

Academic Affairs Committee
Wednesday, January 18, 2017 at 3:30 PM
233 Chavis University Center

AGENDA

Membership:

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

- I. Call to Order
- II. Approval of Minutes of the November 16, 2016 meeting ([Appendix A](#))
- III. Adoption of the Agenda
- IV. Report from the Chair
- V. Reports from Administrators
- VI. Reports from Subcommittees

A. Curriculum: Jaime Martinez, Chair

A.1 Actions requiring only AAC chair signature: ([Appendix B](#))

6. Proposals from the Department of Elementary Education (pp. 8-10)

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

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

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

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

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

(Approved 6-0-0)

8. Proposals from the Department of Economic and Decision Science (pp. 10-11)

8.1 Course Proposal: remove cross-listing from ECN 3300

8.2 Course Proposal: revise course description of DSC 2090

(Approved 6-0-0)

A.2 Actions requiring AAC approval only: ([Appendix C](#))

4. Proposal from the Graduate School (p. 12)

4.1 Course Proposal: create GRD 5000 – Graduate Continuous Enrollment (Approved 6-0-0)

5. Proposal from the Department of Sociology and Criminal Justice (p. 13)

5.1 Course Proposal: create CRJ 4550 – Victimology (Approved 6-0-0)

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

6. Proposals from the Department of Elementary Education (pp. 19-20)

6.6 Program Proposal: add an Elementary specialization to the current Master of Arts in Teaching degree (Approved 6-0-0)

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

7.1 Program Proposal: Revise advanced history options for B.A. in History

7.2 Program Proposal: Revise advanced history options for B.A. in History with Social Studies Education

(Approved 6-0-0)

B.General Education: Abigail Mann, Chair

Proposal: add PAD/PLS 2010 - American State & Local Government, Administration & Policy – to the Electives section of the General Education Curriculum ([Appendix E](#)) (pp. 24-28)

C.Enrollment Management: Robin Snead, Chair

1. Proposal to revise wording of the Military Student Success Policy ([Appendix F](#)) (pp. 29-32)

2. Military Deployment Agreement Form to accompany the Military Student Success Policy ([Appendix G](#)) (pp. 33-38)

D.Academic Support Services: Robert Arndt, Chair

VII. Old Business

VIII. New Business

IX. Announcements

X. Adjournment

Appendix A

MINUTES
(pending approval)
Meeting of the Academic Affairs Committee
Wednesday, November 16, 2016
University Center, Room 233

Members present: Jonathan Maisonpierre (chair, senator), Jose D'Arruda (senator), David Nikkel (senator), Enrique Porrua (senator), Robert Arndt (chair, Academic Support), Abigail Mann (chair, General Education), Jaime Martinez (chair, Curriculum), Cliff Mensah (senator), Cynthia Miecznikowski (senator), John Parnell (senator), Robin Snead (chair, Enrollment Management)

Members absent: Scott Billingsley (Acting Provost), June Power (secretary, senator)

Guests: Elizabeth Normandy, Jennifer Twaddell, Shenika Jones, Polina Chemishanova, Jeffrey Warren

Recording Secretary: June Power

I. Call to Order

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

II. Approval of Minutes of October 19, 2016, Meeting

The minutes were approved.

III. Adoption of Agenda

Agenda adopted with Curriculum report moved to beginning of subcommittees. Proposal 5.2 was moved to under D. 3 (Actions requiring AAC approval).

IV. Report from the Chair

No report.

V. Reports from Administrators

Liz Normandy provided the administrators report. Members of the UNC GA visited recently (Junius J. Gonzales, Kimberly van Noort, Tracey Ford). Liz also noted that some of the certificate programs (5.1 and 8.1) would not currently be eligible for financial aid

if the students were not enrolled in the larger program. Student returning only for the certificate would not be eligible.

VI. Report from Curriculum Committee

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

D.1 Actions requiring only AAC chair signature: (Appendix C)

5. Proposals from the Department of Nursing (pp. 9-10)

5.1 Course Proposal: delete NUR 5200 Issues in Community Health for Rural Populations (Approved 10-0-0)

D.2 Actions requiring AAC approval only: (Appendix D)

5. Proposals from the Department of Nursing (p. 11)

5.3 Program Proposal: revise requirements for M.S. in Nursing Clinical Nurse Leader concentration (Approved 10-0-0)

D.3 Actions requiring AAC approval and to be sent to Senate: (Appendix E)

5. Proposals from the Department of Nursing (p. 12)

5.2 Course Proposal: revise NUR 5220 Care Environment and Clinical Outcomes Management (Approved 10-0-0)

5.4 Program Proposal: create a Post-Master Certificate in Nursing Education (Approved 10-0-0)

6. Proposal from the Department of Educational Leadership and Counseling (pp. 12-13)

6.1 Program Proposal: create a Certificate in Advanced School Counseling for PostSecondary Success (Approved 10-0-0)

8. Proposal from the Writing Intensive Committee (pp. 13-16)

8.1 Program Proposal: add HST 4430 History of the British Empire (WE), THE 4030 Senior Capstone I (WD), and THE 4040 Senior Capstone II (WD) as options to the Writing Intensive program (Approved 10-0-0)

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

Accessibility Resource Center

123 people have implemented accommodations for this semester. VSA was cancelled due to Hurricane Matthew. Process is ongoing to hire a new director

Center for Student Success

378 unique students were scheduled for tutoring between August 21 and October 31st. (Fall 2015 comparison – 403 students). 97 of those students (20.5%) are attending tutoring for MAT 1070 – College Algebra.

Breakdown by class - Freshmen 205; Sophomores 79; Juniors 54; Seniors 40

Breakdown by gender – 291 female (80.6%); 87 male (19.3%).

As of September 30, there are 32 unfulfilled tutoring requests – either no tutor is available or the student cannot attend when a tutor is available.

Hawk Alerts--To date, we currently have 965 referrals for 727 students with Test Performance, Completion of Assignments and Class Attendance being our top reasons for referrals. The top recommendation is Tutoring for 410 referrals for 326 students. The numbers are significantly lower than our Fall 2015 numbers at 1394 referrals for 993 students with Test Performance, Class Attendance and Completion of Assignments being our top reasons. There has been less advertising of the HAWK Alert program this semester.

Dates have been selected for summer 2017 for New Student Orientations however they aren't being released at this time due to the uncertainty of the missed days with the public school system. If PSRC has to make up days missed due to Hurricane Matthew then the 2017 NSO dates will need to be adjusted.

DoIT

Campus Computing Initiative has installed 94% of staff machines and 71% of faculty machines. Computer refresh for the coming year will include Office 2016 and Windows 10. DoIT has requested the formation of an ad hoc committee to gather faculty and student requirements for the LMS. Growing concerns about the suitability of Blackboard, the scalability of on premise hosting and support, and the prevalence of campuses moving to alternate tools prompted this conversation.

Library

Requesting funds for significant upgrades to the Library. No significant improvements to the Library since the late 1990s. A new library/information commons is being actively planned and is the top priority for new buildings on campus. A Chairs in the Library event was held. The purpose of the event was generate discussion with the department chairs on working more closely with the library, increasing student use of library resources and to update the library liaison system. Several faculty showcases are planned for the rest of the school year.

