Council. He explained that very specific standards regulate graduate studies. Dr. Sarin discussed his intention to have the Graduate Council come under the purview of the Senate, as had been the case some years ago, when it acted as a subcommittee of the Senate. Dr. Sarin urged senators to watch for a statement of policies, which would be posted online on the A&T legal affairs section of the website. He asked for the senators to support these policies and provide feedback, which were in any case already in place. He assured the senators that nothing new or controversial in nature was being added to the statement but it merely clarified ambiguous and unclear policies, striving to increase A&T’s competitiveness, demonstrate adherence to SACs requirements, and formally codify existing policies. Dr. Sarin asked for collegial trust in accepting those policies as written. Faculty are asked to peruse the document and bring any feedback to the senators or Graduate Council. The policies will also be emailed to senators as proposed by Dr. Sarin.

**NCAA Compliance Review:** Mr. Earl Hilton, Director of Athletics, and his staff, reviewed NCAA compliance issues for the senators. He urged timely response from departments when student information was requested and apprised the senators that student athletes observe much stricter academic policies than other students, highlighting the importance of expert advisors. The revised student athlete travel policy states that a student can miss no more than 6 individual classes in any one course, and an athlete may miss class only for competitions, not for practice.

**Faculty Compensation Review:** Dr. Brian Carey Sims. Faculty salary studies by ranks and school show glaring discrepancies. Senators called for studies of these figures, considering many criteria—race, gender, discipline, and others. Errors on the Charlotte Observer website reports of our faculty salary show the need for more accurate reporting. Dr. Michael Roberto noted that the College of Arts and Sciences bears the burden of General Education for the whole university and yet CAS salaries are decidedly lower than those of other schools at every rank. Following discussion, it was the general consensus of the senate that a memorandum be drafted to Administration highlighting the need of an across-the-board salary equity study. Dr. Sims agreed to draft the memorandum with input from senators.

**Faculty Assembly Report:** Dr. Janis Oldham. The University has four new delegates and one alternate. The delegates are Dr. Karen Hornsby (History), Dr. Radiah Minor (Animal Science), Dr. Floyd James (Physics), and Dr. Brian Sims, Senate President (Psychology). The alternate is Dr. Elizabeth barber (Leadership Studies). It was proposed that University Faculty Assembly reports be placed on the Senate webpage for review and information. The first Faculty Assembly meeting for the new academic year is scheduled for Friday, September 21, 2012 in Chapel Hill, NC.
General Education Curriculum Update: This update will be placed on the September, 2012 Faculty Senate agenda.

Senate Committees: (1) New Programs & Curricula – New Chair is Dr. Sheila Whitley. The Committee is scheduled to meet on September 11, 2012 to review, discuss and approve curricula changes submitted by departments. (2) Faculty Handbook – New Chair is Dr. Tony Graham. Dr. Graham noted that Chapter 4 of the Handbook is pending final approval for publication. This item will be addressed by the September 2012 Senate meeting.

Other Senate committee composition and procedures are under review. Follow-up reports will be made at a later date.

Old Business: (1) The Plus/Minus Grading System will be placed on the September 2012 Senate agenda and (2) Faculty Workload language should be finalized by December, 2012.

Next Meeting: September 25, 2012 at 3:00 p.m. in Academic Classroom Building (A101).

Adjournment
The meeting adjourned at 5:45 p.m.

Professor Wendy C. Hamblet
Secretary

Contact: Nina R. Ingram, 201 Nocho Street, (336) 285-4604; ingramn@ncat.edu


Faculty Senate President, Dr. Brian Sims, greeted senators and guests.

A moment of Silence

Approval of the Minutes (August 28, 2012)
The August Minutes were unanimously approved and passed.

Committee Membership: President Sims called for committee members for Senate sub-committees, especially for Chair of the Hearing and Reconsideration Committee; and the Educational Policy Committee. The Faculty Handbook Committee also welcomes new members. Dr. Sims reminded senators that each must hold a sub-committee membership post as well as their senatorial post.

COMMITTEE REPORT

New Programs and Curricula Committee, Dr. Sheila Whitley, Chair
Approved and passed by the Faculty Senate were the following curricula changes:
   1) English - 1 new course
   2) Mathematics - 2 new concentrations (Merging two (2) degrees into one (1) degree with two (2) concentrations)

In addition, the Senate voted to approve the following existing courses for inclusion on the new General Education Curriculum, in the following student learning outcome categories:
   1) Mathematical Logical, and Analytical Reasoning – 9 courses
   2) Social and Behavioral Sciences – 2 courses
   3) Social and Behavioral Sciences – Knowledge of African-American Culture – 2 courses
   4) Humanities and Fine Arts – Global Understanding – 2 courses
Faculty Compensation Review: Dr. Sims reviewed and revised in detail the substance of a letter requesting the Chancellor to initiate a review of compensation and workload among the various schools and colleges. The study had been recommended by the Senate last month, and the letter requesting the Chancellor to initiate the study followed from this recommendation. The letter was passed as revised by the Senate body.

Faculty Assembly Report: The assembly report will be posted on BlackBoard. Additionally, Dr Sims encouraged the use of creative and innovative technology in the classroom including interactive teaching styles.

General Education Update: Dr. Scott Simkins asked that department curriculum guides be submitted to the Senate for approval during the October 2012 Senate meeting. Dr. Simkins stressed that it is critical that these gain approval in the coming month.

Plus/Minus Grading Update: The new plus/minus grading system was approved in the spring 2012. The provost promised to discuss the system with the Dean's Council and return their response to the Senate before deciding when to implement it.

Graduate School Policy Update: As reported by Dr. Sarin, Dean of Graduate Studies, the graduate school policies currently posted on the Senate website would be emailed to all senators, though the policies have already been approved before they were shown to the Senate. He reported that the Provost was not in favor of the Graduate Studies Council being returned to the purview of the Senate as a sub-committee. A review of how other universities handle this matter was recommended.

HR & DORED Policy Update: These policies are posted on the Legal Affairs website and will be sent to the senators by email. Dr. Janis Oldham expressed a call for clarification in the policies on grievance.

Next Meeting: October 23, 2012 at 3:00 p.m. in Academic Classroom Building (A101).

Adjournment
The meeting adjourned at 4:50 p.m.

Professor Wendy C. Hamblet
Secretary

Contact: Nina R. Ingram, 201 Nocho Street, (336) 285-4604; ingramn@ncat.edu
FACTORSENATE MEETING
North Carolina A&T State University
Academic Classroom Building Auditorium (A101)
Tuesday, October 23, 2012
3:00 p.m.

Dr. Brian Carey Sims, President Presiding


Departments Not Represented: Chemical and Bioengineering, Civil, architectural, and Agricultural Engineering, Electrical Engineering, Mechanical Engineering, Computational Science and Engineering, Human Development and Services, Graphic Communication Systems and Technological Studies, Army ROTC, Air Force ROTC.

Faculty Senate President, Dr. Brian Sims, greeted senators and guests.

A moment of Silence

Approval of the Minutes (September 25, 2012)
The September Minutes were unanimously approved and passed.

COMMITTEE REPORTS

Faculty Handbook Committee Report – Dr. Tony Graham, Chair

Dr. Tony Graham reported having met with the university attorney, Charles Winthrop, to prioritize the many changes that are needed to the Faculty Handbook. In an interim phase, between now and April 2013, revisions will be prioritized and a link to the Faculty Handbook will be placed on the Faculty/Staff webpage to reveal changes in policies as they are made. Chapter Four, Faculty Governance, is under revision at the current time. The Committee is working to update the website and address the policies regarding term limits for faculty senate offices. Dr. Graham noted an urgent need to address some policies: for example, current policy requires a single term limit of two years for executive officers and three years for senators. Provost Alexander has proposed that the policy be updated to require, in the case of senate executive officers, an initial two year term, with eligibility for re-election for a second two year term; then an officer must sit out a one year term before re-serving in an executive capacity. Dr. Floyd James requested the Committee consider unlimited re-election for senators.

New Programs and Curricula Committee (NPCC), Dr. Sheila Whitley, Chair

Dr. Sheila Whitley reported that the NPCC met twice this month to consider the many course and program changes and creations proposed.

Approved and passed by the Faculty Senate were the following curricula changes:
3) Nanoengineering - 11 new courses
4) Interdisciplinary Waste Management Institute - 2 new courses
5) Human Performance and Leisure Studies – 13 new course

In addition, the Senate voted to approve the following existing courses for inclusion on the new General Education Curriculum, in the following student learning outcome categories:
5) Mathematical Logical, and Analytical Reasoning – 3 courses
6) Scientific Reasoning – 17 courses
7) Social and Behavioral Sciences – 1 course
8) Social and Behavioral Sciences – Global Understanding – 1 course
9) Humanities and Fine Arts – 5 courses
10) Humanities and Fine Arts – Knowledge of African American Culture and History – 1 course
11) Student Success – 3 courses

Dr. Hamblet asked that the Earth Sciences senator recommend updated course names, such as EASC 201 “Man’s Environment,” to remove gendered language from university matter. Dr. Roberto questioned English faculty about the popular charge that ENGL 200 and 201 are Eurocentric; Dr. Samuel Garren assured Dr. Roberto that this was not the case. Dr. Whitley reported too that the Center for Distance Learning had approached the Committee regarding assessment procedures in online courses. CDL has purchased a new assessment software, “Quality Matters,” in response to SACs requirement assessment concerns, and would appreciate faculty feedback on the grading software. Dr. Whitley also reminded faculty that all departments will need to resubmit for Faculty Senate approval all curricula, including all changes accepted by the General Education Task Force over the past year. The Task Force has listed all accepted changes on the Academic Affairs website. Dr. Highsmith-Quick requested attention to proper parliamentary procedure in Senate meeting, noting that motions should be articulated clearly and discussion of each matter be invited. She also asked for clarification about who may preside over motions, the Speaker or the senators on the Senate floor.

Graduate School Policy Update

Dr. Sanjiv Sarin reminded senators that policy redress has as its objective the clarification of policies and their alignment with other universities in the system. The Copyright policy for use of materials created by faculty for online courses was clarified, following UNC GA policy: Faculty own their intellectual properties, while the university maintains “shop use rights” to the materials, except in cases where grant monies or release time were provided to enable creative work, in which case the rights are reversed: faculty having “shop use rights” and university having ownership of produced intellectual materials. Laura Collins may be consulted for greater detail on the matter. Dr. Sarin also noted that full-time students on campus will no longer be charged additional Distance Learning fees for any online courses they take as part of their graduate degree studies. Costs of summer courses are also being changed to align with costs of similar courses at other universities in the system.

Course Re-Numbering Policy Update

Dr. Beryl McEwen reported on the course renumbering process. Dr. Burton explained a new “Course Classification” software, created and set up in the School of Technology, to make the course numbering changes across the university consistent and easy, including automatic flagging for cross-referencing in the case of prerequisites and the like. Each department will be granted access to the new tool for reassessing and updating the numbers as appropriate to their classification strategy. Old course numbers will be left alive for a period of five years for the convenience of students whose transcripts show the old numberings. When all departments have made their changes, the tool permits a summary
of the changes to be exported into Excel for easy checking. The Chairs of Departments would have the responsibility of checking and “committing” the changes. At that point, all affected departments would be notified of the accepted changes automatically. Dr. Burton stressed that only numbers may be changed as needed for course numbers, prerequisite numberings, and in course descriptions. Thus, all numbering changes can then be voted on in bulk by the Senate. The software is expected to be ready for use in Spring of 2013 and in place for Fall of next year. Concern was voiced that the Department Curriculum Guides be updated to reflect the new numberings. Dr. Roberto made a motion to approve the new software tool for use for the purposes it has been designed to carry out, with the understanding that departments will take responsibility for updating their Curriculum Guides accordingly. The motion was seconded and passed, with two senators opposed. Dr. Highsmith-Quick recommended a sample test be done to ensure that no other changes, besides numbering, slip by in course re-descriptions.

Faculty Compensation Review
President Sims reported that he had met with the Chancellor and Provost concerning senate’s request for a review of faculty workload and compensation across the university. The Chancellor agreed with the problems noted and the Provost promised to require departments to engage a draft policy document, giving feedback about the two matters under consideration. Chancellor Martin has agreed to initiate a review of faculty compensation. Chancellor Martin plans to establish a salary review committee which will be headed by Dr. Scott Jenkins from Institutional Research and Ms. Linda McAbee, Vice Chancellor for Human Resources. Chancellor Martin has requested that faculty serve on this committee. Dr. Sims asked Senators to provide him with a list of faculty representatives to serve on this committee on or before the November 27, 2012 Senate meeting.

Plus/Minus Grading Update
The new plus/minus grading system proposal for implementation in the spring 2013 was approved by the Deans’ Council with the following minor change: The language around C- should be omitted from proposal. After some discussion by Senate, it was agreed by the Senate that language around C- will be omitted.

Other Business
Faculty workload Assignment and Assessment Unit Policy – Academic Affairs
Dr. Sims reviewed policy and noted that it should have wide-spread distribution. Faculty comments and feedback should be brought back to the November Senate meeting.

Dr. Barber recommended that Senate hold two faculty forums – one in the fall and one in the spring.

Next Meeting: November 27, 2012 at 3:00 p.m. in Academic Classroom Building (A101).

Adjournment
The meeting adjourned at 5:26 p.m.

Professor Wendy C. Hamblet
Secretary

Contact: Nina R. Ingram, 201 Nocho Street, (336) 285-4604; ingramn@ncat.edu
FACULTY SENATE MEETING
North Carolina A&T State University
Academic Classroom Building Auditorium (A101)
Tuesday, November 27, 2012
3:00 p.m.

Dr. Brian Carey Sims, President Presiding


Departments Not Represented: Chemistry; Chemical and Bioengineering; Civil, Architectural, and Agricultural Engineering; Industrial and Systems Engineering; Electrical Engineering; Natural Resources and Environmental Design; Human Development and Services; Graphic Communication systems and Technological Studies; Library Services; Army ROTC; Air Force ROTC.

Faculty Senate President Dr. Brian Sims called the meeting to order.

A moment of Silence

Approval of the Minutes (October 23, 2012)
The October Minutes were unanimously approved and passed.

Faculty Workload and Grading Policies: Dr. Sims recalled the letter delivered to the Provost and Chancellor regarding unfair workload distribution and salaries across the campus. He invited Provost Winser Alexander to address the Senate body on these agenda items. The Provost asked for faculty input and questions on his proposed policy documents. He was asked what a faculty member might do if she feels she is unfairly burdened or compensated for her labors within the department. Provost Alexander responded that the annual report should bring to light such unfair conditions and he urged faculty to keep strong records of their labors in each field of endeavor and to report effectively. This report is then scrutinized by the Dean and enables redistribution of tasks or teaching loads as appropriate to the individual and the needs of the department. Dr. Homaiifar asked if it is possible to align teaching loads from department to department to ensure fair distribution across campus. Provost Alexander reminded faculty that course load assignments also reflect the level of the course (undergraduate, graduate) and are calculated by Student Credit Hour needs. He suggested that SCH credit be given for advising duties as well. Dr Radiah Minor asked how chairs can be held to release-time policies that allow for research release. The Provost recommended that in the case of violations, the chain of administrative command can be called upon to lodge concerns. However, he noted that policies must remain flexible, not systematic across departments, because the needs and circumstances of the departments vary greatly. The university-wide policy takes all SCH and divides by the number of faculty, many of whom may not teach at all (Associate Deans, etc.), to arrive at a course distribution number of

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5 courses per faculty member per year. Dr. Sims asked whether faculty members are given input into course load distribution. Provost Alexander explained that a faculty member can always negotiate with their chair but teaching responsibilities of the department must, in every case, be met. Concern was voiced regarding the language of “productivity” to be measured by department chairs, and the Provost explained that RPT guidelines, rather than chair discretion, serve as a measure for productivity of faculty. Chair James Steele of Political Science asked whether there might be adjusted expectations for smaller departments, in terms of productivity. The Provost underscored that RPT guidelines should determine expected output.

**Handbook Committee Report:** Dr. Tony Graham asked that volunteers to join the committee resubmit their offers to him by email. Sam Garren asked for clarification about the university attorney’s role in this committee. Dr. Graham answered that legal advice was needed concerning the appropriate wording and protocol for changing policies. Dr. Graham reminded us of the history of the discussion regarding faculty elected officers. Senate officers were enjoying unlimited terms so the Provost recommended a maximum of two 2-year terms, then a forced sit-out for a term before seeking re-election. The counter-proposal made by the committee was a single 3-year term, then a sit-out before re-election. Dr. Floyd James noted that the objective for the changed policy was continuity of leadership and the new proposal offers less continuity, rather than more. Dr. Sims asked that the committee revisit the question of senate elected officer terms.

**New Programs and Curricula Committee Report:** Dr. Sheila Whitley reported all proposed changes to courses and programs. Approved and passed by the Faculty Senate were the following curricula changes:

1. Visual and Performing Arts – Dance Minor
2. Family and Consumer Sciences – 3 new courses; 8 courses changes
3. Human Performance and Leisure Studies – 1 course change
4. Electrical and Computer Engineering – Undergraduate – 5 course changes
5. Electrical and Computer Engineering – Graduate – 2 new courses; 4 course changes
6. Chemical, Biological and Bioengineering – 3 new courses; 4 course changes
7. Animal Sciences – 3 General Education Curriculum Patterns
8. Agribusiness, Applied and Agriscience Education – 2 General Education Curriculum Patterns and Accelerated BS-MS Degree
9. Natural Resources and Environmental Design (Presented by Dr. Guochen Yang) – 7 new courses; 9 course changes
10. Natural Resources and Environmental Design (Presented by Dr. Charles Raczkowski) – 5 new courses; 1 course change
11. Natural Resources and Environmental Design (Presented by Dr. Godfrey Uzochukwu) – 10 course changes
12. Natural Resources and Environmental Design (Presented by Prof. Perry Howard) – 3 new courses; 25 course changes
In addition, the Senate voted to approve the following existing course for inclusion in the new General Education Curriculum, in the following student learning outcome category:

Student Success – PSYC 240 “Freshman Seminar.”

Dr. Simkins clarified that community college transfer students with AA or AS degrees, or any who have completed their Gen. Ed. requirements before transfer, must be exempted from repeating Gen. Ed. coursework at A&T. If departments wish to add other special requirements, they may do so, but with the caution that these may dissuade transfer students from studying at A&T. Dr. Roberto asked the protocol for changing the name of a department, if faculty so agrees to this. The Provost offered the answer that shared governance requires that administrators also be given input into such changes, so negotiation would be required. Dr. Highsmith-Quick noted that such questions did not fall under the purview of the New Programs and Curricula Committee.

**Overseeing Student Research Involving Human Subjects:** Mrs. Donna Eaton, Director of Research Compliance and Ethics, gave a presentation about IRB compliance rules. She explained that human subjects research by students and faculty must be passed through their office before such research is begun. Many non-compliance situations have been discovered recently, especially among student researchers, and the accountability for such failures rests with the students’ advisors. Human subjects training, Mrs. Eaton explained, is much simpler than CITI training and their office can turn around approvals very rapidly, but requests for approval should rightly be submitted before Fall/Spring break, and certainly not in the closing weeks of the term. “Systematic research” that will “contribute to generalizable knowledge” requires IRB approval, but even class projects that involve human subjects should be passed through their office’s oversight, just to be sure. Because of the recently discovered infractions, Mrs. Eaton noted that there will be levied serious consequences for future violations of these rules. Faculty advisors and/or researchers will be barred from using or publishing any data collected without IRB approval, and they may be barred from overseeing student research projects and from personal research for a period of a year, and the infraction will be reported to the Provost and chancellor. Mrs. Eaton asked that any further questions be sent to her by email.

**Faculty Salary Equity Study:** Dr. Sims recalled our letter to the Provost and Chancellor requesting a review of salary equity and reported that a committee is being formed to review this matter. Senator volunteers to join this committee included: Sarita Jackson, Yoko Crume, Michael Roberto, Patrick Martin, and Jerono Rotich.

**Report on Strategic Directions Luncheon:** Dr. Sims reported on the very helpful feedback gleaned at the faculty luncheon. He has passed our ideas on to the Advisory Council, whose recommendations will be posted to the Senate website as soon as possible. One concern, he explained, had been that a blanket approach would be taken that ignored the character and needs of individual campuses; however, there is evidence in the Advisory Council’s report that this concern is unfounded.
Other Business: Dr. Sims reported on the Executive Committee meeting held earlier in the day. The Executive Committee is looking at other institutions in our system to determine reasons for faculty apathy regarding attendance and participation in the Senate and their activities. The Executive Committee decided to concentrate on three areas of concern in the new year, which they hope to stimulate interest and battle faculty apathy at A&T: Senate will try to determine avenues of involvement for reforming 1. matters that affect faculty lives; 2. matters that affect faculty working conditions on the job; and 3. matters concerning gaining faculty input into administrative decisions and policies. The plan is to open the new year of Senate activities by targeting 1. parking challenges; 2. abuse of power by chairs and other program leaders; and 3. facilitating faculty input into course and program creation and implementation. The Senate meetings will be streamlined to allow more time for dealing with these issues and brainstorming solutions to nagging problems that need addressing to boost faculty morale. Sam Garren recalled that there ought to be term limits for Deans and Chairs, and Dr. Sims affirmed that Faculty Senate had the duty to review chairs and deans every five years, though Senate has not made effective use of this right in the past. The objective is to mirror Senate meeting agendas in sister institutions, which tend to table individual faculty concerns regarding administrative abuses and operational and program concerns.

Old Business/Announcements:

Dr. Sarin noted that 15 low-producing programs at A&T face cuts at year end. They can be defended for continuance at the department level, but decisions will be made before Faculty Senate convenes again, thus not permitting senator input. Each program or department is considered low-producing if they have fewer than: 20 degrees conferred over 2 years; or fewer than 11 degrees conferred in the most recent year; or fewer than 26 upper division enrollees.

- Chancellor’s Forum tomorrow 3 p.m. ACB 101
- Next Meeting: January 22, 2013 at 3:00 p.m. in Academic Classroom Building (A101)
- University Commencement will be held December 8, 2012

Adjournment

The meeting adjourned at 5:00 p.m.

Professor Wendy C. Hamblet
Secretary

Contact: Nina R. Ingram, 201 Nocho Street, (336) 285-4604; ingramn@ncat.edu
FACULTY SENATE MEETING
North Carolina A&T State University
Academic Classroom Building Auditorium (A101)
Tuesday, January 22, 2013
3:00-5:00 p.m.

Dr. Brian Carey Sims, President Presiding

Senate Members Present: Elizabeth Barber, Terrall Bryan, David Chen, Robert Cobb, Yoko Crume, Dwedor Ford, Samuel Garren, Tony Graham, Wendy Hamblet, Julius Harp, Gwendolyn Highsmith-Quick, Sarita Jackson, Floyd James, Thelma King, Roland Leak, Patrick Martin, Valerie McMillian, Radiah Minor, Janis Oldham, Xiuli Qu, Michael Roberto, Brian Sims, Hong Wang, Lijun Wang, Jenora Waterman, Patricia Whitfield, Sheila Whitley, Kenneth Williams.

Departments Not Represented: Visual and Performing Arts, Energy Environmental Systems; Chemical and Bioengineering; Civil, Architectural, and Agricultural Engineering; Electrical Engineering; Mechanical Engineering; Comp. Sci & Engr; Agribusiness, Applied Economics and Agriscience Education; Curriculum and Instruction; Electronics, Computer, and Information Technology; Applied Engineering Technology; Library Services; Army ROTC; Air Force ROTC.

The Senate meeting was called to order by President Sims.

Silent Meditation

The November, 2012 Senate minutes were approved with no changes.

Senate Going Forward

Dr. Sims drew senators’ attention to a document circulated by email, titled “Senate Going Forward,” which outlines the new model for Senate focus. The model has a 3-pronged approach, addressing matters affecting: 1. faculty lives; 2. faculty professional lives; and 3. Senate impact in the administrative affairs of the university. Dr. Sims highlighted his hope that this model will encourage “spirited discourse” on these critical matters, while reserving detailed analysis of the matters for committee investigations. Dr. Radiah Minor recommended that the “Senate Going Forward” document replace the language of “childcare” with the more general “lifeworld issues” in sensitivity to the range of familial obligations (elder care, etc.). The third aspect of the “Senate Going Forward” model was questioned by Dr. Roberto, who asked for a review of the governance documents that permit Senate input into administrative matters, including Chair and Dean periodic review by faculty. President Sims drew attention to “Administrative Accountability” in the AAUP document on Shared Governance, and to the “Standards of Shared Governance” specific to the UNC system (2005). However, Dr. Sims noted that President Ross affirmed the latter document and encouraged—but did not compel—Chancellors to follow its dictates. Dr. Sims announced a full discussion meeting on this matter to be held in Fort IRC Room 410 on February 12, 2013, 3-4:00 p.m.

Faculty Salary Equity Study

Dr. Michael Roberto spoke to this weighty issue and encouraged only tenured faculty to join the committee, with sensitivity to the risks involved in questioning faculty salary and workload equity.
matters. He highlighted the multiple levels of research that will be required to investigate well the inequities, since glaring gaps in salary exist within departments; between departments; and between schools. The Salary Equity Committee was formed, Dr. Roberto recalled, after Dr. Sims brought these inequities to the attention of the Chancellor and Provost last fall. The Provost recommended that the Senate undertake a study of the matter. Dr. Roberto outlined a two-fold mission: gather information; and hold administration accountable for responding to the findings of the Senate committee report. He underscored the importance that the committee include membership from across the many schools of the university. The committee currently includes: Dr. Sarita Jackson of Political Science; Dr. Yoko Crume of Sociology and Social Work; Dr. Patrick Martin of Biology; Dr. Jerono Rotich of Human Performance & Leisure Studies; and Dr. Michael Roberto of the History Department. Patricia Whitfield of Human Development and Services and Wendy Hamblet of Liberal Studies agreed to join the committee. Non-senators may join and vote in Senate committees, but not in Senate meetings, affirmed Dr. Sims.

New Programs and Curricula Committee Report

Dr. Sheila Whitley

The committee meeting of January 10, 2013, brought the following results, which were approved with the minor change to the 4th matter, “New Programs and Curricula Committee Forms” that any changes made along the path of approval of new curricula and programs be reported back to the Graduate School, as needed, perhaps by the addition of a further check-box at the base of the approval form:

1) Agribusiness, Applied and Agriscience Education – 14 course changes; 3 new courses
2) Economics – 4 curriculum patterns with general education requirements
3) Computer Science – Ph.D. program with 26 new courses
4) Form Changes – 2 (Signature for Approval Form and Proposed Course Change Form)

Handbook Committee Report

Dr. Tony Graham

Dr. Tony Graham passed around a schedule of Handbook Committee meetings and duties. He confirmed that the university lawyer would be working with the committee at every stage of their work to ensure correct use of language on each matter. Meetings will be once monthly. Dr. Graham asked that senators check the wording of the Senate officers and senators term limits and report to him any concerns.

Faculty Assembly Report

Dr. Radiah Minor

Dr. Sims reported on the Faculty Assembly meeting of January 18, which discussed the response to “Strategic Directions 2013-2018” which came out January 16, leaving little time to fully review the 104 page document. The Faculty Advisory Committee met on the 17th, with Drs. James, Minor, and Sims present, to develop a faculty response to the plan. Dr. Sims alerted the faculty to be aware: that faculty input to the plan was largely ignored; that little time was being permitted for debate or formulating official responses to the plan; that student government has offered a sound critical response to the plan; and that the Chancellor has asked faculty to respond to the plan. The general concerns about the plan, reported by Dr. Sims, include: its failure to account for the diverse missions of the individual universities in the system; its utter lack of address of matters of gender and racial equity across the state; and its lack of response to the matter of the changing demographics of North Carolina, including the state’s burgeoning Hispanic population. The plan will go to the legislature in February. Dr. Sims asked senators
to send the plan to their faculty and invite responses to be put into a succinct statement and reported back to him as soon as possible. Dr. Roberto noted the need for our campus response to address the larger conceptual issue that the plans for education in the state are composed largely to serve corporate and business interests. Dr. James noted many inconsistencies in the document. Dr. Barber encouraged us to use the power of the Senate to create our own reality.

Other Business

Dr. Brian Sims

Graduation Credit Hour Surcharge

Dr. Sims announced that after 140 hours, students will be surcharged for their courses at the rate of 150%. The Provost is looking into this matter and we may expect a new recommendation by the next Senate meeting.

Low Producing Programs Update from UNC-GA

Low-producing programs have been identified by GA and A&T Chairs and Deans have met to consider these and make recommendations. They now await GA response.

Old Business/Announcements

Dr. Oldham noted that advisors were misplacing non-major students in Math courses designed for STEM majors. She asked senators to inform their faculty about the problem.

Dr. Minor asked for clarification about the launching of the Plus/Minus grading system; Fall 2013 was confirmed.

Next Meeting: February 26th, 2013 at 3:00 p.m. in the Academic Classroom Building (A101).

Adjournment

The meeting adjourned at 4:47 p.m.

Professor Wendy C. Hamblet
Secretary

Contact: Nina R. Ingram, 201 Nocho Street, (336) 285-4604; ingramn@ncat.edu
FACULTY SENATE MEETING MINUTES
North Carolina A&T State University
Academic Classroom Building Auditorium (A101)
Tuesday, February 26, 2013
3:00-5:00 p.m.

Brian Carey Sims, President Presiding

Departments Not Represented: Visual and Performing Arts; Chemical Engineering; Civil, Architectural, and Agricultural Engineering; Electrical Engineering; Natural Resources and Environmental Design; Business Education; Electronics, Computer and Information Technology; Army ROTC; Air Force ROTC.

The Senate meeting was called to order by President Sims.

Silent Meditation

Approval of Minutes

January 22, 2013 Senate minutes were approved unanimously.

Summer School Plan & Calendar

Dr. Sanjiv Sarin

Dr. Sanjiv Sarin shared the new Summer School strategies for rendering A&T Summer School more attractive to faculty and students. Where A&T currently offers summer school courses according to faculty choices, the Dean of each school will take over this task, planning fewer sections that are designed to act as a critical part of the school program. Tuition rates for summer will be increased in order to allow faculty to be compensated at their usual rates of pay. Dr. Sarin noted that a faculty member may increase her income by one third of her annual salary during the summer months; that is, up to 12 credit hours. For those faculty receiving research grant monies, the limits apply collectively to both types of income (that is, a maximum of one third of the annual salary). The proposed new calendar for summer studies beginning in 2014 is as follows:
Maymester- May 15-29 (2 weeks)
Summer I- June 2-27 (4 weeks)
Summer II- July 2-30 (4 weeks)
Full Summer- June 2-July 30 (8 weeks)

Dr. Roy Coomans objected that 4 week courses are too long for courses that include a lab component. Dr. Michael Roberto noted that the new schedule seems to be driven by accountancy concerns over other considerations, and may not prove suitable for all disciplines. President Sims noted that more discussion time would need to be reserved for this matter.
Urban Education Institute

Dr. William Harvey

Dr. Bill Harvey invited all senators to attend the STEM-focused institute March 7-9, 2013, with the incentive that their fee would be waived. The gathering will include high profile scholars in the STEM disciplines, and high achieving high school students from the area.

Administrative Accountability Update

Dr. Brian Sims

Dr. Brian Sims explained his recent experience, shadowing Florida A&M University’s Faculty Senate; he noted that the issues that FAMU’s senate was addressing paralleled our own concerns—shared governance, faculty salary equity, workload, relationship with administrators, and respectful treatment by Chairs. Dr. Sims noted that FAMU is at an advanced stage of success by comparison with A&T, since their Senate has a member on their Board of Trustees and regularly contributes to discussions at Board meetings, whereas A&T faculty enjoy no such place or input, though our students do have a seat at the table and partake in the discussions. Indeed, faculty input is often ignored altogether, such as in the issue of our feedback to the new Strategic Plan, which went without mention in the deliberations. Dr. Sims also announced the results of the forum of February 12, 2013, which considered how faculty might exercise their right to advise in the oversight of Deans and Chairs. The senators at the meeting identified discrepancies between university policies and procedures and the policies and procedures recommended in the Shared Governance guidelines document. The group drafted a resolution to seek a stronger participatory role in administrator oversight, recommending that senior faculty represent the opinions of junior faculty in reporting about administrative performance issues, so as to shield the untenured faculty from reprisal. Dr. Roberta asked whether the committee’s resolution might also include the resolution to seek faculty inclusion at the Board of Trustee meetings. Dr. Sims called upon Dr. Charles Waldrup, the university attorney, to clarify this matter. Dr. Waldrup explained that this is a matter of state statute; the statute includes student representation at Board of Trustee meetings, but not faculty participation. Including faculty in Board meetings would require a change of the state statute. Dr. Waldrup confirmed the Senate’s advisory role to the Chancellor on matters pertaining specifically to faculty and curricula, and explained that the Senate could draft a document outlining more specifically the share in governance that faculty might play at A&T, and if the Chancellor chose to accept the document, it would remain in force for the duration of that tenure of that Chancellor only. He suggested that an Appendix document that could be appended to the Faculty Handbook might be a better approach for the Senate to take in clarifying Senate participatory roles in shared governance. Dr. Patricia Whitfield asked for information about the practices of other university campuses across the country with regard to faculty representation at Board of Trustee meetings. Dr. Sam Garren reminded senators that the Shared Governance document was not made binding to campuses; it was approved by President Ross of the General Assembly and recommended to individual chancellors but not made mandatory. Dr. Waldrup reminded senators that historically faculty input on specific matters has been taken seriously by GA; the policy on grading changes is one example. Dr. Roberto asked the attorney if faculty had legal recourse when an untenured chair refused promotion or tenure to faculty; Dr. Waldrup answered in the negative.
Faculty Salary Equity Study Update: Dr. Michael Roberto

Dr. Michael Roberto reported on two committee meetings among a broad spectrum of representatives from the various programs and schools, and shared the statement of purpose outlining the committee’s charge. Dr. Janis Oldham recommended that the committee look at Louisiana State University’s salary equity work, which she felt would be a helpful guide to the committee. Dr. Roberto again invited senators to join the committee.

