Minutes (approved November 3, 2016)
Subcommittee on Curriculum
Thursday, October 6, 2016
3:30 PM Room 251 University Center

Members Present: Mary Ash (NS&M to 2018), Monika Brown (LETT to 2017), Jaime Martinez, Chair (LETT to 2018), Emily Neff-Sharum (S&BS to 2017), Lourdes Silva (Registrar), Jack Spillan (S&BS to 2018), Nathan Thomas (ARTS to 2018), Joseph Van Hassel, Secretary (ARTS to 2017), Marian Wooten (EDUC to 2017)

Members Absent: Elizabeth Normandy (VC of AA Designee), Gretchen Robinson (EDUC to 2018), Roland Stout (NS&M to 2017)

Guests: Cindy Locklear (Social Work), Polina Chemishanova (ETFL), Cynthia Zhang (Math and Computer Science)

1. Call to Order 3:31
2. Adoption of Agenda by acclamation
3. Approval of Minutes of September 1, 2016 by acclamation

4. Proposal from the Department of Mathematics and Computer Science (see p. 2)
4.1 Course Proposal: revise ITC 4200 title and course description to replace Microsoft Windows related technologies with vendor-neutral terminologies

4.1 8-0-0
4.1 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

5. Proposals from the Department of Social Work (see pp. 3-7 and Appendix B)
5.1 Course Proposal: delete SWK 5330 Advanced Standing Bridge Course I and SWK 5340 Advanced Standing Bridge Course II

5.1 8-0-0
5.1 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

5.2 Course Proposal: create SWK 6700 Advanced Practice with Indigenous Populations

5.2 8-0-0
5.2 Will be forwarded to Academic Affairs Committee for their vote

5.3 Program Proposal: revise requirements for MSW Advanced Standing and Summer Bridge programs

5.3 8-0-0
5.3 Will be forwarded to Senate and Academic Affairs Committee for their vote

6. Proposals from the Department of Biology (see pp. 8-11)
6.1 Course Proposal: revise BIO 2050 Animal Behavior

6.1 8-0-0
6.1 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

6.2 Course Proposal: delete BIO 2310 Morphology of Non-Vascular Plants

6.2 8-0-0
6.2 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

6.3 Course Proposal: delete BIO 2320 Morphology of Vascular Plants

6.3 8-0-0
6.3 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

6.4 Course Proposal: delete BIO 3510 Research Strategies

6.4 8-0-0
6.4 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

6.5 Course Proposal: revise ENV 4200 Pest Management

6.5 8-0-0
6.5 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

6.6 Program Proposal: revise elective options for B.S. in Biology Pre-Physical Therapy/Pre-Occupational Therapy track

6.6 8-0-0
6.6 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

7. Proposal from the Writing Intensive Committee (see pp. 12-13 and Appendix C)
7.1 Program Proposal: add BRD 3170 Screenwriting to the Writing Intensive Program as a Writing in the Disciplines course

7.1 8-0-0
7.1 Will be forwarded to Senate and Academic Affairs Committee for their vote

8**. Unfinished Business**
9. New Business
10. Announcements
11. Adjournment 4:07

4. Proposal from the Department of Mathematics and Computer Science

4.1 Course Proposal: Revise ITC 4200 title and course description to replace Microsoft Windows related technologies with vendor-neutral terminologies.

Rationale: The techniques listed in the catalog for this course are outdated and not suitable for video   game development. We would like to replace the outdated technologies with generic descriptions due to the fact that Microsoft Windows is no longer dominating computer systems for video games; other operating systems (e.g., Mac OS X, Antroid, Google Chrome OS, etc.) have been prevailing, especially in the emerging mobile computer systems.

Dept vote: 17 for; 0 against; 0 abstain
Affect others: no
Cross-Listing: no
Additional Resources: no
Affects Articulation Agreement: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

COURSE INFORMATION:
ITC 4200 ~~Windows and Game Programming~~ Game Design and Development
Hours: 3.0
Prerequisites: CSC 1750 and 1760 or CSC 2050
Required: no
Revised Course description: This course provides students with ~~Windows programming techniques,~~ game design concepts and theories and explores game programming skills and strategies. Students will learn how to develop stand-alone applications ~~windows, dialog boxes, option buttons, check boxes, menus, help facilities. It also covers DLL (dynamic link libraries), and how to use Windows API (application program interface), DDE (dynamic data exchange), and multimedia application~~ with user graphical interface components, graphics, animations, sounds, game physics, etc. Credit, 3 semester hours. PREREQ: CSC 1750 and 1760 or CSC 2050.
Course title: Game Design and Development
Code: LEC

5. Proposals from the Department of Social Work
5.1 Course Proposal: Delete SWK 5330 Advanced Standing Bridge Course I and SWK 5340 Advanced Standing Bridge Course II.

Rationale: These courses are seen as redundant in the curriculum. Deleting them will allow us to better meet our accreditation requirements for MSW Advanced Standing students.

Dept vote: 10 for; 0 against; 0 abstain
Affect others: no
Cross-Listing: no
Additional Resources: no
Affects Articulation Agreement: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

COURSE INFORMATION: (To Be Deleted)
SWK 5330 Advanced Standing Bridge Course I
Hours: 4.0
Prerequisites: Acceptance into Advanced Standing Program
Required: yes
Course description: This course is for advanced standing students in the Department of Social Work who have completed the Bachelor of Social Work degree from an accredited social work program, and have been admitted into the Advanced Standing program. This course is designed to provide a conceptual orientation to the Advanced Standing Concentration year. This course is intended to supplement the knowledge, skills, and values foundation developed in a CSWE accredited BSW program. This course will also address the skills needed in order to be successful in the MSW field placement including an understanding of the required professional and ethical standards that are necessary for social work practice.
Code: LEC

COURSE INFORMATION:
SWK 5340 Advanced Standing Bridge Course II
Hours: 4.0
Prerequisites: Acceptance into Advanced Standing Program and SWK 5330 completed with a "B" or better.
Required: yes
Course description: This course is for advanced standing students in the Department of Social Work who have completed the Bachelor of Social Work degree from an accredited social work program, and have been admitted into the Advanced Standing program. This course is a continuation of SWK 5330. This course will address scholar skills that are necessary to successfully complete the MSW program, specifically in the area of writing and research.
Code: LEC

5.2 Course Proposal: Create SWK 6700 Advanced Practice with Indigenous Populations.

Rationale: This is to meet an accreditation requirement for the Advanced Standing Students in the summer.

Dept vote: 10 for; 0 against; 0 abstain
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:
SWK 6700 Advanced Practice with Indigenous Populations
Hours: 3.0
Prerequisites: acceptance into the Advanced Standing MSW program
Required: yes
Replaces/Equivalent to: SWK 5330 and SWK 5340
New Course description: This course asks the student to examine the cultural identities of the Indigenous people, examining their traditional values, cultural based behaviors and the effects of colonialism and imperialism due to the consequences of social policies/legislation, social work practice research. Attention will be given to the cultural specific skills and approaches particular to traditional and current helping practices from an Indigenous worldview.
Course title: Adv Prac Indigenous Pop
Code: LEC

Syllabus: See Appendix B

5.3 Program Proposal: We are currently realigning our curriculum to redesign summer courses (bridge courses). In the summer of 2017 we will eliminate the bridge courses SWK 5330 Advanced Standing Bridge Course I and SWK 5340 Advanced Standing Bridge Course II. Students who have been accepted for advanced standing will now take a new course Social Work Advanced Practice with Native Americans, which is one of the programs emphasis. We will also offer SWK 5080 in the summer for Advanced Standing Students. This offers the Advanced Standing Students courses that will help them prepare for graduate work, without repeating content from their BSW program.

