Minutes (approved December 1, 2016)
Subcommittee on Curriculum
Thursday, November 3, 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), Elizabeth Normandy (VC of AA Designee), Gretchen Robinson (EDUC to 2018), Lourdes Silva (Registrar), Roland Stout (NS&M to 2017), Nathan Thomas (ARTS to 2018), Joseph Van Hassel, Secretary (ARTS to 2017), Marian Wooten (EDUC to 2017)

Members Absent: Emily Neff-Sharum (S&BS to 2017), Jack Spillan (S&BS to 2018)

Guests: Jennifer Twaddell (Nursing), Shenika Jones (Educational Leadership & Counseling), Polina Chemishanova (ETFL)

1. Call to Order 3:32
2. Adoption of Agenda by acclamation
3. Approval of Minutes of October 6, 2016 by acclamation (see Appendix A: Minutes (unapproved) of October 6, 2016)

4. Proposal from the Graduate School
4.1 Course Proposal: create GRD 5001 Graduate Continuous Enrollment

4.1 Hold for next meeting (no representative present)

5. Proposals from the Department of Nursing
5.1 Course Proposal: delete NUR 5200 Issues in Community Health for Rural Populations
5.2 Course Proposal: revise NUR 5220 Care Environment and Clinical Outcomes Management
5.3 Program Proposal: revise requirements for M.S. in Nursing Clinical Nurse Leader concentration
5.4 Program Proposal: create a Post-Master Certificate in Nursing Education

5.1-5.2 10-0-0 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

5.3 10-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote

5.4 10-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote
--Department is communicating with Institutional Research Office for Coding in Banner

6. Proposal from the Department of Educational Leadership and Counseling
6.1 Program Proposal: create a Certificate in Advanced School Counseling for PostSecondary Success

6.1 9-0-1 Will be forwarded to Senate and Academic Affairs Committee for their vote
--Department is communicating with Institutional Research Office for Coding in Banner

7. Proposal from the Department of Sociology and Criminal Justice
7.1 Course Proposal: create CRJ 4550 Victimology

7.1 Hold for next meeting (no representative present)

8. Proposal from the Writing Intensive Committee
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

8.1 10-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote

9**. Unfinished Business**
10. New Business
11. Announcements
12. Adjournment 3:57

4. Proposal from the Graduate School
4.1 Course Proposal: Create GRD 5001 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 5001 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. Proposals from the Department of Nursing

5.1 Course Proposal: delete NUR 5200 Issues in Community Health for Rural Populations. It will be replaced in the program with anonther existing course, NUR 5100 Rural Health Care: Theoretical Foundations.

Rationale: NUR 5100 and NUR 5200 have been separate course for two different MSN tracks, Rural Case Manager and Clinical Nurse Leader respectively. Now that we have completely implemented both tracks at least once, the MSN faculty has discovered the similarities in the courses and that one can indeed replace another. NUR 5100 offers a broader foundation and theory for practice. This action will decrease the need to offer both courses and thus reduce the needed faculty resources.

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)
NUR 5200 Issues in Community Health for Rural Populations
Hours: 2.0
Prerequisites: NUR 5000, 5010
Required: yes
Equivalent Course: NUR 5100
Course description: NUR 5200. Issues in Community Health for Rural Populations (2-2-0) Students will examine selected issues that affect community health care for rural populations for nursing roles in case management or as a clinical nurse leader. The organization and financing of health care for rural populations will receive considerable attention. The nurse case manager or clinical nurse leader student will gain understanding of the development of health care policy and the ethical, political, economic, sociocultural, and technological forces influencing the delivery of care.
Code: LEC

5.2 Course Proposal: Change NUR 5220 Care Environment and Clinical Outcomes Management from a completely didactic course (3-3-0) to a divided didactic and practicum course (3-2-1). This change will allow for 3 clinical/practicum hours each week. Since a practicum will now be required prerequisites to support the clinical learning will now be required.

Rationale: Now that the entire Clinical Nurse Leader (CNL) MSN track has been implemented more than once, the faculty has realize the need for practicum hours earlier in the curriculum than now exits. By introducing the practicum hours earlier, students can begin their transition into the CNL role and to plan their thesis or action projects. This course was selected because the faculty realize the at course description needs some practicum hours in order to be fully operationalized.