New Programs and Curricula Committee Report Dr. Sheila Whitley

Dr. Sheila Whitley brought to the floor the packages discussed in their committee meeting of February 12, 2013. All proposals were approved unanimously. The proposals are as follows:

1) Marketing, Transportation and Supply Management – 5 course changes; 3 curriculum patterns with general education requirements
2) Business Education – combining 3 concentrations into 1 concentration; 2 curriculum patterns with general education requirements
3) Applied Engineering Technology – 1 curriculum pattern with general education requirements
4) Built Environment – Geomatics – 6 course changes; 1 curriculum pattern with general education requirements
5) Built Environment – Construction Management – 5 course changes; 1 new course; 1 curriculum pattern with general education requirements
6) Human Development & Services – 19 new courses; proposed curriculum guide (Ph.D. in Rehabilitation Counseling and Rehabilitation Counselor Education)
7) Psychology – 12 course changes; 1 curriculum pattern with general education requirements, and revised minor

Handbook Committee Report Dr. Tony Graham

Dr. Tony Graham reported on the February 20 committee meeting. Chapter 4 term limits modifications are posted online, comparing old policies (2011) with new proposed policies. Their committee has divided among committee members the various sections of the Handbook for study. He noted that the web version of the Handbook is missing the Appendices outlining the RPT process, and he asked Dr. Sims to explore three matters with administrators in his next meeting: 1. incomplete Appendix B; 2. removal of the posted Faculty Handbook, which contains some unapproved new policies, and its replacement by the old PDF version of the Handbook; and 3. a request to place a Faculty Handbook link on the Faculty/Staff Gateway page of the A&T website.

Educational Policy Committee Report Dr. Radiah Minor

Dr. Radiah Minor explained that the committee had not met but that she had met privately with the Dean of Nursing, Dr. Tuck, who explained the twelve policy changes that had been sent to the senate for review. Dr. Coomans asked that the policy statement highlight more prominently their policy that program enrollees are not guaranteed a place in the nursing program, but only a limited number of
places will be filled, despite the students meeting enrollment criteria. Dr. Highsmith-Quick noted that
the committee did not meet to recommend or vote on these policy changes, but Dr. Tuck spoke to the
issue of rushing these policies through, explaining the urgency of updating their policies in order to meet
accreditation requirements, including raising admissions standards.

**General Education Council**  
Dr. Brian Sims

Dr. Sims reminded senators that the Provost had dismantled the General Education task force and asked
that a new faculty committee be formed to oversee operational maintenance of the work, to ensure
that curriculum remain a faculty-driven process. The new committee will remain under the purview of
Dr. Scott Simkins and membership from all the schools is being sought. Dr. Janis Oldham asked whether
the previous Educational Policy Committee had been dismissed; we learned that it was not. She also
stressed that those schools who have the brunt of the General Educational teaching duties claim
permanent representation on the new committee. Dr. Sims confirmed the need to ensure faculty
control over committee membership, and that course changes pass through the New Programs and
Curricula Committee.

**Faculty Assembly Report**  
Dr. Floyd James

Dr. Floyd James reported that President Ross passed the new Strategic Plan with minor modifications.
Implementation questions are still to be decided. GA is asking for faculty volunteers to serve on several
committees. They are especially concerned to achieve a uniform transfer policy from community
colleges to universities in the UNC system. Dr. James asked that comments and faculty volunteers for
Faculty Assembly committees be brought to his attention.

**Old Business** - Dr. Brian Sims reported:

a. Graduation Credit Hour Surcharge: No update.
b. Low Producing Programs Update from UNC-GA: Still waiting for news.

**Other Business/ Announcements** - Dr. Sims reported:

a. Textbook/Bookstore Policy Update: The 2006 old policy, the “2 year rule,” and other
such policies were implemented by Deans without ever having been approved by
faculty; the policies are newly in question. The bookstore may soon be outsourced to
another provider. Please look over policies for discussion.
b. UNC Policy Manual Update- No news.
c. Senate Open House – Soon to be held. Watch for announcement.
d. Founders’ Day Program-March 21st, 2013. Dr. James asked who decided to take this
holiday, noting that faculty were not given input.

-Next Senate Meeting: March 26th, 2013 at 3:00 p.m. in Academic Classroom Building (A101)
Adjournment

The meeting adjourned at 4:55 p.m.

Professor Wendy C. Hamblet
Secretary
FACULTY SENATE MEETING MINUTES
North Carolina A&T State University
Academic Classroom Building Auditorium (A101)
Tuesday, March 26, 2013
3:00-5:00 p.m.

Brian Carey Sims, President Presiding


The Senate meeting was called to order by President Sims.

Silent Meditation

Approval of Minutes
February 26, 2013 Senate minutes were approved.

UNC Strategic Plan

President Ross gave an overview of the UNC Strategic Plan. He started by giving the historical perspective of how a long-term plan is expected every 5 years. But for the most part, the plan had been handled quietly by GA until the UNC Tomorrow which really reached out under Bowles' leadership and went on listening tours across the state. The plan this time was not intended to be as expansive as the UNC Tomorrow, but extensive efforts were made to be inclusive with representation from faculty, staff, students, administrators, business community, and legislators. They wanted a shorter timetable because they knew state government was about to make a change. Of the 170 legislators, 100 have one term or less experience with about 40 brand new.

He defended higher education.

He said 26 percent of the state’s population has a bachelor degree or higher. The educational attainment goal is to increase to 32 percent in the next five years. An educated population lower social welfare needs, reduce need for jails, provide more students who are school ready, have more volunteers who are civic engaged, have a healthier population, and it adds to the quality of life.

Higher education is to serve the people of the state.
In response to questions he addressed the issue closing universities to cut the budget and the issue regarding a lack of state support for a liberal education such as gender studies. Closing universities would be short sighted and would not get a 100 percent savings. The state population is expected to continue to increase from about 10 to 13 million by the next census. The students will need to go some place. If they go to another university in the state, that university will need more facilities, more police, faculty and staff. The citizens of the state have invested billions of dollars in facilities. How could these facilities be maintained? Many jobs would be lost. Some would move from the state for employment. It would negatively impact these communities, and business and services provided to those communities. It would slow the goal of educating more of the general population.

On the question of liberal education. He said the value of higher education is more than a job. He said: We need broad based education. We need people who can think, write, speak and work on teams. We need people who are creative and innovative. The broad based liberal education is the core of American system of higher education.

He concluded that portion by saying we need to educate the legislators.

His presentation was well received.

(President Ross’ notes taken by Professor Linda Florence Callahan.)

**New Programs and Curricula Committee Report**

Dr. Sheila Whitley

Dr. Whitley brought to the floor the packages discussed in their committee meeting of March 12, 2013. All proposals were approved unanimously. The proposals are as follows:

1) Journalism and Mass Communication – 3 curriculum patterns with general education requirements

2) Accounting and Finance – 2 curriculum patterns with general education requirements

3) History – 2 curriculum patterns with general education requirements

4) Mathematics – 3 curriculum patterns with general education requirements

5) Architectural Engineering – 1 accelerated BS/MS program with general education requirements

6) Civil Engineering – 1 accelerated BS/MS program with general education requirements

7) Computer Engineering – 1 accelerated BS/MS program with general education requirements

8) Computer Science – 1 accelerated BS/MS program with general education requirements

9) Electrical Engineering – 1 accelerated BS/MS program with general education requirements
10) Industrial and Systems Engineering – 1 accelerated BS/MS program with general education requirements

11) Mechanical Engineering – 1 accelerated BS/MS program with general education requirements

12) Management – 3 curriculum patterns with general education requirements

13) Human Performance and Leisure Studies – Undergraduate – 1 course change

14) Human Performance and Leisure Studies – Graduate – 1 course change

15) Curriculum and Instruction – BS Elementary Ed – 1 curriculum pattern with general education requirements

16) General Education Task Force – 1 inclusion course

Handbook Committee Report

Dr. Tony Graham

Dr. Graham noted that the Committee has reviewed sections of the Handbook against the version that is on the website. There are some variations. Moving through chapters and appendices – A&B are not anywhere on the university website. The review should be concluded at the April meeting. All findings should be presented at the next Faculty Senate meeting. The Handbook Committee welcomes suggestions and input.

It was reported that Dr. Sims has discussed with the Provost the difficulties that one encounters while navigating the website in search of the Faculty Handbook page. The page may be taken down temporarily to fix the problems.

Senate Going Forward

Dr. Brian Sims

The two (2) resolutions passed by the Senate at the February meeting were met positively by the Provost’s Office. Additional fact finding and reading of governance documents from other universities should be ongoing. A Senate Faculty Forum on faculty governance is scheduled for Monday, April 8th and a Senate Faculty Forum on Faculty Evaluation of Administrators is scheduled for April 15th.

Dr. Sims has been invited to serve on a Board of Trustees Committee where he will be able, as Faculty Senate President, to speak for the faculty through academic affairs reports.

Dr. Sims reported that with respect to the parking concern that he has met with Vice Chancellor Pompey but there is currently no update. It was noted that the parking concern should be approached smartly.

Department of History Search Update

Dr. Michael Roberto

Members of the Department asked faculty senate to step in.

Dr. Karen Hornsby and Dr. Woods from History presented before the Senate.
Dr. Woods: Speaking for himself, stated the following: Over the last year, process of changing the name of the department to department of history and philosophy. Feb 26-7 Dr. Hornsby learned that a position announcement for chair was posted, open only one month, no one including the chair knew about this – we knew our current chair would be stepping down at the end of this year. An assoc. chair sent email to dean about concerns. Assoc. Dean David Aldridge apologized for not letting us know about the announcement of the search. Dr. Aldridge was to give input on the announcement and evaluation rubric for that search – odd because once posted an announcement can’t be changed. Asked him to cancel search, change department name, then re-announce the position. Dean said chair search would go on, name change tabled until a chair was in place. Highly irregular – issues of faculty governance.

Raises issues about shared governance – how this university selects and appoints chair – handbook says nothing about this. Imperative that the Senate and University set some guidelines on naming chairs.

Dr. Hornsby: On process for name change, stated the following: A year ago, Dr. Cole spoke with Political Science, the last department to change name on campus – curriculum change process in Oct, 2012. Dean’s office pulled our request out of the curriculum packet. Dean said she was not against the name change, but wanted a more lengthy justification – formed a subcommittee, put together 4-page justification for name change. We put that forward, were told the response would be timely, then told the new chair would decide about this. Very odd to us in philosophy.

Dr. Roberto noted that the Department acted in good faith to reach across the campus and join with philosophy. Can’t ask faculty to be responsible and then have administration arbitrarily check up on that without justification. This is why we need a document on shared governance so we can address these things. We are just presenting a case.

The following questions/statements were made:

Dr. Garren – How was the search committee formed?

Dr. Woods - None has been named. Two (2) external and four (4) from our department to be on it.

Dr. Meyerson – Dean appoints people from inside and outside the department; however, the dean does not know enough about the department to do this. The departments should choose the members to head its own committee. What is the rationale for how the dean sets this up?

Dr. Woods – what is legal and what is the right thing to do? Who knows better than we do what is right for our department?

Dr. Roberto – noted dean stated that Faculty Senate needs to come up with a process.

From a senator – would it be possible to do a quick survey of all departments where these things are going on?

Dr. Sims – not a bad idea but not the best way to use our time – we need clear guidelines. We need to put our wonderful minds together to get policies in place.
Faculty Salary Update

A preliminary report will be made at the April meeting. Data shows quite a bit of inequality from one college to another.

Other Business/Announcements

Senate Open House: Faculty Senate Intern Miss Reed reported that the Faculty Senate Open House will be held on Wednesday, April 24th from 2-5 p.m.

The Golden Aggie Leadership Awards program is scheduled for Wednesday, May 1, 2013 at 3 p.m. in Harrison, with reception following in Stallings. Awards given to A&T faculty & staff. Nominate peers, colleagues, students – multiple awards in each category. Seeking faculty to serve on selection committee. Contact syirwin@ncat.edu or call 285-4930 for information.

New policy from UNC GA – academic integrity procedures – guidelines in athletic department regarding what is a course and how are grades given out to athletes?

Update to +/- grading system – cabinet recommends that we might want to omit last sentence. No issues with faculty member being the person to assign the grade – just wanted that sentence omitted. Add to our rubric for point values – to flesh out our description of each category.

-Next Senate Meeting: April 23, 2013 at 3:00 p.m. in Academic Classroom Building (A101)

Adjournment

The meeting adjourned at 5:06 p.m.

Professor Elizabeth Barber
Senate Vice President
Recorder
SENATE PRIORITIES
LAST FALL, Chancellor Martin recommended that I conduct site-visits at various peer institutions to meet with faculty senate representatives and study best practices across the UNC System and across the country. I visited two Universities: Florida A&M University and Howard University. On both campuses I had the opportunity to meet with Senate leadership, senior administrators, senators and faculty members. What I observed consistently was that many of the issues and concerns facing our Senate are also issues that other campuses are concerned about. I’m proud to report that in many respects, A&T is a leader in terms of its faculty senate organization and functioning.

But, there are a number of these issues that still need to be addressed. For the upcoming year, our Senate priorities are as follows:

**Continuing to maximize the efficiency of its various committees such as the New Programs & Curriculum Committee.**

As detailed in the NP&C Report included above, the NP&C committee has designed and implemented a number of operational changes in recent semesters in order to more efficiently process enormous amounts of departmental curricula for Senate approval. In the face of new challenges brought on by the University’s new general education curriculum, this process must not only continue, but spread to other critical committees of the faculty.

**Providing an open forum for honest discussion and deliberation of issues facing the Faculty.**

As can be seen in the meeting minutes, the Senate has encouraged faculty members to bring issues of concern to the Faculty at large to the Senate floor for consideration and thoughtful consideration. The Senate Executive Committee feels strongly that the Senate ought to function as productive space for faculty to communicate not only with each other, but with staff, administrators, and students as well.

**Taking the lead in promoting Preeminence 2020 Goal #1: “Create an intellectual climate that encourages the creative exchange of ideas and increases the quality of the professional environment.”**

As the intellectual leaders of this institution of higher learning, the Faculty must take the lead in developing and maintaining an intellectual climate on this campus reflective of the brilliance of its students, faculty and staff. As such, the Senate looks forward to leveraging a number of existing faculty-driven initiatives toward that end during the 2013-2014 academic year.
ACKNOWLEDGMENTS

The Faculty Senate wishes to sincerely thank Mrs. Nina Ingram, the Senate’s administrative genius for her ongoing and essential support and professional dedication, without which the Senate would literally cease to function. The Senate also wishes to acknowledge the following members of the Faculty Senate Executive Committee for their commitment and service, above and beyond the call of duty:

Dr. Elizabeth Barber, Vice President
Dr. Jane Davis
Dr. Tony Graham
Dr. Wendy Hamblet, Secretary
Dr. Floyd James
Dr. Radiah Minor
Dr. Janis Oldham
Dr. Sheila Whitley

The Senate also acknowledges and sincerely thanks the entire Office of the Provost and Vice Chancellor for Academic Affairs, with a special thank you to interim Provost Winser Alexander for his support and leadership, as well as each 2012-2013 Faculty Senator:

2012-2013 Faculty Senate Roster

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<tr>
<th>Senator(s) / Alternate (A)</th>
<th>Department</th>
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<td>Dr. Patrick Martin (S)</td>
<td>Biology</td>
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<td>Dr. Perpetua Muganda (A)</td>
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<td>Dr. Julius Harp (S)</td>
<td>Chemistry</td>
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<td>Dr. Divi Venkateswarlu (A)</td>
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<td>Dr. Samuel Garren (S)</td>
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<td>Dr. Carolyn Mayo (A)</td>
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<td>Dr. Michael Roberto (S)</td>
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<td>Dr. Sheila Whitley (S)</td>
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<td>Prof. Bonnie Davis (A)</td>
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<td>Dr. Samuel Danagoulian (A)</td>
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<td>Dr. Keith Coleman (A)</td>
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<td>Dr. Brian Sims (S)</td>
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<td>Dr. Maya Corneille (A)</td>
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<td>Dr. Yoko S. Crume (S)</td>
<td>Sociology and Social Work</td>
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<td>Dr. Wayne Moore (A)</td>
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<td>Prof. LeAnder Canady (S)</td>
<td>Visual and Performing Arts</td>
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<td>Dr. Ademe Mekonnen (S)</td>
<td>Energy Environmental Systems</td>
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<td>Dr. Franklin King (S)</td>
<td>Chemical and Bioengineering</td>
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<td>Dr. Gary Tatterson (A)</td>
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<td>Prof. Ronnie Bailey (S)</td>
<td>Civil, Architectural, and Agricultural Engineering</td>
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<td>Dr. Manoj Jha (A)</td>
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<td>Dr. Kenneth Williams (S)</td>
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<td>Prof. Shearon Brown (A)</td>
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<td>Dr. Jerono Rotich (S)</td>
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APPENDIX A

A&T Strategic Plan Draft Feedback, January 25, 2013
Dr. Harold L. Martin, Sr., Chancellor
North Carolina A&T State University
Suite 400 Dowdy Building
1601 E. Market St.
Greensboro, NC 27411

January 25, 2013

Dear Chancellor Martin,
Over the past several months, the North Carolina A&T State University Faculty Senate
has worked hard to thoughtfully consider and respond to the Strategic Directions
Initiative. Our goals have been to keep faculty members across campus aware of and
engaged in the process and to provide A&T-specific feedback about how the new
strategic plan would impact our institution.

During the Senate meeting on January 22nd, 2013 I made a call for specific feedback to
the draft of the strategic plan, “Our Time, Our Future: The UNC Compact with North
Carolina,” that was distributed on Thursday, January 17th. Our formal response is
outlined in this letter. Please note that the faculty worked hard to provide the requested
response as quickly as possible. The faculty remain committed to working with you to
support A&T’s march towards Preeminence 2020.

We are fully aware that the UNC Advisory Committee on Strategic Directions recently
endorsed this document as of January 23rd, 2013. Thus, with this in mind, I have
attempted to offer constructive feedback intended to provide your office with a clear
vision of faculty perspectives on key issues in the strategic planning dialogue, rather
than specific point-by-point recommendations—many of which have already been
addressed in the Faculty Advisory Council (FAC) response document and the recent
Faculty Assembly resolutions concerning the draft. We fully support these documents
and stand in solidarity with faculty members across the UNC system advocating for
faculty inclusion in the strategic planning of the University of North Carolina.
Our feedback concerning the Strategic Plan Draft in relation to North Carolina A&T State University can be summarized as follows:

**Social Issues**
- We are profoundly concerned that the main thrust of this plan is to turn the UNC system (and thus A&T) into an extension of the business community. It seems that many of the state's problems are reduced to an economic downturn that requires us to advance a business model as the basis and justification for rejuvenating higher education in NC. We are uncomfortable being called to "pursue and share knowledge that advances the state's economy" (p.9) as the general solution to problems that are deemed primarily to be economic. Similarly, we are called on to become a "more trusted partner for the state's business, nonprofit and government leaders. (p.55)". We ask: What about the people at large? What about surrounding communities in need of so many things that the university's collective expertise can provide?

- While we acknowledge the need for economic foresight and partnership, we feel that this plan essentially ignores social crises in our midst, and alienates those educators whose work and interests aim at addressing the needs of people struggling to make sense of their lives in myriad ways. Given A&T's particular mission and history in relation to North Carolina's citizenry, the lack of discussion of the social, cultural and political impact of the University in this plan seem to limit its relevance to our institution and those we serve.

- In the "Jobs and Growth" section of the draft, we read that "future success will not hinge on our ability to make things," but instead to "think" things into existence, that is, "to relentlessly create new knowledge, new technologies, new products ..." This section (again) ignores the human dimensions that must be addressed to make individuals feel that they are productive so they can enter into productive relations with others. We as a University community need to "think" about ways in which the UNC system can help people to better understand, renew and fortify themselves as human beings in order to take their places in the jobs and growth that we all want to create.

**Interdisciplinary Research**
- There is almost a universal agreement and plenty of published research that suggests that the current university administrative structure itself is the major, formidable barrier for development of effective interdisciplinary research and education. The structure influences and
reinforces the culture in each discipline and further increases the communication barrier. The structure forces the funding structure that enhances the turf wars that hinder collaborations. The structure has created a reward, tenure and promotion structure that discourages interdisciplinary collaborations. In an address to the Ninth Annual Meeting of the Council of Graduate Schools in the U.S., Washington, D.C., December 4-6, 1909, Daniel Alpert, states “most universities have established multidisciplinary centers which essentially serve the departments. If the university wants to address itself to today’s problems, it must establish Interdisciplinary centers which are administered, staffed, and run very differently from those of the present.”

- Research funding is increasingly allocated to interdisciplinary activities. This means graduate education will inevitably become more interdisciplinary as interdisciplinary research becomes more common.

- It is also very important to realize that in this fast changing world much of what students are taught will be out of date within a few years, if it isn’t already. This brings the need to move to a model based on lifelong learning, and bring the future dimension into the curriculum as part of a move to make it more relevant to young people in the 21st century. This means more focus on interdisciplinary and critical thinking skills.

- A&T has, of course, already made significant strides in these areas. We as a faculty encourage strategic planning that continues to move us in this direction.

**Life-Long Learning**

- Lifelong learning opportunities should be available to all citizens on an ongoing basis. In practice this should mean that citizens each have individual learning pathways, suitable to their needs and interests at all stages of their lives. The content of learning, the way learning is accessed, and where it takes place may vary depending on the learner and their learning requirements. Lifelong learning is also about providing “second chances” to update basic skills and also offering learning opportunities at more advanced levels.

- There is evidence that the American workforce is steadily becoming less educated. More than half of America’s 120 million workers between the ages of 25 to 64 have no postsecondary degree; in fact, no postsecondary credential of any kind. (Source: Center for American Progress).
The same source states that immigrants are a large and growing share of U.S. workers and the NC workers and are disproportionately represented at the low-wage and lower-skilled end of the labor force. In fact, their share of workers is growing most rapidly among the low skilled. For example in 2005, Immigrants represented 12 percent of the U.S. population, but 15 percent of workers, more than a fifth (21 percent) of low-wage workers, and almost half (45 percent) of workers without a high school education. In a global economy, these low-literate adults are at very serious risk of never escaping subsistence or below-subsistence labor markets, and their limited job skills are a drag on national economic growth.

- Lifelong learning is a powerful driver of economic growth in providing the highly qualified workforce needed to advance research and development and equip people at all stages of life with the skills and qualifications they need in the modern knowledge intensive economy.

**Admission Standards, Academic Progress & K-12 Preparation**

- In the years from 2002 to 2006, the 16-campus UNC System has produced a total of three physics teachers. That is an appalling statistic, especially when one considers the fact that 15 of these campuses have teacher-preparation programs, and several have nationally-ranked math and science programs. Placing well-trained, motivated teachers in our secondary school classrooms will require the dedication of many educational professionals willing to devise and work toward long-term solutions that ultimately meet our short-term teacher needs.

- Long-term solutions require long-term vision and strategic planning. As the overall governing body, the UNC System must strengthen and support those low-enrollment programs that provide core courses for our future teachers. Along the same lines, University programs should be judged in terms of their impact on both state and national initiatives, and faculty/staff resources must be designated and tailored to meet these goals.

- A&T has fallen behind in responding to this need of producing teachers with strong content knowledge. We are trying to provide content knowledge to our teachers through various funded initiatives, summer programs etc. This comes from the admission that we are producing teachers with inadequate content knowledge. A&T has insisted on maintaining traditional university structures that have separated the pedagogy from the content. Our science departments and schools of education have done research in science education independently.
• A first step in solving North Carolina's teacher-shortage problem is to develop a strong collaborative interaction between science departments and schools of education at each of the UNC System campuses. Joint appointment of content experts with the school of education will bring content and pedagogy under the same roof. Working together, these groups can develop strategies to specifically address the shortage of qualified science teachers, while at the same time devising structures that will help each party accomplish its individual and common goals.

• Math and science disciplines tend to utilize technologies in their teaching practices that are not traditionally used in other disciplines. Calculators, chemicals, chemical processing equipment, clean rooms, computers, durable and non-durable supplies, live specimens, microcomputer-based laboratory activities, radioactive samples and monitoring equipment, special storage facilities, statistical analysis software, video analysis tools, etc. often undergo rapid change and innovation, making it difficult for any teacher to keep abreast of current trends and techniques. The technology a student uses during his first year in college may not be the same tools used during his first year as a teacher. As a result, it will be important for math and science teacher preparation programs to stay up-to-date in all aspects of its services.

Maximizing Efficiencies
• The current academic structure has led to excessive redundancy and duplication in course offerings. However there needs to be an assessment of the core competencies needed for the development of a vibrant STEM workforce. In some cases the core competencies are offered by programs designated as "low producing". The mere number of majors graduating from a program shouldn't be the factor for eliminating programs. That will not maximize efficiency.

• Developing core / central facilities which are at the disposal of the faculty, university or even group of universities will remove redundancy and duplication and waste.

• Developing a lean and more efficient administrative structure will maximize efficiency. The tendency has been to increase middle management personnel that will take away badly needed faculty positions and teaching personnel.

• To maximize efficiency the "University must become an interactive community of scholars who are not defined by the arbitrary boundaries of divisions and units, but instead live in a fluid environment defined by intellectual commonalities and curiosities, where each member of the
faculty is comfortable expanding their personal boundaries and redefining their own scholarly focus in response to their community” (The report by the task force for university-wide Graduate Education Commission (GEC) of the University of Washington in 2005).

Many of these A&T-specific concerns have been echoed for quite some time. We sincerely appreciate your administration’s commitment to valuing our faculty members’ participation in the affairs of North Carolina A&T State University and in the strategic planning of the University of North Carolina.

Additional faculty feedback will be forwarded as it becomes available. We look forward to working together to implement the 2013-2018 strategic plan on our campus.

On behalf of the Faculty,

[Signature]

Brian Carey Sims, Faculty Senate President
APPENDIX B

Faculty Advisory Council: Roster and Functions. October 11, 2012
FACULTY ADVISORY COUNCIL – advisory to the UNC Strategic Directions Committees

Chair: Catherine A. Rigsby, Professor of Geological Sciences, ECU, and Chair of the UNC Faculty Assembly

Council Members:
1. Susan Cannata, Professor of Literature and Composition, UNCP
2. Georgie Donovan, Assistant Professor and Associate Dean of Libraries, ASU
3. Vidyaranya B. Gargeya, Professor and Director of the MBA Program, Department of Information Systems and Operations Management, Bryant School of Business and Economics, UNCG
4. David A. Green, Professor, School of Law, NCCU
5. Scott Imig, Associate Professor of Educational Leadership, UNCW
6. Trudy F. C. MacKay, William Neal Reynolds Distinguished University Professor of Genetics, College of Agriculture and Life Sciences, NCSU
7. Purificación Martínez, Associate Professor of Spanish, ECU
8. Erin McNeils, Associate Professor, Department Mathematics and Computer Science, WCU
9. Brian Sims, Assistant Professor, Department of Psychology, NCA&T
10. Eddy M. Souffrant, Associate Professor, Ethics, Department of Philosophy, UNCC
11. Rachel Willis, Bowman and Gordon Gray Distinguished Associate Professor of American Studies and an Adjunct Professor of Economics, UNC-CH
12. Linda Wilson-Jones, Professor and Director of Research Initiatives, FSU

Overview of Council Function:
- The Faculty Advisory Council will be the main conduit for faculty input to Working Group.
- This Council, chaired by Catherine Rigsby (Chair of the UNC Faculty Assembly), will work in cooperation with the full Faculty Assembly Executive Committee to provide faculty input into the work of the UNC Strategic Directions “Working Group”.
- Rigsby (or her designee) will attend all Strategic Directions working group meetings and will make all working group public documents and data available to the Council and to the faculty at large.
- The Council will report to the Faculty Assembly Executive Committee, who will work with the Chair to ensure that there is transparency in the process and that there is ample opportunity for input from faculty on all of the campuses.
- A major conduit of information exchange with the campuses will be Faculty Assembly’s Senate Chairs group. There are 4 Faculty Chairs on the Council and a campus Faculty Chair is on the Faculty Assembly Executive Committee. The Faculty Chairs will be responsible for communicating the activities of the Council and the Working Group to their respected campuses and for funneling information and input back to the Faculty Assembly Executive Committee.
APPENDIX C

Faculty Compensation Review Memo. October 4, 2012
MEMORANDUM

TO: Chancellor Harold L. Martin, Sr.

FROM: Brian Carey Sims, Faculty Senate President

DATE: 10/04/2012

RE: Faculty Compensation Review

The North Carolina A&T State University faculty is comprised of many brilliant, hard-working and passionate individuals who are committed both to student success and the ongoing progress of the University. As academic and intellectual representatives of this University, we honor the values of this prestigious institution through our professional expertise, and service to the University and community at large.

The Faculty Senate is hereby resolved to request your immediate review of faculty compensation. Specifically, your input and guidance are needed in two critical areas:

- **Salary Equity** - Salary data published by the Office of Planning, Assessment and Research indicate glaring disparities among faculty salaries when analyzed by rank, college/school, and department. As just one example, the average faculty salary in the College of Arts & Sciences ($65,256) is ten thousand dollars lower than the *minimum* salary in the School of Business & Economics ($75,950). In addition, many faculty members perceive there to be a profound lack of honesty, transparency and diligence on the part of administrators with respect to compensating exceptional faculty members on this campus.

- **Workload** - Over the last 18-24 months the Senate has been engaged in discussions of faculty workload expectations and assessment on a variety of levels. Based on reports from university administrators, members of the North Carolina local and state legislature, students and the media, it is clear that there exists a tremendous need to 1) clarify the precise nature of faculty work expectations and 2) accurately, effectively, and regularly assess and appropriately reward individual faculty member performance.

Together, these two issues undermine the morale of faculty members who expect the time, energy and respect that they put into their careers here at A&T to be compensated in commensurate ways. We assert that these two issues are dynamically related.
Therefore, the Faculty Senate requests that you initiate an immediate, full-scale, comprehensive review of the compensation and workload environment across the university. We request that you take steps to ensure broad-based participation and support for this study from the University’s Board of Trustees, your administrative cabinet, deans as well as faculty. Our hope is to provide a body of relevant information and data to your office along with prescriptive guidelines and articulated practices aimed at achieving salary equity. If adopted, these measures would revolutionize the status quo, re-energize faculty members, and move the University toward your stated goals and strategic initiatives as outlined in Preeminence 2020.

With great appreciation for your dedication and commitment to the faculty, the Senate looks forward to your response to this urgent call to action.

cc: Dr. Deborah Callaway, Special Assistant to the Chancellor’s Cabinet
    Ms. Nina Ingram, Faculty Senate Administrative Assistant
    Dr. Elizabeth Barber, Faculty Senate Vice-President
APPENDIX D

NCATSU Faculty Workload Policy Draft
INTRODUCTION

This policy addresses the workload and assignment of tenured and tenure-track faculty at North Carolina A&T State University. University of North Carolina Policy 400.3.2.1[G] provides a list of the recommendations adopted by the Board of Governors and provides instructions to be followed by constituent institutions in complying with them. The policy confirms that teaching, or instruction, is the primary responsibility of each of the UNC institutions. It further affirms that while neither teaching, nor service, nor research is the sole measure of a faculty member’s competence and contribution, teaching should be the first consideration at all of the UNC institutions.

University of North Carolina Policy 400.3.4 addresses the requirements for monitoring faculty teaching workloads. It mentions the importance to distinguish between “the portion of faculty time that is spent in direct contact with students in classrooms, laboratories, studios, clinics, etc. and the time spent on instructional activities generally”. Such activities as selecting, reviewing and preparing course materials and course syllabi, advising students outside the classroom, restructuring the curriculum and developing new courses are all related to instructional activities that account for the majority of time devoted to instruction when done properly.

Faculty members who teach graduate courses teach students about advanced topics related to active research in their disciplines. Those who teach and supervise doctoral students are expected to be active researchers and productive scholars. The time spent supervising thesis and dissertation research is seldom appropriately represented by student credit hours. Thus, classroom teaching workloads for faculty at doctoral and major research institutions are typically lower than those for faculty at other institutions.

Activities related to public service and/or engagement are typically even more difficult to measure because they are case-specific and the time required varies even for similar activities.
Such activities include faculty responses to request for information, advice and technical assistance as well as instruction provided through continuing education.