Program Totals for Advanced Standing will now be 30 hours

Students with accredited undergraduate degrees in social work, who either choose to enter as regular full-time MSW students or regular part-time MSW students are eligible to test out of selected Foundation Year courses, unless they have a "B" or better in the undergraduate degree. If they have a B or better they will be exempt from having to take the course.   This is done in order to avoid duplication and redundancy of course content of generalist program content from the BSW program.

The examinations are designed to assess whether an incoming student has mastered the content at the level expected of a student who satisfactorily completes the particular course in the foundation MSW program. Students are given reading lists and course objectives to help them prepare for the exams.

Students will notify the MSW Program Director in writing of their desire to test out of a course eight weeks before the first semester. Tests will be administered no later than the 4th week before the student's first semester and we will inform student of specific time and dates in writing. Students will be notified in writing of their test out results within one week from date of test. If a student takes any or all of the exams and scores a grade of 80% or higher, he or she will be awarded "credit by examination" and will not be required to enroll in the particular class for which credit was given.

The following exams are offered:
SWK 5000 Human Behavior and the Social Environment I (3 credits)
SWK 5150 Human Behavior and the Social Environment II (3 credits)
SWK 5100 Research Methods in Social Work (3 credits)
SWK 5070 Social Policy and Services I (3 credits)
SWK 5200 Social Work in a Diverse Community (3 credits)

Program Totals for Regular MSW Program will now be from 45-60 hours (depending on the numbers of hours that have been "tested out").

Rationale: During our last accreditation review the Council on Social Work Education (CSWE) had an area of concern with our curriculum that we are addressing with this current change. We are to ensure that BSW graduates entering our MSW program do not repeat what they mastered in their BSW program. We are making these changes in order to maintain our compliance with our accrediting body CSWE and to ensure students are not repeating content.

Dept vote: 10 for; 0 against; 0 abstain
Affect others: no
New Courses: yes
Additional Resources: no
Affects Degree Pathway: yes
Affects CAA Degree Plan: no

Catalog Entry: **Master of Social Work**

Program-Specific Admissions Standards

Applications are welcome at any time during the year, but the MSW program will not admit new students for spring semester and will admit advanced standing students in the summer only. All admissions will be for summer or fall terms.

Students with accredited undergraduate degrees in social work, who either choose to enter as regular full-time MSW students or regular part-time MSW students are eligible to test out of selected Foundation Year courses. This is done in order to avoid duplication and redundancy of course content of generalist program content from the BSW program. If you are interested in testing out please contact the program director.

Request your recommendations from professional supervisors or university faculty who are not members of the UNCP Social Work Department.

Submit an essay which incorporates both autobiographical information and discussion of a social problem. Detailed directions are available on the Graduate School website and must be carefully followed.

Complete a criminal background check. Directions and a link to the URL are available on the Graduate School website.

Requirements for a Master of Social Work
Required Courses Foundation Courses
SWK 5000 Micro Human Behavior and the Social Environment*
SWK 5050 Foundations of Social Work
SWK 5060 Social Work Practice with Individuals
SWK 5070 Social Welfare Policies and Programs*
SWK 5100 Generalist Social Work Research*
SWK 5150 Macro Human Behavior and the Social Environment*
SWK 5200 Social Work in a Diverse Community*
SWK 5300 Foundation Practicum I and Seminar
SWK 5400 Foundation Practicum II and Seminar
Concentration Courses
SWK 5080 Advanced Generalist Practice in Rural Settings
SWK 5410 Social Work Practice Administration in Rural Settings
SWK 5430 Advanced Generalist Practice with Individuals and Families
SWK 5450 Advanced Generalist Intervention Research
SWK 5500 Concentration Practicum I and Seminar
SWK 5580 Advanced Generalist Social Work Practice with Groups
and Organizations in Rural Communities
SWK 5600 Advanced Clinical Assessment and Intervention Methods
SWK 5800 Concentration Practicum II and Seminar

9

Electives (If taken out of the department, must have special permission)
SWK 5320 Community Development and Social Planning in Rural Communities
SWK 5700 Child Welfare
SWK 5710 Grant Writing
SWK 6200 Assessment and Treatment of Substance Abuse Disorder
SWK 6300 Human Trafficking in the US
SWK 6400 Forensic Social Work
SWK 6500 Military Social Work
SWK 6600 Advanced Social Work Practice in Integrative Healthcare
SWKS xxxx
Total **45-60 hours** **(Testing out Courses*)**

Requirements for a Master of Social Work —Advanced Standing
Required Courses
~~SWK 5330 Advanced Standing Bridge Course I~~
~~SWK 5340 Advanced Standing Bridge Course II~~
SWK 5080 Advanced Generalist Practice in Rural Settings
SWK 5410 Social Work Practice Administration in Rural Settings
SWK 5430 Advanced Generalist Practice with Individuals and Families
SWK 5450 Advanced Generalist Intervention Research
SWK 5500 Concentration Practicum I and Seminar
SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural
          Communities
SWK 5600 Advanced Clinical Assessment and Intervention Methods
SWK 5800 Concentration Practicum II and Seminar
SWK 6700 Advanced Practice with Indigenous Populations
Electives (If taken out of the department, must have special permission)
SWK 5320 Community Development and Social Planning in Rural Communities
SWK 5700 Child Welfare
SWK 5710 Grant Writing
SWK 6200 Assessment and Treatment of Substance Abuse Disorder
SWK 6300 Human Trafficking in the US
SWK 6400 Forensic Social Work
SWK 6500 Military Social Work
SWK 6600 Advanced Social Work Practice in Integrative Healthcare
SWKS xxxx
Program Total for Advanced Standing ~~38~~ 33 hours

6. Proposals from the Department of Biology

6.1 Course Proposal: Change BIO 2050 Animal Behavior from a 4 credit hour lecture and laboratory course to a 3 credit hour lecture course.

Rationale: Animal behavior is a topic that is not conducive to typical laboratory experimentation. Increasing regulations around using and housing live animals makes meaningful experiments increasing difficult to accomplish. The department believes that removing the lab will not adversely impact the course content.

Dept vote: 19 for; 0 against; 1 abstain
Affect others: no
Cross-Listing: no
Additional Resources: no
Affects Articulation Agreement: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

COURSE INFORMATION:
BIO 2050 Animal Behavior
Hours: ~~4.0~~ 3.0
Prerequisites: BIO 1000 and 1020
Required: no
Revised Course description: A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Lecture ~~and Labaratory~~.
Course title: Animal Behavior
Code: LEC~~/LAB~~

6.2 Course Proposal: Delete BIO 2310 Morphology of Non-Vascular Plants
Rationale: This course is no longer being taught and the regular instructor has retired.

