

Minutes
Meeting of the Academic Affairs Committee
Wednesday, April 16, 2014
University Center, Room 213

Committee Membership

| | |
|---------------------------------|---|
| Jose D'Arruda (Senator & Chair) | Jeremy Sellers (Senator) |
| Cherry Beasley (Senator) | Joanna Hersey (chair of General Education) |
| Jeff Bolles (Senator) | Jaime Martinez (chair of Curriculum) |
| Rick Crandall (Senator) | Lisa Mitchell (chair of Enrollment) |
| David Nikkel (Senator) | Larry Arnold (chair of Academic Support) |
| Maria Pereira (Senator) | Ken Kitts (Provost and VC for Academic Affairs) |
| Jesse Peters (Senator) | |

Present: D'Arruda, Bolles, Crandall, Pereira, Peters, Hersey, Martinez, Mitchell, Arnold

Absent: Beasley, Nikkel, Sellers, Kitts

Guests: Stewart Thomas, Nick Arena, Cecilia Lara, Raquel Alfaro, Jessica Pitchford, Therese Rizzo, Rita Hagevik, David Zeigler, Roland Stout, Mark Canada, Natalie Smith, Liz Normandy, Xin Zhang, Xinyan Shi

- I. Call to Order – *3:31 PM*
- II. Approval of the Minutes of the March 19, 2014 Meeting ([Appendix A](#))
Approved unanimously
- III. Approval of the Agenda – *Requests to approve changes to agenda as noted in the agenda.*
Approved 8-0-0
- IV. Report from the Chair – *No report*
- V. Reports from Subcommittees

A. Curriculum: Jaime Martinez, Chair

a) Actions Requiring only AA Chair Signature ([Appendix B](#))

5. Proposals from the Departments of Educational Specialties and Professional Pedagogy and Research

5.1 Course Proposal: Revise prerequisites for SED 3050 Introduction to Gifted Education

5.2 Course Proposal: Change course number of EDN 3900 Research and Writing in Education

5.3 Course Proposal: Create cross-listed section of EDN 5120 Advanced Study of Exceptionality in Children (will be EDN/SED 5120) *pending grad council approval

Proposals 5.1-5.3 passed: 8 for, 0 against, 0 abstain

6. Proposal from the Department of Health, Physical Education, and Recreation

6.1 Program Proposal: Revise catalog description for B.S. in Athletic Training

Proposals 6.1 passed: 8 for, 0 against, 0 abstain

7. Proposals from the Department of Nursing

- 7.1 Course Proposal:** Revise Prerequisites for NUR 5140 Epidemiology and Global Health
- 7.2 Course Proposal:** Revise description of NUR 2000 Introduction to Health Technology and Informatics
- 7.3 Course Proposal:** Revise description and prerequisites for NUR 3000 Transition to Professional Nursing
- 7.4 Course Proposal:** Revise description of NUR 3010 Introduction to Professional Nursing
- 7.5 Course Proposal:** Revise description of NUR 3030 Foundations of Professional Nursing Practice
- 7.6 Course Proposal:** Revise description for NUR 3040 Normal and Therapeutic Nutrition
- 7.7 Course Proposal:** Revise description and pre-requisites for NUR 3050 Pharmacology for Clinical Practice
- 7.8 Course Proposal:** Revise description of NUR 3100 Transcultural Nursing
- 7.9 Course Proposal:** Revise description of NUR 3150 Adult Health Nursing I
- 7.10 Course Proposal:** Revise description and pre-requisites for NUR 3200 Health Assessment Across the Life Span
- 7.11 Course Proposal:** Revise description and pre-requisites for NUR 3250 Pathophysiology Across the Life Span
- 7.12 Course Proposal:** Revise description of NUR 3300 Gerontological Nursing
- 7.13 Course Proposal:** Revise description of NUR 3450 Family Nursing I
- 7.14 Course Proposal:** Revise description and pre-requisites of NUR 3500 Family Nursing II
- 7.15 Course Proposal:** Revise description and pre-requisites for NUR 4000 Nursing Research and Theory
- 7.16 Course Proposal:** Revise description and pre-requisites of NUR 4120 Leadership in Nursing
- 7.17 Course Proposal:** Revise description of NUR 4150 Psychiatric/Mental Health Nursing
- 7.18 Course Proposal:** Revise description and prerequisites for NUR 4350 Community Health Nursing
- 7.19 Course Proposal:** Revise description and pre-requisites of NUR 4450 Adult Health Nursing II
- 7.20 Course Proposal:** Revise description of NUR 4510 Transition to Professional Nursing: A Capstone Experience
- 7.21 Course Proposal:** Revise description of NUR 4550 Professional Nursing Issues in Practice
- Proposals 7.1-7.21 passed: 8 for, 0 against, 0 abstain.

9. Proposals from the Department of English, Theatre, and Foreign Languages

- 9.1 Course Proposal:** Delete ENG 3590 Creative Nonfiction
- 9.2 Program Proposal:** Correct errors and inconsistencies left from last year's revision of the requirements for a Bachelor of Arts in English: Theatre Arts
- 9.3 Program Proposal:** Delete ENG 3590 and add ENG 3760 to the list of elective options for the Bachelor of Arts in English
- 9.4 Program Proposal:** Add ENG 2760 to the list of elective options for an Academic Concentration in English
- Proposals 9.1-9.4 passed: 8 for, 0 against, 0 abstain

b) Actions Requiring AA Approval Only ([Appendix C](#))

4. Proposals from the Department of Biology

- 4.1 Course Proposal:** Create BIO 5400 Natural History of Costa Rica
- 4.2 Course Proposal:** Create BIO 5140 Biogeography
- 4.3 Course Proposal:** Create BIO 5280 Teaching Practicum in Biology
- 4.4 Course Proposal:** Create BIO 5550 Independent Biology Research
- 4.5 Course Proposal:** Create BIO 5770 Science in the Natural Environment
- 4.6 Course Proposal:** Create BTEC 5300 Principles of Medical Biotechnology
- Proposals 4.1-4.6 passed: 8 for, 0 against, 0 abstain

Approved 8-0-0

9. Proposals from the Department of English, Theatre, and Foreign Languages (Each voted on separately)

9.5 Course Proposal: Create XXXS 1xxx Foreign Language Study in the Disciplines *Approved 8-0-0*

9.6 Course Proposal: Create ENG 2760 Writing Creative Nonfiction I *Approved 7-1-0*

-9.7 Course Proposal: Create ENG 3760 Writing Creative Nonfiction II *Approved 7-1-0*

9.8 Course Proposal: Create THE 3810 Choreography *Approved 8-0-0*

Proposals 9.5-9.8 passed: 8 for, 0 against, 0 abstain

10. Proposals from the School of Business

10.1 Course Proposal: Create BUS 1001 Passport for Professional Success—Awareness 1

10.2 Course Proposal: Create BUS 1002 Passport for Professional Success—Awareness 2

10.3 Course Proposal: Create BUS 1003 Passport for Professional Success—Fundamentals 1

10.4 Course Proposal: Create BUS 1004 Passport for Professional Success—Transition

10.5 Course Proposal: Create BUS 1005 Passport for Professional Success—Extended Engagement

10.6 Course Proposal: Create BUS 1006 Passport for Professional Success—Fundamentals 2

10.2 Course Proposal: Create ECN 4020 Industrial Organization

Proposals 10.1-10.2 passed: 8 for, 0 against, 1 abstain

Approved 7-0-1

11. Proposal from the Department of Chemistry and Physics

11.1 Course Proposal: Create CHM 5420 Environmental Chemistry

Proposals 11.1 passed: 9 for, 0 against, 0 abstain;

Approved 8-0-0

***c)* Actions Requiring AA Approval and to be sent to Senate (Appendix D)**

4.7 Program Proposal: Revise requirements for M.A. in Science Education

4.8 Program Proposal: Revise requirements for M.A. in Science Education, nonlicensure concentration

4.9 Program Proposal: Revise requirements for M.A.T. with Middle Grades Science concentration

4.10 Program Proposal: Revise requirements for M.A.T. with Secondary Science concentration

Proposals 4.7-4.10 passed: 8 for, 0 against, 0 abstain

All Taken Together and Approved 8-0-0

8. Proposal from the Department of Mathematics and Computer Science

8.1 Program Proposal: Revise the Minor in Information Technology to better incorporate prerequisite courses

Proposals 8.1 passed: 8 for, 0 against, 0 abstain.

Approved 8-0-0

9. Proposals from the Department of English, Theatre, and Foreign Languages (Each voted on Separately)

9.9 Program Proposal: Revise the Minor in Creative Writing *Approved 7-1-0*

9.10 Program Proposal: Revise the Bachelor of Arts in English, Middle Grades Language Arts 6-9 Concentration *Approved 8-0-0*

9.11 Program Proposal: Revise the Bachelor of Arts in English, English Education 9-12 Concentration *Approved 8-0-0*

Proposals 9.9-9.11 passed: 8 for, 0 against, 0 abstain

10. Proposals from the School of Business (Each Voted on Separately)

10.3 Program Proposal: Add BUS 1001-1006 to the “General Business Requirements” for a Bachelor of Science in Accounting *Approved 6-0-2*

10.4 Program Proposal: Add BUS 1001-1006 to the BSBA Common Body of Knowledge for all Bachelor of Science in Business Administration tracks: Economics, Finance, International Business, Management, Marketing, and Entrepreneurship *Approved 6-0-2*

Proposals 10.3-10.4 passed: 8 for, 0 against, 1 abstain

13. Proposal from the QEP Committee

13.1 Program Proposal: Add three courses to the Writing Intensive Program

AIS 4650 (HST 4650) Indian Residential and Boarding School Narratives

EED 3890 Teaching Writing and Speech (Grades 6-12)

HON 2010 The Humanistic Tradition II

Proposals 13.1 passed: 9 for, 0 against, 0 abstain

Approved 7-0-1

14. Proposals from the Department of Music

14.1 Program Proposal: Delete the Master of Arts in Music Education degree program from the catalog

14.2 Program Proposal: Delete the Master of Arts in Teaching with Music Specialization degree program from the catalog

14.3 Course Proposal: Delete all graduate music education courses from the catalog

Proposals 14.1-14.3 passed: 3 for, 0 against, 6 abstain

Not Approved 1-7-1

B. Enrollment Management: Lisa Mitchell, Chair

α. Proposed change to Academic Catalog (p. 63 of 2013-14 edition)

[Suspension Appeals](#) <-(click here to view)

β. Course Load and Progress Toward Graduation

[Course Load and.....](#) <-(click here to view)

Approved 8-0-0

C. General Education: Joanna Hersey, Chair

No Report

D. Academic Support Services: Larry Arnold, Chair

Preliminary results from Surveys on Academic Support Services.

[Faculty](#) <-click here

[Student](#) <-click here

Academic Support Services, outside of some miscommunication issues with

DSS, is all being reviewed as favorable.

VI. Old Business

Actions Requiring AA Approval and to be sent to Senate ([Appendix D](#))

10. Proposals from the Department of Art

10.8 Program Proposal: Revise Minor in Art History

10.9 Program Proposal: Revise Minor in Media Integration Studies

Proposals 10.8-10.9 passed: 10 for, 0 against, 0 abstain

No representative present – tabled until next academic year.

VII. New Business

Proposal from Jaime Martinez to move up the date for which proposals to curriculum are submitted. Discussion ensued. The conversation turned to maintaining deadlines and not allowing late proposals. Conversation included discussion that AA supports Curriculum in requiring all proposals to be more accurate and precise.

VIII. Announcements *None*

IX. Adjournment *4:14 PM*

Appendix A
Minutes (pending approval)
Meeting of the Academic Affairs Committee
Wednesday, March 19, 2014
University Center, Room 213

Committee Membership

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|---------------------------------|---|
| Jose D'Arruda (Senator & Chair) | Jeremy Sellers (Senator) |
| Cherry Beasley (Senator) | Joanna Hersey (chair of General Education) |
| Jeff Bolles (Senator) | Jaime Martinez (chair of Curriculum) |
| Rick Crandall (Senator) | Lisa Mitchell (chair of Enrollment) |
| David Nikkel (Senator) | Larry Arnold (chair of Academic Support) |
| Maria Pereira (Senator) | Ken Kitts (Provost and VC for Academic Affairs) |
| Jesse Peters (Senator) | |

Present: D'Arruda, Beasley, Nikkel, Pereira, Peters, Sellers, Hersey, Martinez, Mitchell, Arnold, Kitts

Absent: Bolles and Crandall

Guests: M. Ash, B. Brown, S. Edkins, M. Edwards, E. Foeba, K. Finlin, D. McBroom, E. Normandy, N. Phillips, J. Robernson, M. Schaub, H. Sellers, K. Stanley, D. Zeingler

- I. Call to Order 3:30 PM
- II. Approval of the Minutes of the February 15, 2014 Meeting **Approved unanimously**
- III. Approval of the Agenda **Approved unanimously as distributed**
- IV. Report from the Chair – **No report.**
- V. Reports from Subcommittees
 - A. **Curriculum:** Jaime Martinez, Chair

a) ***Actions Requiring only AA Chair Signature***

5. Proposals from the Department of Music

5.1 Course Proposal: Revise title of MUS 1810 Class Piano I

5.2 Course Proposal: Revise title of MUS 1820 Class Piano II

5.3 Course Proposal: Revise title of MUS 2810 Class Piano III

6. Proposals from the Department of Geology and Geography

6.1 Course Proposal: Delete GLY 5040 Physiography and Ecology of the Atlantic Coastal Plain

10. Proposals from the Department of Art

- 10.1 Course Proposal:** Delete ART 2120 Watercolor
- 10.2 Course Proposal:** Delete ART 2560 Web Design
- 10.3 Course Proposal:** Delete ART 3600 Problems Seminar I
- 10.4 Course Proposal:** Delete ART 3610 Problems Seminar II
- 10.5 Course Proposal:** Delete ART 4600 Problems Seminar III
- 10.6 Course Proposal:** Delete ART 4610 Problems Seminar IV
- 10.7 Course Proposal:** Revise prerequisites for ART 3080 Art Education Methods and Field Experience for Grades 6-12

12. Proposals from the Department of Health, Physical Education, and Recreation

- 12.1 Course Proposal:** Delete ATH 1090 Healthful Living
- 12.2 Course Proposal:** Delete ATH 3070 Pharmacology
- 12.3 Course Proposal:** Delete ATH 3100 General Medical Conditions
- 12.4 Course Proposal:** Revise description of ATH 2000 Clinical Education I
- 12.5 Course Proposal:** Revise description of and prerequisite for ATH 2010 Clinical Education II
- 12.6 Course Proposal:** Revise description of and prerequisite for ATH 3000 Clinical Education III
- 12.7 Course Proposal:** Revise description of and prerequisite for ATH 3010 Clinical Education IV
- 12.8 Course Proposal:** Revise description of and prerequisite for ATH 4000 Clinical Education V
- 12.9 Course Proposal:** Revise title, description, and credit hours of ATH 4900 Research Techniques
- 12.10 Course Proposal:** Revise title, description, and prerequisites for ATH 4980 BOC Preparation

13. Proposals from the Department of School Administration and Counseling (*pending Graduate Council approval)

- 13.1 Course Proposal:** Delete prerequisites for EDNL 5800 Supervision and Instructional Leadership
- 13.2 Course Proposal:** Revise description for EDNL 5850 Curriculum Leadership
- 13.3 Course Proposal:** Revise titles, description, and prerequisites for EDNL 5900 and 5950 Internship and Seminar in Administration I and II
- 13.4 Course Proposal:** Delete EDNL 5960 and 5970 Internship and Seminar in Supervision I and II
- 13.5 Program Proposal:** Revise program description for a Master of School Administration

14. Proposals from the Department of Elementary Education

- 14.1 Course Proposal:** Delete ELE 4010 Mathematics and Science I
- 14.2 Course Proposal:** Delete ELE 4020 Mathematics and Science II
- 14.3 Course Proposal:** Delete ELE 4040 Literacy and Language Arts I in the Elementary School
- 14.4 Course Proposal:** Delete ELE 4050 Literacy and Language Arts II in the Elementary School

Received without comment

b) ***Actions Requiring AA Approval Only***

6. Proposals from the Department of Geology and Geography

- 6.2 Course Proposal:** Create GLY 5030 Geology of North Carolina- **Vote: 11-0-0; approved.**

8. Proposals from the Department of Biology

- 8.1 Course Proposal:** Create BIO 3400 Natural History of Costa Rica Offered as topics in the **Vote: 11-0-0; approved.**

12. Proposals from the Department of Health, Physical Education, and Recreation

12.11 Course Proposal: Create ATH 3200 Emergency Procedures

12.12 Course Proposal: Create ATH 3300 Exercise and Nutrition Prescription

12.13 Course Proposal: Create ATH 4100 General Medical Conditions and Pharmacology I

12.14 Course Proposal: Create ATH 4200 General Medical Conditions and Pharmacology II

12.15 Course Proposal: Create ATH 4970 BOC Preparation I

Vote: 11-0-0; approved.

14. Proposals from the Department of Elementary Education

14.5 Course Proposal: Create ELE 3040 Teaching Mathematics in the Elementary School I

14.6 Course Proposal: Create ELE 3050 Literacy and Language Arts: Emergent Readers

14.7 Course Proposal: Create ELE 3060 Literacy and Language Arts: Developing Readers

14.8 Course Proposal: Create ELE 4110 Teaching Mathematics in the Elementary School II

14.9 Course Proposal: Create ELE 4120 Teaching Science in the Elementary Schools

14.10 Course Proposal: Create ELE 4150 Literacy and Language Arts: Fluent Readers

Vote: 11-0-0; approved.

15. Proposals from the Department of Educational Specialties

15.1 Course Proposal: Create RDG 2010 Foundations of Reading & Writing Across the Content Areas

15.2 Course Proposal: Create RDG 2020 Reading & Writing through Literature

15.3 Course Proposal: Create RDG 3010 Special Issues in Reading Education

15.4 Course Proposal: Create ECE 4150 Agency Partners

15.5 Course Proposal: Create ECE 4170 Learning Environments and Teaching in Preschool and Kindergarten

Vote: 11-0-0; approved.

c) Actions Requiring AA Approval and to be sent to Senate

7. Proposals from the Department of Mathematics and Computer

7.1 Program Proposal: Revise degree requirements for the Bachelor of Science in Mathematics Education for Middle Grades Concentration (6-9)

7.2 Program Proposal: Revise degree requirements for the Bachelor of Science in Mathematics Education (9-12)

7.3 Program Proposal: Revise degree requirements for the Bachelor of Science in Mathematics

Vote: 11-0-0; approved.

8. Proposals from the Department of Biology

8.2 Program Proposal: Revise degree requirements for Bachelor of Science in Science Education

Vote: 7-3-0; approved.

8.3 Program Proposal: Create a minor in Sustainable Agriculture

Vote-11-0-0; approved.

10. Proposals from the Department of Art

10.8 Program Proposal: Revise Minor in Art History

10.9 Program Proposal: Revise Minor in Media Integration Studies

No representative- referred back to Curriculum; no action taken.

11. Proposal from the Bachelor of Interdisciplinary Studies Program

11.1 Program Proposal: Create a Systems Administration Track within the BIS major in Applied Information Technology

Vote-11-0-0; approved.

12. Proposals from the Department of Health, Physical Education, and Recreation

12.16 Program Proposal: Revise requirements for Bachelor of Science in Athletic Training

Vote-11-0-0; approved.

14. Proposals from the Department of Elementary Education

14.11 Program Proposal: Revise program requirements for the Bachelor of Science in Elementary Education

Vote-11-0-0; approved.

15. Proposals from the Department of Educational Specialties

15.6 Program Proposal: Revise requirements for the Professional Concentration in Reading

15.7 Program Proposal: Revise requirements for a Bachelor of Science in Birth-Kindergarten Education

Vote- 11-0-0; approved.

17. Proposal from the QEP Committee

17.1 Program Proposal: Add two courses to the Writing Intensive Program

ENG 2230 American Literature Before 1865 (This WE course. 11-0-0; approved.)

SOC 3210 Social Inequalities (This is a WE course. Vote: 11-0-0; approved.)

B. Enrollment Management: Lisa Mitchell, Chair 09-1-1

Policy changes regarding UNC Policy Manual 400.1.5 were updated by EMS and UNCP changes were approved unanimously.

C. General Education: Joanna Hersey, Chair

- 1 Question and Answer Session about Freshman Seminar with E. Froeba and M. Schaub.
 - a) How is FRS 1000 categorized? FRS is not considered part of the general education requirements. It is not part of the general education requirement. It is a one hour required course that is calculated into the GPA.
 - b) Are department specific FRS session being eliminated? FRS that are part of learning community will remain department specific. Music and Nursing will have their sessions.

- c) How is the expectations for faculty being changed? Advising will now be separated from the teaching of the course.
- d) Who is teaching the course? Currently for the fall, 20 staff (all who have at least a master's degree) and 31 faculty (11 in part of the learning community.) have volunteered to teach FRS 1000.
- e) How are changes in FRS 1000 approved? Course changes will go through the same approval process as other courses in the curriculum committee. There is a process that will have an internal review of FRS 1000 for changes such as course objectives.

General Education Subcommittee will continue to follow this. Academic Affairs Committee members expressed support for FRS and consider it has a critical role in retention and adjustment to college.

- 2. Discussion regarding name change request from Sharon Kissick. To change the title of General Education Program Elective. **Decided to take no action on request.**

D. Academic Support Services: Larry Arnold, Chair

- 1. DoIt: Windows XP gone away. If still using it, check with DoIt
- 2. Center for Academic Excellency: None
- 3. Academic Support Services Faculty Survey--- will be implemented electronically to faculty and students. **Vote-11-0-0; approved.**
- 4. Center for Academic Excellency- M. Schaub came to answer questions proposed at last month's meetings about the methods used to collect, analyze and report the data from the Center. The data is correlated and reported. The Committee asked some questions about the meaning of the data and if it could not be analyzed to provide additional information. C. Beasley agreed to coordinate efforts between the Center and Academic Affairs.
- 5. Library- transition is taking place tomorrow. Question was raised by the committee that some of the services of the by the Consortium was still needed, such as extending services and loan times.

VI. **Old Business:** Role of faculty in the elimination of a program- No report at this time.

VII. **New Business:** None

VIII. **Announcements :** None

IX. **Adjournment:** Adjourned at 4:58 PM

Appendix B

5. Proposals from the Departments of Educational Specialties and Professional Pedagogy and Research

5.1 Course Proposal: Revise prerequisites for SED 3050 Introduction to Gifted Education to require that students hold a valid teaching license and have plan of study on file in Licensure Office.

Rationale: The course is part of an AIG licensure program, which was designed for post-baccalaureate students who hold a valid teaching license. The addition of the prerequisite will ensure that only those students who meet the requirement will be eligible to enroll.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SED 3050 Introduction to Gifted Education

Hours: 3.0

Prerequisites: [valid teaching license and plan of study on file in Licensure Office](#)

Required: No

Course description: An introduction to the education of gifted students, emphasizing historical foundations of gifted education; definitions; federal, state, and local laws and guidelines; characteristics; theories of intelligence; methods of identification; and options for service delivery. Credit, 3 semester hours.

Course title: Intro to Gifted Education

Code: LEC

5.2 Course Proposal: Change course number for EDN 2900 Research and Writing in Education to EDN 3900

Rationale: The content of this course is more appropriate for a 3000-level class than a 2000 level, and students are currently taking it too early in their educational careers to be sufficiently prepared. Changing the course number better reflects the content and difficulty level of the course and when the department wants students to take it.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: yes

Departments affected and how: Course is offered by PPR, but students who take it all major in Educational Specialties programs

Affected Chair: yes

Cross listing: No

Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

EDN 3900 Research and Writing in Education

Hours: 3.0

Prerequisites: ENG 1050 and ENG 1060; Admission to Teacher Education Program

Required: No

Course description: This course is an introduction to writing in education, with an emphasis on formulation and execution of researchable topics within various content area disciplines of education. The course is designed to help students master competencies related to in-depth research, content knowledge, communication and composition including the use of current technologies. Credit, 3 semester hours. PREREQ: ENG 1050 and ENG 1060; Admission to Teacher Education Program.

Course title: Res/Writing in Education

Code: LEC

5.3 Course Proposal: Create cross-listed section of EDN 5120 Advanced Study of Exceptionality in Children (will be EDN/SED 5120)

Rationale: This course is required of all students pursuing a Masters in Teaching degree and is taken by graduate candidates from other disciplines. At present, it is listed with an Education prefix (EDN) and listed under Professional Pedagogy and Research, although it is taught by Special Education faculty, who are located in the Department of Educational Specialties. Given the content of the course, it is felt that it would be better catalogued with a Special Education prefix (SED).

Dept vote: 6 for; 0 against; 0 abstain

Affect others: yes

Departments affected and how: Master of Arts in Teaching with Art Specialization, Master of Arts in Teaching with Middle Grades Specialization, Master of Arts in Teaching with Music Specialization, Master of Arts in Teaching with Physical Education Specialization, Master of Arts in Teaching with Secondary Specializations—students in these programs all take this course. Since the course content will not change, the revision does not actually affect them.

Affected Chair:

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SED 5120 Advanced Study of Exceptionality in Children

Hours: 3.0

Prerequisites:

Required: No

Course description: An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders

multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the inservice educator are explored. Field experience required.

Course title: Adv Exc Students

Code: SEM

6. Proposal from the Department of Health, Physical Education, and Recreation

6.1 Program Proposal: Change the catalog copy by renaming the ATEP Goals "Student Learning Outcomes" and revising our previous goals to be more measurable and outcome based.

Rationale: We are changing the terminology to be consistent with our accrediting agency (CAATE) and revising our goals so that they will be more measurable student learning outcomes. We have a new standard that requires our program to be outcomes based and our some of our current goals are not easily measured. Other changes noted in program description and requirements attached below were approved by Curriculum Subcommittee and Academic Affairs Committee in March 2014 (with Faculty Senate vote on 4/2/2014).

Dept vote: 35 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chairs:

New Courses: no

Additional Resources: no

Additional Resources required:

Attached: [Catalog Copy](#)

7. Proposals from the Department of Nursing

7.1 Course Proposal: Revise Prerequisites for NUR 5140 Epidemiology and Global Health

Rationale: In the initial course proposal request, NUR 5100 was listed as a prerequisite; however, it should have been NUR 5010. Therefore, the prerequisites for the course will be NUR 5000 and NUR 5010.

Dept vote: 14 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 5140 Epidemiology and Global Health

Hours: 3.0

Prerequisites: NUR 5000, NUR 5010 ~~5100~~

Required: Yes

Course description: This course focuses on the distribution and determinants of health-related states or conditions in specified populations and the application of this study to control health problems. Students will be presented with epidemiologic models and methods in order to assess the health of individuals and populations to prevent or control health conditions, diseases, and

injuries. Emphasis is on a local to global perspective and on application of methods to improve healthcare delivery and health policy.

Course title: Epi and Global Health

Code: LEC

7.2 Course Proposal: Revise description of NUR 2000 Introduction to Health Technology and Informatics

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 2000 (1-1-0) Introduction to Health Technology and Informatics

Hours: 1.0

Prerequisites: minimum of sophomore classification; declared nursing majors only

Required: Yes

Course description: ~~This course provides students interested in nursing and other human science professions with an opportunity to acquire and apply knowledge and skills from information and computer science to the healthcare field. The course introduces students to applications of information systems in healthcare practice, education, and research. Hardware, software, databases, communications applications, computer developments, and associated legal and ethical issues are addressed. Students learn how healthcare providers can assess, develop, and use information systems to work more efficiently, allocate resources more effectively, and improve consumer health care.~~

This course focuses on the integration of computer and information science to support the practice of healthcare professionals. Emphasis is placed on ethical and legal considerations related to the use of social networking tools, electronic devices, Internet resources, and electronic health records/databases in the provision of safe, effective, timely, and quality healthcare.