University of North Carolina Policy 400.3.4, Monitoring Faculty Teaching Workloads, states

“that a system for monitoring teaching workloads at UNC institutions would generally show standard annual course loads no lower than the following:

1. Research Universities I: 4
2. Doctoral Universities I: 5
3. Masters (Comprehensive) I: 6
4. Baccalaureate (Liberal Arts) I: 8
5. Baccalaureate (Liberal Arts) II: 8”

The policy recognizes that institutions within the groups will have departments with higher teaching loads than those shown above. Each institution is expected to develop a system for monitoring teaching workloads to provide information to campus administrators that will help them to manage workloads in an efficient and equitable manner. The policy recognizes that teaching loads are best managed at the department and school/college level.

University of North Carolina Policy 400.3.4 gives the following groups of criteria for course reductions:

1. Course/curriculum development
2. Heavy load-academic advising
3. Accreditation/program review
4. Technology training for instruction
5. Co-curricular activities
6. Academic administration
7. Externally-funded research
8. Institutionally-supported research
9. Institutional service
10. Service to the public
11. Service to the profession
12. Off-campus scholarly assignment/on leave
13. Other

The system for monitoring teaching workloads will be required to measure teaching workloads by adding courses and course equivalents and to account for course reductions by using the categories defined above.

POLICY PROVISIONS

The following items are proposed to constitute the provisions of a policy for faculty workload assignment and assessment for North Carolina A&T State University:
1. Workload Assignments
   a. A faculty member's workload includes the areas of instruction, research/scholarship or creative activity, service, clinical duties, community engagement and administration.
   b. The Chancellors Cabinet, in consultation with the Deans Council, will establish workload and productivity criteria in terms of student credit hours (SCHs) per FTE for each school/college for the relevant period.
   c. The dean of each school/college, in consultation with the chairs and directors within the school/college, will establish workload and productivity criteria for each department or school in the college for the relevant period. These criteria will be guided by the requirements that the college meet workload and productivity criteria set by the Chancellors Cabinet.
   d. The chairperson or director of each department will establish individual workload and productivity requirements for each member of the faculty for the relevant period. These requirements will cumulatively meet the requirements for the department or school as established by the dean for the relevant period.
   e. The unit administrator for the primary academic unit, in consultation with the unit administrator(s) for the other units to which the faculty member is jointly assigned, will set the workload and productivity requirements for a faculty member with a joint appointment.
   f. The University will maintain an overall instructional load equivalent to five 3-semester-hour courses per year per 1.0 FTE as appropriate for a Doctoral/Research university.
   g. Schools/colleges will produce at least the average student credit hours (SCH) per FTE assigned by the Chancellor's Cabinet.
   h. Department chairs will ensure that the aggregated faculty workloads for the department or school meet the productivity criteria established for the department or school by the dean. Failure to satisfy the workload and productivity criteria established by the dean for the relevant period may result in an unsatisfactory performance evaluation and/or removal of administrative duties.

2. Instructional Assignment and Other Responsibilities
   a. Course Reductions
      i. The criteria for course reductions will be grouped into the following reporting categories: course/curriculum development, heavy load of academic advising, accreditation/program review, technology training for instruction, co-curricular activities, academic administration, externally funded research, institutionally supported research, institutional service, service to the public, and service to the profession.
      ii. A department chair or unit director may authorize one or more course reductions if the demands of activities, as defined above, warrant a
reduction in the instructional load except as restricted or defined by other
University policies.

iii. Reductions in the instructional load are measured in terms of credit hours
    and are determined on a case by case basis.

iv. A faculty member who is granted a course reduction may not receive an
    instructional overload assignment for additional compensation without
    approval from the dean and the Provost.

v. Each dean is responsible for generating a report that identifies all faculty
    course reductions for the academic year and the associated outcomes using
    the unit guidelines established for monitoring productivity. This report
    will be compiled for the unit and shall be due to the Provost by the end of
    the fiscal year.

Approved by:

_________________________
Chancellor

_________________________
Provost and Vice Chancellor for Academic Affairs

_________________________
Date Original or Revision is Effective
APPENDIX E

Preliminary Report of the Senate Faculty Salary Equity Committee. April 23, 2013
Preliminary Report of the Senate Faculty Salary Equity Committee
North Carolina Agricultural and Technical State University
April 23, 2013

Dr. Michael Joseph Roberto, Committee Chair, Associate Professor of History
Dr. John P. Roop, Associate Professor of Mathematics
Dr. Gregory D. Meyerson, Associate Professor of English
Dr. Lyubov A. Kurkalova, Associate Professor of Economics

I. Mission, Purpose and Task

In the fall of 2012, Chancellor Harold L. Martin approved the request of the Faculty Senate to commence a study of salary equity among faculty at North Carolina A&T State University. The Chancellor’s approval was affirmed in a meeting on January 15, 2013, between Faculty Senate President Brian C. Sims and Provost Winser E. Alexander. At that meeting, Provost Alexander indicated that most, if not all, of the relevant data was available from A&T administrators and the UNC General Administration. Provost Alexander recommended that the committee gather data on salary ranges across departments/colleges and across our peer institutions. He also informed Dr. Sims that he preferred for the Senate committee to commence the study and provide recommendations to the administration that would move the administration and the faculty forward in a common effort. According to Dr. Sims, the Provost’s exact words were: “the Senate should come up with something that helps the administration solve the problem.”

Accordingly, the committee drafted a statement of purpose that was subsequently approved by the full Senate on January 22, 2013. It reads:

This faculty committee will examine disparities in faculty compensation that prevail at N.C. A&T State University for the purpose of advising university administrators in developing guidelines and procedures aimed at achieving greater equity in faculty pay. To this end, the committee will study existing data and other types of evidence necessary to create a comprehensive report on disparities and the reasons why they exist. As a Faculty Senate committee charged with addressing these issues, we will present our findings to the full Senate and recommend, upon approval by the Senate, that our study become the primary basis for representing the entire faculty on the matter of salary equity throughout N.C. A&T State University.

Since February, the committee has pursued four distinct yet related areas of inquiry: (1) to analyze NCA&T faculty salary data provided by Dr. Scott Jenkins, Director of Institutional Research, and similar types of data for peer institutions; (2) to solicit NCA&T faculty to provide specific cases of salary inequity (3) to determine how existing policies or lack thereof contribute to the perpetuation of salary inequities across the campus and within its divisions, and (4) to look for examples of other universities that have addressed the problem. The committee moved forward on the basis of bi-monthly meetings, which established areas of work for several members.
To date, our findings can be summarized as follows:

- Evidence of glaring and apparently longstanding inequities in salaries across the university, generally along three main lines: (1) interdivisional, between colleges and schools (Engineering, Technology, Agriculture and Environmental Science, Nursing, Business and Economics, and Education) and Arts and Sciences; (2) Intradivisional, within each division and (3) Intradepartmental, among faculty within departments.
- Absence of guiding principles and procedures for determining compensation in all three areas; in short, no evidence of a comprehensive university policy or policies operating at any level of NCA&T administration.
- Lack of accountability for salary decisions by administrators at all levels.
- Evidence of growing frustration by faculty with all the above.
- Faculty who believe they have no redress to decisions and fear reprisals.

II. Quantitative Summary

The quantitative portion of the salary equity study evaluates inequity on multiple levels, both within the university and in comparison with the two universities in the UNC system with the same Carnegie classification – East Carolina University (ECU) and the University of North Carolina at Charlotte (UNCC). In the following sections we explain our approach, detail the data that we used for the study, and then present the results of our analysis.

Approach: How do we define equity and how can equity or inequity be ascertained from quantitative analysis? The general idea of equity in faculty pay is that pay needs to be merit-based. A merit-based pay scheme would have two important attributes: equal quantity of work of equal quality should result in equal salaries, and higher quality and/or higher quantity of work should result in higher pay. Any deviations from this scheme represent inequity.

Metrics of faculty performance vary significantly from one discipline to another, but within any discipline, merit-based pay schemes are expected to reveal the following quantitative relationships:
(1) other factors being equal, salaries at one university are equal to those at another university;
(2) other factors being equal, salaries of tenure-track and tenured faculty are higher than those of non-tenure-track faculty;
(3) other factors being equal, salaries of full professors are higher than those of associate professors;
(4) other factors being equal, salaries of associate professors are higher than those of assistant professors;
(5) other factors being equal, salaries of more experienced faculty are higher than those of less experienced faculty.

To test whether the 5 listed relationships are true for the NCA&T faculty, we first compare the college-average salaries between NCA&T and two comparable UNC system universities, ECU and UNCC. In comparing university salaries for all three, we account for college affiliation and academic rank.
We then proceed to a statistical analysis of faculty salaries at NCA&T in which we use the data on individual faculty salaries and faculty characteristics to fit a multiple linear regression model that relates the salary to the faculty characteristics. The function of this regression is twofold: to evaluate how the observed variation in faculty salaries could be explained by faculty characteristics and to summarize any differences that cannot be explained by the model between academic divisions, within divisions, and within departments.

In accord with the goal of the analysis, the discussion below focuses on two types of results from the regression analysis. One focuses on the estimated coefficients of the model, and the other—on model residuals, i.e., the difference between the actual salary and the salary predicted by the model. If the difference is positive, that means that the salary is found to be higher than that predicted by the factors, i.e., the salary observed is higher than that expected, given the faculty’s discipline, rank, tenure status, and experience. The opposite is true for negative residuals.

Data: The analysis covers all full-time faculty employed by NCA&T in 2012. To restrict our analysis to the full-time faculty only, the individuals below 0.8 FTE as reported by institutional research were excluded from the study as well as adjunct, visiting, retired and JSNN faculty. Dr. Scott Jenkins, Director of Institutional Research, provided the data on individual, “calendar-year” (fiscal year) NCA&T faculty salaries derived from a 2012-2013 report whose parameters include rank, tenure status, college affiliation, and gender. Institutional research did not provide information on whether a particular faculty member was a 9-month or 12-month employee. In addition, several data indicators provided such as terminal degree or highest degree earned were discarded because of numerous errors. It is unknown whether the data reported from academic divisions is completely accurate, whether errors made in reporting are unbiased or whether the errors are distributed randomly in a biased direction.

Data on ECU and UNCC faculty come from factbooks freely available on each institution’s web page. As the 2012-2013 salary data were not available for these universities, we used that for 2011-2012, the latest year available.

The data used in the analysis include the following variables:
Salary – 9-month salary of an individual faculty member in academic year 2012-13 in $.
FP – indicator variable taking on the value of 1 if the faculty is full professor, and zero otherwise;
ASCP - indicator variable taking on the value of 1 if the faculty is associate professor, and zero otherwise;
ASSP - indicator variable taking on the value of 1 if the faculty is assistant professor, and zero otherwise;
TTT – indicator variable taking on the value of 1 if the faculty is tenured or tenure track, and zero otherwise;
T – indicator variable taking on the value of 1 if the faculty is tenured, and zero otherwise;
YS - years of service with the university;
YR - years at current rank;
MALE – indicator variable taking on the value of 1 if the faculty is male, and zero otherwise;
ASIAN - indicator variable taking on the value of 1 if the faculty is “Asian,” and zero otherwise;
BLACK - indicator variable taking on the value of 1 if the faculty is “African-American,” and zero otherwise;
WHITE - indicator variable taking on the value of 1 if the faculty is “White,” and zero otherwise;
HISPANIC - indicator variable taking on the value of 1 if the faculty is “Hispanic,” and zero otherwise;
CAS – indicator variable taking on the value of 1 if the faculty is in the College of Arts and Sciences, and zero otherwise;
CE - indicator variable taking on the value of 1 if the faculty is in the College of Engineering, and zero otherwise;
ST – indicator variable taking on the value of 1 if the faculty is in the School of Technology and zero otherwise;
SE – indicator variable taking on the value of 1 if the faculty is in the School of Education and zero otherwise;
SB - indicator variable taking on the value of 1 if the faculty is in the School of Business and Economics, and zero otherwise;
SN - indicator variable taking on the value of 1 if the faculty is in the School of Nursing, and zero otherwise;
SA – indicator variable taking on the value of 1 if the faculty is in the School of Agriculture and Environmental Science, and zero otherwise.

As there are faculty in the university who are considered full-time but either do not possess an academic rank of assistant, associate or full professor or who have no college affiliation, the reference case (the constant) corresponds to a faculty member who has no academic rank (e.g. instructor) with no college affiliation (e.g. Department of Distance Education) who is not tenured or on tenure track. In addition, the way we coded the data uses a woman of American Indian or unknown descent as the reference case.

Results and discussion

1. Interdivisional Inequity

As a starting point, we can compare division-average salaries at NCA&T to interdivisional salaries at ECU and UNCC, by faculty rank. Results are summarized in Table I. The data from UNC and ECU are one year behind the data utilized from NCA&T. Thus, one can expect that salaries have been raised at ECU and UNCC. Notice that ECU and UNCC, unlike NCA&T, do not have a single college of arts and sciences. Rather arts and sciences are divided into two divisions. In addition, the school of education, one unit at NCA&T, are two units at ECU. Moreover, there is no School of Agriculture, Nursing, or Technology at UNCC and human ecology from ECU was used as a proxy for agriculture.

Salaries in arts and sciences, business, and engineering are generally higher at UNCC. Full professor salaries are higher in arts and sciences and technology at ECU. As a full study cannot be readily accessed at either of the peer institutions, there is no way to account for academic merit, workload, or other factors such as tuition, endowment or state-funded FTE.
Two multiple linear regression models were fit using the NCA&T data; the model coefficients are given in Tables II and III, along with the corresponding t-scores and p-values. Most estimated interdivisional differences in salaries are not statistically significant as evidenced by low t-values and the correspondingly high p-values. The estimates are conventionally considered statistically significant if the p-value is less than 0.05. In Table II, the only variables that have such a low p-value are FP, ASCP, SB, and the constant. In Table VII, the only variables that have such a low p-value are FP, ASCP, MALE, SB, and the constant. These findings suggest that the rank of faculty — either full professorship or associate professorship, and being in the school of business and economics affects faculty salaries positively.

Divisions with negative coefficients are Arts and Sciences (-8437.50) and the School of Education (-525.70). The negative coefficients mean that holding other factors, such as rank, tenure status, and years of experience constant, faculty in the College of Arts and Sciences are expected to receive salaries on average $8,438 less than the faculty in other divisions, about $36,500 less than faculty in the School of Business and Economics and about $19,000 less than faculty in the College of Engineering. Divisions with positive coefficients are Business and Economics (28176.40), Engineering (10607.70), Agriculture and Environmental Science (3627.70), Nursing (2055.90), and Technology (147.7). The negative or positive coefficients may represent the normally occurring differences between disciplines. For example, it is well known that economists’ salaries are in general lower than those of engineering faculty. However, if the difference in the engineering and economics faculty salaries at NCA&T is significantly higher or lower than that in universities with comparable economics and engineering departments or colleges, then one may argue that inequity is present at NCA&T (we leave aside for now the knotty question of whether “normally occurring differences” are inequitable).

The correlation between actual salaries and salaries found using the linear model was 0.78. It is important to note that if gender and race are included in the model, the correlation increased to 0.80. The model which incorporates race and gender is summarized in Table III. This model suggests that other factors being held constant, male faculty earn $3890.6 more than female faculty. However, given the noisy data and omission of many important explanatory variables from the model, further analysis is needed. The model's other coefficients are as follows: Asian (2777.7), White (2187.6), Black (7994.5), and Hispanic (-8316.3). A model which includes gender preserves the same correlation 0.78 as the original model. It is clear that the inequity on the basis of gender can be accounted for by differences in academic rank and college affiliation. Race does explain some of the variation in faculty salaries, but the p-values in Table III show that none of the race variables is statistically significant.

In addition if other factors were included such as opportunity cost or whether a department gives graduate degrees, correlation drops to 0.76. This is because of the high number of graduate programs in Arts and Sciences and Engineering, the fact that some of the higher paid departments do not offer graduate programs, and that the model is heavily skewed with massive positive residuals in the School of Business and Economics. In the sequel we only utilize the model summarized in Table II.
2. Intradivisional inequity

In the second part of the study, we take for granted or hold constant the differences in salary between academic divisions and look instead more closely at the differences between academic departments within each division. It is clear that colleges/schools may be funded at different levels, but it is up to each dean in each division to assign starting salaries and salary increases in coordination with the department chair. Intradivisional inequity has no meaning in the School of Nursing, as it is a division with a single department.

Results are summarized in Table IV. In addition to the correlation coefficient and sum of residuals for each department and division, we report the average full professor salary. We would note that, as a means of comparing academic disciplines, data exist relating percent salary discrepancy by academic discipline above or below English nationally. The far right column of Table IV gives salary averages by discipline as compared by percentage for full professors nationally when compared to an English faculty member, and can be found at http://chronicle.com/article/Faculty-Salaries-Vary-by/127073.

It is clear that over time, the traditional liberal arts have been passed over for salary increases in favor of more specialized disciplines. This may be due to the perception that graduates outside the liberal arts are more directly marketable to private industry.

In the penultimate column of Table IV, we see that the NCA&T average salaries indicate an even wider disparity between disciplines such as engineering and business/economics and others. In addition, it is interesting to notice that nationally professors in fields such as education are usually paid lower than English professors but this is not the case in the UNC system universities examined here.

Tables V-VII enumerate departments with the lowest correlation between actual and model salaries, which is to say, departments with highest and lowest summed residuals. Low correlations indicate inequity. Some divisions may have a rationale for such inequity, but it is clear that, within the College of Arts and Sciences, there does not exist any rationale why Biology, Chemistry and JOMC receive more on average (high residuals) and English, History, Mathematics and Visual/Performing Arts receive less (low residuals).

3. Intradepartmental inequity

In addition to the above-discussed notions of macro-level inequity, we must also examine inequity on an individual basis. The full model spreadsheet with model residuals sorted by academic department is available and shows that within many departments severe inequity exists, including situations where junior faculty are paid $20,000 more than senior faculty in the same department and where inversion and compression are severe. (We note that the terms inversion and compression shall refer to circumstances where individual base salary compensation for senior faculty does not keep pace with that of newly hired or junior faculty. Compression is the narrowing of salary differentials over time between junior and senior faculty within a unit resulting in a relatively small individual base salary difference between faculty regardless of skills, rank or experience. Inversion is an extreme form of compression that refers
to a situation where a newer faculty is hired at an individual base salary that exceeds that of a senior faculty at the same or higher rank within the unit.)

It is clear from looking through the spreadsheet that a large percentage of faculty have massive positive and negative residuals. We conjecture that salaries are not assigned or influenced by any university-wide model. To indicate this we have provided lower 99% confidence interval salary statistics as well as a modified residual. It is clear that some variation within an individual department may exist, but the question is whether, in a model with already noisy data, a salary that is more than $10,000 outside the 99% confidence interval is proof of individual inequity.

Getting more precisely at individual favoritism requires not just quantitative data but qualitative data and so we have begun to collect case studies and will hazard some very tentative generalizations based on these examples (see Part III).

III. Specific Cases of Salary Inequity

Since February, the committee has asked NCA&T faculty from across the university to provide specific examples of salary inequities based on their own experiences. We understand that this part of the study is quite tentative at best, since much more investigation would have to occur. For example, the committee received information about disparities from a member of the School of Agriculture and Environmental Sciences and a member from the School of Education. The committee saw existing problems but could not draw definitive conclusions at this time.

At the same time, the committee recognizes a great deal of reluctance to come forward given concern for reprisals from department chairs or deans. Nevertheless, three faculty members of different departments have come forward to tell their stories. The committee determined that all three cases are elaborations of the inequities we have found in our analysis of the salary data as stated in the previous section. Accordingly, we have determined they are neither grievances nor gripes based on arbitrary subjective factors.

Case 1: A tenured Associate Professor in the Department of Sociology/Social Work since 2012 served as a PI that year in a grant that was characterized as "the largest non-governmental grant A&T received in years," and "a rare bright spot in 2011-2012 academic year" by administrators. This faculty member also served the department's nationally-ranked graduate program, which was reaffirmed in 2012 with high praise.

Nevertheless, even after a small customary salary increase with promotion to an Associate Professor, at $55,092, this faculty member remains the lowest paid among all full-time faculty in the department. Furthermore, the salary is substantially lower than (1) all tenure-track assistant professors; (2) a faculty member whose tenure application was unsuccessful and is on annual contract, and (3) the nine-month equivalent salary of a new 12-month Assistant Professor with non-terminal degree.

According to the three-year-old 2010 salary information provided by the Office of Planning, Assessment and Research, the average salary among Associate Professors in the College of Arts and Sciences was $65,256, the lowest among NCA&T colleges and schools, but $10,000 more
than this person's current salary. Also, the same report shows that this faculty member's salary is little more than half of the average salary reported for Associate Professors in the School of Business and Economics ($103,170)!

In spite of these inequities, this faculty member received no response to his/her official request for salary review made in September, which prompted this conclusion: "I strongly believe that I have been unfairly compensated for my services and contributions to the University, and yet like many colleagues in similar situations, my request has been met only by indifference and inaction."

Case 2: An assistant professor in the Department of Mathematics who was hired in 2007 already had three years of post doc experience in NRC-Canada (one year) and Duke University (two years), two years of assistant professorship in another state university in Texas, and 13 journal papers. From the start, the faculty member recognized that the "package" or starting salary did not match his/her credentials; for example it was $2000 lower that the position paid in Texas. According to a statement provided to the committee, this faculty member offered the following statement:

In the 5 years at A&T, I really achieved a lot and established myself in applied mathematics with applications in aerospace engineering, math biology and meteorology. I have contributed much to our department, college and university. See the details of my achievements at A&T at the end of this statement. I received constant appraisals from my administrators and my colleagues. Naturally, I thought my salary should not be too bad. However, my achievements and contributions are not at all reflected in my salary or my rank in the professorship. It is so disturbing and discouraging: I am the LOWEST paid assistant professor in our department (yes, lower than those hired at the same time and after). In fact, my salary is the fourth lowest among all the assistant professors in the entire university. In contrast, my publication number (24) is the second in our department.

Currently under review for tenure and promotion to associate professor, this faculty member was rated (by the Mathematics Department RPT Committee) as excellent in all three areas (teaching, service and research) and "one of the highly engaged and most collaborative faculty members in the department." The knowledge and dedication of this faculty member is reflected in annual student evaluations (4.0-4.8) and peer evaluations (4.5-5.0).

This faculty member is unquestionably committed to student advisement. He/she advises 10 active math majors and is involved in various student oriented programs (NASA, Talent-21, NSF-REU). In addition to the normal committees (faculty development, college colloquium series), he/she established the department's math colloquium and initiated and promoted a CEP (Collaborative Education Program) with a Chinese university. Supported by the NSF of China, the CEP may send up to 40 students per year to A&T for the programs in mechanical and electrical engineering.
As for scholarship, this faculty member has published 24 peer-reviewed journal papers and 9 peer-reviewed conference proceeding papers, among which 11 were published since arriving at A&T. This faculty member also serves as a regular reviewer for several noted professional journals in applied mathematics and engineering. “I sat on graduate committees in IE, EES/Physics, and Math. Currently I am advising four graduate students for their thesis/graduate projects and two math majors for REU. Recently, my research proposal (Co-PI with Lin from Physics/EES) to AGS-NSF ($400K for three years) has been approved (in emails) by the program director with starting date in July.”

For all this, the faculty member received the minimum percentage raise 1.2% in last year’s merit increase with the lowest dollar amount $629 in the Mathematics Department.

Case 3: A tenured Associate Professor in the Department of English recently sent a letter of complaint to the departmental chair, citing “evidence of improper administrative behavior” with respect to salary and related issues. The letter also informed the chair that copies were forwarded to the Dean of the College of Arts & Sciences and this committee. The letter was prompted by information given to the faculty member, specifically, a list of English Department salaries and recent raises for the current academic year. Since there had been no raises in several years before the state-issued raise to all faculty of 1.2%, the faculty member had paid little attention to the matter of raises, assuming there would be none for merit. As the faculty member explained to the chair:

I have been at this university since 2003 and have always received the highest merit raise offered, which was not, in fact, much since it was based on percentages. When I saw the salaries and raises, I was not pleased, for several reasons. Every year I have been here, save last year, we have had end of year meetings where chairs and faculty members discussed their “contracts.” These contracts were the basis for any raises we might get, if any raises were forthcoming. Without contract (the duty agreement), and without meeting, there is simply no sound basis for assigning raises or evaluating performance.

Consequently, the faculty member expressed unhappiness at seeing a wide range of salary increases, from $500 at minimum to $3000 at maximum, since “the basis for such raises was not clear, beyond a boost given to the associate chair. Increased service responsibilities are part of our contract and are accommodated by a course reduction, not a raise.”

The faculty member also pointed out that “a sizeable number of non-tenure track people got larger dollar amount raises” than he/she and other senior faculty, “even though, by the standards of my contract, I had a very good year.” The faculty member went on to cite publication of a long, co-authored article in the online journal Cultural Logic that was subsequently reprinted in the print journal Works and Days. In addition, another co-authored article published in the highly regarded print journal Science & Society was included in an anthology of the best articles of the decade in that journal published by the Guilford Press. Finally, the faculty member pointed out that three of his lengthy journal publications (including the two co-authored works cited here) were used in a graduate class (Fall, 2012) on
Contemporary Marxism in the highly regarded Cultural Studies Ph.D. program at George Mason University. As the faculty member noted:

My work was taught side by side with cultural studies superstars like Slavoj Zizek and Fredric Jameson. All of this information I made public. One would think such achievement might merit at least a penny. It merited nothing. It merited less than that given to people without Ph.D.s, much less 30 years of teaching experience (7 at Ph.D. level) and 3 books worth of peer reviewed articles and two manuscripts I am currently working on.

IV. Findings and Recommendations

The committee recognizes the limitations of this report. Further analysis of the data used here, as well as sources of data yet to be tapped, will shape our ongoing work in the Fall 2013 semester. The committee has found incontrovertible evidence of inequalities on three levels: between schools and colleges, within schools and colleges, and within departments. It has also uncovered specific examples of salary inequity, apparently the result of subjective decision-making.

This report raises questions about the causes of salary inequities at NCA&T. Are there guidelines, processes and procedures across the university that would ensure salary equity at NCA&T? If so, are departmental heads and division administrators accountable for their decisions based on these criteria? Do salary inequities continue to exist because they are not redressed by faculty, who feel powerless to address them because they fear reprisals?

All these matters must be studied more closely and not by this committee alone. Therefore, the committee makes the following recommendations:

- All our findings be verified by the Office of Institutional Research and reported to the Faculty Senate at its first meeting of the Fall 2013 semester.
- At that meeting, the Provost should provide an assessment to the Faculty Senate of guidelines, processes and procedures that are currently in place, if any, and explain why current inequities exist.
- Based on these reports, The Faculty Senate Salary Equity Committee should assist the Provost in creating a comprehensive policy regarding compensation that will address existing inequities on all levels and ensure equity as a guiding principle of all future compensatory decisions
- The committee recommends that we proceed in part by studying academic departments at other institutions that possess the same Carnegie classification and award the same highest degree.

In closing, the committee has sought to determine how other universities have corrected salary inequities and ensure equity as a guiding principle in subsequent distribution of annual raises. We established contact with faculty at Louisiana Scholars' College, Northwestern State University in Natchitoches, Louisiana. Here is what we were told:
A plan was developed to address salary inequity. Similar to NCA&T, a significant number of individual faculty were earning "very small" salaries, i.e. far below recognized peers. The administration used variations of the following plan that distributes any monies available for faculty salary increases according to four equal components:

(1) a flat percentage of last year's salary, shared equally by all faculty. (This most benefited those with the highest salaries.)
(2) a flat dollar amount per full-time-equivalent (FTE); the same amount was given to all faculty, without regard to discipline. (This most benefited those earning the lowest salaries.)
(3) a merit component divided up within each department based on a percentage of the department's total salaries. Merit raises were assigned by the chair and a departmental committee and were divided via a point system. For instance, if the committee wanted to emphasize a highest merit rating, the point system might be "merit" = 1, "high merit" = 2, and "highest merit" = 4. The points were totaled and the funds divided proportionally within the department. Thus, if all received "highest merit" ratings, everyone would get an equal portion of the raise; and so on.
(4) an "equity/discretionary" component that is used for faculty members whose salaries fall below the average salary by rank for a comparable department at a comparable institution. The suggested amount was proportional to the distance between the average and the individual's salary.

Components 2 and 4 have the potential to decrease salary compression and 1, 2, and 4 would not affect a salary's rank order. The only way for a faculty member to move above another is through the merit component. The administration held the line and did not give raises outside the plan. Since no one group of faculty members benefited a great deal more than others, there were no grievances as there had been in the past.
### V. Tables

<table>
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<tr>
<th>Division</th>
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<th>UNCC (2011)</th>
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*Table I. Comparison of average salaries between A & T and ECU and UNCC.*

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*Table II. Coefficients, t and p values from the regression.*
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<td>4.58</td>
<td>6.6x10^-6</td>
</tr>
<tr>
<td>ASCP</td>
<td>11036.4</td>
<td>1.70</td>
<td>0.09</td>
</tr>
<tr>
<td>ASSP</td>
<td>6491.7</td>
<td>1.08</td>
<td>0.28</td>
</tr>
<tr>
<td>TTT</td>
<td>5413.2</td>
<td>0.93</td>
<td>0.35</td>
</tr>
<tr>
<td>T</td>
<td>4287.3</td>
<td>1.46</td>
<td>0.15</td>
</tr>
<tr>
<td>YS</td>
<td>-140.0</td>
<td>-1.10</td>
<td>0.27</td>
</tr>
<tr>
<td>YR</td>
<td>215.5</td>
<td>1.36</td>
<td>0.17</td>
</tr>
<tr>
<td>Sex</td>
<td>3890.6</td>
<td>2.47</td>
<td>0.014</td>
</tr>
<tr>
<td>Asian</td>
<td>2777.7</td>
<td>0.44</td>
<td>0.66</td>
</tr>
<tr>
<td>White</td>
<td>2187.6</td>
<td>0.35</td>
<td>0.72</td>
</tr>
<tr>
<td>Black</td>
<td>7994.5</td>
<td>1.31</td>
<td>0.19</td>
</tr>
<tr>
<td>Hispanic</td>
<td>-8316.3</td>
<td>-0.97</td>
<td>0.33</td>
</tr>
<tr>
<td>CAS</td>
<td>-8635.7</td>
<td>-1.01</td>
<td>0.31</td>
</tr>
<tr>
<td>CE</td>
<td>10590.6</td>
<td>1.21</td>
<td>0.22</td>
</tr>
<tr>
<td>ST</td>
<td>-1388.3</td>
<td>-0.16</td>
<td>0.87</td>
</tr>
<tr>
<td>SE</td>
<td>-559.5</td>
<td>-0.06</td>
<td>0.95</td>
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<tr>
<td>SB</td>
<td>28556.3</td>
<td>3.29</td>
<td>0.0011</td>
</tr>
<tr>
<td>SN</td>
<td>2111.1</td>
<td>0.22</td>
<td>0.82</td>
</tr>
<tr>
<td>SA</td>
<td>2813.0</td>
<td>0.32</td>
<td>0.75</td>
</tr>
<tr>
<td>Const.</td>
<td>47307.4</td>
<td>4.45</td>
<td>1.1x10^-3</td>
</tr>
</tbody>
</table>