Dept vote: 15 for; 0 against; 0 abstain
Affect others: no
Cross-Listing: no
Additional Resources: no
Affects Articulation Agreement: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

COURSE INFORMATION TO BE DELETED:
BIO 2310 Morphology of Non-Vascular Plants
Hours: 4.0
Prerequisites: BIO 1000 and 1010
Required: no
Course description: A comprehensive survey of algae, fungi, and bryophytes dealing with structure, form and reproduction. Lecture and laboratory.
Course title: Morph Non-Vasc Plants
Code: LEC/LAB

6.3 Course Proposal: Delete BIO 2320 Morphology of Vascular Plants.
Rationale: This course is no longer being taught and the regular instructor has retired.

Dept vote: 15 for; 0 against; 0 abstain
Affect others: no
Cross-Listing: no
Additional Resources: no
Affects Articulation Agreement: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

COURSE INFORMATION TO BE DELETED:
BIO 2320 Morphology of Vascular Plants
Hours: 4.0
Prerequisites: BIO 1000 and 1010
Required: no
Course description: A continuation of Bio 2310, a survey of the plant kingdom with emphasis on selected types of vascular plants. Lecture and Laboratory.
Course title: Morph Vascular Plants
Code: LEC/LAB

6.4 Course Proposal: Delete BIO 3510 Research Strategies.

Rationale: The course was developed and taught as a WD course by a professor that is no longer teaching at UNCP. No one else in the department is interested in teaching the course and we have BIO 4700 Reading and Writing in the Natural Sciences as a WD offering for our majors.

Dept vote: 18 for; 1 against; 1 abstain
Affect others: no

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

COURSE INFORMATION TO BE DELETED:
BIO 3510 Research Strategies
Hours: 3.0
Prerequisites: BIO 1000 and 3180
Required: no
Course description: Introduction to scientific investigation including experimental design, data analysis, lab note taking, and communication of scientific results. Provides design and implementation of a focused project utilizing current techniques and methods in biotechnology. Recent research reports will be analyzed to obtain an understanding of the principles underlying these approaches. Lecture.
Course title: Research Strategies
Code: LEC

6.5 Course Proposal: Modify ENV 4200, Pest Management to correct a coding error. The course has 3 hours of lecture and a 2 hour lab for 4 credit hours.

Rationale: The course was proposed as having 3 hours of lecture and 2 hours of lab. It was coded as a 4 credit hour lecture so banner does not allow us to schedule the lab correctly.

Dept vote: 15 for; 0 against; 0 abstain
Affect others: no
Cross-Listing: no
Additional Resources: no
Affects Articulation Agreement: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

COURSE INFORMATION:
ENV 4200 Pest Management
Hours: 4.0
Prerequisites: none
Required: no
Course description: A practical course in the biology, recognition, and management of common insect, fungal, and other pests of crops and livestock. Emphasis will be on how to reduce disease pressure through knowledge of pest life cycles and preventative measures. Management

strategies will focus on sustainable practices, integrated pest management, and biocontrol. Lecture and Laboratory.
Course title: Pest Management
Code: LEC/LAB

6.6 Program Proposal: Add PSY 2200 Behavior Modification and PSY 3050 Psychology of Adult Development and Aging to the list of psychology electives. Change the PT/OT degree program requirements from 6-8 hours of BIO electives to 6-8 hours of General electives.

Rationale: The PT/OT degree requires PSY 1010 and 2 electives from PSY 2050, 2250, 3600, 4010. The Psychology department requested that we add some more possible electives so that they could better accommodate the number of PT/OT students. The Biology department would like to add PSY 2200 and 3050 as additional possible electives.

After evaluation of the PT/OT degree program, we propose to change the 6-8 hours of BIO electives to General Electives of the same value. The students would still complete 36 hours of BIO required coursework, which is the same number of hours required in the BIO degree program, yet they would gain more flexibility and choice of classes. They will have 8-12 hours of General electives.

Dept vote: 21 for; 0 against; 0 abstain
Affect others: The Psychology department requested that we add some more possible electives so that they could better accommodate the number of PT/OT students in upper division courses. The Biology department would like to add PSY 2200 and 3050 as additional possible electives.
New Courses: no
Additional Resources: no
Affects Degree Pathway: yes
Affects CAA Degree Plan: no

Catalog Entry:
BIOLOGY: PRE-PHYSICAL THERAPY/PRE-OCCUPATIONAL THERAPY

Requirements for a Bachelor of Science Degree in Biology:
Pre-Physical Therapy/Pre-Occupational Therapy

	Sem. Hrs.
Freshman Seminar and General Education*	45 (33)
BIOL 1000, BIO 1000, 1020, 2110, 2120, 3040, 3150, 3180, 3710, 4610	36
CHM 1300, 1100, 1310, 1110	8
PHY 1500, 1510, 1560, 1570	8
MAT 1070 or 1090, 2100, 2150 or 2210	10

PSY 1010** and two of the following:

PSY 2050, 2200, 2250, 3050, 3600, or 4010   9 (6)
PED 4110 and 4120   6
SOC 1020** or 1050**   3 (0)
~~BIO Electives~~   ~~6-8~~
General Electives   13 ~~5-7~~
                                                     Total: 120

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward
major requirements.
**If taken as part of the General Education Program, hours will not increase concentration total hours.

7. Proposal from the Writing Intensive Committee

7.1 Program Proposal: Add BRD 3170 Screenwriting to the Writing Intensive Program as a Writing in the Disciplines course.

Course Description: Students will develop skills in writing scripts for long and short form TV and film genres such as sitcoms, dramas, documentaries, and screenplays. Forms, styles, and conventions of writing for motion media will be explored.

Curriculum requirements this course meets [for purposes of department planning--check all that apply]:
___Gen ED   ___Dept. Major   ___Dept. Minor   ___Writing Enriched (WE) _X_Writing in the Discipline (WD)

Course Format:
_X__Lecture   ___Lecture & Lab   ___Seminar   ___Practicum   __X__ Online ___Other

Course Frequency:
___Each term   __X_Each year   ___Alternate years   __X_Other (please specify)
The course will be offered every year and will be offered in Summer.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:
Diagram 3-act structure from programs viewed in class. Write character bibles, script outlines, and treatments to support final screenplay. Some homework and in-class exercises are peer reviewed, allowing students to discuss script formatting and story elements in an informal manner. Students complete in-class screenplay outlines using stock photos as inspiration in timed exercises. All faculty incorporate class discussion of students' work that has been shared aloud, for extemporaneous impromptu critique.

1b. Estimated # of pages of INFORMAL writing in course: **10 - 20**

1c. Describe the learning outcomes expected from the required informal writing:
It is expected students will understand story structure, script formatting, and how successful screenplays combine events with a character's journey.

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:
Long and short form screenplays. Students may have to complete basic research to write knowledgeably about the subject of their screenplay. An example might be that if you're going to write thriller about military jet pilots, you would likely need to do some research into military life in order to create believable characters/settings.

2b. Estimated # of pages of FORMAL writing in course: __**50 (varies by professor)** ___

2c. Describe the learning outcomes expected from the required formal writing:
Demonstrate grasp of writing-for-oral-delivery. Demonstrate grasp of script formats, punctuation, abbreviations, and other broadcast-style issues. Demonstrate understanding of story structure, exposition, and character development.

