

AGENDA (pending approval)
Meeting of the Academic Affairs Committee
Wednesday, April 20, 2016
University Center, Room 213

Committee Membership

Jose D'Arruda (Senator & Chair)	Patricia Sellers (Senator)
Justice Beverly (Senator)	Abigail Mann (chair of General Education)
Rick Crandall (Senator)	Jaime Martinez (chair of Curriculum)
Jonathan Maisonpierre (Senator)	Emily Neff-Sharum (chair of Enrollment)
Cliff Mensah (Senator)	Robert Arndt (chair of Academic Support)
Cyndi Miecznikowski (Senator and Secretary)	Zoe Locklear (Provost and VC for Academic Affairs)
David Nikkel (Senator)	

- I. Call to Order
- II. March 16, 2016 Meeting ([Appendix A](#))
- III. Approval of the Agenda
- IV. Report from the Chair
- V. Reports from Subcommittees

A. **Curriculum:** Jaime Martinez, Chair

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

7. Proposals from the Honors College ([Appendix B](#))

7.2 Course Proposal: Delete HON 2510 Horizons in Math and Computer Science
7.2 approved 8-0-0

9. Proposals from the Department of Accounting and Finance (see [Appendix B](#))

9.1 Course Proposal: revise prerequisites for ACC 2270 Financial Accounting

9.2 Course Proposal: revise prerequisites for FIN 3100 Business Finance

9.1-9.2 approved 8-0-0

10. Proposals from the Department of Nursing (see [Appendix B](#))

10.3 Course Proposal: delete NUR 2000 Introduction to Health Technology and Informatics

10.4 Course Proposal: revise prerequisites for NUR 5100 Research Methods for Evidence-Based Practice

10.3-10.4 approved 8-0-0

13. Proposal from the Department of Social Work (see [Appendix B](#))

13.1 Course Proposal: revise prerequisites for SWK 4600 Social Justice and Practice Ethics

13.1 approved 8-0-0

14. Proposals from the Department of Health and Human Performance (see [Appendix B](#))

14.1 Course Proposal: revise prerequisites for HLTH 3650

14.2 Course Proposal: revise prerequisites for HLTH 4100 and 4700

14.3 Course Proposal: change prefix for HLTH 4920 to HHP 4920

14.4 Course Proposal: change prefix for HPER 3270, 4990 to HPP 3270, 4990

14.5 Course Proposal: change prefix for PED 3400, 4120 to EXPH 3400, 4120

14.6 Course Proposal: change prefix and course number for PED 3480 to EXPH 3450

14.7 Course Proposal: change prefix and course number for PED 3490 to EXPH 2100

- 14.8 Course Proposal:** change prefix and course number for PED 4110 to EXPH 4100
- 14.9 Course Proposal:** change prefix for PED 4030, 4150 to HHP 4030, 4150
- 14.10 Course Proposal:** change prefix for PED 4750 to RSA 4750
- 14.11 Course Proposal:** change prefix and course number for REC 3000 to RSA 2010
- 14.12 Course Proposal:** change prefix for REC 3320, 4000, 4160, 4250, 4400 to RSA 3320, 4000, 4160, 4250, 4400
- 14.13 Course Proposal:** change prefix and title for RECS 4xxx Special Topics in Recreation to RSAS 4xxx Special Topics in Recreation and Sport Administration
- 14.14 Course Proposal:** revise course descriptions for ATHL 2040, 2050, and ATH 3010, 3300, and 4000
- 14.1-14.14 approved 8-0-0

b) Actions Requiring AA Approval Only (see [Appendix C](#) for proposal detail)

7. Proposals from the Honors College (see [Appendix C](#))

- 7.1 Course Proposal: Create HON 2520 Mathematical Concepts and Applications
- 7.1 approved 8-0-0

10. Proposals from the Department of Nursing (see [Appendix C](#))

- 10.1 Course Proposal:** create NUR 2020 Critical Thinking in the Nursing Discipline
- 10.1-approved 8-0-0

11. Proposals from the Department of Geology and Geography (see [Appendix C](#))

- 11.1 Course Proposal:** create GGY 4610 GTC Capstone
- 11.1-approved 8-0-0

14. Proposals from the Department of Health and Human Performance (see [Appendix C](#))

- 14.15 Course Proposal:** create ATHL 2045 Lower Extremity Assessment Lab
- 14.16 Course Proposal:** create ATHL 2055 Upper Extremity Assessment Lab
- 14.17 Course Proposal:** create ATH 3310 Exercise and Nutrition Prescription
- 14.18 Course Proposal:** create ATH 4110 Clinical Education IV
- 14.19 Course Proposal:** create ATH 4220 Clinical Education V
- 14.20 Course Proposal:** create EXPH 2110 Anatomy and Physiology I Lab
- 14.21 Course Proposal:** create EXPH 2200 Anatomy and Physiology II
- 14.22 Course Proposal:** create EXPH 2210 Anatomy and Physiology II Lab
- 14.23 Course Proposal:** create EXPH 3460 Kinesiology Lab
- 14.24 Course Proposal:** create EXPH 3500 Motor Behavior
- 14.25 Course Proposal:** create EXPH 3510 Motor Behavior Lab
- 14.26 Course Proposal:** create EXPH 4110 Biomechanics Lab
- 14.27 Course Proposal:** create EXPH 4130 Exercise Physiology Lab
- 14.28 Course Proposal:** create EXPH 4200 Advanced Exercise Prescription
- 14.29 Course Proposal:** create HHP 4000 Applied Research
- 14.30 Course Proposal:** create HHP 4160 Leadership in Health and Human Performance
- 14.31 Course Proposal:** create HLTH 2100 Applied Nutrition
- 14.32 Course Proposal:** create HLTH 3660 Health Advocacy
- 14.33 Course Proposal:** create HLTH 3670 Health Care Ethics
- 14.34 Course Proposal:** create PED 3100 Adapted Physical Education
- 14.35 Course Proposal:** create RSA 2000 Introduction to Sport Administration
- 14.15-14.35 approved 8-0-0

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

4. Proposal from the Department of Music (see [Appendix D](#))

- 4.1 Program Proposal:** revise requirements for B.M. in Music Education, Keyboard Emphasis

4.1 approved 8-0-0

6. Proposal from the Department of English, Theatre, and Foreign Languages (see [Appendix D](#))

6.1 Program Proposal: add 7 existing courses to list of elective options for Minor in English

6.1 approved 8-0-0

8. Proposal from the Department of History (see [Appendix D](#))

8.1 Program Proposal: delete CSC 4050 from requirements for B.S. in History, Social Studies Education Middle Grades Concentration and B.S. in History, Social Studies Education Secondary Concentration

8.1 approved 8-0-0

10. Proposals from the Department of Nursing (see [Appendix D](#))

10.2 Program Proposal: replace NUR 2000 with NUR 2020 in requirements for Pre-Licensure BSN and RN-BSN Completion

10.2 approved 8-0-0

11. Proposals from the Department of Geology and Geography (see [Appendix D](#))

11.2 Program Proposal: create an interdisciplinary Minor in Sustainability out of existing courses

11.3 Program Proposal: create an undergraduate certificate in Geospatial Technologies

11.2-11.3 approved 8-0-0

12. Proposals from the Department of Chemistry and Physics (see [Appendix D](#))

12.1 Program Proposal: create 3+2 dual degree program in Applied Physics (UNCP) and Electrical Engineering (NCSU)

12.2 Program Proposal: create 3+2 dual degree program in Applied Physics (UNCP) and Mechanical Engineering (NCSU)

12.1-12.2 approved 8-0-0

14. Proposals from the Department of Health and Human Performance (see [Appendix D](#))

14.36 Program Proposal: revise B.S. in Athletic Training to incorporate new Core departmental courses, delete courses that are being phased out, and maintain correct credit hours

14.37 Program Proposal: revise Core course requirements for B.S. in Exercise and Sport Science, revise Health Promotion track and Exercise Physiology track, delete Recreation track and Sport Management track, and create new Recreation and Sport Administration track

14.38 Program Proposal: revise B.S. in Health & Physical Education to incorporate new departmental Core courses

14.39 Program Proposal: create new Minor in Sport Leadership

14.40 Program Proposal: delete Professional Concentration in Human Performance and Minors in Athletic Coaching and Physical Education

15. Proposal from the Writing Across the Curriculum Committee (see [Appendix D](#))

15.1 Program Proposal: add four courses to Writing Across the Curriculum Program

15.1 approved 8-0-0

15.1 will be forwarded to Academic Affairs Committee and Senate for their vote

B. **Enrollment Management:** Emily Neff-Sharum, Chair

C. **General Education:** Abigail Mann, Chair

D. **Academic Support Services:** Robert Arndt, Chair

- VI. Old Business.
- VII. New Business
- VIII. Announcements
- IX. Adjournment

DRAFT MINUTES
Minutes (pending approval)
Meeting of the Academic Affairs Committee
Wednesday, March 16, 2016
University Center, Room 213

Committee Membership

Jose D'Arruda (Senator & Chair)	Patricia Sellers (Senator)
Justice Beverly (Senator)	Abigail Mann (chair of General Education)
Rick Crandall (Senator)	Jaime Martinez (chair of Curriculum)
Jonathan Maisonpierre (Senator)	Emily Neff-Sharum (chair of Enrollment)
Cliff Mensah (Senator)	Robert Arndt (chair of Academic Support)
Cyndi Miecznikowski (Senator and Secretary)	Zoe Locklear (Provost and VC for Academic Affairs)
David Nikkel (Senator)	

Not Present: Cyndi Miecznikowski, Patricia Sellers, and Zoe Locklear

- I. Call to Order
- II. Approval of the Minutes of the February 17, 2016 Meeting -Approved
- III. Approval of the Agenda –Approved 10-0-0
- IV. Report from the Chair –No report
- V. Reports from Subcommittees

A. **Curriculum:** Jaime Martinez, Chair

a) Actions Requiring only AA Chair Signature

5. Proposal from the Department of Mass Communication

5.1 Course Proposal: revise prerequisite for PRE 4070 Public Relations Media

9. Proposals from the Department of Accounting and Finance

9.2 Program Proposal: move ACC 4130 and BLAW 3180 from General Business Requirement to Accounting Requirements in program description

12. Proposals from the Department of Political Science and Public

Administration

12.1 Course Proposal: change course number and prerequisites for PAD 2100 (becomes PAD 3100)

12.2 Course Proposal: change course number and prerequisites for PAD 2190 (becomes PAD 3190)

12.3 Course Proposal: revise title, description, and prerequisite for PLS 2010; cross-list with PAD 2010

12.4 Course Proposal: revise title, description, and prerequisite for PAD 2010; cross-list with PLS 2010

12.5 Course Proposal: remove prerequisites for PLS 2150

12.6 Course Proposal: delete PAD 1000, 2330; PLS 2020, 2130, 3020, 3930, 4520

12.7 Course Proposal: revise prerequisites for PLS 3010, 3040, and 3060

12.8 Course Proposal: revise prerequisites for PLS 3600

12.9 Course Proposal: revise prerequisites for PAD 3440

12.10 Course Proposal: revise prerequisites for PAD 3600

- 12.11 Course Proposal:** revise prerequisites for PAD 3640
- 12.12 Course Proposal:** revise prerequisites for PAD 3980 and 3990
- 12.13 Course Proposal:** revise prerequisites for PAD 4530, disconnect from PAD 5510, and link to PAD 5000 (pending approval from Graduate Council)
- 12.14 Course Proposal:** revise prerequisites for undergraduate sections of PAD 4550/5550 and 4770/5770
- 12.15 Course Proposal:** revise title of PLS 4510

13. Proposals from the Department of Art

- 13.1 Course Proposal:** delete ART 4070 and 4080
- 13.2 Course Proposal:** revise prerequisites for ART 4000
- 13.3 Program Proposal:** remove references to nonexistent courses from description of Minor in Art History

14. Proposals from the Department of Social Work

- 14.1 Course Proposal:** revise course description for SWK 2000
- 14.2 Course Proposal:** revise course description and prerequisites for SWK 2450
- 14.3 Course Proposal:** revise course description and prerequisites for SWK 3450
- 14.4 Course Proposal:** revise course description and prerequisites for SWK 3480
- 14.5 Course Proposal:** revise course description and prerequisites for SWK 3800
- 14.6 Course Proposal:** revise course description and prerequisites for SWK 3850
- 14.7 Course Proposal:** revise course description and prerequisites for SWK 3910
- 14.8 Course Proposal:** revise course description and prerequisites for SWK 4450
- 14.9 Course Proposal:** revise prerequisites for SWK 4800
- 14.10 Course Proposal:** revise prerequisites for SWK 4900
- 14.11 Course Proposal:** revise prerequisites for SWK 4910

b) Actions Requiring AA Approval Only

4. Proposals from the Department of Philosophy and Religion

- 4.1 Course Proposal:** Create REL 4270 Sects, "Cults," and New Religions
- 4.1-approved 10-0-0**