**Table III.** Coefficients, t and p values from the regression which included gender and race.
<table>
<thead>
<tr>
<th>Department</th>
<th>n</th>
<th>R</th>
<th>S of Residuals</th>
<th>x Full Prof.</th>
<th>A &amp; T</th>
<th>Chronicle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>16</td>
<td>0.56</td>
<td>38,778.90</td>
<td>80,802.00</td>
<td>8.75%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>12</td>
<td>0.44</td>
<td>45,000.80</td>
<td>90,958.00</td>
<td>22.4%</td>
<td>12.9%</td>
</tr>
<tr>
<td>English</td>
<td>31</td>
<td>0.83</td>
<td>-66,073.59</td>
<td>74,302.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>0.56</td>
<td>-70,258.13</td>
<td>71,460.00</td>
<td>-3.82%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Journalism &amp; Mass Communications</td>
<td>9</td>
<td>0.35</td>
<td>59,969.60</td>
<td>80,885.67</td>
<td>8.86%</td>
<td>-3.2%</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>9</td>
<td>0.57</td>
<td>2,423.79</td>
<td>73,766.00</td>
<td>-0.72%</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>24</td>
<td>0.81</td>
<td>-64,836.16</td>
<td>89,483.67</td>
<td>20.4%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Ph.D. Energy Environmental Studies</td>
<td>2</td>
<td>1.00</td>
<td>64,900.41</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Physics</td>
<td>11</td>
<td>0.85</td>
<td>6,867.89</td>
<td>88,535.20</td>
<td>19.2%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Political Science &amp; Criminal Justice</td>
<td>3</td>
<td>-0.19</td>
<td>7,181.14</td>
<td>N/A</td>
<td>N/A</td>
<td>16.8%</td>
</tr>
<tr>
<td>Psychology</td>
<td>8</td>
<td>0.51</td>
<td>7,762.15</td>
<td>N/A</td>
<td>N/A</td>
<td>16.8%</td>
</tr>
<tr>
<td>Sociology &amp; Social Work</td>
<td>13</td>
<td>0.46</td>
<td>10,427.31</td>
<td>80,200.00</td>
<td>7.94%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>15</td>
<td>0.71</td>
<td>-42,158.06</td>
<td>91,469.00</td>
<td>23.1%</td>
<td>-12.4%</td>
</tr>
<tr>
<td>College Total</td>
<td>165</td>
<td>0.63</td>
<td>-13.95</td>
<td>82,048.79</td>
<td>10.4%</td>
<td>N/A</td>
</tr>
<tr>
<td>Chemical, Biological &amp; Bioengineering</td>
<td>12</td>
<td>0.59</td>
<td>-55,504.84</td>
<td>98,041.57</td>
<td>32%</td>
<td>25.2%</td>
</tr>
<tr>
<td>Civil, Architectural, Agricultural and Environmental Engineering</td>
<td>12</td>
<td>0.73</td>
<td>-22,649.97</td>
<td>102,510.75</td>
<td>38%</td>
<td>25.2%</td>
</tr>
<tr>
<td>Computational Sciences &amp; Engineering Ph.D.</td>
<td>4</td>
<td>1.00</td>
<td>26,800.27</td>
<td>132,185.00</td>
<td>77.9%</td>
<td>28.2%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>6</td>
<td>0.73</td>
<td>2335.48</td>
<td>110,800.33</td>
<td>49.1%</td>
<td>28.2%</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>14</td>
<td>0.57</td>
<td>-3,550.68</td>
<td>106,433.43</td>
<td>43.2%</td>
<td>25.2%</td>
</tr>
<tr>
<td>Industrial &amp; Systems Engineering</td>
<td>12</td>
<td>0.68</td>
<td>27,312.09</td>
<td>108,696.33</td>
<td>46.3%</td>
<td>25.2%</td>
</tr>
<tr>
<td>Mechanical &amp; Chemical Engineering</td>
<td>16</td>
<td>0.77</td>
<td>25,050.86</td>
<td>113,790.14</td>
<td>53.1%</td>
<td>25.2%</td>
</tr>
<tr>
<td>College Total</td>
<td>0.68</td>
<td>-6.79</td>
<td>107,142.00</td>
<td>44.2%</td>
<td>25.2%</td>
<td></td>
</tr>
<tr>
<td>Construction Management &amp; Occupational Safety &amp; Health</td>
<td>9</td>
<td>0.91</td>
<td>5,841.58</td>
<td>110,653.00</td>
<td>43.2%</td>
<td>N/A</td>
</tr>
<tr>
<td>Electronics, Computer &amp; Information Technology</td>
<td>11</td>
<td>0.76</td>
<td>1,630.93</td>
<td>104,667.00</td>
<td>40.9%</td>
<td>N/A</td>
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<tr>
<td>Graphic Communication Systems Technology Studies</td>
<td>8</td>
<td>0.97</td>
<td>-51,593.71</td>
<td>84,658.00</td>
<td>13.9%</td>
<td>N/A</td>
</tr>
<tr>
<td>Manufacturing Systems</td>
<td>6</td>
<td>0.91</td>
<td>44,118.95</td>
<td>104,052.5</td>
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<tr>
<td>School Total</td>
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<td>0.81</td>
<td>-2.25</td>
<td>101,007.63</td>
<td>36%</td>
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<tr>
<td>Department</td>
<td>Faculty</td>
<td>Residuals</td>
<td>Average Income</td>
<td>Income Percentage</td>
<td>Percentage Discrepancy</td>
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<tr>
<td>----------------------------------------</td>
<td>---------</td>
<td>-----------</td>
<td>----------------</td>
<td>-------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>20</td>
<td>-14,520.06</td>
<td>85,753.75</td>
<td>15.4%</td>
<td>-4.3%</td>
<td></td>
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<tr>
<td>Human Development &amp; Services</td>
<td>22</td>
<td>25,270.14</td>
<td>109,477.00</td>
<td>47.3%</td>
<td>N/A</td>
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<tr>
<td>Human Performance &amp; Leisure Studies</td>
<td>12</td>
<td>-75,982.12</td>
<td>71,452.00</td>
<td>-3.84%</td>
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<tr>
<td>Leadership Studies</td>
<td>4</td>
<td>65,227.98</td>
<td>111,320.00</td>
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<tr>
<td>School Total</td>
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<td>-4.06</td>
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<tr>
<td>Accounting</td>
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<td>138,150.04</td>
<td>122,424.00</td>
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<td>50.9%</td>
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<tr>
<td>Economics &amp; Transportation Logistics</td>
<td>19</td>
<td>-113,933.30</td>
<td>122,860.75</td>
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<td>41.2%</td>
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<tr>
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<td>-124,671.93</td>
<td>135,645.00</td>
<td>82.6%</td>
<td>-4.3%</td>
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</tr>
<tr>
<td>Management</td>
<td>26</td>
<td>981.09</td>
<td>117,738.00</td>
<td>58.5%</td>
<td>50.9%</td>
<td></td>
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<tr>
<td>Marketing, Transportation, Supply Chain</td>
<td>7</td>
<td>99,468.24</td>
<td>135,608.00</td>
<td>82.5%</td>
<td>50.9%</td>
<td></td>
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<tr>
<td>School Total</td>
<td>60</td>
<td>-5.86</td>
<td>122,817.50</td>
<td>65.3%</td>
<td>50.9%</td>
<td></td>
</tr>
<tr>
<td>Agribusiness, Applied Economics &amp; Agricultural Education</td>
<td>9</td>
<td>72,873.54</td>
<td>105,116.25</td>
<td>41.5%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Agricultural Extension</td>
<td>1</td>
<td>281.70</td>
<td>97,774.00</td>
<td>31.6%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Animal Science</td>
<td>9</td>
<td>-24,843.02</td>
<td>85,048.50</td>
<td>14.5%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>12</td>
<td>-11,319.04</td>
<td>99,493.00</td>
<td>33.9%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Natural Resources &amp; Environmental Design</td>
<td>13</td>
<td>-36,997.51</td>
<td>93,753.13</td>
<td>26.2%</td>
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<tr>
<td>School Total</td>
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<td>-4.33</td>
<td>96,314.53</td>
<td>29.6%</td>
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<tr>
<td>Nursing</td>
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<td>-0.80</td>
<td>111,320.00</td>
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<tr>
<td>Distance Education</td>
<td>3</td>
<td>-0.07</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

Table IV. Departmental comparison based on correlation, summed residuals, average full-professor salary and percentage discrepancy from baseline English professor salary.
### Ten Departments with Lowest Correlation Coefficients (most intradepartment deviation)

1. Political Science and Criminal Justice  
2. Journalism and Mass Communications  
3. Marketing, Transportation, Supply Chain  
4. Human Performance and Leisure Studies  
5. Agribusiness, Applied Economics and Agricultural Education  
6. Chemistry  
7. Curriculum and Instruction  
8. Sociology and Social Work  
9. Psychology  
10. Accounting/Animal Science (tie)

**Table V.** Ten departments with least correlation to model salaries.

### Ten Most Overpaid Departments

1. Accounting  
2. Marketing, Transportation, Supply Chain  
3. Agribusiness, Applied Economics and Agricultural Education  
4. Leadership Studies  
5. Ph.D. Energy Environmental Studies  
6. Journalism and Mass Communications  
7. Chemistry  
8. Manufacturing Systems  
9. Biology  
10. Industrial and Systems Engineering

**Table VI.** Ten departments with highest summed residuals.

### Ten Most Underpaid Departments

1. Business Education  
2. Economics and Transportation Logistics  
3. Human Performance and Leisure Studies  
4. History  
5. English  
6. Mathematics  
7. Chemical, Biological and Bioengineering  
8. Graphic Communication Systems Technology Studies  
9. Visual and Performing Arts  
10. Natural Resources and Environmental Design

**Table VII.** Ten departments with highest negative summed residuals.
Table VIII. Thirty faculty with highest modified residuals, department, race and gender.
APPENDIX F

North Carolina A&T State University Department Chairperson/Head Evaluation Form
North Carolina A&T State University
Department Chairperson/Head Evaluation Form

Procedures

Purpose

Annual evaluation of department chair is required by the University. The purpose of the evaluation is to provide faculty an opportunity to participate in the annual evaluation of their immediate supervisor, the department chair.

Evaluation Process

All faculty members in each department are eligible and encouraged to submit (electronically or in print) annual evaluations of departmental chairpersons to the Division of Academic Affairs, Office of the Vice Provost for Strategic Planning and Institutional Effectiveness (OSPIE). The Office of the Vice Provost for Strategic Planning and Institutional Effectiveness has responsibility for collecting, summarizing, analyzing, and disseminating the evaluation data to the following:

- the Dean of the department chairperson being evaluated
- the Provost
- the Department Chair evaluated

Data dissemination is done in aggregate, and the Vice Provost shall maintain confidentiality of all data gathered.

Directions

Please check the appropriate boxes in the rating scale and make specific comments as appropriate. Your comments should assist the chairs in better responding to the needs of the department—its students, faculty, staff, and other constituents.
North Carolina A&T State University
Department Chairperson/Head Evaluation Form

Chair’s Name: ___________________________ Date ___________________________

Faculty Member Completing this Form (Optional): ____________________________

Purpose

Annual evaluation of department chair is required by the University. The purpose of the evaluation is to provide faculty an opportunity to participate in the annual evaluation of their immediate supervisor, the department chair.

Directions

Please check the appropriate boxes in the rating scales and make specific comments as appropriate. Your comments should assist the chair in better responding to the needs of the department—its students, faculty, staff, and other constituents.

<table>
<thead>
<tr>
<th>Faculty support</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, my department chair:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Is available for consultation or discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is collegial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Encourages and supports faculty professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assists faculty in achieving high standards in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Encourages and supports instructional and professional collaboration among department members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Serves as a role model/mentor for faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Promotes/encourages excellence in university service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: ____________________________

Page 2 of 5
<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general my department chair/head:</td>
</tr>
<tr>
<td>1. Communicates with me in a timely, useful, and responsive manner</td>
</tr>
<tr>
<td>2. Uses written communication (including e-mail,) which is clear, accurate, and concise</td>
</tr>
<tr>
<td>3. Uses oral communication, which is clear, accurate, and concise</td>
</tr>
<tr>
<td>4. Helps individual faculty set and achieve professional goals</td>
</tr>
<tr>
<td>5. Helps set and achieve departmental goals</td>
</tr>
<tr>
<td>6. Conducts department meetings in an effective manner</td>
</tr>
</tbody>
</table>

| Comments: |

<table>
<thead>
<tr>
<th>Evaluation and Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general my department chair/head:</td>
</tr>
<tr>
<td>1. Rewards performance consistently</td>
</tr>
<tr>
<td>2. Evaluates me at least once each academic year</td>
</tr>
<tr>
<td>3. Evaluates me fairly</td>
</tr>
<tr>
<td>4. Acts as an effective liaison between the department and the administration</td>
</tr>
<tr>
<td>5. Promotes and encourages effective resolution for faculty concerns</td>
</tr>
<tr>
<td>6. Accepts constructive criticism</td>
</tr>
</tbody>
</table>

<p>| Comments: |</p>
<table>
<thead>
<tr>
<th>Leadership and Organization</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, my department chair:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Engages for long range planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Manages budgets effectively and efficiently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Effectively builds class schedules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Supports curricular review and development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Supports development of innovative departmental programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Effectively manages daily operations of the department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Continues to develop himself/herself as a scholar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Is willing to engage in positive risk-taking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Maintains a &quot;vision&quot; consistent with department, college and university goals</td>
<td></td>
<td></td>
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<td>10. Does a good job of hiring and supervising staff</td>
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<td>11. Recruits, retains, and assists students within the department</td>
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<td>Comments:</td>
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<tr>
<th>Decision-Making and Effectiveness</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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<tr>
<td>In general, my department chair:</td>
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<tr>
<td>1. Makes decisions which are timely</td>
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<td>2. Makes decisions which are logical</td>
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<td>3. Gathers pertinent facts before acting</td>
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<td>4. Solicits input from faculty before making important program unit decisions</td>
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<td>5. Accepts responsibility for own decisions</td>
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<td>6. Demonstrates sensitivity to faculty needs</td>
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<td>7. Deals with stressful situations in a professional manner</td>
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<td>Comments:</td>
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<td>Trust</td>
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<td>In general, my department chair:</td>
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<tr>
<td>1. Tries to build trust and collegiality in the department</td>
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<tr>
<td>2. Treats faculty and staff with respect and dignity</td>
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<td>3. Applies policies consistently and fairly</td>
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<td>4. Is willing to explain administrative decisions</td>
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<td>5. Insists on high standards of collegiality at meetings</td>
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<td>6. Encourages an environment that is conducive to free exchange of ideas</td>
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<td>7. Stimulates trust by exemplifying honesty, transparency, and confidentiality in her/his dealings with faculty</td>
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<td>8. Values diverse perspectives</td>
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Comments:

Additional Comments

1. Please provide any additional comments you have regarding the Chair’s performance during the past academic year.

2. What suggestions do you have for your department chairperson to be more effective and/or enhance the department’s effectiveness?
Faculty Four

The “Faculty Four” is a statement of principles and procedures that empower the faculty of North Carolina Agricultural and Technical State University to engage in its legislative and consultative functions, primarily though not exclusively through the operation of the Faculty Senate as its chief representative body. The constituent parts of the “Faculty Four” are:

I. The Principles of Faculty Governance
II. Definition of Terms
III. Legislative Powers of the Senate
IV. Consultative Powers of the Senate

I. Principles of Faculty Governance

Any and all powers of the faculty at North Carolina Agricultural and Technical State University are derived from the guiding principles of the “Standards of Shared Governance” adopted by representatives of the 16 campuses of the Faculty Assembly of the University of North Carolina in April 2005. As the preamble of that document states:

A strong tradition of shared governance is essential to the excellence of any institution of higher learning. This principle is embodied in Section 502D(2) of the Code of the Board of Governors, which makes it the responsibility of the chancellor of each constituent institution of The University of North Carolina to ensure that the institution’s faculty has the means to give effective advice with respect to questions of academic policy and institutional governance, with particular matters of curriculum, degree requirements, instructional standards, and grading criteria, and that the appropriate means of giving such advice is through an elected faculty senate or council and an elected chair of the faculty.

Accordingly, the principle of shared governance states: “The legislative and consultative powers of the faculty must be codified in a published document approved and amenable by the faculty or their elected representatives.” The “Faculty Four” is the first step to that end.
II. Definition of Terms:

**Faculty:** The “Faculty” consists of: the Chancellor of North Carolina A&T State University; all persons holding faculty appointments to the ranks of professor, associate professor, assistant professor, instructor, lecturer, or any of the formally authorized lecturer-equivalent ranks; librarians holding the ranks of librarian, associate librarian, assistant librarian, and general librarian under procedures approved by the chancellor.

**Faculty Senate:** The Faculty Senate consists of elected faculty representatives from each academic unit on campus.

**Administration:** University “administration” consists of those offices and personnel delegated authority to routinely administer resources by the Office of the Chancellor. This includes (but is not limited to): Vice Chancellors, Deans, Program Directors, and Department Chairpersons.

**Organization:** The Faculty shall delegate to the Faculty Senate all of the duties and responsibilities listed herein:

Any member or group of members of the Faculty may present, in writing, items for Senate consideration. Such requests shall be sent at least two weeks before the scheduled meeting to the Faculty Senate President, who shall see that the items are placed on the agenda of the next meeting. This agenda shall be distributed to all faculty members at least three days before the meeting. The Faculty may at any time review the actions of the Faculty Senate on the following options:

- the Faculty, by a one-third vote of the total Faculty, may require the Senate to reconsider any Senate action.
- the Faculty, by majority vote of the total Faculty, may overrule any Senate action.
- the Faculty, by majority vote of the total Faculty, may act on responsibilities listed in Sections 4 and 5 of Article I [of what?]. This action shall supersede any contrary action of the Senate.

**Presiding officer:** The Chancellor is the presiding officer of the Senate. The President of the Faculty Senate is chair pro tempore of the Faculty Senate and presides in the absence of the chancellor.

**Minutes:** The secretary of the faculty keeps a record of the proceedings.

**Quorum:** A quorum is conclusively presumed at any meeting of the Senate called on at least ten days written notice.

**Bylaws:** The Faculty Senate may adopt bylaws to govern its proceedings.

**Meetings:** The Faculty Senate shall meet at least once monthly in each academic year. Special meetings may be called by the Chancellor, or, in his or her absence, by the Faculty Senate President. The Chancellor shall call a special meeting on request of ten or more percent of the Faculty.
III. Legislative Powers

The Faculty is accountable for the quality of instruction and scholarship at North Carolina A&T State University and accepts the responsibility and authority, both primary and shared, for developing, monitoring, and modifying policies affecting the academic environment, which includes but is not limited to:

(a) setting minimal general degree requirements for the University, to which the faculties of individual colleges, schools, and departments may add requirements for their graduates (the requirements in the specific areas of concentration shall be determined by the department faculties in consultation with the appropriate dean);
(b) setting minimal university admission standards (the faculties of individual colleges, schools, or departments may add standards or set higher standards than those set by the Faculty generally);
(c) establishing curricula; reviewing existing programs, including auxiliary academic programs (e.g., continuing education); deleting programs; developing and reviewing proposed new programs;
(d) establishing grading systems and grade-appeal procedures; setting academic policies concerning withdrawal, suspension, retention, repeating courses, academic classification, continuation in residence, and class attendance of students; setting examination policies;
(e) establishing policies and standards for the granting of academic credit, including credits transferred from other institutions;
(f) establishing policies for the granting of degrees, academic and honorary, and acting to award such degrees;
(g) establishing policies concerning promotion, appointment, reappointment, and tenure of faculty;
(h) establishing policies governing academic counseling of students;
(i) establishing policies regarding faculty research and the allocation of those UNCW research funds which are available to the general faculty; and
(j) establishing policies and procedures for the faculty evaluation of faculty and administrators.

IV. Consultative Powers

Administrative decisions with significant implications for faculty activities, welfare or organization must be made in consultation with the Faculty Senate President. The Senate President shall decide on a case-by-case basis whether (given time and/or other constraints) the executive committee and/or full senate body need to be consulted.

The Faculty Senate can, based on the expressed will of the Senate Executive Committee, consult with any administrator on any issue of direct relevance to faculty activities, welfare or organization. This consultation may involve requesting information, and/or public dialogue with the administrator at a designated Senate meeting.
APPENDIX H

Senate Going Forward Email Communication. December 2, 2012
Senator Going Forward

Brian Sims <bcsims@ncat.edu> Sun, Dec 2, 2012 at 4:17 AM
To: Ademe Mekonnen <amekonne@ncat.edu>, Alexander Kurepa <kurepa@ncat.edu>, Alfredo Romero-Aquirre <aaromer@ncat.edu>, Alvernon Walker <alvernon@ncat.edu>, Anna Reaves <areaves@ncat.edu>, Barbara O'Neal <bjoneal@ncat.edu>, Bernadine Chapman <chapmanb@ncat.edu>, Betty Chapman <blchapman@ncat.edu>, Bonnie Davis <bbdavis1@ncat.edu>, Brandis Phillips <bphilip@ncat.edu>, Brian Sims <bcsims@ncat.edu>, Carolyn Mayo <cmmayo@ncat.edu>, Christopher Doss <cdoss@ncat.edu>, Comfort Okpala <cookpala@ncat.edu>, Daniel Miller <dmiller@ncat.edu>, David Chen <chend@ncat.edu>, Divi Venkateswarlu <divi@ncat.edu>, Donald Prioleau <dpriolea@ncat.edu>, Doris Fultz <fultz@ncat.edu>, Dukka KC <dbkc@ncat.edu>, Dwedor Ford <dford1@ncat.edu>, Elizabeth Barber <eabarber@ncat.edu>, Ernest Walker <ewalker@ncat.edu>, Floyd James <fjames@ncat.edu>, Francene Moore <efmoore@ncat.edu>, Franklin King <kimg@ncat.edu>, "Gary L. Lebby" <lebby@ncat.edu>, Gary Tatterson <gta@ncat.edu>, Guochen Yang <yangg@ncat.edu>, Gwendolyn Highsmith-Quick <highsmig@ncat.edu>, Hany Nakhla <hnakhla@ncat.edu>, Hong Wang <hwang@ncat.edu>, Horlin Carter <carterh@ncat.edu>, Ibraheem Kateeb <kateeb@ncat.edu>, Ioney James <ijames@ncat.edu>, Isaiah Ugboro <ugboroi@ncat.edu>, James Foreman <jforema@ncat.edu>, Jane Davis <janeds@ncat.edu>, "Janis M. Oldham" <oldhamj@ncat.edu>, Jenora Waterman <jdwaterm@ncat.edu>, Jerono Rotich <jroitch@ncat.edu>, John Cudar <jcudar@ncat.edu>, John Kizito <jkizito@ncat.edu>, Julius Harp <jharp@ncat.edu>, Kathryn Cort <kta@ncat.edu>, Keith Coleman <kcolema1@ncat.edu>, Kenneth Williams <williams@ncat.edu>, Khrisna Kasibhatla <kmasibhb@ncat.edu>, KR McDonald <kmcdona@ncat.edu>, Larry Burton <lwburton@ncat.edu>, Lauren Davis <bdavis@ncat.edu>, LeAndr Canady <icanady@ncat.edu>, Lijun Wang <lwang@ncat.edu>, Manoj Jha <mkjha@ncat.edu>, Maya Corneille <macorne@ncat.edu>, Messiha Saad <saad@ncat.edu>, Michael Joseph Roberto <robertom@ncat.edu>, Mingxiang Chen <chen@ncat.edu>, Nina Exner <ninexne@ncat.edu>, Obasi Akan <ohakan@ncat.edu>, Octavious Spruill <odspruill@ncat.edu>, Osei Yeboah <oseyeboah@ncat.edu>, Pamela Chavis <pjchavis@ncat.edu>, Pat Bonner <bonnerp@ncat.edu>, Patricia Hughes <hughesp@ncat.edu>, Patrick Martin <pmartin@ncat.edu>, Paula Faulkner <pfaulkne@ncat.edu>, Radiah Minor <rcminor@ncat.edu>, Robert Cobb <rcobb@ncat.edu>, Roland Leak <rlfleak@ncat.edu>, Ronnie Bailey <phase@ncat.edu>, Rosa Purcell <purceil@ncat.edu>, Roy Coomans <coomansr@ncat.edu>, Samuel Danagoulia <danagous@ncat.edu>, Samuel Garren <garrens@ncat.edu>, Sandra Blackstock <slblack@ncat.edu>, Sarita Jackson <sdjacks@ncat.edu>, Shamsuddin Iliaa <siliaa@ncat.edu>, Shearon Brown <sab@ncat.edu>, Sheila Whitley <whitely@ncat.edu>, Stephen Ferguson <scfergus@ncat.edu>, Stephen McCary-Henderson <mccarrry@ncat.edu>, Terrall Bryan <tsbyran@ncat.edu>, Tony Graham <tgraham@ncat.edu>, Valerie McMillan <wmcmilla@ncat.edu>, Wayne Moore <wmoore@ncat.edu>, Wendy Hamblet <whamblet@ncat.edu>, Xiuli Qu <xu@ncat.edu>, "Yoko S. Crume" <yscrume@ncat.edu>, Yunqi Zhang <yzhang@ncat.edu>
Cc: Nina Ingram <ingramm@ncat.edu>

Dear Faculty Colleagues,

With the close of another semester upon us, I wanted to share a few brief thoughts about the academic year going forward.

This has been an extremely productive semester for the Senate. Our goal of increasing faculty member participation is being realized, as we've seen faculty from across campus not only attending meetings but also becoming active in committee work. Thanks largely to your efforts, we were able to:

- Issue an administrative call to action on the issues of faculty salary and workload (see attached draft policy on workload)
- Make significant progress organizing much-needed revisions to the faculty handbook (see attached Handbook Committee memo)
- Make our collective voice heard as part of the UNC Strategic Directions Initiative (see attached Faculty Vision for UNC Strategic Directions)
- Approve a comprehensive initial list of courses for our new General Education curriculum (see attached:

https://mail.google.com/mail/u/0?ui=2&ik=8d60b84d88&view=pt&q=senate%20going%20forward&qs=true&se...
There is MUCH more that needs to be done. Going forward, the Faculty Senate will adopt a new meeting model (see below) in order to maximize our energy and more effectively leverage our most important strength as a faculty body: our intellect. In order to continue to encourage full faculty participation and "buy-in", we need to clearly articulate what the Faculty Senate can do to serve faculty members and the University community at large. I believe that there are three (3) major areas where the Senate can have meaningful impact:

I. Individual lives of faculty members
The Senate can and should represent an effective means of addressing issues that affect our day-to-day lives. Faculty compensation, is of course, an obvious example. There are campus issues which need our attention as well. As examples, parking headaches and childcare challenges have stressed many faculty members for years. We are professionals here to do our jobs, but we are human beings too.

II. Professional lives of faculty members
The Senate should also serve the faculty by informing and enhancing our ability to do our jobs. Faculty development and mentoring need to be supported and perhaps driven by initiatives endorsed by the Senate. The Senate can and should work to connect faculty members with other University stakeholders - staff, students, trustees, community. Consider the fact that one of the Chancellor's stated priorities for the last two years has been increasing the intellectual climate on campus. This is literally impossible without us.

III. Participation in administrative affairs of the University
Our job is not to decide what happens based on resources. But, based on the principles of shared governance, faculty should have a say in these decisions. There is a system-wide dialogue taking place right now in the Faculty Assembly about our ability to speak to and evaluate the administration. The Senate ought to be the primary vehicle that we as faculty use to advise administrators about their administering.

Thus, our new model will involve special called meetings of the faculty (throughout each month) where careful, thoughtful deliberation and spirited discourse on issues in these three focus areas can occur. The goal of these meetings will be to generate practical resolutions which can then be voted-on at full body Senate meetings. This should streamline (read: shorten) the full body Senate meetings while enabling and encouraging non-senate faculty members to get involved with issues that are important to them.

The good news is that the Senate (on multiple levels) has already been doing these things. This "new" model is more about efficiency and effectiveness than it is about new directions. I, along with members of the Senate Executive Committee invite your practical feedback on issues that fit within this model that we can begin addressing next semester.

Also, please be reminded that Fall Commencement will be held Saturday, December 8th at 8:30am at the Greensboro Coliseum. Faculty line-up begins at 8am. Faculty are also advised that academic regalia is required and that all faculty members are required to participate.

Have a wonderful break.

Thanks,

b

---

Brian Carey Sims, Ph.D.
Faculty Senate President
Chair, Institutional Review Board
Associate Professor
Department of Psychology
North Carolina A&T State University
tel. 336-285-2273
e: bcsims@ncat.edu
6 attachments

- FACULTY WORKLOAD ASSIGNMENT AND ASSESSMENT OVERVIEW.docx
  21K
- Faculty Workload Assignment and Assessment Unit Policy.docx
  131K
- Handbook Commitee Revision Memo 11 27 12.docx
  17K
- A&T Faculty Forum on UNC Strategic Directions Initiative.docx
  24K
- OurUniversityOurFuture_FAC Strategic Directions Report_2012Nov25.pdf
  423K
- general_education_course_list_october_29_2012.pdf
  63K
APPENDIX I

Faculty Senate Handbook Revision Memo. November 21, 2012
11/21/2012

MEMO

RE: Faculty Senate Handbook Revision

From: Dr. Tony Graham, Senate Handbook Committee Chair

To: Charles Waldrup, University General Counsel
Dr. Brian Carey Sims, Faculty Senate President

The Faculty Senate Handbook Committee is currently in the process of updating/revising the existing Faculty Handbook. The current revision process began during the Spring 2010 semester. Going forward, the Faculty Senate Handbook committee, in consultation with the Office of Legal Affairs has decided that a formal procedure ought to be implemented with respect to the Handbook revision process. This formal procedure will affect the current revision activities of the committee as well as future handbook revisions made by future committees. This procedure is outlined below.

Phase I (Fall 2012 – Spring 2013)

⚠️ The Senate Handbook Committee will meet on the following schedule.
Committee meetings will be open to the public for observation and comment.

- Tuesday, January 15, 2013 @ 3p
- Tuesday, February 19, 2013 @ 3p
- Tuesday, March 19, 2013 @ 3p
- Tuesday, April 16, 2013 @ 3p

⚠️ All changes, revisions, modifications, and additions to the Handbook made during Phase I will be made, voted-on, and approved by the Senate committee during committee meetings, and then presented to the Senate at the next available Faculty Senate meeting.

⚠️ Changes to existing policy made during Phase I will become effective immediately, rendering up-to-date and usual Handbook chapters as they are generated.

Phase II (Fall 2013 - )

⚠️ The Senate Handbook Committee will meet regularly during the semester.
Committee meetings will be closed to the public.

⚠️ All changes, revisions, modifications, and additions to the Handbook made during Phase II will be made during Full Body meetings of the Faculty Senate. Proposed changes will be considered by the committee, presented to the
Senate and voted-on for approval. A majority vote of senators shall be required for approval of any policy, guideline, or language in the Faculty Handbook.

All approved changes to the Faculty Handbook made during Phase II will become effective at the beginning of the following academic semester.

Sincerely,

Dr. Tony Graham
Associate Professor
Department of Built Environment
Chair, Faculty Senate Handbook Committee
APPENDIX J

Chancellor's Board of Trustees Invite Letter
April 3, 2013

Dr. Brian Sims
Faculty Senate President
Department of Psychology
New Science Building
Campus

Dear Dr. Sims:

Pursuant to the request from the Faculty Senate, I am pleased to extend to you, in your role as president of the Faculty Senate, the same opportunity to attend Board of Trustee committee meetings as is provided the leaders of the two system-wide assemblies to attend certain Board of Governors' committee meetings.

Dr. Sims, as chair of the Faculty Senate, you are invited to attend (and sit at the table) the future meetings of the Academic Affairs Committee. You may continue visiting the full BOT meeting as you have done in the past.

I remind you that membership on the Board of Trustees (and thus its committees) is established by N.C.G.S. 116-31. Therefore, you will be a non-voting visitor to the committee meetings. You will not be eligible to remain in any committee meeting during a closed session.

If you have any questions, feel free to contact me. I look forward to your enhanced visibility at these committee meetings.

Sincerely,

Harold L. Martin, Sr.
Chancellor

c: Mr. Willie Deese, Board Chairman
   Dr. Winser Alexander
   Ms. Faye Tate Williams
Administrative Accountability

Draft Resolutions

2.26.13

A Senate forum focusing on Administrative Accountability was held on 2.12.2013. Faculty members discussed the general state of affairs concerning faculty evaluation of department chairperson, dean and senior administrative personnel on campus. The following draft resolution is hereby submitted to the Senate for consideration:

Whereas the North Carolina A&T State University Faculty Senate, in an effort to more effectively advise the chancellor on matters pertaining to the institution that are of interest and concern to the faculty, seek and invite full cooperation with the administrative leadership of the University,

and Whereas the Faculty have identified four (4) general discrepancies between existing practices at the University and guidelines outlined in the Standards of Shared Governance document adopted by the UNC Faculty Assembly and recently affirmed by UNC President Tom Ross pertaining to the following:

(1) The legislative and consultative powers of the faculty must be codified in a published governance document approved by and amendable by the faculty or [its] elected representatives.

(2) The chancellor should effectively advocate the principles of shared governance to the board of trustees.

(3) The term of appointment of academic deans and department chairs should not exceed five years. If appointed for an indefinite term, an academic dean or department chair should be formally evaluated for continuation in office not less frequently than every five years.

(4) The chancellor or provost, in consultation with the faculty senate, should establish effective procedures that enable members of the faculty having voting privileges to regularly evaluate the performance of senior administrators. This evaluation should be in addition to and independent of the mandated periodic evaluation of administrators by the chancellor or the board of trustees.

Hereby resolve the following:

(1) That the legislative and consultative powers of the faculty be codified in a published governance document approved by and amendable by the faculty.

(2) That a clearly defined and straightforward process for regular senior faculty evaluation of department chairpersons, deans and senior administrators be developed, with submission on an annual basis to the Offices of the Provost, Chancellor, and to the Board of Trustees.
APPENDIX L

New Programs and Curricula Committee Report, AY 2012-2013
New Programs and Curricula (NP&C) Committee
2012-2013 End of the Year Report

The New Programs and Curricula (NP&C) Committee shall review, analyze and approve all proposed curricular changes and new programs recommended by academic departments or other representative individuals or groups. The Senators from the School of Graduate Studies and the Library shall serve on the New Programs and Curricula Committee. Additionally, a representative from the Teacher Education Council will serve as an ex officio member of the committee.

This report contains details of activities and actions taken by the NP&C Committee during the academic year 2012-2013. Dr. Sheila Whitley, Associate Professor, Department of Journalism and Mass Communication, was appointed chair of the committee in August 2012. Dr. Whitley has served as an NP&C committee member since October 2009 while an alternate senator for the Department of Journalism and Mass Communication. Dr. Whitley was elected senator for her department in August 2012. As chair of NP&C committee, Dr. Whitley was invited to serve on the Institutional Effectiveness Council (IEC) and the Program for Assessment for Improvement Council (PAIC). She is the chair of the PAIC sub-committee Standard 4.2 – Program Development.