Course title: Hlth Tech in Inform

Code: LEC

7.3 Course Proposal: Revise description and prerequisites for NUR 3000 Transition to Professional Nursing

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program. The pre-requisite requirements change brings this in line with the previously approved RN-MSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3000 (3-3-0) Transition to Professional Nursing

Hours: 3.0

Prerequisites: Admission to Professional Program. RN-BSN, RN-MSN students only

Required: Yes (for RN-BSN students)

Course description: ~~This course focuses on the role of the professional nurse. An overview of the delivery of professional nursing practice and role transition. Advanced theoretical concepts will be examined using the nursing process as a framework. Prerequisites: Admission to Professional Program. RN-BSN students only.~~

This course builds on the registered nurse's previous knowledge and experiences applicable to the practice of professional nursing. Emphasis is placed on continuing the formation of a professional identity by addressing the values, societal mandate for nursing, legal parameters of practice, scope and standards of professional nursing practice and the roles and responsibilities of the professional nurse within a rapidly changing health care delivery system. Philosophical and theoretical concepts and principles underlying professional nursing practice are examined, with a focus on the concepts used in the Department of Nursing. *Prerequisites: Admission to Professional Program. RN-BSN, RN-MSN students only.*

Course title: Trans to Prof Nurs

Code: LEC

7.4 Course Proposal: Revise description of NUR 3010 Introduction to Professional Nursing

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3010 (2-2-0) Introduction to Professional Nursing

Hours: 2.0

Prerequisites: Admission to Professional Program. Pre-licensure BSN students only.

Required: Yes (for BSN students)

Course description: ~~This course introduces students to the values and concepts appropriate to professional nursing practice included in the Essentials of Baccalaureate Education for Professional Nursing Practice, ANA Social Policy Statement, ANA Clinical Standards, and Code of Ethics with Interpretive Statements and to the professional nursing roles of advocate, clinician, coordinator/collaborator, educator, leader, and researcher. Included in the course will~~

~~be an introduction to the profession of nursing and healthcare delivery in the United States from historical and contemporary perspectives and to the UNCP Department of Nursing mission, purposes, and educational program objectives. *Pre-Requisite: Admission to Professional Program. Pre-licensure BSN students only.*~~

This course introduces the beginning nursing student to the multiple dimensions of professional nursing. Emphasis is placed on initiating the formation of a professional identity and exploring ways of knowing as a nurse by addressing the values, societal mandate for nursing, legal parameters of practice, scope and standards of professional nursing practice and the roles and responsibilities of the professional nurse. Philosophical and theoretical concepts and principles underlying professional nursing practice are examined, with a focus on the concepts used in the Department of Nursing. *Pre-Requisite: Admission to Professional Program. Pre-licensure BSN students only.*

Course title: Intro to Prof Nur

Code: LEC

7.5 Course Proposal: Revise description of NUR 3030 Foundations of Professional Nursing Practice

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3030 (4-2-6) Foundations of Professional Nursing Practice

Hours: 4.0

Prerequisites: Admission to professional program. Pre-licensure BSN students only.

Co-Requisite: NUR 3010

Required: Yes (for BSN students)

Course description: ~~This course introduces, from a theoretical, research base, nursing skills and principles basic to beginning professional nursing practice. Emphasis is placed on the application of the nursing process to guide the recipient of nursing care toward an optimal level of functioning. The dimensions of Gordon's functional health patterns will be explored. Learning experiences will provide the opportunity for students to begin to develop proficiency in six interrelated nursing roles, with an emphasis on developing the clinician, educator, and researcher roles. Utilization of the nursing process, critical thinking, and decision making in simulated and actual clinical situations will be emphasized. During laboratory sessions students will have the opportunity to practice basic nursing skills through simulated clinical situations. The clinical component of the course provides an opportunity for students to apply theory to nursing practice and to develop beginning proficiency in basic nursing skills with recipients of nursing care in community and long-term care settings. *Pre-Requisite: Admission to Professional Program, Pre-licensure BSN students only. Co-Requisite: NUR 3010.*~~

This course uses theoretical and evidence-based frameworks to introduce students to the knowledge, skills, and attitudes fundamental to professional nursing practice across all practice settings. Emphasis is placed on the application of the nursing process to guide clinical reasoning and decision-making for the provision of safe and appropriate nursing care in accordance with standards of professional nursing practice. The clinical component provides the opportunity for students to integrate theory and practice and develop beginning proficiency in the delivery of basic nursing care with individual clients. Clinical learning includes simulation experiences and placement in clinical settings. *Pre-Requisite: Admission to professional program. Pre-licensure BSN Students Only; Co-Requisite: NUR 3010*

Course title: Found of Pro Nur Prac

Code: LEC

7.6 Course Proposal: Revise description for NUR 3040 Normal and Therapeutic Nutrition

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3040 (2-2-0)

Hours: 2.0

Prerequisites: NUR 3010, 3030

Required: Yes (for BSN students)

Course description: ~~This course introduces the principles of nutrition and ways in which these principles are applied to promote an optimal level of functioning for all individuals. Topics include nutritional requirements for maintaining health and development throughout the life span as well as factors affecting food choices of individuals and society. Emphasis is placed on nutrition assessment and interventions in relation to the nutrition goals of Healthy People 2010 and the Dietary Guidelines for Americans. Prerequisites: NUR 3010, 3030.~~

This course introduces the principles of nutrition and ways in which these principles are applied to promote an optimal level of functioning for individuals throughout the life cycle. Emphasis is placed on nutrition assessment and interventions in relation to nutritional standards and national health goals which form the basis for understanding the therapeutic application of dietary principles and the nurse's role and responsibility in this aspect of client care. *Pre-Requisites: NUR 3010, 3030*

Course title: Norm & Ther Nutr for Cln Pra

Code: LEC

7.7 Course Proposal: Revise description and pre-requisites for NUR 3050 Pharmacology for Clinical Practice

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of

the BSN program. The change in pre-requisites allows RNs who need a refresher course before beginning graduate school to enroll.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3050 (3-3-0) Pharmacology for Clinical Practice

Hours: 3.0

Prerequisites: NUR 3010, 3030 (pre-licensure BSN students) or permission of instructor (~~RN-BSN students~~) (RNs only)

Required: Yes (for BSN students)

~~Course description: This course examines the major categories of pharmacologic agents and application of pharmacologic concepts to clinical nursing practice. Emphasis is placed on understanding the physiologic actions of the drugs, expected patient responses, major side effects, and implications for nursing. Drug dosage computation is included. Prerequisites: NUR 3010, 3030 (pre-licensure BSN students) or permission of instructor (RN-BSN students).~~

This course examines the major categories of pharmacotherapeutic agents used in the promotion, maintenance, and restoration of health and treatment of illness in individuals across the lifespan. Emphasis is placed on understanding the pharmacologic actions of the drugs, expected client responses, adverse/side effects and implications for nursing care. *Pre-Requisites: NUR 3010, 3030 (pre-licensure BSN students) or permission of instructor (RNs only).*

Course title: Pharm for Nur Practice

Code: LEC

7.8 Course Proposal: Revise description of NUR 3100 Transcultural Nursing

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3100 (3-3-0) Transcultural Nursing

Hours: 3.0

Prerequisites: NUR 3010, 3030 (Prelicensure BSN Students). Pre- or Co-Requisite NUR 3000 (~~RN-BSN students~~-RNs only).

Required: Yes

Course description: ~~This course is designed to assist students in expanding their view of man. Man is defined as a functioning, whole unit with integrity and uniqueness who uses symbols to communicate with the environment. Emphasis will be placed on the concepts of cultural belief systems, health, and caring and how these concepts affect the nursing care delivery system.~~

~~Prerequisites: NUR 3010, 3030 (pre-licensure BSN students). Co-Requisite: NUR 3000 (RN-BSN students)~~

This course is designed to assist students in expanding their view of humans as cultural beings and the influence of culture on health behaviors and health care decisions. Emphasis is placed on the concepts of cultural belief systems, the health continuum and caring, and how these concepts affect professional nursing practice. *Pre-Requisites: NUR 3010, 3030 (Prelicensure BSN Students). Pre-Requisite (May be taken at the same time) NUR 3000 (RNs only)*

Course title: Transcultural Nursing

Code: LEC

7.9 Course Proposal: Revise description of NUR 3150 Adult Health Nursing I

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3150 (5-3-6) Adult Health Nursing I

Hours: 5.0

Prerequisites: NUR 3010, 3030

Required: Yes (for BSN students)

Course description: ~~This course focuses on the nursing care needs of adults experiencing acute and chronic alterations in health and the use of the nursing process as a framework for providing and managing nursing care for these clients. Students will examine theoretical and research findings as well as issues and trends influencing the planning and delivery of nursing care for adults experiencing acute and chronic alterations in health. Learning experiences will provide the opportunity for students to continue to develop proficiency in six interrelated nursing roles, with an emphasis on the clinician, coordinator/collaborator, educator, leader, and researcher roles. Emphasis is placed on enhancing critical thinking skills and the roles of the professional nurse in health promotion and maintenance, illness care, and rehabilitation of clients with acute and chronic alterations in health in a variety of healthcare settings. Prerequisites: NUR 3010, 3030.~~

This course uses theoretical and evidence-based frameworks to assist students in gaining the knowledge, skills, and attitudes to meet the healthcare needs of adults from diverse cultures experiencing acute and chronic alterations in health. Emphasis is placed on the use of the nursing process to guide clinical reasoning and decision-making for the provision of safe and appropriate nursing care in accordance with standards and competencies of professional nursing practice. The clinical component provides the opportunity for students to enhance clinical reasoning and

decision-making skills and further develop proficiency in professional nursing roles. Clinical learning includes simulation experiences and placement in a variety of acute care settings. *Pre-Requisites: NUR 3010, 3030*

Course title: Adult Hlth Nursing I

Code: LEC

7.10 Course Proposal: Revise description and pre-requisites for NUR 3200 Health Assessment Across the Life Span

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program. The change in pre-requisites allows RNs who are need a refresher course before beginning graduate student to enroll in the course.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3200 (3-2-3) Health Assessment Across the Life Span

Hours: 3.0

Prerequisites: NUR 3010, 3030 (pre-licensure BSN students) or permission of instructor (~~RN-BSN students~~)-(RNs only)

Required: Yes

Course description: ~~This course prepares the student to conduct comprehensive health assessments. Emphasis is placed on the acquisition, processing, and interpretation of data collected from clients of all ages. A physical, psychological, and sociocultural approach is used to assess the client and to incorporate consideration of the client's needs, state of wellness, development level, and response to life experiences. The campus laboratory experience consists of practice with clients. Successful completion of the course validates lower division technical nursing clinical. Prerequisites: NUR 3010, 3030 (pre-licensure BSN students). Co-Requisite: NUR 3000 (RN-BSN students).~~

This course prepares students to perform a comprehensive health assessment of clients across the lifespan. Emphasis is placed on the acquisition, processing, interpretation, documentation of data to develop a clinical decision. In the laboratory component students practice interviewing skills by obtaining health histories, performing physical and psychosocial assessments to establish a client data base and formulate appropriate nursing diagnosis. *Pre-Requisites: NUR 3010, 3030 (Prelicensure BSN Students); Pre-Requisite: NUR 3000, or permission of instructor (RNs only).*

Course title: Health Assess Across Life

Code: LEC

7.11 Course Proposal: Revise description and pre-requisites for NUR 3250 Pathophysiology Across the Life Span

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of

the BSN program. The change in pre-requisites allows RNs who are need a refresher course before beginning graduate student to enroll in the course.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3250 (3-3-0) Pathophysiology Across the Life Span

Hours: 3.0

Prerequisites: NUR 3010, 3030 (pre-licensure BSN students) or permission of instructor (~~RN-BSN students~~)(RNs only)

Required: Yes

~~Course description: This course prepares the student to systematically approach complex situations. Emphasis will be placed on the integration and application of pathophysiological concepts to the holistic human in time of physical stress. This course utilizes the nursing process as the basis for examining persons with pathologies requiring multiple dimensions of nursing care. Prerequisites: NUR 3010, 3030 (pre-licensure BSN students). Co-Requisite: NUR 3000 (RN-BSN students).~~

This course focuses on health deviations and their impact on human health and functioning. Emphasis is on the integration and application of basic pathophysiological concepts as they relate to clinical decision-making for health promotion, risk reduction, and disease management across the lifespan. The nursing process is used as a framework for examining clients with varied pathologies. *Pre-Requisites: NUR 3010, 3030 (Prelicensure BSN Students) Pre-Requisite: NUR 3000, or permission of instructor (RNs only).*

Course title: Pathophysiology

Code: LEC

7.12 Course Proposal: Revise description of NUR 3300 Gerontological Nursing

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3300 (3-3-0) Gerontological Nursing

Hours: 3.0

Prerequisites: NUR 3000 or permission of instructor

Required: yes (for RN-BSN students)

Course description: ~~This course examines the process of aging. Physical, psychological, sociocultural, and spiritual aspects of aging are examined within the context of the family and society. Advanced theoretical concepts will be examined using the nursing process. This course is NOT REQUIRED FOR THE DEGREE for pre-licensure BSN students. Prerequisite: NUR 3000 or permission of instructor.~~

This course examines the physiological, psychological, sociocultural and spiritual aspects of aging, within the context of family and society. Emphasis is on trends, theories, evidence-based findings, and multidimensional changes of aging and the use of the nursing process as a framework for addressing issues related to health promotion, risk reduction, and disease prevention in older adults. *This course is NOT REQUIRED FOR THE DEGREE for the pre-licensure BSN students. Pre-requisite: NUR 3000 or permission of instructor.*

Course title: Gerontological Nursing

Code: LEC

7.13 Course Proposal: Revise description of NUR 3450 Family Nursing I

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3450 (5-3-6) Family Nursing I

Hours: 5.0

Prerequisites: NUR 3040, 3050, 3100, 3150, 3200

Required: Yes (for BSN students)

Course description: ~~This course focuses on nursing care and health promotion for the childbearing family. The course provides an introduction to the process of normal childbirth and dynamics of the childbearing family as well as the identification and care of high-risk recipients of nursing care. Nursing process provides direction to promote, restore, and maintain health of women and newborns within a family context and including cultural diversity. Learning experiences will provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles. Prerequisites: NUR 3040, 3050, 3100, 3150, 3200.~~

This course uses theoretical and evidence-based frameworks and standards of professional nursing practice to focus on the health of the childbearing family. The nursing process provides direction to promote, restore and maintain the health of childbearing women, newborns and families from diverse cultures. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles. Clinical learning experiences occur in a variety of clinical settings. *Pre-Requisites: NUR 3040, 3050, 3100, 3150, 3200.*

Course title: Family Nursing I
Code: LEC

7.14 Course Proposal: Revise description and pre-requisites of NUR 3500 Family Nursing II
Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program. We are also revising the prerequisites for this course to simplify and clarify them (instead of NUR 3040, 3050, 3100, 3150, and 3200, we are simply confirming that NUR 3450 is a prerequisite—all of the other courses are prerequisites for 3500, so requiring them here was redundant.)

Dept vote: 12 for; 0 against; 1 abstain
Affect others: no
Departments affected and how:
Affected Chair: none
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

NUR 3500 (5-3-6) Family Nursing II

Hours: 5.0

Prerequisites: NUR ~~3040, 3050, 3100, 3150, 3200~~, 3450

Required: Yes (for BSN students)

Course description: ~~This course focuses on nursing care of the child-rearing family, including viewing the child and family as recipients of nursing care. Course content includes care of the child from infancy through adolescence, both hospitalized and within the community, acutely ill and chronically ill; common stressors for the child and family throughout the growing years; and strategies for health promotion for the child and family. Learning experiences will provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles. Prerequisites: NUR 3040, 3050, 3100, 3150, 3200~~

This course uses theoretical and evidence-based frameworks and standards of professional nursing practice to focus on the health of the childrearing family. Emphasis includes cultural diversity, family dynamics, growth and development and the use of the nursing process to provide direction for the promotion, restoration, and maintenance of health of the childrearing family. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles. Clinical learning experiences occur in a variety of clinical settings. *Pre-Requisites: NUR 3040, 3050, 3100, 3150, 3200, 3450*

Course title: Family Nursing II
Code: LEC

7.15 Course Proposal: Revise description and pre-requisites for NUR 4000 Nursing Research and Theory

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program. The change in pre-requisites allows RNs who are need a refresher course before beginning graduate student to enroll in the course.

Dept vote: 12 for; 0 against; 1 abstain
Affect others: no
Departments affected and how:
Affected Chair: none
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

NUR 4000 (3-3-0) Nursing Research and Theory

Hours: 3.0

Prerequisites: Completion of all 3000 level courses (Prelicensure BSN students); Completion of all 3000 level courses or permission of instructor (~~(RN-BSN students)~~ (RNs only). Pre-requisite or Co-requisite: PSY 2080, SOC 3600, or MAT 2100 (~~(RN-BSN students)~~).

Required: Yes

~~Course description: This course provides students with an overview of the role of theory and research in the development of nursing as a profession. Students are introduced to the principles and concepts in both quantitative and qualitative research approaches. With a focus on the role of the professional nurse as a consumer of research, students develop skill in the ability to critically read and evaluate research findings based on nursing theory and practice needs. Prerequisites: Completion of 3000 level courses (pre licensure BSN students); Completion of 3000 level courses or permission of instructor (RN-BSN students). Co-Requisites: Statistics – PSY 2080, SOC 3600, or MAT 2100 (RN-BSN students).~~

This course provides students with an overview of the role of theory and research in the development of nursing as a profession. Students are introduced to the research process, principles and concepts in both quantitative and qualitative research approaches. With a focus on the role of the professional nurse as a consumer of research, students develop skills in critically reading and evaluating research findings based on nursing theory and practice needs. *Pre-Requisites: Completion of all 3000 level courses (Prelicensure BSN Students); Completion of all 3000 level courses or permission of instructor (RNs only). Pre- Requisite or Co-Requisite: Statistics – PSY 2080, SOC 3600, or MAT 2100*

Course title: Nursing Research and Theory

Code: LEC

7.16 Course Proposal: Revise description and pre-requisites of NUR 4120 Leadership in Nursing

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program. The change in pre-requisites allows RNs who are need a refresher course before beginning graduate student to enroll in the course.

Dept vote: 12 for; 0 against; 1 abstain
Affect others: no
Departments affected and how:
Affected Chair: none
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

NUR 4120 (5-3-6) Leadership in Nursing

Hours: 5.0

Prerequisites: NUR 4000, 4150, 4350 (pre-licensure BSN students)

Co-Requisite: NUR 4000 or permission of instructor (~~RN-BSN students~~) (RNs only)

Required: Yes

~~Course description: The course focuses on the professional nurse's role as a leader in the profession and healthcare delivery. The focus will be on the evolution of nursing, nursing leaders as vanguards of the profession, contemporary healthcare delivery, the professional role of the nurse leader in healthcare delivery. Leadership and management principles will be examined. Prerequisites: NUR 4000, 4150, 4350 (pre-licensure BSN students). Co-Requisite: NUR 4000 or permission of instructor (RN-BSN students).~~

This course focuses on leadership and management competencies needed by professional nurses to be full partners in interprofessional teams. Emphasis is on the use of theoretical and evidence-based frameworks in the analysis of current best practices related to leadership roles, organizational communications, team dynamics, quality improvement, safe client-centered care, and the role of nursing related to information systems. The clinical component provides opportunities for students to expand basic leadership skills needed in professional nursing practice and to assume role as change agent in the development and implementation of a change project. Clinical learning experiences occur in a variety of clinical settings. *Prerequisites: NUR 4000, 4150, 4350 (pre-licensure BSN students). Co-Requisite: NUR 4000 or permission of instructor (RNs only).*

Course title: Leadership in Nursing

Code: LEC

7.17 Course Proposal: Revise description of NUR 4150 Psychiatric/Mental Health Nursing

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 4150 (5-3-6) Psychiatric/Mental Health Nursing

Hours: 5.0

Prerequisites: completion of 3000 level courses; prelicensure BSN students only

Co-requisite: NUR 4000

Required: Yes (for BSN students)

~~Course description: This course focuses on the nursing care needs of persons experiencing alterations in social and psychological functioning. Students will examine theoretical and research findings as well as issues and trends influencing the planning and delivery of nursing care for persons with common psychiatric disorders or mental health needs. Emphasis is placed~~

~~on the role of the professional nurse in psychiatric-mental health nursing, the application of the nursing process as a framework for providing and managing nursing care, and the enhancement of critical thinking skills, therapeutic nursing interventions, effective communication, and interpersonal skills as they relate to care of persons experiencing alterations in social and psychological functioning. Learning experiences will provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles. Prerequisites: Completion of 3000-level courses. Pre-licensure BSN students only. Co-Requisite: NUR 4000.~~

This course focuses on the use of selected theoretical and evidence-based frameworks and the nursing process to guide the planning and delivery of nursing care for individuals, families, and groups at risk for and/or experiencing alterations in social and psychological functioning. Emphasis is placed on the concepts of therapeutic communication, integration of standards of professional nursing practice, and legal and ethical considerations. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles. Clinical learning experiences occur in a variety of clinical settings. Pre-Requisites: Completion of 3000 level courses; Prelicensure BSN Students Only. Co-Requisite: NUR 4000

Course title: Psy/Mental Hlth Nur

Code: LEC

7.18 Course Proposal: Revise description and prerequisites for NUR 4350 Community Health Nursing

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program. The change in pre-requisites allows RNs who are need a refresher course before beginning graduate student to enroll in the course.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 4350 (5-3-6) Community Health Nursing

Hours: 5.0

Prerequisites: completion of all 3000-level courses

Pre- or Co-Requisite: NUR 4000 or permission of instructor (~~RN-BSN students~~) (RNs only)

Required: Yes

Course description: ~~This course focuses on care of culturally diverse populations and aggregates within the community. Emphasis is on the use of evidence-based knowledge and six interrelated roles of the professional nurse in addressing the preventative health needs of populations and aggregate groups in the community setting. Current public health problems, epidemiology, trends in healthcare delivery, and community resources are examined. Students analyze the socio-cultural, political, economic, ethical, and environmental factors that influence community and global health. Clinical experiences will allow students to understand, alter, and enhance the political and/or socioeconomic forces that impact health and healthcare delivery. Prerequisites:~~

~~Completion of 3000-level courses. Co-Requisite: NUR 4000 (Pre-licensure BSN students). Co-Requisite: NUR 4000 or permission of instructor (RN BSN students).~~

This course addresses diverse population focused health promotion and disease and injury prevention based on social determinants of local, state, national, and global health. Emphasis is on the use of theoretical and evidence-based frameworks, standards for public health nursing, and the nursing process to guide the planning and delivery of nursing care for families, populations, and aggregates within the community. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles. Clinical learning experiences occur in a variety of community settings. *Pre-Requisites: Completion of 3000 level courses; Pre-Requisite or Co-Requisite: NUR 4000. Permission of the instructor (RNs only)*

Course title: Community Hlth Nur

Code: LEC

7.19 Course Proposal: Revise description and pre-requisites of NUR 4450 Adult Health Nursing II

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 4450 (6-3-9) Adult Health Nursing II

Hours: 6.0

Prerequisites: NUR 4000, NUR 4150, NUR 4350. ~~Pre-licensure BSN students only.~~

Required: Yes (for BSN students)

Course description: ~~This course focuses on nursing care needs of adults with acute and complex health problems related to major body systems. Students will have an opportunity to examine pathophysiological, psychological, and sociocultural implications as well as current research and trends in care of adults experiencing complex health problems. The emphasis is on enhancing critical thinking skills in the planning and delivery of nursing care for adults with complex health problems. Learning experiences provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles and self-direction in providing nursing care for clients with complex health problems in a variety of clinical settings. Prerequisites: NUR 4000, 4150, 4350. Pre-licensure BSN students only.~~

This course focuses on nursing care needs of adults with acute and complex health problems. Emphasis is on the use of theoretical and evidence-based frameworks, standards of professional nursing practice, and the nursing process as a guide to for the planning and delivery of nursing care for adults experiencing complex health problems. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles to meet the rapidly changing needs of clients

with complex health problems. Clinical learning experiences occur in a variety of clinical settings. *Pre-Requisites: NUR 4000, NUR 4150, NUR 4350*

Course title: Adult Hlth Nur II

Code: LEC

7.20 Course Proposal: Revise description of NUR 4510 Transition to Professional Nursing: A Capstone Experience

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

NUR 4510 (3-2-8*) Transition to Professional Nursing: A Capstone Experience

Hours: 3.0 (for BSN students)

Prerequisites: Prelicensure BSN students only. To enroll in this course a student must have adhered to all Department of Nursing policies and procedures during this and prior semesters.

Co-requisite: NUR 4120, NUR 4450

Required: Yes

Course description: This course facilitates the transition of students into professional practice through preceptorships with professional nurses in a variety of clinical settings. Through this culminating experience, students **will** synthesize knowledge of nursing cognates and general education **and refine their professional nursing roles.** ~~to increase their responsibility and accountability for providing quality nursing care. Faculty selects, with input from individual students, a clinical agency for the clinical experience. Students will apply all nursing roles (advocate, clinician, collaborator/coordinator, educator, leader, and researcher) with an emphasis on the clinician and leader roles.~~ The experience allows faculty to assess each student for minimal **achievement of competencies within the program outcomes.** ~~of the terminal educational objectives.~~ *Prerequisites: Pre-licensure BSN students only. Co-Requisites: NUR 4120, 4450. To enroll in this course students must have adhered to all Department of Nursing policies and procedures during this and prior semesters. *Note: To meet the North Carolina Board of Nursing **focused care precepted** clinical experience requirement of 120 hours, the course does not follow the traditional one semester credit hour for 3 contact hours for a **clinical laboratory** experience.*

Course title: Transition to Prof Nur

Code: LEC

7.21 Course Proposal: Revise description of NUR 4550 Professional Nursing Issues in Practice

Rationale: The course description needs to be revised to reflect changes in nursing education theory and standards. The current course description was written prior to the implementation of the BSN program.

Dept vote: 12 for; 0 against; 1 abstain
Affect others: no
Departments affected and how:
Affected Chair: none
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

NUR 4550 (3-3-0) Professional Nursing Issues in Practice

Hours: 3.0

Pre- or Co-requisites: To be taken simultaneously with or after completing all other requirements for the BSN degree. RN-BSN students only.

Required: Yes (for RN-BSN students)

Course description: This course is the capstone experience that includes synthesis of nursing cognates and general education. The experience allows the students to **demonstrate achievement of competencies within the program outcomes.** ~~assess their knowledge of the program objectives.~~

The course ~~will~~ incorporate essential knowledge, **skills, and attitudes of the professional nurse in practice.** ~~psychomotor, and affective domains of BSN education.~~ *Pre- requisites or Co-requisites: to be taken simultaneously with or after completing all other requirements for the BSN degree. RN-BSN students only.*

Course title: Prof Nurs Iss in Pract

Code: LEC

END

9. Proposals from the Department of English, Theatre, and Foreign Languages

9.1 Course Proposal: Delete ENG 3590 Creative Nonfiction

Rationale: The deletion of ENG 3590 will allow for the consistent numbering of the newly proposed creative writing course offerings in the English, Theatre, and Foreign Languages Department.

Dept vote: 39 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

~~ENG 3590 Creative Nonfiction~~

~~Hours: 3.0~~

~~Prerequisites: C or better in ENG 2780 or 2790~~

~~Required: no~~

~~Course description: Reading and writing of creative nonfiction, including memoir, personal essay, biography, and literary journalism. Credit, 3 semester hours. PREREQ: "C" or better in ENG 2780 or 2790.~~

~~Course title: Creative Nonfiction~~

Code: LEC

9.2 Program Proposal: Correct the following errors made during April 2013 revision to the degree requirements for a Bachelor of Arts in English: Theatre Arts

1. Change the number of elective hours for the theatre major from 11 to 14.
2. Change the number of the hours listed for the core from 43 to 40.
3. Affirm the total number of the hours for the major as 120.
4. Delete THE 3310 Play Direction from the list of optional required courses, since it is already on the list of core courses.

Rationale: These changes are to correct errors in the original proposal passed by the Senate in May of 2013, as well as errors made in the 2013-14 catalog.

Dept vote: 34 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: Off

New courses: no

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy [English1](#)

9.3 Program Proposal: To delete the course option ENG 3590 listed under "Additional Required Course Work" for the Bachelor of Arts Degree in English from the last listing of course options that reads "no more than two of the following: ENG 2990, 3570, 3580, 3590, 3700, 4250, and ENGS 4090-4129" and to add ENG 3760 to the listing of course options that currently reads: "ENG 3740 or 3750."