Writing Center

There have been 455 tutorial sessions this semester as compared to 234 last year at this time. There have been 81 online sessions (43 at this time in 2015).

Other activities has included designing a Writing Center Tutoring Handbook, designing supplemental grammar and writing worksheets, designed and offered workshops about effective use of sources and citation and MLA and APA workshops.

Other business.

An item was tabled that would request changes be made to subcommittee's charge in the Faculty Handbook. Some changes discussed are conducting surveys each semester but for different units. Each unit will be still be surveyed every 2 years. Probability sampling shall be used; standard set of questions (as much as possibility); be reviewed by research methodologist; and information reported to Academic Affairs and appropriate division heads and Assistant Vice Chancellor for Academic Affairs; Provost and Vice Provost, Vice Chancellor for Academic Affairs and Associate Vice Chancellor of Planning and Accreditation.

C. Robin Snead, Enrollment Management Chair, presented the following report:

Motion to bring changes to Part A of Military Deployment Agreement to Faculty Senate to revisit the language that deals with completing 60% of the course work to change to 60% by date. (Approved 10-0-0)

Military Deployment Agreement with addition of s to item(s) Part B (Approved 10-0-0)

Statement Defining Online Attendance and Roster Verification (Approved 9-0-1)

D. Abigail Mann, General Education Chair:

No Report

VIII. Old Business

No old business.

IX. New Business

No new business.

X. Announcements

No announcements.

XI. Adjournment

The meeting adjourned at 4:50 pm.

Respectfully submitted by June Power,
Recording Secretary

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Appendix B – Actions Requiring only AAC Chair Signature

6. Proposal from the Department of Elementary Education

6.1 Course Proposal: Revise prerequisites for ELE 5700: remove EDN 5490 and replace with EDN 5660.

Rationale: students will complete the research course and complete EDN 5490 during phase II

Dept vote: 9-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE INFORMATION:

ELE 5700: Language, Literacy, & Diversity

Hours: 3.0

Prerequisites: ~~EDN 5490~~ EDN 5660

Required: yes

Course description: The purpose of this course is to provide a focus on contexts and processes through which language develops including attainment of second languages, and the cognitive, social/emotional, and cultural aspects of language. This foundation will provide the framework to differentiate curricula, instruction and assessment in listening, speaking, reading, writing, and viewing through the use of culturally diverse and appropriate literature. Students will demonstrate collaboration skills with families and specialists within the school settings.

Course title: Language Lit & Diversity

Code: LEC

6.2 Course Proposal: Revise prerequisites for ELE 5750 from EDN 5490 to EDN 5660.

Rationale: Students may take the research course and will complete EDN 5490 in Phase II

Dept vote: 9-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE INFORMATION:

ELE 5750 Curricula Design and Choices

Hours: 3.0

Prerequisites: ~~EDN 5490~~ EDN 5660

Required: yes

Course description: The purpose of this course is to assist teachers in developing comprehensive understanding and ability to implement curriculum frameworks in the 21st century classroom.

Teachers will use philosophical viewpoints to inform decisions related to organization, structure and sequence of curriculum, selection of resources, approaches to engaging learners in inclusive, supportive environments and assessment of learner outcomes.

Course title: Curricula Design & Choices

Code: LEC

6.3 Course Proposal: Revise prerequisites for ELE 5775 from EDN 5490 to EDN 5660

Rationale: Students may take the research course and will complete EDN 5490 in Phase II

Dept vote: 9-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE INFORMATION:

ELE 5775 Development, Diversity, and Differentiated Instruction

Hours: 3.0

Prerequisites: ~~EDN 5490~~ EDN 5660

Required: yes

Course description: The purpose of this course is to assist teachers in developing a contextual perception of diverse learners and their educational needs based on information about children's family life, culture, and stages of development. Teachers will assess children's development, align curriculum, design instruction to accommodate developmental and cultural differences, and establish respectful learning environments. Teachers will also explore ways to nurture and motivate family involvement in the education process.

Course title: Develop, Div & Dif Instruct

Code: LEC

6.4 Course Proposal: Revise prerequisites for ELE 5800 from EDN 5490 and 5660 to EDN 5660

Rationale: students may take the research course and may be concurrently enrolled in EDN 5490

Dept vote: 9-0-0
Affect others: no
Cross-Listing: no
Additional Resources: no
Affects Articulation Agreement: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

COURSE INFORMATION:

ELE 5800 Advanced Elementary Mathematics and Science

Hours: 3.0

Prerequisites: ~~EDN 5490 and 5660~~ EDN 5660

Required: yes

Course description: The purpose of this course is to assist teachers in deepening their understanding of mathematics and science in facilitating student learning. Emphasis will be placed on a constructivist approach to learning, and incorporating research as it translates to instructional practices. Practices will include: skillful structure in sequence of curriculum, approaches to learner motivation and content engagement, establishing routines for managing the learning environment, appropriate methods for assessing resources and student outcomes, differentiation of instruction for students with special needs (environmental and cultural), and establishing collaborative efforts with colleagues and resource specialists in schools and community.

Course title: Adv Elem Math & Science

Code: LEC

6.5 Course Proposal: Revise prerequisites for ELE 5850 from EDN 5490 and 5660 to EDN 5660

Rationale: students may take the research course and may be concurrently enrolled in EDN 5490

Dept vote: 9-0-0
Affect others: no
Cross-Listing: no
Additional Resources: no
Affects Articulation Agreement: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

COURSE INFORMATION:

ELE 5850 Advanced Elementary Social Studies and Language Arts

Hours: 3.0

Prerequisites: ~~EDN 5490 and 5660~~ ~~EDN 5440~~ or EDN 5660

Required: yes

Course description: The purpose of this course is to provide opportunity for teachers to improve student learning in social studies and language arts through systematic analysis and reflection on the cycles of teaching and learning. A primary focus is placed on connecting curriculum and instructional design, desired learning outcomes, content, diverse learners, instructional resources and assessment measures, in the context of developing global understandings and multiple literacies.

Course title: Adv Elem Soc St & Lang Arts

Code: LEC

8. Proposals from the Department of Economics and Decision Sciences

8.1 Course Proposal: remove cross-listing of PSPA 3310 from ECN 3300

Rationale: the course PSPA 3310 no longer exists in the current catalog

Dept vote: 5-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE INFORMATION:

ECN 3300/~~PSPA 3310~~ Public Finance

Hours: 3.0

Prerequisites: ECN 2020 or 2030

Required: no

Course description: A descriptive and analytical study of government revenues and government expenditures. Includes federal, state, and local levels of government. PREREQ: ECN 2020 or 2030.

Course title: Public Finance

Code: LEC

8.2 Course Proposal: revise course description of DSC 2090

Rationale: the revisions better reflect content coverage

Dept vote: 25-0-0

Affect others: Yes: This course is part of the Common Body Knowledge courses in the School of Business. They will affect the Department of Accounting & Finance, and Department of Management, Marketing, & International Business, Entrepreneurship track in Entrepreneurship Program, Bachelor of Interdisciplinary Studies (BIS) program.