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

REVISED COURSE INFORMATION:
NUR 5220 Care Environment and Clinical Outcomes Management
Hours: 3.0 (3-3-0) (3-2-1)
Prerequisites: NUR 5000, 5010, 5100, 5110
Required: yes
Course description: Building on baccalaureate level nursing skills and foundational pathophysiology, pharmacology, and health assessment, the focus of this course is on integrative care approaches that improve health through graduate−level nursing and collaborative planning to design systems that promote positive health outcomes. Health promotion, disease reduction, and/or prevention as health−oriented strategies will be applied to patient care. Students will develop an outcome−focused model that relates to a graduate-level clinical practice area and that will inform the terminal project and residency.
Course title: Care Env. & Clin. Out. Man
Code: LEC

5.3 Program Proposal: Delete NUR 5200 and replace with NUR 5100 in the M.S. in Nursing Clinical Nurse Leader concentration.

Rationale: NUR 5100 and NUR 5200 have been separate course for two different MSN tracks, Rural Case Manager and Clinical Nurse Leader respectively. Now that we have completely implemented both tracks at least once, the MSN faculty has discovered the similarities in the courses and that one can indeed replace another. NUR 5100 offers a broader foundation and theory for practice. This action will decrease the need to offer both courses and thus reduce the needed faculty resources.

Dept vote: 15 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: **Clinical Nurse Leader® (CNL)**
This concentration prepares nurse leaders who will be accountable for clinical and health care environmental outcomes. This role was developed in 2004 by the American Association of Colleges of Nursing (AACN) as a national initiative to address fragmentation in health care delivery and improvement of patient outcomes. The clinical nurse leader concentration focuses on the assessment, design, implementation, coordination and evaluation of health promotion, risk reduction, disease prevention and illness management services for individuals, families, groups, and communities. Graduates of the program will be able to practice with a high level of clinical competence at the point of care and serve as clinical leaders across all clinical settings in order to meet the demands of a complex health care delivery system. In addition, graduates are eligible to take the CNL certification examination, with the appropriate clinical experience, offered by American Association of Colleges of Nursing (AACN). Course requirements for Master of Science in Nursing with clinical nurse leader specialization:

> NUR 5000 Advanced Nursing Concepts in Theory and Practice
> NUR 5010 Research Methods for Evidence-Based Practice
> NUR 5020 Advanced Pathophysiology
> NUR 5030 Advanced Concepts of Pharmacology in Nursing
> NUR 5040 Advanced Health Assessment and Clinical Decision Making
> **NUR 5100 Rural Health Care: Theoretical Foundations**
> NUR 5110 Policy, Organization, and Financing of Health Care
> NUR 5140 Epidemiology and Global Health
> ~~NUR 5200 Issues in Community Health for Rural Populations~~
> NUR 5210 Leadership in Clinical Microsystems
> NUR 5220 Care Environment and Clinical Outcomes Management
> NUR 5230 Clinical Nurse Leader Capstone Practicum
> NUR 5240 Master's Clinical Nurse Leader Research or Action Project
> **Total Semester Hours 39**

5.4 Program Proposal: Create a Post-Master Certificate in Nursing Education. The Post-master Certificate allows a nurse who currently holds at least a Master of Science in another specialty to meet the qualifications to practice as a nurse educator. The concentration is 9 credits in Nursing Education coursework, providing persons who are interested in practicing in any of the three nurse educator roles of professional development, client educator and academic nurse educator

with the necessary theoretical foundations. This program meets the requirements to teach nursing in the state of North Carolina.

Rationale: There is currently a severe shortage of nursing faculty within the state and within our service area. In addition, many of the local health care agencies are now recruiting for nurse educators to serve in the roles of staff educators (professional development) and client educators. This certificate program will provide a nurse who has an earned MSN to meet the State's requirements to practice as an educator and provide others with the needed foundational principles necessary for educational practice. We have had several request from nurse and other educational institutions to offer this program.

Dept vote: 15 for; 0 against; 0 abstain
Affect others: no
New Courses: no
Additional Resources: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

New Catalog Entry: **Post-Master Certificate in Nursing Education**
The post-master's certificate allows a nurse who currently holds at least a Master of Science in another specialty to meet the qualifications to practice as a nurse educator. The concentration is 9 credits in Nursing Education coursework, providing persons who are interested in practicing in any of the three nurse educator roles of professional development, client educator, and academic nurse educator with the necessary theoretical foundations. This program meets the requirements to teach nursing in the state of North Carolina.
      NUR 5310 Curriculum Theory and Design in Nursing Education
      NUR 5320 Classroom Teaching and Integration of Technology
      NUR 5340 Measurement and Evaluation in Nursing Education

6. Proposal from the Department of Educational Leadership and Counseling

6.1 Program Proposal: The Advanced School Counseling for Postsecondary Success, 12-credit hour certificate, is designed to prepare school counselors with an advanced skillset in designing and delivering services that lead to equitable educational experiences, positive outcomes, and postsecondary access and opportunity for all k-12 students. Students completing this certificate will choose among 5 existing graduate courses.