Rationale: To standardize the groupings of course options listed under "Additional Required Course Work" for the B.A. Degree in English, ENG 3760-Writing Creative Nonfiction II should be placed with ENG 3740-Writing Poetry II and ENG 3750-Writing Fiction II.

Dept vote: 39 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: Off

New courses: yes

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy [English2](#)

9.4 Program Proposal: To add to the Requirements for an Academic Concentration in English the course ENG 2760-Writing Creative Nonfiction I to "3. One 2000/3000-level language/writing course: Choose from ENG 2760, 2780, 2790, 3460, 3700, 3710."

Rationale: To include the newly proposed course Writing Creative Nonfiction I along with the other 2000-level creative writing courses listed under "3. One 2000/3000-level language/writing course" in the Requirements for an Academic Concentration in English.

Dept vote: 39 for; 0 against; 0 abstain
Affect others: no
Departments affected and how:
Affected Chair: Off
New courses: yes
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy [English3](#)

[Return to Agenda](#)--[Return to Agenda](#)--[Return to Agenda](#)--[Return to Agenda](#) at Aa

Appendix C Actions Requiring AA Approval Only

4. Proposals from the Department of Biology

4.1 Course Proposal: Create BIO 5400 Natural History of Costa Rica

Rationale: This course has been taught as a special topics course three times in summers 2009, 2011, and 2013. The course is offered through International Programs to all students across campus. The course had been very well received.

Dept vote: 20 for; 0 against; 0 abstain
Affect others: no
Departments affected and how:
Affected Chair: none
Cross listing: No
Articulation: No
Additional Resources: yes

Additional Resources required: Students pay a fee to cover their travel, meals, and visa which is done through the office of International Programs.

COURSE DESCRIPTIONS:

BIO 5400 Natural History of Costa Rica

Hours: 3.0

Prerequisites: none

Required: No

Course description: An introduction to different ecosystems within Costa Rica. Students participate in field trips and excursions to study first-hand the biological complexities of the tropics. Students will experience cultural aspects of Costa Rica, discuss Costa Rica's conservation ethic and the impact of humans on the environment. Offered in the summer of odd numbered years, students spend two full weeks in Costa Rica. 3 credit hours.

Course title: Natural Hist Costa Rica

Code: FLD

Syllabus: See [bio5400](#)

4.2 Course Proposal: Create BIO 5140 Biogeography

Rationale: Biogeography has been offered as a special topics course in the past. It is a subject based course and has been well received by students so we would like to move it into the regular course offerings so the course will be in the catalogue.

Dept vote: 20 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

BIO 5140 Biogeography

Hours: 3.0

Prerequisites: none

Required: No

Course description: Students will become cognizant of the principles of biogeography through an analysis of the interactions of organisms with each other and with the physical environment through time. Biogeographic processes are examined at individual, community and ecosystem levels. The effects of evolution and a changing earth on species distribution and extinction will be assessed. Causes of modern and historical distributions of taxa will be examined. Credit, 3 semester hours.

Course title: Biogeography

Code: LEC

Syllabus: See [BIO5140](#)

4.3 Course Proposal: Create BIO 5280 Teaching Practicum in Biology

Rationale: The course has been taught as a special topics course based on graduate student interest. For those interested in teaching at the high school or college level, the course has been very popular since it offers a college level practicum experience.

Dept vote: 18 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

BIO 5280 Teaching Practicum in Biology

Hours: 3.0

Prerequisites: permission of coordinating professor and graduate director of science education

Required: No

Course description: Experience in some aspects of the teaching of biology with formal evaluation, supervision and direction determined by the supervisory professor and student. Prerequisites: Permission of coordinating professor and graduate director of science education. Application must be approved in the semester preceding the one in which the practicum is to be undertaken. 3 semester credit hours.

Course title: Teaching Practicum
Code: PRC

Syllabus: See [BIO5280](#)

4.4 Course Proposal: Create BIO 5550 Independent Biology Research

Rationale: This course has been taught a number of times as a special topics course based on graduate student interest. For those interested in community college teaching, the masters of non-licensure degree in Biology, or in advanced studies in the sciences.

Dept vote: 20 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

BIO 5550 Independent Biology Research

Hours: 3.0

Prerequisites: permission of supervising faculty member and graduate director

Required: No

Course description: Advanced students carry out independent research activity relating to a significant problem in a major field of study in biology based on their interests. Supervised by a faculty member. Formal report and preparation required. Prerequisites: Permission of the supervising professor and the graduate director of science education. Application must be approved in the semester preceding the one in which the independent research is to take place. 3 semester credit hours.

Course title: Independent Research

Code: RES

Syllabus: See [BIO 5550](#)

4.5 Course Proposal: Create BIO 5770 Science in the Natural Environment

Rationale: BIOS 5770 has been offered as a special topics course in summer one in even numbered years and is very popular with the students. The course is a mixture between subject and pedagogy and develops science teachers (all levels) PCK.

Dept vote: 20 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

BIO 5770 Science in the Natural Environment

Hours: 3.0

Prerequisites: none

Required: No

Course description: An overview of the study of the natural environment and environmental education methods for science professionals and science educators, including design of and participation in experiential learning programs that emphasize environmental and nature studies. The use of Geographic Information Systems (GIS) for the biological and environmental sciences is emphasized as students create maps, analyze spatial data, and create their own data from field observations. An emphasis is placed on wetland-related topics. 3 semester hours.

Course title: Science in Natural Env

Code: FLD

Syllabus: [See BIO5770](#)

4.6 Course Proposal: Create BTEC 5300 Principles of Medical Biotechnology

Rationale: BTEC 5300 will be offered as a graduate section of existing undergraduate course BTEC 4300, with the same course content but an extra project for graduate students. This will enlarge the options of discipline specific electives for our graduate students and hopefully boost enrollment in this course.

Dept vote: 18 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

BTEC 5300 Principles of Medical Biotechnology

Hours: 3.0

Prerequisites: BIO 1000, CHM 1300, and graduate status

Required: No

Course description: The purpose of this course is to provide a broad overview of the methods and strategies of biotechnology for medicinal applications including drug discovery. Major emphasis will be placed on describing therapeutic concepts and how they are developed from the discovery of a molecular target for drugs to the use of disease models to test new pharmaceutical agents.

The course covers many aspects of biotechnology, including aspects of molecular pharmacology, gene therapy, and drug safety evaluation. This course also introduces analytical methods as applied to experimental design and quantitative analysis of data encountered in biotechnology and biomedical sciences. Graduate students will also take part in assembling specific

components of a manuscript in the drug discovery field. Prerequisites: BIO 1000, CHM 1300, and graduate status.

Course title: Princ Med Biotechnology

Code: LEC

Syllabus: See [BTEC5300](#)

9. Proposals from the Department of English, Theatre, and Foreign Languages

9.5 Course Proposal: Create XXXS 1xxx Foreign Language Study in the Disciplines

Rationale: In the Foreign Language we see the importance of offer the students the opportunity to study special topics related to foreign language. For that reason we already have in the catalog a course XXXS 3000. However, we need to create a XXXS 1000 level in which the language of study will vary according to the theme of the topics of special interest. No previous knowledge of the language to be taught will be required. Therefore, this course will be taught in English. Credit, 3 semester hours each.

Dept vote: 39 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

XXXS 1xxx Foreign Language Study in the Disciplines

Hours: 3.0

Prerequisites:

Required: no

Course description: This is an introductory study of specific topics related to foreign language. No previous knowledge of the language to be taught is required. This course will be taught in English. Credit, 3 semester hours.

Course title: FL Study in the Disciplines

Code: LEC

Course Syllabus: See [Foreign Language Study in the Disciplines](#)

9.6 Course Proposal: Create ENG 2760 Writing Creative Nonfiction I

Rationale: In response to student interest, we are expanding our offerings in creative writing to include creative nonfiction at both the introductory and advanced levels, consistent with the current courses Writing Poetry I & II and Writing Fiction I & II.

Dept vote: 39 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

ENG 2760 Writing Creative Nonfiction II

Hours: 3.0

Prerequisites: none

Required: no

Course description: An introduction to the principles and techniques of writing creative nonfiction. Workshop format. Credit, 3 semester hours.

Course title: Writing Creative Nonfic I

Code: LEC

Course Syllabus: See [ENG 2760](#)

9.7 Course Proposal: Create ENG 3760 Writing Creative Nonfiction II

Rationale: The proposed new course, including the new course number, will help to standardize the creative writing course offerings in the English, Theatre, and Foreign Languages Department.

Dept vote: 39 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

ENG 3760 Writing Creative Nonfiction II

Hours: 3.0

Prerequisites: ENG 2760 or permission of instructor

Required: no

Course description: An advanced workshop in writing creative nonfiction, building on fundamentals covered in the introductory course and emphasizing manuscript preparation and submission. Credit, 3 semester hours. PRE-REQ: ENG 2760-Writing Creative Nonfiction I or permission of instructor.

Course title: Writing Creative Nonfic II

Code: LEC

Course Syllabus: See [ENG 3760](#)

9.8 Course Proposal: Create THE 3810 Choreography

Rationale: Choreography is taken by theatre and musical theatre students and will be a part of the dance minor which is scheduled for approval in the fall.

Dept vote: 34 for; against; abstain

Affect others: yes

Departments affected and how: Musical Theatre students are in the Department of Music

Affected Chair: ?

Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

THE 3810 Choreography

Hours: 3.0

Prerequisites: Instructor Approval

Required: no

Course description: A practical experience focusing on the choreographer's creative process for developing dances. Emphasis will be placed on identifying, selecting and utilizing a variety of source material through use of critical evaluation skills for dance, use of choreographic devices, use of improvisation for generating movement, creating meaning through the use of time, space, energy/force, and weight, and creation of a written personal artistic statement. Prerequisite: Advisor Approval.

Course title: Choreography

Code: STU

Course Syllabus: See [THE 3810](#)

10. Proposals from the School of Business

10.1 Course Proposal: Create BUS 1000 Passport for Professional Success

Rationale: This will allow us to set up a Blackboard Course for each student in the Passport for Professional Success Program. The Blackboard course will be used to house the requirements for the Passport for Professional Success Program. This program has already received all necessary approvals; this proposal is offered to facilitate the monitoring of students' activities needed to complete the program.

Dept vote: for; 0 against; 0 abstain (School of Business faculty vote pending)

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: yes

Additional Resources required:

COURSE DESCRIPTIONS:

BUS 1000 Passport for Professional Success

Hours: 0.0

Prerequisites: declared Business Administration or Accounting major

Required: yes

Course description: Passport to Professional Success, BUS 1000, is a zero-credit Blackboard course which houses the requirements for the Passport to Professional Success Program. This required course is the means for accurate record-keeping in assuring all requirements of the program have been completed by accounting and business students prior to graduation. Students must enroll in this course every semester until they complete all of the required components.

Course title: Passport Program

Code: ACT

Syllabus: [BUS 1000](#)

10.2 Course Proposal: Create ECN 4020 Industrial Organization

Rationale: There is an increasing demand for a course which focuses on the applications of microeconomics in business practice. The course is designed to achieve that and to enhance the understanding of microeconomic theories.

Dept vote: 20 for; 0 against; 2 abstain

Affect others: no

Departments affected and how:

Affected Chair: none

Cross listing: No

Articulation: No

Additional Resources: yes

Additional Resources required:

COURSE DESCRIPTIONS:

ECN 4020 Industrial Organization

Hours: 3.0

Prerequisites: C or better in ECN 2020 and MAT 2150 or 2210

Required: No

New Course description: Industrial organization is the study of industry and firm behavior. Using the basic tools of microeconomic theory and game theory, this course explores the relationships among firms in an industry or across industries by examining the nature of strategic interaction among firms. We will study theoretical models and empirical evidence for a wide variety of market phenomena. I will also introduce contract theory and its application in financial structure.

Course title: Industrial Organization

Code: LEC

Syllabus: See [ECN 4020](#)

11. Proposal from the Department of Chemistry and Physics

11.1 Course Proposal: Create CHM 5420 Environmental Chemistry: Water Chemistry

Rationale: This class has been taught as a special topics course in the summers of 2009, 2011, and 2013. It is a subject-based course but also includes considerable discussion of educational matters. It has been well received by students. It is time to make this course permanent because it fills a need in the graduate program for a discipline-specific course in chemistry. In addition, as a permanent course it will be listed in the catalog, facilitating advising and course selection and making the department's graduate offerings more transparent.

Dept vote: 9 for; 2 against; 6 abstain

Affect others: yes

Departments affected and how: graduate program in Science Ed administered by Biology Department

Affected Chair: yes

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

CHM 5420 Environmental Chemistry: Water Chemistry

Hours: 3.0

Prerequisites: CHM 1300 or equivalent

Required: no

Course description: A study of water in our environment and our daily lives focusing on human interactions with water. Field trips allow first hand experience with some of the issues covered. Credit, 3 semester hours. PREREQ: General Chemistry (CHM 1300 or equivalent); on semester of Organic Chemistry and General Biology recommended.

Course title: Environ Chem-Water Chem

Code: LEC

Syllabus: See [CHM 5420](#)

[Return to Agenda](#) [Return to Agenda](#) [Return to Agenda](#) [Return to Agenda](#) at Ab

Appendix D Actions Requiring AA Approval and to be sent to Senate

4.7 Program Proposal: Revise degree requirements for Master of Arts in Science Education.

Rationale: These changes will update the course offerings, adding courses that were previously offered as special topics to the regular list and reflecting other recent changes in graduate science courses. We are also revising the language in the program description to clarify that teachers with NC licenses in all fields of science may apply.

Dept vote: 24 for; 0 against; 0 abstain

Affect others: yes

Departments affected and how:

Department of Chemistry and Physics:

Department of Geology and Geography

Department of Professional Pedagogy and Research:

Affected Chairs: yes

New Courses: no

Additional Resources: no

Additional Resources required:

Attached: [Catalog Copy for 4.7](#)

4.8 Program Proposal: Revise degree requirements for Master of Arts in Science Education, nonlicensure concentration in Biology

Rationale: These changes will update the course offerings, adding courses that were previously offered as special topics to the regular list and reflecting other recent changes in graduate science courses. We are also revising the language in the program description to clarify that teachers with NC licenses in all fields of science may apply.

Dept vote: 24 for; 0 against; 0 abstain

Affect others: yes
Departments affected and how:
Department of Chemistry and Physics:
Department of Geology and Geography
Department of Professional Pedagogy and Research:
Affected Chairs: yes
New Courses: no
Additional Resources: no
Additional Resources required:

Attached: [Catalog Copy for 4.8](#)

4.9 Program Proposal: Revise degree requirements for Master of Arts in Teaching with Middle Grades Science Concentration

Rationale: These changes will update the course offerings, adding courses that were previously offered as special topics to the regular list and reflecting other recent changes in graduate science courses. We are also revising the language in the program description to clarify that teachers with NC licenses in all fields of science may apply.

Dept vote: 24 for; 0 against; 0 abstain
Affect others: yes
Departments affected and how:
Department of Chemistry and Physics:
Department of Geology and Geography
Department of Professional Pedagogy and Research:
Affected Chairs: yes
New Courses: no
Additional Resources: no
Additional Resources required:

Attached: [Catalog Copy for 4.9](#)

4.8 Program Proposal: Revise degree requirements for Master of Arts in Teaching with Secondary Science Concentration

Rationale: These changes will update the course offerings, adding courses that were previously offered as special topics to the regular list and reflecting other recent changes in graduate science courses. We are also revising the language in the program description to clarify that teachers with NC licenses in all fields of science may apply.

Dept vote: 24 for; 0 against; 0 abstain
Affect others: yes
Departments affected and how:
Department of Chemistry and Physics:
Department of Geology and Geography
Department of Professional Pedagogy and Research:
Affected Chairs: yes
New Courses: no
Additional Resources: no

Additional Resources required:
Attached: [Catalog Copy for 4.10](#)

END

8. Proposal from the Department of Mathematics and Computer Science

8.1 Program Proposal: Change the Minor in Information Technology program to include all the low-level courses that are prerequisites for the 3000/4000 level courses, and to remove those that are not.

Rationale: Currently, among the low-level course choices, only CSC1300 is a prerequisite (for ITC3100); therefore, students actually can only choose either ITC3100 or ITC4200 for the advanced ITC course, as they won't have the prerequisite for others.

Dept vote: 18 for; 0 against; 0 abstain

Affect others:

Departments affected and how:

Affected Chairs:

New Courses: no

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy

| Requirements for a Minor in Information Technology | Sem. Hrs. |
|---|-----------|
| CSC 1750, 1760; ITC 2060, 2080; one course from CSC 1300 or ITC 2700; 1850, 1900, or 2050; and one advanced ITC course (3000 or above) | 18 |

END

9.9 Program Proposal: To add ENG 2760-Writing Creative Nonfiction I and ENG 3760-Writing Creative Nonfiction II to the Minor in Creative Writing in the Department of English, Theatre, and Foreign Languages.

Rationale: According to AWP (Association of Writers & Writing Programs, the governing body of undergraduate and graduate creative writing programs), one of the “Hallmarks of an Effective Minor in Undergraduate Study of Creative Writing” is that it “offers advanced courses in at least three or more separate genres.” We are proposing to add ENG 2760-Writing Creative Nonfiction I and ENG 3760-Writing Creative Nonfiction II to the Creative Writing Minor, thereby expanding our creative writing course offerings by including the introductory and advanced levels of one of the most frequently taught genres (after poetry and fiction) in creative writing programs throughout the country.

Dept vote: 39 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: Off

New courses: yes

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy [Minor in Creative Writing](#)

9.10 Program Proposal: Modify the Bachelor of Arts in English, Middle Grades Language Arts 6-9 Concentration (MGLA). The School of Education has introduced new courses that require a change in our curriculum. MGLA now requires 15 instead of 12 hours in education courses. To accommodate these changes, we propose changing ENG 2050 World Literature before 1660 or ENG 2060 World Literature after 1660 from a required course to one option in a list of other 2000-level ENG courses.

Rationale: These changes are required to fit with the new courses offered by the School of Education.

Dept vote: 37 for; 0 against; 2 abstain

Affect others: no

Departments affected and how:

Affected Chair: Off

New courses: no

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy [Middle Grades Language Arts 6-9 Concentration](#)

9.11 Program Proposal: Modify the Bachelor of Arts in English, Secondary Education 9-12 Concentration (EED). The School of Education has introduced new courses that require a change in our curriculum. EED now requires 12 instead of 9 credit hours of education courses. To accommodate these changes, we propose reducing the general electives in the EED degree from 7-13 down to 4-10 hours.

Rationale: These changes are required to fit with the new courses offered by the School of Education.

Dept vote: 37 for; 0 against; 2 abstain

Affect others: no

Departments affected and how:

Affected Chair: Off

New courses: no

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy [Secondary Education 9-12 Concentration](#)

END

10. Proposals from the School of Business

10.3 Program Proposal: Add BUS 1000 to the “General Business Requirements” for a Bachelor of Science in Accounting

Rationale: During the data collection phase of preparing the School's 2012-17 Strategic Plan, SWOT analysis of the School's stakeholders revealed the need to instill "professionalism" and

"work-readiness" in Business and Accounting graduate. The responses were particularly strong from the business community, our alumni, and the Dean's Board of Business Advisors.

Additionally, the Passport program helps fulfill requirements that have been designated by our accreditation body, the Association to Advance Collegiate Schools of Business (AACSB). AACSB requires an assessment of learning (AoL) program to ensure that the School's learning goals are being met.

A component of that program is to include assessment activities that are skills-based and at different time periods during the student's curriculum. The Passport program is designed to fulfill these requirements. Passport programs similar to the one we are proposing are currently in use at other AACSB accredited Schools of Business.

The ultimate rationale for the Passport program is to assist students in becoming more professional in the way they interact with their colleagues, employers, and fellow employees. We feel that professionalism and work-readiness are skills that need to be taught to students seeking professional degrees such as Bachelor of Science in Business Administration and Bachelor of Science in Accounting, and help them in finding and maintaining successful business careers. The Passport program will also help differentiate our graduates from others entering the market from other schools.

Dept vote: 25 for; 0 against; 0 abstain

Affect others:

Departments affected and how:

Affected Chairs:

New Courses: yes

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy [General Business Requirements](#)

10.4 Program Proposal: Add BUS 1000 to the BSBA Common Body of Knowledge for all Bachelor of Science in Business Administration tracks: Economics, Finance, International Business, Management, Marketing, and Entrepreneurship

Rationale: During the data collection phase of preparing the School's 2012-17 Strategic Plan, SWOT analysis of the School's stakeholders revealed the need to instill "professionalism" and "work-readiness" in Business and Accounting graduate. The responses were particularly strong from the business community, our alumni, and the Dean's Board of Business Advisors.

Additionally, the Passport program helps fulfill requirements that have been designated by our accreditation body, the Association to Advance Collegiate Schools of Business (AACSB). AACSB requires an assessment of learning (AoL) program to ensure that the School's learning goals are being met.

A component of that program is to include assessment activities that are skills-based and at different time periods during the student's curriculum. The Passport program is designed to fulfill these requirements. Passport programs similar to the one we are proposing are currently in use at other AACSB accredited Schools of Business.

The ultimate rationale for the Passport program is to assist students in becoming more professional in the way they interact with their colleagues, employers, and fellow employees. We feel that professionalism and work-readiness are skills that need to be taught to students seeking professional degrees such as Bachelor of Science in Business Administration and Bachelor of Science in Accounting, and help them in finding and maintaining successful business careers. The Passport program will also help differentiate our graduates from others entering the market from other schools.

Dept vote: 25 for; 0 against; 0 abstain

Affect others:

Departments affected and how:

Affected Chairs:

New Courses: no

Additional Resources: no

Additional Resources required:

Attached: [Catalog Copy](#)

13. Proposal from the QEP Committee

13.1 Program Proposal: Add three courses to the Writing Intensive Program

Course Descriptions:

AIS 4650 (HST 4650) Indian Residential and Boarding School Narratives: An in-depth study of the Canadian Indian residential school and American Indian boarding school experience, focusing on autobiographical narratives by Indigenous authors who experienced life in these schools. Course incorporates a range of authors, perspectives, and genres to contextualize colonial institutional policies aimed at “civilizing” Indian “savagery,” and forms of Indigenous resistance, accommodation, healing, and cultural survival. Credit, 3 semester hours. PREREQ: AIS 1010 or AIS/HST 1100 or 1110 or AIS/ENG 2200 or 3440, or permission of instructor.

- Course is taught in alternate years, cross-listed with the Department of History
- Course requires approx. 8 pages of informal and 20 pages of formal writing
- Periodic class time devoted to informal writing and feedback on drafts of formal writing assignments

EED 3890 Teaching Writing and Speech (Grades 6-12): Preparation for teaching oral and written communications skills in the middle and secondary schools. Study and application of principles, terminology, materials, and strategies for teaching and assessing writing and speech within an integrated language arts curriculum. Experiences include writing workshops, unit and lesson planning, oral presentations, technology applications, and observing and assisting in the Writing Center and in writing and speech classrooms (15 hours). Credit, 3 semester hours.

PREREQ: EED 3840, ENG 3040, and admission to the Teacher Education Program.

- Course is taught annually
- Course requires approx. 40 pages of informal writing and 25 pages of formal writing
- Writing workshops and peer review of in-progress work a regular component of the course

HON 2010 The Humanistic Tradition II: An interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, film, and philosophy, Honors 2010 focuses on significant cultural legacies from the last 500 years. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

- Course is taught annually
- Course requires approx. 15 pages informal writing and 15 pages formal writing
- Periodic class time devoted to small-group workshops, peer review, and discussion of model essays

THE WRITING INTENSIVE PROGRAM

The Writing Intensive Program is an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The program consists of Writing Enriched courses and Writing in the Discipline courses. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. It includes extensive and intensive instruction in writing. Writing in the Discipline courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course.

The courses listed below are approved to be offered as Writing Enriched or Writing in the Discipline courses. When these courses appear with the designation WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they can be taken to satisfy the writing intensive graduation requirement. The completion of ENG 1050 is a prerequisite for all Writing Enriched or Writing in the Discipline courses.

AIS 4650 Indian Residential and Boarding School Narratives WE
EED 3890 Teaching Writing and Speech (Grades 6-12) WE
HON 2010 The Humanistic Tradition II WE

14. Proposals from the Department of Music

Dr. Mark Canada explained that although the decision to discontinue the MA and MAT programs in Music Education had already been made at the administrative level, the Department of Music was still required to submit the necessary paperwork to have the programs removed from the catalog. The department must have a vote and since they were not in agreement with the decision, many members of the department voted against the motion. The Chair asked about the process during which 6 programs were considered for discontinuation due to low productivity and low mission critical status and the timeline for the process through which the decision to do away with the MA/MAT Music Education programs was made. Dr. Canada indicated that in Oct-Nov 2013 Physics and Music Ed were asked to submit formal reports after which the decision was made in order to save money by being able to cut a faculty salary line. The chair voiced her discomfort with the fact that a tenure-track faculty line was eliminated from a department which relies heavily on adjuncts and asked if there was a chance other programs might be vulnerable to discontinuation due to low enrollment and if so, how could they act proactively to avert that possibility. Dr. Normandy indicated that there might be further reviews

of program productivity in order to further reduce costs as a result of the state government's actions.

14.1 Program Proposal: Delete the Master of Arts in Music Education degree program from the catalog (but leave in Banner until after Fall 2015)

Rationale: The graduate music education program has been discontinued. The program must be deleted from the catalog to be in compliance with SACS. The program and courses will remain in Banner until currently-enrolled students can complete their coursework.

Dept vote: 4 for; 8 against; 0 abstain

Affect others:

Departments affected and how:

Affected Chairs:

New Courses: no

Additional Resources: no

Additional Resources required:

Attached: [Catalog Copy](#)

14.2 Program Proposal: Delete the Master of Arts in Teaching with Music Specialization degree program from the catalog (leave in Banner until after Fall 2015)

Rationale: The graduate music education program has been discontinued. The program must be deleted from the catalog to be in compliance with SACS. The program and courses will remain in Banner until currently-enrolled students can complete their coursework.

Dept vote: 4 for; 8 against; 0 abstain

Affect others:

Departments affected and how:

Affected Chairs:

New Courses: no

Additional Resources: no

Additional Resources required:

Attached: [Catalog Copy](#)

14.3 Course Proposal: delete all graduate music education courses from the catalog (leave in Banner until after Fall 2015)

Rationale: The graduate music education program has been discontinued. The program and its courses must be deleted from the catalog to be in compliance with SACS. The program and courses will remain in Banner until currently-enrolled students can complete their coursework.

Dept vote: 4 for; 8 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

Short List of Courses to be Deleted:

Content Area & Pedagogy: MUS 5100 Seminar in Improving Ensemble Performance; MUS 5290 Graduate Conducting; MUS 5300 Rehearsal Strategies; MUS 5340 Advanced Arranging; MUS 5350 Form and Analysis; MUS 5460 Band Techniques; MUS 5470 Vocal Methods; MUS 5640 Applied Contemporary Instructional Methodology; MUS 5650 Applied Philosophy and Leadership of Music Education; MUS 5660 Applied Research in Music Education; MUS 5810 Internship in K-12 Music Education; MUS 5950 Advanced Study of Music History and Literature; MUS 5970 Independent Study; MUS 5980 Elements of Thesis Writing; MUS 5990 Graduate Portfolio; MUS 6000 Thesis Project I; MUS 6010 Thesis Project II; MUS 6040 Applied Music Project

Ensembles: MUS 5001 University Chorale; MUS 5181 University Marching Band; MUS 5192 Global Rhythm Ensemble; MUS 5381 Pembroke Singers; MUS 5411 University Band; MUS 5621 Jazz Ensemble; MUS 5651 Percussion Ensemble; MUS 5731 Graduate Ensemble; MUS 5741 Jazz Combo; MUS 5771 Early Music Ensemble

Applied Music (Private Lessons): MUSP 5001, 5021, 5041, 5061, 5081, 5101, 5121, 5141, 5161, 5181, 5201, 5221, 5241, 5261, 5281, 5301, 5321, 5341, 5361, 5501, 5521, 5541, 5561, 5581, 5601, 5621, 5641, 5661, 5681, 5701, 5721, 5741, 5761, 5781, 5801, 5821, 5841, 5861

Catalog Copy

~~MASTER OF ARTS IN MUSIC EDUCATION (M.A.)~~

~~Director: Valerie Austin~~

~~Program Description~~

~~The Master of Arts in Music Education program is intended to prepare the experienced, in-service music teacher for full participation in the profession as leader, researcher, and master practitioner. It is designed for music teachers with initial (Standard Professional I) licensure who, after the successful completion of the program, will obtain the North Carolina "M" license in music. The program is designed to promote both teacher autonomy and interdependence through development of individual talents, interests, and philosophies and through growth in competence in the professional practice of music education.~~

~~-~~

~~Program Goals and Objectives~~

~~The Music Education graduate program is designed to help students engage in inquiry, reflection, and action in order to enhance:~~

- ~~1. The professional lives of teachers in general;~~
- ~~2. The learning and well-being of their students;~~
- ~~3. The teaching and learning environments of their schools; and~~
- ~~4. Partnerships with parents and families.~~

~~Students will:~~

- ~~1. Strengthen their command of the structures, methodologies, and content of contemporary music education, philosophy, and research;~~
- ~~2. Improve their command of performance and conducting skills;~~
- ~~3. Improve their understanding of music technology, history, literature, theory, and arranging;~~
- ~~4. Demonstrate scholarly competence in the organization, interpretation, and evaluation of knowledge;~~

- 5.—Demonstrate professional competence and leadership in the communication and dissemination of knowledge to diverse students; and
- 6.—Identify contemporary problems in various aspects of music and music education and design and/or demonstrate proposed solutions with appropriate leadership initiatives.