Cross-Listing: no
Additional Resources: no
Affects Articulation Agreement: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

COURSE INFORMATION:

DSC 2090 Spreadsheet & Database Management

Hours: 3.0

Prerequisites: none

Required:

Course description: A comprehensive **course in** advanced ~~level-course in~~ spreadsheet analysis and **the fundamentals of** database management. The focal point in this course will be on the use of spreadsheet analysis and database management to address contemporary business problems. Students should have experience using spreadsheets.

Course title: Spreadsheet & Database Mgt

Code: LEC

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Appendix C – Actions Requiring AAC Approval Only

4. Proposal from the Graduate School

| 4.1 Course Proposal: Create GRD_5000 Graduate Continuous Enrollment

*We will begin offering this course in Spring 2017

Rationale: It is a commonly accepted best practice that students need to be enrolled in a university the semester they graduate. They use resources, etc, and how can one graduate from a university in which she is not registered as she can't even use the library or gym.

Background: UNC Grad School Deans emailed about this issue and brought it to light. We found that most schools have such a requirement (not clear if any of them don't have this requirement). Usually it is a one-hour, can be online, course through the graduate school. Can be used for thesis, portfolio, incomplete course work or other program work that a student needs to complete their degree requirements. This will also encourage students to complete their requirements.

Dept vote: N/A

Affect others: Yes and No—it is for all graduate programs to use as needed

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

NEW COURSE INFORMATION:

| GRD_5000 Graduate Continuous Enrollment

Hours: 1.0

Prerequisites: permission of Graduate School

Required: no

Course description: This course is available for graduate students who have no program of study courses remaining, but have unfinished requirements and need to be registered for the purposes of graduation or other campus/library access. This course does not count towards a degree, is graded P/F and permission of the Graduate School is required (1 hr).

Course title: Graduate Continuous Enroll

Code: IND

Grading: P/F

Syllabus: N/A

5. Proposal from the Department of Sociology and Criminal Justice

5.1 Course Proposal: Create CRJ 4550 Victimology. The purpose of this proposal is to create a course that explores victimology in the criminal justice system. This includes theoretical perspectives, special topics in victimology (i.e. homicide, child abuse), and victim's rights.

Rationale: This is a topic that is noticeably missing from our current curriculum. Given the important role that victims play in the CJ system, and their ever-increasing existence in this system, a course is needed to discuss their particular needs.

Dept vote: 14-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

NEW COURSE INFORMATION:

CRJ 4550 Victimology

Hours: 3.0

Prerequisites: SOC/CRJ 2400, or instructor permission

Required: no

Course description: This course is designed to introduce students to the topic of victimology, the scientific study of victims. In this course, students will examine the field of victimology, including its scope and development, review of the problems associated with victimization, examine the relationship between the victim and the offender, the victim and the criminal justice system, and the victim and society.

Course title: Victimology

Code: LEC

[CRJ 4550 Syllabus](#)

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CRJ 4550 Syllabus

CRJ 4550 Victimology Fall 2016

Instructor: Renee D. Lamphere, Ph.D.
Email: renee.lamphere@uncp.edu

Office: 213 Sampson Hall
Office Phone: (910) 775-4084

Fall 2016 Office Hours:

Monday: 11a-12p

Wednesday: 11a-12p; 2:30p-4:30p

Friday: 11a-12p

Also by Appointment

“Forgiveness has nothing to do with absolving a criminal of his crime. It has everything to do with relieving oneself of the burden of being a victim--letting go of the pain and transforming oneself from victim to survivor.”

-C.R. Strahan, American Author

Course Description: This course is designed to introduce students to the topic of victimology, the scientific study of victims. In this course, students will examine the field of victimology, including its scope and development, review of the problems associated with victimization, examine the relationship between the victim and the offender, the victim and the criminal justice system, and the victim and society.

Course Objectives:

Students will:

- Develop a basic understanding of issues relating to defining the broad concepts of aggression, violence and victims.
- Acquire an appreciation for the nature and scope of the problems posed by aggression and violence.
- Gain a general understanding of the methods used to study aggression and violence.
- Acquire a basic familiarity with and understanding of the different theoretical perspectives that have been employed in explaining aggression and violence.
- Gain an appreciation for specific issues relating to aggression and violence, as well as the treatment of crime victims in our culture.

Required Text: Wallace, H., & Roberson, C. (2015). Victimology: Legal, Psychological, and Social Perspectives (4th ed.). Pearson.

Course Requirements: The course objectives will be measured with a variety of written and oral assignments. This variety of assignments will allow the instructor to determine the degree to which students have achieved the objectives outlined.

Attendance: All students are required to attend class. Attendance will be taken daily. **Each student is permitted to have 3 unexcused absences.** After 3 unexcused absences, points will be deducted from your final attendance grade in 5 point increments; for example, a student who has 5 unexcused absences in a semester will receive an attendance score of 90 out of 100 points (3 unexcused absences that do not count against the score, and 2 unexcused absences that does count against the score). In addition, **ANY STUDENT WHO MISSES MORE THAN 20 CLASS SESSIONS IN THE COURSE OF THE SEMESTER WILL RECEIVE AN OVERALL GRADE OF “F” FOR THE COURSE.** This policy will be strictly enforced.

Excused absences will not count against you, but are limited to recognized excused absences which include (but are not limited to): illness, serious family emergency, special curricular requirements (e.g., field trips, conferences), military service, religious observances and participation in official university activities (e.g., athletics). The final decision on excused absences is left to the professor’s discretion. **In most circumstances, in order for an absence to be excused you will be required to provide written documentation.**

THE BOTTOM LINE: You will not do well in this course if you do not attend; therefore it is imperative that you come to each class. You can earn up to 100 points for attendance in this course.

Exams: You must complete four examinations during the semester. The exams will NOT be cumulative. All of your exams will be taken on Blackboard. You will have one attempt, and the amount of time you have to complete the exam will be announced in class. The exams may include multiple-choice, true/false, fill-in, and short answer, among other formats deemed appropriate by the instructor. A tentative exam schedule is found below. **The exams are worth 100 points each, for a total of 400 points toward your final grade.**

Informal Writing Assignments: There will be a variety of informal writing assignments over the course of the semester. The assignments and their point value will be announced on Blackboard. **You can earn up to 250 points for completing all assignments.**

***Please Note:**

- Make sure your assignments are submitted in .doc(x) or .rtf format.** I do much of my grading on my iPad, which does not open files in other formats. If I cannot grade your assignment because I cannot open it you will receive a zero for that assignment. Therefore, be sure that your assignments are submitted in the proper format.
- At the end of each assignment there will be details regarding submission requirements. This includes things like length of assignment and other general formatting requirements. I will take off points if your paper is not formatted according to the assignment instructions. Please format all papers correctly to ensure you earn full credit

Victimology Issue Presentation: Students will work in groups of 5-6 to research a prominent victimology related topic & develop a PowerPoint presentation to inform your classmates on this topic. Each group member will be given a chance to evaluate the other group members' contributions to the presentation. You will be allowed to choose from a list of topics during the second week of class, and presentations will be held in the final weeks of class. Please note that once groups are formed and topics are chosen, you will not be permitted to switch groups or change topics. In addition to the final presentation, each group will also turn in a packet of supplemental information regarding the group process, as well as a reference page. Specific, detailed guidelines regarding this assignment will be handed out in class and will be available on the course Blackboard page. **This assignment is worth 150 point (100 for the final presentation, 50 points for the reference page & supplemental information).**