Rationale: There is a dire need to advance the school counseling profession in the region, state and country. This certificate and the individual courses within address the knowledge and skill gap in which many practicing school counselors face. Current students will gain advanced knowledge and skills beyond the established 60-credit hour program by completing this certificate.

PSC students electing to not complete the certificate will still be able to register for these courses to fulfill elective requirements (60-credit hour program). Currently, PSC students do not have elective options that emphasize school counselor practice and instead must choose from courses that largely emphasize a CMHC specialization. Offering these courses as electives will advance the skillset of currently enrolled PSC students.

School counselors and current students who complete this program will be better positioned to serve as leaders and advocates for all students through collaboration and consultation with administrators, teachers, and families. Additionally, participants will receive advanced training on evidence-based practices, research, program funding options, and college access. This program addresses an educational need as school counselors are charged with preparing all students for postsecondary success yet many lack adequate training to do so.

Dept vote: 8 for; 0 against; 0 abstain
Affect others:
New Courses: no
Additional Resources: no
Affects Degree Pathway: no
Affects CAA Degree Plan: no

Catalog Entry: **Graduate Certificate in Advanced School Counseling for Postsecondary Success**

Advanced School Counseling for Postsecondary Success is a 12-credit hour certificate program available for current students enrolled in the Professional School Counseling (PSC) program as well as licensed school counselors who aim to obtain advanced training in school counseling. To earn this Certificate, currently-enrolled students must earn a B or better in 4 of the 5 courses listed below. Certificate Only students must earn a B or better in all coursework or be dismissed from the Certificate program.

Select 4 of the 5 courses listed below (12 credit hours total):
      CNS 5650 School Counselor as Leader, Advocate, and Consultant (Spring-Hybrid/

Online-Alt)

- CNS 5750 College and Career Readiness (Fall-Online/Hybrid-Alt)
- CNS 5760 Legal Aspects of Educational Leadership (EDNL 5860; Fall-Hybrid)
- CNS 5770 Evidence-Based School Counseling (Summer-Online)
- CNS 5780 Addressing the Achievement Gap and Issues of Social Justice (Summer-Online)

7. Proposal from the Department of Sociology and Criminal Justice

7.1 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

Syllabus: Appendix B: CRJ Syllabus

8. Proposal from the Writing Intensive Committee
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

HST 4430 History of the British Empire (WE)
Course Description: This course examines a number of facets related to the rise, maintenance, and fall of the British Empire. Texts and lectures include the historical voices of the colonized and the colonizers.

Curriculum requirements this course meets [for purposes of department planning--check all that apply]:
__Gen ED _x_Dept. Major _x_Dept. Minor __x_Writing Enriched (WE) __Writing in the Discipline (WD)

Course Format:
__x_Lecture ___Lecture & Lab ___Seminar ___Practicum ____ Online ___Other

Course Frequency:
___Each term ___Each year _x__Alternate years ___Other (please specify)

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:
10 one page quizzes, which will comprise one fifth of the total grade for the course.

1b. Estimated # of pages of INFORMAL writing in course: ___10_____

1c. Describe the learning outcomes expected from the required informal writing:
Students will learn to answer a question succinctly, on one double-spaced page, by providing evidence to support their assertions. I frequently read aloud in class those quizzes that best answered the prompt so as to give all students a model of what is an effective answer.

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:
Two essay exams, a scholarly book review, and a 10 page film review.

2b. Estimated # of pages of FORMAL writing in course: ____35_____
2c. Describe the learning outcomes expected from the required formal writing:
students will learn to write a 900 word scholarly book review, and for their film review write an annotated bibliography, a succinct narrative of their film, and a scholarly discussion of the historical accuracy of their film, including citations from sources to back their assertions.

3. What percentage of the course grade is determined by the INFORMAL writing assignments? _one fifth _____ by the FORMAL writing assignments? _four fifths _____

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.
I have generated a plethora of writing aids for all aspects of the writing assignments. I included these on my application for Hst. 4410, and the ones to be used for this course are largely the same – they can be submitted if necessary.

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?
Significant amounts of class time will be devoted to discussing the written instructions and writing aids with students- so they are clear on my expectations. The instructions for the writing assignments also function as a rubric, and while I offer copious amounts of written comments on first drafts I expect students to evaluate their own work using the rubrics.

Course Syllabus: Appendix C: HST Syllabus

THE 4030 (1) and THE 4040 (2) Senior Capstone I and II
Catalog course descriptions:
THE 4030. Senior Capstone I (1 credit)
Part one of a two-semester Senior project focusing on student's personal interest in theatre.
PREREQ: Declared Senior Theatre Major.

THE 4040. Senior Capstone II (2 credits)
Part two of a two-semester Senior project focusing on student's personal interest in theatre.
PREREQ:Declared Senior Theatre Major.