The culminating Master’s projects will reflect the five UNCP Teacher Education Master’s Candidate Standards and the core and content standards of the M.A. in Music Education program. As a result, applied music and thesis projects will be authentic in nature and applied in content. Students will design and/or demonstrate proposed solutions to contemporary, clearly identified problems. The portfolio will contain artifacts and relevant data documenting graduate study and related activities. Areas of emphasis include self-evaluation, reflection, and identification of “next steps.”

Program-specific admission criteria:

- a) Two years of teaching experience or the equivalent.
- b) An acceptable audition on one’s major instrument/voice.
- c) Letter of application that includes a statement of the applicant’s philosophy of music education.

| Requirements for a Master of Arts in Music Education | | Sem. Hrs. |
|---|--|----------------------------------|
| Studies in Supportive Areas Choose 2 of the following courses: EDN 5470—Advanced Classroom Management EDN 5480—Advanced Foundations of American Education EDN 5490—Effective Educational Leadership EDN 5660—Applied Educational Research SWKS 6150—Grant Writing for Social Workers | | 6 |
| Specialty Area Requirements | | - |
| Major Area | | 31 |
| MUS 5640—Applied Contemporary Instructional Methodology | | - |
| MUS 5650—Applied Philosophy and Leadership of Music Education | | - |
| MUS 5660—Applied Research in Music Education | | - |
| MUS 6000—Thesis Project I | | - |
| MUS 6010—Thesis Project II | | - |
| MUS 6040—Applied Music Project | | - |
| Other Studies in Music | | - |
| MUS 5731—Graduate Ensemble or MUSP 5001-5861—Applied Music, one hour per semester | | - |
| MUS 5290—Graduate Conducting | | - |
| MUS 5350—Form and Analysis | | - |
| MUS 5950—Advanced Study of Music History and Literature | | - |
| MUS 5100—Seminar in Improving Ensemble Performance | | - |
| MUS 5300—Rehearsal Strategies | | - |
| MUS 5460—Band Techniques or MUS 5470—Vocal Methods | | - |
| | | Total Hours (Minimum): 37 |

MASTER OF ARTS IN TEACHING WITH MUSIC SPECIALIZATION
Graduate Music Education Director: Valerie A. Austin

| Requirements for Master of Arts in Teaching with Music Specialization | | Sem. Hrs. |
|--|--|------------------|
| PHASE I | | {15-18*} |

| | |
|---|----------------------|
| Professional Core EDN 5040 Basic Tenets of Education (3) EDN 5120 Advanced Study of Exceptionality in Children (3) EDN 5440 Survey of Educational Research (3) EDN 5450 Introduction to Curriculum Design and Best Practices (3) EDN 5460 Field Experience (0) | 12 |
| Professional Development* MUS 5810 Internship in K-12 Music Education | 3 |
| Pedagogical Expertise MUS 5640 Applied Contemporary Instructional Methodology | 3 |
| PHASE II | (21) |
| Music Specialty Area MUS 5650 Applied Philosophy & Leadership of Music Education (3) MUS 5990 Graduate Portfolio (6) MUS 5731 Graduate Ensemble <i>or</i> MUSP 5001-5861 Applied Music (2) MUS 5290 Graduate Conducting (2) MUS 5340 Advanced Arranging (3) MUS 5950 Advanced Study in Music History & Literature (3) MUS 5300 Rehearsal Strategies (2) | 21 |
| - | Total: 36-39* |

* See M.A.T. Handbook for Internship policies.

COURSES

MUSIC (MUS)

MUS 5001. University Chorale (1 hour)

University Chorale is open to all graduate students, regardless of major, with permission of the director. The choir appears in public concerts throughout the year. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5100. Seminar in Improving Ensemble Performance (2 hours)

This course is designed to fulfill individual and specific needs of M.A. in Music Education graduate students. Students will investigate the methods, media, materials, and techniques successfully employed used to improve ensemble performance. Expert music educators and their techniques will be explored. Prerequisite: Permission of Instructor.

MUS 5181. University Marching Band (1 hour)

The Spirit of the Carolinas marching band performs in the fall semester at area parades, marching contests, and on-campus events. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5192. Global Rhythm Ensemble (1 hour)

Open to both music and non-music majors. Students will study and perform the native music of non-Western cultures, including Caribbean, African, Mexican, and other repertoire. Students participate in public performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5290. Graduate Conducting (2 hours)

A laboratory course that includes the study of choral and instrumental conducting techniques and scores.

MUS 5300. Rehearsal Strategies (2 hours)

A course designed to complement MUS 5290 by offering real-life applications of conducting skills.

MUS 5340. Advanced Arranging (3 hours)

A practical study of arranging for a wide range of performance media as determined by the student's teaching situation.

MUS 5350. Form and Analysis (3 hours)

Formal and stylistic analysis of musical works, utilizing traditional and contemporary analysis methods. Examination and analysis of music literature from all musical eras, with special focus on 20th-century scores and analytical techniques.

MUS 5381. Pembroke Singers (1 hour)

Membership open by audition. Ensemble will explore the stylistic, aesthetic, and technical elements of literature for the choir through rehearsal and frequent public performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5411. University Band (1 hour)

The University Band is open to all persons regardless of planned major with permission of the director. Public appearances are made in concerts. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5460. Band Techniques (2 hours)

This course includes the study of band styles, planning field shows with music selection and show design, drill writing, related computer software, effective rehearsal techniques, philosophical considerations, and arranging for a band, with emphasis on marching band. Prerequisite: Permission of Instructor.

MUS 5470. Vocal Methods (2 hours)

This course is designed to fulfill individual and specific needs of vocal M.A. in Music Education graduate students. Students will investigate the methods, media, materials, and techniques employed in vocal performance. Prerequisite: Permission of Instructor.

MUS 5621. Jazz Ensemble (1 hour)

Membership in the University Jazz Ensemble is open to all students by audition. A study of technical, stylistic, and aesthetic elements of jazz literature through rehearsal and public performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5640. Applied Contemporary Instructional Methodology (3 hours)

A study of current trends in music education relating to music instruction at all levels, K-12.

MUS 5650. Applied Philosophy and Leadership of Music Education (3 hours)

A survey of major philosophical trends in music education from the 18th century to the present.

MUS 5651. Percussion Ensemble (1 hour)

Membership in Percussion Ensemble is open to all students by audition or permission of the director. A technical, stylistic, and aesthetic study of percussion ensemble literature through rehearsal and public performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5660. Applied Research in Music Education (3 hours)

Emphasis is on recent research and research methodology in music education as it relates to instructional as well as historical issues.

MUS 5731. Graduate Ensemble (1 hour per semester)

Credit is granted for participation in an ensemble chosen by the student in consultation with his/her graduate advisor. May be repeated to a maximum of 3 total hours.

MUS 5741. Jazz Combo (1 hour)

Membership in Jazz Combo is open to all students by audition. The student will become familiar with representative literature for jazz combo through rehearsal and performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5771. Early Music Ensemble (1 hour)

The student will become familiar with historical instruments and representative literature of Medieval and Renaissance ensemble music through rehearsal and performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5810. Internship in K-12 Music Education (3 hours)

Ten-week, full-time internship experiences in an off-campus public school setting appropriate for K-12 Music licensure. Prerequisite: Approval of the Music Education Program Director.

MUS 5950. Advanced Study of Music History and Literature (3 hours)

A study of select genre of music of music literature to include large-scale choral and instrumental works as well as opera and chamber music to be viewed from a stylistic and developmental viewpoint.

MUS 5970. Independent Study (1-4 hours)

Directed reading, research, musical study, or project under the guidance of the instructor in a specific area or problem in music. Must have permission of Chair. May be taken for 1-4 hours, and may be retaken for a total of 12 credit hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5980. Elements of Thesis Writing (2 hours)

A seminar class that focuses on elements of thesis writing with particular emphasis on creating an appropriate review of literature.

MUS 5990. Graduate Portfolio (1-4 hours)

Emphasis is on demonstrating and documenting through a portfolio the knowledge, skills, and behaviors needed for reflective teaching and for community, school, and classroom leadership. May be taken for 1-4 hours, and may be retaken for a total of 8 credit hours. Prerequisite: Approval by program director.

MUS 6000. Thesis Project I (2 hours)

The first of two courses leading to a research paper of at least 40-60 pages or other approved project, produced during two successive semesters, on a topic approved and guided under the direction of a faculty advisor and two other internal graduate faculty members who schedule the student's meetings and submission of work. The student will review relevant sources culminating in an abstract, annotated bibliography, fully-developed research questions, and survey vehicle or other prospectus submission. MUS 6000 is graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Pass/Fail. Prerequisite: Completion of 21 semester hours of graduate work, Permission of Instructor.

MUS 6010. Thesis Project II (2 hours)

The second of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic approved and guided under the direction of a faculty advisor and two

other graduate faculty members who schedule the student's meetings and submission of work. Involves extensive, focused research and writing, or significant work on an alternative project approved by the student's Advisory Committee. MUS 6010 consists of the student's drafting, revising, and submitting progressive drafts of the thesis to earn a grade of Satisfactory (Pass). Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Must be taken in every semester after which thesis work is begun until such time as the final document has been successfully defended. Pass/Fail. Prerequisite: Completion of MUS 6000, Permission of Instructor.

MUS 6040. Applied Music Project (2 hours)

Credit is granted for public presentation of a project approved by the student's committee. Acceptable projects include half or full recital with program and supporting document, academic poster or paper presented at regional or state conference, publication, or other project agreed upon by the committee. Prerequisite: Completion of 21 semester hours of graduate work, Permission of Instructor.

APPLIED MUSIC (MUSP)

Private lessons at the graduate level on an instrument/voice of the student's choosing as approved by his/her faculty audition committee; can be repeated to a maximum of 6 total hours.

MUSP 5001. Private Voice (1 hour)

MUSP 5021. Private Piano (1 hour)

MUSP 5041. Private Organ (1 hour)

MUSP 5061. Private Flute (1 hour)

MUSP 5081. Private Oboe (1 hour)

MUSP 5101. Private Clarinet (1 hour)

MUSP 5121. Private Bassoon (1 hour)

MUSP 5141. Private Saxophone (1 hour)

MUSP 5161. Private Trumpet (1 hour)

MUSP 5181. Private French Horn (1 hour)

MUSP 5201. Private Trombone (1 hour)

MUSP 5221. Private Euphonium (1 hour)

MUSP 5241. Private Tuba (1 hour)

MUSP 5261. Private Percussion (1 hour)

MUSP 5281. Private Violin (1 hour)

MUSP 5301. Private Viola (1 hour)

MUSP 5321. Private Violoncello (1 hour)

MUSP 5341. Private Bass Viol (1 hour)

MUSP 5361. Private Guitar (1 hour)

MUSP 5501. Private Voice (2 hours)

MUSP 5521. Private Piano (2 hours)

MUSP 5541. Private Organ (2 hours)

MUSP 5561. Private Flute (2 hours)

MUSP 5581. Private Oboe (2 hours)

MUSP 5601. Private Clarinet (2 hours)

MUSP 5621. Private Bassoon (2 hours)

MUSP 5641. Private Saxophone (2 hours)

MUSP 5661. Private Trumpet (2 hours)

MUSP 5681. Private French Horn (2 hours)

MUSP 5701. Private Trombone (2 hours)

MUSP 5721. Private Euphonium (2 hours)

MUSP 5741. Private Tuba (2 hours)

MUSP 5761. Private Percussion (2 hours)

MUSP 5781. Private Violin (2 hours)

~~MUSP 5801. Private Viola (2 hours)~~
~~MUSP 5821. Private Violoncello (2 hours)~~
~~MUSP 5841. Private Bass Viol (2 hours)~~
~~MUSP 5861. Private Guitar (2 hours)~~

[Return to Agenda--Return to Agenda--Return to Agenda--Return to Agenda at AC](#)

BIO 5400

Syllabi from the Department of Biology

The Natural History of Costa Rica BIO 5400 Summer I Syllabus

Instructor:

Dr. Rita Hagevik
2240 Oxendine Science building
Phone 521-6652
E-mail: rita.hagevik@uncp.edu

Course Objectives:

- list and differentiate the major ecosystems found in Costa Rica;
- participate in field trips and excursions to study the biological complexities of the tropics
- identify some tropical organisms and keep a nature journal;
- prepare a one hour presentation on a topic in tropical biology
- learn about the native populations in Costa Rica;
- describe the impacts of economically important crops like coffee and chocolate on the environment;
- experience some of the cultural aspects of this Spanish speaking nation; and
- describe Costa Rica's conservation ethic and the impact of humans on the environment.

Optional Text: *Nature Journal: A Guided Journal for Illustrating and Recording Your Observations of the Natural World* by Clare Walker Leslie. You may either purchase this journal that includes basic instructions for keeping a nature journal or bring a notebook/journal of your choosing. Size between 5"x8" to 8"x10" recommended. Also as you read about nature journaling choose a few writing utensils to bring along for keeping your journal.

Evaluation:

Preparatory Readings: (25%) There will be some articles, book chapters, etc. posted on blackboard. These are intended to give students some background to prepare for some of the things we will see and do in Costa Rica. There will be a quiz on blackboard over each reading. These quiz scores will count as the readings grade.

Teaching session: (20%) Each student will be assigned an ecosystem to work with. You will use this ecosystem as the basis for teaching a session on an ecological principle. Go to the website below and choose a principle that you would like to illustrate. Use examples from your ecosystem to explain the concept. Something that you could use in a high school science class would be useful later. For example if you are doing Mangrove forests you could discuss nested systems and what happens when the Mangroves are replaced with fish farms.

Each student will prepare a learning session in a format of the student's choice. It can be a lecture, discussion, group work, whatever. Keep in mind that there are no computers or other AV resources available. The session will include both graduate and undergraduate students on the trip during one of our unscheduled evenings.

Please feel free to run your ideas by me and use me as a resource.

<http://www.ecoliteracy.org/nature-our-teacher/ecological-principles>

Nature Journal: (35%) Students will write in a journal on a daily basis. The journal provides an opportunity for students to reflect on the day's activities. Entries should include more than a record of events. Students are expected to reflect on their impressions and experiences. Some days will include directed questions assigned by the instructor. Journals will be returned to students so they can become a memento of the trip. Included in the journal must be a table of contents, a map, a species list, PLUS 8 inscriptions or drawings(7 plus one species meditation). You can get more information about this on the blackboard course site.

Participation: (20%) Class members will be spending a lot of time together over a two week period. I hope that everyone will be flexible, open to new experiences and tolerant of others in the group. This part of the grade is based on each student's efforts to participate and contribute to a positive experience for everyone.

Tentative Itinerary

Day 1. June 15th.

13:50 pm Flight 1707
2:30 pm. Travel to Tirimbina Lodge.
6:30 pm. Dinner
Overnight at Tirimbina Lodge

Day 2. June 16th.

7:00 am Breakfast.
8:00 am. Natural History walk at Tirimbina Reserve. A great introduction about the tropical ecosystem. (We will move the luggage in our car)
12:00 md. Lunch Field Station
1:30 pm. Begin research project.
6:00 pm. Dinner
7:30 pm. Lecture. Conservation and Protected Areas in Costa Rica.
Overnight at Tirimbina Field Station

Day 3. June 17th.

7:00 am Breakfast.
8:00 am Research project.
12:00 md Lunch

2:00 pm. Chocolate Tour and Indigenous Culture Museum.

7:00 pm. Dinner

Day 4. June 18th.

7:00 am. Breakfast.

8:30 am. White water Rafting.

12:00 md. Lunch

1:30 pm. . Working on a a Research project.

6:30 pm. Dinner

Overnight at Tirimbina Field Station

7:30 pm. Bats Program

Day 5. June 19th.

7:00 am. Breakfast

8:00 am. Visit Pinneapple Plantation

12:00 md Lunch.

2:00 pm. Coffee Tour at CoopeSarapiquí. Fair Trade and Sustainability.

6:30 pm. Dinner

Overnight at Tirimbina Field Station

Day 6. June 20th

7:00 am Breakfast

8:00 am. Community Program at Tirimbina School.

12:00 Lunch at the school.

7:00 pm. Dinner

7:30 pm. Frogs Program.

Overnight at Tirimbina Field Station

Day 7. June 21st

7:00 am Breakfast

8:30 am. Travel to La Fortuna.

12:00 md. Lunch at La Fortuna.

2:00 pm. Hot Springs Ecotermals del Bosque

5:00 pm. Check in Casa Luna Hotel.

7:00 pm. Dinner

Day 8. June 22nd

7:00 am. Breakfast

8:00 am. Visit Arenal National Park

Depart to Monteverde. Check in at Monteverde Cloud Forest Reserve.

12:00 md. Lunch on the way.

4:00 pm. Check in. Monteverde Cloud Forest Reserve,

7:00 pm. Dinner (Pizza and Pasta)

Overnight at Monteverde Cloud Forest Reserve.

Day 9. June 23rd

6:00 am Birding at Cloud Forest Reserve. Natural History Walk

7:30 am. Breakfast

8:00 am. Visit Monteverde Cloud Forest Reserve.

12:30 pm. Lunch.

1:30 pm Visit Hummingbirds Gallery, and Santa Elena town. Ice cream factory.
7:00 pm. Dinner (Pizza and Pasta)
Overnight at Monteverde Cloud Forest Reserve.

Day 10. June 24th

7:00 am. Breakfast
8:30 am. Depart Monteverde. Travel to Manuel Antonio National Park.
Stop at Tárcoles area to see the giant crocodiles.
1:00 pm. Lunch at Tárcoles.
3:00 pm. Check inn. Playa Espadilla hotel. Free time to enjoy the beach.
7:00 pm. Dinner
Overnight at Playa Espadilla Hotel..

Day 11. June 25th

7:30 am. Breakfast
8:00 am. Visit Manuel Antonio National Park. Enjoy the trails and the beach.
1:00 pm. Lunch
2:00 pm. Spices tour.
7:00 pm. Dinner
Overnight at Playa Espadilla Hotel.

Day 12. June 26th

7:30 am. Breakfast
9:00 am. Travel to SJO.
1:00 pm. Lunch on the way.
2:00 pm. Check in Bougainvillea Hotel.
7:00 pm. Dinner
Overnight at Bougainvillea Hotel.

Day 13. June 27th

7:00 am. Breakfast
7:45 am. Visit Volcán Poás National Park.
12:30 am. Lunch on the area.
3:00 PM. Visit Moravia Souvenirs Shops.
7:00 pm. Farewell Dinner.
Overnight at Bougainvillea Hotel.

Day 14. June 28th.

7:00 am. Breakfast
8:30 am. Visit SJO: Gold Museum and National Theater.
12:00 md. At the Airport. Flight 1706, Depart at 2:35 pm.

The instructor reserves the right to change the information contained in this syllabus at any time during the semester.

END

Syllabus: BIO 5140

**BIO 5140
BIOGEOGRAPHY**

LECTURE AND READING SCHEDULE
FALL XXXX
A. N. ASH, ROOM 2225 SCIENCE BLDG., EXT. 6418

| Week Beginning | Lecture Topic | Chapter Readings |
|-----------------------------|---|-------------------------|
| August 20 (Wed.) | Introduction, History and Definitions | CH 1, 2 |
| August 25 | Physical Setting, Species Distributions | CH 3, 4 |
| September 1 | LABOR DAY | CH 5 |
| 1. September 1 | Community Distributions | |
| September 8 | TEST 1, The Changing Earth | CH 8 |
| September 15 | Glacial Cycles, Basic Systematics | CH 9, 11 |
| September 22 | Speciation and Extinction | CH 7 |
| September 29 | Dispersal | CH 6 |
| October 6 | Dispersal, TEST 2 | |
| October 9-11 | FALL BREAK | |
| October 13 | Biogeographic Patterns | CH 11 |
| October 20 | Reconstructing Biogeographic Histories | CH 12 |
| October 27 | Island Biogeography | CH 13 |
| November 3 | Island Biogeography, TEST 3 | CH 14 |
| November 10 | Ranges and Gradients | CH 15 |
| November 17 | Extinction | CH 16 |
| November 24 | Status of Biodiversity and Humans | CH 17 |
| Nov. 26-28 | THANKSGIVING | |
| November 31 | Conclusion | |
| December 8, 1:30-4PM | FINAL EXAM (Not comprehensive) | |

TEXT: Biogeography, 3rd edition, by Lomolino, Riddle and Brown. Sinauer Associates, Sunderland, Massachusetts.

COURSE DESCRIPTION

BIO 5140 – Course Goal: Students will become cognizant of the principles of biogeography through an analysis of the interactions of organisms with each other and with the physical environment through time. Biogeographic processes are examined at individual, community and ecosystem levels. The effects of a changing earth on species distribution and extinction will be assessed. Causes of modern and historical distributions of taxa will be examined. Three lectures weekly. Spring 2002. Credit, 3 semester hours. In order to meet the course goal, the following **Course Objectives** will be achieved:

COURSE OBJECTIVES

| | |
|---|---|
| 1. Students will realize the important aspects of the physical environment that affect living organisms on a day-to-day basis and historically. | 5. Students will understand the principles and consequences of Island Biogeographic theory. |
| | |

| | |
|---|---|
| 2. Students will understand the distributions of individual species and communities. | 6. Students will understand the nature of and historical development of biodiversity. |
| 3. Students will appreciate nature and significance of dispersal. | 7. Students will learn processes that govern biodiversity. |
| 4. Students will learn to interpret biogeographic distributions from existing evidence. | 8. Students will appreciate the current status of world biodiversity and what factors may cause it to change in the future. |

POLICIES CONCERNING WORK FOR GRADE

Class attendance is expected and will be monitored. No matter what the cause, an absence from class does not relieve the student from any course requirement.

Students are allowed two weeks of absence from any class (for a MWF class, the student may miss 6 class periods; for a MF or TR class, the student may miss 4 class periods). If the student misses lecture in excess of the allowed periods, 1.5 points will be deducted from the student’s final average for each excessive absence. Absence is defined as not being in the classroom when roll is called. Exiting the classroom before class is over will be interpreted as absence unless the instructor is consulted before class starts. There is no such thing as an excused absence.

Exams will be given according to the syllabus and will be comprised of any of the following types of questions: true-false, matching, multiple choice, fill-in-the-blank, diagrams, tables, graphs or discussion. Make-up of a single missed scheduled exam will only be allowed for reasonable excuses and will only be given on reading day at the end of the semester. Missing two scheduled exams will result in an incomplete and the tests must be made up the following semester. Lab quizzes should be missed only under the most unusual of circumstances. Students are responsible for being aware of any changes in dates of scheduled exams or any other administrative announcement made during lectures missed by the student. Provisions of the Honor Code of UNC Pembroke are in effect at all times for this class. Read your Honor Code and be aware of its implications.

| Your performance will be evaluated as follows: | |
|---|-----|
| First hour test | 20% |
| Second hour test | 20% |
| Third hour test | 20% |
| Final exam | 20% |
| Term Paper | 15% |
| Oral Presentation. | 5% |

| Final letter grades will be assigned as follows: | |
|---|----|
| Final average 90-100 | A |
| Final average 88-89 | B+ |
| Final average 80-87 | B |
| Final average 78-79 | C+ |
| Final average 70-77 | C |
| Final average 68-69 | D+ |
| Final average 60-67 | D |
| Final average < 60 | F |

STUDENTS WITH DISABILITIES

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

This syllabus is available in alternative formats upon request. Please contact Mary Helen Walker, Disability Support Services, Career Services Center, 521-6270.

TERM PAPER

GENERAL

The term paper will explain the worldwide distribution of any single species, family or order of living organisms. At minimum the paper should discuss the following aspects of this distribution: 1. Present distribution, 2. Historical distribution if important and applicable, 2. Historical factors causing the reported distribution, 3. Geologic factors affecting the reported distribution. 3. Biotic factors (other organisms) affecting the reported distribution. 4. Abiotic factors (climate, growing season, permanent snow and ice, etc.) affecting the observed distribution. 5. Human factors affecting the observed distribution. Projected future changes in the distribution (if applicable) and reasons (see 1.-5. above) for these possible changes.

REQUIREMENTS

- A title page containing: paper title, student name, course name and number, professor's name, and date of submission.
- A paper body that is a minimum of 4 double-spaced typewritten pages and a maximum of 10 double-spaced typewritten pages. Font size may not exceed 12. No exceptions will be made to this requirement.
- Pages must be individually numbered at the bottom center.
- A Literature Cited Section at the end.
- A minimum of 10 references must be used. These may be books, journal articles or Internet web pages. At least six of the citations must be books or journal articles. If ten or less citations are used, only one citation may come from an encyclopedia. If Internet citations are used, they must be from recognized scientific web sites, not "Joe's funny bird page" or something like that. In the text, citations should be noted by author and year. Example: (Jones, 2001). If no author can be found, cite the sponsoring foundation and year. Examples: (American Ornithologists Union 2001) or (Birds on Line 2001) or (Encyclopedia Britannica 2001). Citations in the literature cited should be structured as follows:

Books:

Geiger, R. 1965. *The Climate Near the Ground*. Harvard University Press, Cambridge, Massachusetts, USA.

Journal Articles:

Hairston, N. G. 1983. Growth, survival and reproduction of *Plethodon jordani*: trade-offs between selective pressures. *Journal of Herpetology* 42:1024-1035.

Encyclopedia Citations:

Encyclopedia Britannica. 1987. *The great auk*. Britannica Press, Oxford, England, UK.

Web Pages:

Cornell Ornithological Laboratory. 2001. *The great auk*. www.Cornell-labs.edu.

END

BIO5280

**BIO 5280
Syllabus Spring 2014
Teaching Practicum in Biology
(with specialization in XXX)**

Instructor: XXX
Email: XXX

Office: Oxendine Science Building, Room XXX
Phone: XXX

Office Hours: XXX

Lecture: XXX

Lab session: XXX

COURSE DESCRIPTION:

Experience in some aspects of the teaching of Biology with formal evaluation, supervision and direction determined by the supervisory professor and student. Prerequisites: An undergraduate degree in Biological Sciences or related degree and permission of coordinating professor and Graduate Director of Science Education. Application must be approved in the semester preceding the one in which the practicum is to be undertaken.

COURSE CREDIT: 3 hrs.

COURSE OBJECTIVES:

By the end of this course, successful students will:

- Become aware of personal strengths and weaknesses in biological content knowledge, conceptual understanding and teaching skills.
- Understand and be able to confidently use various teaching methods such as inquiry, discussion and demonstration.
- Effectively use resources (internet, journals, mentors) and technology that could improve teaching
- Assist instructor in creating, and implementing science lessons offering ideas/technological advances to improve learning.
- Demonstrate mastery of major concepts and themes in Biology.
- Utilize resources that promote and enhance professional development.
- Reflect on teaching and professional development
- Design and implement assessment strategies that facilitate improvements to biology teaching.
- Assist students in all aspects of learning Biology through experimentation.
- Follow all safety rules and policies as you provide the correct example to students.
- Attend the required lecture and lab session for your section.
- Provide review sessions to students before exams and/or tests from your Biology class section.
- Teach at a minimum one concept in Biology with evaluation from the instructor of the course.