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

- 10.1 Course Proposal:** Create MKT 4400 Social Media Marketing
- 10.1 approved 10-0-0**

14. Proposals from the Department of Social Work

- 14.12 Course Proposal:** create SWK 5010: Foundation Field I External Supervision
- 14.13 Course Proposal:** create SWK 5020: Foundation Field II External Supervision
- 14.14 Course Proposal:** create SWK 5030: Concentration Field I External Supervision
- 14.15 Course Proposal:** create SWK 5040: Concentration Field II External Supervision
- 14.16 Course Proposal:** create SWK 6700: Integrated Health Policy and Services
- 14.17 Course Proposal:** create SWK 6800: International Social Work and Social Development
- 14.12-14.17 approved 10-0-0**

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

4. Proposals from the Department of Philosophy and Religion

4.2 Program Proposal: Add REL 4270 to list of options and clarify course requirements & GPA calculation for the B.A. in Philosophy and Religion

4.3 Program Proposal: Delete HST/HSTS elective options from Minor in Jewish Studies

4.2-4.3 approved 10-0-0

6. Proposal from the Department of English, Theatre, and Foreign Languages

6.1 Program Proposal: Create two tracks within the B.A. in English (Literary Studies and Professional Writing), remove SPE 2000 from core program requirements, and add ENGS 4xxx to elective options

6.1 approved 10-0-0

8. Proposals from the Department of History

8.1 Program Proposal: add elective options to distribution areas for B.A. in History

8.2 Program Proposal: remove 2 credits of general university electives from B.A. in History with Social Studies Education, reducing total number of hours to degree from 128 to 126

8.1-8.2 approved 10-0-0

9. Proposals from the Department of Accounting and Finance

9.1 Program Proposal: add PHI 2040 to requirements for **B.S.** in Accounting

9.1 approved 10-0-0

12. Proposals from the Department of Political Science and Public Administration

12.16 Program Proposal: revise options in Core, International Studies track, and Public Policy and Administration track for B.S. in Political Science

12.17 Program Proposal: revise Academic Concentration in Political Science

12.18 Program Proposal: revise Minor in Political Science

12.19 Program Proposal: revise Minor in Public Administration

12.16-12.19 approved 10-0-0

13. Proposals from the Department of Art

13.4 Program Proposal: revise B.A. in Art to create two tracks (Studio Art and K-12 Licensure)

13.5 Program Proposal: delete B.A. in Art Education degree program

13.4-13.5 approved 10-0-0

14. Proposals from the Department of Social Work

14.18 Program Proposal: expand elective options for Minor in Social Welfare

14.19 Program Proposal: add SWK 5010, 5020, 5030, 5040, 6700, and 6800 to elective options for Master of Social Work

14.20 Program Proposal: add SWK 5030, 5040, 6700, and 6800 to elective options for Master of Social Work—Advanced Standing

14.18-14.20 approved 10-0-0

B. Enrollment Management: Emily Neff-Sharum, Chair

No Report

C. General Education: Abigail Mann, Chair

No Report

D. Academic Support Services: Robert Arndt, Chair

Report- Academic Support Services Subcommittee Report

Academic Support Center

Tutoring has seen 402 students since the beginning of January 2016 as compared to 272 during the same period in 2015. Most of these students are in the following majors: Pre-Nursing (23.4%), Biology (18%), Chemistry (7.9%). Most of the students are freshmen (175).

There have been 57 unfilled tutoring requests (either no tutor is available or the student cannot attend when the tutor is available).

Emerging Scholars Program

We have re-evaluated this program and have decided to change the target population for this program. The proposed population will be students who are admitted to the university on an internal exception basis. We will start the marketing and application process during the month of April until June 15th.

We are recruiting these students to participate in four learning communities that will include block scheduling of three (3) classes. These classes will include; a freshman seminar, a UNV 1100 course, and one general education course. The four (4) topics for our learning communities will be the following;

- Leadership
- Multicultural/Diversity
- Health and Public Service
- Service

Priority registration for this program will be on June 15th. Our goal is to have 80 students enrolled in one of these four learning community cohorts.

Academic Success Contracts

As part of our new initiative to outreach to all our current probation students, we contacted all enrolled students who were on probation. Out of 628 academic probation students who are currently enrolled, we have met and have 301 students who have signed an academic success contract. These meetings were conducted through UNV 1100 class presentations or individual meetings with students.

These contracts are an accountability measure for students to understand the following;

- Expectations of being a probation student.
- Resources available for probation students
- Consequences if they fail to achieve good academic standing at the end of the semester.

Additionally, we have been able to meet with students individually and give them the opportunity to seek assistance and answer any questions regarding advising, University policies and procedures, and share other campus resources available to them.

There have been 818 HAWK Alert referrals (612) students. The majority of the referrals were for attendance, test performance, and homework performance.

TRIO

TRIO has 188 active students. The TRIO program with Ed Ricker(University videographer) have completed 4 videos that will be released the week of National TRIO Day.

Writing Center

The Writing Center has conducted 367 sessions with 183 unique clients. A student satisfaction survey had 27 respondents. 25 rated the service either excellent or very good.

DoIT

WEBEX videoconferencing was rolled out to the campus.

The installation of Basis, the new enterprise entry system, is complete. The residence hall system was migrated off of the old, unsupported and failing system. Keyless entry in the residence halls now functions through the new Basis system. Installation of door hardware in community buildings at Village and Courtyard Apartments will be completed in the coming weeks. This system will be the solution for campus. Future keyless access will be accomplished through this system. Existing keyless access will be migrated to the new system in the coming months. This effort is a collaborative one including Housing, Facilities, and DoIT.

Jones Wireless access was upgraded successfully over Spring break. Students, faculty and staff will now enjoy reliable WiFi connectivity in the Jones Center.

DoIT closed or resolved 803 incidents in February 2016.

There were 1,130 calls presented to the Help Desk in February 2016.

Mary Livermore Library

The Library continued to see a high demand for instruction. A total of 61 classes were scheduled for instruction.

The Library was approved to advertise for three positions—Instructional/Reference Librarian, Collection Development/Serials Librarian, and the Associate Dean for Collection Development; however the Associate Dean’s position is currently not advertised and is in Classification at HR. The Library hosted a Faculty Showcase with History professors Charles Beem and Ryan Anderson presenting on their new books.

The Library also hosted the African American Read-In events—Oral Recitations: Speaking Our Words on Feb. 25. Library staff also worked on and read at the African American Read-In and book fair at R.B. Dean Elementary School in Maxton.

Accessibility Resource Center

The Accessibility Resource Center has approximately 600 students active in their database.

These are students who are qualified for accommodations and could implement them at any time. Currently only 106 (87) have currently implemented accommodations.

- VI. Old Business.-No Old Business
- VII. New Business-No New Business
- VIII. Announcements-No Announcements
- IX. Adjournment -4.10pm

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Appendix B

Actions Requiring only AA Chair Signature

7. Proposals from the Honors College

7.2 Course Proposal: Delete HON 2510 Horizons in Math and Computer Science

Rationale: The course title combines mathematics computer science, which are no longer combined fields. Also, the course description is outmoded and too specific.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

~~HON 2510 Horizons in Math and Computer Science~~

~~Hours: 3~~

~~Prerequisites: Honors College students only~~

~~Required: no~~

~~Course description: Current approaches to mathematical modeling, data acquisition, and data analysis with respect to natural systems, emphasizing microcomputer applications to scientific problems.~~

~~Students will gain experience in the use of available computational resources, including commercial~~

~~software, microcomputers, and mainframe facilities. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics.~~

~~Course title: Horizons in Math and CS~~

~~Code: SEM~~

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9. Proposals from the Department of Accounting and Finance

9.1 Course Proposal: Remove as a prerequisite for ACC 2270 Financial Accounting: DSC 2090 or 1590. MAT 1070 will remain as a prerequisite.

Rationale: The prerequisite was added two years ago with expectations of improving student retention and passing ACC 2270 with a "C" or better. Experience has now shown it creates scheduling problems with little or no improvement in student performance.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: Yes: Economics & Decision Sciences, Management, Marketing & International Business, Entrepreneurship, BIS. All of these departments have programs that require ACC 2270 and the prerequisite deletion may affect when their students will schedule the course.

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

ACC 2270 Financial Accounting

Hours: 3

Prerequisites: ~~DSC 2090 or 1590 and~~ MAT 1070 or higher mathematics course

Required: yes

Course description: Introduction to accounting. A study of the basic accounting equation, transaction analysis, and financial statements. Credit, 3 semester hours. PREREQ: ~~DSC 2090 or 1590 and~~ MAT 1070 or higher mathematics course.

Course title: Financial Accounting

Code: LEC

9.2 Course Proposal: Add DSC 2090 Spreadsheet and Database Management or DSC 1590 Technology Enabled Decision Making or equivalent as a prerequisite for FIN 3100 Business Finance.

Rationale: Many of the calculations done in the Business Finance course (i.e. Present Value, Future Value, Annuities, Internal Rates of Return, Net Present Value, etc.) are built-in functions of most spreadsheet programs including Excel. Having students already familiar with Excel allows the professor to teach the class more effectively and the students to do the calculations more efficiently by using the built-in functions rather than laboriously calculating them by hand. This also prepares them for the workplace which would expect them to use the functions available on calculators and spreadsheets.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: Yes: Economics & Decision Sciences, Management, Marketing & International Business, Entrepreneurship, BIS. All of these departments have programs that require FIN 3100 and the prerequisite addition may affect when their students will schedule the course

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

FIN 3100 Business Finance

Hours: 3

Prerequisites: ~~DSC 2090 or 1590 or equivalent and a~~ A "C" or better in ACC 2270, DSC 3130 or equivalent statistical course, and MAT 1070 or a higher-level mathematics class

Required: Yes

Course description: Principles of financial management as they apply to American business organizations. The role of finance and the financial manager, risk, return and interest rates, long-term investment decisions, cost of capital, and short and long term financing decisions. Credit, 3 semester hours. PREREQ: ~~DSC 2090 or 1590 or equivalent and a~~ A "C" or better in ACC 2270, DSC 3130 or equivalent statistical course, and MAT 1070 or a higher-level mathematics class.

Course title: Business Finance

Code: LEC

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10. Proposals from the Department of Nursing

10.3 Course Proposal: The Department of Nursing is requesting to delete NUR 2000 – Introduction to Health Technology and Informatics as a pre-requisite course to the nursing program.

Rationale: This course focuses on the integration of computer and information science to support the practice of healthcare professionals. The majority of this course content is integrated throughout the nursing curriculum; thus, is not needed as pre-requisite.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: Yes

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~NUR 2000 Introduction to Health Technology and Informatics~~

~~Hours: 1~~

~~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. Pre-Requisite: Required of all pre-nursing majors.~~

~~Course title: Intro Health Tech~~

~~Code: LEC~~

10.4 Course Proposal: The Department of Nursing would like to change NUR5010 from being a co-requisites with NUR5000. Instead NUR5010 should have NUR5000 as a pre-requisite or by permission of instructor.

Rationale: This will provide more flexibility for students who prefer to begin graduate studies initially with one course. In addition, this will provide for more effective use of faculty resources.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

COURSE DESCRIPTIONS:

NUR 5010 Research Methods for Evidence-Based Practice

Hours: 3

Co-requisite: ~~NUR 5000~~ PREREQ: NUR5000 or permission of instructor

Required: yes

Course description: This course focuses on the development of skills needed to analyze, critique, and conduct nursing research for scientific and clinical merit to promote evidence-based nursing practice. Students will build on their knowledge of the research process and conduct an in-depth analysis of research methods as a framework for studying clinical issues. Emphasis will be on the use of descriptive and inferential statistics, qualitative and quantitative research methods, and application and utilization of research related to advanced nursing practice. ~~Co-requisite(s): NUR 5000~~ PREREQ: NUR5000 or permission of instructor

Course title: Research Methods

Code: LEC

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13. Proposal from the Department of Social Work

13.1 Course Proposal: The Department of Social Work would like to add a 2.5 GPA requirement to the course prerequisites listed in the academic catalog course description for the newly approved SWK 4600: Social Justice and Practice Ethics course and make a few minor wording changes.