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:
___Lecture ___Lecture & Lab ___Seminar _x__Practicum ____ Online ___Other

Course Frequency:
__x_Each term ___Each year ___Alternate years ___Other (please specify)

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:

Informal writing assignments required include multiple drafts of the three major sections of the research paper, a working bibliography, and journal assignments each month which reflect progress in research and rehearsal.

1b. Estimated # of pages of INFORMAL writing in course: _____30_____

1c. Describe the learning outcomes expected from the required informal writing

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:
As a central component of the Capstone Project, students are required to write a 20-25 page research paper, using MLA Formatting and Style Guide at https://owl.english.purdue.edu/owl/resource/747/01/.

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the MLA Handbook for Writers of Research Papers (7th ed.) and the MLA Style Manual and Guide to Scholarly Publishing (3rd ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

2b. Estimated # of pages of FORMAL writing in course: __20-25_____

2c. Describe the learning outcomes expected from the required formal writing:
1. Articulate the purpose of a piece of writing and effectively organize the writing in light of that purpose.
2. Exhibit consistency in focus and reasoning. Details will be of sufficient quality and quantity to support thesis.
3. Demonstrate the ability to develop content in which the central idea/purpose is clearly stated, the content is accurate and relevant, and credible support is provided.
4. Adopt appropriate voice, tone, and level of formality with attention to appropriate audience. Exhibit skills in style and fluency, including voice and vocabulary appropriate to audience, discipline and task.
5. Exhibit structural integrity in organization and development. This will include a clear thesis and purpose; logical arrangement of ideas; and appropriate opening, conclusion, and transitions.
6. Exhibit critical thinking by applying principles and strategies of analysis and argumentation.
7. Write multiple drafts to create and complete a successful text.
8. Develop flexible strategies for generating, revising, critiquing, editing, and proofreading/copy-editing.
9. Learn to critique their own and others' work
10. Write in stages, review work-in-progress, save editing for the latter stage of the writing process.

11. Reformulate and revise first drafts, attending first to concerns about argument and accuracy and later to more local, paragraph, and sentence issues.
12. Use appropriate syntax, grammar, punctuation, and spelling. Exhibit competency in usage and writing mechanics so that words accurately convey the writer's meaning
13. Demonstrate the ability to incorporate research appropriately and to cite sources accurately.
14. Demonstrate the ability to organize papers with an identifiable structure.

3. What percentage of the course grade is determined by the INFORMAL writing assignments? _____10%_____ by the FORMAL writing assignments? ___40%_____

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. Students meet with faculty advisor and second faculty member on a monthly basis to discuss writing process. In addition, students will be required to attend Library instruction sessions during the first month of Senior Capstone 1.

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?
Multiple drafts are submitted prior to these meetings, and editorial suggestions and corrections are provided by faculty each month.

Course Syllabus: Appendix D: THE Syllabus

Appendix A: Minutes (unapproved) of October 6, 2016

Minutes (pending approval)
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

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

<u>Final Grades</u>:

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

Appendix B: CRJ Syllabus

<div align="center">

CRJ 4550
Victimology
Fall 2016

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Instructor: Renee D. Lamphere, Ph.D.   **Office:** 213 Sampson Hall
Email: renee.lamphere@uncp.edu   **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: <u>You will not do well in this course if you do not attend; therefore it is imperative that you come to each class.</u> 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**

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

Section	Date	Topic	Reading
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
Section 4	Week 12: 10/31 – 11/6	Special Victim Populations	Ch. 12
	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

Appendix C: HST Syllabus

The Class: Hst. 4430, HISTORY OF THE BRITISH EMPIRE (Spring 2017)
The time and place: Wednesdays, 5-8 P.M., Dial 217.
The Instructor: Dr. Charles Beem
My Office: Dial 205
My Phone: 521-6443

My Office Hours: T/TH 9- 11 A.M., W 4-5 P.M., and by appointment
My Email: charles.beem@uncp.edu

Welcome! This course will examine the rise and fall of the British Empire through an interdisciplinary examination and discussion of a series of texts; scholarly histories, literary works, and films. The purpose is to determine how our *consciousness* of British Imperial history has been *shaped* by these texts. The primary pedagogical medium will be class discussions. Each week, students will complete a thought paper concerning the week's assigned reading or film, and together we will deconstruct the text during our class discussion. Students will also choose a film depicting some aspect of imperial history from a list provided by me, and write a scholarly essay that subjects the film to an analysis of its historical qualities (or lack of such qualities!).