3. What percentage of the course grade is determined by the INFORMAL writing assignments? ____**15-25**_____ by the FORMAL writing assignments? __**75-85**_

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included. Textbook, lecture, handouts, and written feedback. Students learn script formats for different media, writing styles of treatments and proposals (manuscript format), "conversational writing," how to describe scenes, industry jargon, etc.

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?
For example, depending on the professor, some assignments are returned to students with instructions for revisions. These revisions include feedback on the technical and grammatical aspects of writing, but also include instructions for alternate creative direction. As an example, a student may focus on an event rather than how the characters grow (the hero's journey) as a result of the event. Instructor criticism would push the student towards examining the people inhabiting the screenplay. Students are forced to tackle creative challenges by applying multiple concepts. This approach enhances their ability to write in specified formats, pushes their creative problem-solving skills, and prepares them for real-life situations that occur when writing for performance and media production.

Course Syllabus: See Appendix C

Appendix A: Minutes (unapproved) of September 1, 2016

Minutes (pending approval)
Subcommittee on Curriculum
Thursday, September 1, 2016
3:30 PM Room 251 University Center

Members Present: Mary Ash (NS&M to 2018), Monika Brown (LETT to 2017), Jaime Martinez, Chair (LETT to 2018), Emily Neff-Sharum (S&BS to 2017), Lourdes Silva (Registrar), Jack Spillan (S&BS to 2018), Nathan Thomas (ARTS to 2018), Joseph Van Hassel, Secretary (ARTS to 2017), Marian Wooten (EDUC to 2017)

Members Absent: Elizabeth Normandy (VC of AA Designee), Gretchen Robinson (EDUC to 2018), Roland Stout (NS&M to 2017)

Guests: Todd Allen (Advising Center), Rick Crandall (School of Business), J. Porter Lillis (Sociology and Criminal Justice), Abby Mann (ETFL), Ian T. Stroud (Center for Student Success)

1. Call to Order 3:30
2. Adoption of Agenda by acclamation
3. Approval of Minutes of April 7, 2016 by acclamation

4. Proposal from the Department of Sociology and Criminal Justice (see p. 3)
4.1 Program Proposal: revise Sociology electives requirement for B.A. in Sociology

4.1 approved 7-0-0 (with amendments)
4.1 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

5. Proposal from the Department of Mathematics and Computer Science (see p. 4)
5.1 Course Proposal: revise ITC 4200 title and course description to replace Microsoft Windows related technologies with vendor-neutral terminologies

5.1 Hold for next month (no representative present)

6. Proposal from the Department of Management, Marketing, and International Business (see pp. 5-7)
6.1 Program Proposal: revise International Business track for the Bachelor of Science in Business Administration to remove guided electives and clarify study abroad and foreign language requirements

6.1 approved 7-0-0
6.1 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

7. Unfinished Business
None

8. New Business
8.1 Preliminary Training on Curriculog (electronic curriculum proposal system—see pp. 8-9 for quick-start guide)
        -Basic Orientation
        -Proposals Tab Information
        -Program revision for proposal 4.1 amendment
        -Approval Process

8.2 Policy Recommendations from University Registrar
        -Graduation Clearance Process Changes – list of ten things that have changed to come, with cover letter from Dr. Billingsley
        -More policy language changes to come

9. Announcements
10. Adjournment 4:31

4. Proposal from the Department of Sociology and Criminal Justice

4.1 Program Proposal: Revise Sociology electives requirement for B.A. in Sociology to allow students to take any 5 Sociology (or cross-listed) courses.

Rationale: The department believes that the elective requirement for sociology should give the student options across the curriculum. There are many courses offered at the 3000 and 4000 levels that are of interest. Whether the courses taken as major electives are at the 3000 or 4000 levels will not make students any more or less market ready or prepared for graduate school upon graduation.

Dept vote: 16 for; 0 against; 0 abstain
Affect others: no
New Courses: no
Additional Resources: no
Affects Degree Pathway: yes
Affects CAA Degree Plan: no

Catalog Entry:

Requirements for a Bachelor of Arts Degree in Sociology	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Sociology Major Requirements: SOC 1020, 2090, 3000, 3060, 3600, 3610	18
Sociology Electives: Five additional courses with a SOC prefix or cross-listed with SOC, at least one ~~two~~ of which must be at the 3000 or 4000 level	15
University-wide Electives	42
	Total: 120

5. Proposal from the Department of Mathematics and Computer Science

5.1 Course Proposal: Revise ITC 4200 title and course description to replace Microsoft Windows related technologies with vendor-neutral terminologies.

Rationale: The techniques listed in the catalog for this course are outdated and not suitable for video   game development. We would like to replace the outdated technologies with generic descriptions due to the fact that Microsoft Windows is no longer dominating computer systems for video games; other operating systems (e.g., Mac OS X, Antroid, Google Chrome OS, etc.) have been prevailing, especially in the emerging mobile computer systems.

Dept vote: 17 for; 0 against; 0 abstain
Affect others: no
Cross-Listing: no
Additional Resources: no
Affects Articulation Agreement: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

COURSE INFORMATION:
ITC 4200 ~~Windows and Game Programming~~ Game Design and Development
Hours: 3.0
Prerequisites: CSC 1750 and 1760 or CSC 2050
Required: no
Revised Course description: This course provides students with ~~Windows programming techniques,~~ game design concepts and theories and explores game programming skills and strategies. Students will learn how to develop stand-alone applications ~~windows, dialog boxes, option buttons, check boxes, menus, help facilities. It also covers DLL (dynamic link libraries), and how to use Windows API (application program interface), DDE (dynamic data exchange), and multimedia application~~ with user graphical interface components, graphics, animations, sounds, game physics, etc. Credit, 3 semester hours. PREREQ: CSC 1750 and 1760 or CSC 2050.
Course title: Game Design and Development
Code: LEC

6. Proposal from the Department of Management, Marketing, and International Business

6.1 Program Proposal: Revise International Business track for the Bachelor of Science in Business Administration to remove guided electives and clarify study abroad and foreign language requirements, specifically:

- Students must take 6 credit hours of the same foreign language
- International students whose first language is not English do not need to take a foreign language
- Study Abroad selections will be approved by Advisor and program director, not chair and dean

Rationale: The current program requirements exceed those of other BSBA tracks. It is crucial that students in this track experience the work environment in another country and have some exposure to foreign languages, but is redundant to require international students to travel abroad or study another language (unless they are primarily English speakers).

Dept vote: 10 for; 0 against; 0 abstain
Affect others: no
New Courses: no
Additional Resources: no
Affects Degree Pathway: yes
Affects CAA Degree Plan: no

Catalog Entry: **Bachelor of Science in Business Administration, International Business Track**

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and business administration requirements including:

- MAT 1070. College Algebra (3 credits)
- MAT 2150. Calculus with Applications (4 credits) or MAT 2210. Calculus I (4 credits)
- ECN 2020. Principles of Microeconomics (3 credits)
- ECN 2030. Principles of Macroeconomics (3 credits)

BSBA Common Body of Knowledge: 45 Sem. Hrs.