Grading:

The grading breakdown is as follows:

Attendance:	100 points
Exams:	400 points
Informal Writing Assignments:	250 points
Correctional Issues Pres:	150 points
TOTAL:	900 points

Final Grades:

A	= 93 – 100%	or 837 – 900 points
A-	= 90 – 92%	or 810 – 836 points
B+	= 87 – 89%	or 783 – 809 points
B	= 83 – 86%	or 747 – 782 points
B-	= 80 – 82%	or 720 – 746 points
C+	= 77 – 79%	or 693 – 719 points
C	= 73 – 76%	or 657 – 692 points
C-	= 70 – 72%	or 630 – 656 points
D+	= 67 – 69%	or 603 – 629 points
D	= 63 – 66%	or 567 – 602 points
D-	= 60 – 62%	or 540 – 566 points
F	= 0 – 59%	or 0 – 539 points

Class Policies: The following is a list of classroom policies. This is a general list of things I expect from you as participants in this classroom.

Make-up Exams and Late Assignments: If you miss an exam or assignment you will be permitted to take a make-up exam or assignment if you can provide proof of a compelling reason for missing the exam, such as a serious illness or emergency. To be permitted to take a make-up, you must provide written documentation for your absence. Please make all efforts to contact me prior to the day of the exam or the assignment that you will be missing or within 48 hours following the exam to schedule a make-up. Forgetting your assignment in your room/home/car is not a legitimate excuse and this work will not be accepted

BOTTOM LINE: Submit all work on time to ensure you receive full credit!

Student Technology Responsibilities: It is your responsibility as a student to check your UNCP email and the course Blackboard page on a regular basis. I receive A LOT of email as I have A LOT of students. It is important that when you email me the following information is included in the subject line: Your Name, Course Number-Section Number, and Brief Description of Question. Here is an example of what I expect to see in an email subject line:

“Corrections – Questions about Chapter 3”

In addition, all of your emails to me should include a greeting, a body, and a salutation. It is NOT acceptable to start an email with “Hey you”, or “Yo, Renee”. Always sign your full name on the end of an email. Please send all emails to my UNCP email account. I will not be checking the Blackboard messaging system (meaning if you send a message there, I will not read it). All correspondence to me should come from your official university email address (For example, AAA111@bravemail.uncp.edu).

Classroom Civility: Due to the controversial nature of many topics that will be covered in this class, there are bound to be a number of conflicting opinions among students. Despite these differences, it is absolutely important and necessary that students are respectful of others’

opinions. You are expected, and required to be courteous to others in this class, including the instructor. In addition, I reserve the right to excuse you from my classroom at any point if you are being disruptive towards me or other classmates. This includes not only overtly obnoxious disruptions, but also things like whispering, texting, and sleeping in class. Please be advised that **TOBACCO USE IS PROHIBITED DURING CLASS TIME**. This policy will be strictly enforced.

BOTTOM LINE: Incivility in the classroom will not be tolerated, under any circumstances. Feel free to contact me if you have any questions regarding this policy.

Academic dishonesty: Any student found guilty of academic dishonesty (including, but not limited to, cheating and copying/ allowing copying another student's assignment) will be subject to disciplinary actions as described in the student catalog. The penalties for academic dishonesty are severe and students with any questions on the topic should consult their catalog. In this course, any student found guilty of academic dishonesty will receive a zero for the exam/ assignment in question. Further action may be taken at the discretion of the instructor. The Academic Honor Policy can be found at the following website: <http://www.uncp.edu/catalog/>

****NOTE**** I take academic honesty very seriously. Any violations of the academic honesty code will result in a grade of zero for the assignment in question, a possible grade of F for the course, and submission of formal documentation with the university. Please, if you feel the need to be dishonest then you need more help with this course. Contact me if you need help with course material!

Retention of Student Work: The instructor may retain studentwork as documentation of the course or as examples for future students. No evaluative commentary or grade information from the instructor will be included with student work (if the work includes information identifying its creator). Students' copyrights in their work shall be governed by the UNC Pembroke Copyright Policy.

Student Workload Expectations: In its mission statement, UNCP aims to "promote excellence in teaching and learning... in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards" as well as maintaining a faculty "dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service." Such rigor means that the foremost activity of UNCP students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

Disability Services: Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the

Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

UNCP Religious Holiday Policy: The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Tentative Class Schedule

This class schedule is subject to change with notice

<u>Section</u>	<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Section 1	Week 1: 8/17 - 8/21	Introduction: Syllabus & Course Requirements	
	Week 2: 8/22 - 8/28	Introduction and History of Victimology	Ch. 1
	Week 3: 8/29 - 9/4	Measurement of Crime and Its Effects	Ch. 3
	Week 4: 9/5 - 9/11	The Consequences of Victimization	Ch. 4
Section 2	Week 5: 9/12 - 9/18	Empowering Victims	Ch. 5
	Week 6: 9-19 - 9/25	Homicide Victims	Ch. 6
	Week 7: 9/26 - 10/2	Sexual Victimization	Ch. 7
Section 3	Week 8: 10/3 - 10/9	Intimate Partner Abuse	Ch. 8
	Week 9: 10/10 - 10/16	Child Abuse	Ch. 9
	Week 10: 10/17 - 10/23	Elder Abuse	Ch. 10
	Week 11: 10/24 - 10/30	Hate Crimes	Ch. 11
	Week 12: 10/31 - 11/6	Special Victim Populations	Ch. 12

Section 4	Week 13: 11/7 - 11/13	Compensation and Restitution of Victims	Ch. 15
	Week 14: 11/14 - 11/20	International Aspects of Victimology	Ch. 17
	Week 15: 11/21 - 11/27	Thanksgiving Break In-Class Work Week	
	Week 16: 11/28 - 12/4	Final Presentation Week	

Tentative Exam Schedule

Exam #	Chapters Covered	Opens on Blackboard	Closes on Blackboard
Exam 1	Ch. 1, 3, & 4	9/9 (Fri.) @ 8am	9/11 (Sun.) @ 11:59pm
Exam 2	Ch. 5, 6, & 7	9/30 (Fri.) @ 8am	10/2 (Sun.) @ 11:59pm
Exam 3	Ch. 8, 9, 10, & 11	10/28 (Fri.) @ 8am	10/30 (Sun.) @ 11:59pm
Exam 4	Ch. 12, 15, & 17	11/18 (Fri.) @ 8am	11/20 (Sun.) @ 11:59pm

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

6. Proposal from the Department of Elementary Education

6.6 Program Proposal: add an Elementary specialization to the current Master of Arts in Teaching degree

Rationale: The MAT with a specialization in Elementary Education would be a track added to the current MAT programs at UNCP. This program would be helpful in our teacher preparation program for those who complete an undergraduate degree and come to UNCP for teacher licensure K-6. Currently, those students take undergraduate courses as Licensure Only students. Kelly Ficklin (Elementary), Roger Ladd (MAT/English) and Debra Singletary (Graduate School) have all indicated there has been a desire from prospective students for a MAT that leads to K-6 licensure.