The NP&C Committee meets the second Tuesday of the months that the Faculty Senate meets during the academic year (Appendix 1). Curricula packages are due to the chair of the committee the first Tuesday of the month. The packages approved by the NP&C Committee are posted on the Faculty Senate Blackboard site by the third Tuesday of the month (Appendix 2). Additionally, all senators receive an email report of the committee’s meeting (Appendix 3). The NP&C chair presents a report to the Faculty Senate the fourth Tuesday of the month for Senate approval. The chair submits a report and approved packages to Faculty Senate President Dr. Brian Sims (Appendix 4). The Dr. Sims submits the packages to the Provost for approval. The packages are lastly submitted to the Registrar’s office for implementation.

During the August Faculty Senate meeting, Dr. Whitley gave a summary of the function of the committee and asked for committee membership volunteers. The committee membership began the year with 15 members with only a few of those members volunteering for the first time or reaffirming continued membership after the August Faculty Senate meeting. Therefore, the previous academic year’s roster of membership served as a base for committee membership. Several committee members had not attended a meeting by December. Dr. Brian Sims sent an email message to those committee members asking if they wished to remain on the committee and become active members. Consequently, two committee members withdrew their names for membership. One member was no longer the faculty representative for their department, and the other specified that he was previously placed on the committee without his consent. Committee membership dropped to 13 members.
There are many dedicated members of this committee who attended meetings on a regular basis. Without this dedication, the NP&C Committee could not perform this essential service for the University (Table 1).

**Table 1**

<table>
<thead>
<tr>
<th>Committee Member Name</th>
<th>Department</th>
<th>Number of Meetings Attended</th>
<th>Percentage of Meetings Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Sheila Whitley (Chair)</td>
<td>Journalism and Mass Communication</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Dr. Elizabeth Barber</td>
<td>Leadership Studies</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Dr. Paula Faulkner</td>
<td>Agri Business, Applied Economics and Agri Sciences</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Dr. Stephen McCary-Henderson</td>
<td>Curriculum and Instruction</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Dr. Ram Mohan</td>
<td>Nanoengineering and Joint School of Nanoscience</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Prof. Elsie Moore</td>
<td>Library Services</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Lt. Col. Donald Prioleau</td>
<td>ROTC</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Dr. Jerono P. Rotich</td>
<td>Human Performance and Leisure Studies</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Dr. Messiha T. Saad</td>
<td>Mechanical Engineering</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Prof. Derick K. Smith</td>
<td>Political Science</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Dr. Hong Wang</td>
<td>Business Administration</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Dr. Ken Williams</td>
<td>Computer Science</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Dr. Julius Harp</td>
<td>Chemistry</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Prof. Shearon Brown (Past Committee Member and Alternate Senator for Computer Science)</td>
<td>Computer Science</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Dr. Robert Cobb (Withdrew from committee on 2/25/2013 stating he was placed on the committee in 2011-2012 without his consent.)</td>
<td>Graphic Communication Systems and Technical Studies</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Dr. Kenrett Jefferson Moore (Withdrew from committee stating that she is not a faculty senator this year.)</td>
<td>Agri Business, Applied Economics and Agri Sciences</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Seven committee members were dedicated and attended 50 percent or more of the meetings. Two members did not attend any meetings. Two committee members withdrew from the committee. The alternate senator from Computer Science attended the October meeting for Dr. Ken Williams.
Revised NP&C Curricula Forms and Approval Procedures

Over the years, the *Signatures for Approval* form deleted the approval signature lines for the Teacher Education Council (TEC) and Graduate School Council (GSC). Apparently, the signature lines were dropped because the councils were represented on the NP&C Committee. Over the years, representatives from the TEC and GSC have not served on the committee. Thereby, many packages were passed without the approval or knowledge of these two councils. In October, Dr. Beryl McEwen called a meeting with Dr. Sanjiv Sarin, Dr. Loury Ford, Gwen Goddard, and Dr. Sheila Whitley to discuss this problem. It was decided that the two signature lines for the TEC and GSC should be added back to the form (Appendix 5). Thereby, curricula packages that affected the teacher education program or graduate school would be reviewed and approved by the respective councils prior to NP&C submission.

The *Proposed Course Change* form was also discussed in this meeting. The Center for Distance Learning (CDL) was not informed when course changes occurred for an approved online class. This created confusion especially if the course title or number changed when the revised online course was offered by the department. The department offered the revised course while the CDL listed the old course that was in their database. In those cases; the revised course was not listed as an online class. To eliminate confusion over revised approved online courses and ensure that the CDL was updated when online courses were revised, a check box for an approved online class was added to the *Proposed Course Change* form (Appendix 6).

The Faculty Senate approved the addition of the two signature lines to the *Signatures for Approval* form and the approved online course check box on the *Proposed Course Change* form at the January meeting. The forms went into immediate effect. Beginning February, all curricula packages affecting the graduate school or the teacher education program must be approved by the respective council prior to NP&C submission.

**NP&C Committee Meetings**

The NP&C Committee met 10 times during the academic year. The Committee met for the seven scheduled meetings on the second Tuesday of every month from September to April (excluding December). A call meeting was held on October 19 to review a package from the Center for Academic Excellence and courses for inclusion in the General Education course pools. In April, the NP&C Committee received 33 curricula packages and 7 courses for inclusion in General Education. Due to the high volume of submissions, an additional April meeting was scheduled on April 11. The School of Agriculture obtained approval from General Administration to create a graduate degree after the last April NP&C meeting. The Committee met on April 16 to review this package (Table 2).
Table 2
2012-2013 NP&C Committee Meeting Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Meeting</th>
<th>Start Time</th>
<th>End Time</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11, 2012</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>5:20 p.m.</td>
<td>1:50 Hours</td>
</tr>
<tr>
<td>October 4, 2012</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>4:58 p.m.</td>
<td>1:28 Hours</td>
</tr>
<tr>
<td>October 19, 2013</td>
<td>Call Meeting</td>
<td>1:00 p.m.</td>
<td>1:55 p.m.</td>
<td>0:55 Hour</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>8:25 p.m.</td>
<td>4:55 Hours</td>
</tr>
<tr>
<td>January 8, 2013</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>6:25 p.m.</td>
<td>2:55 Hours</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Scheduled</td>
<td>4:30 p.m.</td>
<td>8:47 p.m.</td>
<td>4:17 Hours</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>7:30 p.m.</td>
<td>4:00 Hours</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Scheduled</td>
<td>3:30 p.m.</td>
<td>7:10 p.m.</td>
<td>3:40 Hours</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Continuation of</td>
<td>2:30 p.m.</td>
<td>6:30 p.m.</td>
<td>4:00 Hours</td>
</tr>
<tr>
<td></td>
<td>4/9/2013 Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 16, 2013</td>
<td>Call Meeting</td>
<td>4:30 p.m.</td>
<td>4:55 p.m.</td>
<td>0:25 Hours</td>
</tr>
</tbody>
</table>

The committee met an average of 2.5 hours each month. The shortest meeting was 25 minutes on April 16, and the longest meeting was 4 hours and 55 minutes on November 13.

Curricula Packages Reviewed by NP&C Committee

In an effort to expedite the review process, departments are asked to submit a PDF of their proposed curricula package to the NP&C chair. The package was reviewed with detailed comments written on the PDF file. The PDF was returned to the department representative so corrections would be made prior to NP&C meeting. The corrected PDF file of the package was posted on the NP&C Blackboard site for committee members to review prior to the meeting. The department representative provided nine copies of the curricula package on the day of the meeting for NP&C members.

NP&C is dedicated to reviewing every curricula package submitted by the deadline. Below is a breakdown of the packages reviewed by the NP&C Committee and the action of the Committee and Faculty Senate (Table 3).

Table 3
2012-2013 Curricula Packages Reviewed by the New Programs and Curricula Committee

<table>
<thead>
<tr>
<th>NP&amp;C Meeting Date</th>
<th>Department</th>
<th>Department Representative</th>
<th>Contains of Package</th>
<th>NP&amp;C and Faculty Senate Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11, 2012</td>
<td>English</td>
<td>Dr. Pat Bonner</td>
<td>1 Proposed New Course: ENGL 099</td>
<td>Passed by NP&amp;C on 9/11/2012 and Faculty Senate on 9/25/2012</td>
</tr>
<tr>
<td>September 11, 2012</td>
<td>Mathematics</td>
<td>Dr. Giles Warrack</td>
<td>2 Proposed New</td>
<td>Passed by NP&amp;C on</td>
</tr>
<tr>
<td>Date</td>
<td>Department/Task Force</td>
<td>Faculty Member</td>
<td>Proposal Description</td>
<td>Approval Details</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td>September 11, 2012</td>
<td>General Education Task Force (General Education Courses)</td>
<td>Dr. Scott Simkins</td>
<td>Concentrations (Merging 2 Degrees into One Degree with 2 Concentrations)</td>
<td>9/11/2012 and Faculty Senate on 9/25/2012</td>
</tr>
<tr>
<td>October 4, 2012</td>
<td>Nanoengineering</td>
<td>Dr. Ram Mohan</td>
<td>11 Proposed New Courses: NANO 711; NANO 721; NANO 731; NANO 741; NANO 811; NANO 812; NANO 821; NANO 823; NANO 825; NANO 831; AND NANO 841</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
</tr>
<tr>
<td>October 4, 2012</td>
<td>Interdisciplinary Waste Management Institute</td>
<td>Dr. Godfrey Uzochukwu</td>
<td>2 Proposed New Courses (WMI 336 and WMI 619)</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
</tr>
<tr>
<td>October 4, 2012</td>
<td>Human Performance and Leisure Studies - Undergraduate</td>
<td>Dr. Teresa Dail</td>
<td>1 Proposed New Course (SSFM 490)</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
</tr>
<tr>
<td>October 4, 2012</td>
<td>Human Performance and Leisure Studies - Graduate</td>
<td>Dr. Teresa Dail</td>
<td>12 Proposed Course Changes (HPED 600; HPED 615; HPED 714; HPED 723; HPED 731; HPED 733; HPED 760; HPED 784; HPED 786; HPED 790; HPED 791; HPED 798)</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
</tr>
<tr>
<td>Date</td>
<td>Name</td>
<td>Change Description</td>
<td>Status</td>
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<tr>
<td>October 4, 2012</td>
<td>General Education Task Force</td>
<td>General Education Courses</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
<td></td>
</tr>
<tr>
<td>October 9, 2012</td>
<td>Center for Academic Excellence</td>
<td>1 Proposed Course Change: FRST 101</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
<td></td>
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<tr>
<td>October 9, 2012</td>
<td>General Education Task Force</td>
<td>Scientific Reasoning (CHEM 100, 104, 106, 107, 110, 114, 116, 117)</td>
<td>Passed by NP&amp;C on 10/04/2012 and Faculty Senate on 10/23/2012</td>
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<tr>
<td>November 13, 2013</td>
<td>Visual and Performing Arts</td>
<td>Dance Minor</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
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</tr>
<tr>
<td>November 13, 2013</td>
<td>Family and Consumer Sciences</td>
<td>3 New Courses (FSC 151, FSC 408, and FCS 428) and 8 Proposed Course Changes</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
<td></td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Human Performance</td>
<td>1 Proposed Course</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
<td></td>
</tr>
<tr>
<td>Date: November 13, 2013</td>
<td>Program</td>
<td>Instructor</td>
<td>Change</td>
<td>Approval Date</td>
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<tr>
<td>and Leisure Studies</td>
<td>Electrical and Computer Engineering – Undergraduate</td>
<td>Dr. John Kelly</td>
<td>5 Proposed Course Changes (ECEN 200, ECEN 410, ECEN 423, ECEN 429, and ECEN 470)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td></td>
<td>Electrical and Computer Engineering – Graduate</td>
<td>Dr. John Kelly</td>
<td>2 New Courses (ECEN 625 and ECEN 880) and 4 Proposed Course Changes (ECEN 629, ECEN 630, ECEN 850, and ECEN 812)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>Chemical, Biological and Bioengineering</td>
<td>Dr. Abolghasem Shahbazi</td>
<td>3 New Courses (BIOE 204, BIOE 415, and BIOE 425) and 4 Proposed Course Changes (BIOE 400, BIOE 423, BIOE 424, and BIOE 522)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
<td></td>
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<tr>
<td>Animal Sciences</td>
<td>Dr. Ralph Noble</td>
<td>3 Curriculum Patterns with General Education Requirements</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
<td></td>
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<tr>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Dr. Anthony Yeboah</td>
<td>2 Curriculum Patterns with General Education Requirements and Accelerated BS-MS Degree</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
<td></td>
</tr>
<tr>
<td>Natural Resources and Environmental Design (Horticulture)</td>
<td>Dr. Guochen Yang</td>
<td>7 New Courses (HORT 301, HORT 330, HORT 351, HORT 602, HORT 603, NARS 250, NARS 601) and 9 Proposed Course Change (HORT 610, HORT 611, HORT 620, HORT 350, HORT 412, HORT 527, HORT 600, NARS 110, NARS 400)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
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<tr>
<td>Natural Resources</td>
<td>Dr. Charles</td>
<td>5 New Courses</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
<td></td>
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<tr>
<td>Date</td>
<td>Department and Program</td>
<td>Faculty Member</td>
<td>Course Changes</td>
<td>Approval Status</td>
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<tr>
<td>November 13, 2013</td>
<td>Natural Resources and Environmental Design</td>
<td>Dr. Godfrey Uzochukwu</td>
<td>10 Proposed Course Change (EASC 201, EASC 309, EASC 330, EASC 408, EASC 444,</td>
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<td></td>
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<td></td>
<td>EASC 616, EASC 644, EASC 666, EASC 622, EASC 699)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Natural Resources and Environmental Design (Landscape)</td>
<td>Prof. Perry Howard</td>
<td>3 New Courses (LDAR 140, LDAR 141, and LDAR 310) and 25 Proposed Course Changes</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>(LDAR 102, LDAR 150, LDAR 170, LDAR 171, LDAR 230, LDAR 271, LDAR 302, LDAR</td>
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<td></td>
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<td></td>
<td>303, LDAR 360, LDAR 370, LDAR 371, LDAR 380, LDAR 460, LDAR 461, LDAR 470,</td>
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<td>LDAR 471, LDAR 500, LDAR 510, LDAR 520, LDAR 550, LDAR 560, LDAR 570, LDAR 571,</td>
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<td></td>
<td></td>
<td></td>
<td>LDAR 572)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>November 13, 2013</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Dr. Anthony Yeboah</td>
<td>14 Course Changes (AGEC 130, AGEC 240, AGEC 300, AGEC 330, AGEC 335, AGEC</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>406, AGEC 432, AGEC 434, AGEC 438, AGEC 442, AGEC 444, AGEC 446, AGEC 599,</td>
<td></td>
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<td></td>
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<td></td>
<td>and AGEC 640) and 3 Proposed New Courses (ABM 340, ABM 430, and ABM 450).</td>
<td>Rejected by the NP&amp;C with recommendation of revising and resubmitting. It was resubmitted in Jan 2013.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Presenter</td>
<td>Description</td>
<td>Status</td>
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</tr>
<tr>
<td>November 13, 2013</td>
<td>General Education Task Force (General Education Courses)</td>
<td>Dr. Scott Simkins</td>
<td>Student Success (PSYC 240)</td>
<td>Passed by NP&amp;C on 11/13/2012 and Faculty Senate on 11/27/2012</td>
</tr>
<tr>
<td>January 10, 2013</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Dr. Anthony Yeboah</td>
<td>14 Course Changes (AGEC 130, AGEC 240, AGEC 300, AGEC 330, AGEC 335, AGEC 406, AGEC 432, AGEC 434, AGEC 438, AGEC 442, AGEC 444, AGEC 446, AGEC 599, and AGEC 640) and 3 Proposed New Courses (ABM 340, ABM 430, and ABM 450).</td>
<td>Passed by NP&amp;C on 01/10/2013 and Faculty Senate on 01/22/2013</td>
</tr>
<tr>
<td>January 10, 2013</td>
<td>Economics</td>
<td>Dr. Vereda King Williams</td>
<td>4 Curriculum Patterns with General Education Requirements (Economics – General; Economics – Business; and Economics – International Economics; Economics – Law)</td>
<td>Passed by NP&amp;C on 01/10/2013 and Faculty Senate on 01/22/2013</td>
</tr>
<tr>
<td>January 10, 2013</td>
<td>Computer Science</td>
<td>Dr. Ken Williams</td>
<td>Curriculum Pattern for Concentration in Health Informatics Security and Privacy</td>
<td>Rejected by NP&amp;C – Curriculum Pattern not in compliance with General Education Requirements. Recommendation was to correct the non-compliance and resubmit.</td>
</tr>
<tr>
<td>January 10, 2013</td>
<td>Computer Science</td>
<td>Dr. Ken Williams</td>
<td>Ph.D. Program with 26 Proposed New Courses (COMP 821, COMP 823, COMP 829, COMP 831, COMP 832, COMP 833, COMP 841, COMP 863, COMP 871, COMP 872, COMP 874, COMP 875, COMP 876, COMP 881, COMP</td>
<td>Passed by NP&amp;C on 01/10/2013 and Faculty Senate on 01/22/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Subject</td>
<td>Presenter</td>
<td>Description</td>
<td>Status</td>
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<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>January 10, 2013</td>
<td>New Programs and Curricula Committee Forms</td>
<td>Dr. Sheila Whitley</td>
<td>2 Proposed Form Changes (Signature for Approval Form and Proposed Course Change Form)</td>
<td>Passed by NP&amp;C on 01/10/2013 and Faculty Senate on 01/22/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Management</td>
<td>Dr. Silvanus Udoka</td>
<td>Management - Human Resources Management</td>
<td>Pulled by Dean Craig.</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Management</td>
<td>Dr. Silvanus Udoka</td>
<td>Management - International Management (New Concentration)</td>
<td>Pulled by Dean Craig. The package was resubmitted in April.</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Management</td>
<td>Dr. Silvanus Udoka</td>
<td>Management (3 concentrations)</td>
<td>Pulled by Dean Craig. The package was resubmitted in March.</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Marketing, Transportation and Supply Management</td>
<td>Dr. Linda Coley</td>
<td>5 Course Changes (MKTG 430, MKTG 438, MKTG 535, TSCM 340, and TSCM 431) and 3 Curriculum Patterns with General Education Requirements (Marketing, Marketing and Sales, and Supply Chain Management).</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Business Education</td>
<td>Dr. Lisa Gueldenzoph Snyder</td>
<td>Combining 3 concentrations (Computer Technology, Economics, and Marketing) into 1 concentration (Business Education Teacher) and 2 Curriculum Patterns with General</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Author</td>
<td>Proposed Changes</td>
<td>Status</td>
</tr>
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<td>-------------</td>
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<tr>
<td>February 12, 2013</td>
<td>Applied Engineering Technology</td>
<td>Dr. Mahour Mellat-Parast</td>
<td>1 Curriculum Pattern with General Education Requirements (Motorsports)</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Built Environment – Geomatics</td>
<td>Prof. Peggy Fersner</td>
<td>2 Proposed Course Changes (GEOM 205, GEOM 307); 4 Proposed New Courses (GEOM 101, GEOM 102, GEOM 215, GEOM 317), 1 Curriculum Pattern with General Education Requirements (Geomatics).</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Built Environment – Construction Management</td>
<td>Dr. Musibau Shofoluwe</td>
<td>5 Proposed Course Changes (CM 214, CM 215, CM 218, CM 233, CM 412), 1 Proposed New Course (CM 224), and 1 Curriculum Pattern with General Education Requirements</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Human Performance and Leisure Studies – Undergraduate</td>
<td>Dr. Diana Melton</td>
<td>1 Proposed Course Change, 1 Proposed New Course; 3 Curriculum Pattern with General Education Requirements (Business Administration, Leisure Studies and Pre-PT)</td>
<td>Rejected by NP&amp;C for non-General Education compliance. Recommendation was to correct noncompliance and resubmit. Package was resubmitted in March 2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Human Performance and Leisure Studies – Masters</td>
<td>Dr. Dwedor Ford</td>
<td>1 Proposed Course Change, 8 Proposed New Courses; Proposed Masters Concentration</td>
<td>NP&amp;C rejected the package without the signature of the graduate council. Recommendation was to obtain</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Faculty Member</td>
<td>Proposal Description</td>
<td>Approval Details</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>February 12, 2013</td>
<td>Human Development &amp; Services</td>
<td>Dr. Miriam Wagner</td>
<td>19 Proposed New Courses (HDSV 800, HDSV 802, HDSV 810, HDSV 812, HDSV 815, HDSV 818, HDSV 820, HDSV 825, HDSV 830, HDSV 840, HDSV 850, HDSV 854, HDSV 860, HDSV 865, HDSV 870, HDSV 875, HDSV 885, HDSV 895, AND HDSV 900) and Proposed Curriculum Guide (Ph.D. in Rehabilitation Counseling and Rehabilitation Counselor Education).</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>February 12, 2013</td>
<td>Psychology</td>
<td>Dr. Joseph Stephens</td>
<td>12 Proposed Course Changes (PSYC 322, PSYC 323, PSYC 440, PSYC 441, PSYC 500, PSYC 502, PSYC 510, PSYC 525, PSYC 530, PSYC 548, PSYC 550, PSYC 560), 1 Curriculum Pattern with General Education Requirements, and Revised Minor</td>
<td>Passed by NP&amp;C on 02/12/2013 and Faculty Senate on 02/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Journalism and Mass Communication</td>
<td>Dr. Sheila Whitley</td>
<td>3 Curriculum Patterns with General Education Requirements (Mass Media Production, Multimedia Journalism, and Public Relations)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Accounting and Finance</td>
<td>Dr. Kevin James</td>
<td>2 Curriculum Patterns with</td>
<td>Passed by NP&amp;C on 03/12/2013 and</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Presenter</td>
<td>Proposal Description</td>
<td>Approval Status</td>
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<tr>
<td>March 12, 2013</td>
<td>History</td>
<td>Dr. Olen Cole</td>
<td>1 New Proposed Course (PHIL 492) and 2 Curriculum Patterns with General Education Requirements (History and History - Secondary Education).</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Mathematics</td>
<td>Dr. Giles Warrack</td>
<td>3 Curriculum Patterns with General Education Requirements (Pure Math, Applied Math, and Math - Secondary Education)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Architectural Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Civil Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Computer Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Computer Science</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Electrical Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Industrial and Systems Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Instructors</td>
<td>Requirements</td>
<td>Status</td>
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<tr>
<td>March 12, 2013</td>
<td>Mechanical Engineering</td>
<td>Dr. Bala Ram</td>
<td>Proposed Accelerated BS/MS Program with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Management</td>
<td>Dr. Silvanus Udoka</td>
<td>3 Curriculum Patterns with General Education Requirements (General Management, MIS, Innovation and Entrepreneurship)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Human Performance and Leisure Studies – Undergraduate</td>
<td>Dr. Diana Melton</td>
<td>1 Proposed Course Change (HPED 520), 3 Curriculum Pattern with General Education Requirements (Business Administration, Leisure Studies and Pre-PTI)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Human Performance and Leisure Studies – Masters</td>
<td>Dr. Dwedor Ford</td>
<td>1 Proposed Course Change (HPED 784), 8 Proposed New Courses (HPED 797, HPED 799, HPED 820, HPED 821, HPED 822, HPED 823, HPED 824, HPED 885); Proposed Masters Concentration (Sports Administration Concentration)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>Curriculum and Instruction – BS Elementary Ed</td>
<td>Dr. Ereka Williams</td>
<td>1 Curriculum Pattern with General Education Requirements</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>General Education Task Force (General Education Courses)</td>
<td>Dr. Scott Simkins</td>
<td>Student Success (ACCT 301)</td>
<td>Passed by NP&amp;C on 03/12/2013 and Faculty Senate on 3/26/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Curriculum and Instruction – MAED Reading Ed</td>
<td>Dr. Anthony Graham</td>
<td>1 Proposed Curriculum Pattern Change</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Faculty Member</td>
<td>Proposed Changes</td>
<td>Status</td>
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</tr>
<tr>
<td>April 9, 2013</td>
<td>Curriculum and Instruction – MAT Elementary Ed</td>
<td>Dr. Ereka Williams</td>
<td>1 Proposed Curriculum Pattern Change</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Human Development and Services</td>
<td>Dr. Patricia Whitfield</td>
<td>1 Proposed Course Change (HDSV 713); 3 Proposed New Courses (HDSV 705, HDSV 755, and HDSV 783), and 3 Curriculum Guides (School Counseling, Mental Health Counseling, Mental Health Counseling Rehabilitation)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Management</td>
<td>Dr. Silvanus Udoka</td>
<td>1 Proposed Minor in Management (Entrepreneurship)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Management</td>
<td>Dr. Silvanus Udoka</td>
<td>1 Proposed New Concentration with General Education Requirements (Management - International Management)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Marketing, Transportation and Supply Chain</td>
<td>Dr. Linda Silver Coley</td>
<td>2 Proposed Minors (General Marketing Minor, Professional Sales Minor)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>English</td>
<td>Chad Rohrbacher</td>
<td>2 Proposed New Courses (ENGL 235, ENGL 245)</td>
<td>Package was pulled by Chad Rohrbacher and will resubmit in fall 2013.</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>English</td>
<td>Dr. Faye Spencer-Maor</td>
<td>1 Proposed Course Change (ENGL 627), 1 Proposed New Course (ENGL 602), and 5 Curriculum Guides with General Education Requirements (English, African-American Literature, Creative Writing, English Secondary Education, and Technical Writing)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Presenter</td>
<td>Resolution Description</td>
<td>Approval Details</td>
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<tr>
<td>April 9, 2013</td>
<td>Chemistry</td>
<td>Dr. Margaret Kanipe-Spinks</td>
<td>3 Curriculum Guides with General Education Requirements (Biomedical, Professional ACS Chemistry, Secondary Education)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Chemistry</td>
<td>Dr. Margaret Kanipe-Spinks</td>
<td>5 Proposed Course Changes (CHEM 106, CHEM 107, CHEM 109, CHEM 641, and CHEM 642), 1 Proposed New Course (CHEM 103), and 1 Proposed Curriculum Guide with General Education Requirements (Accelerated Bachelors/Masters in Chemistry)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Physics (General)</td>
<td>Dr. Ron Pedroni</td>
<td>3 Proposed New Courses (PHYS 214, PHYS 215, and PHYS 224) and 4 Curriculum Guides with General Education Requirements (Physics, Engineering Physics, Atmospheric Sciences and Meteorology, Interdisciplinary Physics)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Physics (Secondary Education)</td>
<td>Dr. Ron Pedroni</td>
<td>1 Curriculum Guide with General Education Requirements (Physics – Secondary Education)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Business Education</td>
<td>Dr. Lisa Gueldenzoph Snyder</td>
<td>1 Proposed Master of Arts in Teaching -</td>
<td>Passed by NP&amp;C on 04/09/2013 and</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Presenter</td>
<td>Details</td>
<td>Action</td>
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<tr>
<td>April 9, 2013</td>
<td>Chemical, Biological and Bio Engineering</td>
<td>Dr. Leonard Uitenham</td>
<td>1 Proposed Accelerated BS/MS in Chemical Engineering</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Chemical, Biological and Bio Engineering</td>
<td>Dr. Leonard Uitenham</td>
<td>1 Proposed Accelerated BS/MS in Bio Engineering</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Chemical, Biological and Bio Engineering</td>
<td>Dr. Leonard Uitenham</td>
<td>1 Proposed New Course (BMEN 695)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Chemical, Biological and Bio Engineering</td>
<td>Dr. Leonard Uitenham</td>
<td>1 Proposed New Course (CHEN 448), 2 Proposed Course Changes (CHEN 318 and ELEN 440), 7 Course Deletions (CHEN 208, CHEN 209, CHEN 308, CHEN 309, CHEN 408, CHEN 450, CHEN 501) and 1 Curriculum Pattern with General Education Requirements (Chemical Engineering - Undergraduate)</td>
<td>Passed by NP&amp;C on 04/09/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Visual and Performing Arts (Theatre)</td>
<td>Frankie Day</td>
<td>1 Minor (Theatre)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Nursing (ABSN)</td>
<td>Dr. Bonnie Fields</td>
<td>12 Proposed Course Changes (NURS 320, NURS 325, NURS 361, NURS 366,</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Instructor</td>
<td>Details</td>
<td>Status</td>
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<tr>
<td>April 11, 2013</td>
<td>Nursing (BSN Completion)</td>
<td>Dr. Bonnie Fields</td>
<td>1 Proposed Course Changes (NURS 362), 1 Proposed New Course (NURS 459), 1 Curriculum Pattern (BS Nursing Completion)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Nursing (Traditional)</td>
<td>Dr. Bonnie Fields</td>
<td>4 Proposed Course Changes (NURS 100, NURS 367, NURS 456, and NURS 464), 1 Curriculum Pattern (BS Traditional Nursing)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Nursing (RNFA – Continuing Education)</td>
<td>Bonnie Fields</td>
<td>1 Proposed Course Changes (NURS 525) and 1 Proposed New Course (NURS 491)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Biology</td>
<td>Dr. Mary Smith</td>
<td>2 Proposed Course Changes (BIOL 105, BIOL 468), 2 Proposed New Courses (BIOL 205, BIOL 210), 3 Curriculum Guides with General Education Requirements (General Biology, Pre-Med, and Secondary Education)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>English (Speech Communication)</td>
<td>Dr. Regina Williams</td>
<td>5 Proposed New Courses (SPCH 203, SPCH 240, SPCH 317, SPCH 455, SPCH)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Department/Program</td>
<td>Author</td>
<td>Proposal Description</td>
<td>Status</td>
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<tr>
<td>April 11, 2013</td>
<td>Department of English (Speech Language Path &amp; Audiology)</td>
<td>Dr. Regina Williams</td>
<td>1 Curriculum Pattern with General Education Requirements (Speech Communication)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Sociology and Social Work (JMSW)</td>
<td>Dr. Sharon Cook</td>
<td>1 Proposed Course Change (SOWK 709), 4 Proposed New Courses (SOWK 736, SOWK 737, SOWK 762, SOWK 763), and 1 Curriculum Guide (Joint Masters in Social Work)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>Sociology and Social Work (BA – )</td>
<td>Dr. Terrolyn Carter</td>
<td>1 Curriculum Guide with General</td>
<td>Passed by NP&amp;C on 04/11/2013 and</td>
</tr>
<tr>
<td>Date</td>
<td>Subject</td>
<td>Author</td>
<td>Education Requirements (BA - Sociology)</td>
<td>Faculty Senate on</td>
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<tr>
<td>April 11, 2013</td>
<td>Liberal Studies</td>
<td>Dr. Regina Williams</td>
<td>2 Proposed Course Changes (UNST 230, UNST 209), 18 Proposed New Courses (GSCP 100, LIBS 100, LIBS 239, LIBS 242, LIBS 243, LIBS 244, LIBS 245, LIBS 315, LIBS 317, LIBS 318, LIBS 319, LIBS 400, LIBS 403, LIBS 404, LIBS 405, LIBS 406, LIBS 407, LIBS 475), 8 Curriculum Guides with General Education Requirements (Liberal Studies; African-American Studies; Pre-Law; Cultural Change and Social Development; Interdisciplinary Studies; International Studies; Race, Class and Culture; Women’s Studies)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 11, 2013</td>
<td>General Education Task Force (General Education Courses)</td>
<td>Dr. Scott Simkins</td>
<td>Student Success (CAAE 121, COMP 121, ECEN 121, GEEN 111, GEEN 121, INEN 121, MEEN 121)</td>
<td>Passed by NP&amp;C on 04/11/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>April 16, 2013</td>
<td>Agribusiness Applied Economics and Agriscience Education</td>
<td>Dr. Antoine Alston</td>
<td>4 Proposed New Courses (AGRI 800, ABM 796, ABM 797, and ABM 799), 20 Proposed Course Changes (AGEC 632, AGEC 634, AGEC 638, AGEC 640, AGEC 641, AGEC 648, AGEC 675, AGEC 705, AGEC 708, AGEC 710)</td>
<td>Passed by NP&amp;C on 04/16/2013 and Faculty Senate on 04/23/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Professor</td>
<td>Proposal Title</td>
<td>Approval Details</td>
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<tr>
<td>April 16, 2013</td>
<td>Animal Science</td>
<td>Dr. Antoine Alston</td>
<td>3 Proposed New Courses (ANSC 796, ANSC 797, and ANSC 799), and 1 Proposed M.S. in Agricultural and Environmental Systems (Concentration: Agribusiness and Food Industry Management)</td>
<td>Passed by NP&amp;C on 04/16/2013 and Faculty Senate on 4/23/2013</td>
</tr>
<tr>
<td>April 16, 2013</td>
<td>Natural Resources and Environmental Design</td>
<td>Dr. Antoine Alston</td>
<td>3 Proposed New Courses (NARS 796, NARS 797, NARS 799), and 1 Proposed M.S. in Agricultural and Environmental Systems (Concentration: Natural Resources and Environmental Systems)</td>
<td>Passed by NP&amp;C on 04/16/2013 and Faculty Senate on 4/23/2013</td>
</tr>
</tbody>
</table>

The committee received 95 curriculum package submissions, passed 86 packages, 9 packages were rejected by the Committee or pulled by the department during the 2012-2013 academic year. Packages were rejected for reasons that include the department decided not to move forward with the package, extensive changes were necessary before the package was ready for presentation to NP&C, the signature for approval page did not have all the appropriate signatures, or the new curriculum guide were not in compliance with the general education requirements. Many of the packages were corrected, resubmitted and approved.
The approved packages contained 155 proposed new courses, 177 proposed course changes, 6 proposed or changes to a minor, 4 proposed undergraduate concentrations, 1 proposed graduate concentration, 73 curriculum guides with general education requirements, 12 accelerated bachelors, 6 proposed graduated degrees (includes School of Agricultures proposed 3 concentrations under 1 degree), 7 proposed course deletions, and 63 proposed courses for general education inclusion.