- BUS 1001. Passport for Professional Success-Awareness 1 (0 credits)
- BUS 1002. Passport for Professional Success-Awareness 2 (0 credits)
- BUS 1003. Passport for Professional Success-Fundamentals 1 (0 credits)
- BUS 1004. Passport for Professional Success-Transition (0 credits)
- BUS 1005. Passport for Professional Success-Extended Engagement (0 credits)
- BUS 1006. Passport for Professional Success-Fundamentals 2 (0 credits)
- DSC 2090. Spreadsheet and Database Management (3 credits)
- BLAW 2150. Business Law and Ethics (3 credits)
- ACC 2270. Financial Accounting (3 credits)
- ACC 2280. Managerial Accounting (3 credits)
- DSC 3130. Business Statistics I (3 credits)
- DSC 3140. Business Statistics II (3 credits)
- MGT 3030. Business Communications (3 credits)
- MGT 3060. Organization and Management (3 credits)
- MKT 3120. Principles of Marketing (3 credits)
- FIN 3100. Business Finance (3 credits)
- ECN 3010. Managerial Economics (3 credits) or ECN 3040. Money, Financial Markets, and Institutions (3 credits) or FIN 3040. Money, Financial Markets, and Institutions (3 credits)
- ITM 3010. Management Information Systems (3 credits)
- MGT 4410. Operations Management (3 credits)
- MGT 4660. Business Strategy (3 credits)

International Business Track: 18 Sem. Hrs.

- MGT 3150. International Management (3 credits)
- FIN 4210. International Finance (3 credits)
- MKT 3130. International Marketing (3 credits)
- ECN 4400. International Trade (3 credits)
- 6 semester hours of same foreign language

and two courses (6 semester hours) from among the courses listed below:

- BLAW 3160. International Business Law (3 credits)
- HST 3320. Twentieth Century Europe (3 credits)
- HST 3440. History of Modern East Asia (3 credits)
- HST 3450. The United States and East Asia (3 credits)
- HST 3720. History of South Asia (3 credits)
- HST 3730. Comparative Asian Civilizations (3 credits)
- HST 3740. History of Islam (3 credits)
- HST 3750. History of SubSahara Africa (3 credits)
- HST 3860. Latin America Since Independence (3 credits)

- HST 4170. History of Modern Britain (3 credits)
- HST 4210. History of Modern Germany, 1866 to the Present (3 credits)
- HST 4270. Modern European Cultural History (3 credits)
- HST 4330. The Russian Empire and the Soviet Union in the Twentieth Century (3 credits)
- PLS 2000. Introduction to Comparative Politics (3 credits)
- PLS 2510. Introduction to World Politics (3 credits)
- PLS 3750. Politics in the Developing World (3 credits)
- PLS 3800. International Organizations (3 credits)
- GGY 1020. World Regional Geography (3 credits)
- GGY 2000. Cultural Geography (3 credits)
- GGY 2060. Economic Geography (3 credits)

Note:

All BSBA students with a concentration in International Business must take a minimum of 3 credit hours of International Study Abroad, approved by the department chair and the dean/assistant dean the student's advisor and the Director of International Affairs in the School of Business, prior to graduation; International Students are exempt from this requirement. International Students for whom English is not their first language are not required to take foreign language courses.

Business Electives (3000 or 4000 level): 6 Sem. Hrs.

General Electives: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

8.1 Preliminary Training on Curriculog

UNCP's Curriculum Management System—A Brief User's Guide

Basic Orientation
1. Go to https://uncp.curriculog.com (or follow links from Academic Affairs Forms page or Faculty Senate Curriculum page)
2. Click "Login" in the upper right corner—this should open a pop-up box. Your user ID is your UNCP email address. The current generic password is uncpbravehawk
3. Your name should now appear in the upper right with a drop-down menu. Choose "My Settings" from the dropdown menu and then click on your name to change your password. You can also confirm any special role you might have (like Department Chair or Committee Chair) and adjust your notification options from this settings menu.
4. Your Dashboard should show any notifications (about proposals in which you have a role) or upcoming meetings on the right-hand side. On the left, you'll see a number of tabs—the two you will use most often are "Tasks" and "Proposals."
5. At the bottom of the Dashboard page, you will see a link to "Contact System Administrator"—this is connected to an internal email account (curriculog@uncp.edu). Messages sent through this link will go to the Curriculum Chair and Registrar.

Proposals
1. Under the My Tasks or My Proposals tab at the left side of the dashboard, click "New Proposal" to create a new proposal. You now have five options: New Course Proposal, Course Revision/Deletion Proposal, New Program Proposal, Program Revision/Deletion Proposal, and General Education Course Proposal. Choose the most appropriate option.
2. Select the proposal type you want by clicking on the checkmark that will appear next to its name when you scroll over titles.
3. When you open a new proposal, the form itself will be on the left-hand side of your screen. The right side of your screen will display all required approval steps for your specific proposal. Instructions for each type of proposal are embedded in the forms themselves. Make sure you click the "information" icon (a small i in a circle) at the top of the form to show all help text. (Note that help text will always display above the item in question.)
4. Special instructions and reminders based on proposal types:
    • For new course proposals, you will need to upload a course syllabus.
    • For revised course and program proposals, you can import existing information directly into your proposal. Do not change anything yet—first complete all the required sections, and then launch your proposal using the rightward arrow at the top of the page. Then, you can re-enter your proposal as the Originator and the system will track all your changes.
    • If you are revising a course that is currently part of the General Education program, the Chair of the General Education Subcommittee will review your

Course Revision proposal and note any concerns—but you will still need to submit a separate General Education Course Proposal.

5. To continue working on a saved (not yet launched) proposal, use the "My Proposals" tab and select the proposal in question. An icon with a blank document and green diamond will appear next to any proposal you have permission to edit—click that icon to enter edit mode. You may be able to edit a launched proposal if the next person in the process has not yet approved that proposal.

Approval Process:

1. Rather than a two-tiered approval process for electronic and paper proposals, this new system streamlines and automates most steps in the proposal process. The proper chair and dean for each proposal, as well as whether the proposal needs approval by the Teacher Education Committee and/or Graduate Council, will be determined by the information you provide in your proposal.
2. Most approvers have the right to edit proposals prior to approval. Those edits will be tracked and labeled.
3. In a Course or Program Revision proposal, the Originator must re-enter a launched proposal, make revisions, and then approve the proposal. This step was created so that we can track changes to proposal content.
4. Department Chairs must request "Custom Routes" for extra approvals if your course or program proposal affects another department:
    *   Existing cross-listings will display in the Course Revision form when you import the course information into the proposal.
    *   You should also run an impact report for all Course Revision proposals to find out if that course is included in another department's program.
    *   Be sure to specify who you want to review the proposal, what you want them to do (full department vote or chair approval), why you need this custom route, and what should happen to the proposal once the other department chair has approved it—you'll want it to come back to you so you can record your department's vote count and send it to the next level.
5. If your approval step also requires a vote count (department or committee), you should list that vote count in the "comments" section. Note: if you are rejecting a proposal, you are required to provide comments of some sort.
6. Approved proposals move to the next step in the process. Rejected proposals are generally returned to their originators.
7. Proposals must move through the approval process in the stated order. It will not be possible to skip steps and return to them at a later time. Pay attention to meeting dates and deadlines, and start your proposals in advance. We cannot guarantee that proposals launched less than three weeks prior to a meeting will make it on the agenda for that meeting. (Note that agendas must be published one week prior to meetings, and there are a minimum of four approval steps between originator and the first committee that will see any given proposal.)