Over the past 5 years, 81 students have applied for a plan of study for licensure only in Elementary Education and 60 of those would possibly be eligible for a MAT program. We have requested additional data from IR.

This program would align with the other MAT programs on campus, supporting the current enrollment in EDN courses and also increase enrollment in ELE graduate courses and other courses listed as elective choices. In expanding our graduate program offerings and those for EDN courses, we would expect to need additional faculty support for teaching depending on program growth.

In this program overview, I've included information aligning the program with current MAT practices and talked with Val Ford, Kim Sellers and Roger Ladd about opportunities within the MAT courses and other graduate course opportunities. The Department of Elementary Education also discussed this possible program at our January 27, 2016 meeting and offered suggestions.

We have tried to use current courses offered within the School of Education to grow student enrollment while meeting the needs of teacher candidates preparing for a K-6 classroom. We envision as this program grows, to change with the needs of students, classrooms, state and national initiatives and licensure requirements.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: yes

New Courses: no

Additional Resources: not immediately

Affects Degree Pathway: no

Affects CAA Degree Plan: no

PROGRAM INFORMATION: MAT with Specialization in Elementary Education

MAT ELE Phase I

Educator Preparation Core (9 semester hours)

EDN 5040 An Introduction to the Basics Tenets of Education

EDN 5120 Advanced Study of Exceptionality in Children

EDN 5440 Survey of Educational Research

EDN 5460 Field Experience

Pedagogical Expertise (9 semester hours)

EDN 5470 Advanced Classroom Management

ELE 5700 Language, Literacy, and Diversity

ELE 5775 Development, Diversity, and Differentiated Instruction

Professional Development (3 semester hours)

(Required if the student has not provided appropriate documentation of successful teaching experience in the licensure area.)

EDN 5810 Internship

*see MAT Handbook for Internship policies

MAT ELE Phase II

Professional Development (9 semester hours)

EDN 5490 Effective Educational Leadership

EDN 5660 Applied Educational Research

Elective: Select one 3-credit hour graduate course with Program Director approval and guidance to support candidate development.

Academic Specialization (9 semester hours)

ELE 5800 Advanced Elementary Mathematics and Science

ELE 5850 Advanced Elementary Social Studies and Language Arts

ELE 5900 Professional Development and Leadership Seminar

**EDN 5810 is required if the student has not provided appropriate documentation of successful K-6 public school teaching experience in the licensure area.

***We also work with other departments to offer elective courses each summer for our ELE MA Ed students. Examples listed of possible elective courses already offered within the School of Education. EDNS courses will vary each semester with different topics offered. Can be taken multiple times with different course numbers. Check with the program director prior to registering.

****Candidates will also compile electronic portfolios as part of the completion of both Phase I and Phase II. See MAT Program Handbook and Elementary Education Handbook for additional information.

7. Proposals from the Department of History

7.1 Program Proposal: In the B.A. in History, remove History Topics course or HST 4510 requirement from Advanced History and replace with a second course in Asian, African, or Latin American History. In addition, eliminate Program Option 2.

Rationale:

1. Topics courses do not have a consistent identity distinguishing them from other advanced history courses, so there is no compelling reason to require students to take them.
2. HST 4510 has not been offered in at least a decade.
3. Option 1 provides sufficient variety and choice that students do not need an Option 2.
4. History majors need more exposure to the world outside of Europe and North America than can be provided in a single advanced course. Asking them to take a second course outside of these categories is a step in the right direction. It also helps align our History and Social Studies Education program requirements.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: no

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

PROGRAM INFORMATION: Major Requirements: 39 Semester Hours

Basic History: 12 Sem. Hrs.

(1000 and 2000 level courses)

Four courses from

HST 1010 American Civilizations to 1877

HST 1020 American Civilizations since 1877

HST 1030 Introduction to African-American History

or

HST 1100 History of the American Indian to 1865

or

HST 1110 History of the American Indian since 1865

HST 1140 World Civilizations to 1500

HST 1150 World Civilizations since 1500

Advanced History: 27 Sem. Hrs.

(3000 and 4000 level HST and/or HSTS courses)

HST 3000 Historical Practice and Theory

8 additional advanced HST or HSTS courses:

- 2 courses from the North American area
- 2 courses from the European area
- 2 courses from the Latin American, Asian, or African area
- 2 electives from any geographic area

Option 1

~~HST 3000 Historical Practice and Theory~~

~~Two courses each from the American and European areas~~

~~two courses from the Asian, African, or Latin American areas~~

~~Topics course (HSTS) or~~

~~HST 4510 Senior Seminar~~

~~and two electives~~

Option 2

~~Approval of Contract by the Chair~~

~~HST 3000 Historical Practice and Theory~~

~~Topics course (HSTS)~~

~~HST 4510 Senior Seminar~~

~~6 approved 3000-4000 level electives~~

7.2 Program Proposal: Revise B.A. in History with Social Studies Education Content Courses by replacing HSTS 4xxx or HST 4510 requirement with a list of advanced HST options designed to help students better meet NC Standards 1 and/or 4 for Social Studies teachers.

Rationale:

1. HSTS courses do not have a consistent identity that justifies making them a program requirement.
2. HST 4510 has not been offered in at least a decade.
3. It is part of the North Carolina *Standards for Social Studies Teacher Candidates* that teachers can “know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture” (standard one) and “know and can facilitate learning about how individual and collective identities are shaped by groups and institutions” (standard 4). Our teacher candidates would benefit from taking a content course that specifically focuses on culture and identity. In doing so, candidates will be exposed to primary sources and a depth of understanding specifically focused on cultural factors. This learning will also better prepare our social studies teacher candidates to better meet their mission to prepare global citizens and develop awareness of socio-cultural diversity in their students.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: no

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

PROGRAM INFORMATION: [note: this listing shows History requirements only—SSE students also have requirements in Education and Social Sciences, but nothing about those course requirements will change]

Basic History

HST 1010 Amer Civ to 1877
HST 1020 Amer Civ since 1877
HST 1140 World Civ to 1500
HST 1150 World Civ since 1500
HST 3000 Historical Theory & Practice

Advanced History (all must be at the 3000 or 4000 level)

HST 3170 History of North Carolina

~~HSTS 4xxx or HST 4510 Senior Seminar~~

6 courses at the 3000 or 4000 level, spread across the following geographic areas:

- United States or North American History (2 courses)
- European History (2 courses)
- Asian, African, or Latin American History (2 courses)

And one of the following courses:

HST 3260 Indians of the Southeast

HST 3370 Modern European Economic and Social History

HST 3610 African–American History to 1863

HST 3620 African–American History Since Emancipation

HST 3730 Comparative Asian Civilizations

HST 3800 Women and the Development of U.S. Society

HST 3820 Growing Up American

HST 3850 Indians of Latin America

HST 4070 Women in U.S. History Since 1870

HST 4120 History of Sexuality

HST 4230 Indigenous Women

HST 4270 Modern European Cultural History

HST 4430 History of the British Empire

HST 4650 Indian Residential and Boarding School Narratives

*HSTS 4xxx Topics in History (HSTS 4xxx may only be used to fill this requirement with the permission of the Social Studies Education program coordinator.)