TEXT: XXX

ATTENDANCE:

Class attendance is expected and will be monitored. **No matter what the cause, an absence from class does not relieve the Teaching Assistant from any course requirement.** Teaching Assistants are allowed to miss up to **two** class or lab meetings without penalty. Additional time missed will result in points

being taken from the participation portion of your grade. Being tardy or leaving early three times will count as a missed session.

UNIVERSITY RELIGIOUS HOLIDAY OBSERVANCE 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. It is important that the instructor is notified at least one week prior to the specific religious holiday to be observed.
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.

CLASSROOM BEHAVIOR

- A high level of professionalism is expected at all times.
- Proper dress is required for each lecture and lab session.
- Maintain a strict level of confidentiality in this course.
- Take pride in assisting the instructor; show your students that you care.
- Do not talk down to the students.
- When in the teaching lab, give 110%. Forget about your own schedule and projects that are due. Your students will sense that you would rather be someplace else.
- Show students that you are excited about Biology. Don't sit at the front desk and look important, rather walk around the lab and interact with students and assist them with queries.
- Show a strong respect for laboratory materials so students will follow your example.
- No texting is required or cell phones allowed during lecture or lab sessions.

TEACHING TIPS

- Get to know your students; identify those that have difficulty with material.
- Have more than one approach to the material that you teach to accommodate different learning skills.
- Know your lab exercises inside and out before you try to teach it.
- Look for students that need assistance but are not asking for it. Remember that several of your students are freshman and may not be clear about what is expected of them.
- It is okay to think out loud in front of students and to not know the answer to a question. This helps students understand that they can learn material in several ways, including looking information up in texts or lab manuals.

- Be a facilitator and tactfully correct answers so that students aren't discouraged from answering questions in class/lab. Guide students by stating something positive in each students learning when giving an answer to a question. Encourage them to develop arguments supporting their ideas or results. Don't always tell the student that they are wrong, but look for other methods to correct student misconceptions. "Good observation, is there anything else that could be observed"

GRADING:

Grade is based on the attached rubric. Being a teaching assistant is a major responsibility and places you in a position of authority in the course. Teaching Assistants are expected at ALL TIMES to maintain the level of professionalism indicated by this position. This includes following professional ethics when dealing with students and peers. Grading is on a ten point scale and based on the following:

GRADING SCALE:

- A = 90-100%
- B = 80-89%
- C = 79 and below%

The Grading of the course will constitute the following components:

- Teaching-30%
- Lecture Participation-10%
- Lab Participation-10%
- Tutoring- 20%
- Learning Analysis-30%

See rubric for additional information.

TENTATIVE LECTURE/ READING SCHEDULE: TBD

DISABILITY SUPPORT SERVICES

Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 103 or call 910-521-6695.

This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 910-521-6695.

NOTE: The instructor reserves the right to change any and all information contained on this and other documents in this course.

GRADING RUBRIC

| | 4 | 3 | 2 | 1 |
|--------------------|---|--|--|---|
| Lecture Attendance | Attends all lectures, meets the required attendance protocol. | Attends lectures, missed two class lectures. | Attends lectures, missed three class lectures. | Does not attend lectures regularly, missed four or more lectures. |
| Lab Attendance | Attends all lab | Attends lab | Attends lab | Does not attend |

| | | | | |
|-----------------------|--|--|--|--|
| | sessions, meets the required attendance protocol. | sessions, missed two lab sessions. | sessions, missed three lab sessions. | lab sessions regularly, missed four or more lab sessions. |
| Professionalism | Maintains a high level of professionalism. Treats all students with respect and dresses professionally at all times. | Maintains professionalism regularly. Treats all students with respect and dresses professionally most of the time. | Maintains professionalism occasionally. Treats all students with respect and dresses professionally sometimes times. | Does not maintain a high level of professionalism. Does not treat students with respect and does not dress professionally. |
| Lecture Participation | Regularly participates in lectures, assists the Instructor as needed. | Participates in lectures and assists the Instructor as most of the time. | Participates in lectures and assists the Instructor some of the time. | Does not participate in lectures or assist the Instructor. |
| Lab Participation | Regularly participates in lab sessions, assists the Instructor as needed. | Participates in lab sessions and assists the Instructor as most of the time. | Participates in lab sessions and assists the Instructor some of the time. | Does not participate in lab sessions or assist the Instructor. |
| Tutoring | Effectively tutors students, answers questions and reviews for exams. | Tutors students, answers questions and reviews for exams most of the time. | Tutors students, answers questions and reviews for exams some of the time. | Does not tutor students, answers questions or review for exams. |

University of North Carolina at Pembroke
Teacher Education Program
Accredited by:
Council for Accreditation of Educator Preparation (CAEP)
North Carolina Department of Public Instruction (NCDPI)

END

BIO5550

BIO 5550
Independent Biology Research

Instructor: XXX

Office: Oxendine Building, Room XXX

E-mail: XXX

Phone: 910-521-XXX

Office Hours: XXX

COURSE DESCRIPTION:

Advanced students carry out independent research activity relating to a significant problem in a major field of study based on their interests. Supervised by a Graduate Faculty member. Formal report and presentation required. Prerequisites: Permission of supervising professor and the Graduate Director of

Science Education. Application must be approved in the semester preceding the one in which the independent research is to take place.

CREDIT HOURS:

3 graduate credit hours

COURSE EXPECTATIONS:

This is not a typical graduate lecture course; rather it's an opportunity to earn college credit while conducting independent research. The purpose of the course is to learn how to design, conduct, analyze, and present scientific research. It is expected that each student will conduct an independent research project, participate in a research discussion group with other researchers, and present the research results. You will be required to develop a tentative schedule that identifies certain goals you will achieve for yourself through your research project. This schedule should be submitted to the supervising professor and the Graduate Director of Science Education at the beginning of the semester. See example outline in the syllabus. Note: Travel to present research is supported by the UNCP Graduate School and the Science Education Club. Please see the Graduate Science Education Director and the UNCP Graduate School for forms and details.

TEXT: To be determined by the supervising professor.

GRADING:

Grading is based on participation, effort and the finished paper and presentation. You should follow your timeline closely and modify it as needed with guidance. A ten point grading scale will be used in this course.

PROFESSOR RESPONSIBILITIES:

- Coming to each scheduled session, on time and prepared.
- Presenting material in as clear and understandable a manner as possible.
- Responding to timely inquiries for clarification by going over material, using a different approach where possible.
- Giving students equitable and fair opportunities to demonstrate and practice their understanding within the subject(s).
- Prompt feedback.
- Holding office hours as posted; being available to clarify material and answer questions.
- Providing a syllabus, and adhering to the rules stated.

SUGGESTED HABITS TO BE SUCCESSFUL IN THIS COURSE:

1. Follow your timeline. Revise as needed.
2. Work regularly on your research.
3. If you don't understand something, ASK QUESTIONS.
4. Communicate regularly with your supervisor professor.

SUGGESTED OUTLINE TO HELP YOU GET STARTED ON YOUR RESEARCH SCHEDULE

| Week | Activity | When Due? |
|------|---------------------------------|-----------|
| 1 | Project proposal Seminar One | |
| 2 | | |
| 3 | | |
| 4 | Seminar Two | |
| 5 | | |

| | | |
|-----------|---------------------------------------|--|
| 6 | Project Abstract | |
| 7 | | |
| 8 | Seminar Three | |
| 9 | | |
| 10 | Rough Draft of Paper | |
| 11 | Rough Draft of Poster or Presentation | |
| 12 | | |
| 13 | | |
| 14 | Final Presentation of Research | |

Project Guidelines

The specific goals and expectations for each independent research project are determined by the student and the supervising professor, and may vary to reflect the particulars of the research area. The following are some suggested guidelines:

1. The project should be appropriate work in the biological sciences.

Projects which are primarily clinical in nature are typically not appropriate, similarly projects which have a primary focus in psychology, history, or related areas are not appropriate. Students working with faculty outside of the Biology department should consult with the Graduate Director of Science Education to determine the appropriateness of a project.

2. The project should be an independent research project.

Although most projects are conducted under the close supervision of a mentor, the student should take substantial responsibility for the formulation of a hypothesis, experimental design, data collection, analysis and interpretation. In the case of a collaborative effort, the student should have a distinct and identifiable role in the project. A student's responsibility should extend beyond simply providing low-level technical support or observing the work of others.

3. The student should spend at least ~120 hours per semester on the project.

The expectation is that the student will invest time equivalent to a laboratory course, i.e. 10 to 12 hours per week for approximately 14 weeks. This may include planning, data collection (including field work), analysis and writing. Conversely, a research supervisor should not expect a student to invest an excessive amount of time, to the detriment of their other course work.

4. The student should produce a report of their work.

All independent studies must result in an 'academic product'. Most commonly, this is a final written report describing the work. A student should make an oral presentation of their work, in addition to the written report. Commonly, a student should also submit a brief proposal at the beginning of the semester and/or a mid-term progress report. The details of reports, both written and oral, are to be specified by the research supervisor or sponsor. However, in all cases you should document the background and rationale for the project, the methods and results, and some discussion of significance and future directions.

5. The research faculty member must submit a grade for the course.

A student's grade in Independent Biology Research is assigned by the research supervisor. As in any course, the grade should reflect a reasonable assessment of the student's effort and the merit of the work. The basis for that assessment is at the discretion of the supervisor, but it should be clearly communicated with the student at the beginning of the semester. All research faculty mentors must be members of the graduate faculty at UNCP.

ATTENDANCE:

Students will be expected to attend meetings, seminars and classes as determined by the supervising professor. You will be expected to read research papers and discuss them. Data collection, data entry, data analysis, poster making, and presentation practice are a part of this course. You should schedule specific hours each week to work in the lab and on your research. It is your responsibility to communicate regularly with those you are working with in the lab.

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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.

Disability Support Services

Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 103 or call 910-521-6695.

This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 910-521-6695.

END

BIO5770

BIO 5770: Science in the Natural Environment, Summer Session I 2014

Shore and Estuarine Ecology Education

Field Trip to Ossabaw Island near Savannah, Georgia June 12-15, 2014

For additional information including registration information please see the course brochure.

Websites: Ossabaw Island Foundation <http://www.ossabawisland.org/> and Ossabaw Island Lovers facebook page at <http://www.facebook.com/#!/group.php?gid=2349985030>

Learner Objectives:

1. Understand inquiry-based instruction in the two major science education reform documents:

National Science Education Standards and the more recent *Next Generation Science Standards*.

2. Develop lessons and experiences to implement inquiry-based instruction using the natural environment as the focus of the instruction.
3. Focus on performances of authentic science practice as both instruction and assessment.
4. Demonstrate understanding of inquiry-based instruction and ability to use technology through various activities and projects for student use.

Major Topics:

Pre-Trip Meetings on May 20, 22, 27, 29th from 5 - 8 PM in the Ecology Lab (room number 1111) Oxendine Science Building and May 17 from 9am-3pm for an Aquatic WILD workshop.

1. History of Science Education
 - a) Natural History as science education
 - b) Environmental Education
 - c) Sustainability Education
2. Current Reforms in Science Education
 - a) National Science Education Standards
 - b) Next Generation Science Standards
 - c) Inquiry-based instruction
 - d) Nature journaling
 - e) Wetlands
 - f) Animals and Plants of Ossabaw Island
 - g) Using Global Positioning Systems (GPS), mapping, and Google Earth

May 17 from 9am-3pm - Aquatic WILD

Please bring your lunch, water bottle, hat, sunglasses, sunscreen, and something to sit on outside. We will have the workshop at UNCP but we will travel to a local pond for some of the activities.

Field Trip Topics

1. Biology of the Natural Area
 - a) Flora – vascular and non-vascular
 - b) Fauna – invertebrates and vertebrates
2. Ecology of the Natural Area
3. Experiments and studies in outdoor settings
 - a) Small group observational and/or behavioral studies of fauna followed by individual observational or behavioral studies.
 - b) Experimental non-invasive studies conducted over a twenty-four hour period either in small group or individual
 - c) Collections
4. Geologic processes
5. Sustainability
6. Astronomy
7. GPS and mapping

Pre or Post-Trip Topics, Post-trip meeting from 5:00 - 8:00 PM on Thursday, June 26th

Technology use to:

- a) Locate and access resources on the Internet regarding outdoor settings
- b) Communicate with class, especially small group study's members and instructor
- c) Locate Internet sites of outdoor classrooms, activities, lesson plans, and other evidence of using natural areas for instruction

- d) Design PowerPoint and create digital images to assist in teaching students
- e) Units and lesson plans
- f) Use of Global Positioning Systems (GPS), Google Earth, Mapping, Digital Photographs and Digital Video or Podcasts

Textbooks

| Title | Author | Required/ Optional | ISBN |
|---|--|-----------------------|------------|
| Last Child in the Woods: Saving Our Children from Nature Deficit Disorder | Richard Louv | Required | 1565125223 |
| Keeping A Nature Journal: Discover a Whole New Way of Seeing the World Around You | Leslie and Roth | Required | 1580174930 |
| Nature Journal: A Guided Journal for Illustrating and Recording Your Observations of the Natural World | Clare Walker Leslie | Required | 1580172962 |
| A Field Guide to the Birds of Eastern and Central North America | Roger Tory Peterson | Required | 0395740479 |
| Seashores | A Golden Guide – St. Martin’s Press | Required | 1582381496 |
| National Audubon Society Regional Guide to the Southeastern States | Peter Alden | Required | 0679446834 |
| Eastern Birds | James Coe – A Golden Guide by St. Martin’s Press | Optional | 1582380937 |
| Songs of Eastern Birds | Donald J. Borror by Dover Publications Outstanding field recordings of songs and calls of 60 species most common to eastern U.S | Optional | 0486999122 |
| A Guide to Bird Homes | Scott Shalaway Bird Watcher’s Digest | Optional | GC-BWD355 |

| | | |
|---|---|-------------------------------|
| Sapelo Island – Georgia’s Golden Treasure | Free curriculum online at http://www.knowtheconnection.com/educational.htm | Optional |
| Georgia’s Wetland Treasure | Free curriculum online at http://www.knowtheconnection.com/educational.htm | Optional |
| Next Generation Science Standards | National Research Council | Required but available online |

2. **Assignments** **Value %**
Due_____

Pre and Post trip activity to post on Blackboard **(10)** **May 22**
 One or two page nature autobiography and two responses to others reflections in the class that you do not know.
 Photovoice posted to discussion board on your views of sustainability. **May 29**
 Keep journal on island – post two days of entries to discussion board. Two responses to others in class. **June 25**

Read Last Child in the Woods: Nature Deficit Disorder **(10)** 2 pg summary **June 10**
 Post on Blackboard before trip. We will have small group discussions at Ossabaw.
Discuss any other nature author and their contribution. Examples could be Rachael Carson, Aldo Leopold, John Muir, William Bartram, Emerson, Thoreau, Annie Dillard, etc.

Nature Journal – 6 representations used by scientists **(10)** **June 15**
 Must include: 1) Table of Contents; 2) map (document where your inscriptions were made if possible); 3) 5 inscriptions plus 1 species meditation; and 4) summary reflection on nature journals and journaling in general.
 ** include your experiment information/data in your notebook too**
 Examples of inscriptions include: Drawings of plants, birds, shells, soil, trees, flowers, ocean, estuary or other phenomena seen in the field. Write about what you see. **Each TURN of the PAGE counts as one inscription.**

Species Meditation/GPS location **(10)**
June 26
 Using the species meditation guidelines, a GPS unit, and a camera, document one special place in your nature journal. Create a podcast as a group of a place on the island. AND turned in the individual species meditation, photo, and group podcast as separate files to cherylhagevik@gmail.com

Podcast/Video/GPS location (group) **(10)** **June 26**
 Using a GPS unit, and a digital video camera in groups of NO MORE than three, document one special place or memory while on the island. Create a podcast of this memory and be sure to record the GPS location and e-mail the movie file to cherylhagevik@gmail.com

Collections (15) June 26
Label as to K,P,C,O,G,S, where found, date and display for classroom use.
Include reflection on collections. Fifteen different items. Five of the items should be from one class or group. See rubric for details. You should **consult with the instructors on your collection while on Ossabaw Island**.

Experiment Details (group) (15) June 26
Includes write-up turned in as a hard copy and to digital dropbox (one per group).
Experiment – onsite inscriptions: diagrams, drawings of your experimental set-up, sketches, clearly labeled illustrations, and data. Convert some “design” drawings of experiment and “raw” data to more sophisticated representations such as tables, graphs, maps, and other interpretive devices or transformational cascades. Use your inscriptions to discuss phenomena, design and/or results with group members. **You need to provide evidence of consultation with instructors on Ossabaw**. MAKE sure that each person in your group includes their experimental work in their nature journal. See rubric for details.

Nature Teaching Improvement Plan (NTIP) (20) June 26
Lesson(s) using the 5 E Learning Cycle format for 90 minutes of instructional time. Include Next Generation Science Standards and NC Essential Standards and Common Core. Wetlands, animal, and/or flora content. Include a collection assignment for your students and an idea for a field trip plan. See rubric for details.

Grading is on a ten point scale or 100-90 A, 89-80 B, 79 – 70 C

Before you go to Ossabaw Island for the week you should have:

Read the Last Child in the Woods by Louv and a related environmental book of your choice (see blackboard site for list) and be prepared to present on **your theme** in the book on Ossabaw Island. Turn in 2 page summary paper on blackboard of your section of the book. Two responses to others in class through discussion board.

Nature Autobiography and Photovoice on sustainability posted to discussion board on blackboard and comment on two others in class.

During your time on Ossabaw Island:

Work on and complete your nature journal, collections, species meditation, podcast, and group experiment. Attend all class sessions and participate fully. Gain ideas for your Nature Teaching Improvement Plan.

After Ossabaw Island experience:

Before the last day of class: Share some of your thoughts from your nature journal through the discussion board before the last day of class.

During the last day of class: Share your nature journal in class (choose your best page) and your collection, present a summary of your experiment by groups, teach to a mixed group by doing a ten minute active part of your NTIP with others in class. Have fun at the seafood banquet!!

Instructors for this course:

Rita Hagevik, Assistant Professor of Science Education, rita.hagevik@uncp.edu, 919-741-9523
Patty Stinger-Barnes, Clinical Instructor of Science Education, pstinger@utk.edu

Additional Science Specialists:

Cheryl Hagevik, MS Geography, GPS and GIS specialist, cherylhagevik@gmail.com
John Alexander, HS Biology Teacher and field biologist, john.alexander@knoxschools.org

END

BTEC5300**BTEC 5300 Principles of Medical Biotechnology (3 credits)**

Lecture: TT 11:00-12:15 Oxendine Room 2202

Instructor: Ben Bahr Phone: 910-775-4383

Office: Comtech / Biotechnology Center, Room 126

E-mail: Bahr@uncp.edu Office hours: TT 12:15-2:30 PM

Readings: papers and reviews from scientific literature (to be arranged). Also see

<http://learn.genetics.utah.edu/content/addiction/drugs/mouse.html>

<http://www.youtube.com/watch?v=fEiDbtNngmM>

<http://www.youtube.com/watch?v=Ovtdm9s2jo&feature=related>

http://action.greenamerica.org/p/salsa/web/common/public/signup?signup_page_KE Y=7608&gclid=CN_U94bj6rUCFQvnpAodJSkAaQ

Course description/objectives

The purpose of this course is to provide a broad overview of the methods and strategies of biotechnology for medicinal applications including drug discovery. Major emphasis will be placed on describing therapeutic concepts and how they are developed from the discovery of a molecular target for drugs, to the use of disease models to test the pharmaceutical agents. The course covers many aspects of biotechnology, including aspects of molecular pharmacology, gene therapy, and drug safety evaluation. This course also introduces analytical methods as applied to experimental design and quantitative analysis of data encountered in biotechnology and biomedical sciences. Some discussion will be included as an introduction to regulatory affairs that comprise the patent procedures and FDA regulations governing product development and post-approval marketing of medical products.

Topics include:

- treatment strategies, e.g. against Alzheimer's disease (how to make a memory drug)
- pharmacological targeting of endogenous repair pathways
- drug discovery, intellectual property, business plan, and career directions

Participation.

You are expected to actively participate in the course. Feel free to share news items and current events with the class, especially as they relate to the course topics.

Disability support services: Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, early in the semester (preferably within the first week). All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107 or call 910-521-6695. <http://www.uncp.edu/dss/faculty/>

Attendance policies

UNCP and the Department of Biology place strong emphasis on regular class attendance. Class attendance is critical for your educational experience and is essential for the academic integrity of the biology curriculum. You are expected to attend every class. Absences, regardless of the cause, do not relieve you of any course requirement.

University Closings Hotline: 910-521-6888 (<http://www.uncp.edu/relations/eih.htm>)

University EMERGENCY: 910-521-6235

Lecture Schedule, BTEC 5300 (TT 11:00-12:15)

Dr. Bahr

| date | lec# | Topic | Type |
|-------------------------|-----------------|--|------------------------|
| Jan 14 16 | 1 2 | Introduction to Drug Discovery Patents, Proprietary Issues, Licensing, IND, Business Strategies. | lecture |
| Jan 21 23 | 3 4 | Drug Discovery Steps: From Idea to the Patient. Receptor Theory. Discuss TOPICS for presentations http://www.rxlist.com/script/main/art.asp?articlekey=79509 | lecture |
| Jan 28 30 | 5 6 | Receptor Theory. TOPICS Typical day of a Pharmaceutical Technician (review calculations) | lecture guest |
| Feb 4 Feb 6 | 7 8 | Natural products: cyclosporine, medical marijuana presentation Exam 1 (20% of grade). | lecture EXAM |
| Feb 11 13 | 9 10 | Statistics, Graphic Representation of Data. Statistics. Example Data from Cholesterol-Lowering Drug. | lecture |
| Feb 18 20 | 11 12 | Drug Discovery Tools: Proteomics, Informatics, Gene Arrays. Drug Discovery Tools: neuroscience. | lecture |
| Feb 19 21 | 13 14 | Drug Discovery Tools: new. Important Toxicology for Drug Safety Evaluation. | lecture |
| Feb 25 Feb 27 | 15 <u>16</u> | Drug Discovery Steps: Put it all together. Exam 2 (25% of grade). | lecture EXAM |
| Mar 3-7 | | Spring Break | |
| March 11 13 | 17 18 | Basic Brain Anatomy. Neuronal Circuitry http://www.sciencenews.org/view/generic/id/348773/description/Mice_get_brain_boost_from_transplanted_human_tissue Synaptic Function, Plasticity (LTP), Memory Mechanism. | lecture lecture |
| March 18 20 | 19 20 | Alzheimer's disease: Genes, Proteins, Plaques, Tangles Alzheimer's disease mechanisms and myths. | lecture |
| March 25 27 | 21 22 | Alzheimer's disease models: drug testing in cells to tg mice. Alzheimer's disease: Potential Treatment Strategies. | lecture |
| April 1 3 | 23 24 | Alzheimer's disease: Potential Treatment Strategies. Other brain disorders. | lecture |

| | | | |
|--|-----------|--|-------------------------|
| April 8 10 | 25 26 | How to Make a Memory Drug. Last information and review. | lecture |
| April 15 April 17 | 27 28 | Last information and review. Exam 3 (30% of grade). | review EXAM |
| April 22-9 May 1 | 29- 31 | Presentations: oral + 10-page manuscript draft (25% of grade) | students present |
| May | | Final | |
| Some changes may occur in the lecture and exam schedule. You are responsible for being aware of any announced changes in these schedules and to be aware of any other matters that can affect your performance in this course. | | | |

Readings. I will share some articles and chapters with you. I expect you to read these materials and to be ready to discuss them.

Examinations and Oral Presentation.

You will have 3 exams based on weekly lectures. Make-up of a single missed exam will be allowed for a reasonable excuse. If you miss 2 exams, you will receive an "Incomplete" for the course.

We will devote the last 1-2 weeks of classes to oral presentations (PowerPoint), based on select topics. Presentations are to be a 15-20 minutes in duration and will be accompanied by a 10-page draft of manuscript on topic related to drug discovery. Please feel free to enlist my help in preparing the talk and its delivery. Non-presenting students will ask questions.

| | | |
|--|--|--|
| PowerPoint presentation is worth 20% of your final grade | | |
| Content | | Did you include the major points, as outlined in your outline? |
| Mechanics | | Used tables and figures, and acknowledged internet images |
| Aesthetics | | Attractive slides: easy-to-understand bullet text (too wordy?) |
| Delivery | | Spoke clearly, used a good pace, addressed questions |

| | |
|-------------------------------|-------------|
| Final Grading scale -- | |
| A = 90-100% | C = 70-74% |
| A- = 88-89% | C- = 68-69% |
| B+ = 85-87% | D+ = 65-67% |
| B = 80-84% | D = 60-64% |
| B- = 78-79% | D- = 58-59% |
| C+ = 75-77% | F = <58% |

Disruptive behaviors http://www.uncp.edu/sa/pol_pub/code_of_conduct.htm

It is essential that you arrive to class on time, take notes, remain attentive, and give input as appropriate. Disruptive behaviors will not be tolerated. As stated in the University Code of Conduct, "disruptive behavior is defined as repeated, continuous, and/or multiple student behaviors that hamper the ability of instructors to teach and students to learn." I will speak with you if you are being disruptive. If the behaviors continue, I will ask you to leave the classroom (incurring an absence for the day). Further, I will report the incident to the Vice Chancellor for Student Affairs, and you may be administratively withdrawn from the course. Note that disruptive behaviors include, but are not limited to, arriving to class late and leaving early, use of cell phones, and talking when I am speaking.

Information about appropriate conduct can be found on the website indicated above and in the Student Handbook under Code of Conduct.

Honor code http://www.uncp.edu/sa/pol_pub/honor_code.htm

You are expected to be familiar with the provisions of the University Academic Honor Code, as given on pages 51-53 of the 2006-2007 undergraduate catalog and on the website indicated above. Violations of the honor code will not be tolerated. Violations include, but are not limited to, cheating on exams, altering scored answers on exams, plagiarism (claiming other writers' works as your own), and knowingly helping another person cheat. You may not use any notes or assistance whatsoever on exams, other than your mental notes. If you are caught cheating, you will receive a score of "zero" on the exam (or term paper), and you will not be able to drop any other exam score. I will also report the incident to the Vice Chancellor for Student Affairs, and a record of the offense will remain on file for five years or until you graduate. Second offenses will be taken to the Campus Judicial Board.

See Office of Academic Affairs on religious holidays: <http://www.uncp.edu/aa/policies/>

Revise requirements for M.A. in Science Education

MASTER OF ARTS IN SCIENCE EDUCATION (M.A.)

Director: Rita Hagevik, Biology

Program Description

The Master of Arts (M.A.) in Science Education program has two concentrations. The Licensure Concentration is designed to prepare currently licensed North Carolina Secondary School Science Teachers for the N.C. Master's/Advanced Competencies License. The program requires 36 s.h. and is a logical extension of any undergraduate science teacher preparation program including those currently offered at UNCP.

The M.A. in Science Education has been designed to provide an opportunity for science teachers who hold a comprehensive Science License, a Biology License, or a Science Content Area License to enter the program and qualify for the N.C. Master's/Advanced License.

While in the M.A. Program, the former undergraduate science education major will be required to concentrate in one of four areas of science (12 s.h. in Biology, Chemistry, Physics, or Earth Science) and take nine additional s.h. in the three areas outside of the concentration (no more than 3 s.h. from any one area). The former undergraduate biology education major or science education major can concentrate in biology (15-18 s.h.) and take an additional 3 s.h. to 6 s.h. in an area or areas outside of biology. Both groups will also take a required core of professional education courses (9 s.h.) and six additional s.h. in science education.

The M.A. in Science Education will build upon the instructional expertise and leadership qualities and skills of an experienced licensed science teacher by requiring the following qualifications prior to full admission into the program:

1. ~~the~~The applicant must hold either the N.C. Secondary Science Comprehensive License or the Secondary Biology, Chemistry, Earth Science, or Physics License. Any out-of-state applicants will have to hold licenses deemed equivalent to the N.C. licenses.
2. ~~the~~The applicant must meet all of the graduate school general admission requirements.