Appendix B: Social Work Syllabus

SWK 6700 Advanced Practice with Indigenous Populations

Course Instructor:	
Course Times and Location	
Office	
Phone & Email	
Office Hours	

Inclement Weather Info: 910-521-6888

Modification of Syllabus
This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure they are using their UNCP mail account.

COURSE DESCRIPTION
This course asks the student to examine the cultural identities of the Indigenous people, examining their traditional values, cultural based behaviors and the effects of colonialism and imperialism due to the consequences of social policies/legislation, social work practice research. Attention will be given to the cultural specific skills and approaches particular to traditional and current helping practices from an Indigenous worldview. This course also examines the current social systems in place which work with Indigenous People Issues and explores their suitability. The interdisciplinary work of Indigenous scholar's and practitioners in this course provides a knowledge base for examining strategies in building alliances between Indigenous and social work practitioners, while transforming our encounters in the context of social work practice, policy and research.

This course will be offered in the summer to Advanced Standing Students. Students in the 60 hour program have explored these issues through their course work. This course offers the Advanced Standing Students an opportunity to develop these skills needed in our practice areas. Students will also take SWK 5080 Advanced Practice in Rural Settings. These two courses encompass the emphasis of our Advanced Generalist Program. In order for students to stay in the Advanced Standing Program they must make a "B" or better in these two classes.

SOCIAL WORK COMPETENCIES
All social work students will be expected to demonstrate their mastery of the cluster of practice behaviors that operationalize each of the ten core competencies. The expectation is that competency based education will better prepare social work students for professional practice.

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

STUDENT LEARNING OBJECTIVES/ ADVANCED PRACTICE BEHAVIORS
1) Students will demonstrate an understanding of the historical, political, and social implications endured by Indigenous peoples in North America.
2) Students will demonstrate and understanding of Indigenous perspectives of helping and healing through means of Indigenous Philosophy/knowledge and culture.
3) Students will critically analyze social work practices, cultural competency, and cultural safety when serving Indigenous peoples.
4) Students will evaluate strategies and develop "best practice principles" as Allies in the delivery of social work practice to Indigenous people/communities.
5) Students will demonstrate an understanding of Indigenous research and ethics in social work.

COURSE OUTLINE/CALENDAR
(*The syllabus and course content are subject to change at the discretion of the professor.)

Date	Topic	Reading	Assignments Due	CSWE Practice Behaviors
Module I	--Overview of Syllabus --Defining Indigenous People --Impact of Colonization --Rights of Indigenous Peoples	○ Maracle (2001): Black robe: In R. Benson (Ed.), Children of the dragonfly: Native American voices on child custody and education (p. 71-77). ○ Devens, C. (1992). "If we get the girls, we get the race": Missionary education of Native American Girls. ○ United Nations Declaration of the Rights of Indigenous Peoples:	Readings prior to class	2a; 4b; 5a & b

Module 2	-Significance of Indigenous theories and values for social work practice	○ Absolon, K. (2010). Indigenous holistic theory: A knowledge set for practice. First People Child & Family Review, 5(2), 74-87. ○ Margot, L. & McKenzie L. (2006). The Wellness wheel: An Aboriginal contribution to social work, 2006 ○ Schiff, J. W. & Pelech, W. (2007). The sweat lodge ceremony for spiritual healing. Journal of Religion & Spirituality in Social Work: Social Thought, 26(4). ○ Verniest, L. (2006). Allying with the medicine wheel: Social Work Practice with Aboriginal Peoples. Critical Social work, 7(1). ○ Kawagley, A. O.: *A Yupiaq Worldview: a pathway to ecology and spirit* (1995) **VIDEO:** "A Poor Man Shames Us All" Contrasts Western views of wealth and economic needs, which have created a society of strangers in the midst of material riches, with tribal cultures such as the Weyewa of Indonesia and the Gabra of Kenya, which create economies of dependency on others. (Alexandria, VA: PBS Video, 1992.)	Role play practice. Discussion in small groups.	

| Module 3 | Indigenous Ways of Helping and Healing: Traditions, Tools, and Practices | Bop, J., Bopp, M., Brown, L. & Lane P. (1984). The sacred tree: Reflections on Native American spirituality (p. 74-82). Hart, M. (2002). Deepening our understanding: Talking with conductors of sharing circles. Seeking Mino-Pimatisiwin: An Aboriginal approach to helping (p. 61-103). Halifax: Fernwood Publishing. Koithan, M., & Farrell, C. (2010). Indigenous Native American Healing Traditions. The Journal for Nurse Practitioners : JNP, 6(6), 477–478. http://doi.org/10.1016/j.nurpra.2010.03.016 Reich J. & Michaels C. (2012). Becoming whole: The role of story for healing. Journal Holistic Nursing, 30, 16-23. King, T. (2003). "A million porcupines crying in the dark" (Lecture 4, Calgary). In The truth about stories: A Native narrative. CBC Massey Lecture Series. Toronto: Dead Dog Café Productions Inn. & CBC (Audio file) King, T. (2003). "You will never believe what happened?" is always a great way to start (Lecture I, Montreal). In The truth about stories: A Native narrative. CBC Massey Lecture Series. Toronto: Dead Dog Café Productions Inn. & CBC (Audio file) **Native American Tools and Traditions**
Animal Totems: The appearance of birds and animals, either in reality or dreamtime, are considered to be totem messengers offering spiritual guidance.
Sweat Lodges: The Native American sweat lodge or purification ritual cleans and heals the body, mind, and spirit.
Dreamcatchers: The earliest dreamcatchers (sacred hoops) were crafted for children to protect them from nightmares.
Feather Fetishes: Fetishes are sacred objects used as a tool to facilitate an | . | |

Module 4	Cultural Protocols and Relationship Building	o Lynn et al. (1998). Murri Way! Aborigines and Torres Strait Islanders reconstruct social welfare practice (p. 63-73). o Voss et al. (1999). Tribal and shamanic-based social work practice: A Lakota perspective. o Weaver H. N. (1999). Indigenous people and the social work profession: Defining culturally competent services. Social Work, 44(3), 217-225. o Bennett, B. & Zubrzycki, J. (2003). Hearing the stories of Australian Aboriginal and Torres Strait Islanders social workers: Challenges and educating the system. o Kovach, M. (2003). It's all about building relationships – You can't work in an Aboriginal community without them. Perspectives – Newsletter of the B.C. Association of Social Workers, 25, 14-15. o Kakwirakeron & Good, D. (2012). First Nation protocol: Working with First Nations. http://www.h-o-m-e.org/cultural-awareness/1st-nations-protocols.html King, T. (2003). "What is it about us the you don't like?" In The truth about stories: A Native narrative. CBC Massey Lecture Series. Toronto: Dead Dog Café Productions Inn. & CBC (Audio file)		
Module 5	Child Welfare			
Module6	Youth and Adolescents			
Module 7	Caring for Older Adults			
Module 8	Substance Abuse and Mental health			
Module 9	General Health and Access to Health Care			

Module 10	Domestic and Intimate Partner Violence			
Module 11	Poverty, Housing, and Community Development			
Module 12	Criminal Justice			
Module 13	Intersection of Indigenous Religion/ Spirituality			

Required Text:
Articles will be assigned weekly. It is your responsibility to ensure you have the articles.