Required Texts
Chinua Achebe, *Things Fall Apart.*
Joseph Conrad, *Heart of Darkness*
Daniel Defoe, *Robinson Crusoe*
E.M. Forster, *A Passage to India.*
Lawrence James, *The Rise and Fall of the British Empire.*
Richard Price, "One Big Thing: Britain, Its Empire, and Their Imperial Culture" *Journal of British Studies* vol. 45, no. 3 (July 2006), pp. 602-627 (available through JSTOR)
Meera Syal, *Anita and Me.*
We will also be viewing and discussing the films *Lord Jim* and *My Beautiful Launderette*.

While these books will be available in the UNCP bookstore, many sources such as Amazon.com offer them a lot cheaper than the bookstore. I will provide the films to be viewed in class.
In addition to the texts, this class will view and discuss selected video/visual presentations.

Assessment of student performance: students have the opportunity to earn 500 points.   The breakdown is as follows: midterm- 100 points
final- 100 points.
quizzes- 10@ 10 points each.
Attendance and participation- 50 points.
Book review- 50 points.
Film Review- 100 points
Grades: A: 460- 500, A-: 445-460, B+: 435-445, B: 410-435, B-: 400-410, C+: 390-400, C: 360-390, C-: 350-360, D+: 340-350, D: 300-340, D-: 290-300, F: 290 and below.

Failure to complete all written assignments, including all quizzes, will result in an automatic fail. It is your responsibility to chart your progress in this course by keeping track of your own attendance, quiz, exam, and film review grades. I am always available in my office hours to discuss with you your progress in the course, and help you pursue a strategy for success.

The midterm and the final will be essay exams, with questions based upon readings, lectures, class discussions, and video presentations. Prior to each of the exams, I will conduct a review session, and will hand out study questions, of which one will form the exam question. For the midterm exam, students shall receive constructive criticism and feedback on ways to improve performance. Part of the course curriculum will focus on the written expression of history, so the diligent student will possess the opportunity to achieve positive progress in their writing ability. Blue books are required for all examinations!

The review essay will be a scholarly review of the historical film of your choice from a prescribed list. A proposal for this assignment is due Thursday, Sept. 11, an annotated bibliography of approved sources will be due Tuesday, Oct. 07, a narrative of your film will be due Thursday Nov. 06, and the assessment of historical accuracy is due Thursday, Nov. 20. The final draft of your essay is due Tuesday, Dec. 02. You will receive additional handouts describing the form and length of this essay. You will be writing portions of this paper over the course of the entire semester. You will be writing first drafts for all sections of this assignment, and you must complete all these assignments in order to pass the course. You will lose a letter grade for each class session that your review essay is late.

The book review will be a scholarly review of one of the book sources chosen for the film review assignment. You will receive additional handouts and instructions describing this assignment. You will be writing two drafts of your book review.

The quizzes will be based on readings, lectures, and the content of video presentations; their form will be written or oral, take home or in class, done individually or in a group. Their purpose is to entice you to keep current with the readings, attend lectures regularly, and prepare you for the exams. Take-home quizzes are due at the beginning of class on the assigned date. You must hand in quizzes on time to receive full credit for the assignment.

ALL WRITTEN ASSIGNMENTS MUST BE PRINTED PRIOR TO CLASS- I WILL NOT ACCEPT ANY ASSIGNMENTS VIA EMAIL EXCEPT UNDER EXTRAORDINARY CIRCUMSTANCES AND BY SPECIAL ARRANGEMENT.

Lecture outlines, course documents, and announcements are available to be viewed, downloaded and printed on the Blackboard website (http://blackboard.uncp.edu). If you wish copies of course documents (including power points), this is the only way for you to obtain them. I will periodically post announcements pertaining to class activities, so please visit the site regularly. I frequently send messages to the class from Blackboard, so you need to access your bravemail email account regularly in order to receive them.

Communicating by Email: please use your bravemail account when emailing me, and include a message in the subject line, and write to me in complete sentences, spelling out all your words. If I email you, I expect a response!

Electronic devices: the use of electronic devices is prohibited while class is in session. Please turn off and put away all cell-phones prior to the start of class, and remove any devices attached to your ears. I will not tolerate any violations of this policy!

Attendance policy: I take roll every day! Your level of performance is directly tied to your attendance; you will do best if you attend class regularly. Avoid being late- I generally give quizzes at the beginning of class. Please do not leave class early without consulting me first. Attendance is mandatory for all the exams and final. If I have determined that extraordinary circumstances have prevented you from taking an examination, an alternative project shall be assigned. I reserve the right to automatically fail any student with four unexcused absences.

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.

Acceptable classroom behavior: in this class, the level of respect you will receive shall be exactly the same as the level of respect you display towards me and your fellow students. As the instructor, I function as the moderator of class activities, and while I encourage your participation in class discussions, discussions held between students during class time that are not directed towards the entire class, or contributing to a class discussion, constitutes unacceptable behavior. I dock points for unacceptable classroom behavior.