**General Education Compliance**

NP&C carefully reviewed the proposed new curriculum guides to ensure General Education requirements compliance. The above 73 curriculum guides reviewed by the Committee does not include accelerated programs, and two of the nursing packages. Below is a breakdown of the departments and degree or concentrations that submitted new curriculum guides with general education requirements compliance (Table 4).

**Table 4**

**Curriculum Patterns Submitted to NP&C with General Education Requirements**

<table>
<thead>
<tr>
<th>Number</th>
<th>Date Approved by NP&amp;C</th>
<th>Department</th>
<th>Degree/Concentration/Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11/13/2012</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Agricultural General Education</td>
</tr>
<tr>
<td>2</td>
<td>11/13/2012</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Agricultural Professional Service</td>
</tr>
<tr>
<td>3</td>
<td>11/13/2012</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Agricultural Professional Service - Accelerated Track</td>
</tr>
<tr>
<td>4</td>
<td>11/13/2012</td>
<td>Agribusiness, Applied and Agriscience Education</td>
<td>Secondary Education - Professional Licensure Track - Accelerated Track</td>
</tr>
<tr>
<td>5</td>
<td>11/13/2012</td>
<td>Animal Sciences</td>
<td>Animal Industry</td>
</tr>
<tr>
<td>6</td>
<td>11/13/2012</td>
<td>Animal Sciences</td>
<td>Animal Science</td>
</tr>
<tr>
<td>7</td>
<td>11/13/2012</td>
<td>Animal Sciences</td>
<td>Laboratory Animal Science</td>
</tr>
<tr>
<td>8</td>
<td>11/13/2012</td>
<td>Chemical, Biological and Bioengineering</td>
<td>Bioprocess Engineering Option</td>
</tr>
<tr>
<td>9</td>
<td>11/13/2012</td>
<td>Chemical, Biological and Bioengineering</td>
<td>Natural Resources Engineering Option</td>
</tr>
<tr>
<td>10</td>
<td>11/13/2012</td>
<td>Electrical and Computer Engineering</td>
<td>Computer Engineering</td>
</tr>
<tr>
<td>11</td>
<td>11/13/2012</td>
<td>Electrical and Computer Engineering</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>12</td>
<td>11/13/2012</td>
<td>Family and Consumer Science</td>
<td>Birth-Kindergarten Licensure</td>
</tr>
<tr>
<td>13</td>
<td>11/13/2012</td>
<td>Family and Consumer Science</td>
<td>Child Development and Family Studies</td>
</tr>
<tr>
<td>14</td>
<td>11/13/2012</td>
<td>Family and Consumer Science</td>
<td>Consumer Sciences (Concentration)</td>
</tr>
<tr>
<td>15</td>
<td>11/13/2012</td>
<td>Family and Consumer Science</td>
<td>Dietetics</td>
</tr>
<tr>
<td>16</td>
<td>11/13/2012</td>
<td>Family and Consumer Science</td>
<td>Fashion Merchandising and Design</td>
</tr>
<tr>
<td>17</td>
<td>11/13/2012</td>
<td>Family and Consumer Science</td>
<td>Food Science</td>
</tr>
<tr>
<td>18</td>
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The NP&C committee reviewed 102 undergraduate curriculum guides with inclusion of the new general education requirements. Three curricula packages included a letter from the provost waiving some of the general education requirements due to the programs’ requirements for their accreditation and such. The College of Engineering, Business Education and Nursing submitted waiver letters with their curricula packages (Appendix 7).

Several departments submitted curricula packages last academic year with curriculum guides that included the new general education requirements. Therefore, the above list is not an inclusive...
list of all the undergraduate programs with approved curriculum guides with general education
inclusion. Due to some of the confusion last year over the new general education requirements
and an incomplete general education course list, some of the curriculum guides approved last
year may not be in compliance with the new general education requirements. This academic
year, NP&C carefully reviewed the undergraduate curriculum guides to ensure new general
education compliance.

**NP&C Curricula Package Review Process**

In an effort to improve the efficiency of the NP&C, Dr. Brian Sims (NP&C chair 2011-2012)
created an *NP&C Package Review Form*. Committee members were assigned to review
packages prior to the NP&C meeting using the review form. Dr. Whitley revised this highly
functional form to add additional categories (Appendix 8). A review form was also created to
check curriculum guides for general education compliance (Appendix 9).

Curricula packages are reviewed within days after submission to NP&C. Beginning in January,
the department representative received a PDF of the curricula review sheets along with
comments on the PDF file of the curricula package. The department representative had an
opportunity to correct the package prior to the NP&C meeting. Many representatives corrected
their packages prior to the NP&C meeting date. This process has streamlined the review process
during committee meetings.

Additionally, Dr. Whitley requested an organizational Blackboard site for the New Programs and
Curricula Committee. All packages and review sheets were uploaded to Blackboard site so the
committee member could review that month’s submissions prior to the meeting (Appendix 10).

Committee member Dr. Ken Williams took a lead role in creating an online system for package
submissions. He assigned seniors in one of his classes to create this system as their senior
project. This system was discussed with Dr. Beryl McEwen and Lester Lugo and is a continuing
project.

**NP&C Reports**

The NP&C chair creates an agenda each month of the packages to be reviewed. The agenda is
sent to the NP&C Committee members and the department representatives for each curricula
package (Appendix 11).

A report is submitted to the Faculty Senators by the third Tuesday of each month (Appendix 12).
The final NP&C report is to the Faculty Senate President (Appendix 13).

**Conclusions**
The New Programs and Curricula Committee has several dedicated committee members who served many long hours reviewing curricula packages. The Committee reviewed 95 curricula packages and 102 curriculum patterns for General Education compliance.

 Respectively Submitted by:
 Dr. Sheila M. Whitley, Chair NP&C Committee
 Associate Professor, Department of Journalism and Mass Communication
 319 Crosby Hall
 REVISED: May 21, 2013
## Appendix 1

### 2012-2013 FACULTY SENATE CALENDAR

New Programs & Curricula Committee  
Sheila Whitley, Ph.D., Chair  
336-285-3448 x 53448  
whitley@ncat.edu

Meeting Dates and Due Dates: 2012 – 2013  
Crosby Hall: Room 208

| Submit to New Programs & Curricula Committee Chair  
(1st Tues)  
220 Crosby Hall | New Programs & Curricula Committee Meeting 3:30-5:30pm, Room 208, Crosby Hall | Distribute to Senators | Full Senate Meeting 3:50pm (4th Tuesday), Room 101, New Academic Building |
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<td>Sep 18</td>
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| Oct 2 | Oct 4  
(Date Changed Due to Fall Break) | Oct 16 | October 23rd |
| Nov 6 | Nov 13 | Nov 20 | November 27th |
| Jan 1 | Jan 10  
(Date Changed Due to Christmas Break) | Jan 15 | January 22nd |
| Feb 5 | Feb 12 | Feb 19 | February 26th |
| Mar 1 | Mar 12  
(Date Changed Due to Spring Break) | Mar 19 | March 26th |
| Apr 2 | Apr 9 and 11 | Apr 16 | April 23th |

*If you have graduate courses or a graduate program, your package must get the approval of the Graduate Council prior to submission to the New Programs and Curricula Committee. If your package contains a teacher education program, the teacher Education Council must approve the package prior to submission to the New Programs and Curricula Committee.*

- Teacher Education Council meets the 3rd Tuesday of the Month: Dr. Loury Floyd (lfloyd@ncat.edu), **334-7757**.
- Graduate School Council meets the 3rd Thursday of the Month. Contact: Dr. Sanjiv Sarin (sarin@ncat.edu), 285-2371.
Appendix 2
Faculty Senate Blackboard Site
Appendix 3
Sample of NP&C Report for the Faculty Senators
(Without Summary Pages)

The New Programs and Curricula (NP&C) Committee met on February 12, 2013 from 4:30-8:47 p.m. in Room 208 Crosby Hall. Dr. Sheila Whitley chaired the meeting. The committee members in attendance included Drs. Paula Faulkner, Jerono Rotich, Hong Wang, Ken Williams and Prof. Derick Smith.

The committee reviewed, discussed and approved curricula changes submitted by the Departments of Marketing, Transportation and Supply Management; Business Education; Applied Engineering Technology; Built Environment; Human Development Services; and Psychology. A summary listing of those curricula changes being submitted for approval is presented below. Summary pages of each packet are also included.

Electronic packets are posted on BlackBoard, and will be voted on at the February 26th Senate Meeting.

1. **Department of Marketing, Transportation and Supply Management** ................................................................. 3
   Presented by Dr. Linda Coley
   - 5 Course Changes (MKTG 430, MKTG 438, MKTG 535, TSCM 340, and TSCM 431) and 3 Curriculum Patterns with General Education Requirements (Marketing, Marketing and Sales, and Supply Chain Management).

2. **Department of Business Education** .................................................................................................................... 5
   Presented by Dr. Lisa Gueldenzoph Snyder
   - Combining 3 concentrations (Computer Technology, Economics, and Marketing) into 1 concentration (Business Education Teacher) and 2 Curriculum Patterns with General Education Requirements (Business Teacher Education and Information Technology).

3. **Department of Applied Engineering Technology** .................................................................................................. 7
   Presented by Dr. Mahour Mellat-Parast
   - 1 Curriculum Pattern with General Education Requirements (Motorsports).

4. **Built Environment – Geomatics** ............................................................................................................................ 8
   Presented by Peggy Fersner
   - 2 Proposed Course Changes (GEOM 205, GEOM 307); 4 Proposed Course Changes (GEOM 101, GEOM 102, GEOM 215, GEOM 317), 1 Curriculum Pattern with General Education Requirements (Geomatics).

5. **Built Environment – Construction Management** ............................................................................................... 9
   Presented by Dr. Musibau Shofoluwe
   - 5 Proposed Course Changes (CM 214, CM 215, CM 218, CM 233, CM 412), 1 Proposed New Course (CM 224), and 1 Curriculum Pattern with General Education Requirements.

6. **Human Development & Services** .......................................................................................................................... 11
   Presented by Dr. Miriam Wagner
   - 19 Proposed New Courses (HDSV 800, HDSV 802, HDSV 810, HDSV 812, HDSV 815, HDSV 818, HDSV 820, HDSV 825, HDSV 830, HDSV 840, HDSV 850, HDSV 854, HDSV 860, HDSV 865, HDSV
870, HDSV 875, HDSV 885, HDSV 895, AND HDSV 900) and Proposed Curriculum Guide (Ph.D. in Rehabilitation Counseling and Rehabilitation Counselor Education).

7. **Psychology**

Presented by Dr. Joseph Stephens

- 12 Proposed Course Changes (PSYC 322, PSYC 323, PSYC 440, PSYC 441, PSYC 500, PSYC 502, PSYC 510, PSYC 525, PSYC 530, PSYC 548, PSYC 550, PSYC 560), 1 Curriculum Pattern with General Education Requirements, and Revised Minor.

Respectfully Submitted,
Sheila M. Whitley, Chair
New Programs & Curricula Committee
Appendix 4
Sample of NP&C Report for the Faculty Senate President

02/26/2013

MEMO
RE: Approved November Curricula Changes
TO: Dr. Brian Sims
Faculty Senate President

Dr. Sims,
Attached please find original hard copies of curricula change proposals from the following departments: Marketing, Transportation and Supply Chain; Business Education; Applied Engineering Technology; Built Environment; Human Development and Services; and Psychology. Included are two (2) original signature pages for each packet. The changes approved by the New Programs and Curricula Committee on 2/12/2013 which passed at the Faculty Senate meeting on 2/26/2013 are as follows:

Department of Marketing, Transportation and Supply Chain:

Department of Business Education:
- Two (2) Curriculum Patterns with General Education Requirements: Business Teacher Education and Information Technology. Combining 3 concentrations: Business Teacher Education, Economics, and Marketing into 1 concentration – Business Teacher Education.

Department of Applied Engineering Technology:
- One (1) Curriculum Pattern with General Education Requirements: Motorsports.

Department of Built Environment – Geomatics:

Department of Built Environment – Construction Management:

Department of Human Development & Services (Rehabilitation Counseling and Rehabilitation Counselor Education):
865, HDSV 870, HDSV 875, HDSV 885, HDSV 895, AND HDSV 900. **Proposed Curriculum Guide:**
Ph.D. in Rehabilitation Counseling and Rehabilitation Counselor Education.

**Department of Psychology:**
- **Twelve (12) Proposed Course Changes:** PSYC 322, PSYC 323, PSYC 440, PSYC 441, PSYC 500,
  PSYC 502, PSYC 510, PSYC 525, PSYC 530, PSYC 548, PSYC 550, PSYC 560. **One (1) Curriculum
  Pattern with General Education Requirements; and Proposed Changes in Minor

Respectfully Submitted,
Dr. Sheila M. Whitley, Chair
New Programs & Curricula Committee
Appendix 5
Revised Signature for Approval of Changes Form

SIGNATURES FOR APPROVAL OF CHANGES

APPROVED BY:

1. Department of _____________________________

   Signature of Chairperson ____________________ Date __________

2. Curriculum Committee, School/College of ________________

   Signature of Chairperson ____________________ Date __________

3. Faculty, School/College of _____________________________

   Signature of Dean ___________________________ Date __________

4. Teacher Education Approval (Applicable for all programs leading to licensure)

   Signature of Dean of Education ______________ Date __________

5. Graduate Council Approval (Applicable to all graduate programs)

   Signature of Graduate Dean ____________________ Date __________

6. Faculty Senate Committee: New Programs and Curricula

   Signature of Committee Chairperson ______________ Date __________

7. Faculty Senate

   Signature of President __________________________ Date __________

8. University Administration

   Signature of Provost/Vice Chancellor for Academic Affairs ____________ Date __________

Proposal Initiated by: __________________________ Date __________

Proposed Date of Initiation: __________________________

Steps after curricula approval:
☐ Assign major codes, if needed (Institutional Research)
☐ Inform the chair/dean of the approval and any new codes
☐ Inform the Registrar's Office
☐ Inform the Graduate School, if applicable
☐ Return signed copy of Approval Form to the Senate, for recordkeeping

Revised: 01/22/2013
# Appendix 6
Revised Proposed Course Change Form

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To be completed for number, title, prerequisite, credit hours, and description changes.

☐ Check if this course is an approved Distance Learning course.

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<td>4. Credits 3(3-0)</td>
<td>(Lecture-Laboratory)</td>
</tr>
<tr>
<td>5. Description</td>
<td></td>
</tr>
</tbody>
</table>

6. Semester(s) to be offered:
   Fall, Spring, Summer

Revised: 10/11/02
Appendix 7
General Education Waiver Letters from the Provost

February 7, 2013

Dr. Sheila Whitley
Journalism and Mass Communication
Chair-Faculty Senate Curriculum Committee
319 Crosby Hall
CAMPUS

Dear Dr. Whitley:

I have reviewed the Business Teacher Education program (major code 0401), and determined that the uniqueness of the program warrants an exemption from the six-credit hour free elective curriculum requirement. This degree program must conform with the standards of two accrediting bodies (i.e., AACSB International - The Association to Advance Collegiate Schools of Business and NCATE - National Council for Accreditation of Teacher Education). Further, the program must meet the licensing requirements of the North Carolina Department of Public Instruction. Compliance with these standards and licensing requirements relative to specific content and general education currently require 127 credit hours. Based on these demands, I am attempting the Business Teacher Education program from the free elective general education requirement. The Office of the Provost, School of Business and Economics, and the Department of Business Education will revisit this matter annually, in light of future changes in program and state requirements.

Consequently, I am approving the Business Teacher Education (major code 0401) curriculum guide as currently presented to the Faculty Senate Curriculum Committee.

Sincerely,

[Signature]

Winder E. Alexander, Ph.D., P.E.
Interim Provost and Vice Chancellor for Academic Affairs
WEA/eam

cc: Dr. Quester Craig, Dean, School of Business
    Dr. Lisa Snyder, Chairperson, Business Education
    Dr. Scott Simkins, Director, Academy for Teaching and Learning
    Dr. Brian Sims, Faculty Senate President

A land grant university and a constituent institution of the University of North Carolina

1
03/07/2013

From: Wanda Lester

Dr. Whitey,

RE: COE - General Education Free Elective Waiver

Dr. Winser Alexander and I have given additional consideration to Dr. Ram's request regarding the additional 6-hour General Education requirement. Further, I have been advised by the Provost that COE programs comply with the community college pre-engineering requirements, which is the overall intent of the general education program requirements. Therefore, based on our understanding of UNC OA's guidance, and the anticipated NC Community College System general education requirement, we approve the waiver of the 6-free elective hour requirement.

I understand that this matter will be considered at your next meeting. Please accept this e-mail as approval, on behalf of the Provost, for the action described.

If you have any additional questions or requirements, please feel free to contact me.

Regards,

Wanda Lester

Wanda F. Lester, Ph.D.
Vice Provost for Academic Affairs and Undergraduate Programs
North Carolina A & T State University
317 Dowdy Administration Building
Greensboro, NC 27411
(336) 334-7677 (phone)
(336) 334-7198 (fax)
lesterw@ncat.edu
REVISED MEMORANDUM

TO:       Dr. Inez Tuck, Dean
          School of Nursing

FROM:     Dr. Winifred Alexander
          Interim Provost and Vice Chancellor for Academic Affairs

DATE:     April 18, 2013

RE:       GENERAL EDUCATION WAIVER REQUEST

I have reviewed your request to allow PSYC 320 (General Psychology) and
FCS 260 (Human Development) to meet the social/behavioral sciences general
education requirement for the undergraduate Nursing program and to waive the
general education requirement of six credit hours of free electives in your
program curriculum guide. After careful consideration of the issues involved, I
am approving this request.

Based on my understanding, the Department of Psychology is currently working
with the General Education Council to get general education approval for PSYC
320. Please work with the chairperson in the Department of Family and
Consumer Sciences to obtain general education approval of FCS 260. It is my
expectation that both courses will be approved for the general education course
list in fall, 2013.

If you have additional questions or need guidance regarding this process, please
contact Dr. Scott Simkins. Thank you.

/hrh

xc:       Dr. Scott Simkins, General Education Council
          Dr. Sheila Whitley, Faculty Senate
Appendix 8
Faculty Senate New Programs & Curricula Committee
Curricula Packet Review Sheet

Faculty Senate New Programs & Curricula Committee
Curriculum Packet Review Sheet

Department: __________________________________________ Represented By: _____________________________
Primary Reviewer: __________________________________ Committee Meeting Date: _______________________

Checklist: (Check Box if "YES") or see notes beside "checked box."

☐ 1. Two (2) Original signed signature pages:

☐ 2. Summary Page w/ department chair's signature:

☐ 3. Summary Page completed correctly?

☐ 3a. Page numbers listed & accurate (pagination begins with Page 1 after the Summary Page)?

☐ 3b. Teacher Education Program and Graduate School signatures if applicable:

☐ 4. Are there any new course proposals? (If no, skip to item #5):

☐ 4a. Each proposed new course has a completed "Proposed New Course" form:

☐ 4b. No typographical errors in the title or description:

☐ 4c. Credit hours listed are appropriate for the offering:

☐ 4d. All proposed new courses in the package displayed in the "new" curriculum in Bold font

☐ 4e. All new courses discussed on "Course Changes as Related to Resources" form

☐ 5. Are there any proposed course changes (If no, skip to item #6):

☐ 5a. Each proposed course change has a completed "Proposed Course Change" form:

☐ 5b. All proposed changes are consistent with summary page designations:

☐ 5c. Is this an existing online class with the online box checked?

☐ 5d. No typographical errors in course title or description:

☐ 5e. All proposed course changes in the package displayed on the "new" curriculum in Italic font

☐ 6. Are there other forms / documents included in packet:

☐ 6a. Proposed Course Deletions:

☐ 6b. Credit Hours for Graduation:

☐ 6c. Course Changes as Related to Other Programs:

☐ 6d. Proposed Minor Documentation:

☐ 6e.

☐ 7. Please make corrections to the package as discussed in the committee’s review and return a corrected hardcopy and email a corrected PDF file to the chair of the New Programs and Curricula committee by:

☐ 7a. Correct or revised hardcopy received:

☐ 7b. Correct or revised PDF file received:

☐ 8. Package recommendation from the New Programs and Curricula Committee was:

☐ 8a. Package was passed with no revisions:

☐ 8b. Package was passed with revision:

☐ 8c. Package was not passed – need more work before passing:

☐ 9. Are there issues / Questions / Concerns to be discussed at the committee meeting?

Primary Reviewer Signature: ___________________________ Date: ___________________________
NP&C Chair Signature: ___________________________ Date: ___________________________
Rev 12/16/12
Appendix 9
Faculty Senate New Programs & Curricula Committee
General Education Curricula Packet Review Sheet

Faculty Senate New Programs & Curricula Committee
General Education Curriculum Packet Review Sheet

Department: ____________________________ Represented By: ____________________________
Primary Reviewer: ____________________________ Committee Meeting Date: ______________

General Education Requirements Checklist: (Check Box if "YES")

☐ 1. Written Communication (6 hrs).
   1a. ENGL 100
   1b. ENGL 101

☐ 2. Mathematical, Logical, and Analytical Reasoning (6 hrs)
   2a. ____________________________ 3 hrs  4 hours  Other ____________________________
   2b. ____________________________ 3 hrs  4 hours  Other ____________________________

☐ 3. Scientific Reasoning - at least one lab-based course (7 hrs)
   3a. ____________________________ 3 hrs  4 hours  Lab-based ____________________________
   3b. ____________________________ 3 hrs  4 hours  Lab-based ____________________________

☐ 4. Social / Behavioral Sciences (6 hrs)
   Three hours must be in SBS or HFA in African-Am Studies and 3 hrs must be in SBS or HFA
   in Global Studies)
   4a. ____________________________ African-Am Studies  Global Studies
   4b. ____________________________ African-Am Studies  Global Studies

☐ 5. Humanities / Fine Arts (6 hrs)
   Three hours must be in SBS or HFA in African-Am Studies and 3 hrs must be in SBS or HFA
   in Global Studies)
   5a. ____________________________ African-Am Studies  Global Studies
   5b. ____________________________ African-Am Studies  Global Studies

☐ 6. Student Success (2 hrs)
   6a. FRST 100  or  ____________________________
   6b. FRST 101  or  ____________________________

☐ 7. Free Electives (6 hrs)
   7a. ____________________________ 3 hrs  ____________________________
   7b. ____________________________ 3 hrs  ____________________________

☐ 8. Please make corrections to the Curriculum pattern as discussed in the committee’s review
    and return a corrected hardcopy and email a corrected PDF file to the chair of the New
    Programs and Curricula committee by ____________________________
   8a. Correct or revised hardcopy received: ____________________________
   8b. Correct or revised PDF file received: ____________________________

☐ 9. Curriculum pattern recommendation from the New Programs and Curricula Committee was:
   9a. Passed with no revisions
   9b. Passed with revision:
   9c. Curriculum pattern was not passed – need more work before passing:

☐ 10. Are there issues / Questions / Concerns to be discussed at the committee meeting?

______________________________________________ ________________________________
Primary Reviewer Signature: ____________________________ Date: ____________________________

______________________________________________ ________________________________
NP&C Chair Signature: ____________________________ Date: ____________________________

Rev 11/30/12
Appendix 10
Blackboard Site for New Programs and Curricula Committee

Announcements

New Announcements appear directly below the repositionable bar. Reorder by dragging Announcements to new positions. Move priority Announcements above the repositionable bar to pin them to the top of the list and present new Announcements from superseding them. The order shown here is the order presented to Students. Students do not see the bar and cannot reorder Announcements.

Revised February 12th Agenda

Item is not available.

Posted on: Thursday, February 7, 2019
Appendix 11  
NP&C Meeting Agendas for 2012 – 2013

MEMORANDUM

TO: New Programs and Curricula Committee Members
FROM: Sheila M. Whitley, Chairperson
DATE: September 7, 2012
RE: Faculty Senate New Programs and Curricula Committee Meeting

We will meet on Tuesday, September 11, 2012 at 3:30 p.m. in Crosby Hall, Room 208 to review packages that have been submitted. Your attendance is appreciated. I will distribute packages at the meeting.

**Agenda -- September 11, 2012**
3:30-5:30 p.m.

3:30-3:40 p.m. Committee members organize ...................................................... Dr. Sheila Whitley

3:40-4:00 p.m. **English** .......................................................................................... Dr. Pat Bonner
1 New Course

4:00-4:20 p.m. **Mathematics** ................................................................................ Dr. Giles Warrack
Merging Two Programs (Applied Math and Professional Math) into One Program (Mathematics)

4:20-5:30 p.m. **General Education** .......................................................................... Blackboard
- 15 Courses

5:30 p.m. .................................................................................................................. Adjournment
MEMORANDUM

TO: New Programs and Curricula Committee Members
FROM: Sheila M. Whitley, Chairperson
DATE: October 2, 2012
RE: Faculty Senate New Programs and Curricula Committee Meeting

We will meet on Thursday, October 4, 2012 at 3:30 p.m. in Crosby Hall, Room 208 to review packages that have been submitted. Your attendance is appreciated. I will distribute packages at the meeting.

Agenda – October 4, 2012
3:30-5:30 p.m.

3:30-3:40 p.m. Committee members organize .............................................. Dr. Sheila Whitley

3:40-4:00 p.m. Nanoengineering (JSNN) ..................................................... Dr. Ram Mohan
11 New Courses

4:00-4:20 p.m. Interdisciplinary Waste Management Institute .............. Dr. Godfrey Uzochukwu
2 New Courses

4:20-4:35 p.m. Human Performance and Leisure Studies ..................... Dr. Teresa K. Dail
1 New Course

4:35-4:55 p.m. Human Performance and Leisure Studies ..................... Dr. Teresa K. Dail
12 Course Changes

4:55-5:30 p.m. General Education ................................................................. Blackboard
31 Courses (11 Additional Courses are still Conditionally Accepted and the Task force would like for us to try and review them prior to the Senate meeting provided they are corrected.)

5:30 p.m. ................................................................................................... Adjournment
MEMORANDUM

TO: New Programs and Curricula Committee Members
FROM: Sheila M. Whitley, Chairperson
DATE: October 18, 2012
RE: Faculty Senate New Programs and Curricula Committee Meeting Call Meeting

We will meet on Friday, October 19, 2012 at 1:00 p.m. in Crosby Hall, Room 208 to review the general education submissions and one course change. Your attendance is appreciated. I will distribute packages at the meeting.

Agenda – October 19, 2012
1:00-2:00 p.m.

1:00-1:05 p.m. Committee members organize ........................................ Dr. Sheila Whitley
1:05-1:15 p.m. Center for Academic Excellence ....................................... Dr. Tracey Ford
           1 Course Change
1:15-2:00 p.m. General Education ....................................................... Blackboard
           8 Courses
2:00 p.m. .................................................................................... Adjournment
MEMORANDUM

TO: New Programs and Curricula Committee Members
FROM: Sheila M. Whitley, Chairperson
DATE: November 13, 2012
RE: Faculty Senate New Programs and Curricula Committee Meeting

We will meet on Tuesday, November 13, 2012 at 3:30 p.m. in Crosby Hall, Room 208 to review packages that have been submitted. Your attendance is appreciated. I will distribute packages at the meeting.

Agenda – November 13, 2012
3:30-6:30 p.m.

3:30-3:40 p.m. Committee members organize ........................................Dr. Sheila Whitley

3:40-3:50 p.m. Visual and Performing Arts ............................................. Dr. Eleanor Gwynn
Dance Minor and 2 Course Changes

3:50-4:05 p.m. Family and Consumer Sciences ....................................Dr. Valerie Giddings
3 New Courses and 20 Course Changes

4:05-4:15 p.m. Human Performance and Leisure Studies ....................Dr. Teresa K. Dail
1 Course Change

4:15-4:30 p.m. Electrical and Computer Engineering - Undergrad ........Dr. John Kelly
10 Course Deletions and 17 Course Changes

4:30-4:45 p.m. Electrical and Computer Engineering - Graduate ..........Dr. John Kelly
2 New Courses, 12 Course Changes, and 1 Course Deletion

4:45-5:00 p.m. Chemical, Biological and Bioengineering ....................Dr. Leonard Uitenham
4 Course Changes and 3 New Courses

5:00-5:15 p.m. Animal Sciences ......................................................... Dr. Ralph Noble
3 General Education Curriculum Patterns with updated Course Changes

5:15-5:30 p.m. Agribusiness, Applied and Agriscience Education ........Dr. Antoine Alston
General Education Pattern and Accelerated BS-MS Degree

5:30-5:40 p.m. Natural Resources and Environmental Design .............Louis E. Jackai
9 Course Changes and 7 New Courses
5:40-5:50 p.m. | Natural Resources and Environmental Design .......................... Louis E. Jackai  
| 1 Course Change and 5 New Courses

5:50-6:00 p.m. | Natural Resources and Environmental Design .......................... Louis E. Jackai  
| 10 Course Changes

6:00-6:10 p.m. | Natural Resources and Environmental Design .......................... Louis E. Jackai  
| 25 Course Change and 3 New Courses

6:10-6:20 p.m. | Agribusiness, Applied Economics & Agriscience Edu. ......................... Louis E. Jackai  
| 1 New Course and 16 Course Changes

6:20-6:30 p.m. | General Education ........................................................................... Blackboard  
| 1 Course

6:30 p.m. ............................................................................................ Adjournment
MEMORANDUM

TO: New Programs and Curricula Committee Members
FROM: Sheila M. Whitley, Chairperson
DATE: January 10, 2013
RE: Faculty Senate New Programs and Curricula Committee Meeting

We will meet on Tuesday, January 10, 2013 at 3:30 p.m. in Crosby Hall, Room 208 to review packages that have been submitted. Your attendance is appreciated. I will distribute packages at the meeting.

Agenda – January 10, 2013
3:30-5:05 p.m.

3:30-3:40 p.m. Committee members organize ..................................... Dr. Sheila Whitley

3:40-3:55 p.m. Agribusiness, Applied and Agriscience Education .................. Dr. Anthony Yeboah
14 Course Changes and 3 New Courses

3:55-4:15 p.m. Economics .......................................................... Dr. Jeffrey Edwards
Four Curriculum Patterns with General Education Requirements

4:15-4:30 p.m. Computer Science ............................................. Dr. Gerry Dozier
Curriculum Pattern for Concentration in Health Informatics Security and Privacy

4:30-4:50 p.m. Computer Science ............................................. Dr. Gerry Dozier
26 New Courses for a Ph.D. in Computer Science

4:55-5:05 p.m. New Programs and Curricula Forms ................................ Dr. Sheila Whitley
2 Proposed Form Changes

5:05 p.m. Adjournment
MEMORANDUM

TO: New Programs and Curricula Committee Members
FROM: Sheila M. Whitley, Chairperson
DATE: February 12, 2013
RE: Faculty Senate New Programs and Curricula Committee Meeting

We will meet on Tuesday, February 12, 2013 at 4:20 p.m. in Crosby Hall, Room 208 to review packages that have been submitted. Your attendance is appreciated. I will distribute packages at the meeting.

Revised Agenda – February 12, 2013
4:20-8:15 p.m.

4:20-4:30 p.m. Committee members organize .......................................................... Dr. Sheila Whitley

4:30-4:45 p.m. Marketing, Transportation and Supply Chain
Marketing .................................................................................................. Dr. Linda Silver Coley
Curriculum Pattern with General Education Requirements

4:45-5:00 p.m. Marketing, Transportation and Supply Chain
Marketing Sales ....................................................................................... Dr. Linda Silver Coley
Curriculum Pattern with General Education Requirements

5:00-5:15 p.m. Marketing, Transportation and Supply Chain
Supply Chain Management ......................................................................... Dr. Linda Silver Coley
Curriculum Pattern with General Education Requirements

5:15-5:40 p.m. Business Education ................................................................. Dr. Lisa Gueldenzoph Snyder
2 Curriculum Patterns with General Education Requirements (Business Teacher Education and Information Technology).
(Combining 3 concentrations – Business Teacher Education, Economics, and Marketing into 1 concentration – Business Teacher Education)

5:40-5:55 p.m. Applied Engineering Technology
Motorsports Tech ....................................................................................... Dr. Mahour Mellat-Parast
1 Curriculum Guide with General Education Pattern

5:55-6:15 p.m. Built Environment – Geomatics ............................................... Peggy Fersner
2 Proposed Course Changes, 4 Proposed New Courses,
Curriculum Pattern with General Education Requirements
6:15-6:40 p.m.  Built Environment – Construction Management .................. Dr. Musibau Shofoluwe
6 Proposed Course Changes, 1 Proposed New Course,
Curriculum Pattern with General Education Requirements

6:40-6:55 p.m.  Human Performance and Leisure Studies
Sports Science and Fitness - BS (Business Administration,
Leisure Studies, and Pre PT) ........................................... Dr. Diana Melton
1 Proposed Course Change, 1 Proposed New Course,
3 Curriculum Pattern with General Education Requirements

6:55-7:15 p.m.  Human Performance and Leisure Studies
Masters (Sports Administration Concentration) .................. Dr. Dwedor Ford
1 Proposed Course Change, 8 Proposed New Courses

7:15-7:35 p.m.  Human Development & Services (Rehabilitation Counseling and
Rehabilitation Counselor Education) .................. Dr. Miriam Wagner
19 Proposed New Courses

7:35-7:55 p.m.  Psychology .................................................. Dr. Joseph Stephens
12 Proposed Course Changes; 1 Curriculum Pattern with
General Education Requirements; and Proposed Changes in Minor

7:55 p.m. .............................................................. Adjournment
MEMORANDUM

TO: New Programs and Curricula Committee Members
FROM: Sheila M. Whitley, Chairperson
DATE: March 8
RE: Faculty Senate New Programs and Curricula Committee Meeting

We will meet on Tuesday, March 12, 2013 at 3:30 p.m. in Crosby Hall, Room 208 to review packages that have been submitted. Your attendance is appreciated. I will distribute packages at the meeting.