Rationale: The course description changes are being made to clarify that students may enroll in the course only if they have been formally accepted into the BSW Program and have a current QPA of 2.5. These changes should add to the clarity of course and program requirements for social work majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 4060 Social Justice and Practice Ethics

Hours: 3

Prerequisites: SWK 2000, SWK 2450, SWK 3450, SWK 3480, SWK 3600, SWK 3710, SWK 3800, & SWK 3850; formal acceptance into the BSW Program; **and a minimum overall QPA of 2.5**

Required: yes

Course description: This course provides students with the opportunity to explore and apply ethics, values, policies and theories of organization that are important for understanding ethical social work decision making and social and economic justice. Students will integrate theory and practice by reviewing ethical dilemmas, value conflicts, and social injustices related to social work practice and populations. A central focus of this course is the examination and analysis of the relationship between social forces (e.g. politics, social inequities, socioeconomic status) and populations at risk. PREREQ: SWK 2000, SWK 2450, SWK 3450, SWK 3480, SWK 3600, SWK 3710, SWK 3800, & SWK 3850; formal acceptance into the BSW Program; **and a minimum overall QPA of 2.5.**

Course title: Soc Justice and Prac Ethics

Code: LEC

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14. Proposals from the Department of Health and Human Performance

14.1 Course Proposal: make HLTH 3060, 3070, and 3080 prerequisites for HLTH 3650 Epidemiology of Human Diseases

Rationale: The requiring of prerequisites will ensure that students taking HLTH 3650 will be better prepared for the course material.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HLTH 3650 Epidemiology of Human Diseases

Hours: 3

Prerequisites: **HLTH 3060, 3070, and 3080**

Required: yes

Course description: Study of the disease process including causes, effects, and control of selected diseases with emphasis on disease prevention and health promotion. This course emphasizes the understanding of disease surveillance through the manipulation of data to determine appropriate rates of infection.

Course title: Epidemiology Human Diseases

Code: LEC

14.2 Course Proposal: make completion of 90 credit hours and 2.0 GPA prerequisites for HLTH 4100 and 4700

Rationale: The requiring of prerequisites will ensure that students taking HLTH 4100 and 4700 will be better prepared for the course material.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HLTH 4100 Health and Fitness Behavior Changes

Hours: 3

Prerequisites: 90 credit hours passed and a 2.0 GPA

Required: yes

Course description: This course provides students with the foundations necessary to develop a theoretical basis for the analysis and interpretation of specific health and fitness behaviors. This foundation will assist them in planning, implementing and evaluating behavioral change program for individuals or groups.

Course title: Health/Fitness Behavior Ch

Code: LEC

COURSE DESCRIPTIONS:

HLTH 4700 Planning, Administration and Evaluation of Programs

Hours: 3

Prerequisites: 90 credit hours passed and a 2.0 GPA

Required: yes

Course description: This course will provide an in-depth examination of program-planning and evaluation in areas of health, fitness, leisure activity, etc. Emphasis will be placed on the overall planning processes for developing a variety of wellness settings.

Course title: Plan, Admin, Eval Programs

Code: LEC

14.3 Course Proposal: change prefix for HLTH 4920 to HHP 4920

Rationale: This proposal is to change the course prefix and course number to match the new department name, Health and Human Performance.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~HLTH~~ HHP 4920 Three-Credit Internship

Hours: 3

Prerequisites: declared major and 2.0 QPA

Required: no

Course description: A practical work experience in a health promotion setting, e.g., hospital, public health agency or industry supervised by an on-site supervisor and a UNCP faculty member. Majors must have at least a 2.0 QPA within the major to be eligible for the internship.

Course title: 3-Credit Internship

Code: INT

14.4 Course Proposal: change prefix for HPER 3270, 4990 to HPP 3270, 4990

Rationale: This proposal is to change the course prefix and course number to match the new department name, Health and Human Performance.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~HPER~~ HHP 3270 Funding and Grant Writing

Hours: 1

Prerequisites:

Required: yes

Course description: Practical experience in researching and writing grant proposals, fund-raising, etc., as it applies to possible avenues for funding from a variety of potential sources to support a variety of exercise, fitness, recreational, sport, and other human movement activities.

Course title: Funding & Grant Writing

Code: LEC

~~HPER~~ HHP 4990 Internship

Hours: 6

Prerequisites: approval of Program Director

Required: yes

Course description: Intern will be assigned practical, related field/work experience and be supervised by an on-site supervisor. The intern must get all arrangements satisfied with the program coordinator early in the semester before the internship begins.

Course title: Internship

Code: INT

14.5 Course Proposal: change prefix for PED 3400, 4120 to EXPH 3400, 4120

Rationale: The change of the prefix will align the course with the new degree name and course sequences as set forth in the program proposal.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~PED~~ EXPH 3400 Sport and Exercise Psychology

Hours: 3

Prerequisites:

Required: yes

Course description: A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport.

Course title: Sport/Exercise Psychology

Code: LEC

~~PED~~ EXPH Exercise Physiology

Hours: 3

Prerequisites: EXPH 2100 and 2200

Required: yes

Course description: An analytical, practical study of how exercise affects the various physiological systems of the human body both positively and negatively. Sport and athletic physiology will be addressed as well.

Course title: Exercise Physiology

Code: LEC

14.6 Course Proposal: change prefix and course number for PED 3480 to EXPH 3450

Rationale: This proposal is to change the course prefix, course number, and prerequisites to align with new a departmental plan.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~PED 3480~~ EXPH 3450 Kinesiology

Hours: 3

Prerequisites: EXPH 2100

Required: yes

Course description: A structural study of the muscular system of the human body with emphasis on, and biomechanical analysis of, kinetic applications/movements relative to physical education, sport, and human movement.

Course title: Kinesiology

Code: LEC

14.7 Course Proposal: Change prefix, course number, and title of PED 3490 Anatomy and Physiology to EXPH 2100 Anatomy and Physiology I.

Rationale: This course will be the first of two anatomy and physiology courses offered in the department. The two courses, in addition to two one-hour laboratory classes, will provide departmental majors with the knowledge necessary to be successful in the fields associated with the human movement sciences. This course will serve as the department's introductory course in anatomy and physiology, which will serve the needs of students who require a basic study in human anatomy and physiology.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~PED 3490~~ EXPH 2100 Anatomy and Physiology I

Hours: 3

Prerequisites:

Required: yes

Course description: This course is the department's introductory course in anatomy and physiology, which serves the needs of students who require a basic study in human anatomy and physiology. Fundamental concepts of anatomical and physiological functions, parts, and processes of the various systems of the human body, including the study of cells, tissues, organs, and structures.

Course title: Anatomy & Physiology I

Code: LEC

14.8 Course Proposal: change prefix, course number, and prerequisites for PED 4110 Biomechanics to EXPH 4100 Biomechanics.

Rationale: This proposal is to change the course prefix, course number, and add prerequisites to align with new a departmental plan.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~PED 4110~~ EXPH 4100 Biomechanics

Hours: 3

Prerequisites: EXPH 2100 and EXPH 2200 or 3450

Required: yes

Course description: A qualitative and quantitative study of the mechanical factors related to human movement. The study of biomechanical principles that govern effectiveness of human kinetic movement and skills. Human movement as related to the laws of physics and biomechanics. Human biomechanical movement analysis will be explored as well as kinematic concepts.

Course title: Biomechanics

Code: LEC

14.9 Course Proposal: change prefix for PED 4030, 4150 to HHP 4030, 4150

Rationale: This proposal is to change the course prefix and course number to match the new department name, Health and Human Performance.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~PED~~ HHP 4030 Facilities Design

Hours: 3

Prerequisites:

Required: yes

Course description: Course will provide an introduction to planning, designing, architecture, budgeting, and construction of both indoor and outdoor facilities for PE, recreation, health, athletic training, gymnasiums, playing fields, etc. Design and construction areas such as aquatics, dance, ball fields, playgrounds, handicap accessibility, etc., will be addressed.

Course title: Facilities Design in HHP

Code: LEC

~~PED~~ HHP 4150 Organization and Administration of Physical Education and Athletics

Hours: 3

Prerequisites:

Required: yes

Course description: A study of the organization and administration of physical education and athletics with particular reference to management, logistics, legal issues, budgeting, facilities, etc.

Course title: O&A in PE and Athletics

Code: LEC

14.10 Course Proposal: change prefix for PED 4750 to RSA 4750

Rationale: This does not change the content of the to-be-deleted course (PED 4750) but updates the course prefix and course number to align with the new Recreation and Sport Administration track (to replace the existing Recreation and Sport Management tracks) within the Exercise and Sport Science degree program.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

~~PED~~ RSA 4750 Sport Business and Administration

Hours: 3

Prerequisites: none

Required: yes

Course description: Course covers the sports administration and management industry to include economics, finance, budgeting, marketing, promotion, public relations, business administration, athletic enterprise, business ethics, situational analysis, decision-making, sponsorship, licensing, etc. Credit, 3 semester hours.

Course title: Sport Business Admn

Code: LEC

14.11 Course Proposal: change prefix and course number for REC 3000 to RSA 2010

Rationale: This does not change the content of the deleted course (REC 3000) but updates the course prefix and course number to align with the new Recreation and Sport Administration track (to replace the existing Recreation and Sport Management tracks) within the Exercise and Sport Science degree program. While REC 3000 currently is an upper-level course by designation, it is taught as an introductory course, so changing the course to a 2000-level course would better reflect both its content and intent.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

~~REC 3000~~ RSA 2010 Introduction to Community Recreation

Hours: 3

Prerequisites: none

Required: yes

Course description: An introduction to the basic concepts of organized recreation including its philosophy, history, organizational patterns, programs, facilities, and leadership. Credit, 3 semester hours.

Course title: Intro to Community Rec

Code: LEC

14.12 Course Proposal: change prefix for REC 3320, 4000, 4160, 4250, 4400 to RSA 3320, 4000, 4160, 4250, 4400

Rationale: This does not change the content of the courses but updates the course prefixes and course numbers to align with the new Recreation and Sport Administration track (to replace the existing Recreation and Sport Management tracks) within the Exercise and Sport Science degree program..

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

~~REC~~ RSA 3320 Recreation Programming

Hours: 3

Prerequisites: none

Required: Yes

Course description: Explores the purpose and functions of programs, planning principles, objectives, organizational behavior, and evaluation. Translates program plans into practical situations. Credit, 3 semester hours.

Course title: Recreation Programming

Code: LEC

~~REC~~ RSA 4000 Introduction to Therapeutic Recreation

Hours: 3

Prerequisites: none

Required: yes

Course description: Course is a survey of the history, philosophy, concepts and trends in therapeutic recreation services; types of individuals served, settings and services provided, and the roll of the therapeutic recreation specialist. The course is designed to provide an overview of therapeutic recreation services as a leisure service delivery system and the impact of a disability on the individual as well as personal and societal responses to people with disabilities. Credit, 3 semester hours.

Course title: Therapeutic Recreation

Code: LEC

~~REC~~ RSA 4160 Outdoor Recreation Service

Hours: 3

Prerequisites: none

Required: yes

Course description: Provides basis for understanding the administrative process related to the delivery of leisure services. Explores legal foundations, management systems and principles, organizational behavior, political systems, and evaluation. Credit, 3 semester hours.

Course title: Outdoor Recreation

Code: LEC

~~REC~~ RSA 4250 Leisure and Wellness for Older Adults

Hours: 3

Prerequisites: none

Required: yes

Course description: The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adulthood related to fitness and leisure activities utilizing a theoretical and practical approach. Credit, 3 semester hours.

Course title: Leisure for Older Adults

Code: LEC

~~REC~~ RSA 4400 Tourism and Commercial Recreation

Hours: 3

Prerequisites: none

Required: yes

Course description: Examines the principles, practices, and philosophy of the travel industry. Explores the diversity of commercial recreation enterprises, general trends, and personal attributes associated with a career in these fields. Credit, 3 semester hours.

Course title: Tourism & Commercial Rec

Code: LEC

14.13 Course Proposal: change prefix and title for RECS 4xxx Special Topics in Recreation to RSAS 4xxx Special Topics in Recreation and Sport Administration

Rationale: This does not change the content of the deleted course (RECS 4xxx) but updates the course prefix to align with the new Recreation and Sport Administration track (to replace the existing Recreation and Sport Management tracks) within the Exercise and Sport Science degree program.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

~~RECS~~ RSAS 4xxx Special Topics in Recreation and Sport Administration

Hours: 1-3

Prerequisites: none

Required: no

Course description: Investigations into special topics in health, physical education, recreation and sport management, and exercise physiology.

Course title: Special Topics

Code: LEC

14.14 Course Proposal: revise course descriptions for ATHL 2040, 2050, and ATH 3010, 3300, and 4000.

Rationale: These courses are being phased out but need to remain in the catalog as part of our teach-out plan. We are adding a sentence to each description to clarify which group of students needs to enroll in these specific courses. (NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.)