Academic Integrity: UNCP considers violations of scholastic ethics to be serious offenses, and so do I! Students may consult the Student Handbook available on the web site of the Office of Student Affairs for UNCP's academic code of honor.
Any acts of plagiarism will result in an automatic fail!

Emergency Information Hotline: for information about possible university closings or delays in opening, call 910-521-6888 or access the UNCP web page.

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 accommodation process may be found at the following link: http://www.uncp.edu/arc

Religious Holiday Policy: Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and 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. 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.
Students who believe 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.

Transfer Transition Office: The Transfer Transition Office, located in Jacobs Hall Suite H, provides student support services and academic resources for students transferring from community colleges and other institutions of higher education to the campus of UNC Pembroke; contact transfer.transition@uncp.edu or 910-521-6269.

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; contact courtney.walters@uncp.edu or 910-775-4408.

The University Writing Center is 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.

SMOKING ON CAMPUS: smoking within 100 ft of any building on campus is forbidden. I VIGOROUSLY ENFORCE THIS SMOKING BAN ON CAMPUS!

This syllabus constitutes a non-negotiable contract between the instructor (me) and you (the student). By remaining in this class you agree to abide by its terms. It is also posted on blackboard under course documents. I reserve the right to amend the syllabus as needed depending on work accomplished and needs of the class.

CALENDAR OF LECTURES, READINGS, AND EVENTS
Please bring the assigned readings with you to all class sessions.
Students will have read assigned readings *prior* to that day's discussion!

Jan. 13: Introduction to course, discussion- what is Britain? What is an Empire?

Jan. 20: Price, "One Big Thing", James, pages xiii-xvi, 3-150.

Jan. 27: James, pages 151-306. PROPOSAL FOR FILM REVIEW DUE.

Feb. 03: James, pages 307-466.

Feb. 10: James, pages 467-629. FIRST DRAFT OF BOOK REVIEW DUE.

Feb. 17: Defoe, *Crusoe,* first half of book.

Feb. 24: Defoe, *Crusoe,* second half. ANNOTATED BIBLIOGRAPHY
       DUE.

March 03: Conrad, *Darkness,* entire book.

March 10: Spring Break.

March 17: film, *Lord Jim.* NARRATIVE OF FILM DUE.

March 24: Forster, *Passage,* first half. FINAL DRAFT OF BOOK REVIEW DUE.

March 31: Forster, *Passage,* second half. .

April 14: film, *My Beautiful Launderette.* ANALYSIS OF HISTORICAL ACCURACY
       DUE.

April 21: Syal, *Anita and Me,* first half.

April 28: Syal, *Anita and Me,* second half. FILM REVIEW DUE.

May 05: Final Examination.

Appendix D: THE Syllabus

UNCP – Theatre
Senior Capstone <mark>Syllabus</mark>

Basic Guidelines

- Your adviser and a theatre faculty member agreed upon by the faculty must approve your capstone questions. The Capstone project must focus on one of the following areas:
    - A role in an University Theatre production or student produced production
    - A design used in an University Theatre production or student produced production or assigned by a design faculty member
    - Direction of a student produced full length or one act play
    - Stage management of a University Theatre production or student produced production
    - Dramaturgy for University Theatre or student produced production
- You must complete your Capstone project while in residence and before graduation. Each student, in consultation with the faculty advisors, should select a project that represents the focus of his/her work as a theatre major. If a student has not taken a class in directing, selecting a directing project is unacceptable. Ideally, a student will have had both classes and experiences in the area he/she selects. Someone interested in designing lights will have completed several classes in design and sought experience in this area (working as a master electrician or assistant designer on a main stage show, designing a student project, etc.)
- Please reference the provided timelines for the chronology of the Capstone Project.
- While enrolled in the Capstone courses, you and other theatre majors will meet each month individually and/or as a group with theatre faculty. Attendance is mandatory.
- As a central component of the Capstone Project, you will be required to write a 20-25 page research paper, using MLA Formatting and Style Guide at https:// owl.english.purdue.edu/owl/resource/747/01/. MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the MLA Handbook for Writers of Research Papers (7th ed.) and the MLA Style Manual and Guide to Scholarly Publishing (3rd ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.
- Informal writing assignments required include multiple drafts of the three major sections of the research paper, a working bibliography, and journal assignments each month which reflect progress in research and rehearsal.
- You are encouraged to work together in support of each other's projects and share materials and insights.
- You must register for THE 4030 (1 hour) for the first semester of your Capstone Project and THE 4040 (2 hours) for the second semester.

