

Academic Affairs Committee
Wednesday, November 16, 2016 at 3:30 PM
233 Chavis University Center

AGENDA

Membership:

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

- I. Call to Order
- II. Approval of Minutes of the October 19, 2016 meeting ([Appendix A](#))
- III. Adoption of the Agenda
- IV. Report from the Chair
- V. Reports from Administrators
- VI. Reports from Subcommittees
 - A. Academic Support Services: Robert Arndt, Chair
 - B. Enrollment Management: Robin Snead, Chair
 1. Military Deployment Agreement Form to accompany the Military Student Success Policy ([Appendix B](#))
 2. Statement defining online attendance and roster verification ([Appendix C](#))
 - C. General Education: Abigail Mann, Chair
 - D. Curriculum: Jaime Martinez, Chair

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

5. Proposals from the Department of Nursing (pp. 15-16)

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

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

D.2 Actions requiring AAC approval only: None

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

5. Proposals from the Department of Nursing (pp. 17-18)

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

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

6. Proposal from the Department of Educational Leadership and Counseling (pp. 18-19)

6.1 Program Proposal: create a Certificate in Advanced School Counseling for PostSecondary Success (Approved 9-0-1)

8. Proposal from the Writing Intensive Committee (pp. 19-22)

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

VII. Old Business

A.Attendance policy (David Nikkel)

VIII. New Business

IX. Announcements

X. Adjournment

Appendix A

MINUTES
(pending approval)
Meeting of the Academic Affairs Committee
Wednesday, October 19, 2016
University Center, Room 233

Members present: Jonathan Maisonpierre (chair, senator), Jose D'Arruda (senator), David Nikkel (senator), June Power (secretary, senator), Enrique Porrua (senator), Robert Arndt (chair, Academic Support), Abigail Mann (chair, General Education), Jaime Martinez (chair, Curriculum), Robin Snead (chair, Enrollment Management)

Members absent: Cliff Mensah (senator), John Parnell (senator), Cynthia Miecznikowski (senator), Scott Billingsley (provost)

Guests: Cindy Locklear, Polina Chemishanova

Recording Secretary: June Power

I. Call to Order

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

II. Approval of Minutes of September 21, 2016, Meeting

The minutes were approved with the addition of Enrique Porrua to members present.

III. Adoption of Agenda

The agenda was approved without additions.

IV. Report from the Chair

No report.

V. Reports from Administrators

No report.

VI. Report from Curriculum Committee

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

There was no committee report, as the committee had not met due to Hurricane Matthew. Robert Arndt did mention that an email had been received from Scott Hicks regarding the restructuring of the library and the deselection of materials. The library currently has zero room

for growth and approximately 50,000 titles will be weeded. Some discussion ensued, and it was noted that faculty want a chance to pick up weeded items for their subject areas. It was noted that faculty participation in weeding library materials is historically low.

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

No report.

C. Abigail Mann, General Education Chair, presented the following report:

Abigail Mann will create a white sheet to cull survey questions and give faculty insight into what data we are getting from the system level assessments.

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

D.1 Actions requiring only AA chair signature:

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 (Approved 8-0-0)

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 (Approved 8-0-0)

6. Proposals from the Department of Biology

6.1 Course Proposal: revise BIO 2050 Animal Behavior (Approved 8-0-0)

6.2 Course Proposal: delete BIO 2310 Morphology of Non-Vascular Plants (Approved 8-0-0)

6.3 Course Proposal: delete BIO 2320 Morphology of Vascular Plants (Approved 8-0-0)

6.4 Course Proposal: delete BIO 3510 Research Strategies (Approved 8-0-0)

6.5 Course Proposal: revise ENV 4200 Pest Management (Approved 8-0-0)

6.6 Program Proposal: revise elective options for B.S. in Biology Pre-Physical Therapy/Pre-Occupational Therapy track (Approved 8-0-0)

D.2 Actions requiring AAC approval only:

5. Proposals from the Department of Social Work

5.2 Course Proposal: create SWK 6700 Advanced Practice with Indigenous Populations (Approved 9-0-0)

D.3 Actions requiring AAC approval and to be sent to Senate:

5. Proposals from the Department of Social Work

5.3 Program Proposal: revise requirements for MSW Advanced Standing and Summer Bridge programs (Approved 9-0-0)

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 (Approved 9-0-0)

Additionally, Chair Martinez reported on the new curriculum system. She is currently working with DoIT to have single sign on to the system. She is also working on problems with the email notifications. On November 9th and 10th, she will host workshops on using the system. More workshops will follow in the spring.