ASSIGNMENTS
1 and 2- Group Presentation (Module Articles) and Annotated bibliography
Students are expected to participate in the research of these articles. The Group task will consist of:

- Finding five articles (chosen by the group members) related to the topic that will be discussed that week. Articles should be from peer -reviewed journals.
- You need to submit the URL for the article to the instructor by the due date, or make copies of articles to distribute in class.
- Generate at least four questions to be discussed in small groups. Each small group will be facilitated by one member of the group. The group will decide what are the most important issues discussed in the article. How are those related to the topic of the class?
- The group will do an annotated bibliography for each articles.
- http://lib.skidmore.edu/library/index.php/li371-annotated-bib
- http://www.umuc.edu/library/libhow/bibliography_tutorial.cfm

Discussion/Journal
First of all, for any type of journal article your critique should include some basic information:
1. Name(s) of the author(s)
2. Title of article
3. Title of journal, volume number, date, month and page numbers
4. Statement of the problem or issue discussed
5. The author's purpose, approach or methods, hypothesis, and major conclusions.

The bulk of your critique, however, should consist of your qualified opinion of the article. Read the article you are to critique once to get an overview. Then read it again, critically. At this point you may want to make some notes to yourself on your copy (not the library's copy, *please*).

The following are some questions you may want to address in your critique no matter what type of article you are critiquing. (Use your discretion. These points don't have to be discussed in this order, and some may not be pertinent to your particular article.)
1. Is the title of the article appropriate and clear?
2. Is the abstract specific, representative of the article, and in the correct form?
3. Is the purpose of the article made clear in the introduction?
4. Do you find errors of fact and interpretation?
5. Is all of the discussion relevant?
6. Has the author cited the pertinent, and only the pertinent, literature? If the author has included inconsequential references, or references that are not pertinent, suggest deleting them.
7. Have any ideas been overemphasized or underemphasized? Suggest specific revisions.
8. Should some sections of the manuscript be expanded, condensed or omitted?
9. Are the author's statements clear? Challenge ambiguous statements. Suggest by examples how clarity can be achieved, but do not merely substitute your style for the author's.
10. What underlying assumptions does the author have?
11. Has the author been objective in his or her discussion of the topic?

Final Exam

EVALUATION OF COURSE OUTCOMES

ASSIGNMENT (In order of due date)	POINTS
Discussion/Journal	20
Article Discussions	20
Annotated Bibliography	20
Final Exam	20
Class participation	20
	TOTAL 100

Final grades will be based on the following scale:
MSW

A 90-100	B 80-89	C 70-79	F 69 - below

INSTRUCTIONAL METHODS
Learning Environment

This course is focused on the integration of theory with practice, is a laboratory class and intends to be actively using examples, critical thinking questions and practice exercises. Active participation is expected.

We have a responsibility, as professional social workers, to treat one another with respect, even if we do not agree with another's viewpoint. Respect does not mean agreement. It must be recognized that having core values challenged, even respectfully, may be an unsettling experience, but it is an integral part of learning. Therefore, as already mentioned, this is a laboratory type of class and we are going to put in practice how we must challenge the ideas other people present, rather than attack the person who presents the ideas.

In all discussions, mutual respect and consideration for each other and our right to express ideas is going to be expected. This is essential for fostering a safe and stimulating classroom environment. Furthermore, it is important for all of us to safely incorporate diversity, in its many aspects, within the course work and class discussions. If students feel unsafe or disrespected, please make it known to the instructor so that a healthy, vibrant learning environment can be maintained.

Cell Phone and Laptop/iPad Policy: Students are not permitted to conduct phone conversations, text, surf the internet, or email during class time. Students who text or conduct a phone conversation or allow their phones to ring during class time will lose points in the class (3 points for each instance). Computer use is not permitted during class except for students with a recommendation from Accessibility Resource Center and approval from course instructor.
No food is allowed in the classroom. You can bring coffee or soda but no food will be allowed.

Uploading Assignments

All students are to upload their assignments in *blackboard assignment tabs*. All students are to post the major assignments in blackboard under assignments. The tabs are time limited and disappear at the time chosen by the instructor. Pay attention to these times and if in doubt, please ask other students or your instructor.

If any problems are encountered in posting or uploading, students are encouraged to email the instructor about the difficulty no later than the day the posting or assignment is due. Otherwise the assignment or posting will be reported as missing. Students can call Blackboard help at 910-521.6260 for any technical issues related to use of Blackboard.

Instructor response time and feedback to assignments will take place within a two weeks period of the submission of the assignment. Students can visit Grade Center in Blackboard to locate instructor feedback and/or grading.

Late assignments

Late assignments are not accepted (not fair to the instructor or to the other students). If late submission please be aware that it means 5 points deduction. Why? Because it is expected from the student to manage the course load effectively which means working on the assignments at least one or two weeks ahead.

Graduate Performance:

The hallmark of graduate performance is the demonstration of independent critical thinking. To this end graduate students will be expected to demonstrate enhanced synthesis and evaluation in critical thinking skills over and above what has been expected in undergraduate classes. W**ritten assignments for this course will require APA format especially when quoting material and summarizing or paraphrasing articles. Cut and paste from articles is an unethical**

CLASS AND UNIVERSITY POLICIES

Grading: **The grading scale and policies for repeating courses are outlined in the MSW/ Graduate Student Handbook.**

Academic Honor Code: **By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty.**
You are expected to know what the **Academic Honor Code** **says and to apply the provisions of that Code to your conduct at the University.**

Religious Holiday Policy Statement
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.

Attendance and Participation Policy: The graduate social work program is accredited by the Council on Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the nine CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program provides sequential topics and experiential activities within a collaborative learning environment that offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed to draw on assigned readings and personal

experiences to build knowledge and learn the values, skills, and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning. Therefore, attendance and/or active participation is mandatory for all social work classes (unless an exemption is provided to a student with a disability as an ADA accommodation; please contact Accessibility Resource Center at 910-521-6695 for eligibility for services). Attendance is defined as presence during the entire period of a scheduled class or course activity or until student has completed a specified course activity. For online courses, students are considered to be absent if they fail to participate in or complete scheduled course activities. The following are reasons for which excused absences could possibly be permitted for a class session based on the individual course instructor approval:

1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
2) Short-term illness with immediate medical documentation
3) Required appearance in a court of law with documentation
4) Required military duty with documentation
5) Participation in a University-sponsored activity (prior approval of instructor is required)
6) ADA accommodation with documentation

Absences for University-Sanctioned Events

If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

   Course instructors may, at their own discretion, allow other excused absences but are under no obligation to do so. In case of an excused absence, students are responsible for all course materials covered. The format of any make-up course activity, including examination, will be at the discretion of the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course activity. For this course a student will fail the class if more than six class hours are missed (3 points will be deducted for each instances). Arriving late or leaving early will result in a loss of 1 pt. per occurrence.

   Note: It is paramount that students master the social work practice behaviors required to successfully complete their social work program. Any absence in a course, whether excused or unexcused, creates gaps in the student's knowledge of course content and minimizes

opportunities for experiential learning. Students who have a documented disability will be responded to on an individual basis. Students are strongly encouraged to use any absences in a well-determined manner.