Chronology of Senior Capstone

Requirements for THE 4030 (1 hour):

August/January (1ˢᵗ semester of senior year): Meet with advisor and second faculty member.

- The lead faculty advisor will provide the Senior Capstone Syllabus during this meeting and talk through the process with the students. This includes a discussion of the timeline for bibliography, review of research findings and rough draft of introduction of research paper (approximately seven pages).
- Discuss proposed project and possible research avenues.
- Student begins research.

September/February: Meet with advisor and second faculty member

- Student will turn in completed Capstone form, and present context for thesis project, i.e., the why, what and where of the project – genesis, purpose, methodology and main inquiry (topic question) of the exegesis (critical explanation or analysis).
- Discuss research avenues further and efficacy of context for thesis project.
- Student discusses research finding thus far. (First journal due prior to meeting.)
- Student continues research.

October/March: Meet with advisor and second faculty member.

- Hand in bibliography in process. Discuss research findings. (Second journal due prior to meeting.)
- Begin writing introduction to research paper (approximately seven pages). The introduction should provide context for your thesis project, i.e., the why, what, and where of the project, including genesis, purpose and methodology. The introduction should also define and articulate the main inquiry (problem/topic question) of the exegesis (analysis).

November/April: Meet with advisor and second faculty member.

- At least two days prior to meeting date, student submit rough draft via email attachment to advisor and second faculty member.
- Discuss editorial suggestions and corrections. (Third journal due after meeting.)

December/May (final week of school before finals): Meet with advisor and second faculty member.

- At least two days prior to meeting date, student submits second draft of introduction via email attachment to advisor and second faculty member.
- Discuss editorial suggestions and corrections. (Fourth journal due after meeting.)

Requirements for THE 4040 (2 hours):

August/January (Final Semester of Senior Year): Meet with advisor and second faculty member.

- At least two days prior to meeting date, student submits third draft of introduction via email attachment to advisor and second faculty member.
- Meet with advisor and second faculty member to discuss third draft of introduction and discuss thesis body (approximately 9 pages), which should be written in a self-reflexive

style (first person singular) about how discoveries in rehearsal/performance/design process relate to your main inquiry. (Fifth journal due prior to meeting.)

September/February: Meet with advisor and second faculty member.
- The student will present progress report. (Sixth journal due prior to meeting.)

October/March (after Fall/Spring Break) March: Meet with advisor and second faculty member.
- ~~Capstone review #2: see Capstone #2 guidelines.~~
- At least two days prior to meeting date, student submits rough draft of thesis body via email attachment to advisor and second faculty member.
- Discuss editorial suggestions and corrections. (Sixth journal due prior to meeting.)
- Discuss conclusion (approximately 5 pages). The conclusion is a recap which restates your aims and discusses how final project related to your main research concern.

November/April: Meet with advisor and second faculty member.
- At least two days prior to meeting date, student submits second draft of thesis body and rough draft of conclusion via email attachment to advisor and second faculty member.
- Discuss editorial suggestions and corrections. (Seventh journal due prior to meeting.)
- Discuss final Power Point presentation.
- Discuss Senior Exit Survey

December/May (final week of school before finals): Meet with advisor and second faculty member.
- Present final paper to advisor and second faculty member.
- Give final Power Point presentation.
- Hand in Senior Exit Survey

Presentation

The Capstone Review and Defense is open to the department and community and is a time for you to demonstrate your knowledge, experience and skills in your area of specialization.

In a *10-20 minute prepared Power Point presentation*, you will present:
- your research
- key questions that emerged from the research or project
- ways that those questions informed the practical work of performance/ choreography/direction/design etc. and vice versa
- avenues for future research such as plays with similar themes, an appearance of your character in another work or other topics that emerged in your research

Grading Process:

Grading is based on the standard scale. Capstone projects are graded in four areas:
- Quality of the final production/performance (25%)
- Quality of presentation materials and presentation (15%)
- Informal writing assignments (journals and drafts (10%)
- Research Paper (40%)

- Completion of Senior Exit Survey (10%)

Capstone Project Proposal Form

Name_____ Banner Number _____

Expected Graduation Date _____ Email _____

Advisor _____ Advisor Signature _____

Additional Faculty Member _____ Signature _____

Title of Capstone Project _____

Brief Discussion (one paragraph) of context for thesis project, i.e., the why, what and where of the project – genesis, purpose, methodology and main inquiry (topic question) of the exegesis (critical explanation or analysis):

Basic Timeline for Completion (include potential dates for reviews 2 &3):

Student Signature _____ Date _____

For Departmental Use Only

Approval _____ _____ _____
            Theatre Faculty   Theatre Faculty   Theatre Faculty

<u>Appendix</u>

<u>Actor Guidelines</u>
- Documentation of Methodology in text (i.e., script score or other form of script analysis)