Another degree program, the Non-Licensure Concentration in Biology, enables individuals to combine their science expertise with advanced understanding of teaching and learning to prepare individuals to teach science in the community such as in a community college or as an instructor in a university or to work as a scientist or perhaps to pursue an advanced degree in the sciences. Students in this program

work with a faculty advisor to develop and implement a research project culminating in a thesis. This program includes an internship customized to individualized career goals. In addition, courses are offered in a wide variety of exciting locations including study in Bermuda, Costa Rica, Ossabaw Island, the Grand Canyon, and Nova Scotia. A video and additional program information can be found at http://www.uncp.edu/biology/grad_programs/ <http://uncp.edu/academics/colleges-schools-departments/departments/biology/science-education>. The non-licensure program is designed for applicants who meet all of the graduate school general admission requirements for the program with the exception of the teaching licensure requirement and do not desire to pursue a teaching license. Students in this Master's program are prepared to teach in community college settings, non-formal science education settings such as zoos, museums, and aquaria or other professional science settings. Upon admission to the program, students will be required to sign a waiver of North Carolina Standard Professional I and M level licensure.

Program Goals

The major goals of the program are designed to prepare a student to be able to:

1. Apply the theoretical, philosophical, and research bases for educational practice in a variety of science educational settings to improve student learning.
2. Plan, implement, and evaluate instruction that is philosophically consistent with the current National Science Education Standards.
3. Incorporate knowledge of the nature of the learner, learning process, variations in learning abilities, assessments, and strategies for evaluating learning in the secondary school classroom.
4. Plan, implement, and evaluate instruction that is culturally and pedagogically responsive to diverse students.
5. Understand and employ methods of research to examine and improve instructional effectiveness, student achievement, and program evaluation in the science classroom and other non-formal science settings.
6. Understand and link subject matter to students' developmental and diverse needs.
7. Plan, implement, and evaluate instruction that reflects intellectual rigor and depth of knowledge in both science content and pedagogy.
8. Demonstrate self-directed, self-reflective, and research-based practice that provides leadership to colleagues and communities through collaboration, participation, and presentation in international, national, and state science education, science, and/or other educational organizations.

| Requirements for a Master of Arts in Science Education | Sem. Hrs. |
|---|-----------|
| Core: Required courses EDN 5440 Survey of Educational Research EDN 5660 Applied Educational Research SCE 5600 Foundations of Science Education SCE 5700 Improving 9-12 Science Classroom Instruction SCE 5800 Contemporary Issues in Science Education | 15 |
| Content: Choose 21 credit hours from the following: | |
| A concentration in one of these areas (12 hours) (note: Biology Education majors may choose 15-18 hours in Biology) Biology (required for undergraduate Biology Education majors) BIO 5100 Marine Biology BIO 5120 Topics in Ecology and Environmental Biology BIO 5150 Advanced Microbiology BIO 5200 Current Trends in Molecular and Cell Biology BIO 5250 Evolutionary Botany | 12 |

| | |
|--|------------------|
| <p>BIO 5350 Evolutionary Zoology BIO 5400 Natural History of Costa Rica BIO 5140 Biogeography BIO 5280 Teaching Practicum in Biology BIO 5550 Independent Biology Research BIO 5770 Science in the Natural Environment BTEC 5300 Principles of Medical Biotechnology BIOS 5xxx Special Topics in Biology</p> <p>Chemistry CHM 5200 Current Trends in Chemistry CHM 5420 Environmental Chemistry CHM 5480 Historical Perspectives on Chemistry CHM 5500 Spectroscopic Methods of Structure Determination CHM 5600 Instruments for Chemical Analysis CHMS 5xxx Special Topics in Chemistry</p> <p>Earth Science GLY 5010 Essentials of Earth Science GLY 5020 Essentials of Earth History GLY 5030 Geology of North Carolina GLY 5040 The Physiography and Ecology of the Atlantic Coastal Plain GLY 5410 Meteorology and Climatology GLYS 5xxx Special Topics in Geology GGYS 5xxx Special Topics in Geography</p> <p>Physics PHS 5000 The Art and Science of Chemistry and Physics PHY 5200 Current Trends in Physics PHY 5480 Historical Perspectives of Physics PHY 5500 Classical Mechanics PHY 5600 Modern Physics PHYS 5xxx Special Topics in Physics</p> | |
| <p>Additional courses in the three areas outside of the concentration Students must complete at least 3 semester hours in each of the three areas outside of their area of concentration</p> | 9 |
| <p>Capstone Experience Each candidate must select and successfully complete a Comprehensive Portfolio as the final product of the program and successfully complete a Comprehensive Exit Oral Interview.</p> | |
| | Total: 36 |

END

Revise requirements for M.A. in Science Education, nonlicensure concentration

| Requirements for a Master of Arts in Science Education: Non-Licensure Concentration in Biology | Sem. Hrs. |
|---|-----------|
| <p>Required Science Education Courses Choose two of the following: SCE 5600 Foundations of Science Education SCE 5700 Improving 9-12 Science Classroom Instruction SCES 5xxx Special Topics in Science Education</p> | 6 |

| | |
|---|------------------|
| <p>Required Science Content Courses</p> <p>A minimum of 18 semester hours from the following:</p> <ul style="list-style-type: none"> BIO 5100 Marine Biology BIO 5120 Topics in Ecology and Environmental Biology BIO 5150 Advanced Microbiology BIO 5200 Current Trends in Molecular and Cell Biology BIO 5250 Evolutionary Botany BIO 5350 Evolutionary Zoology BIO 5400 Natural History of Costa Rica BIO 5140 Biogeography BIO 5280 Teaching Practicum in Biology BIO 5550 Independent Biology Research BIO 5770 Science in the Natural Environment BTEC 5300 Principles of Medical Biotechnology BIOS 5xxx Special Topics in Biology | 18-21 |
| <p>Guided Electives</p> <p>The program director must approve the elective selections based upon the student's career goals and objectives. Students are required to take the following two courses or six credit hours as part of the guided electives section: BIO 5280 and BIO 5550. It is recommended that students take at least one course in research.</p> | 9-12 |
| <p>Capstone Experience</p> <p>Each candidate must select and successfully complete a Master's Research Project as the final product of the program and successfully complete a Comprehensive Exit Oral Interview. The Research Project must be approved by the candidate's graduate committee.</p> | |
| | Total: 36 |

END

Revise requirements for M.A.T. with Middle Grades Science concentration

| Requirements for Master of Arts in Teaching with Middle Grades Science Specialization | Sem. Hrs. |
|---|------------------|
| PHASE I | (15-18*) |
| <p>Professional Core</p> <ul style="list-style-type: none"> EDN 5040 Basic Tenets of Education (3) EDN 5120 Advanced Study of Exceptionality in Children (3) EDN 5440 Survey of Educational Research (3) EDN 5460 Field Experience (0) | 9 |
| <p>Professional Development*</p> <ul style="list-style-type: none"> SCE 5810 Internship in Secondary Science Education | 3 |
| <p>Pedagogical Expertise</p> <ul style="list-style-type: none"> SCE 5000 Teaching Science in Grades 6-12 | 3 |
| <p>Academic Specialization</p> <ul style="list-style-type: none"> Complete at least one graduate science course (see list below in Phase II) | 3 |
| PHASE II | (21) |
| <p>Pedagogical Expertise</p> <ul style="list-style-type: none"> SCE 5600 Foundations of Science Education | 6 |

| | |
|---|----------------------|
| SCE 5500 Science in the Middle School | |
| Academic Specialization Select one course from each discipline and two additional courses from any of the remaining courses listed: Biology: BIO 5100, 5120, 5140, 5150, 5200, 5250, 5280, 5350, 5400, 5500, 5700, BTEC 5300, BIOS 5xxx** Chemistry: CHM 5200, 5420, 5480, 5500, 5600, CHMS 5xxx** Geology: GLY 5010, 5020, 5030 5040, 5410, GLYS 5xxx** Physics: PHS 5000, PHY 5200, 5480, 5500, 5600, PHYS 5xxx** | 15 |
| | Total: 36-39* |

* See M.A.T. Handbook for Internship policies.

**BIOS/CHMS/GLYS/PHYS 5xxx: Exact course number and title will vary, since multiple topics are offered in different semesters. Check with program director prior to registering.

END

Requirements for Master of Arts in Teaching with Science Education (9-12) Specialization

| Requirements for Master of Arts in Teaching with Science Education (9-12) Specialization | Sem. Hrs. |
|---|----------------------|
| PHASE I | (15-18*) |
| Professional Core EDN 5040 Basic Tenets of Education (3) EDN 5120 Advanced Study of Exceptionality in Children (3) EDN 5440 Survey of Educational Research (3) EDN 5460 Field Experience (0) | 9 |
| Professional Development*) SCE 5810 Internship in Secondary Science Education | 3 |
| Pedagogical Expertise SCE 5000 Teaching Science in Grades 6-12 | 3 |
| Academic Specialization Complete at least one graduate science course (see list below in Phase II) | 3 |
| PHASE II | (21) |
| Pedagogical Expertise SCE 5600 Foundations of Science Education SCE 5700 Improving 9-12 Science Classroom Instruction | 6 |
| Academic Specialization (Courses must be approved by advisor.) Select one course from each discipline and two additional courses from any of the remaining courses listed: Biology: BIO 5100, 5120, 5140, 5150, 5200, 5250, 5280, 5350, 5400, 5500, 5700, BTEC 5300, BIOS 5xxx** Chemistry: CHM 5200, 5420, 5480, 5500, 5600, CHMS 5xxx** Geology/Geography: GLY 5010, 5020, 5030 5040, 5410, GLYS 5xxx** Physics: PHS 5000, PHY 5200, 5480, 5500, 5600, PHYS 5xxx** | 15 |
| | Total: 36-39* |

* See M.A.T. Handbook for Internship policies.

**BIOS/CHMS/GLYS/PHYS 5xxx: Exact course number and title will vary, since multiple topics are offered in different semesters. Check with program director prior to registering.

END

ATEP

ATHLETIC TRAINING EDUCATION PROGRAM DETAILS

Program Overview

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). In order to sit for the Board of Certification (BOC) exam, students must graduate from a CAATE-accredited Athletic Training Education Program. Once a student passes the BOC exam and graduates from the CAATE-accredited ATEP, he/she will hold the credential of certified athletic trainer (AT). The ATEP provides the educational and clinical foundation to prepare students to successfully challenge the BOC exam; however, successful completion of the program does not guarantee that a student will pass the BOC exam. The program provides students with the knowledge and skills necessary to work with all aspects of injury, illness, and performance associated with physically active populations.

Students apply for acceptance into the ATEP during the fall of their sophomore year. Once accepted into the program, students begin the professional phase of the program. Students are required to be in the professional phase of the program for a minimum of five semesters. Because the program is structured with required courses only offered in certain semesters and each semester's content builds on the previous semester(s), students must progress through the program following the designated sequence.

Each semester students take a clinical education course which includes clinical rotations either on- or off-campus. During the first semester in the program students will complete three five-week rotations. In the remaining four semesters, students are assigned to rotations for a sport season in addition to completing rotations in a physical therapy clinic and physician office. Rotations are assigned to ensure that each student is exposed to a variety of pathologies and populations (i.e., upper extremity injuries, lower extremity injuries, equipment intensive sports, contact, non-contact sports, adolescents, general population, etc.).

Many students elect to pursue graduate studies after graduation from the program. It is recommended that students wishing to pursue graduate studies maintain a 3.5 QPA or higher. Students are responsible for determining what pre-requisites are needed for a given graduate program and should understand that those courses would be considered university-wide electives. Furthermore, elective courses/labs cannot conflict with required clinical rotations or courses. As a result, an additional semester(s) and/or summer school may be needed to complete electives after completion of the ATEP.

ATEP Mission Statement

It is the mission of the Athletic Training Education Program (ATEP) at The University of North Carolina at Pembroke to develop competent entry-level athletic trainers capable of addressing the health-care needs of the physically active in a global society. Our distinctly diverse student body and multi-ethnic region prepare our graduates to provide quality healthcare to diverse populations in many different healthcare settings.

The UNCP ATEP faculty strives to integrate technology in the classroom to encourage active student learning, critical and creative thinking, and public service. The faculty is committed to personalized teaching in order to promote the intellectual and personal growth of each student. Our small class size allows for individualized learning where the incorporation of evidence-based medicine creates a foundation for clinical practice. Spacious modern facilities, unlike any other in the region, provide the clinical setting for student skill development and patient interaction.

This exposure to evidence-based medicine concepts will provide students with the tools needed to become evidence-based practitioners who value research and possess the ability to think critically. The

foundational behaviors of the athletic trainer create a framework for the comprehensive competency-based didactic and clinical education components of the program. The mission of the ATEP is aligned with the overall mission of The University of North Carolina at Pembroke.

ATEP Goals Student Learning Outcomes

- ~~1. The student will develop individual responsibility with respect to their education, personal integrity and ethics, and respect for diverse people and cultures.~~ Students will model ethical and professional behavior in the delivery of health care services.
- ~~2. The student~~ Students will demonstrate the ability to communicate effectively ~~by both oral and written means~~ with patients, peers, athletic staff, and other ~~allied~~ health ~~care providers~~ professionals.
- ~~3. Students~~ The student will demonstrate active professional development and involvement through membership in professional organizations and foster an appreciation for life-long learning.
- ~~4. The student will demonstrate the ability to perform the psychomotor skills of the competency areas (risk management and injury prevention; pathology of injuries and illnesses; orthopedic clinical examination and diagnosis; medical conditions and disabilities; acute care of injuries and illnesses; therapeutic modalities; conditioning and rehabilitative exercise; pharmacology; psychosocial intervention, and referral; nutritional aspects of injuries and illnesses; health care administration; professional development and responsibility).~~
- ~~5. The student will demonstrate learning over time by analyzing and synthesizing the didactic and psychomotor knowledge of the content areas to effectively problem solve and make clinical decisions.~~
4. Students will provide patient-centered care that is rooted in ethical behavior and evidence-based decision making.
5. Students will demonstrate problem-solving and critical thinking skills in providing the best possible care.
6. Students will demonstrate competence in the athletic training skills and knowledge required to manage the health care needs of the physically active population.

Admission Requirements

Admission to the ATEP is competitive and the number of applicants accepted and enrolled into the Athletic Training Education Program is limited and is based on the applicants predicted ability to succeed in the strenuous professional program. The admission process is non-discriminatory with respect to race, color, creed, gender, sexual orientation, age, disabling conditions (handicaps), and national origin. Depending on the number of applicants, it is possible that not all applicants who meet the minimum requirements will be admitted. Consistent with university policy, the ATEP offers admission to applicants whose credentials present the best qualifications among those who meet the minimum requirements.

Students who meet the minimum requirements may apply for acceptance to the ATEP in the fall of their sophomore year. Transfer students should contact the Program Director as soon as possible prior to transferring for information on the application process. Applicants must meet the following minimum academic requirements as well as submit a completed Athletic Training Education Program application packet:

1. Cumulative QPA of ~~2.3~~ 2.8 or higher in all college course work;
2. Successful completion (C or better) of the following pre-requisite courses:
 - Biology 1000 OR 1030
 - PED 3490 Anatomy and Physiology
 - MAT 1070 College Algebra
 - ATH 1040 Introduction to Athletic Training

- HLTH 1060 Safety and First Aid
 - PED 2060 Nutrition
 - PED 3480 Kinesiology
 - PED 4120 Exercise Physiology
 - ~~CHM 1300 and 1100 (lab) OR CHM 1400 and 1120 (lab);~~
3. Completion of a formal letter of application addressed to Mrs. Susan Edkins, Program Director. Applicants should indicate their reasons for applying to the ATEP and include a statement of their career goals upon completion of the B.S. in Athletic Training degree;
 4. Completion of the ATEP Application available from the Program Director;
 5. Signed copy of the Technical Standards (available on the website at www.uncp.edu/hper/training);
 6. Physical examination to be completed at Student Health Services (form available from the Program Director);
 7. Verification of Immunizations to be completed by Student Health Services;
 8. Completed **Academic Recommendation and Clinical Recommendation forms; professional recommendation forms from two UNCP faculty members, ATC's, other allied health care professionals, or other appropriate individuals;**
 9. A formal interview with the Athletic Training Admissions Committee;
 10. Completion of a minimum of 50 hours of clinical observation and the Pre-Professional Observation Packet with a certified athletic trainer (documentation form available from the Program Director).

Satisfactory Progression Policy

In order to remain in the professional phase of the ATEP, students are required to earn a C or better in all ATH, ATHL, and PED courses. Failure to earn a C or higher in a course will result in the student having to repeat the course at the next available offering.

Based on the sequential course of study, students will be suspended from the ATEP until the deficient course is successfully completed in the following circumstances:

- Failure to earn a C or higher in an ATHL course (2040, 2050, 3040, 3050)
- Failure to earn a C or higher in a Clinical Education course (ATH 2000, 2010, 3000, 3010, or 4000)
- Failure to earn a C or higher in ATH 4900

Students will be dismissed from the ATEP (and not permitted to major in Athletic Training) in the following circumstances:

- Failure to earn a C or higher in more than one ATH course in one semester
- Failure to earn a C or higher when repeating an ATH, ATHL, or PED course
- Being placed on probation from the ATEP in two consecutive semesters

In addition to the coursework, students are required to maintain the following items each year in order to remain in the professional phase of the ATEP:

- Current certification in CPR for the Professional Rescuer
- NATA Membership
- Professional Liability Insurance

Transfer Students

Transfer students will be allowed to formally apply to the program the semester before entering the University. It is the student's responsibility to contact the ATEP Program Director and obtain the necessary forms/documents to complete the application process. Each student will be expected to complete the same requirements as the prospective UNC Pembroke ATEP students. After formal acceptance into the program, the transfer student will be allowed to enroll immediately in clinical and professional courses and to begin supervised clinical assignments. Any clinical work completed by the transfer student before acceptance into UNCP's ATEP will not be accepted towards course substitution

in regards to clinical rotations. Students are not permitted to receive transfer credit for ATH courses other than ATH 1040 and 1090.

Associated Program Fees

The student is responsible for the following additional costs associated with the Athletic Training Education Program: professional liability insurance; transportation to off-campus rotation sites; uniform items; NATA Membership; UNC Pembroke Athletic Training Student Association dues; and any additional costs associated with moving into campus housing early during pre-season clinical rotations. The ATEP provides students with the other necessary supplies.

Technical Standards for the Athletic Training Education Program

The Athletic Training Education Program at the University of North Carolina at Pembroke is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer as well as CAATE standards. All students admitted to the ATEP must meet the abilities and expectations outlined below. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection must demonstrate:

1. The ability to assimilate, analyze, synthesize, integrate concepts and problem-solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical exams using accepted techniques, and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
4. The ability to record physical exam results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well, during periods of high stress;
6. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection into the program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The University of North Carolina at Pembroke is committed to providing an accessible and supportive environment for students with disabilities. Disability Support Services will evaluate a student who states he/she could meet the program's technical standards with accommodations and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees. This includes a review of whether the accommodations requested are reasonable, taking into

account whether the accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all coursework, clinical education, and clinical experiences deemed essential to graduation

ENGLISH

| Requirements for a Bachelor of Arts Degree in English | Sem. Hrs. |
|---|------------|
| Freshman Seminar | 1 |
| General Education Program* | 44 |
| Required Courses: ENG 3040; ENG 2050 or 2060; ENG 2230 or 2240; ENG 2470 or 2480; ENG 4570; ENGS 4xxx (numbers vary); SPE 2000 or 2010; competency in a foreign language at the 1320 course level** | 21-27 |
| Additional Required Course Work—Six courses from those listed below: ENG 2010 or 2020 or 2080 or 2090 or 2100 or 2180 or 2190 or 2200 or 2410; ENG 3100; ENG 3110; ENG 3120; ENG 3130; ENG 3140; ENG 3150; ENG 3160; ENG 3170; ENG 3250; ENG 33x0; ENG 3420; ENG 3430; ENG 3440; ENG 3460; ENG 3470; ENG 3540; ENG 3560; ENG 3660; ENG 3670; ENG 3680; ENG 3710; ENG 3740, or 3750, or 3760; ENG 3900; ENG 4020; ENG 4230, 4240; ENG 4810 or 4830 or 4850; no more than two of the following: ENG 2990, 3570, 3580, 3590 , 3700, 4250, and ENGS 4090-4129 | 18 |
| General Electives* | 32-38 |
| | Total: 122 |

*Students planning to major in English should consult with the department chair prior to registering for General Education courses. Students planning to seek a teaching license for secondary English Education or middle grades Language Arts Education should meet immediately with the coordinator for English Education to help plan their program. Up to 38 elective hours are available to students who take General Education courses that meet program requirements. Students planning to seek a teaching license for secondary English Education must use 32 elective hours to meet program requirements below.

**The foreign language requirement may be met by completing 1310 and 1320, by testing into and completing 1320 only, or by testing out of both 1310 and 1320.

BACHELOR OF ARTS IN ENGLISH SECONDARY EDUCATION 9-12 CONCENTRATION AND MIDDLE GRADES LANGUAGE ARTS EDUCATION 6-9 CONCENTRATION Coordinator: Denise Feikema

Upon successful completion of the program of study in English Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

| COURSE REQUIREMENTS—Secondary Education 9-12 Concentration | Sem. Hrs. |
|---|----------------|
| Freshman Seminar and General Education | 45 (36) |
| Essential Standards (9 semester hours of Foreign Language and 2000-level Literature may count toward General Ed) | 40-46 |
| I. Core Requirements: ENG 3040; ENG 2050 or 2060; ENG 2230 or 2240; ENG 2470 or 2480; ENG 4570; ENGS 4xxx (numbers vary); SPE 2000 or 2010; | |

| | |
|--|-----------------------------|
| competency in a foreign language at the 1320 course level** | |
| II. Additional Required Courses: ENG 2990; ENG 3460; ENG 3710; three additional courses from ENG 2010 or 2020 or 2080 or 2090 or 2100 or 2180 or 2190 or 2200 or 2410; ENG 3100; ENG 3110; ENG 3120; ENG 3130; ENG 3140; ENG 3150; ENG 3160; ENG 3170; ENG 3250; ENGS 33xx; ENG 3420; ENG 3430; ENG 3440; ENG 3470; ENG 3540; ENG 3560; ENG 3660; ENG 3670; ENG 3680; ENG 3740, or 3750 , or 3760 ; ENG 4020; ENG 4230, 4240; ENG 4810 or 4830 or 4850; ENG 3570 or 3580 or 3590 or 3700 or 4250 or ENGS 4090-4129 | |
| Select one: JRN 1820 or 1610 or THE 1620 or ENG 2860 | |
| Professional Studies Core | 9-12 |
| EPC 2020, 2040, 3010, 3030 EDN 2100, SED 3310, EDN 3130, EDN 3140 | |
| Content Pedagogy | 21 |
| EED 3840 (spring only), 3890 (fall only), 4490 (spring only), 4750 (spring only); CSC 4050 (after EED 3840) | |
| General Electives | 7-13 4-10 |
| | Total: 122 |

[catalog editor note: is listed differently in print/pdf and html versions of the catalog—please update to follow HTML version, which is above]

| COURSE REQUIREMENTS—Middle Grades Language Arts Education 6-9 Concentration | Sem. Hrs. |
|--|--------------------|
| Freshman Seminar and General Education | 45 (42) |
| Essential Standards (3 semester hours of 2000-level Literature may count toward General Ed) | 30-27 |
| I. Core Requirements: ENG 3040; ENG 2050 or 2060 ; ENG 2230 or 2240; ENG 2470 or 2480; ENG 3460; ENG 3710; one additional course from ENG 2010 or 2020 or 2050 or 2060 or 2080 or 2090 or 2100 or 2180 or 2190 or 2200 or 2410 | |
| II. Additional Required Courses: Select three of the following literature courses: ENG 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3250, 3420, 3430, 3440, 3470, 3540, 3560, 3660, 3670, 3680, or ENGS 33xx; or 2 literature courses from the previous list plus SPE 2000 or SPE 2010 or SPE 3580 or THE 2010 | |
| Second Academic Concentration | 18-30 |
| Professional Studies Core | 12-15 |
| EPC 2020, 2040, 3010, 3030; EDN 3400 EDN 2100, SED 3310, EDN 3130, EDN 3140, and EDN 3400 | |
| Content Pedagogy | 21 |
| EED 3840 (spring only), 3890 (fall only), 4490 (spring only), 4750 (spring only); CSC 4050 (after EED 3840) | |
| | Total: 123* |

*may be greater depending on Second Academic Concentration

NOTE: Students who desire teacher licensure in Secondary English/Middle Grades Language Arts Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ENGLISH: THEATRE ARTS

Students who major in Theatre Arts are required to participate in the University Theatre, a performance program housed in the Givens Performing Arts Center, which provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

| Requirements for B.A. Degree in English: Theatre Arts | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar | 1 |
| General Education Program | 44 |
| Major Requirements | |
| Core Major Courses: ENG 2470; ENG 3540; ENG 4570 | 9 |
| THE 2010, 2330, 2350, 2500, 3310, 3530, 3600, 3610; THE 1620, 1640; Two courses from THE 1650, 2340, 3330, 3340; Four courses from four Theatre Practicum areas, THE 2020-2080, and three additional courses from THE 2020-2100, up to 3 of which may be for acting; THE 4020 | 43 40 |
| Twelve hours of major courses from SPE 2000 or 2010; THE 1650, 1810, 1820, 2070, 2340, 3010, 3040, 3310 , 3330, 3340, 4010, 4530, 4540; THES 3xxx; MUS 1121, 1641, 2430, 2440; MUSP 1001-3001 | 12 |
| Electives | 11 14 |
| | Total: 120 |

Academic Concentration in English

| Requirements for an Academic Concentration in English | Sem. Hrs. |
|---|------------------|
| 1. Core Courses a. ENG 3040 b. SPE 2000 or 2010 | 6 |
| 2. Three 2000-level literature courses, one from each of the three areas in 2.c-2.e: c. ENG 2230 or 2240 d. ENG 2470 or 2480 e. any 2000-level literature course not taken under 2.c and 2.d: choose from ENG 2010, 2020, 2030, 2050, 2060, 2080, 2090, 2100, 2180, 2190, 2200, 2230, 2240, 2410, 2470, 2480; ENGS 2xxx | 9 |
| 3. One 2000/3000-level language/writing course: choose from ENG 2760, 2780, 2790, 3460, 3700, 3710 | 3 |
| 4. Two 3000/4000-level courses not taken under 3 above: choose from ENG 3100, ENG 3110; ENG 3120; ENG 3130; ENG 3140; ENG 3150; ENG 3160; ENG 3170; ENG 3250; ENGS 33xx; ENG 3420; ENG 3430; ENG 3440; ENG 3460; ENG 3470; ENG 3540; ENG 3560; ENG 3660; ENG 3670; ENG 3680; ENG 3700; ENG 3710; ENG 4570; ENGS 4xxx (numbers vary) | 6 |
| | Total: 24 |

Options for a Minor in Creative Writing

Required: ENG 3040; Choose three Creative Writing courses from the following: ENG 2760, 2780, 2790, 3740, 3750, 3760, 4260, ENGS 37xx; Options for 6 additional hours (cannot duplicate courses taken to fulfill Creative Writing requirement): ENG 2760, 2780, 2790, 2860, 2870, 3540, 3560, 3660, 3670, 3680, 3710, 3740, 3750, 3760, 3860, 3870, 4260, 4860, 4870, ENGS 37xx

END

Foreign Language Study in the Disciplines

Syllabi from the Department of English, Theatre, and Foreign Languages

**LATS 1000 SCIENTIFIC TERMS IN LIFE SCIENCES:
THEIR GREEK AND LATIN ETYMOLOGIES**

**Times: MWF TBA
241 Dial Bldg.**

Instructor: Dr. Lucian Nerwinski
Office 241 Dial Bldg
Office ☎ (910) 521-6434
Office Hours: TBA
E-mail: <mailto:miguknamja@aol.com>

Welcome to LATS 1000: Scientific Terms in Life Sciences. The purpose of this three hours credit course is to assist students in learning the Greek and Latin etymologies of scientific terms in the Life Sciences. After a brief introduction to historical linguistics, students will learn the rules for dividing words into syllables and the constituents of scientific terms (prefix, stem, suffix). They will then be asked to memorize a number of common prefixes and suffixes, along with their etymological meanings. (The textbook provides lists of noun- and verb-stems). In a typical class session, students will be asked to apply their knowledge by establishing the etymologies of six to eight scientific terms per class. In this way students will gain poise and confidence in dealing with new scientific vocabulary. The general education goal of the course is to increase student literacy.