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Appendix E

PAD - 2010 - American State & Local Government, Administration & Policy

General Education Course Proposal

General Catalog Information

Click on the + button below to select a proposing department. If you are revising an existing general education course or seeking general education status for an existing course, click on the downward arrow at the top of this column to import course information from the current catalog. (Searching by course prefix is the most efficient way to do this.)

Department*	Department of Political Science and Public Administration	
Contact Person*	Emily Neff-Sharum	
Course Prefix*	PAD	Course Number* 2010
Course Title*	American State & Local Government, Administration & Policy	
Cross-listed as:	Cross-listed with PLS 2010	

Course Information:

Check one:*	<input type="radio"/> Add New Course to General Education
	<input checked="" type="radio"/> Add Existing Course to General Education
	<input type="radio"/> Revise Existing General Education Course
	<input type="radio"/> Delete Course from General Education

General Education designation cannot be proposed for a new course until the new course has been approved by Academic Affairs.

General Education designation for an existing course that is being revised cannot be proposed until the course revision has been approved by the Subcommittee on Curriculum.

Date new course was approved by Academic Affairs
--

Date revision to existing course was approved by the Subcommittee on Curriculum

General Education curriculum section(s):* Social Science; General Education Elective Social Science Section

Credit Hours:* 3 credits

Term(s) offered:* Fall

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

01/01/2017

Course Description:* An examination of the institutions, administrative issues, politics, and policy concerns in American state and local government.

A. Rationale for General Education Proposal

1. Indicate which goal area(s) of the program this proposal addresses.*
- Area 1: Communication
 - Area 2: Critical Thinking
 - Area 3: Problem Solving
 - Area 4: Mathematics
 - Area 5: Technology
 - Area 6: Arts, Literature, History, & Ideas
 - Area 7: Individual & Society
 - Area 8: Science & Nature
 - Area 9: Lifelong Learning
 - Area 10: Health & Wellness
 - Area 11: Social Responsibility
 - Area 12: Diversity
 - Area 13: Values and Ethics

2. If you need to attach additional information for any of the items below, use the icon at the top of the right-hand column to upload files.

A. Describe how this course supports the overall mission of the General Education Program.*	<p>The General Education Program description found in the catalog emphasizes the importance of complex social problems. Many of the social problems faced in our communities are addressed by one of the least understood but most accessible government entities– the local, county, and state governments that surround us. As taught, this course emphasizes the accessibility and importance of both understanding local government but also participating in local government.</p> <p>Students learn that most decisions that effect their daily lives (such as garbage collection, zoning and planning laws, and other local ordinances) are made at the state and local level. Students also learn about the accessibility of local government by citizens by understanding the structure that relies not only on elected officials but also on citizen engagement through voluntary boards and provision of public information.</p>
B. Explain how the addition of this course will improve the General Education curriculum.*	<p>This will allow more social science options in the area of political science where only two currently exist. In particular, this course will help connect students to an area of life outside of their career path where the expertise they develop through college and career may be helpful to their community.</p> <p>Additionally, this course provides a practical pathway for students to understand one of the most important elements of community engagement- understanding, being aware, and participating in state and local governance.</p>
C. Identify the General Education Objectives that will be addressed by this course.*	<p>Critical thinking– In particular, the course develops the ability to distinguish between facts and opinions, judgments and inferences, inductive, and deductive arguments, and reliable and invalid sources of information</p> <p>Individual and society– In particular, the course develops the ability use social science research to create an informed understanding of contemporary social issues as well as apply social science principles and theories to understanding American political phenomenon and social issues.</p> <p>Social responsibility– In particular, the course prepares students for citizenship by identifying avenues for civic action.</p>
D. Describe the ways General Education Goals and Objectives will be assessed in this course.*	<p>Social responsibility– Students are required to attend any local government meeting (town council, county commission, ABC board, planning commission, etc.) for any town or county. If students are unable to attend</p>

the meeting an alternative assignment is given that allows students to follow an issue as it travels through local government in real time. When students have completed this assignment in the past, they have told me that it made a lasting impact on how easy it is to get involved in local government. Most of the time officials have spent time with students after meetings to encourage them to participate in their communities. The most common response has been that students have realized that local decision-making is more accessible for citizens than expected.

Critical thinking— When discussing any element of politics, the importance of understanding the difference between empirical and normative statements is essential to understanding where more information will help move a debate toward compromise. This course provides a forum for students to practice these skills through several facets: 1) when evaluating what happens at the local government meeting they attend, 2) through discussion of state and local current events— students are pushed by each other and by the professor to assess the sources of their information during discussion, and 3) through a formal description and exploration of core areas of policy innovation by states and local governments.

Individual and society— Students are required to apply the theories and principles they are learning through reading and lecture to analyzing both current events during class discussion, but they also are required to engage in this type of analysis in their last government meeting paper.

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

We expect the PAD/PLS 2010 course to significantly increase the number of students who take this course, allowing it to be a more robust experience for our majors as well as benefitting non-majors. We expect this inclusion to provide a few additional seats for incoming students if we continue to have larger freshman courses. Finally, if this course has increased student demand, we hope to increase the number of times it is offered each year.

3. Attach proposed General Education Course Syllabus using the "add forms" button at the top of the right-hand column.

The syllabus must include:

1. a list of the General Education Goals and Objectives addressed in the course, and
2. a plan for assessing the General Education Goals and Objectives.

For Catalog Manager Use:

Catalog Ownership:	Department of Political Science and Public Administration
Course Type: *	Public Policy and Administration

**Comments for PAD - 2010 - American State & Local Government,
Administration & Policy**

Abigail Mann	11/17/2016 3:39 pm
3-0-0	
Jaime Martinez	10/20/2016 12:35 pm
This proposal involves no changes to the existing course and so does not require approval from the Subcommittee on Curriculum.	
Emily Neff-Sharum	9/30/2016 8:32 am
Department vote was 8 Yes 0 no 2 abstain 1 no vote	

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Appendix F

Proposal for a minor revision to language of the Military Student Success Policy (adopted by Faculty Senate March 2016) to clarify that “60% of the course” and “80% of the course” refer to time elapsed in the term/semester, and to replace the word “semester” with “term” as needed to ensure the policy is interpreted to apply to all academic terms, not just the fall and spring semesters (as required by UNC GA).

Background: As required by the UNC General Administration policy directive “Regulations for Military Student Success” (700.1.1[R]), the Enrollment Management Subcommittee drafted the Military Student Success Policy during the 2015-2016 academic year. This policy was adopted by the UNCP Faculty Senate at the March 2016 meeting. This policy required the development of a form. Work was completed on this form by EMS in the fall of 2016. Upon consideration of the form, Academic Affairs suggested a minor revision of the language of the Military Student Success policy for the purpose of clarification. Revision will be needed in both the Academic Catalog and the material on the Registrar’s website.