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

ATHL 2040 Lower Extremity Assessment Lab

Hours: 2

Course description: This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for lower extremity assessment. PREREQ: Enrollment in or credit for ATH 2040. **NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.**

ATHL 2050 Upper Extremity Assessment Lab

Hours: 2

Course description: This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for upper extremity assessment. PREREQ: Enrollment in or credit for ATH 2050. **NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.**

ATH 3010 Clinical Education IV

Hours: 4

Course description: This course is the fourth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is therapeutic modalities and prevention and health promotion using evidence-based practice. PREREQ: C or better in ATH 3000. **NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.**

ATH 3300 Exercise and Nutrition Prescription

Hours: 3

Course description: Study of body mass regulation including the understanding of food, digestion, metabolism, and different intervention strategies such as diet and exercise. Students learn assessment and prescription principles and techniques. PREREQ: junior standing in the AT Program **NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.**

ATH 4000 Clinical Education V

Hours: 4

Course description: This course is the culmination of the clinical education series of courses. It requires the student to use critical thinking and problem solving skills to demonstrate mastery of the clinical integration proficiencies in the five domains of athletic training. The learning focus of this course is psychosocial intervention skills. PREREQ: C or better in ATH 3010. **NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.**

[BACK TO AGENDA](#)

Appendix C *Actions Requiring AA Approval*

7. Proposals from the Honors College

7. Proposals from the Honors College

7.1 Course Proposal: create a new honors seminar in mathematics, HON 2520, which will replace the current course, HON 2510.

Rationale: This course replaces HON 2510. The new course reflects the course as it is now taught: as a mathematics course. Also, it conforms to other honors seminar course descriptions in that it allows for faculty innovation in meeting general education objectives.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: Faculty from the Department of Mathematics and Computer Science will teach the course, as is current practice. This affects them in that they are involved (and department chair helped construct the proposal) but does not change what they are currently doing or their course loads.

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

HON 2520 Mathematical Concepts and Applications

Hours: 3

Prerequisites: Honors College students only

Required: no

Replaces/Equivalent To: HON 2510 Horizons in Math and Computer Science

New Course description: Current approaches to mathematical concepts and applications will be examined. The course will introduce selected topics in mathematics in a seminar format. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics.

Course title: Math Concepts/Applications

Code: SEM

[Syllabus:](#) <click here

10. Proposal from the Department of Nursing

10.1 Course Proposal: The Department of Nursing is requesting approval of a new one credit pre-requisite course to the nursing program that is focused on the concept of critical inquiry and use of the APA writing style. Will replace NUR 2000 – Introduction to Health Technology and Informatics.

Rationale: The proposed new course, Critical Thinking in the Nursing Discipline will focus on the concept of critical inquiry. It is important that nursing students are able to validate observations and assumptions; thus, the need to develop skills in questioning and writing that encourages deeper understanding and distinguishes relevant from irrelevant information is required for effective reasoning. Have found that students need to have a clear understanding of the concept of critical inquiry from a nursing perspective prior to entering the nursing program so that faculty can build on this throughout the nursing curriculum.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: Yes

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

NUR 2020 Critical Thinking in the Nursing Discipline

Hours: 1

Prerequisites: Minimum of sophomore classification; declared nursing majors only

Required: yes

Equivalent to/Replaces: NUR 2000

New Course description: This course provides students with an overview of the concept of critical inquiry. The importance of validation of observations and assumptions about the world and the process of critical thinking is examined to help students develop the habits of effective reasoning through a variety of teaching approaches. Application of the critical inquiry process is accomplished through the use of case studies reflecting the worldview of the nursing discipline.

Course title: Crit Thinking in Nsg Disc

Code: LEC

[Syllabus:](#) <click here

11. Proposal from the Department of Geology and Geography

11.1 Course Proposal: Create GGY 4610, a capstone course for the proposed Geospatial Technologies Certificate.

Rationale: This course will allow students to demonstrate their proficiency in the use of the concepts and skills acquired during the coursework required for the Geospatial Technologies Certificate. The course will be project based and will address a real world question and use case decided on by the student in conjunction with the instructor.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: ?

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

GGY 4610 GTC Capstone

Hours: 1

Prerequisites: permission of instructor

Required: yes (for new certificate program)

New Course description: Practical demonstration of knowledge through the development and completion of a real word project using appropriate geospatial data and technologies. PREREQ:

Permission of instructor

Course title: GTC Capstone

Code: RES

[Syllabus](#): <click here

14. Proposals from the Department of Health and Human Performance

14.15 Course Proposal: create ATHL 2045 Lower Extremity Assessment Lab

Rationale: An additional Anatomy and Physiology class has been added that will cover some of the content previously covered in this lab. That class will be taught in Spring 2017 to students who would be admitted to the AT Program in Spring 2018 and would at that time take ATHL 2045 Lower Extremity Assessment Lab.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

ATHL 2045 Lower Extremity Assessment Lab

Hours: 1

Co/Prerequisite: ATH 2040

Required: yes

Replaces: ATHL 2040

New Course description: This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for lower extremity assessment. PREREQ: Enrollment in or credit for ATH 2040. NOTE: This course is required for students who enter in fall 2016 or later.

Course title: Lower Extremity Lab

Code: LAB

[Syllabus](#): <click here

14.16 Course Proposal: create ATHL 2055 Upper Extremity Assessment Lab

Rationale: An additional Anatomy and Physiology class has been added that will cover some of the content previously covered in this lab. That class will be taught in Spring 2017 to students who would be admitted to the AT Program in Spring 2018 and would at that time take ATHL 2055 Upper Extremity Assessment Lab in the Fall 2018 semester

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

ATHL 2055 Upper Extremity Assessment Lab

Hours: 1

Co/Prerequisite: ATH 2050

Required: yes

Replaces: ATHL 2050

New Course description: This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for upper extremity assessment. PREREQ: Enrollment in or credit for ATH 2050. NOTE: This course is required for ATH majors who enter in fall 2016 or later.

Course title: Upper Extremity Lab

Code: LAB

[Syllabus](#): <click here

14.17 Course Proposal: create ATH 3310 Exercise and Nutrition Prescription

Rationale: The addition of HLTH 2100 (3 credit hour Nutrition class) allows this course to focus on the application of the knowledge gained previously so the credit hours can be reduced.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

ATH 3310 Exercise and Nutrition Prescription

Hours: 2

Prerequisite: junior standing in AT Program

Required: yes

Equivalent To/Replaces: ATH 3300

New Course description: Study of body mass regulation including the understanding of food, digestion, metabolism, and different intervention strategies such as diet and exercise. Students learn assessment and prescription principles and techniques. PREREQ: junior standing in the AT Program NOTE: This course is required for ATH majors who enter in fall 2016 or later.

Course title:

Code: LAB

[Syllabus](#): <click here

14.18 Course Proposal: create ATH 4110 Clinical Education IV

Rationale: Since the additional foundation knowledge courses have been added earlier in the program, the hours for this course can be reduced in order to keep the total number of hours required to 120 hours. This change in hours will make Clinical Education II, III, IV and V consistent in the number of credit hours.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

ATH 4110 Clinical Education IV

Hours: 3

Prerequisite: C or better in ATH 3000

Required: yes

Equivalent To/Replaces: ATH 3010

New Course description: This course is the fourth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is therapeutic modalities and prevention and health promotion using evidence-based practice. PREREQ: C or better in ATH 3000. NOTE: This course is required for ATH majors who enter in fall 2016 or later.

Course title: Clinical Education IV

Code: LAB

[Syllabus](#): <click here

14.19 Course Proposal: create ATH 4220 Clinical Education V

Rationale: Since the additional foundation knowledge courses have been added earlier in the program, the hours for this course can be reduced in order to keep the total number of hours required to 120 hours. This change in hours will make Clinical Education II, III, IV and V consistent in the number of credit hours.

Dept vote: 8 for; 0 against; 0 abstain
Affect others: No
Cross-Listing: No
Additional Resources: No
Affects Articulation Agreement: No
Affects Degree Pathway: Yes
Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

ATH 4220 Clinical Education V

Hours: 3

Prerequisite: C or better in ATH 4110

Required: yes

Equivalent To/Replaces: ATH 4000

New Course description: This course is the culmination of the clinical education series of courses. It requires the student to use critical thinking and problem solving skills to demonstrate mastery of the clinical integration proficiencies in the five domains of athletic training. The learning focus of this course is psychosocial intervention skills. PREREQ: C or better in ATH 4110. NOTE: This course is required for ATH majors who enter in fall 2016 or later.

Course title: Clinical Education V

Code: LAB

[Syllabus](#): <click here

14.20 Course Proposal: create EXPH 2110 Anatomy and Physiology I Lab

Rationale: This course will be the first of two anatomy and physiology laboratory courses offered in the department. The two laboratory courses, in addition to two three-hour lecture classes, will provide departmental majors with the knowledge necessary to be successful in the fields associated with the human movement sciences. This laboratory will provide students with exposure to basic laboratory study of the cells, tissues, and structures of the human body.

Dept vote: 8 for; 0 against; 0 abstain
Affect others: No
Cross-Listing: No
Additional Resources: No
Affects Articulation Agreement: No
Affects Degree Pathway: Yes
Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 2110 Anatomy and Physiology I Lab

Hours: 1

Co-requisites: EXPH 2100

Required: yes

Course description: This laboratory will provide students with exposure to basic laboratory study of the cells, tissues, and structures of the human body.

Course title: Anatomy & Physiology I Lab

Code: LAB

[Syllabus](#): <click here

14.21 Course Proposal: create EXPH 2200 Anatomy and Physiology II

Rationale: This course will be the second of two anatomy and physiology courses offered in the department. The two courses, in addition to two one-hour laboratory classes, will provide departmental majors with the knowledge necessary to be successful in the fields associated with the human movement sciences. This course will provide students with the advanced knowledge and application of anatomy and physiology that is necessary for professions that include exercise physiology, cardiac rehabilitation specialist, physical therapist, occupational therapist, and physician's assistant.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 2200 Anatomy and Physiology II

Hours: 3

Prerequisites: EXPH 2100 and 2110

Required: yes

Course description: This course will provide students with the advanced knowledge and application of anatomy and physiology that is necessary for professions that include exercise physiology, cardiac rehabilitation specialist, physical therapist, occupational therapist, and physician's assistant. Advanced concepts of anatomical and physiological integration and interaction of systems will be the primary focus.

Course title: Anatomy & Physiology II

Code: LEC

[Syllabus](#): <click here

14.22 Course Proposal: create EXPH 2210 Anatomy and Physiology II Lab

Rationale: This course will be the second of two anatomy and physiology laboratory courses offered in the department. The two laboratory courses, in addition to two three-hour lecture classes, will provide departmental majors with the knowledge necessary to be successful in the fields associated with the human movement sciences. This laboratory will provide students with opportunities for advanced application of laboratory procedures and cell, structure and landmark identification.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 2210 Anatomy and Physiology II Lab

Hours: 1

Co-requisites: EXPH 2200

Required: yes

Course description: This laboratory will provide students with opportunities for advanced application of laboratory procedures and cell, structure and landmark identification.

Course title: Anatomy & Physiology II Lab

Code: LAB

[Syllabus](#): <click here

14.23 Course Proposal: create EXPH 3460 Kinesiology Lab

Rationale: This course will provide students with the opportunity to experience advanced laboratory applications in the mechanics of the human body manipulating forces to provide motion. The lab will focus on levers; origins, insertions and lines of pull of muscles; and the manipulation of angles in a practical sense. This course is essential to the advanced knowledge of those students who will be seeking admission to graduate programs or professions that emphasize human movement performance.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 3460 Kinesiology Lab

Hours: 1

Co-requisites: EXPH 3450

Required: yes

Course description: This course will provide students with the opportunity to experience advanced laboratory applications in the mechanics of the human body manipulating forces to provide motion. The lab will focus on levers; origins, insertions and lines of pull of muscles; and the manipulation of angles in a practical sense.

Course title: Kinesiology Lab

Code: LAB

[Syllabus](#): <click here

14.24 Course Proposal: create EXPH 3500 Motor Behavior. This proposal is to replace PED 2000, Motor Learning and Development, a one-credit class, with EXPH 3500, Motor Behavior, a three-credit class.