Textbook:

L. A. Nerwinski, *Guide to Greek and Latin Etymologies of Scientific Terms* (2013).

Evaluation Criteria

| | |
|---------------------------|-----|
| Daily class participation | 40% |
| Three full-period exams | 30% |
| Final Exam | 30% |

- Students will be graded on their daily class participation.
- Extra credit policy: there will be no extra credit for anything. Prepare every lesson and come to every class—class participation is 40% of your grade.

Grades:

Grades will be computed based on the following class averages: A = 94-100, B = 87-93, C = 80-86, D = 73-79, F = less than 72.5. Plus- and minus-letter grades will be awarded according to the *schema* in the Student Handbook (p. 60) and will be computed by proration.

Exams:

You will be required to take four written exams: three one-hour exams during the course of the semester, and a final exam. Each one-hour exam is 10% of your grade, and the final exam is worth 30%. The Final Exam will be comprehensive. All exams will have the same format. Make-up exams during the semester will be considered only if your reason for missing the exam is a compelling one (for example, compliance with the university's religious holiday policy; see below).

Class participation:

In a typical class, students will be presented with a list of 6-8 scientific terms. Students will be selected at random to explain the etymologies of these terms. The student's success (or failure) each time will be recorded. Needless to say, if a student is not present when are called upon, her/his participation for that day will be recorded "Unsatisfactory—Not Present."

Attendance:

From the UNCP Student Handbook:

"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. The University reserves the right to administratively withdraw students who have never attended classes for the semester.

"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 Center for Academic Excellence (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."

*****IMPORTANT*****

Regular attendance and appropriate participation is mandatory. Students are expected to assist in maintaining a classroom environment that is conducive to learning. **Only 5 absences (excused or unexcused) are allowed during this semester. After five absences students will receive a failing grade. No exceptions will be made, except for compliance with the religious holiday policy.** Please, take this policy seriously. If you believe that your personal or professional obligations will prevent you from attending regularly, you may consider taking this class at another time.

Academic integrity

Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Please, see Student Handbook, page 51, for further information and policies.

University Policy on Religious Holidays

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.

Students with disabilities:

Any student with a documented disability needing academic adjustments is required to speak directly to Disability Support Services and the instructor, as early in the semester as possible. All discussions will remain confidential. Please contact Mary Helen Walker, Disability Support Services, DF Lowry Bldg, Room 210, 521-6695 or dss@uncp.edu. Operating hours are Monday-Friday, 8:00 am-5:00 pm.

ENG 2760: Writing Creative Nonfiction I

Sample Syllabus

*“How many words does it take to tell a compelling true story?”—*The Rose Metal Press Field Guide to Writing Flash Nonfiction**

Course Description and Goals

This three-credit course will serve as an introduction to the craft of creative nonfiction writing in a traditional workshop setting. It aims to help you hone your nonfiction writing, reading, and analytical skills and in doing so will focus specifically on the briefest of essay forms: flash nonfiction. These extremely short essays, which can vary in length but are on average 500-1000 words, are increasingly popular if difficult to achieve—a real creative challenge. In-class activities include reading discussions, individual and group writing exercises, as well as peer workshops. Students will read and lead discussions on short essays about the craft of flash nonfiction, guidelines from the masters of the form. The class will also subscribe to *Brevity: A Journal of Concise Literary Nonfiction*, a free online literary magazine that has been publishing contemporary literature’s finest and emerging writers for over fifteen years. We will discuss the selected narratives—to include short essays from Sherman Alexie, Jennie Bouilly, Bret Lott, and many more—as writers as opposed to literary critics, paying special attention to the writing itself, how the story is told, and why it works given the abbreviated framework. Through a careful reading of the chosen texts, students will gain a clearer sense of what makes successful flash nonfiction and use that knowledge to write their own. We will study both basic writing skills, to include the use of language on the sentence level, and more advanced skills such as voice and memory mining. In addition to completing weekly writing exercises, each student will be expected to workshop three polished flash nonfiction pieces. Your mini-essay submissions combined with your overall in-class participation and homework will determine your final grade in the course. The ultimate goal is to get you reading one of the most progressive forms of nonfiction being published today and trying your hand at creating your own.

Required Materials

The Rose Metal Press Field Guide to Writing Flash Nonfiction: Advice and Essential Exercises from Respected Writers, Editors, and Teachers. Ed. Dinty Moore. Rose Metal Press, 2012.

Requirements of the Course / Final Grade Breakdown

Attendance and Active Class Participation: 10%

Writing Exercises: 15%

Flash Nonfiction Submissions (x3): 25% each

Active Class Participation

Students are expected to arrive on time to class, with their textbooks, having closely read each assignment. Participation is important and means students should be prepared to take an active role in class discussions and listen attentively to both the professor and classmates. Part of your participation points can be earned by simply showing up and engaging in weekly writing exercises, sharing your process with your classmates. Since this course relies heavily on the workshop/group discussion setting, joining in the conversation is critical to your overall participation grade. You

should treat the assigned readings as if you were discussion leaders—point out what intrigues you about the text and the notes on craft. Be sure to bring the required materials to class, take notes, and offer your own opinions, especially during group workshops. Everyone’s writing—and your participation grade—will be the better for it.

Writing Exercises

Each week, students are required to complete short writing assignments, both in and outside of class. Each assignment will be turned in and will count as 15% of your final grade.

Flash Nonfiction Submissions

Students will write three pieces of flash nonfiction—no more than 1000/less than 500 words each—which we will workshop together as a class. After the first week of class, I will pass around a workshop signup sheet; the class meeting before your piece is to be workshopped, you should bring in enough typewritten copies for the entire class. We will read, mark, and comment on your pages then return on your workshop day and share our final analyses out loud. Workshop protocol follows that workshoppees remain silent—and take notes—while their work is being critiqued. Each flash nonfiction piece you workshop will count toward 25% of your final grade.

Final Portfolio

The final portfolio is optional. It is an opportunity I extend to those who want to improve upon their original grades received for their workshopped flashes, based on a rubric I have devised for assessing creative writing and on the responses generated during class workshops. Along with my marginalia and written critique, I will assign an initial grade for each workshopped piece of flash nonfiction. If you are satisfied with that initial grade, no further revision is necessary. However, should you choose to revisit any or all of your stories with a complete and polished revision(s), you may submit that work, along with the original copy of your flash(es) (the ones with my written comments—do not throw away if you want to submit a revision!) and a note about your process, in a final portfolio for a potentially higher grade. You may not submit a non-workshopped flash as part of your portfolio.

Attendance

I expect you all to come to class and arrive on time. Latecomers are a distraction to both me and the rest of the class. If you are more than five minutes late, you will receive a tardy. Two tardies equal one absence. If you miss more than two weeks of classes (four class sessions), you will be docked one letter grade for your final grade in the course. Each additional absence equals another letter grade. In other words, if you miss five classes, your final grade will be no higher than a B. Six classes and your final grade will be no higher than a C. If you miss any in-class assignments or writing exercises, you may **not** make them up. It is, therefore, essential that you miss as few classes as possible in order to succeed in this course. If you are not present in class then you cannot possibly participate: absences will negatively affect your grade. If emergencies occur, see me with complete documentation. There is no guarantee that your absence will be excused. In short, use your absences wisely—better yet, simply come to class.

Classroom Etiquette and Civility

I will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including classist, sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). Be forewarned—some of the readings that we will discuss include this type of inflammatory language, and I ask that you discuss it as an adult. You each have a right to your own opinion; however, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Please turn off your cell phone before you enter the classroom. If you forget to turn off the phone and it rings, please do not answer it: simply turn it off. And do not text in class. Also be sure to respect others' opinions, comments, and questions. I will do my best to create a comfortable, yet academic atmosphere. This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of that premise.

Academic Honesty

On the whole, a creative writing workshop is not conducive to plagiarizing, but bear in mind, for this and all your courses, that plagiarism is using another person's words, ideas, data, or other work in one's own work and representing such work as one's own by failing to give clear and correct credit to the source of that work, whether intentionally or unintentionally. Students have the responsibility to know and observe the UNCP Academic Honor Code, which "forbids cheating, plagiarism, abuse of academic materials, fabrication, or falsification of information, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type, and grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course." More information on the academic honor code can be found at http://www.uncp.edu/sa/pol_pub/honor_code.htm.

Disability Support 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 Disability Support Services (DSS) 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 DSS and the accommodation process may be found at the following links:

<http://www.uncp.edu/dss/>

http://www.uncp.edu/dss/students/procedures_for_accessing_services.htm

UNCP Religious Holiday Policy Statement

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

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

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

ENG 3760: Writing Creative Nonfiction II

Sample Syllabus

“In the end, creative nonfiction means true stories, well told.”—Lee Gutkind

Course Description and Goals

This three-credit course will serve as an extension of previous creative nonfiction writing workshops but will focus on the longer essay form. The class introduces participants to the art of the creative nonfiction essay in the traditional workshop setting—an intensive, belletristic study in the most popular genre of creative writing being published today. Brenda Miller and Suzanne Paola’s influential text on writing creative nonfiction, *Tell It Slant* (McGraw-Hill, 2009), will serve as our guide on the craft and history of the form. In preparation for writing their own creative nonfiction, students will also read and engage in discussions from the essays selected for publication in the current edition of *Best American Essays*. Authors previously featured in the revered series include Charles Baxter, Zadie Smith, and Alice Munro. In addition, students will get to explore excerpts from book-length creative nonfiction works in their various and wide-ranging forms, including memoir from Tina Fey, travel writing from Cheryl Strayed, and literary journalism from Michael Pollan. Other in-class activities include weekly writing exercises, or mini-essays, as well as peer workshops. We will discuss all texts as writers as opposed to literary critics, paying special attention to craft and marketability, and how you might emulate techniques as you work toward establishing your own voice. Through a careful reading of the chosen works, you will gain a clearer sense of what makes successful creative nonfiction and use that knowledge to then write your own memorable essays. Each student will be expected to write weekly mini-essays and workshop one longer form essay. Workshop submissions combined with writing exercises, workshop critiques, and reading quizzes will determine your final grade in the course. Students should expect to spend as much if not more time than we spend with in-class activities working on their writing craft outside of class.

Required Materials

The Best American Essays [current annual edition]. Series Editor Robert Atwan.
Tell It Slant. Brenda Miller and Suzanne Paola. McGraw-Hill, 2009.

Course Requirements

Attendance & Active Class Participation: 20%
Writing Exercises/Mini-Essays: 20%
Reading Quizzes: 10%
Workshop Submission: 30%
Essay Critiques: 20%

Active Class Participation

In order to accomplish course goals, students must attend class regularly and on time, read all assignments, complete each written assignment, and come prepared to discuss reading, viewing, and writing assignments together as a class. You should also expect to do reading and research outside of class, contributing what you’ve learned from particularly compelling pieces you’ve read or films you’ve seen. Be sure to bring the required materials to class, take notes, and offer your own opinions during class discussions. Make your voice heard. Everyone’s writing will be better for it.

Writing Exercises/Mini-Essays

Like any other artistic endeavor, so much of being a writer is about devoting yourself to regular practice of the form. To that end, each week you will be required to complete short, prompt-based writing assignments, both in and outside of class. All exercises will be turned in and will count toward 20% of your final grade.

Reading Quizzes

To ensure that you are keeping up with your assigned readings, I will begin most class periods with a short reading quiz, the combined scores of which (after throwing out your two lowest quiz scores) will count toward 10% of your final grade. Be sure to bring the required materials to class, take notes, and these quizzes will be no problem.

Workshop Submission

For the workshop portion of this class, students will write and submit one polished essay—no more than 15 pages, no less than 8—which we will discuss together as a class. After the first couple of class sessions, I will pass around a workshop signup sheet; the week before your essay is to be workshopped, you should bring in enough copies (typed, double spaced & one side of paper only, to allow for written comments) for the entire class. Students will read, mark, and comment on your pages, to include a typewritten overall critique, sharing our final analyses out loud the following week. Workshop protocol follows that workshoppees remain silent and take notes while their work is being critiqued. Your workshop submission, worth 30% of your final grade, will be determined by the effort put into the essay and the response by your peers to your work.

Essay Critiques

On assigned workshop days, we will critique 2-3 original essays per class. Students whose work is not being workshopped must write a one-page, single-spaced response (roughly 500 words) for each essay, in which you should commend the positive aspects and point out what might not be working then offer potential solutions. You should make two copies of each response, one for the writers being workshopped and one for me. These will be handed in the day of workshop, no excuses about failed printers. You may not email them to me after class. If you miss turning in enough of these, know that it will negatively impact your grade; critiques account for 20% of your final grade.

Revision Opportunity

Students may elect to revise their workshopped essay for a higher grade. The revision is optional, an opportunity I extend to those who want to improve upon the original grade received for their essay, based on a rubric I have devised for assessing creative writing and on the responses generated during class workshops. We will discuss revision at greater length as the semester progresses.

Attendance

I expect you all to come to class and arrive on time. Latecomers are a distraction to both me and the rest of the class. If you are more than five minutes late, you will receive a tardy. Two tardies equal one absence. If you miss more than two weeks of classes (four class sessions), you will be docked one letter grade for your final grade in the course. Each additional absence equals another letter grade. In other words, if you miss five classes, your final grade will be no higher than a B. Six classes and your final grade will be no higher than a C. If you miss any in-class assignments or writing exercises, you may **not** make them up. It is, therefore, essential that you miss as few classes as possible in order to succeed in this course. If you are not present in class then you cannot possibly participate: absences will negatively affect your grade. If emergencies occur, see me with complete documentation. There is no guarantee that your absence will be excused. In short, use your absences wisely—better yet, simply come to class.

Classroom Etiquette and Civility

I will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including classist, sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). Be forewarned—some of the readings that we will discuss include this type of inflammatory language, and I ask that you discuss it as an adult. You each have a right to your own opinion; however, inflammatory language founded in ignorance or

hate is unacceptable and will be dealt with immediately.

Please turn off your cell phone before you enter the classroom. If you forget to turn off the phone and it rings, please do not answer it: simply turn it off. And do not text in class. Also be sure to respect others' opinions, comments, and questions. I will do my best to create a comfortable, yet academic atmosphere. This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of that premise.

Academic Honesty

On the whole, a creative writing workshop is not conducive to plagiarizing, but bear in mind, for this and all your courses, that plagiarism is using another person's words, ideas, data, or other work in one's own work and representing such work as one's own by failing to give clear and correct credit to the source of that work, whether intentionally or unintentionally. Students have the responsibility to know and observe the UNCP Academic Honor Code, which "forbids cheating, plagiarism, abuse of academic materials, fabrication, or falsification of information, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type, and grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course." More information on the academic honor code can be found at http://www.uncp.edu/sa/pol_pub/honor_code.htm.

Disability Support 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 Disability Support Services (DSS) 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 DSS and the accommodation process may be found at the following links:

<http://www.uncp.edu/dss/>

http://www.uncp.edu/dss/students/procedures_for_accessing_services.htm

UNCP Religious Holiday Policy Statement

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

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

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he

or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Typical Course Schedule

Week 1:

T: Review Syllabus / “Tell Us a Story”

R: *Tell It Slant*: Introduction + “The Body of Memory”—pgs. xiii-16

Week 2:

T: *Tell It Slant*: “Writing the Family”—pgs. 17-24

R: Selected Readings from *Best American Essays*

Week 3:

T: *Tell It Slant*: “Taking Place: Writing the Physical World”—pgs. 25-38

R: Selected Readings from *Best American Essays*

Week 4:

T: *Tell It Slant*: “Writing the Spiritual Autobiography”—pgs. 39-46 & “Hazing of Swans”—pgs. 223-234

R: Selected Readings from *Best American Essays*

Week 5:

T: *Tell It Slant*: “Writing the Arts”—pgs. 47-54

R: Selected Readings from *Best American Essays*

Week 6:

T: *Tell It Slant*: “Gathering the Threads of History”—pgs. 55-62

R: Selected Readings from *Best American Essays*

Week 7:

T: *Tell It Slant*: “Writing the Larger World”—pgs. 63-70

R: Selected Readings from *Best American Essays*

Week 8:

T: *Tell It Slant*: “Using Research to Expand Your Perspective”—pgs. 71-86

R: Workshop (x1) / Selected Readings from *Best American Essays*

Week 9:

T: *Tell It Slant*: “The Tradition of the Personal Essay”—pgs. 89-106

R: Workshop (x2) / Selected Readings from *Best American Essays*

Week 10:

T: *Tell It Slant*: “Playing With Form: The Lyric Essay & Mixed Media”—pgs. 107-126

R: Workshop (x2) / Selected Readings from *Best American Essays*

Week 11:

T: *Tell It Slant*: “Writing Online: Hypertext & Social Media”—pgs. 127-144

R: Workshop (x2) / Selected Readings from *Best American Essays*

Week 12:

T: *Tell It Slant*: “The Particular Challenges of Creative Nonfiction”—pgs. 145-162

R: Workshop (x2) / Selected Readings from *Best American Essays*

Week 13:

T: *Tell It Slant*: “The Basics of Good Writing in Any Form”—pgs. 163-180 & “A Braided Heart: Shaping the Lyric Essay”—pgs. 234-244

R: Workshop (x2) / Selected Readings from *Best American Essays*

Week 14:

T: *Tell It Slant*: “The Writing Process & Revision”—pgs. 181-192

R: Workshop (x2) / Selected Readings from *Best American Essays*

Week 15:

T: *Tell It Slant*: “Sharing Your Work”—pgs. 193-204

R: Workshop (x2) / Selected Readings from *Best American Essays*

Week 16:

T: *Tell It Slant: "Last Words"*—pgs. 205-222

R: Final Wrap-Up / Exploring Creative Nonfiction in other venues / *This American Life*

THES 3810- Choreography

Spring Semester 2014

Time: T&Th 12:30- 1:45

Instructor: Natalie Smith

Email: Natalie.smith@uncp.edu

Phone: 910-521-6754

Office: Jones 1180

Office Hours: Monday 11:00-2:00pm

Wednesday 10:00 – 11:00am

Thursday 10:00 – 11:00am

Textbook: *The Intimate Act of Choreography* by Blom & Chaplin.

Supplies: Journal

Access to music (ex. iTunes)

Course Description

A practical experience focusing on the choreographer's creative process for developing dances. Emphasis will be placed on identifying, selecting and utilizing a variety of source material through use of critical evaluation skills for dance, use of choreographic devices, use of improvisation for generating movement, creating meaning through the use of time, space, energy/force, and weight, and creation of a written personal artistic statement. Prerequisite: Advisor Approval.

Course Objectives

- Expand individual movement vocabulary;
- Explore the use of improvisation in development of movement vocabulary;
- Understand how to use time, space and dynamics to manipulate the vocabulary;
- Be able to analyze rhythmic, dynamic and spatial structure;
- Be able to discuss dances intelligently and be able to cite bases for critical comments;
- Understand the relationship of movement to other theatrical elements such as music and costuming;
- Be able to clearly and effectively write a personal artistic statement;
- Be able to make a unified solo dance statement that uses music.

Attendance Policy

The class will meet twice a week, thus allowing two unexcused absences. Grades of students with more than two absences will drop an entire letter grade for every missed class after the allotted number.

Attire

Students are to dress comfortably but not allowed to wear baggy clothing during class. You may wear dance shoes or go bare foot. Hair must be pulled back and out of your face. No large earrings or excessive jewelry.

Grading

Participation & Attendance 40%

Dance Studies 30%

Journal 10%
Final Project 20%

Final Project

This is a piece of choreography that will be created on more than one dancer, using the techniques and movement that have been explored during the semester. Students are not allowed to perform in their own choreography. The final project will be performed in the dance production at the end of the semester, which will require students to stage, costume, and light their piece. Dances will need to develop a strong concept, be at least 3-5 minutes in length and use unique music that has no lyrics. A journal of this process is mandatory.

Calendar

Week 1 – Introduction to Improvisation

Week 2-6 - Use of Improvisation to explore choreographic techniques

Week 7-11 - Creating small studies using choreographic techniques and music

Week 12-16 - Working on the development and choreography for the final project.

Honor Code

Students are expected to uphold the UNCP Academic Honor Code. If students are caught abusing this they will automatically fail the class.

Syllabi from the School of Business

**University of North Carolina - Pembroke
School of Business Administration
BUSN 1000 – Passport to Professional Success
0 credit hours**

Meeting Times: TBA
Professor: TBA
Office: TBA
Phone: TBA
E-Mail: TBA

1. Catalog Description of the Course

Passport to Professional Success, BUS 1000, is a zero-credit Blackboard course which houses the requirements for the Passport to Professional Success Program. This required course is the means for accurate record-keeping in assuring all requirements of the program have been completed by accounting and business students prior to graduation.

2. Prerequisites for this Course

Student must be a declared Business Administration or Accounting major.

3. Rationale for this Course

The goal of the Passport to Professional Success Program (the Passport Program, herein) is to help Business and Accounting students interact more professionally with their colleagues, employers, and other professionals in their field.

“Professionalism” is defined by the Cambridge dictionary as “the combination of all the qualities that are connected with trained and skilled people,” or “the conduct, aims, or qualities that characterize or mark a profession or a professional person,” as defined by the Merriam-Webster dictionary. These are skills that students seeking professional degrees such as Bachelor of Science in Business Administration and Bachelor of Science in Accounting will acquire during their program of study at the School of Business at UNC Pembroke.

These “work-readiness” skills will assist our graduates in finding and maintaining successful business careers. The Passport Program will also help differentiate our graduates from those entering the market from other schools.

4. Course Goals

Learn strategies for success in business

- Practice and improve business communication skills
- Gain confidence in different settings outside the classroom
- Obtain assistance in making career decisions
- Understand the importance of a professional appearance
- Strengthen individual interests
- Impact the local community
- Inspire and lead others
- Engage in networking opportunities.

5. Grading Standards and Course Requirements

Each of the required activities in the clusters has separate standards and assessments protocols that are contained within the course.

The Passport Program by Steps

Step 1 - Awareness: 0 - 60 hours

- Introduction to the Passport Program
- School of Business approved seminar, speaker, or presentation
- Engagement with School of Business faculty
- Study abroad information session
- Student internship information session
- Student Involvement and Leadership Session

Step 2 – Fundamentals: 61 – 90 hours

- Verbal presentation that requires professional attire
- Business Etiquette Dinner
- School of Business approved seminar, speaker, or presentation
- Professional networking event
- Career Center Resume Workshop
- Professional & Career Development Institute (PCDI)
- Extended engagement activity

Step 3 - Transition : 91 – 120 hours

- Career Center Mock Interview
- Career Expo
- Verbal presentation that requires professional attire
- University sponsored formal dinner
- School of Business approved seminar, speaker, or presentation
- Professional networking event
- Professional networking event
- Senior exit interview

ECN 4xxx
Industrial Organization (Writing in Discipline)

Dr. Xinyan Shi
Office: BA 152
Email: shiyan@uncp.edu
Phone: (910) 775-4351

Course Description:

Industrial organization is the study of industry and firm behavior. Using the basic tools of microeconomic theory and game theory, this course explores the relationships among firms in an industry or across industries by examining the nature of strategic interaction among firms. We will study theoretical models and empirical evidence for a wide variety of market phenomena. I will also introduce contract theory and its application in financial structure.

Course Rationale:

The course is designed to expose students to various applications of microeconomic in business practices. The focus of the course is on the application of economic tools rather than allowing students to settle for a purely theoretical understanding. The case oriented approach will be essential to achieve this objective. Each student is asked to undertake case studies and industry research throughout the course. This approach is designed to enhance the understanding of microeconomic theories. It especially prepares for students who want to work in the private sector, either in management consulting, litigation, finance, industry, or in social enterprise. It will also be useful for students who are interested in going to law school or business school or doing a PhD in economics or related fields.

Course objectives:

Upon completion of the course, you should be able to

- discuss neoclassical, principle-agent, transaction theories to explain firms' decisions
- distinguish between comprehensive and incomplete contract
- discuss hold-up problem existed in incomplete contracts
- identify the market structure of an industry
- analyze how firms determine the price and production in different market structure
- conduct an industry analysis
- apply game theory in the interactions among firms, individuals, governments and other entities.
- discuss the evolution of the market and firms' strategies in a multi-period setting

This is a Writing in the Discipline course. Writing in this course plays a crucial role to enhance your critical thinking while you develop your understanding of economics. The goal of this component is for

you to learn the interrelationships among critical thinking, critical reading, and writing in the field of economics and develop skills to synthesize research and be prepared to fulfill the writing requirements of your academic program.

Students who complete this course will be able to:

- Understand a writing assignment as a series of tasks, involving finding, analyzing, evaluating, and synthesizing appropriate primary and/or secondary sources.
- Assess the nature and scope of writing assignments to determine appropriate writing and/or research strategies.
- Exhibit ability to access, evaluate, and utilize information from a variety of sources and media.
- Constructively develop their own ideas in relation to those of others.
- Exhibit critical thinking by applying principles and strategies of analysis and argumentation.
- Write multiple drafts to create and complete a successful text.
- Develop flexible strategies for generating, revising, critiquing, editing, and proof-reading/copy-editing.
- Appropriately document their work. Students will demonstrate the ability to incorporate research appropriately and to cite sources accurately.

Prerequisites:

“C” or better in MAT 2150 or MAT 2210 and in ECN 2020

Required Texts:

Modern Industrial Organization by Dennis W. Carlton and Jeffrey M. Perloff 4th edition, ISBN-10: 0321180232 • ISBN-13: 9780321180230

The Antitrust Revolution by John E. Kwoka, Jr. and Lawrence J. White, 6th edition, ISBN: 9780199315499.

Firms, Contracts and Financial Structure by Oliver Hart ISBN-13: 9780198288817.

Course Requirements:

You will have several problem sets, three exams, industry research and case discussion throughout the semester.

Industry Research: Each student will select one industry to study. Industry selections must be approved at the instructor. Throughout the semester, I will assign 3 short papers (3 to 5 pages each) on different topics. You will write about each topic as it relates to your industry.

1) For each paper you write, the main body should include your summaries, analysis, and conclusion.

2) Try to present both sides of the view points if applicable. Citation of the sources should be evident throughout the paper.

3) Tables and figures are not required. But if they are used, they must have respective titles on top and proper sources at the bottom. DO NOT copy and paste any tables or graphs from the original source(s), instead process the information from the source and create your own tables and figures.

4) Full references of articles cited at the end of your paper (see reference sources below).

Reference Sources

- 1) Scholarly (academic) journal articles – unique SEARCH (not from textbook) will earn higher points, prefer year 2011 onwards, full reference should include author(s), article title, journal name, volume, issue, page numbers, and any URLs
- 2) News articles – no number limits, prefer year 2013 onwards, full reference is required including the news source, article title, and date (day-month-year, 0 point for incomplete date), and the URLs.
- 3) Web articles – no number limits, prefer year 2013 onwards, must be linkable with proper URLs (0 point for links that are not working), full reference should include author(s) (or organization), article title, and exact URL are required.
- 4) Avoid using encyclopedia or textbooks or lecture/tutorial notes found on the websites as most of these information have already been processed, and as such are considered secondary sources.
- 5) Wikipedia is NOT considered a scholarly source (minus 5 points for each citation from Wikipedia), directly or indirectly.
- 6) Consistency of reference style -- State which reference style (e.g. APA, MLS) you are using and observe the consistency of style and format. Here is a good reference source: American Psychological Association (2001). Publication Manual of the American Psychological Association, 5th edition, Washington DC: APA.

Expected length & format: The papers should be typed, double-spaced, 12 points font size, Times New Roman. Remember to insert page number in your WORD document.