Agenda – March 12, 2013
3:30-8:35 p.m.

3:30-3:40 p.m. Committee members organize

3:40-3:50 p.m. Journalism and Mass Communication
3 Curriculum Patterns with General Education Requirements
(Mass Media Production; Multimedia Journalism and Public Relations)

3:50-4:05 p.m. Accounting and Finance
2 Curriculum Patterns with General Education Requirements
(Accounting and Finance)

4:05-4:20 p.m. History
1 New Proposed Course and 2 Curriculum Patterns with General Education Requirements (History and History - Secondary Education)

4:20-4:35 p.m. Mathematics
3 Curriculum Patterns with General Education Requirements
(Pure Math, Applied Math, and Math - Secondary Education)

4:35-4:50 p.m. Architectural Engineering
Proposed Accelerated BS/MS Program

4:50-5:00 p.m. Civil Engineering
Proposed Accelerated BS/MS Program

5:00-5:10 p.m. Computer Engineering
Proposed Accelerated BS/MS Program

5:10-5:15 p.m. Computer Science

50 | Page
Proposed Accelerated BS/MS Program

5:15-5:20 p.m.  Electrical Engineering ................................................................. Dr. Bala Ram
Proposed Accelerated BS/MS Program

5:20-5:25 p.m. Industrial and Systems Engineering ......................................... Dr. Bala Ram
Proposed Accelerated BS/MS Program

5:25-5:35 p.m. Mechanical Engineering ............................................................ Dr. Bala Ram
Proposed Accelerated BS/MS Program

5:35-5:50 p.m. Management ............................................................................... Dr. Silvanus Udoka
3 Curriculum Patterns with General Education Requirements
(General Management, MIS, Innovation and Entrepreneurship)

5:50-6:05 p.m. Human Performance and Leisure Studies –
Undergraduate .............................................................................................. Dr. Diana Melton
1 Proposed Course Change, 3 Curriculum Pattern with
General Education Requirements (Business Administration,
Leisure Studies and Pre-PT)

6:05-6:20 p.m. Human Performance and Leisure Studies – Masters ................ Dr. Dwedor Ford
1 Proposed Course Change, 8 Proposed New Courses; Proposed
Masters Concentration (Sports Administration Concentration)

6:20-6:35 p.m. Curriculum and Instruction – BS Elementary Ed ...................... Dr. Ereka Williams
1 Curriculum Pattern with General Education Requirements

6:35-6:50 p.m. General Education ................................................................. Dr. Scott Simkins
1 Proposed Courses for Inclusion in the General Education Curriculum

6:50 p.m. ........................................................................................................ Adjournment
MEMORANDUM

TO: New Programs & Curricula Committee Members and Department Representatives
FROM: Sheila M. Whitley, Chairperson
DATE: April 5, 2013
RE: Faculty Senate New Programs and Curricula Committee Meeting

The New Programs & Curricula Committee has 29 packages to review this month plus 7 courses for General Education inclusion consideration. Therefore, it is necessary to have two meetings this month. The first meet is on Tuesday, April 9 at 3:30 p.m. in Crosby Hall, Room 208, and the second meeting is Thursday, April 11 to review the remaining packages that have been submitted. Your attendance is appreciated. Copies of the packages will be distributed at the meeting. Committee members may review a PDF file of the packages, review sheet of the packages and general education compliance on the NP&C Blackboard site.

Agenda – April 9, 2013
3:30-7:50 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>3:30-3:40 p.m.</td>
<td>Committee members organize ................................................................... Dr. Sheila Whitley</td>
</tr>
</tbody>
</table>
| 3:40-3:45 p.m. | Curriculum and Instruction ..................................................................... Dr. Anthony Graham  
1 Proposed Curriculum Pattern Change MAT Elementary Education) |
| 3:45-4:00 p.m. | Curriculum and Instruction ..................................................................... Dr. Anthony Graham  
1 Proposed Curriculum Pattern Change (MAED Reading Education) |
| 4:00-4:15 p.m. | Human Development Services ................................................................... Dr. Patricia Whitfield  
1 Proposed Course Change; 3 Proposed New Courses, and  
3 Curriculum Guides (School Counseling, Mental Health Counseling, Mental Health Counseling Rehabilitation) |
| 4:15-4:30 p.m. | Management ....................................................................................... Dr. Silvanus Udoka  
1 Proposed Minor in Entrepreneurship |
| 4:30-4:45 p.m. | Management ....................................................................................... Dr. Silvanus Udoka  
1 Proposed New Concentration (International Management) and  
1 Curriculum Pattern with General Education Requirements |
| 4:45-5:00 p.m. | Marketing, Transportation and Supply Chain ........................................... Dr. Linda Silver Coley  
2 Proposed Marketing Minors (General Marketing, Professional Sales) |
5:00-5:30 p.m.  
**English** ......................................................... Dr. Faye Spencer-Maor  
1 Proposed Course Change, 1 Proposed New Course, and  
5 Curriculum Guides with General Education Requirements (English,  
African-American Literature, Creative Writing, English 2nd Education, and  
Technical Writing)

5:30-5:50 p.m.  
**Chemistry** ......................................................... Dr. Margaret Kanipe-Spinks  
3 Curriculum Guides with General Education Requirements (Biomedical,  
Professional ACS Chemistry, 2nd Education)

5:50-6:00 p.m.  
**Chemistry** ......................................................... Dr. Margaret Kanipe-Spinks  
5 Proposed Course Changes, 1 Proposed New Course, and ABM  
Curriculum Guides with General Education Requirements

6:00-6:15 p.m.  
**Physics (General)** .............................................. Dr. Ron Pedroni  
3 Proposed New Courses and 4 Curriculum Guides with  
General Education Requirements (Physics, Engineering Physics,  
Atmospheric Sciences and Meteorology, Interdisciplinary Physics)

6:15-6:30 p.m.  
**Physics (Secondary Education)** ............................. Dr. Ron Pedroni  
1 Curriculum Guide with General Education Requirements

6:30-6:45 p.m.  
**Business Education** ........................................... Dr. Lisa Gueldenzoop Snyder  
1 Proposed Master of Arts in Teaching – Business Education

6:45-7:05 p.m.  
**Chemical, Biological and Bio Engineering** .................. Dr. Leonard Uitenham  
1 Proposed Accelerated BS/MS in Chemical Engineering

7:05-7:20 p.m.  
**Chemical, Biological and Bio Engineering** .................. Dr. Leonard Uitenham  
1 Proposed Accelerated BS/MS in Bio Engineering

7:20-7:35 p.m.  
**Chemical, Biological and Bio Engineering** .................. Dr. Leonard Uitenham  
1 New Course (BMEN 695)

7:35-7:50 p.m.  
**Chemical, Biological and Bio Engineering** .................. Dr. Leonard Uitenham  
1 Proposed New Course, 2 Proposed Course Changes,  
7 Course Deletions and 1 Curriculum Pattern with  
General Education Requirements (Chemical Engineering - Undergraduate)

7:50 p.m. ................................................................. Adjournment

Package reviews to be continued on Thursday, April 11 at 2:30 p.m.
Agenda – April 11, 2013
2:30-6:20 p.m.

2:30-2:40 p.m.  Committee members organize ................................. Dr. Sheila Whitley

..............

2:40-2:50 p.m.  Visual and Performing Arts (Theatre) ....................... Frankie Day
2 Curriculum Patterns with General Education Requirements
(Professional Theatre - Acting and Professional Theatre - Theatre
Technology)

2:50-2:55 p.m.  Visual and Performing Arts (Theatre) ....................... Frankie Day
Minor (Theatre)

..............

2:55-3:10 p.m.  Nursing (ABSN) ....................................................... Bonnie Fields
17 Proposed Course Changes, 1 Proposed New Course, and 1 Curriculum
Guide for Accelerated BS in Nursing

3:10-3:25 p.m.  Nursing (BSN Completion) ................................. Bonnie Fields
3 Proposed Course Changes, 1 Proposed New Course, 1 Curriculum
Pattern (BS Nursing Completion)

..............

3:25-3:40 p.m.  Nursing (Traditional) .............................................. Bonnie Fields
4 Proposed Course Changes, 1 Curriculum Pattern (BS Traditional Nursing)

..............

3:40-3:55 p.m.  Nursing (RNFA – Continuing Education) ............... Bonnie Fields
1 Proposed Course Changes, 1 Proposed New Course

..............

3:55-4:10 p.m.  Biology ................................................................. Dr. Roy Coomans
2 Proposed Course Changes, 2 Proposed New Courses,
3 Curriculum Guides with General Education Requirements (General
Biology, Pre-Med, and 2nd Education)

..............

4:10-4:25 p.m.  English (Speech Communication) ......................... Stephanie Carrino
5 Proposed New Courses and 1 Curriculum Pattern with
General Education Requirements (Speech Communication)

..............

4:25-4:40 p.m.  English (Speech Language Path & Audiology) ......... Stephanie Carrino
1 Curriculum Pattern with General Education Requirements (Speech
Language Pathology and Audiology)

..............

4:40-4:55 p.m.  Political Science and Criminal Justice ................... Dr. James Steele

..............
5 Proposed Courses Changes, 3 Proposed New Courses, 3 Curriculum Guides with General Education Requirements (Political Science, Criminal Justice, and Criminal Justice – Forensic Certificate)

4:55-5:10 p.m. Sociology and Social Work (JMSW) ........................................ Dr. Sharon Cook
1 Proposed Course Change, 4 Proposed New Courses, and
1 Curriculum Guide (Joint Masters in Social Work)

5:10-5:25 p.m. Sociology and Social Work (BS - Social Work) .................... Dr. Maura Nsonwu
1 Curriculum Guide with General Education Requirements
(BS - Social Work)

5:25-5:40 p.m. Sociology and Social Work (BS - Sociology) ...................... Dr. Terrolyn Carter
1 Curriculum Guide with General Education Requirements
(BA - Sociology)

5:40-6:00 p.m. Liberal Studies ................................................................. Dr. Regina Williams
2 Proposed Course Changes, 20 Proposed New Courses, and
8 Curriculum Guides with General Education Requirements

6:00-6:20 p.m. General Education ......................................................... Dr. Scott Simkins
7 Proposed Courses for Inclusion in the General Education Course List

6:20 p.m. .............................................................................................. Adjournment

Agenda – April 15, 2013
4:30 p.m. – 5:00 p.m.

4:30 p.m. Committee members organize ........................................ Dr. Sheila Whitley

4:30-4:40 p.m. Agribusiness, Applied Econ and Agriscience Edu ................ Dr. Antoine Alston
1 Proposed Master of Science in Agricultural and Environmental Systems
(Concentration: Agribusiness and Food Industry Management)

4:40-4:50 p.m. Animal Science ............................................................... Dr. Antoine Alston
1 Proposed Master of Science in Agricultural and Environmental Systems
(Concentration: Integrated Animal Health Systems)

4:50-5:00 p.m. Natural Resources and Environmental Design .................. Dr. Antoine Alston
1 Proposed Master of Science in Agricultural and Environmental Systems
(Concentration: Natural Resources and Environmental Systems)

5:00 p.m. ................................................................. Adjournment
Appendix 12
NP&C Committee Report to the Faculty Senate 2012 – 2013
(Excludes Signature Form and Summary Pages)

The New Programs and Curricula (NP&C) Committee met on September 11, 2012 from 3:30-5:20 p.m. in Room 208 Crosby Hall. Dr. Sheila Whitley chaired the meeting. The committee members in attendance included Drs. Elizabeth Barber, Hong Wang, Ram Mohan, Ken Williams.

The committee reviewed, discussed and approved curricula changes submitted by the Departments of English and Mathematics. A summary listing of those curricula changes being submitted for approval is presented below. Summary pages of each packet are also included.

Electronic packets are posted on BlackBoard, and will be voted on at the September 25th Senate Meeting.

1. Department of English ......................................................................................................................... 2
   Presented by Dr. Pat Bonner
   • 1 Proposed New Course: ENGL 099

2. Department of Mathematics ................................................................................................................... 3
   Presented by Dr. Giles Warrack
   • 2 Proposed New Concentrations (Merging 2 Degrees into One Degree with 2 Concentrations)

In addition, the committee voted to approve the following existing courses for inclusion on the new General Education Curriculum, in the following student learning outcome categories.

Mathematical Logical, and Analytical Reasoning
• MATH 101 “Fundamentals of Algebra and Trigonometry I” ................................................................. 4-5
• MATH 102 “Fundamentals of Algebra and Trigonometry II” ............................................................... 6-7
• MATH 103 “Fundamentals of Algebra and Trigonometry I for Scientists and Engineers” .......... 8-9
• MATH 104 “Fundamentals of Algebra and Trigonometry II for Scientists and Engineers” ....... 10-11
• MATH 123 “Discrete Mathematics I” ................................................................................................. 12-13
• MATH 131 “Calculus I” ....................................................................................................................... 14-15
• MATH 132 “Calculus II” ...................................................................................................................... 16-17
• MATH 224 “Introduction to Probability and Statistics” ..................................................................... 18-19
• MATH 231 “Calculus III” ................................................................................................................... 20-21

Social and Behavioral Sciences
• ECON 200 “Introductory Microeconomics” ....................................................................................... 22-23
• ECON 201 “Introductory Macroeconomics” ....................................................................................... 24-25

Social and Behavioral Sciences – Knowledge of African-American Culture
• HIST 201 “African-American History to 1877” ................................................................................. 26-27
• HIST 202 “African-American History from 1877 to Present” ......................................................... 28-29

Humanities and Fine Arts – Global Understanding

57 | Page
• PHIL 268 “Introduction to Ethics” ................................................................. 30-31
• PHIL 315 “Business Ethics” ........................................................................ 32-33

Respectfully Submitted,
Sheila M. Whitley, Chair
New Programs & Curricula Committee
The New Programs and Curricula (NP&C) Committee met on October 4, 2012 from 3:30-4:58 p.m. in Room 208 Crosby Hall. Dr. Sheila Whitley chaired the meeting. The committee members in attendance included Drs. Elizabeth Barber, Ram Mohan, Jerono Rotich, Hong Wang, Professors Elsie Moore and Shearon Brown (alternate).

The committee reviewed, discussed and approved curricula changes submitted by the Departments of Nanoengineering, Interdisciplinary Waste Management Institute, and Human Performance and Leisure Studies. A summary listing of those curricula changes being submitted for approval is presented below. Summary pages of each packet are also included.

Electronic packets are posted on BlackBoard, and will be voted on at the October 23rd Senate Meeting.

1. Department of Nanoengineering ................................................................. 3
   Presented by Dr. Ram Mohan
   • 11 Proposed New Courses: NANO 711; NANO 721; NANO 731; NANO 741; NANO 811; NANO 812; NANO 821; NANO 823; NANO 825; NANO 831; AND NANO 841.

2. Department of Interdisciplinary Waste Management Institute ..................... 6
   Presented by Dr. Godfrey Uzochukwu
   • 2 Proposed New Courses (WMI 336 and WMI 619)

3. Department of Human Performance and Leisure Studies ................................ 8
   Presented by Dr. Teresa Dail
   • 1 Proposed New Course (SSFM 490)

4. Department of Human Performance and Leisure Studies ................................ 10
   Presented by Dr. Teresa Dail
   • 12 Proposed Course Changes (HPED 600; HPED 615; HPED 714; HPED 723; HPED 731; HPED 733; HPED 760; HPED 784; HPED 786; HPED 790; HPED 791; HPED 798)

In addition, the committee voted to approve the following existing courses for inclusion on the new General Education Curriculum, in the following student learning outcome categories.

Mathematical, Logical, and Analytical Reasoning
• MATH 110 “Pre-Calculus for Engineers and Scientists” .................................. 13-14
• MATH 111 “College Algebra and Trigonometry” ............................................. 15-16
• MATH 112 “Calculus for Non Math Majors” .................................................. 17-18

Scientific Reasoning
• BIOL 100 “Biological Science” ................................................................. 19-20
• BIOL 101 “Concepts of Biology I” ............................................................. 21-22
• BIOL 102 “Concepts of Biology II” ............................................................. 23-24
• EASC 201 “Earth-Man’s Environment” ....................................................... 25-26
• PHYS 101 “Introduction to Astronomy” ....................................................... 27-28
• PHYS 104 “Introduction to Cosmology” ....................................................... 29-30
• PHYS 105 “Physics for Non-Scientists” ....................................................... 31-32
• PHYS 110 “Survey of Physics” ................................................................. 33-34
• PHYS 111 “Survey of Physics Lab” ............................................................. 35-36
• PHYS 225 “College Physics I” ................................................................. 37-38
• PHYS 226 “College Physics II” ............................................................. 39-40
• PHYS 235 “College Physics I Lab” ......................................................... 41-42
• PHYS 236 “College Physics II Lab” ....................................................... 43-44
• PHYS 241 “General Physics I” ............................................................... 45-46
• PHYS 242 “General Physics II” ............................................................ 47-48
• PHYS 251 “General Physics I Lab” ....................................................... 49-50
• PHYS 252 “General Physics II Lab” ...................................................... 51-52

Social and Behavioral Sciences
• JOMC 240 “Media History” ................................................................. 53-54

Social and Behavioral Sciences – Global Understanding
• HIST 207 “Modern World History” .................................................... 55-56

Humanities and Fine Arts
• ENGL 200 “Survey of Humanities I” .................................................. 57-58
• ENGL 201 “Survey of Humanities II” ................................................ 59-60
• ENGL 230 “World Literature I” ........................................................... 61-62
• ENGL 231 “World Literature II” ........................................................... 63-64
• SPCH 250 “Fundamentals of Speech Communication” ..................... 65-66

Humanities and Fine Arts – Knowledge of African American Culture and History
• LIBS 202 “Introduction to African American Studies” ....................... 67-68

Student Success
• BIOL 105 “Biology Orientation I” ..................................................... 69-70
• BIOL 205 “Biology Orientation II” ..................................................... 71-72
• FSC 160 “Introduction to Family and Consumer Sciences” ................ 73-74

Respectfully Submitted,
Sheila M. Whitley, Chair
New Programs & Curricula Committee
The New Programs and Curricula (NP&C) Committee met for a call meeting on October 19, 2012 from 1:00-1:55 p.m. in Room 208 Crosby Hall. Dr. Sheila Whitley chaired the meeting. The committee members in attendance included Drs. Elizabeth Barber, Hong Wang, Paula Falkner, Professors Elsie Moore and Lt. Col. Don Prioleau. Dr. Ken Williams voted via email.

The committee reviewed, discussed and approved curricula changes submitted by the Center for Academic Success. A summary listing of those curricula changes being submitted for approval is presented below. Summary pages of each packet are also included.

The committee voted to approve the following existing courses for inclusion on the new General Education Curriculum, in the following student learning outcome categories.

Electronic packets are posted on BlackBoard, and will be voted on at the October 23rd Senate Meeting.

5. **Center for Academic Excellence**.................................................................................................................................................. 2
   Presented by Dr. Tracey Ford
   • 1 Course Change: FRST 101

**Scientific Reasoning**

- CHEM 100 “Physical Science” ............................................................................................................................................... 4-5
- CHEM 104 “General Chemistry IV” .................................................................................................................................. 6-7
- CHEM 106 “General Chemistry VI” ................................................................................................................................. 8-9
- CHEM 107 “General Chemistry VII” ................................................................................................................................... 10-11
- CHEM 110 “Physical Science Laboratory” ....................................................................................................................... 12-13
- CHEM 114 “General Chemistry IV Laboratory” ................................................................................................................. 14-15
- CHEM 116 “General Chemistry VI Laboratory” ................................................................................................................... 16-17
- CHEM 117 “General Chemistry VII Laboratory” ................................................................................................................. 18-19

Respectfully Submitted,
Sheila M. Whitley, Chair
New Programs & Curricula Committee
The New Programs and Curricula (NP&C) Committee met on November 13, 2012 from 3:30-8:25 p.m. in Room 208 Crosby Hall. Dr. Sheila Whitley chaired the meeting. The committee members in attendance included Drs. Elizabeth Barber, Hong Wang, Paula Faulkner, Jerono Rotich, and Professor Elsie Moore.

The committee reviewed, discussed and approved curricula changes submitted by the Departments of Visual and Performing Arts; Family and Consumer Sciences; Human Performance and Leisure Studies; Electrical and Computer Engineering; Chemical, Biological and Bioengineering; Animal Science; Agribusiness, Applied and Agriscience Education; and Natural Resources and Environmental Design. A summary listing of those curricula changes being submitted for approval is presented below. Summary pages of each packet are also included.

Electronic packets are posted on BlackBoard, and will be voted on at the November 27th Senate Meeting.

1. Department of Visual and Performing Arts ................................................................. 3
   Presented by Dr. Eleanor Gwynn
   • Dance Minor.

2. Department of Family and Consumer Sciences ......................................................... 5
   Presented by Dr. Meeshay Wheeler
   • 3 New Courses (FSC 151, FSC 408, and FCS 428) and 8 Proposed Course Changes (FCS 150, FCS 160, FCS 422, FCS 423, FCS 459, FCS 534, FCS 539, and FCS 702)

3. Department of Human Performance and Leisure Studies ........................................... 8
   Presented by Dr. Teresa Dail
   • 1 Proposed Course Change (HPED 615)

4. Department of Electrical and Computer Engineering – Undergraduate ....................... 9
   Presented by Dr. John Kelly
   • 5 Proposed Course Changes (ECEN 200, ECEN 410, ECEN 423, ECEN 429, and ECEN 470)

5. Department of Electrical and Computer Engineering – Graduate ................................ 11
   Presented by Dr. John Kelly
   • 2 New Courses (ECEN 625 and ECEN 880) and 4 Proposed Course Changes (ECEN 629, ECEN 630, ECEN 850, and ECEN 812)

6. Department of Chemical, Biological and Bioengineering ........................................... 13
   Presented by Dr. Abolghasem Shahbazi
   • 3 New Courses (BIOE 204, BIOE 415, and BIOE 425) and 4 Proposed Course Changes (BIOE 400, BIOE 423, BIOE 424, and BIOE 522)

7. Animal Sciences ............................................................................................................... 14
   Presented by Dr. Ralph Noble
   • 3 General Education Curriculum Patterns

8. Agribusiness, Applied and Agriscience Education ....................................................... 16
   Presented by Dr. Anthony Yeboah
   • 2 General Education Curriculum Patterns and Accelerated BS-MS Degree
9. Natural Resources and Environmental Design (Horticulture) ............................................. 18
   Presented by Dr. Guochen Yang
   • 7 New Courses (HORT 301, HORT 330, HORT 351, HORT 602, HORT 603, NARS 250, NARS 601)
      and 9 Proposed Course Change (HORT 610, HORT 611, HORT 620, HORT 350, HORT 412, HORT 527, HORT 600, NARS 110, NARS 400)

10. Natural Resources and Environmental Design (Sustainable Ag) .................................... 21
    Presented by Dr. Charles Raczkowski
    • 5 New Courses (SLMG 300, SLMG 301, SLMG 350, SLMG 400, SLMG 450) and 1 Proposed Course Change (SLSC 338)

11. Natural Resources and Environmental Design .............................................................. 23
    Presented by Dr. Godfrey Uzochukwu
    • 10 Proposed Course Change (EASC 201, EASC 309, EASC 330, EASC 408, EASC 444, EASC 616, EASC 644, EASC 666, EASC 622, EASC 699)

12. Natural Resources and Environmental Design (Landscape) ........................................... 25
    Presented by Prof. Perry Howard
    • 3 New Courses (LDAR 140, LDAR 141, and LDAR 310) and 25 Proposed Course Changes (LDAR 102, LDAR 150, LDAR 170, LDAR 171, LDAR 230, LDAR 271, LDAR 302, LDAR 303, LDAR 360, LDAR 370, LDAR 371, LDAR 380, LDAR 460, LDAR 461, LDAR 470, LDAR 471, LDAR 500, LDAR 510, LDAR 520, LDAR 550, LDAR 560, LDAR 570, LDAR 571, LDAR 572)

In addition, the committee voted to approve the following existing courses for inclusion on the new General Education Curriculum, in the following student learning outcome categories.

Student Success
   • PSYC 240 "Freshman Seminar" ...................................................................................... 27

Respectfully Submitted,
Sheila M. Whitley, Chair
New Programs & Curricula Committee
The New Programs and Curricula (NP&C) Committee met on January 10, 2013 from 3:30-6:25 p.m. in Room 208 Crosby Hall. Dr. Sheila Whitley chaired the meeting. The committee members in attendance included Drs. Elizabeth Barber, Hong Wang, Paula Faulkner, and Ken Williams.

The committee reviewed, discussed and approved curricula changes submitted by the Departments of Agribusiness, Applied and Agriscience Education; Economics; Computer Science; and New Programs and Curricula Committee. A summary listing of those curricula changes being submitted for approval is presented below. Summary pages of each packet are also included.

Electronic packets are posted on BlackBoard, and will be voted on at the January 22nd Senate Meeting.

1. **Department of Agribusiness, Applied and Agriscience Education** ................................................................. 2
   Presented by Dr. Anthony Yeboah
   - 14 Course Changes (AGEC 130, AGEC 240, AGEC 300, AGEC 330, AGEC 335, AGEC 406, AGEC 432, AGEC 434, AGEC 438, AGEC 442, AGEC 444, AGEC 446, AGEC 599, and AGEC 640) and 3 Proposed New Courses (ABM 340, ABM 430, and ABM 450).

2. **Department of Economics** .................................................................................................................................. 5
   Presented by Dr. Vereda King Williams
   - 4 Curriculum Patterns with General Education Requirements (Economics – General; Economics – Business; and Economics – International Economics; Economics – Law)

3. **Department of Computer Science** ....................................................................................................................... 7
   Presented by Dr. Ken Williams
   - Ph.D. Program with 26 Proposed New Courses (COMP 821, COMP 823, COMP 829, COMP 831, COMP 832, COMP 833, COMP 841, COMP 863, COMP 871, COMP 872, COMP 874, COMP 875, COMP 876, COMP 881, COMP 883, COMP 885, COMP 887, COMP 892, COMP 895, COMP 991, COMP 992, COMP 993, COMP 994, COMP 995, COMP 997, and COMP 999)

4. **New Programs and Curricula Committee Forms** .................................................................................................. 9
   Presented by Dr. Sheila Whitley
   - 2 Proposed Form Changes (Signature for Approval Form and Proposed Course Change Form)

Respectfully Submitted,
Sheila M. Whitley, Chair
New Programs & Curricula Committee
The New Programs and Curricula (NP&C) Committee met on February 12, 2013 from 4:30-8:47 p.m. in Room 208 Crosby Hall. Dr. Sheila Whitley chaired the meeting. The committee members in attendance included Drs. Paula Faulkner, Jerono Rotich, Hong Wang, Ken Williams and Prof. Derick Smith.

The committee reviewed, discussed and approved curricula changes submitted by the Departments of Marketing, Transportation and Supply Management; Business Education; Applied Engineering Technology; Built Environment; Human Development Services; and Psychology. A summary listing of those curricula changes being submitted for approval is presented below. Summary pages of each packet are also included.

Electronic packets are posted on BlackBoard, and will be voted on at the February 26th Senate Meeting.

1. Department of Marketing, Transportation and Supply Management ............................................... 3
   Presented by Dr. Linda Coley
   • 5 Course Changes (MKTG 430, MKTG 438, MKTG 535, T SCM 340, and T SCM 431) and 3
      Curriculum Patterns with General Education Requirements (Marketing, Marketing and Sales, and
      Supply Chain Management).

2. Department of Business Education ......................................................................................... 5
   Presented by Dr. Lisa Gueldenzoph Snyder
   • Combining 3 concentrations (Computer Technology, Economics, and Marketing) into 1
      concentration (Business Education Teacher) and 2 Curriculum Patterns with General Education
      Requirements (Business Teacher Education and Information Technology).

3. Department of Applied Engineering Technology ..................................................................... 7
   Presented by Dr. Mahour Mellat-Parast
   • 1 Curriculum Pattern with General Education Requirements (Motorsports).

4. Built Environment – Geomatics ................................................................................................. 8
   Presented by Peggy Fersner
   • 2 Proposed Course Changes (GEOM 205, GEOM 307); 4 Proposed New Course (GEOM 101,
     GEOM 102, GEOM 215, GEOM 317), 1 Curriculum Pattern with General Education Requirements
     (Geomatics).

5. Built Environment – Construction Management ..................................................................... 9
   Presented by Dr. Musibau Shofoluwe
   • 5 Proposed Course Changes (CM 214, CM 215, CM 218, CM 233, CM 412), 1 Proposed New
     Course (CM 224), and 1 Curriculum Pattern with General Education Requirements.

6. Human Development & Services ........................................................................................... 11
   Presented by Dr. Miriam Wagner
   • 19 Proposed New Courses (HDSV 800, HDSV 802, HDSV 810, HDSV 812, HDSV 815, HDSV 818,
     HDSV 820, HDSV 825, HDSV 830, HDSV 840, HDSV 850, HDSV 854, HDSV 860, HDSV 865, HDSV
     870, HDSV 875, HDSV 885, HDSV 895, AND HDSV 900) and Proposed Curriculum Guide (Ph.D. in
     Rehabilitation Counseling and Rehabilitation Counselor Education).

7. Psychology ................................................................................................................................. 13
   Presented by Dr. Joseph Stephens
• 12 Proposed Course Changes (PSYC 322, PSYC 323, PSYC 440, PSYC 441, PSYC 500, PSYC 502, PSYC 510, PSYC 525, PSYC 530, PSYC 548, PSYC 550, PSYC 560), 1 Curriculum Pattern with General Education Requirements, and Revised Minor.

Respectfully Submitted,
Sheila M. Whitley, Chair
New Programs & Curricula Committee
The New Programs and Curricula (NP&C) Committee met on March 12, 2013 from 3:30-7:30 p.m. in Room 208 Crosby Hall. Dr. Sheila Whitley chaired the meeting. The committee members in attendance included Drs. Elizabeth Barber, Paula Faulkner, Jerono Rotich, Hong Wang, Ken Williams and Prof. Elsie Moore.

The committee reviewed, discussed and approved curricula changes submitted by the Departments of Journalism and Mass Communication; Accounting and Finance; History; Mathematics; Architectural Engineering; Civil Engineering; Computer Engineering; Computer Science; Electrical Engineering; Industrial and Systems Engineering; Mechanical Engineering; Management; Human Performance and Leisure Studies; and Curriculum and Instruction. A summary listing of those curricula changes being submitted for approval is presented below. Summary pages of each packet are also included.

Electronic packets are posted on BlackBoard, and will be voted on at the March 26th Senate Meeting.

1. **Department of Journalism and Mass Communication** ........................................... 3
   Presented by Dr. Sheila Whitley
   - 3 Curriculum Patterns with General Education Requirements (Mass Media Production, Multimedia Journalism, and Public Relations).

2. **Department of Accounting and Finance** ................................................................. 5
   Presented by Dr. Kevin James
   - 2 Curriculum Patterns with General Education Requirements (Accounting and Finance).

3. **Department of History** ......................................................................................... 7
   Presented by Dr. Olen Cole
   - 1 New Proposed Course (PHIL 492) and 2 Curriculum Patterns with General Education Requirements (History and History - Secondary Education).

4. **Department of Mathematics** .................................................................................. 9
   Presented by Dr. Giles Warrack
   - 3 Curriculum Patterns with General Education Requirements (Pure Math, Applied Math, and Math - Secondary Education)

5. **Department of Architectural Engineering** .............................................................. 11
   Presented by Dr. Bala Ram
   - Proposed Accelerated BS/MS Program with General Education Requirements.

6. **Department of Civil Engineering** ......................................................................... 13
   Presented by Dr. Bala Ram
   - Proposed Accelerated BS/MS Program with General Education Requirements.

7. **Department of Computer Engineering** ................................................................. 15
   Presented by Dr. Bala Ram
   - Proposed Accelerated BS/MS Program with General Education Requirements.

8. **Department of Computer Science** ....................................................................... 17
   Presented by Dr. Bala Ram
   - Proposed Accelerated BS/MS Program with General Education Requirements.
9. **Department of Electrical Engineering**

   Presented by Dr. Bala Ram
   - Proposed Accelerated BS/MS Program with General Education Requirements.