Rationale: PED 2000 has long been insufficient in depth of content to satisfy the needs of UNCP HPER graduates who are continuing their education in graduate school or obtaining jobs in health, exercise physiology, physical education and athletic training. PED 2000 will be replaced by a new three-hour course, EXPH 3500, Motor Behavior. This course will provide students with in-depth study of the mechanisms of developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

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

COURSE DESCRIPTIONS:

EXPH 3500 Motor Behavior

Hours: 3

Prerequisites: none

Required: yes

Course description: This course will provide students with in-depth study of the mechanisms of developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

Course title: Motor Behavior

Code: LEC

[Syllabus](#): <click here

14.25 Course Proposal: create EXPH 3510 Motor Behavior Lab

Rationale: This will provide laboratory support to the newly developed EXPH 3500 Motor Behavior course, which is replacing PED 2000. This lab will provide students with opportunities to apply the techniques associated with developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 3510 Motor Behavior Lab

Hours: 1

Co-requisites: EXPH 3500

Required: yes

Course description: This lab will provide students with opportunities to apply the techniques associated with developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

Course title: Motor Behavior Lab

Code: LAB

[Syllabus](#): <click here

14.26 Course Proposal: create EXPH 4110 Biomechanics Lab

Rationale: This course will provide students with the opportunity to experience advanced laboratory applications in determining how forces act with and against the human body. This course is essential to

the advanced knowledge of those students who will seek to analyze how body position, joint angles, and forces affect human movement. This lab is a critical component for those seeking graduate school admission as well as employment in higher profile training facilities.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 4110 Biomechanics Lab

Hours: 1

Co-requisites: EXPH 4100

Required: yes

Course description: This course will provide students with the opportunity to experience advanced laboratory applications in analyzing how body position, joint angles, and forces affect human movement.

Course title: Biomechanics Lab

Code: LAB

[Syllabus](#): <click here

14.27 Course Proposal: create EXPH 4130 Exercise Physiology Lab

Rationale: This course will provide students with the opportunity to experience advanced laboratory applications for testing the human body's response to exercise demands. This course is paramount to those students who are pursuing advanced degrees or who are seeking employment in cardiac rehab facilities, advanced training centers, or hospitals.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 4130 Exercise Physiology Lab

Hours: 1

Co-requisites: EXPH 4120

Required: yes

Course description: This course will provide students with the opportunity to experience advanced laboratory applications for testing the human body's response to exercise demands.

Course title: Exercise Physiology Lab

Code: LAB

[Syllabus](#): <click here

14.28 Course Proposal: create EXPH 4200 Advanced Exercise Prescription

Rationale: Exercise physiology students who are applying for graduate programs in clinical exercise physiology as well as the American College of Sports Medicine's Cardiac Rehabilitation Specialist credential are being denied, as they are lacking an advanced exercise prescription course. This lecture course will merge the concepts of the prerequisite courses together to provide the students with practical, applied knowledge on how to prescribe exercise for normal, clinical, and elite clientele.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 4200 Advanced Exercise Prescription

Hours: 3

Prerequisites: EXPH 4100 and 4120

Required: yes

Course description: This lecture course will merge the concepts of the prerequisite courses together to provide the students with practical, applied knowledge on how to prescribe exercise for normal, clinical, and elite clientele.

Course title: Advanced Exercise Rx

Code: LEC

[Syllabus](#): <click here

14.29 Course Proposal: create HHP 4000 Applied Research

Rationale: Undergraduate students in this academic discipline are lacking the appropriate tools to produce quality research in their graduate pursuits. Additionally, students are increasingly demonstrating interest in participating in the PURC Symposium, and there are several departmental students in the Maynor Honors College each year. This course will provide those students with the tools necessary to generate research interests, develop appropriate research methods, collect data, test hypotheses through the manipulation of that data, and generate critical evaluations of their findings relevant to the industry.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HHP 4000 Applied Research

Hours: 3

Prerequisites: 90 credit hours passed

Required: yes

Course description: This course will provide students with the tools necessary to generate research interests, develop appropriate research methods, collect data, test hypotheses through the manipulation of that data, and generate critical evaluations of their findings relevant to the industry
Course title: Applied Research
Code: LEC

[Syllabus](#): <click here

14.30 Course Proposal: create HHP 4160 Leadership in Health and Human Performance

Rationale: The addition of this course will provide a much needed concept course to a curriculum that is heavily content oriented. This course will provide students with an increased opportunity to apply the content knowledge they have received, in other departmental courses, in a more theoretical model of instruction. In this course, students will analyze leadership through experience-based learning, investigate various styles of leadership and communication, and examine techniques for planning large and small group meetings.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HHP 4160 Leadership in HHP

Hours: 3

Prerequisites: none

Required: yes

Course description: In this course, students will analyze leadership through experience-based learning, investigate various styles of leadership and communication, and examine techniques for planning large and small group meetings.

Course title: Leadership in HHP

Code: LEC

[Syllabus](#): <click here

14.31 Course Proposal: create HLTH 2100 Applied Nutrition (to replace PED 2060)

Rationale: PED 2060 has long been insufficient in depth of content to satisfy the needs of UNCP HPER graduates who are continuing their education in graduate school or obtaining jobs in health, exercise physiology, physical education and athletic training. The new course, HLTH 2100, will provide an overview of basic nutrition (micronutrients and macronutrients) as well as applied work relevant to metabolic disorders, specialty diets for different comorbidities, performance nutrition, and dispelling diet myths.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HLTH 2100 Applied Nutrition

Hours: 3

Prerequisites: EXPH 2100

Required: yes

Course description: This course will provide an overview of basic nutrition (micronutrients and macronutrients) as well as applied work relevant to metabolic disorders, specialty diets for different comorbidities, performance nutrition, and dispelling diet myths.

Course title: Applied Nutrition

Code: LEC

[Syllabus](#): <click here

14.32 Course Proposal: create HLTH 3660 Health Advocacy

Rationale: This course will provide students with a concentrated study of the techniques and reasons for advocating for changes in health policy, practice, and legislation. Health advocacy is a cornerstone of the health education profession and a core component of the industry's credentials, the Certified Health Education Specialist and the Master Certified Health Education Specialist.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HLTH 3660 Health Advocacy

Hours: 3

Prerequisites: HLTH 3060, 3070, and 3080

Required: yes

Course description: Health advocacy is a cornerstone of the health education profession. This course will provide students with a concentrated study of the techniques and reasons for advocating for changes in health policy, practice, and legislation.

Course title: Health Advocacy

Code: LEC

[Syllabus](#): <click here

14.33 Course Proposal: create HLTH 3670 Health Care Ethics

Rationale: This course will provide students with a concentrated study of the basic ethics principles and precedents in health care, with heavy emphasis on case study. Health care ethics are a foundational unit of health education, public health, and health administration. As well, ethics training is a core component of the industry's credentials, the Certified Health Education Specialist and the Master Certified Health Education Specialist.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

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

COURSE DESCRIPTIONS:

HLTH 3670 Health Care Ethics

Hours: 3

Prerequisites: HLTH 3060, 3070, and 3080

Required: yes

Course description: This course will provide students with a concentrated study of the basic ethics principles and precedents in health care, with heavy emphasis on case study. Health care ethics are a foundational unit of health education, public health, and health administration.

Course title: Health Care Ethics

Code: LEC

[Syllabus](#): <click here

14.34 Course Proposal: create PED 3100 Adapted Physical Education as a 3 credit course, replacing the previous 1 credit course, PED 2040.

Rationale: One credit of Adapted Physical Education is not providing enough content or opportunity for students to gain the skill required to work with adapted students. Changing the course to a 3 credit course will allow students to complete more detailed assignments as well as have opportunities for field experiences.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

PED 3100 Adapted Physical Education

Hours: 3

Prerequisites: none

Required: yes

Course description: This course is concerned with the role of physical education in providing services to students with disabilities. Particular areas of knowledge will focus upon growth and development, motor learning and the psycho-social factors affecting students with disabilities. In addition, this course will deal with planning, operating, teaching and evaluation of students with disabilities as well as focus on the various disorders, their etiology and pathology, as they relate to the kinds of intervention strategies that may be provided.

Course title: Adapted PE

Code: LEC

[Syllabus](#): <click here

14.35 Course Proposal: create RSA 2000 Introduction to Sport Administration. It will cover topics related to the role of sports and sports management in contemporary US society by addressing topics, such as:

what is sport management; history of sports and sports administration in America; sports and national identity; the role of sports in socialization, economics, health, and community development; current issues; the future of the field; and job opportunities in sports management.

Rationale: At present such a course does not exist, and its addition would strengthen the recreation and sports management curriculum and serve as a parallel course to REC 3000 (Introduction to Community Recreation). This course would enable students who choose to major in Exercise and Sport Science and select the Recreation and Sport Administration track the opportunity, early in the college career, to learn more about the chosen field, its history, its potential, and job opportunities. This foundational course would acquaint students with the major and prepare them for higher-level course offerings.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

RSA 2000 Introduction to Sport Administration

Hours: 3

Prerequisites: none

Required: yes

Course description: This course introduces students to the field of sport management and its role within contemporary American society.

Course title: Intro to Sport Admin

Code: LEC

[Syllabus](#): <click here

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Appendix D

Actions Requiring AA Approval and to be sent to Senate

4. Proposal from the Department of Music

4.1 Program Proposal: The Department of Music proposes replacing one semester of MUS 3351 (Accompanying) with one semester of MUSP 1171 (Private Improvisation) for students earning the Bachelor of Music Education, Keyboard Emphasis degree.

Rationale: In the past, music education piano majors have used one of the three required semesters of MUS 3351 to work on basic improvisation skills. We feel that it makes sense that the course title for that one semester reflects what students actually work on. It also helps meet the improvisation standard set by the National Association of Schools of Music, our accrediting organization.

Dept vote: 11 for; 1 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

[Catalog Entry](#): <click here

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

6.1 Program Proposal: Add the following courses to Options for additional coursework for the Minor in English: ENG 2450 Introduction to Rhetoric; ENG 2760 Writing Creative Nonfiction I; ENG 2900 Film and New Media Criticism; ENG 3650 Writing in Digital Environments; ENG 3720 Writing for the Public Sphere; ENG 3760 Writing Creative Nonfiction II; ENG 4210 Grant Writing

Rationale: Leaving these courses out of the Minor in English was an oversight when they were added to curriculum; we presently include all of other 2000, 3000, and 4,000 level courses as Options for a Minor in English. These courses offer education majors with a concentration in another field an opportunity for a secondary area. While the other Minors that we offer allow students to focus in a specific area, the Minor in English allows students to have a broad base in English, which is more accommodating for transfer students who need to graduate in a limited number of semesters.

Dept vote: 35 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

[Catalog Entry](#)<-click here

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8. Proposals from the Department of History

8.1 Program Proposal: The current requirement for the Bachelor of Arts Degree in History—Social Studies Education is 126 hours. The History Department wishes to remove the course CSC 4050 from the degree requirement. It is currently listed within a series of courses labeled “Content Pedagogy.” The degree will now require 123 hours.

The course description is as follows: CSC 4050. Current Topics in Computers in Education (3 credits) The application of computer software in the classroom, including integration of software with lesson plans. Additional topics include matching software to the most appropriate hardware. This course is designed as a pre-service course for teachers and may not be used as an advanced MAT or CSC requirement. It is not to be counted toward the Mathematics Concentration at the Graduate level. PREREQ: Permission of instructor

Rationale: The CSC 4050 course is only scheduled to be offered once per year. For the coming academic year it will only be offered in the Spring, 2017 academic semester. This will require Social Studies Education majors to postpone their Spring 2017 classroom teaching internships and graduate a semester later than planned.

Furthermore, the primary skills developed in CSC 4050 are already being developed in a series of required courses including **SSE 3000 and SSE 3650**. The course descriptions read as follows:

SSE 3000: Introduction to Teaching Social Studies (3 credits): A survey of past and present trends in social studies education; an introduction to the social studies curriculum and **instructional technology, including current computer applications**; and a minimum of 25 hours of early field experiences for prospective social studies teachers. PREREQ: EDN 2100 and 15 semester hours in history and social sciences with a minimum QPA of 2.5. Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.

SSE 3650: Content and Techniques of Social Studies (3 credits) A comprehensive study of the nature, scope, objectives, source materials, and methodologies of the social sciences that comprise social studies education (anthropology, economics, geography, history, political science, and sociology). **The**

student is required to review representative print, audio, and software curriculum materials and integrate the concepts, sources, methods, and technologies appropriate for the 6-9 or 9-12 social studies curriculum. PREREQ: EDN 2100 , fifteen semester hours in history and social sciences with a minimum QPA of 2.5, and formal admission to the Teacher Education Program or permission of the instructor. Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.