The writing assignments will be graded based on the following criteria:

1. (30%) Content: relevancy of topic to course coverage, updated data, citation of sources, extra efforts;
2. (40%) Academic rigor: application of course materials, analysis, synthesis;
3. (30%) Clarity and the extent to which you have adhered to the stated guidelines for paper

Plagiarism: if you cite articles, please paraphrase, you will be penalized for copying from original texts word for word. The acceptable rate for copying is 10%, and in the case of extensive plagiarism (more than 25% of your entire paper), you will automatically receive **ZERO** for the entire paper

For each writing assignment, you will be asked to turn in a draft one week before the due time for feedbacks and necessary revisions.

Case Discussion: Groups of 4 students will lead the discussion for different antitrust cases assigned throughout the semester. All students must read the cases summaries provided in Kwoka and White. Each group is encouraged to seek additional sources to supplement the case summary. Throughout the semester, each group will give a 15-20 minute presentation of the facts and issues of the case. Following the presentation there will be discussion among class members. Students will be graded both on the presentation of their case as well as participation in the discussion of other cases. Students may choose their own groups and can sign up for different cases on a first-come, first-served basis.

Exam schedule and Grade:

Your grade will be computed in the following ways:

| | |
|-------------------|-----|
| Problem sets | 15% |
| Exams | 50% |
| Industry research | 20% |
| Case discussion | 15% |

Letter grade will be assigned on the following scale:

| Weighted final course grade | Letter grade |
|-----------------------------|--------------|
| 95% - 100% | A, |
| 90% - 95% | A- |
| 87% - 90% | B+ |
| 83% - 87% | B |
| 80% - 83% | B - |
| 77% - 80% | C+ |
| 73% - 77% | C |
| 70% - 73% | C- |
| 65% - 70% | D+ |
| 60% - 65% | D |
| 50% - 60% | D- |
| Below 50% | F |

I will take the attendance throughout the semester. Your attendance throughout the semester and overall performance will affect your grade on the margin.

Note:

No makeup exam will be provided unless you inform me at least two weeks advance and I arrange a different time for you, or you have a documented and acceptable reason (medical problems – note from the doctor or the health service, death in your immediate family – note from the funeral home or a published obituary which names you as a first-degree relative of the deceased, job conflicts – note from your supervisor, or mandatory team events – note from your coach).

All exams are closed book and closed notes. You can bring the calculator.

Cell phones, PDAs, MP3 players and laptop computers and other devices capable of storing large amounts of data must remain turned off during the exams.

Dropping the course:

If you find that it is in your best interest to withdraw from the course, be sure to file the necessary withdrawal form with the Registrar's Office. If you simply stop coming without filling out the form, you will receive zeros for your remaining exams and homework, which will probably result in an F for the course. To receive a grade of W, you must submit a withdrawal from by the deadline.

Students with Disabilities:

Any student with a documented disability needing academic adjustment is required to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussion will remain confidential. Please contact Disability Support Services, DF Lowry building, 521-6695.

Tentative Course Outline:

1. Introduction and Overview

Carlton & Perloff, Chapter 1

2. Theory of the Firm and Costs

Carlton & Perloff, Chapter 2

Hart, Chapter 1

Alchian, Armen A., and Harold Demsetz (1972), "Production, Information Costs and Economic Organization," *American Economic Review* 62, pp. 777- 795.

3. Incomplete Contracting

Hart, Chapter 2&3

4. Financial Contracting

Hart, Chapter 5

Midterm I

5. Competition and Monopolies

Carlton & Perloff, Chapter 3&4

Coase, Ronald H. (1960), "The Problem of Social Cost," *The Journal of Law and Economics* 97, pp. 392-415.

6. Cooperative and Noncooperative Oligopoly

Carlton & Perloff, Chapter 6

Stigler, George J. (1964), "A Theory of Oligopoly," *Journal of Political Economy* 72.

7. Product Differentiation and Monopolistic Competition

Carlton & Perloff, Chapter 8

Lancaster, Kevin J. (1966), "A New Approach to Consumer Theory," *Journal of Political Economy* 74, pp. 132-157.

Midterm II

8. Price Discrimination and Strategic Behavior

Carlton & Perloff, Chapter 9, 10, 11

9. Information and Advertising

Carlton & Perloff, Chapter 13, 14

Akerloff, George A (1970), "The Market for 'Lemons': Quality Uncertainty and the Market Mechanism," *Quarterly Journal of Economics* 84, pp. 488-500.

Stigler, George J. (1961), "The Economics of Information," *Journal of Political Economy* 69, pp. 213-225.

10. Dynamic Models and Market Clearing

Carlton & Perloff, Chapter 15, 16

I will try to keep up with the above mentioned schedule of chapters to be covered, but there may be slight changes which I will mention in the class.

Academic honor code:

Each student is expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct in this class. Violations of Academic honor code will lead to penalties.

Absent due to religious holidays:

According to UNCP handbook, each student is allowed two excused absences each semester with the following conditions: 1. Each student must submit written notification to me 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. 2. Excused absences are limited to two class sessions (days) per semester.

Behaviors in Class:

As mentioned in the *UNCP Student Handbook*, disruptive behavior is intolerable and a disruptive student may be asked to leave the class.

As stated in the *UNCP Student Handbook*, "Disruptive behavior is defined as repeated, continuous, and/or other multiple student behaviors that hamper the ability of instructors to teach and students to learn. Examples include, but are not limited to:

- Eating in class
- Failing to respect the rights of other students
- Talking when the instructor is speaking
- Use of pagers or cell phones in the classroom
- Entering class late or leaving early without informing the instructor

Conditions attributed to physical or psychological disabilities are not considered a legitimate excuse for disruptive behavior.

Tutoring is available by subject with peer tutors who show proficiency in courses and have been trained in effective tutoring strategies. The tutoring sessions can host up to five students per session. To get the most effective results students should sign up for tutoring as soon as possible. Students should also come to tutoring sessions with specific questions prepared regarding course material. The more consistent the attendance to tutoring sessions, the better students will understand the material and perform at a higher level in class. Sign up for tutoring online at http://www.uncp.edu/cae/study/tutoring_request.html, or in the Center for Academic Excellence office by contacting Courtney Walters at 910-775-4408 or courtney.walters@uncp.edu.

The Resource Learning Lab offers computer based, self-paced tutoring in basic writing skills from composing sentences, paragraphs, and essays, to addressing common writing problems, basic reading comprehension, and word problem dissection. These programs are 4 – 8 weeks long and offer non-credit, collectable test performance data on each student during their progression through our programs. The Resource Learning Lab also offers tutoring that improves academic study skills through self-help DVD's. These programs are designed to enhance college-level reading comprehension and writing skills, and to improve the areas where students find they have deficiencies. The Resource Learning Lab is available to all students, whether right out of high school or non-traditional students needing a refresher, by contacting Mark Hunt at 910-775-4393 or Mark.Hunt@uncp.edu.

Academic Resource Mentors (ARMs) are available for all students regardless of academic standing or class standing. Participants are matched up with a fellow peer to meet for one 30 minute session each week to discuss progress in current classes and help students further develop their academic skill sets such as time management, test preparation, utilization of text books, note taking, and other valuable skills. Mentors also help students navigate the University's policies and procedures such as grade

replacements and academic appeals. Sign up for services through the Center for Academic Excellence by contacting Jennifer Bruner at 910-775-4391 or jennifer.bruner@uncp.edu. Program participation is required for first year students on probation or any student who has been readmitted following suspension.

This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry building, 521-6695.

Attached: Catalog Copy

SCHOOL OF BUSINESS

Dean: Ramin Cooper Maysami

The mission of the School of Business is to provide each student an outstanding business education. The School values internationalization to prepare students for a competitive global environment, diversity to enrich personal growth and enhance the learning experience, ethical decision making to prepare students to serve as business leaders, and scholarship to benefit our students' education. We also value and provide a personal learning environment where each student's success matters, as well as engagement in service that adds value to our institution, professions, and communities.

The School is composed of three departments offering the Bachelor of Science degree in either Business Administration (BSBA) or Accounting (BSA). The University of North Carolina at Pembroke also offers the Master of Business Administration (M.B.A.). Students should consult the School of Graduate Studies section of the catalog to obtain information about academic requirements for the MBA program. The Thomas Family Center for Entrepreneurship (TFCE) is a part of the School of Business that provides entrepreneurial development. Its ambition is to stimulate entrepreneurial thinking among the UNCP student body as well as to assist and support entrepreneurs and new ventures in the Southeastern North Carolina region. The mission of the TFCE is focused on education, research, planning, and community engagement. For more information on the TFCE, see the Academic Services section of the catalog.

Business students have opportunities for internships and study abroad with programs that include The Magellan Exchange, and membership in student organizations: the Beta Gamma Sigma International Honors Society, the Accounting Student Association, the Economics and Finance Club, the Society for Human Resource Management (SHRM), and our nationally award-winning chapter of Enactus (formerly Students in Free Enterprise—SIFE).

The School of Business is fully accredited by AACSB International, the Association to Advance Collegiate School of Business.

BUSINESS PROGRAMS

The School of Business offers the Bachelor of Science degree with a major in either Accounting or Business Administration. Business Administration majors must choose a track in Economics, Entrepreneurship, Finance, International Business, Management, or Marketing. Students who want to have more than one track must successfully complete all requirements for each, plus at least 12 additional unduplicated hours for the second track. A minimum of 50% of the semester hours in the Business major must be taken at UNCP.

The School of Business offers minors in Business Administration, Economics, Entrepreneurship, Finance, Management, Marketing, and Quantitative Finance for non-Business majors only. Currently, Business majors cannot obtain a minor from the School of Business.

The School of Business offers a 15-hour Entrepreneurship Certificate Program (ECP) and an 18-hour Entrepreneurship Minor that provide UNCP students in good standing from all majors the opportunity to learn how to start and manage their own businesses.

The basic core of business studies emphasizes the broad background needed for successful competition in the dynamic work-world as well as preparation for further study in graduate programs. Another objective is to render service beyond the University and within the surrounding business community. Through evening and online degree programs in Economics, Finance, and Management, the School of Business serves students who are unable to attend daytime classes. Further assistance is supplied in placement services and special consultation to the business community at large. The BSBA and MBA programs are also offered through a combination of on-site and online courses on satellite campuses at Sandhills Community College, Richmond Community College, and Fort Bragg.

Prospective students are strongly urged to consult a member of the faculty as soon as possible. To follow the courses in the necessary order, it is best to begin planning early.

The Passport to Professional Success Program

The goal of the Passport to Professional Success Program (the Passport Program, herein) is to enable Business and Accounting students in becoming more professional in the way they interact with their colleagues, employers, and other professionals in their field.

“Professionalism” is defined by the Cambridge dictionary as “the combination of all the qualities that are connected with trained and skilled people,” or “the conduct, aims, or qualities that characterize or mark a profession or a professional person,” as defined by the Merriam-Webster dictionary. These are skills that students seeking professional degrees such as Bachelor of Science in Business Administration and Bachelor of Science in Accounting will acquire during their program of study at the School of Business at UNC Pembroke.

These “work-readiness” skills will assist our graduates in finding and maintaining successful business careers. The Passport Program will also help differentiate our graduates from others entering the market from other schools.

Benefits for Students

- Learn strategies for success in business
- Practice and improve business communication skills
- Gain confidence in different settings outside the classroom
- Obtain assistance in making career decisions
- Understand the importance of a professional appearance
- Strengthen individual interests
- Impact the local community
- Inspire and lead others
- Engage in networking opportunities.

The Passport Program by Steps

Step 1 - Awareness: 0 - 60 hours

- Introduction to the Passport Program
- School of Business approved seminar, speaker, or presentation
- Engagement with School of Business faculty
- Study abroad information session
- Student internship information session
- Student Involvement and Leadership Session

Step 2 – Fundamentals: 61 – 90 hours

- Verbal presentation that requires professional attire
- Business Etiquette Dinner
- School of Business approved seminar, speaker, or presentation
- Professional networking event
- Career Center Resume Workshop
- Professional & Career Development Institute (PCDI)
- Extended engagement activity

Step 3 - Transition : 91 – 120 hours

- Career Center Mock Interview
- Career Expo
- Verbal presentation that requires professional attire
- University sponsored formal dinner
- School of Business approved seminar, speaker, or presentation
- Professional networking event
- Professional networking event
- Senior exit interview

| Requirements for a Bachelor of Science in Accounting | Sem. Hrs. |
|--|------------------|
| Freshman Seminar | 1 |
| General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030 | 44 |
| General Business Requirements BUS 1xxx, DSC 2090, BLAW 2150, 3180; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100, ECN 3010 or ECN/FIN 3040; ACC 4130; MGT 4660 | 42 |
| Accounting Requirements ACC 3210, 3220, 3310, 4170, 4180, 4210, 4500, 4580 | 24 |
| Electives | 9 |
| | Total:120 |

| Requirements for a Bachelor of Science in Business Administration | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar | 1 |
| General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030 | 44 |
| BSBA Common Body of Knowledge BUS 1xxx, DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660; and ONE of the following six courses to satisfy the School's international course requirement: BLAW 3160, ECN 2410, ECN 4400, FIN 4210, MGT 3150, or MKT 3130* | 45 |
| Track (see below): choose one Economics, Finance | 12 |
| Business Electives (3000 or 4000 level) | 6 |
| General Electives | 12 |
| | Total: 120 |

*A study-abroad program approved by the department chair and the dean/assistant dean may replace this requirement.

*ECN track students may not use ECN 4400 to fulfill this requirement.

*FIN track students may not use FIN 4210 to fulfill this requirement.

Tracks: select one

Economics Track* (12 hours): ECN 3010**, 3500, and two additional 3000- or 4000-level economics courses (ECN or ECNS)

*In addition to the University graduation requirements, all B.S. in Business Administration–Economics Track majors must attain an overall 2.00 QPA in the 12 semester hours listed above to fulfill the economics track.

**ECN 3010 cannot be taken as part of the BSBA Common Body of Knowledge

Finance Track* (12 hours): FIN 3040**, 4100, 4180, and one additional 3000- or 4000-level finance course (FIN or FINS)

*In addition to the University graduation requirements, all B.S. in Business Administration–Finance Track majors must attain an overall 2.00 QPA in the 12 semester hours listed above to fulfill the finance track.

**ECN 3040/FIN 3040 cannot be taken as part of the BSBA Common Body of Knowledge

| Requirements for a Bachelor of Science in Business Administration | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar | 1 |
| General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030 | 44 |
| BSBA Common Body of Knowledge BUS 1xxx, DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660; and ONE of the following six courses to satisfy the School's international course requirement: BLAW 3160, ECN 2410, ECN 4400, FIN 4210, MGT 3150, or MKT 3130* | 45 |
| Track (see below): choose one International Business, Management, Marketing | 12-24 |
| Business Electives (3000 or 4000 level) | 6 |
| General Electives | 3-12 |
| | Total: 120 |

*A study-abroad program approved by the department chair and the dean/assistant dean may replace this international course requirement.

*MGT track students may not use MGT 3150 to fulfill this requirement.

*MKT track students may not use MKT 3130 to fulfill this requirement.

Tracks: select one

International Business Track (18 hours): MGT 3150, FIN 4210, MKT 3130, ECN 4400; 6 semester hours of foreign language; and two courses (6 semester hours) from among the courses listed below: BLAW 3160; HST 3320, 3440, 3450, 3720, 3730, 3740, 3750, 3860, 4170, 4210, 4270, 4330; PLS 2000, 2510, 3750, 3800; GGY 1020, 2000, 2060. All BSBA students with a concentration in International Business must take a minimum of 3 credit hours of International Study Abroad, approved by the department chair and the dean/assistant dean, prior to graduation. International Students are exempt from this requirement.

Management Track (12 hours): MGT 3090, 3150, 4080, and 4100

Marketing Track (12 hours): MKT 4300, 4500, 4800; and either MKT 3130, 3200, 4050, 4200 or MKTS 4xxx

| Requirements for a Bachelor of Science in Business Administration: Entrepreneurship Track | Sem. Hrs. |
|--|------------------|
| Freshman Seminar | 1 |
| General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030 | 44 |
| BSBA Common Body of Knowledge BUS 1xxx, DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660; and ONE of the following six courses to satisfy the School's international course requirement: BLAW 3160, ECN 2410, ECN 4400, FIN 4210, MGT 3150, or MKT 3130* | 45 |
| Entrepreneurship Track: MGMT 4100, FIN 3000, ENTR 4000, and any two of the following: MGT 3090, 3150, MKT 3130, 3200, 4050, 4200, FIN 3050, 4180, ITM 3200, ART/BRD/MUS 3800, MUS 3580, MCM 3600, REC 4160, 4400 | 15 |
| Business Electives (3000 or 4000 level)** | 6 |
| General Electives*** | 9 |
| | Total:120 |

Syllabus from the Department of Chemistry and Physics

Syllabus

Environmental Chemistry - Water Chemistry

Chem 5420 - 001

3.0 hours

Summer I, 2013

Professor: Roland Stout, Ph.D.

3229 Oxendine

e-mail roland.stout@uncp.edu

Office Phone: 910-521-6425

Home (cell): 910-736-5215

Course Info: Course information and assignments will be posted on Blackboard and announced in class.

Electronic Office hours: Tuesdays and Thursdays 7:00 – 8:30 PM

Required Texts: Environmental Hydrology, Andy D. Ward and Stanley W. Trimble, Lewis, Boca Raton, FL, 2003.

Watershed Investigations, Jennifer Soikhome, Graham Peaslee, Carl vanFaasen and William Statema. NSTA Press, 2009.

We will also make extensive use of various web sites including the US and State EPA sites.

Suggested Background: General and at least one semester of organic chemistry, general biology and analytical chemistry also helpful

Course Outcomes: While completing this course you will:

Recognize, summarize, explain, and apply your knowledge to issues dealing with water
Properties
Resources

Cycle
Pollution
Quality
Treatment
Specific Local Issues

Develop or strengthen skills in
Field sampling
Chemical analysis
Interpretation of data (including simple statistics)
Experimental design

Expectations: My expectations of you:

To be self-motivated
To read all assigned material and answer assigned questions to the best of your ability
To ask questions. No question is ever dumb or stupid in my classroom. All questions are an attempt to gain understanding.
To obey the UNCP's Honor Code at all times. (http://www.uncp.edu/catalog/html/acad_pol.htm at the very bottom of the section)

What you may expect of me:

To treat you with dignity and respect
To answer questions to the best of my ability and provide you with as much help as I can when you ask for help
To grade fairly and provide prompt feedback on graded assignments
To help you grow academically into the aware, informed person you can be

Teaching methods: I use a mixture of several different teaching methods and present information in multiple ways. This is actually what I do in the class room. It is more difficult on-line but I will still try to come at the questions you ask from several different perspectives, if necessary, until you understand.

Another aspect of active learning involves questions. Questions (good ones anyway) help you focus your thinking. By asking yourself the tough questions, you will often find that you can answer your own questions. If you can't, then you have questions to ask in our on-line discussions. I encourage you to ask questions, of yourself, of each other, and of me.

ADAAA Statement Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107 or call 910-521-6695.

Class Organization

We will meet on Monday May 20 at 7:00 in Science 3132 on the UNCP campus for purposes of presenting the course and setting times and dates for

- On-line discussions
- Field Trips and Laboratory activities

The class will be based on readings, (on-line) discussion and homework.
There will be two exams as indicated in the schedule below

There will be three field trips, weather permitting, and one laboratory session

- A tour of the Lumberton Waste Water Treatment Plant
- A canoe trip on the Lumber River around Lumberton, and past the Waste Water Treatment Plant outflow
- To the “deep” lake at Reservoir Park in Southern Pines
- A laboratory session on the UNCP campus to analyze samples collected during our field trips

Assessment

Attendance: I expect you to be present and active in at least one of our on-line class discussions each week of the course

It is a UNCP policy to grant up to two excused absences for religious observances with prior notification to your instructor. See http://www.uncp.edu/chem_phy/religiousholidaypolicy.pdf for details

Participation: Active engagement in and significant contribution to class activities and discussions, field work, and laboratory work will earn full participation marks. Consistent lack of participation and contribution will lower your grade in this area.

Homework: In an on-line course, homework is necessary for two major purposes

- As a measure of class participation
- As an assessment tool

Writing: There will be 2-3 significant writing assignments (5-10 pages) focusing on specific ideas.

Exams: There will be two (2) exams, a midterm and a final. Both will be available on Blackboard at the scheduled times. Your exams should be down loaded to your computer, each questions answered, and then posted on the blackboard link no later than the time indicated on the exam.

Both exams will include essay questions. I may give you a broad outline from which the questions will come as a way of ‘Priming the pump.’

See the schedule below for exam dates.

All homework assignments and exams will be graded electronically and returned to you by e-mail. I will keep copies of everything submitted through the end of the class. After the final grades are assigned, these files will be deleted from my computer.

Our on-line discussions will be visible to all students reregistered in the course and me. They are not visible to persons outside our class. These discussions will also be deleted after the course is completed.

Course Grades: Course grades will be based on the number of points earned on the following assignments:

| Item | Points Possible |
|---------------------------|-----------------|
| Exams | 200 |
| Participation | 50 |
| Writing | 200 |
| Homework | 100 |
| Field and laboratory work | 150 |

| | |
|---------------------|------------|
| Total points | 700 |
|---------------------|------------|

Letter grades will be assigned based on the percentage of the 700 points that you earn. The percentage boundaries given below serve as a starting point for assigning letter grades. They will not be raised, but may be lowered slightly if deemed appropriate. No such decisions will be made until the end of the course. Letter grades are given only at the end of the course.

| Grade | % range | Grade | % range | Grade | % range | Grade | % range |
|-------|---------|-------|---------|-------|---------|-------|---------|
| | | B+ | 82-84 | C+ | 70-74 | D+ | 57-59 |
| A | 90-100 | B | 79-81 | C | 65-69 | D | 53-56 |
| A- | 85-89 | B- | 75-78 | C- | 60-64 | D- | 50-52 |
| | | | | | | F | < 50 |

Random thoughts:

On curving grades: I never curve grades. Curving grades invites students to compete for grades. An absolute scale, like the one I use, allows you to cooperate in the learning process, learning together. I would far rather foster cooperation in our class than competition.

On testing philosophy: I expect you to do more than merely regurgitate memorized information. I also expect you to be able to use your knowledge to explain, compare, or contrast information, and to predict what would happen if ... In short I expect you to engage in "higher level" thinking. If this was a face-to-face class and you actively engaged in the classroom activities you would have ample opportunity to sharpen your thinking skills there, before you need them for an exam. In the on-line format answering homework questions and engaging on our on-line discussions will have to suffice

For more information on how I grade and write exams, see the addendum on Grade Descriptors. Because I expect so much of you, I use a rather low grading scale. My experience is that my expectations, coupled with the grading scale above, gives a reasonable distribution of letter grades.

Tentative schedule: The scheduled exam and tentatively scheduled field trip and laboratory dates are given in the calendar below.

| | Monday | Tuesday | Wednesday | Thursday | Friday | Sat/Sun |
|-------------|---|---------|---|----------|--------|---------|
| May | 20 Class meets 7 PM in Sci. 3231 | 21 | 22 | 23 | 24 | 25/26 |
| | 27 | 28 | 29 | 30 | 31 | 1/2 |
| June | 3 | 4 | 5 Mid Term Exam Posted 6:00 PM | 6 | 7 | 8/9 |

| | | | | | | |
|--|--|--|--|--|------------------|-------|
| | | | Due 9:00 | | | |
| | 10 | 11 | 12 Lumberton Waste Water Treatment Plant | 13 | 14 Canoe Trip | 15/16 |
| | 17 | 18 Reservoir Park, Southern Pines 9:00 – 2:00 | 19 | 20 Laboratory Analysis UNCP Room TBA | 21 | 22/23 |
| | 24 Final Exam Posted 9:00 AM Due 12:00 | | | | | |

On the days highlighted in grey Dr. Stout will be in Louisville KY grading AP Chemistry exams. The on-line office hours WILL still be held. The Mid Term Exam and homework may NOT be graded until June 10 or 11.

Proposals from the Department of Art

10.8 Program Proposal: Revise our Minor in Art History by removing a required 3 hour non-Western art history course and replacing it with a 3 hour elective (selected from a list currently stated in the catalog).

Rationale: Students often consider declaring the minor late in their undergraduate careers and our course rotation prevents them from finishing in a timely manner. This change would not impact the minor's integrity and will allow students to pursue interests.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:

Affected Chair: Off

New courses: no

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy

| Requirements for a Minor in Art History | Sem. Hrs. |
|---|------------------|
| Required Courses: ART 2080, 2090, and 3 hours of non-Western art (e.g., ART 2160 or 2170) | 9 6 |
| Plus nine twelve hours of electives* (taken after prerequisites if applicable): ART 2160, 2170, 3700, 3710, 3720, 3730, 3740, 3750, 4310, 4320, 4330, ARTS 3xxx, 4xxx, PHI 4230 | 9 12 |
| | Total: 18 |

*Art 2050, 5050, and 5110 do not fulfill this requirement

10.9 Program Proposal: Revise Minor in Media Integration Studies

10.9 Program Proposal: Revise Minor in Media Integration Studies. Delete electives PHI 1020, MCM 2100, ENG 2900, BRD 2800, and SOC 2220. Add as electives ART 1500, ART 2400, ART 3000, ART 3500, ART 4750, and MUS 3670. Remove Mass Communication from list of interdisciplinary collaborators.

Rationale: The elective courses being removed are not offered consistently because of evolving departmental staffing and needs; Mass Communication has indicated that it will no longer participate in the minor for the same reason. The added electives are appropriate for the minor; the drawing and printmaking courses include animation and digital components.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: yes

Departments affected and how: Courses offered by Mass Communication, Philosophy and Religion, Sociology, and English are being removed from the minor. An additional Music course is being added. Mass Communication will no longer be a collaborating department; Music remains.

Affected Chair: Off

New courses: no

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy

Minor in Media Integration Studies

Media Integration Studies is an opportunity for interdisciplinary study in digital studios within two three academic departments: Art, Mass Communications, and Music.

Requirements for a Minor in Media Integration Studies Sem. Hrs.

Required Courses: ART 1450, ART/MUS 3800, 4580, and 4800 12

Electives: Choose 2 courses from PHI 1020, MCM 2100, SOC 2220, ENG 2900, ART 1500, 2400, 2500, 3000, 3500, 4750; BRD 2800, MUS 3580 and 3670 6

Total: 18

Proposals 10.8-10.9 passed: 10 for, 0 against, 0 abstain

Proposed change to Academic Catalog (p. 63 of 2013-14 edition):

Suspension Appeals

A student who wishes to appeal his/her suspension must appeal to the Suspension Appeals Committee at least **five (5)** ~~ten (10)~~ work days prior to the first day of classes of the semester for which enrollment is sought. **Specific deadlines for each term can be found on the appeals form on the Web sites of the Academic Support Center and the office of Financial Aid.** Appeals are coordinated by the staff of the **Academic Support Center** ~~Center for Academic Excellence~~.

COURSE LOAD AND PROGRESS TOWARD GRADUATION

Students are expected to enroll in at least 15-16 semester hours credit per term so that it is possible for them to graduate in four years (eight semesters). Full-time students must carry at least 12 semester hours each semester. The maximum load is 18 semester hours except as follows. Students who are on the Honors List may take up to 19 semester hours; students who are on the Chancellor's List may take up to 21 semester hours. ~~Summer session students may carry no more than 7 semester hours each summer session term~~ **Summer session students may carry no more than 10 semester hours during Summer I and no more than 7 semester hours during Summer II.** All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution All undergraduate degree programs at UNCP require between 120-128 semester hours for graduation. In order to graduate in 4 years (8 semesters), it is necessary to take (and pass) 15-16 semester hours for 8 semesters. Students must work with their advisors and their major departments to ensure that they follow the scheduling sequence of required courses for their majors. Students entering as of fall 1994 who take more than 140 hours to complete a baccalaureate degree must pay a tuition surcharge of 50%. (See Tuition and Fees.)

Email from Sharon Kissick

We've been practicing – making max enrollment 10 hours in Summer I and 7 hours in Summer II. The ten-semester hour limit accounts for Maymester and Summer I, but this cannot be policed, per se, but we go on good faith they register for 3 in MM and 7 in Summer I (combined term). We've been doing this set up for at least 5 years, so it has been practice, but we need to consider updating the catalog..

We propose this sentence, or of the like: **“Summer session students may carry no more than 10 semester hours during Summer I and no more than 7 semester hours during Summer II.”**

[BACK TO AGENDA](#)