VIII. Old Business

David Nikkel has sent to the Provost and Chancellor proposed changes in the attendance policy, which are currently under review by them and by the Trustees.

IX. New Business

No new business.

X. Announcements

No announcements.

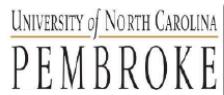
XI. Adjournment

The meeting adjourned at 3:51 pm.

Respectfully submitted by June Power,
Recording Secretary

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Appendix B



Military Deployment Agreement, Part A Office of the Associate Vice Chancellor for Enrollment

UNCP ID:

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

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

1. Students are encouraged to discuss their deployment with their professors and the department chair to determine if the course might be completed in an alternative format (such as moving to an online section of the course). If this option is not available or is not appropriate for a particular course, military withdrawal or the military incomplete must be selected.
2. The IM or the military incomplete grade is assigned to students who
 - have completed at least 60% of the course work in a course and are unable to complete course work through an alternative format, and
 - have arranged, in cooperation with the instructor, to complete their coursework for a class at a later date (within three years of return from deployment).
 A separate Military Incomplete Form (see Part B) must be completed and filed for each course in which an IM is to be assigned.
3. The WM or the military withdrawal grade is assigned for withdrawals of students called to active military duty during the course of a semester who:
 - have completed less than 60% of course work in a course and are unable to complete coursework through an alternative format, or
 - have completed more than 60% of course work in a course, but are unable to complete coursework through an alternative format and have not arranged to complete the coursework for class at a later date through a military incomplete for the course.
 A single Military Withdrawal form (see Part C) must be completed indicating all courses from which the student is withdrawing.

Instructions for completion of this form:

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

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

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

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

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

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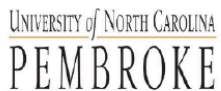
Subject	Course #	Section #	CRN #
For this course, the following option has been selected as the most appropriate (check one and complete additional information/paperwork as noted):			
<input type="checkbox"/> Alternative course format. The student should be moved to the following section of the course: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

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

Student Signature _____ Date _____

Associate Vice Chancellor for Enrollment _____ Date _____

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

UNCP ID:

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

Student information			
Last	First	Middle	Suffix
Phone		Email	
Deployment date		Anticipated return	

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

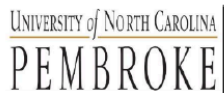
Section A. Course Information (To be completed by student)

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

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

Item to be completed

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

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

UNCP ID:

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

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

1. have completed less than 60% of course work in a course and are unable to complete coursework through an alternative format, or
2. have completed more than 60% of course work in a course, but are unable to complete coursework through an alternative format and have not arranged to complete the coursework for class at a later date through a military incomplete for the course.

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

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

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

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

Student Signature _____ Date _____

Advisor (Print) _____ Signature _____ Date _____

Associate Vice Chancellor for Enrollment _____ Date _____

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Appendix C

Statement Defining Online Attendance

Background

Since there is a federal requirement prohibiting institutions from charging students for courses which they have never attended and there have been disputes previously about what constitutes attendance, last year the subcommittee conducted a survey of faculty to determine how faculty teaching online courses define attendance for the purposes of roster verification. The results of the survey showed that faculty use a broad variety of different approaches to defining attendance including having a student logged into the course management software system, time spent logged in, completion of an assignment, etc. The subcommittee determined that it was appropriate to require faculty teaching online courses to require the completion of an assignment during the roster verification period to be used to indicate attendance for the purposes of roster verification (especially in light of the fact that the Blackboard feature which tracks student log-ins is currently not functioning correctly).