The skills are already being developed and assessed and the burden of completing an extra course is only adding time and expense to the degree process.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: Yes—chair of Department of Mathematics and Computer Science has approved plan

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

[Catalog Entry](#)

10. Proposals from the Department of Nursing

10.2 Program Proposal: replace NUR 2000 with NUR 2020 in requirements for Pre-Licensure BSN and RN-BSN Completion

Rationale: NUR 2020 addresses skills we have deemed more crucial for new nursing students. It is important that nursing students are able to validate observations and assumptions; thus, the need to develop skills in questioning and writing that encourages deeper understanding and distinguishes relevant from irrelevant information is required for effective reasoning. Have found that students need to have a clear understanding of the concept of critical inquiry from a nursing perspective prior to entering the nursing program so that faculty can build on this throughout the nursing curriculum. NUR 2000 focuses on the integration of computer and information science to support the practice of healthcare professionals. The majority of this course content is integrated throughout the nursing curriculum; thus, is not needed as pre-requisite.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

[Catalog Entry:](#)

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11. Proposals from the Department of Geology and Geography

11.2 Program Proposal: Establish a new Sustainability Minor that will be housed in the Department of Geology of Geography. The minor will be an interdisciplinary program that utilizes existing courses related to sustainability, including Environmental Science, Geology & Geography, American Indian Studies, and other departments.

Rationale: The UNC Sustainability Policy 600.6.1 (Adopted 2009; Amended 2013) states all UNC schools are to, among other things, "systematically incorporate sustainability throughout the institution by integrating the policy goals into the institution's processes, administration, teaching, research, and engagement." In addition, being a signatory of the Appalachian Energy Summit in 2012, UNCP publically agreed to, among other things, "educate our students to be leaders of tomorrow through our active and

demonstrative pursuit of the initiative's goals; position the University of North Carolina system and our Private University colleagues as national leaders in sustainability education; create a culture of environmental and economic sustainability across the UI\IC system through administrative leadership, student involvement, curricula development, campus operations, and new partnerships between the university, its benefactors and industry." UNCP's signatory commitments to the American College and University Presidents' Climate Commitment in 2014, also agreed to, among other things, "take actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students."

Therefore, the goal of the sustainability minor is to establish an academic pathway for students and the University of North Carolina at Pembroke to become regional and national leaders in sustainability. Currently the minor is being proposed to utilize courses that are already being taught here on campus. We have confidence that the minor will receive support from the student body and faculty so that the program will grow. For example, the campus has already suggested that sustainability is an important topic for our students and our faculty as seen in a survey sent out to campus in Sept 2015 (an IRB-approved survey through the Office of Sustainability). The survey suggested that 95% of respondents (789) support academic courses, research, and service learning opportunities that would prepare individuals to resolve social, environmental, and economic issues in the world today.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: Yes

- Departments of English, Theater, and Foreign Languages & American Indian Studies will house one of the core courses required for the minor (AIS/ENG 2410)
- Department of Biology will house one of the core courses for the minor and two of the courses that students can select (ENV 1100, ENV 2450, and ENV 4100)
- Department of Philosophy and Religion will house a course that the students can select (PHI 3300).
- Department of Management, Marketing, and International Business will also house a course that the students can select (MGT 4310). Department of Sociology and Criminal Justice will also house a course that the students can select (SOC 4430).
- The Office of Sustainability will be working with us to approve and schedule seminars for the minor.

New Courses: No

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

[Catalog Entry:](#)

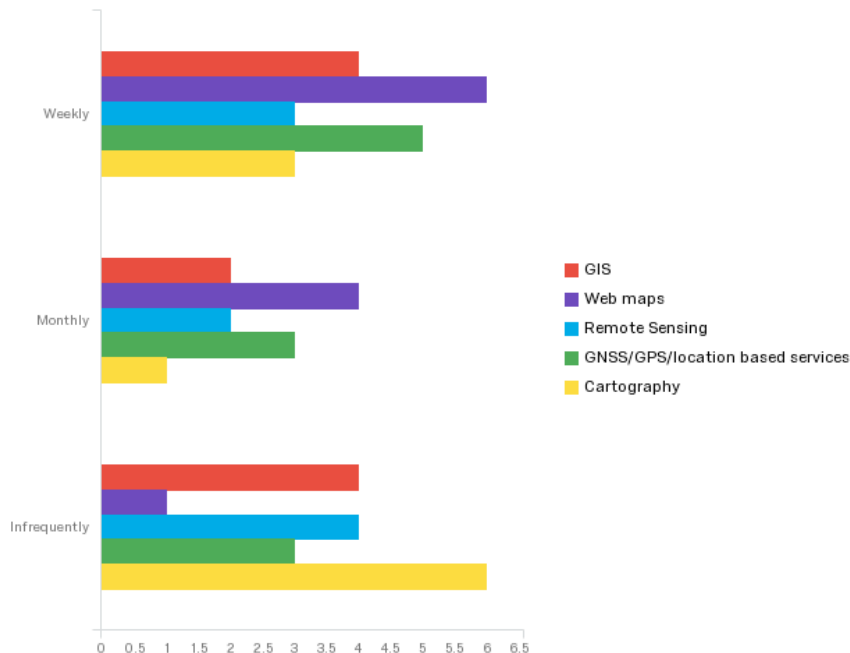
11.3 Program Proposal: Create a 12 hour undergraduate certificate in Geospatial Technologies to support students who face the continued growth in the workplace of Geographic Information Systems (GIS), Remote Sensing, web-based mapping, location based services, and related geospatial technologies in a variety of fields from Environmental Science to Business and from Public History to Sociology.

Rationale: The proposed Geospatial Technologies Certificate aligns with the Department of Geology and Geography's existing course offerings. The core classes (GGY2500, GGY2700, & GGY4040) are all taught regularly and are required by either the Geo-Environmental Studies or the Environmental Science majors so that none of the existing classes are low enrollment courses. The only new course will be the capstone project that is being proposed in conjunction with the certificate proposal and is expected to work more as an independent study at the outset of the certificate.

A short survey of past and current students in GGY2500 (Intro to Cartography), GGY2700 (Intro to GIScience), and GGY4040 (Remote Sensing) resulted in 13 respondents, two UNCP alumni and eleven

current UNCP students. These students represented a number of majors including Geo-Environmental Studies, Environmental Science, History, Mass Communications, and Education. Both of the alumni responded that geospatial technologies are significant to their careers, using certain technologies monthly or even weekly. Both alumni felt a geospatial technologies certificate would have been desirable and suggested they would have pursued the certificate if it had been available. In addition, they felt such a certificate would have helped in their job search.

Of the eleven current students who responded, seven suggested they would pursue a geospatial technologies certificate and the other four provided a response of 'maybe'. When asked if they would pursue the certificate if it could be completed largely within their major requirements (which is currently possible in both the Geo-Environmental Studies and Environmental Science majors), the number of affirmative responses rose to ten. None of the students gave a direct 'No' response regarding interest. The respondents also suggested that outside of the related classes they are already utilizing geospatial technologies (e.g. for internships, other classes, volunteer activities) as shown in the results below (p. 21). While a survey such as this will inevitably find a favorable audience both through selecting classes where students have experience with the course and by the students' choice to complete the survey, the survey shows that there is interest just within this small sample of approximately 70 students.



To gain a broader perspective from campuses in the system that maintain a comparable certificate, I spoke with faculty at Appalachian State University (ASU) and East Carolina University (ECU). ASU maintains the 12 hour undergraduate *Certificate in Geographic Information Systems*. I spoke with Dr. Jeff Colby who was very supportive of a geospatial technologies certificate. He stated that over 100 students have completed ASU's certificate. Since the application for the certificate generally happens at the completion of the course work they do not have a way to officially track current students in the certificate. Using a single current upper-level class, Advanced GIS, Dr. Colby was able to say that all 34 undergraduates in the course were working toward the certificate and that the majority were from other departments, not completing one of the degrees offered by the Department of Geography & Planning. Based on informal conversations and interactions at the NC GIS conference, held every other February, Dr. Colby has found that many students who have completed ASU's certificate are working in the industry with firms located in NC directly from graduation, however, he did not have specific numbers.

ECU maintains the 15-hour undergraduate *Certificate Program in Geographic Information Science*. I spoke with Scott Wade, the current certificate advisor. Mr. Wade was also supportive of a

geospatial technologies certificate. ECU has students fill out an intent form for the certificate in order to keep track of interest and they currently have 15 students going through the certificate from a variety of disciplines. They have had around 80 students complete the certificate to date. They have found that non-traditional undergraduates have had a strong interest in the certificate from their work experience.

Faculty at both schools, as well as from the survey of UNCP students, suggest that the certificate would draw widely from the natural sciences, especially Geology, Biology, and Environmental Science, the social sciences, Sociology, Political Science, and Anthropology/archaeology, and even the humanities such as public history. Geospatial technologies play a role in the job expectations of a wide range of disciplines.

Fayetteville State University has also recently established the Geospatial Intelligence Certificate Program; however, due to its nature as an accredited certificate through the US Geospatial Intelligence Foundation it requires a minimum of 21 hours and a mix of geospatial technologies and intelligence courses. In addition, NorthCarolina.edu shows UNC Wilmington as having an undergraduate certificate, though, their website only shows a graduate certificate.

In discussions with national geospatial technology firms and software companies such as Esri and Hexagon Geospatial, these employers have generally agreed that a certificate shows that a student has at least a basic knowledge of geospatial technologies which can provide a basis for training for their specific corporate needs.

Overall, the certificate is meant to address the Department of Labor's *Geospatial Technology Competency Model* (<http://www.careeronestop.org/competencymodel/competency-models/geospatial-technology.aspx>). As proposed, the certificate would address Tiers 1-4 and begin to touch on specific areas in Tier 5. The proposed certificate also looks to the National Geospatial Technology Center of Excellence's model certificate document for direction (http://www.geotechcenter.org/uploads/2/4/8/8/24886299/model_certificate_and_course_descriptions_final_jan_12_2013.pdf). However, as the document was built for community colleges and for certificates including 15 or more course hours to complete, strict adherence to the model certificate recommendations is not viable for our proposed certificate. The main difference is that the internship is dropped from the core courses and certain aspects from suggested courses are already combined in our current course offerings.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: Yes

New Courses: Yes

Additional Resources: ?

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

[Catalog Entry:](#)

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12. Proposals from the Department of Chemistry and Physics

12.1 Program Proposal: We propose to offer a "3+2" Dual Degree Program combining applied physics at University of North Carolina Pembroke with electrical engineering at North Carolina State University. Students spend 3 years at UNCP studying an Applied Physics program. Students meeting applicable transfer admission requirements are accepted to NCSU's Electrical Engineering Program, which can be completed in 2 years. Upon completion of both programs, the student will receive two degrees, a Bachelor of Science in Applied Physics degree from UNCP and a Bachelor of Science in Electrical Engineering from NCSU, all within five years.

Rationale: Presently, UNCP has a 2+2 program, where students spend 2 years, usually majoring in applied physics, taking basic engineering prerequisites such as Calculus, Chemistry and Laboratory and Calculus Physics with Laboratory. Student then transfer to either NCSU, NCA&T, or UNCC and spend 2

years earning a degree from one of those universities. The Chemistry/Physics Department at UNCP does not get to count these students as earning a degree in Applied Physics. In the 3+2 Dual Degree Program, UNCP will be able to record that these students are earning a degree in our applied physics program. A joint Physics/Electrical Engineering degree is valued in the marketplace, where a strong command of physics fundamentals, together with practical engineering training, is advantageous in developing novel electronic device components that help to fuel the many technological advances in our society.

Dept vote: 15 for; 0 against; 1 abstain

Affect others: No

New or Revised Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

[Catalog Entry](#): <click here

12.2 Program Proposal: We propose to offer a “3+2” Dual Degree Program combining applied physics at University of North Carolina Pembroke with mechanical engineering at North Carolina State University . Students spend 3 years at UNCP studying an Applied Physics program. Students meeting applicable transfer admission requirements are accepted to NCSU’s Mechanical Engineering Program, which can be completed in 2 years. Upon completion of both programs, the student will receive two degrees, a Bachelor of Science in Applied Physics degree from UNCP and a Bachelor of Science in Mechanical Engineering from NCSU, all within five years.

Rationale: Presently, UNCP has a 2+2 program, where students spend 2 years, usually majoring in applied physics, taking basic engineering prerequisites such as Calculus, Chemistry and Laboratory and Calculus Physics with Laboratory. Student then transfer to either NCSU, NCA&T, or UNCC and spend 2 years earning a degree from one of those universities. The Chemistry/Physics Department at UNCP does not get to count these students as earning a degree in Applied Physics. In the 3+2 Dual Degree Program, UNCP will be able to record that these students are earning a degree in our applied physics program. A joint Physics/Mechanical Engineering degree is valued in the marketplace, where a strong command of physics fundamentals, together with practical engineering training, is advantageous in developing, creating and designing new efficient and useful mechanical system to help society deal with problems in the 21st century.

Dept vote: 15 for; 0 against; 1 abstain

Affect others: No

New or Revised Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

[Catalog Entry](#): <click here

15. Proposal from the QEP Committee

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 Enhanced or Writing in the Discipline courses.