REVISIONS FOR THE ACADEMIC CATALOG

1. Military incompletes (IM)--Revise the following paragraph under the Grading System (Undergraduate) as shown:

The “IM,” or the military incomplete grade, is assigned for incompletes to students called to active military duty. The “IM” grade is given when students are deployed for active military duty assignments during ~~the semester~~ **an academic term** and will be unable to complete coursework for the ~~semester~~ **term** through an alternative format. It is not given to enable a student to do additional work to improve a grade. The “IM” grade can be assigned with instructor approval if deployment occurs after 60% of the course (**e.g. nine weeks of the fall or spring semester**) has been completed for the academic term. If deployment occurs after 80% of the course (**e.g. twelve weeks of the fall or spring semester**) has been completed for the academic term, active duty military students are guaranteed the option of an “IM” if they so choose. The IM grade must be removed within three years of returning from deployment or the grade will convert to a “WM.” See below for more information on the “WM” grade. The “IM” grade will not count toward the determination of quality hours and quality point averages. An “IM” does not fulfill prerequisite requirements. It is the student’s responsibility to request the “IM” grade. Refer to the Registrar’s webpage at www.uncp.edu/registrar for more information about applying for the “IM.”

2. Military withdrawals (WM) -- Revise the following paragraph under the Grading System (Undergraduate) as shown:

The “WM,” or the military withdrawal grade, is assigned for withdrawals of students called to active military duty during the course of ~~a semester~~ **an academic term**. The “WM” grade

is given when students are deployed for active military duty assignments during the **semester term** and will be unable to complete coursework for the **semester term** through an alternative format. While students who are deployed on active military duty assignments can opt for the “WM” grade at any point during the **semester term**, the “WM” grade will be assigned if deployment occurs before 60% of the course (**e.g. nine weeks of the fall or spring semester**) has been completed for the academic term and an alternative for mat for the course (such as moving to an online section) is not available. When a student receives a “WM” grade, the grade is recorded, but the semester hours attempted are not counted as quality hours. Refer to the Registrar’s webpage at www.uncp.edu/registrar for more information about applying for the “WM.”

REVISIONS FOR THE REQUIRED MATERIAL ON THE REGISTRAR’S WEBSITE

Military Student Success Policies

The University of North Carolina, Pembroke recognizes the unique demands our active duty students may face during the course of **a-semester an academic term**. In order to facilitate the successful completion of courses by military students who may be called to active duty during the course of the **semester term**, the university provides several options for students that take into account several elements of a course: the amount of the course completed, the nature of the specific course, and the students’ preferences. Each option seeks to mitigate any negative academic consequences that may occur as a result of mid-semester deployments. Should a student be called to active duty during the course of the **semester term** it is the student’s responsibility to inform the University as soon as possible in order to develop the best plan of action for military student success. Students who must leave the university during the course of an academic term are provided three possible courses of action. Students are encouraged to assess each course individually in choosing which action to take for each course. Students should consult with the Office of Financial Aid about how their choice will affect future aid.

1. **Alternative course work or format.** Students are encouraged to discuss their deployment with their professors and the department chair to see if there is the possibility to complete the course in an alternative format (such as moving to an online section of the course). This option may not be appropriate for all types of courses, such as courses that require physical activity (P.E. courses) or require supervised work such as a lab. Additionally, such a move may require students to change professors if moving sections or to purchase different course materials that may be utilized in a different section of the course. Students choosing the alternative course work or format option are expected to complete the course on time and meet the deadlines set by the instructor in order to record the grade on time at the end of the term. This option is available at any point during the semester with approval by the instructor and the Associate Vice Chancellor of Enrollment.

2. **Military withdrawal (WM).** The military withdrawal is a special designation showing that students withdrew from a course because of active deployment. Students are not required to withdraw from all courses if utilizing the military withdrawal during the course of a **semester**

term. For instance, it may be the case that a student withdraws from some courses, takes a military incomplete for other courses, and engages in alternative course work for rest of their courses. More information on the military withdrawal can be found in the [Course Academic Catalog](#) under Adding, Dropping, and Withdrawing from Courses [on page 67](#).

3. **Military incomplete (IM).** The military incomplete is a special designation showing that students have arranged to complete their coursework for a class at a later date as a result of active duty deployment during the course of [a semester an academic term](#). Military incompletes differ in several critical ways from a normal incomplete.

- i. The most significant difference is that the IM completion schedule is much longer; military students must complete the course work for the military incomplete within three years of return from deployment. It is the student’s responsibility to provide the university with an estimated date of return from deployment and to inform the University of any change to the date of return.
- ii. If students with the grade of IM do not complete their course work within three years of the recorded date of return from deployment, course grade will change to a WM. WM grades that are a result of incompleting an IM grade are not eligible for tuition reimbursement.
- iii. If 80% or more of a course ([e.g. twelve weeks of the fall or spring semester](#)) is completed before the student leaves on active duty assignment, students are guaranteed the option of taking a military incomplete in the course. Students must complete the steps listed below in order to have the incomplete on record with the university. iv. Students who have completed less than 80% of a course but more than 60% of a course ([e.g. between the ninth and twelfth weeks of the fall or spring semester](#)) before the student leaves on active duty assignment may be eligible to take a military incomplete. Because the skills and requirements of each course are unique, the university requires that students consult with the Assistant Vice Chancellor of Enrollment and gain approval from the instructor in order to take an incomplete during this period of time. Generally, the IM is not available before a student has completed 60% of a course ([e.g. nine weeks of the fall or spring semester](#)).

The chart below is provided to help students better understand their options as a result of mid-term active duty assignment.

	Alternative course work or format (i.e. move to an online section)	Military withdrawal	Military incomplete
Less than 60% of the course work (e.g. nine weeks of the fall or spring semester) is complete	If available	Yes	Not available

60-80% of the course work is completed (e.g. between the ninth and twelfth weeks of the fall or spring semester)	If available	Yes	Depends on course. Decision will be made in consultation with the Assistant Vice Chancellor for Enrollment and the course instructor
80% or more of the course work is completed (e.g. twelve weeks of the fall or spring semester)	If available	Yes	Yes

Process for Military Students Called to Active Duty Mid-term

1. **Contact the Associate Vice Chancellor of Enrollment's Office.** Students called to active duty or an official from the Department of Defense must contact the Office of the Associate Vice Chancellor of Enrollment to notify the University of an active duty engagement. Students or a Department of Defense official should provide the office with a copy of the student's orders as well as an estimated date of return. The Associate Vice Chancellor of Enrollment will notify faculty of the deployment and inform the instructor and chair of what actions need to be taken.
2. **Decide on actions for each class.** Students should discuss the options for alternative format, military incompletes, and military withdrawal with their instructor. Any agreement that is reached with the instructor must comply with the available options at the point of the semester in which the student deploys. The agreement between the student and the instructor should be recorded on the Military Deployment Agreement Form and turned into the Associate Vice Chancellor for Enrollment. Any questions or difficulties with this process should be referred back to the Associate Vice Chancellor for Enrollment.
3. **Recordkeeping.** The Associate Vice Chancellor of Enrollment will have 5 business days to inform the student's professors of the formal decision agreed to in each course. A copy of all completed documents will also be sent to the dean of the college for the course and the chair of the department in cases of military incompletes. Military Deployment Agreement Forms will be kept on file at the Office of Enrollment for ten years or until coursework is completed, whichever comes first.
4. **Updating the University regarding any changes to schedule.** It is the student's responsibility to notify the Associate Vice Chancellor of Enrollment of any changes to their orders including changes to departure date and estimated date of return. If such changes will have an impact on the student's ability to fulfill their obligations under an IM or with alternative coursework, it is the student's responsibility to discuss these issues with their professors as soon as possible.