10. **Department of Industrial and Systems Engineering**

    Presented by Dr. Bala Ram
    - Proposed Accelerated BS/MS Program with General Education Requirements.

11. **Department of Mechanical Engineering**

    Presented by Dr. Bala Ram
    - Proposed Accelerated BS/MS Program with General Education Requirements.

12. **Department of Management**

    Presented by Dr. Silvanus Udoka
    - 3 Curriculum Patterns with General Education Requirements (General Management, MIS, Innovation and Entrepreneurship)

13. **Department of Human Performance and Leisure Studies – Undergraduate**

    Presented by Dr. Diana Melton
    - 1 Proposed Course Change (HPED 520), 3 Curriculum Pattern with General Education Requirements (Business Administration, Leisure Studies and Pre-PT)

14. **Department of Human Performance and Leisure Studies – Graduate**

    Presented by Dr. Dwedor Ford
    - 1 Proposed Course Change (HPED 784), 8 Proposed New Courses (HPED 797, HPED 799, HPED 820, HPED 821, HPED 822, HPED 823, HPED 824, HPED 885); Proposed Masters Concentration (Sports Administration Concentration)

15. **Department of Curriculum and Instruction – BS Elementary Ed**

    Presented by Dr. Erekia Williams
    - 1 Curriculum Pattern with General Education Requirements

In addition, the committee voted to approve the following existing courses for inclusion on the new General Education Curriculum, in the following student learning outcome categories.

**Student Success**
- ACCT 301 “Accounting Colloquium I”

Respectfully Submitted,
Sheila M. Whitley, Chair
New Programs & Curricula Committee
The New Programs and Curricula (NP&C) Committee met on April 9, 2013 from 3:30-7:10 p.m., April 11, 2013 from 2:30-6:30 p.m. and April 16, 2013 from 4:30-5:00 p.m. in Room 208 Crosby Hall. Dr. Sheila Whitley chaired the meetings. The committee members in attendance on April 9 included Drs. Hong Wang, Ken Williams, Julius Harp, and Prof. Elsie Moore. The members in attendance on April 11 included Drs. Jerono Rotich, Hong Wang, Ken Williams and Prof. Elsie Moore. The members in attendance on April 16 included Drs. Jerono Rotich, Hong Wang, Ken Williams and Prof. Elsie Moore.

The committee reviewed, discussed and approved curricula changes submitted by the Departments of Curriculum and Instruction; Human Development Services; Management; Marketing, Transportation and Supply Chain; English; Chemistry; Physics; Business Education; Chemical, Biological and Bio Engineering; Visual and Performing Arts; Nursing; Biology; Political Science and Criminal Justice; Sociology and Social Work; Liberal Studies; Agribusiness, Applied Economics and Agriscience Education; Animal Science; and Natural Resources and Environmental Design. A summary listing of those curricula changes being submitted for approval is presented below. Summary pages of each packet are also included.

Electronic packets are posted on the Faculty Senate BlackBoard site, and will be voted on at the April 23rd Senate Meeting.

1. Department of Curriculum and Instruction .................................................6
   Presented by Dr. Anthony Graham
   • 1 Proposed Curriculum Guide Change (MAT Elementary Education).

2. Department of Curriculum and Instruction ..............................................8
   Presented by Dr. Anthony Graham
   • 1 Proposed Curriculum Guide Change (MAED Reading Education) with 3 Options.

3. Department of Human Development Services ........................................10
   Presented by Dr. Patricia Whitfield
   • 1 Proposed Course Change (HDSV 713); 3 Proposed New Courses(HDSV 705, HDSV 755, and HDSV 783), and 3 Curriculum Guides (School Counseling, Mental Health Counseling Clinical, Mental Health Counseling Rehabilitation)

4. Department of Management ......................................................................12
   Presented by Dr. Silvanus Udoka
   • 1 Proposed Minor in Management (Entrepreneurship)

5. Department of Management ......................................................................14
   Presented by Dr. Silvanus Udoka
   • 1 Proposed New Concentration with General Education Requirements (Management - International Management)

6. Department of Marketing, Transportation and Supply Chain ..............16
   Presented by Dr. Linda Silver Coley
   • 2 Proposed Minors (General Marketing Minor, Professional Sales Minor)

7. Department of English ............................................................................18
   Presented by Dr. Faye Spencer-Maor
• 1 Proposed Course Change (ENGL 627), 1 Proposed New Course (ENGL 602), and 5 Curriculum Guides with General Education Requirements (English, African-American Literature, Creative Writing, English Secondary Education, and Technical Writing)

8. Department of Chemistry

Presented by Dr. Margaret Kanipe-Spinks
- 3 Curriculum Guides with General Education Requirements (Biomedical, Professional ACS Chemistry, Secondary Education)

9. Department of Chemistry

Presented by Dr. Margaret Kanipe-Spinks
- 5 Proposed Course Changes (CHEM 106, CHEM 107, CHEM 109, CHEM 641, and CHEM 642), 1 Proposed New Course (CHEM 103), and 1 Proposed Curriculum Guide with General Education Requirements (Accelerated Bachelors/Masters in Chemistry)

10. Department of Physics (General)

Presented by Dr. Ron Pedroni
- 3 Proposed New Courses (PHYS 214, PHYS 215, and PHYS 224) and 4 Curriculum Guides with General Education Requirements (Physics, Engineering Physics, Atmospheric Sciences and Meteorology, Interdisciplinary Physics)

11. Department of Physics (Secondary Education)

Presented by Dr. Ron Pedroni
- 1 Curriculum Guide with General Education Requirements (Physics – Secondary Education)

12. Department of Business Education

Presented by Dr. Lisa Gueldenzoph Snyder
- 3 Proposed New Courses (BUED 790, BUED 796, BUED 797), 1 Proposed Course Change (BUED 799), and 1 Proposed Master of Arts in Teaching – Business Education

13. Department of Chemical, Biological and Bio Engineering

Presented by Dr. Leonard Uitenham
- 1 Proposed Accelerated BS/MS in Chemical Engineering

14. Department of Chemical, Biological and Bio Engineering

Presented by Dr. Leonard Uitenham
- 1 Proposed Accelerated BS/MS in Bio Engineering

15. Department of Chemical, Biological and Bio Engineering

Presented by Dr. Leonard Uitenham
- 1 Proposed New Course (BMEN 695)
16. Department of Chemical, Biological and Bio Engineering
Presented by Dr. Leonard Uittenham
- 1 Proposed New Course (CHEN 448), 1 Proposed Course Change (CHEN 318), 7 Course Deletions (CHEN 208, CHEN 209, CHEN 308, CHEN 309, CHEN 408, CHEN 450, CHEN 501) and 1 Curriculum Pattern with General Education Requirements (Chemical Engineering - Undergraduate)

17. Department of Visual and Performing Arts (Theatre)
Presented by Frankie Day
- 2 Curriculum Patterns with General Education Requirements (Professional Theatre - Acting and Professional Theatre - Theatre Technology)

18. Department of Visual and Performing Arts (Theatre)
Presented by Frankie Day
- 1 Minor (Theatre)

19. Department of Nursing (ABSN)
Presented by Bonnie Fields
- 12 Proposed Course Changes (NURS 320, NURS 325, NURS 361, NURS 366, NURS 400, NURS 405, NURS 413, NURS 419, NURS 458, NURS 501, NURS 511, NURS 514), 1 Proposed New Course (NURS 466), and 1 Curriculum Guide (Accelerated BS in Nursing)

20. Department of Nursing (BSN Completion)
Presented by Bonnie Fields
- 1 Proposed Course Changes (NURS 362), 1 Proposed New Course (NURS 459), 1 Curriculum Pattern (BS Nursing Completion)

21. Department of Nursing (Traditional)
Presented by Bonnie Fields
- 4 Proposed Course Changes (NURS 100, NURS 367, NURS 456, and NURS 464), 1 Curriculum Pattern (BS Traditional Nursing)

22. Department of Nursing (RNFA – Continuing Education)
Presented by Bonnie Fields
- 1 Proposed Course Changes (NURS 525) and 1 Proposed New Course (NURS 491)

23. Department of Biology
Presented by Dr. Roy Coomans
- 2 Proposed Course Changes (BIOL 105, BIOL 468), 2 Proposed New Courses (BIOL 205, BIOL 210), 3 Curriculum Guides with General Education Requirements (General Biology, Pre-Med, and Secondary Education)

24. Department of English (Speech Communication)
Presented by Stephanie Carrino
• 5 Proposed New Courses (SPCH 203, SPCH 240, SPCH 317, SPCH 455, SPCH 499) and 1 Curriculum Pattern with General Education Requirements (Speech Communication)

25. Department of English (Speech Language Path & Audiology) ......................................................... 55
Presented by Stephanie Carrino
• 1 Curriculum Pattern with General Education Requirements (Speech Language Pathology and Audiology)

26. Department of Political Science and Criminal Justice ................................................................. 56
Presented by Dr. James Steele
• 5 Proposed Courses Changes (CRJS 430, CRJS 440, CRJS 470, CRJS/POLI 542, CRJS/POLI 543), 3 Proposed New Courses (POLI 270, CRJS/POLI 290, CRJS/POLI 291), 3 Curriculum Guides with General Education Requirements (Political Science, Criminal Justice, and Criminal Justice – Forensic Certificate)

27. Department of Sociology and Social Work (JMSW) ................................................................. 58
Presented by Dr. Sharon Cook
• 1 Proposed Course Change (SOWK 709), 4 Proposed New Courses (SOWK 736, SOWK 737, SOWK 762, SOWK 763), and 1 Curriculum Guide (Joint Masters in Social Work)

28. Department of Sociology and Social Work (BS – Social Work) .................................................. 59
Presented by Dr. Maura Nsonwu
• 1 Curriculum Guide with General Education Requirements (BS - Social Work)

29. Department of Sociology and Social Work (BA – Sociology) .................................................... 60
Presented by Dr. Terrolyn Carter
• 1 Curriculum Guide with General Education Requirements (BA - Sociology)

30. Department of Liberal Studies ...................................................................................................... 61
Presented by Dr. Regina Williams
• 2 Proposed Course Changes (UNST 230, UNST 209), 18 Proposed New Courses (GSCP 100, LIBS 100, LIBS 239, LIBS 242, LIBS 243, LIBS 244, LIBS 245, LIBS 315, LIBS 317, LIBS 318, LIBS 319, LIBS 400, LIBS 403, LIBS 404, LIBS 405, LIBS 406, LIBS 407, LIBS 475), 8 Curriculum Guides with General Education Requirements (Liberal Studies; African-American Studies; Pre-Law; Cultural Change and Social Development; Individualized Studies; International Studies; Race, Class and Culture; Women’s Studies)

31. Department of Agribusiness Applied Economics and Agriscience Education .............................. 64
Presented by Dr. Antoine Alston
• 4 Proposed New Courses (AGRI 800, ABM 796, ABM 797, and ABM 799), 20 Proposed Course Changes (AGEC 632, AGEC 634, AGEC 638, AGEC 640, AGEC 641, AGEC 648, AGEC 675, AGEC 705, AGEC 708, AGEC 710, AGEC 720, AGEC 725, 732, AGEC 734, AGEC 735, AGEC 736, AGEC 738, AGEC 740, AGEC 756, and AGEC 760), and 1 Proposed M.S. in Agricultural and Environmental Systems (Concentration: Agribusiness and Food Industry Management)
32. Department of Animal Science

Presented by Dr. Antoine Alston

- 3 Proposed New Courses (ANSC 796, ANSC 797, and ANSC 799), and 1 Proposed M.S. in Agricultural and Environmental Systems (Concentration: Integrated Animal Health Systems)

33. Department of Natural Resources and Environmental Design

Presented by Dr. Antoine Alston

- 3 Proposed New Courses (NARS 796, NARS 797, NARS 799), and 1 Proposed M.S. in Agricultural and Environmental Systems (Concentration: Natural Resources and Environmental Systems)

In addition, the committee voted to approve the following existing courses for inclusion on the new General Education Curriculum, in the following student learning outcome categories.

Student Success

34. CAAE 121 “CAAE Colloquium” ................................................................. 71
35. COMP 121 “Computer Science Freshman Colloquium” ........................................... 73
36. ECEN 121 “Electrical and Computer Engineering Freshman Colloquium” ...................... 75
37. GEEN 111 “College of Engineering Colloquium I” .................................................. 77
38. GEEN 121 “College of Engineering Colloquium II” ............................................... 79
39. INEN 121 “Industrial & Systems Engineering Colloquium” ...................................... 81
40. MEEN 121 “Mechanical Engineering Colloquium” .................................................. 83

Respectfully Submitted,
Sheila M. Whitley, Chair
New Programs & Curricula Committee
Appendix 13
NP&C Chair’s Report to the Faculty Senate President 2012 – 2013

09/25/2012

MEMO
RE: Approved September Curricula Changes
TO: Dr. Brian Sims
     Faculty Senate President

Dr. Sims,
Attached please find original hard copies of curricula change proposals from the following departments: English and Mathematics. Included are two (2) original signature pages for each packet. Additionally, existing courses were proposed for inclusion in the new General Education Curriculum. Included is the original signature page for each course. The changes approved by the New Programs and Curricula Committee on 9/11/12 which passed at the Faculty Senate meeting on 9/25/12 are as follows:

**Department of English**

- **One (1) New Course Proposed:** ENGL 099

**Department of Mathematics**

- **Two (2) New Concentrations and one Degree (formerly two degrees):** Pure Mathematics and Applied Mathematics

**General Education Task Force**

- **Fifteen (15):** Mathematical Logical, and Analytical Reasoning (MATH 101; MATH 102; MATH 103; MATH 104; MATH 231; MATH 131; MATH 132; MATH 224; MATH 231); Social and Behavioral Sciences (ECON 200; ECON 201); Social and Behavioral Sciences – Knowledge of African-American Culture (HIST 201; HIST 202); and Humanities and Fine Arts – Global Understanding (PHIL 268; PHIL 315).

Respectfully Submitted,
Dr. Sheila M. Whitley, Chair
New Programs & Curricula Committee
10/25/2012

MEMO
RE: Approved October Curricula Changes
TO: Dr. Brian Sims
   Faculty Senate President

Dr. Sims,
Attached please find original hard copies of curricula change proposals from the following departments: Nanoengineering, Interdisciplinary Waste Management Institute, and Human Performance and Leisure Studies and the Center for Academic Excellence. Included are two (2) original signature pages for each packet. Additionally, existing courses were proposed for inclusion in the new General Education Curriculum. Included is the original signature page for each course. The changes approved by the New Programs and Curricula Committee on 10/04/12 and a call meeting a call meeting on 10/19/12 to review an course change for the Center for Academic Excellence and additional courses for general education which passed at the Faculty Senate meeting on 10/23/12 are as follows:

Department of Nanoengineering
- Eleven (11) New Course Proposed: NANO 711; NANO 721; NANO 731; NANO 741; NANO 811; NANO 812; NANO 821; NANO 823; NANO 825; NANO 831; AND NANO 841

Department of Interdisciplinary Waste Management Institute
- Two (2) New Courses Proposed: WMI 336 and WMI 619

Department of Human Performance and Leisure Studies
- One (1) New Course Proposed: SSFM 490

Department of Human Performance and Leisure Studies
- Twelve (12) Course Changes: HPED 600; HPED 615; HPED 714; HPED 723; HPED 731; HPED 733; HPED 760; HPED 784; HPED 786; HPED 790; HPED 791; HPED 798.

Center for Academic Excellence
- One (1) Course Change: FRST 101.

General Education Task Force
- Thirty-nine (39): Mathematical Logical, and Analytical Reasoning (MATH 110; MATH 111; MATH 112; Scientific Reasoning (BIOL 100; BIOL 101; BIOL 102; CHEM 100; CHEM 104; CHEM 106; CHEM 107; CHEM 110; CHEM 114; CHEM 116; CHEM 117; EASC 201; PHYS 101; PHYS 104; PHYS 105; PHYS 110; PHYS 111; PHYS 225; PHYS 226; PHYS 235; PHYS 236; PHYS 241; PHYS 242; PHYS 251; PHYS 252); Social and Behavioral Sciences (JOMC 240); Social and Behavioral Sciences – Global Understanding (HIST 207); and Humanities and Fine Arts (ENGL 200; ENGL 201; ENGL 230; ENGL 231; SPCH 250); Humanities and Fine Arts – Knowledge of African American Culture and History (LIBS 202); and Student Success (BIOL 105; BIOL 205; FSC 160).

Respectfully Submitted,
Dr. Sheila M. Whitley, Chair
New Programs & Curricula Committee

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11/28/2012

MEMO
RE: Approved November Curricula Changes
TO: Dr. Brian Sims
    Faculty Senate President

Dr. Sims,
Attached please find original hard copies of curricula change proposals from the following departments: Visual and Performing Arts; Family and Consumer Sciences; Human Performance and Leisure Studies; Electrical and Computer Engineering; Chemical, Biological, and Bioengineering; Animal Science; Agribusiness, Applied and Agriscience Education; and Natural Resources and Environmental Design. Included are two (2) original signature pages for each packet. Additionally, an existing course was proposed for inclusion in the new General Education Curriculum. Included is the original signature page for each course. The changes approved by the New Programs and Curricula Committee on 11/13/12 which passed at the Faculty Senate meeting on 11/27/12 are as follows:

Department of Visual and Performing Arts
- Dance Minor.

Department of Family and Consumer Sciences

Department of Human Performance and Leisure Studies
- One (1) Proposed Course Change: HPED 615.

Department of Electrical and Computer Engineering – Undergraduate

Department of Electrical and Computer Engineering – Graduate
- Two (2) New Courses: ECEN 625 and ECEN 880 and Four (4) Proposed Course Changes: ECEN 629, ECEN 630, ECEN 850, and ECEN 812.

Department of Chemical, Biological and Bioengineering
- Three (3) New Courses: BIOE 204, BIOE 415, and BIOE 425 and Four (4) Proposed Course Changes: BIOE 400, BIOE 423, BIOE 424, and BIOE 522.

Animal Sciences
- Three (3) General Education Curriculum Patterns.

Agribusiness, Applied and Agriscience Education
- Two (2) General Education Curriculum Patterns and Accelerated BS-MS Degree.
Natural Resources and Environmental Design

- **Seven (7) New Courses:** HORT 301, HORT 330, HORT 351, HORT 602, HORT 603, NARS 250, NARS 601 and **Nine (9) Proposed Course Changes:** HORT 610, HORT 611, HORT 620, HORT 350, HORT 412, HORT 527, HORT 600, NARS 110, NARS 400.

Natural Resources and Environmental Design

- **Five (5) New Courses:** SLMG 300, SLMG 301, SLMG 350, SLMG 400, SLMG 450 and **One (1) Proposed Course Change:** SLSC 338.

Natural Resources and Environmental Design

- **Ten (10) Proposed Course Changes:** EASC 201, EASC 309, EASC 330, EASC 408, EASC 444, EASC 616, EASC 644, EASC 666, EASC 622, EASC 699.

Natural Resources and Environmental Design

- **Three (3) New Courses:** LDAR 140, LDAR 141, and LDAR 310 and **Twenty-Five (25) Proposed Course Changes:** LDAR 102, LDAR 150, LDAR 170, LDAR 171, LDAR 230, LDAR 271, LDAR 302, LDAR 303, LDAR 360, LDAR 370, LDAR 371, LDAR 380, LDAR 460, LDAR 461, LDAR 470, LDAR 471, LDAR 500, LDAR 510, LDAR 520, LDAR 550, LDAR 560, LDAR 570, LDAR 571, LDAR 572.

*General Education Task Force*

- **One (1)**: Student Success (PSYC 240).

Respectfully Submitted,
Dr. Sheila M. Whitley, Chair
New Programs & Curricula Committee
01/23/2013

MEMO
RE: Approved January Curricula Changes
TO: Dr. Brian Sims
    Faculty Senate President

Dr. Sims,
Attached please find original hard copies of curricula change proposals from the following departments: Agribusiness, Applied and Agriscience Education; Economics; and Computer Science. Included are two (2) original signature pages for each packet. Additionally, two New Programs and Curricula Forms are included. The changes approved by the New Programs and Curricula Committee on 1/10/2013 which passed at the Faculty Senate meeting on 1/22/2013 are as follows:

Department of Agribusiness, Applied and Agriscience Education

Department of Economics

Department Computer Science – Ph.D.
- Twenty-Six (26) New Courses: COMP 821, COMP 823, COMP 829, COMP 831, COMP 832, COMP 833, COMP 841, COMP 863, COMP 871, COMP 872, COMP 874, COMP 875, COMP 876, COMP 881, COMP 883, COMP 885, COMP 887, COMP 892, COMP 895, COMP 991, COMP 992, COMP 993, COMP 994, COMP 995, COMP 997, and COMP 999.

New Programs and Curricula Committee
- Two (2) Curricula Forms: Signatures for Approval Form and Proposed Course Changes Form.

Respectfully Submitted,
Dr. Sheila M. Whitley, Chair
New Programs & Curricula Committee
02/26/2013

MEMO
RE: Approved February Curricula Changes
TO: Dr. Brian Sims
    Faculty Senate President

Dr. Sims,
Attached please find original hard copies of curricula change proposals from the following departments: Marketing, Transportation and Supply Chain; Business Education; Applied Engineering Technology; Built Environment; Human Development and Services; and Psychology. Included are two (2) original signature pages for each packet. The changes approved by the New Programs and Curricula Committee on 2/12/2013 which passed at the Faculty Senate meeting on 2/26/2013 are as follows:

Department of Marketing, Transportation and Supply Chain:

Department of Business Education:
- Two (2) Curriculum Patterns with General Education Requirements: Business Teacher Education and Information Technology. Combining 3 concentrations: Business Teacher Education, Economics, and Marketing into 1 concentration – Business Teacher Education.

Department of Applied Engineering Technology:
- One (1) Curriculum Pattern with General Education Requirements: Motorsports.

Department of Built Environment – Geomatics:

Department of Built Environment – Construction Management:

Department of Human Development & Services (Rehabilitation Counseling and Rehabilitation Counselor Education:
Department of Psychology:

- **Twelve (12) Proposed Course Changes:** PSYC 322, PSYC 323, PSYC 440, PSYC 441, PSYC 500, PSYC 502, PSYC 510, PSYC 525, PSYC 530, PSYC 548, PSYC 550, PSYC 560. **One (1) Curriculum Pattern with General Education Requirements; and Proposed Changes in Minor**

Respectfully Submitted,
Dr. Sheila M. Whitley, Chair
New Programs & Curricula Committee
03/26/2013

MEMO
RE: Approved March Curricula Changes
TO: Dr. Brian Sims
Faculty Senate President

Dr. Sims,
Attached please find original hard copies of curricula change proposals from the following departments: Journalism and Mass Communication; Accounting and Finance; History; Mathematics; Architectural Engineering; Civil Engineering; Computer Engineering; Computer Science; Electrical Engineering; Industrial and Systems Engineering; Mechanical Engineering; Management; Human Performance and Leisure Studies; and Curriculum and Instruction. Additionally, one existing course was proposed for inclusion in the new General Education Curriculum. Included are two (2) original signature pages for each packet. The changes approved by the New Programs and Curricula Committee on 3/12/2013 which passed at the Faculty Senate meeting on 3/26/2013 are as follows:

Department of Journalism and Mass Communication:
- Three (3) Curriculum Patterns with General Education Requirements: Mass Media Production, Multimedia Journalism, and Public Relations.

Department of Accounting and Finance:
- Two (2) Curriculum Patterns with General Education Requirements: Accounting and Finance.

Department of History:
- One (1) Proposed New Course (PHIL 492); Two (2) Curriculum Pattern with General Education Requirements: History and History - Secondary Education.

Department of Mathematics:

Department of Architectural Engineering:
- One (1) Proposed Accelerated BS/MS Program with General Education Requirements: Architectural Engineering.

Department of Civil Engineering:
- One (1) Proposed Accelerated BS/MS Program with General Education Requirements: Civil Engineering.

Department of Computer Engineering:
- One (1) Proposed Accelerated BS/MS Program with General Education Requirements: Computer Engineering.
Department of Computer Science:
- One (1) Proposed Accelerated BS/MS Program with General Education Requirements: Computer Science.

Department of Electrical Engineering:
- One (1) Proposed Accelerated BS/MS Program with General Education Requirements: Electrical Engineering.

Department of Industrial and Systems Engineering:
- One (1) Proposed Accelerated BS/MS Program with General Education Requirements: Industrial and Systems Engineering.

Department of Mechanical Engineering:
- One (1) Proposed Accelerated BS/MS Program with General Education Requirements: Mechanical Engineering.

Department of Management:
- Three (3) Curriculum Patterns with General Education Requirements: General Management, MIS, Innovation and Entrepreneurship.

Department of Human Performance and Leisure Studies – Undergraduate:
- One (1) Proposed Course Change: HPED 520. Three (3) Curriculum Pattern with General Education Requirements: Business Administration, Leisure Studies and Pre-PT.

Department of Human Performance and Leisure Studies – Graduate

Department of Curriculum and Instruction – BS Elementary Ed:
- One (1) Curriculum Pattern with General Education Requirements.

General Education Task Force
- One (1) inclusion course: Student Success: ACCT 301.

Respectfully Submitted,
Dr. Sheila M. Whitley, Chair
New Programs & Curricula Committee
04/23/2013

MEMO
RE: Approved March Curricula Changes
TO: Dr. Brian Sims
Faculty Senate President

Dr. Sims,
Attached please find original hard copies of curricula change proposals from the following departments: Curriculum and Instruction; Human Development Services; Management; Marketing, Transportation and Supply Chain; English; Chemistry; Physics; Business Education; Chemical, Biological and Bio Engineering; Visual and Performing Arts; Nursing; Biology; Political Science and Criminal Justice; Sociology and Social Work; Liberal Studies; Agribusiness, Applied Economics and Agriscience Education; Animal Science; and Natural Resources and Environmental Design. Additionally, seven existing course was proposed for inclusion in the new General Education Curriculum. Included are two (2) original signature pages for each packet. The changes approved by the New Programs and Curricula Committee on 4/09/2013 or 4/11/2013 or 4/16/2013 which passed at the Faculty Senate meeting on 4/23/2013 are as follows:

Department of Curriculum and Instruction:
- One (1) Proposed Curriculum Pattern Change: MAT Elementary Education.

Department of Curriculum and Instruction:
- One (1) Proposed Curriculum Pattern Change: MAED Reading Education.

Department of Human Development Services:
- One (1) Proposed Course Change: HDSV 713; Three (3) Proposed New Courses: HDSV 705, HDSV 755, and HDSV 783; and Three (3) Curriculum Guides: School Counseling, Mental Health Counseling Clinical, Mental Health Counseling Rehabilitation.

Department of Management:
- One (1) Minor: Entrepreneurship.

Department of Management:
- One (1) New Concentration with General Education Requirements: International Management.

Department of Management, Transportation and Supply Chain:
- Two (2) Proposed Minor: General Marketing Minor or Professional Sales Minor.

Department of English:

Department of Chemistry:
• Three (3) Curriculum Guides with General Education Requirements: Biomedical Science; Professional Chemistry – ACS Option; and Secondary Education – Chemistry.

Department of Chemistry:
• Five (5) Proposed Course Changes: CHEM 106, CHEM 107, CHEM 109, CHEM 641, and CHEM 642; One (1) Proposed New Course: CHEM 103; and One (1) Proposed Curriculum Guide with General Education Requirements: Accelerated Bachelors/Masters in Chemistry.

Department of Physics (General):
• Three (3) Proposed New Courses: PHYS 214, PHYS 215, and PHYS 224; and Four (4) Curriculum Guides with General Education Requirements: Physics, Engineering Physics, Atmospheric Sciences and Meteorology, Interdisciplinary Physics.

Department of Physics (Secondary Education):
• One (1) Curriculum Guide with General Education Requirements: Physics – Secondary Education.

Department of Business Education:
• Three (3) Proposed New Courses: BUED 790, BUED 796, BUED 797; One (1) Proposed Course Change (BUED 799); and One (1) Proposed Master of Arts in Teaching – Business Education

Department of Chemical, Biological and Bio Engineering:
• One (1) Proposed Accelerated BS/MS: Chemical Engineering

Department of Chemical, Biological and Bio Engineering:
• One (1) Proposed Accelerated BS/MS: Bio Engineering

Department of Chemical, Biological and Bio Engineering:
• One (1) Proposed New Course: BMEN 695

Department of Chemical, Biological and Bio Engineering:
• One (1) Proposed New Course: CHEN 448; One (1) Proposed Course Change: CHEN 318; Seven (7) Course Deletions: CHEN 208, CHEN 209, CHEN 308, CHEN 309, CHEN 408, CHEN 450, CHEN 501; and One (1) Curriculum Pattern with General Education Requirements: Chemical Engineering – Undergraduate.

Department of Visual and Performing Arts (Theatre):
• Two (2) Curriculum Patterns with General Education Requirements: Professional Theatre - Acting and Professional Theatre - Theatre Technology.

Department of Visual and Performing Arts (Theatre):
• One (1) Minor: Theatre.
Department of Nursing (ABSN):
- Twelve (12) Proposed Course Changes: NURS 320, NURS 325, NURS 361, NURS 366, NURS 400, NURS 405, NURS 413, NURS 419, NURS 458, NURS 501, NURS 511, NURS 514; One (1) Proposed New Course: NURS 466; and One (1) Curriculum Guide: Accelerated BS in Nursing

Department of Nursing (BSN Completion):
- One (1) Proposed Course Changes: NURS 362; One (1) Proposed New Course: NURS 459; One (1) Curriculum Pattern: BS Nursing Completion.

Department of Nursing (Traditional):
- Four (4) Proposed Course Changes: NURS 100, NURS 367, NURS 456, and NURS 464; One (1) Curriculum Pattern: BS Traditional Nursing.

Department of Nursing (RNFA – Continuing Education):
- One (1) Proposed Course Changes: NURS 525; and One (1) Proposed New Course: NURS 491.

Department of Biology:
- Two (2) Proposed Course Changes: BIOL 105, BIOL 468; Two (2) Proposed New Courses: BIOL 205, BIOL 210; Three (3) Curriculum Guides with General Education Requirements: General Biology, Pre-Med, and Secondary Education.

Department of English (Speech Communication):

Department of English (Speech Language Path & Audiology):
- One (1) Curriculum Pattern with General Education Requirements: Speech Language Pathology and Audiology.

Department of Political Science and Criminal Justice:
- 5 Proposed Courses Changes (CRJS 430, CRJS 440, CRJS 470, CRJS/POLI 542, CRJS/POLI 543), 3 Proposed New Courses (POLI 270, CRJS/POLI 290, CRJS/POLI 291), 3 Curriculum Guides with General Education Requirements (Political Science, Criminal Justice, and Criminal Justice – Forensic Certificate)

Department of Sociology and Social Work (JMSW):
- One (1) Proposed Course Change: SOWK 709; Four (4) Proposed New Courses: SOWK 736, SOWK 737, SOWK 762, SOWK 763; and One (1) Curriculum Guide: Joint Masters in Social Work.

Department of Sociology and Social Work (BS – Social Work):

Department of Sociology and Social Work (BA – Sociology):
Department of Liberal Studies:
- Two (2) Proposed Course Changes: UNST 230, UNST 209; Eighteen (18) Proposed New Courses: GSCP 100, LIBS 100, LIBS 239, LIBS 242, LIBS 243, LIBS 244, LIBS 245, LIBS 315, LIBS 317, LIBS 318, LIBS 319, LIBS 400, LIBS 403, LIBS 404, LIBS 405, LIBS 406, LIBS 407, LIBS 475; Eight (8) Curriculum Guides with General Education Requirements: Liberal Studies; African-American Studies; Pre-Law; Cultural Change and Social Development; Individualized Studies; International Studies; Race, Class and Culture; Women’s Studies.

Department of Agribusiness Applied Economics and Agriscience Education:
- Four (4) Proposed New Courses: AGRI 800, ABM 796, ABM 797, and ABM 799; Twenty (20) Proposed Course Changes: AGEC 632, AGEC 634, AGEC 638, AGEC 640, AGEC 641, AGEC 648, AGEC 675, AGEC 705, AGEC 708, AGEC 710, AGEC 720, AGEC 725, 732, AGEC 734, AGEC 735, AGEC 736, AGEC 738, AGEC 740, AGEC 756, and AGEC 760; and One (1) Proposed M.S. in Agricultural and Environmental Systems: Concentration – Agribusiness and Food Industry Management.

Department of Animal Science

Department of Natural Resources and Environmental Design:
- 3 Proposed New Courses: NARS 796, NARS 797, NARS 799; and One (1) Proposed M.S. in Agricultural and Environmental Systems: Concentration – Natural Resources and Environmental Systems.

General Education Task Force:
- Seven (7) inclusion courses: Student Success: CAAE 121; COMP 121; ECEN 121; GEEN 111; GEEN 121; INEN 121; and MEEN 121.

Respectfully Submitted,
Dr. Sheila M. Whitley, Chair
New Programs & Curricula Committee
APPENDIX M
Information Web Links

The following websites are available for your information.

5. Strategic Directions Initiative: [http://www.northcarolina.edu/strategic_direction/Overview.htm](http://www.northcarolina.edu/strategic_direction/Overview.htm)