Courses to Add to List

CRJ 4520/

SOC4520 Women and Crime—Writing Enriched

GGY 4100 Land Use Planning—Writing Enriched

HON 2010 The Humanistic Tradition II: From Baroque to the Present—Writing Enriched

HST 4420 History of Tudor and Stuart Britain—Writing Enriched

Proposal Summaries

CRJ 4520/SOC 4520 Women and Crime

This course is a study of the nature and extent of women's crime, theories of female criminality, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies.

Discussion Day Questions will be the type of informal writing assigned. There will be ten occasions throughout the semester where students will be required to complete a reading assignment and answer several discussion questions based upon the reading. Each one will be 400-500 words in length (Approximately 1-2 pages). The estimated number of pages of informal writing assigned in the course is twenty. The learning outcomes expected from the required informal writing are that students will exhibit confidence in their emerging writing skills and cognitive abilities needed to communicate in the disciplines and use appropriate syntax, grammar, punctuation, and spelling.

For formal writing, each student will be required to write a 8-10 page paper on a topic that relates to Women & Crime. In addition to the paper, each student will be required to give an individual presentation to the class at the end of the semester. The estimated number of pages of formal writing assigned in course is 10-12. The learning outcomes expected from the required formal writing are that students will be able to engage in formal writing assignments that require utilization of all stages of the writing process, develop content in which the central idea/purpose is clearly stated, understand a writing assignment as a series of tasks, involving finding, and choose and use a relevant pre-writing strategy that will help them to prepare for the assignment.

The percentage of the course grade determined by the informal writing assignments is 20% and the percentage determined by the formal writing assignments is 30% Students will receive help from the instructor as they draft, revise, and edit their polished written work. They will be able to engage in revision, proofreading, and teacher and/or peer conferences during any or all stages of the writing process

GGY 4100 Land Use Planning

This course is a study of the diverse factors affecting human use of the physical environment. The roles of topography, soils, groundwater, wastewater, stream flow, wetlands, and landscape ecology in environmental land use planning will be considered in detail.

In-class writing summaries, field/lab notes, ungraded drafts for critique writing assignments and the final project paper are the types of informal writing assigned. The estimated number of pages of informal writing in course is 15-20. The learning outcomes expected from the required informal writing is that the student will recognize the standard parts of land use planning documents and characterize key concepts in land use planning. The types of formal writing required in the course are short critiques of existing Land Use Plans and a final project paper. The estimated number of pages of formal writing in course is 20-30. The learning outcomes expected from the required formal writing are to critique existing land use planning documents, analyze existing land use and land cover in conjunction with community/project expectations to determine planning options, apply theoretical knowledge through the implementation of a real-world example, and recognize the role of policy, community, and the environment in Land Use Planning. The percentage of the course grade that is determined by the informal writing assignments is 15%, and the percentage determined by the formal writing assignments is 50%

Students receive instruction on discipline-specific writing practices through course content which will center around existing planning documents, allowing students to see how these documents are written and gain experience in writing portions of a planning document (per person) and collating the material into a single document (the class project). Students will receive help as they draft, revise, and edit their polished written work from instructor feedback and assistance from the Writing Center.

HON 2010 The Humanistic Tradition II: From Baroque to the Present

This course is an interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, film, and philosophy. It focuses on significant cultural legacies from the last 500 years..

Reading response papers and ungraded drafts of the term paper will be the types of informal writing assigned. Approximately 30 pages of informal writing will be assigned. The learning outcomes for informal writing include engaging students with reading and preparing students for class discussion and for more formal writing.

A term paper will be the type of formal writing assigned. The estimated number of pages for the term paper is ten. The learning outcomes expected from the required formal writing are to engage students deeply with a topic, using research, and developing analysis to put forward an argument. Forty percent of the course grade will be determined by the informal writing assignments, and forty percent will be determined by the formal writing assignments. Students will learn the types of writing valued in the Humanities during the drafting stage of the final paper. Peer and instructor feedback will be included in the class. Multiple drafts, peer workshops, instructor comments, and required conferences will be used to enable students to receive help as they draft, revise, and edit their polished written work.

HST 4420 History of Tudor and Stuart Britain

This course will examine a number of historical facets related to the development of Britain from the Battle of Bosworth (1485) until the death of Queen Anne (1714). It will examine a variety of texts on political history, fiction, gender and dynastic history, history "from the ground up," and primary texts. With these texts, this course will explore political/constitutional developments, cultural mores, gender studies, and the dynastic evolution of the British monarch..

Ten one-page quizzes will constitute the informal writing assigned. They will comprise one fifth of the total grade for the course. The learning outcome expected from the required informal writing is that students will learn to answer a question succinctly, on one double-spaced page, by providing evidence to support their assertions..

Two essay exams, a scholarly book review, and a ten page film review will constitute the formal writing assigned. The estimated number of pages of formal writing assigned is thirty-five. The learning outcome expected from the required formal writing is that students will learn to write a nine-hundred word scholarly book review and, for their film review, write an annotated bibliography, a succinct narrative of their film, and a scholarly discussion of the historical accuracy of their film, including citations from sources to back their assertions.

The percentage of the course grade determined by the informal writing assignments is one fifth, and the percentage for the formal writing assignments is three fifths. Students receive instruction on discipline-specific writing practices as part of the course from a plethora of writing aids for all aspects of the writing assignments. Significant amounts of class time will be devoted to discussing the written instructions and writing aids with students so they are clear on the instructor's expectations. The instructions for the writing assignments also function as a rubric, and, while the instructor offers copious amounts of written comments on first drafts, the instructor also expects students to evaluate their own work using the rubrics.

END

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Catalog Entry:

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: José Rivera

Upon successful completion of the program of study in Music 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

Freshman Seminar and General Education

Sem. Hrs.

45(39)*

Content Courses—Select one Emphasis (*6 semester hours may count toward General Ed)

63

Vocal Emphasis:

7 hours of a Major Ensemble (at least 4 hours of MUS 1001 and up to 3 hours of MUS 1381)
MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021,
MUS 2810 or MUSP 1021
MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
2930², 3290, 3301, 3340, 3970, 4040

Instrumental Emphasis

MUS 1001; 7 hours of MUS 1161 or 1411
 MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021,
 MUS 2810 or MUSP 1021
 MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
 MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
 2930², 3290, 3301, 3340, 3970, 4040

Keyboard Emphasis (Vocal Orientation):

4 hours of a Major Ensemble (at least 2 hours of MUS 1001 and
 up to 2 hours of MUS 1381)

3 2 hours of MUS 3351, 1 hour of MUSP 1171

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
 MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
 2930², 3290, 3301, 3340, 3970, 4040, 4250

Keyboard Emphasis (Instrumental Orientation):

MUS 1001; 4 hours of MUS 1161 or 1411

3 2 hours of MUS 3351, 1 hour of MUSP 1171

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
 MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
 2930², 3290, 3301, 3340, 3970, 4040, 4250

All students: Applied Music (MUSP) 14 hours

Professional Studies Core

9

EDN 2100, 3150, SED 3310

Content Pedagogy

17

MUS 4000, 4490, 4750

MUS 4050 (Vocal Emphasis and Keyboard Emphasis [Vocal
 Orientation])

MUS 4200 (Instrumental Emphasis and Keyboard Emphasis
 [Instrumental Orientation])

Total: 128

¹MUS 2940 fulfills the Fine Arts requirement in General Education.

²MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General
 Education.

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Catalog Entry-English

MINOR PROGRAMS

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the
 Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See
 Department Chair for more information.

Options for a Minor in English

Required: ENG 3040;

Options for 15 additional hours: ENG 2010, 2020, 2030, 2050, 2060, 2080, 2090, 2100, 2180, 2190, 2200,
 2230, 2240, 2410, 2450, 2470, 2480, 2760, 2780, 2790, 2900, 2990, 3100, 3110, 3120, 3130, 3140, 3150,
 3160, 3170, 3250, 3420, 3430, 3440, 3460, 3470, 3540, 3560, 3570, 3580, 3590, 3650, 3660, 3670, 3680,
 3700, 3710, 3720, 3740, 3750, 3760, 3900, 4020, 4210, 4230, 4240, 4250, 4260, 4500, 4570, 4810, 4830,
 4850, 4890; ENGS 2xxx, 33xx, 4xxx, 4090-4129

Honors College Syllabus

Course Syllabus

Honors 2520 – Mathematical Concepts and Application (3 credit hours)

Professor: Steven D. Bourquin Ph.D.

Professor & Departmental Chair

Phone: 910.521-6517

Office Hours: M, T, W, Th 1:30 – 3:30

Office: Oxendine Science # 1233

E-mail: steven.bourquin@uncp.edu

1. Course Materials

Text: *Elementary Statistics A step by step approach.* Bluman. McGraw Hill. 7th Ed.

Course Description: Elementary statistics, descriptive and inferential. Graphing data sets, finding measures of center, position and dispersion. Probability, linear regression and correlation. Central Limit Theorem, sampling and hypothesis testing, including z-tests, student's tests, F-test, Chi-Square, and ANOVA. The use of calculators is an integral part of the course. Topics from all chapters will be covered. Additional topics will include **theoretical** distributions, central limit theorems, two dimensional random variables, sampling distributions, confidence intervals, hypothesis testing, and regression theory.

Goal: The goal is to provide students with an appreciation for and a better understanding of mathematical principles. Emphasis will be on the application of critical thinking skills in order to identify and solve problems.

Students have the responsibility to know and observe the **UNCP Academic Honor Code**, available in the student handbook and on the UNCP website.

General Education Objectives - This course will address the following areas of student learning:

- I. Basic skills of Communication, Critical Thinking, and Problem Solving
- II. General Knowledge of Mathematics
- III. Lifelong Appreciation of Mathematics

Attendance Policy

Attendance is required for all meeting times.

Math Specific Tutoring

Tutoring is available through Student Support Services and through the Mathematics & Computer Science Department. It would be to your advantage to arrange tutoring services as soon as possible in the event that you find yourself struggling with the material.

Test Dates:

Test 1: TBA 100 points

Test 2: TBA 100 points

Test 3: TBA 100 points

Test 4: TBA 100 points

Final Exam: TBA 100 points

Outside of class assignments 100 points

Total Points 600 points

Grading Scale:

90 – 100 A

80 – 89 B

70 – 79 C

55 – 69 D

0 – 54 F

Documented 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 week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, 910-521-6695. This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 910-521- 6695.

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.

ADA Statement

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

Alternative Format Statement

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

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

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

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

TRIO programs: This federally-funded office provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and B; contact

trioprograms@uncp.edu or 910-521-6242.

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

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

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Catalog entry-History

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12, 6-9)

Coordinator: Serina Cinnamon

Upon successful completion of the program of study in Social Studies Education and related requirements, graduates are eligible for a Standard Professional license to teach secondary or middle grades social studies 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	Sem. Hrs.
Freshman Seminar and General Education*	45 (27)*
Essential Standards (*18 semester hours of Social Sciences and History may also count toward General Ed) Basic History HST 1010, 1020, 1140, 1150 Seminar in History HST 3000 Advanced History (all must be at the 3000 or 4000 level) HST 3170; HSTS 4xxx or HST 4510; United States & Canadian History - 6 hours; Asian, African & Latin American History – 6 hours; European History – 6 hours Social Sciences ECN 1000; SOC 1050; SOC 2090 or PSY 1010; GGY 1010, 1020, or 2000; PLS 1010 Social Science Guided Electives – 6 hours	60
Professional Studies Core EDN 2100, 3130, 3140; SED 3310	12
Content Pedagogy SSE 3000, 3650, 4000, 4480, 4490; CSC 4050	24-21
General Electives	3
	Total: 126 123

NOTE: Students who desire teacher licensure in Social Studies 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.