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Appendix G



Military Deployment Agreement, Part A

Office of the Associate Vice Chancellor for Enrollment

UNCP ID:

8	4	0							
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<i>Student information</i>			
Last	First	Middle	Suffix
Phone		Email	
Deployment date		Anticipated return	

Students called for active duty during the course of an academic term are provided three possible courses of action for in-progress course work:

1. Students are encouraged to discuss their deployment with their professors and the department chair to determine if the course might be completed in an alternative format (such as moving to an online section of the course). If this option is not available or is not appropriate for a particular course, military withdrawal or the military incomplete must be selected.
2. The IM or the military incomplete grade is assigned to students who
 - have completed at least 60% of the course (e.g. nine weeks of the fall or spring semester) and are unable to complete course work through an alternative format, and
 - have arranged, in cooperation with the instructor, to complete their coursework for a class at a later date (within three years of return from deployment).

A separate Military Incomplete Form (see Part B) must be completed and filed for each course in which an IM is to be assigned.

3. The WM or the military withdrawal grade is assigned for withdrawals of students called to active military duty during the course of a semester who:
 - have completed less than 60% of the course (e.g. nine weeks of the fall or spring semester) and are unable to complete coursework through an alternative format, or
 - have completed more than 60% of course work in a course, but are unable to complete coursework through an alternative format and have not arranged to complete the coursework for class at a later date through a military incomplete for the course.

A single Military Withdrawal form (see Part C) must be completed indicating all courses from which the student is withdrawing.

Instructions for completion of this form:

1. The student, in consultation with the instructor, should assess each course in which he or she is enrolled and decide on the course of action most appropriate for that course.
2. In consultation with the instructor, the student should complete a section of this form for each of his/her courses, indicating the decision reached for that course. Additional paperwork (Parts B and/or C) must be completed as indicated.
3. The student should return this form and all accompanying documents (Parts B and/or C) to the Associate Vice Chancellor for Enrollment. The Associate Vice Chancellor for Enrollment will forward copies of the pertinent forms to the Registrar and the Center for Student Success, as well as to the Deans and Chairs.
4. It is the student's responsibility to notify the Associate Vice Chancellor for Enrollment of any changes to his/her orders, including changes to deployment date and anticipated date of return.

*This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center, DF Lowry Bldg.

Subject	Course #	Section #	CRN #
For this course, the following option has been selected as the most appropriate (check one and complete additional information/paperwork as noted):			
<input type="checkbox"/> Alternative course format. The student should be moved to the following section of the course: Section _____ CRN _____ Instructor (requires signature below) _____			
<input type="checkbox"/> Military Incomplete (IM)—Complete Part B of this form (the Military Incomplete Form) and attach to this document.			
<input type="checkbox"/> Military Withdrawal (WM)—Complete Part C of this form (the Military Withdrawal Form).			
Instructor Signature		New Instructor Signature (if moving to a new section):	
Department Chair Signature			

Subject	Course #	Section #	CRN #
For this course, the following option has been selected as the most appropriate (check one and complete additional information/paperwork as noted):			
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Instructor Signature		New Instructor Signature (if moving to a new section):	
Department Chair Signature			

Student Signature _____ Date _____

Associate Vice Chancellor for Enrollment _____ Date _____

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Military Deployment Agreement, Part B
Contract for Completion of Military Incomplete
Office of the Associate Vice Chancellor for Enrollment

UNCP ID:

8	4	0							
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This form accompanies the Military Deployment Agreement Form. A separate form should be completed for each course in which a deploying student will receive an IM.

<i>Student information</i>			
Last	First	Middle	Suffix
Phone		Email	
Deployment date		Anticipated return	

The "IM," or the military incomplete grade, is assigned for Incompletes to students called to active military duty. The "IM" grade is given when students are deployed for active military duty assignments during the academic term and will be unable to complete coursework for the semester through an alternative format. It is not given to enable a student to do additional work to improve a grade. The "IM" grade can be assigned with Instructor approval if deployment occurs after 60% of the course (e.g. nine weeks of the fall or spring semester) has been completed for the academic term. If deployment occurs after 80% of the course (e.g. twelve weeks of the fall or spring semester) has been completed for the academic term, active duty military students are guaranteed the option of an "IM" if they so choose. The IM grade must be removed within three years of returning from deployment or the grade will convert to a "WM." The "IM" grade will not count toward the determination of quality hours and quality point averages. An "IM" does not fulfill prerequisite requirements. A Contract for the Completion of Military Incomplete "IM" Grade must be completed by the student and instructor and filed with the Instructor's Department Chair, Dean, and the Registrar for each course in which they are seeking an IM grade.

Section A. Course Information (To be completed by student)

Subject: _____ Course Number: _____
 Course Title: _____ Section Number: _____
 CRN: _____ Credits: _____
 Semester Taken: _____ Instructor: _____

Section B. Remaining Course Work (To be completed by instructor and signed by the student, the instructor, and the department chair): List all remaining work that must be completed to satisfy the course requirements and clear the incomplete. *Be explicit in the event that unexpected circumstances prevent you from processing the change of grade yourself. Please attach a syllabus and highlight items noted below.

Item(s) to be completed

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Military Deployment Agreement, Part C
Military Withdrawal Form
Office of the Associate Vice Chancellor for Enrollment

This form accompanies the Military Deployment Agreement Form, and should be used to indicate all courses for which a deploying student will receive a WM.

UNCP ID:

8	4	0							
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<i>Student biographical information</i>			
Last	First	Middle	Suffix
Phone		Email	

The WM or the military withdrawal grade is assigned for withdrawals of students called to active military duty during the course of a semester who:

1. have completed less than 60% of the course (e.g. nine weeks of the fall or spring semester) and are unable to complete coursework through an alternative format, or
2. have completed more than 60% of the course, but are unable to complete coursework through an alternative format and have not arranged to complete the coursework for class at a later date through a military incomplete for the course.

Course Info:	_____	_____	_____	_____	Title: _____
	Subject	Course #	Section #	CRN #	
Instructor (Print) _____	Signature _____			Date _____	

Course Info:	_____	_____	_____	_____	Title: _____
	Subject	Course #	Section #	CRN #	
Instructor (Print) _____	Signature _____			Date _____	

Course Info:	_____	_____	_____	_____	Title: _____
	Subject	Course #	Section #	CRN #	
Instructor (Print) _____	Signature _____			Date _____	

Course Info:	_____	_____	_____	_____	Title: _____
	Subject	Course #	Section #	CRN #	
Instructor (Print) _____	Signature _____			Date _____	

Student Signature _____ Date _____

Advisor (Print) _____ Signature _____ Date _____

Associate Vice Chancellor for Enrollment _____ Date _____

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