EMS, in consultation with Lourdes Silva, agreed that a statement defining online attendance for roster verification purposes was needed. The following motion was proposed and passed showing the language in the context of the pertinent sections of the faculty handbook and academic catalog. (The motion is in green font.)

From pg. 155 of the 2016-2017 Faculty Handbook:

Course Management

Class Attendance (Undergraduate)

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all General Education classes, instructors will keep attendance records. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will notify the Academic Support Center (administrator of the Early Alert program) for appropriate follow-up. Departments may also develop and distribute attendance policies and procedures to be followed for students who miss an excessive number of classes.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented in their class, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as a part of the course syllabus. When the University is officially closed, no student can be counted absent even if the instructor holds class. Any course related material will be made available in some form by the instructor.

Faculty teaching an online course should require completion of an assignment of the faculty's choosing (e.g. syllabus quiz, personal introduction, email to the instructor, discussion board post, etc.) that requires active student participation (beyond logging into the course management system) within the roster verification period.

From pgs. 71-72 of the Course Catalog

Class Attendance Policies

Students are expected to attend class, be prepared for engaged learning, and be aware of the policies outlined in every course syllabus. Professors and instructors should communicate clear expectations regarding attendance, participation, and make-up of any missed exams and assignments. These expectations should be included in the written course syllabus and explained during the first day of each semester.

Professors and instructors teaching general education courses will keep accurate attendance records and notify the Academic Support Center when a student's attendance patterns become counterproductive to academic progress. Excessive absences may result in course failure, and any student who does not attend any class can be administratively withdrawn by the university. Faculty and staff are encouraged to offer reasonable accommodations to students with documented illnesses, family or medical emergencies, bereavement, or official legal proceedings.

If a student is representing the university in an official capacity (e.g., academic conference, student government, course field trips, ROTC events, athletics, band) and the Office of the Provost has approved the activity in writing, as 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. Such sanctioned events are important to building a rich and multi-faceted student experience, a core value of the university mission. Given that missing more than 15% of class time significantly compromises a student's ability to succeed in a course, any student who anticipates missing more than 15% should not enroll in a course without prior approval from the instructor. It remains the responsibility of the student to communicate accurately and regularly with the professor or instructor about missed classes due to any reason, including for university-sanctioned events. During the first week of each semester, students shall provide official documentation of proposed university-sanctioned events that will result in excused absences, unless such notice is impracticable (e.g., rescheduled events). Prior written documentation shall be provided for each excused absence unless extenuating circumstances arise. Students and faculty may appeal the administration of any aspect of this policy directly to the Provost. The Provost's decision shall be final. When the University is officially closed, no student can be counted absent, even if the instructor holds class. Any course-related material will be made available in some form by the instructor.

Motion:

To ensure compliance with federal policy, the subcommittee recommends that the following should be added to the faculty handbook:

Faculty teaching an online course should require completion of an assignment of the faculty's choosing (e.g. syllabus quiz, personal introduction, email to the instructor, discussion board post, etc.) that requires active student participation (beyond logging into the course management system) within the roster verification period.

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Appendix D – Actions Requiring only AAC Chair Signature

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 another 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 exists. 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

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

5. Proposals from the Department of Nursing

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

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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)

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 Dept. Major Dept. Minor Writing Enriched (WE) Writing in the Discipline (WD)

Course Format:
 Lecture Lecture & Lab Seminar Practicum Online Other

Course Frequency:
 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:
 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.

[HST 4430 Syllabus](#) (pp. 23-26)

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) Writing in the Discipline (WD)

Course Format:

Lecture Lecture & Lab Seminar Practicum Online Other

Course Frequency:

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.

[THE 4430 4440 Syllabus](#) (pp. 27-33)

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HST 4430 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.

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THE 4030_4040 Syllabus

UNCP – Theatre Senior Capstone Syllabus

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:

- o your research
- o key questions that emerged from the research or project
- o ways that those questions informed the practical work of performance/ choreography/direction/design etc. and vice versa
- o 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

Appendix

Actor Guidelines

- Documentation of Methodology in text (i.e., script score or other form of script analysis)

Designer Guidelines

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

Stage Management Guidelines

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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