<u>Designer Guidelines</u>

Costume Designer
- Black and white preliminary drawings of all characters
- Research presentation (PowerPoint or other format)
- Full color, swatched renderings of all characters using the student's choice of technique

Lighting Designer
- Light plot
- Cue list
- Research presentation

Scenic Designer
- Complete CAD drawings
- Research presentation
- Completed color model in 1/2" scale
- Paint elevations

Portfolio Inclusions (for all designers)
- Renderings completed for student productions or class projects
- Research examples
- Paperwork examples

<u>Stage Management Guidelines</u>
Binder Inclusions:
- Blocking sheets
- Contact List

Stage Management Kit Suggestions
Scissors
Assorted colors of spike tape
Flashlight
Hole punch
First aid kit
Post-its
Highlighters

PRACTICE AS RESEARCH

Still a relatively new mode of inquiry, practice as research has been developing over the last several decades (mostly in Australia and Europe but now prevalent in Ph.D.

programs in the US), often combining research methods to explore concepts of fluidity, interconnection, intertwining and overlap of theory and practice. Graeme Sullivan states that 'art practice can be claimed to be a legitimate form of research and that approaches to inquiry can be located within the studio experience.' (Sullivan, 2005, p. 109) According to John Freeman:

> Practice-based research offers a clear challenge to conventional thinking in its premise that the practice of performance can be at once a method of investigative research and the process through which that research is disseminated.
>
> (Freeman, 2010, p. 7)

Hazel Smith and Roger T. Dean (2009, pp. 19-25) refer to their model of creative and research processes as 'the iterative cyclic web' (Smith and Dean, 2009, p. 19) where different modes of inquiry, whether they be 'goal-oriented' or 'process-driven' (Smith and Dean, 2009, p. 23), are allowed to move through and around any point on the large circle surrounding 'practice-led research,' 'research-led practice' and 'academic research' (Smith and Dean, 2009, p. 20). The practice-as-research approach offers practitioners exciting opportunities to forge new knowledge and participate in rigorous academic research through the creation of an exegesis (Little, 2011, pp. 26-27; Sullivan, 2005, pp. 91-92). The exegesis can provide a written contextual framework for the practice, as well as develop, define and elucidate clear research imperatives of the project. The exegesis can be created through rigorous and diverse processes of research (both theoretical and practical) that can be tested against specific research concerns.
Creative arts inquiry involves a 'specific intentionality and the adoption of certain practices and aims' (Little, 2011, p. 23). Robin Nelson (2013), in *Practice As Research in the Arts: Principles, Protocols, Pedagogies, Resistances*, describes his model as 'theory imbricated within practice' (Nelson, 2013, p. 33) (suggesting an overlap of practice and theory) beginning with '*research inquiry*' (Nelson, 2013, pp. 96-97, emphasis in original) — his alternative to standard research questions — which potentially reveal '*substantial insights*' (Nelson, 2013, p. 27, emphasis in original) as the result of implementation. Nelson describes his construct as 'praxis' and 'an iterative process of "doing-reflecting-reading- articulating-doing"' (Nelson, 2013, p. 32). These concepts of active inquiry as iterative processes are important in articulating the student's own experience of the practice as it unfolds.

It is important to note that as long as the student explains their process and articulately documents, in writing, their distinct research inquiries and aims of the project, it should not matter whether they begin with theory or practice — because the two modes of investigation are constantly overlapping. Even if, for instance, the actual studio experiments do not happen until the end of the capstone year, the student can (and should) be very much engaged in "doing" — because just thinking about the practice is a form of doing. Again, as long as this type of "thinking-doing" is articulated within the exegesis, we should consider it a legitimate form of research within this paradigm. As long as the PRACTICAL project is the MAIN FRAME of their research concerns, all kinds of knowledge can be legitimized. A MOST IMPORTANT ELEMENT IN PRACTICE AS RESEARCH IS TO MAKE THE "TACIT" MORE "EXPLICIT". Actors, for instance, will often say " I don't know why I know how to act, I just

do it instinctually." In this paradigm, however, the actor would be tasked to make his/her tacit understanding of the process of acting more explicit in writing.

Throughout the one year of capstone, the student will ideally be engaged in "intelligent doing." In other words, the practical theatrical project (whether it be performance, playwriting, designing, building) will be at the heart of what they are "evidencing" in writing. The research inquiries (and aims) have to be identified, and can then be shaped by the practice experiments (which can inspire supplemental reading of various kinds) in studio at the beginning of the project. OR, the inquiry can start with traditional academic research, which can then be allowed to shape the practical experiments, and so on.

In the end, the student should have evidence that the inquiry was directly related and dependent on the practical project.

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