Giving and Taking Help: The practice of social work includes two important concepts: "process" and "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and self-discipline a social worker employs in achieving a goal. The social work faculty finds that the "process" is as significant as the "outcome." When one student assists another by sharing projects, term papers, book reports, reaction papers, and other assignments, the benefits of the "process" are usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-discipline and work habits. Simply stated, *do not share your work with other students*. The social work faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of the Student Honor Code. You are also not to use the same assignment in two different classes without permission of both instructors.

Student-created Materials on the Online System The instructor may require students to post their own work (i.e. blog postings) or, with the student's permission, may post a student's work on the online course site. Student work will be retained in the course site beyond the duration of the term until expiration from the Blackboard site. As the site will eventually expire, students are encouraged to save any copies of their work.

Guests in class:
Students are not to bring anyone who is not a registered student (i.e. children, friends, etc.) in the course to participate (or sit in) during class sessions. Persons scheduled to be guest speakers or contributors to the course must be approved by the course instructor. As we will be meeting through the web you need to be mindful of noises in the background. You need to mute your phone/computer when you are not speaking in order to minimize distractions.

Student Responsibility for Monitoring Grades
Students are encouraged to monitor their grades for attendance, assignments and exams throughout the semester. Questions about grades are welcomed and will be entertained until the last day of class for the semester, but not after.

UNIVERSITY SUPPORT SERVICES
ADA Statement 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
Responsible Employee As a member of The University of North Carolina at Pembroke faculty, I am concerned about the well-being and development of our students and am available to discuss any concerns. However, I want you to know that faculty members are legally obligated to share

certain information with the university's Title IX coordinator. This is to ensure the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual discrimination and harassment, sexual assault, relational/domestic violence, and stalking.

Academic Resource Mentoring in the Academic Support Center supports the UNV 1100 course and provides mentoring to any student, addressing their unique academic concerns to guide them in achieving their personal academic goals; contact ian.stroud@uncp.edu or 910-775-4391.

NC-HCAP: Located in Jacobs Hall Suite F, the Health Careers Access Program offers assistance to students seeking to be employed in healthcare through test preparation workshops, course tutoring, guidance during the application process for healthcare programs, job shadowing, internships, and advisement; contact hcap@uncp.edu or 910-521-6673.

The Resource Learning Lab in the Academic Support Center offers 1) computer based, self-paced tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available to all students; contact mark.hunt@uncp.edu or 910-775-4393.

Striving Toward Academic Recovery: The STAR program in the Academic Support Center is intended for students who are returning from an academic and/or financial aid suspension, assisting them to get back on track academically so that they can be successful at UNCP; contact courtney.walters@uncp.edu or 910-775-4408.

TRIO programs: This federally-funded office provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and B; contact trioprograms@uncp.edu or 910-521-6242.

Tutoring: The tutoring program of the Academic Support Center helps students achieve their academic goals by offering group or individual tutoring in all General Education and many upper-level courses. Students can sign up at www.uncp.edu/asc/study/tutoring_request.html or contact jennifer.mcneill@uncp.edu or 910-775-4311.

The University Writing Center The University Writing Center, located in D.F. Lowry 308 and available online at www.uncp.edu/writing, is a peer-to-peer tutoring service where UNCP students can seek assistance with written assignments at any stage during the writing process, from brainstorming ideas to drafting, revising, and editing.

A Note about Self-Disclosure The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon through exercises, written assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. *Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.*

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Indigenous People:

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Experiences of Two-Spirit Lesbian and Gay **Native Americans**: An Argument for Standpoint Theory in Identity **Research**.Full Text Available

By: Adams, Heather; Phillips, Layli. Identity, Jul2006, Vol. 6 Issue 3, p273-291, 19p; DOI: 10.1207/s1532706xid0603_4; (AN 21384669)Database: Academic Search Complete
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Laughing It Up: **Native American** Humor as Spiritual Tradition.
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Blending **Native American** Spirituality with Individual Psychology in Work with Children.
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Respecting Tribal Traditions in **Research** and Publications: Voices of
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Appendix C: Broadcasting Syllabus

ADAAA Statement:

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

Any student with a documented disability needing academic adjustments is requested to speak directly to the Disability Support Services and the instructor, as early as possible (preferably within the first week). All discussions remain confidential. Disability Support Services 521-6695

BRD 3170: Screenwriting   Fall 201X
Tuesday/Thursday 12:30 – 1:45   Old Main 138
Instructor: XXXX   **Email:** XXXX@uncp.edu

Office: XXXX   **Office Phone:** XXXX

Office Hours: XXXX

REQUIRED TEXT: Brody, Larry (2003) Television Writing from the Inside Out. Applause

Theatre & Cinema Books

Course Overview: This course is designed to teach the essentials of narrative and documentary writing for television, film, Internet, and other electronic mediums, including story treatments, character analysis, and pitching ideas. (Pre Req ENG 1060) **3 Credits**

Course Goals: Through readings, instruction, practice and homework, students will:
1. Learn script formats for screenplays, teleplays and documentaries.

2. Learn dramatic structure, character development and how to write dialogue.
3. Learn non-narrative content structures for non-fiction.

4. Gain fundamental knowledge for preparing a treatment, pitch and logline.

Course Objectives:
Students will develop skills in writing scripts for long and short-form TV genres, like sitcoms, dramas, and documentaries, as well as acquire knowledge of script formats. In addition to short teleplay assignments, students will develop his/her own screenplay, from basic concept, in-class pitch, full written treatment, to completed final script. Students will also take part in critical discussions of his/her own work, as well as the creative output of classmates.

Assignments: No assignments will be accepted late.
Short Teleplay Assignments: 20%
Students will complete several short scripts in various formats and genres as assigned by the instructor. Each script will be between 3-5 minutes (3-5 pages) in length to be completed outside of class time.
Pitch: 10%
Students will make a short presentation to the class succinctly describing his/her proposed script. Students will explain the key thematic purpose (why you chose this subject), what the point of view and message are, and answer questions.
Written Outline: 20%
As part of the term project, students will complete a scene-by-scene breakdown of his/her story, describing the action in detail.
Term Project: 40%
Students will complete a rough and final draft of his/her original teleplay idea. At the end of the term, the script will be read aloud by the author, or with the help of classmates as a cast. The script must be in the correct format for the chosen genre. The script must be original and not adapted from another work.
Class Participation: 10%
Students are expected to attend each class and to be active participants in class discussions and critiques.

Attendance:
You are expected to attend every class. Students who are absent from class may miss assignments, lectures, and other content necessary to complete the course. If you miss class due

to a documented long-term illness (in some cases, the student should withdraw from class) or educational, university-sponsored activity permitted by this instructor, your absences may be excused.   In some cases, students may not be able to complete the course work and should withdraw.

Religious Holiday Policy Statement

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.

Final Course Grade Thresholds:

A	93 – 100%	B-	80%	D+	67%
A-	90 – 92%	C+	77%	D	63%
B+	87%	C	73%	D-	60%
B	83%	C-	70%	F	0-59%

Any discovered or suspected instance of CHEATING on tests or PLAGIARIZING will be forwarded to academic judicial review, and validation of the suspicions will result in zero on the assignment/exam or zero in the course. FRAUD discovered in any other form- including but not limited to forgery, lying, impersonation or submitting previously graded work from another course- will be subjected to the same treatment.

This syllabus is subject to change at the discretion of the instructor.

This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.