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Catalog Entry

PRE-LICENSURE BSN OPTION DESCRIPTION

Requirements for Pre-licensure BSN Option	Sem. Hrs.
General Education and Support Courses	62

Composition: ENG 1050, 1060	6	
Arts and Humanities: restricted selection*, PHI 1000, 1010, or 2040 required	12	
General Education Electives:	3	
Social Sciences: PSY 1010, SOC 1020, restricted selection*	9	
Natural Sciences/Math: CHM 1100, 1110, 1300, 1310; MAT 1050 or higher	11	
Physical Education: restricted selection*	2	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Biology: BIO 1000	3	
Statistics: PSY 2080, SOC 3600, or MAT 2100	3	
Critical Thinking in the Nursing Discipline: NUR 2020 Health Technology and Informatics: NUR 2000	1	
Required Nursing Courses NUR 3010, 3030, 3040, 3050, 3100, 3150, 3200, 3250, 3450, 3500, 4000, 4120, 4150, 4350, 4450, 4510		62
		Total: 124

RN-BSN COMPLETION OPTION DESCRIPTION

Requirements for a Bachelor of Science in Nursing (BSN) Degree for RNs (RN-BSN Completion Option)		Sem. Hrs.
General Education and Support Courses		58
Composition: ENG 1050, 1060	6	
Arts and Humanities: restricted selection*, PHI 1000, 1010, or 2040 required	12	
General Education Program Elective, restricted selection*	3	
Social Sciences: PSY 1010, SOC 1020, restricted selection*	9	
Natural Sciences/Math: CHM 1100, 1110, 1300, 1310; MAT 1050 or higher	11	
Physical Education: restricted selection*	1	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Statistics: MAT 2100, PSY 2080, or SOC 3600	3	
Critical Thinking in the Nursing Discipline: NUR 2020 Health Technology and Informatics: NUR 2000	1	
Validation of Previous Nursing Experience		30
Required Nursing Courses NUR 3000, 3100, 3200, 3250, 3300, 4000, 4120, 4350, 4550		31
General Electives		5
		Total: 124

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Catalog Entry: **Geography**

MINORS

Required Courses for a Minor in Geography	Sem. Hrs.
GGY 1020 or 1010, and GGY 2500 Choose 2 courses from the following: GGY 1150, 2000, 2060, 2460, 2620, 2700, GGYS 2xxx Choose 2 courses from the following: GGY 3290, 3700, 3720, 3770, 3780, 3790, 3800,	

4010, 4040, 4100, 4700, GGYS 4xxx	
	Total: 18-19
Required Courses for a Minor in Geology	Sem. Hrs.
GLY 1000 & GLYL 1000 or GLY 1150 & GLYL 1150; GLY 1250 & GLYL 1250 Choose 4 courses from the following: GLY 2260, 2460, 2620, 3100, 3250, 3660, 4040, 4150, 4250, 4700, GLYS 2xxx, 4xxx; GGY 2500	
	Total: 20
Required Courses for a Minor in Sustainability	Sem. Hrs.
ENV 1100, GLY 2620*, AIS/ENG 2410	9
Choose 1 of the following courses: ENV 2450, MGT 4310	3-4
Choose 2 of the following courses: GGY 3290, PHI 3300, ENV 4100, SOC 4420	6
	Total: 18-19
*Prerequisite: GLY 1000 or 1150	

SUSTAINABILITY MINOR

Coordinator: Daren Nelson

Sustainability is commonly defined as meeting the needs of our present generation without compromising the ability of future generations to meet their goals. The sustainability minor is an 18-credit interdisciplinary program that is designed to assist students who are interested in pursuing a career that involves practicing sustainable practices. The minor focuses on how individuals can focus on these sustainable practices within the environment and how these practices impact both economic and social issues within local, national, and international contexts. The minor will be applicable to students from all majors due to the focus on how these sustainability principles can be applied to all academic disciplines and professional fields

GEOSPATIAL TECHNOLOGIES CERTIFICATE

The Geospatial Technologies Certificate provides UNCP students in good standing from all majors the opportunity to learn and apply the conceptual knowledge and technical skills needed to be proficient within a fast growing industry. The Geospatial Technologies Certificate consists of 12 hours of course work. The first course, *Introduction to Cartography* (GGY 2500), provides a broad view of modern mapping technologies. The second course, a choice of either *Introduction to Geographic Information Science* (GGY 2700) or *Remote Sensing* (GGY 4040), focuses on industry standard practices and technologies. The next four to five hours are made up of one or more methods based classes chosen, with departmental approval, to focus on the student's interest in geospatial technologies or related fields. The last course, a capstone (GGY 4610), demonstrates the student's proficiency with geospatial technologies by developing and completing a real world project. A Geospatial Technologies Certificate will be granted after the successful completion of the program provided the student has a "C" average in the Geospatial Technologies Certificate courses.

Requirements for the Geospatial Technologies Certificate

Sem. Hrs.

GGY 2500, GGY 2700 or GGY 4040, and GGY 4610

Four to five hours of methods-based classes, with departmental approval

Total: 12

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Catalog entry-Chemistry and Physics

BACHELOR OF SCIENCE IN APPLIED PHYSICS

Requirements for a Bachelor of Science Degree in Applied Physics	Sem. Hrs.
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Freshman Seminar	1
General Education Requirements*	44 (32)
Major Requirements	
PHY 2000, 2010, 2060, 2070, 2180, 2560, 3000, 3200, 3260, 3560, 4200, 4990	32
CHM 1100, 1110, 1300, 1310	8
CSC 2050	3
MAT 2210, 2220, 3150, 3310, 3320	18
Electives (total elective hours dependent on distribution of General Education courses)	18-32
	Total: 124

*Twelve hours of General Education courses are listed separately as specific core requirements

PRE-ENGINEERING PROGRAMS

General Pre-Engineering Program

The Department of Chemistry and Physics is able to offer a pre-engineering program to selected students. Students selected into this program complete two years of a prescribed program at UNC Pembroke. Upon successful completion of this program, these students can transfer into their junior year at one of the engineering schools mentioned below.

Admission to the program is through a formal interview with the Committee on Pre-engineering. Requests for interviews can be made any time with the departmental secretary. Additional information may be obtained from the chair of the Chemistry and Physics Department.

This two-year program prepares students for entry into an engineering program at North Carolina A & T University, North Carolina State University, and the University of North Carolina at Charlotte. However, completion of the UNCP program does not guarantee acceptance into the engineering school at one of these institutions. The student must also satisfy admission requirements for transfer students, and these usually include an acceptable grade point average. Thus, a student should know the admission requirements of the school he or she expects to attend.

Requirements for the Pre-Engineering Program	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	18
Major Requirements	
CHM 1100, 1110, 1300, 1310	8
PHY 2000, 2010, 2060, 2070	8
MAT 2210, 2220, 3150, 3310, 3320	18
CSC 2050	3
EGR 2000, 2010, 2050	8
	Total: 64

Dual Degree Program at UNCP and NCSU

In this Dual Degree program, also known as a 3+2, students complete the requirements for a bachelor's degree in applied physics at the University of North Carolina Pembroke followed by a bachelor's degree in engineering at North Carolina State University. Students who enter this program may choose to major in Mechanical Engineering or Electrical Engineering at NCSU.

The program consists of three years at UNCP and two years at the NCSU engineering school. Students who wish to enter the program should have completed a minimum mathematics level of pre-calculus before entering UNCP, since Calculus 1 and Calculus 2 must be taken in the freshman year. By the end of

the junior year at UNCP, the student must have completed all of the General Education and Major Requirements for UNCP's Bachelor of Science in Applied Physics (see program requirements listed earlier in this catalog). The cooperative program is very intensive, and it will be necessary for the student to take certain required courses during the summer or at the NCSU engineering school. Both degrees (Bachelor of Science in Applied Physics and Bachelor of Science in Engineering) are awarded at the end of the five-year period. The departments of chemistry/physics have designed a three-year schedules of study. The student must follow this schedule exactly to retain membership in the cooperative engineering program at UNCP and to guarantee admission to the NCSU engineering school. The student must also maintain a 2.5 cumulative grade point average and a 3.0 grade point average in mathematics and science courses.

At the beginning of the spring semester of the junior year, the student must submit to the program coordinator, Dr. Jose D'Arruda, an application for admission to NCSU engineering school. Official transcripts must also be forwarded at this time. Students who choose to exit the program may remain at UNCP in their chosen major.

During the UNCP freshman orientation, a special session is held for the 3 - 2 Dual Degree program in engineering. All students interested in the program are expected to attend this session.

Electrical Engineering

Dual Degree Curriculum Plan - UNCP Pembroke/ NC State				Version 1: 6-10-15			
Proposed 3-PLUS-2 UNCP Physics Curriculum Plan				Proposed 3-PLUS-2 NCSU Electrical Engineering Curriculum Plan			
YEAR 1				SUMMER 1			
Fall Semester	Cr	Spring Semester	Cr	Summer Session I	Cr	Summer Session II	Cr
ENG 1050 English Composition I	3	ENG 1060 English Composition II	3	ECE 200 Intro to ECE Lab	4	ECE 200 - 10 week course	4
CHM 1300 Gen Chemistry	3	CHM 1310 Gen Chemistry II	3				
CHM 1100 Gen Chemistry Lab I	1	CHM 1110 Gen Chemistry II Lab	1				4
MAT 2210 Calculus I	4	MAT 2220 Calculus II	4	PLUS YEAR 1			
PHY 2000 University Physics I	3	PHY 2010 University Physics II	3	Fall Semester	Cr	Spring Semester	Cr
PHY 2060 University Physics Lab I	1	PHY 2070 University Physics Lab II	1	ECE 211 Electric Circuits	4	ECE Foundation Elect	3
FRS 1000 Freshman Seminar	1	Gen Ed PED	1	ECE 109 Intro to Computer Systems	3	ECE 383 Intro to Entrepreneurship	1
	16		16	E 115 Intro to Computing Environ	1	ECE 302 Intro to Microelectronics	4
YEAR 2				ECE 220 Anal Found of ECE	3	Open Tech Elect	3
Fall Semester	Cr	Spring Semester	Cr	ST 371 Intro Prob & Distr Theory	3	ECE 212 Fund of Logic Des	3
General Education	3	General Education	3			ECE 209 Comp Sys Programming	3
MAT 3310 Calculus III	4	MAT 3320 Differential Equations	3		14		17
CSC 2050. Introduction to Programming—C/C++	3	PHY 2180 Optics	3	Summer Session I		ECE 301 Linear Sys	3
PHY 2560 Modern Physics	4	PHY 2210 Hardware/ Software Con	3			ECE 303 Electromagnetic Fields	3
PHY 3000 Classical Mechanics	3	PHY 3560 Modern Electronics	3	PLUS YEAR 2			
PED 1010. Wellness and Fitness	1	General Education	3	ECE 482 Engr Entrepren I	3	ECE 483 Engr Entrepren II	3
	18		18	ECE 4XX Elective	3	Open Tech Elect	3
YEAR 3				ECE 4XX Elective	3	ECE 4XX Elective	3
Fall Semester	Cr	Spring Semester	Cr	ENG 331 Com for Engr & Tech	3	ECE 4XX Elective	3
General Education	3	General Education	3	ECE Foundation Elect	3		
General Education	3	MAT 3150 Linear Algebra I	3		15		12
PHY 3880 Advanced Comp Physics	3	General Education	3	TRANSFER CREDITS FROM UNCP TO SATISFY FOLLOWING (56 cr hrs)			
PHY 3260 Heat and Temperature	3	PHY 4990 Independent Study	3	General Education		MA 141, 241, 242	12
PHY 3200 Electricity and Magnetism I	3	General Education	3	• Includes ENG 101	4	Chem 101, 102	4
PHY 4200 Advanced Lab I	3	PHY 4210 Advanced Lab II	3	• Includes Social/Behavioral	6	Phys 205,206,208,209	8
	18		18	• Includes PE/Health	2	Science or Engineering Electives	14
TRANSFER CREDITS FROM NC STATE TO SATISFY FOLLOWING (20 cr hrs)					18		38
	Cr		Cr	TRANSFER CREDITS FROM UNCP TO SATISFY FOLLOWING (56 cr hrs)			
ECE 109 Intro to Computer Systems	3	ENG 331 Com for Engr & Tech	3	General Education			
E 115 Intro to Computing Environ	1	ECE 212 Fund of Logic Des	3	• Includes Humanities/Arts	6		
ECE 220 Anal Found of ECE	3	ECE 209 Comp Sys Programming	3	• Includes Social/Behavioral	6		
ST 371 Intro Prob & Distr Theory	3			• Includes PE/Health	2		
ECE 383 Intro to Entrepreneurship	1						
	11		9		18		38
TOTAL MINIMUM CREDIT HOURS: 124 (104-UNCP plus 20-NCSU)				TOTAL MINIMUM CREDIT HOURS: 123 (67-NC STATE plus 56-UNCP)			

To be admitted to NCSU students must have a 3.0 overall GPA and a 2.5 GPA in their last two math courses

UNCP physic major requirements

Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
PHY 2000, 2010, 2060, 2070, 2180, 2560, 3000, 3200, 3260, 3560, 4200, 4990	32
CHM 1100, 1110, 1300, 1310	8
CSC 2050	3
MAT 2210, 2220, 3150, 3310, 3320	18
Electives (total elective hours dependent on distribution of General Education courses)	18-32
Total:	124

Mechanical Engineering

Dual Degree Curriculum Plan - UNC Pembroke/ NC State

Version 1: 6-10-15

Proposed 3-PLUS-2 UNCP Physics Curriculum Plan			
YEAR 1			
Fall Semester	Cr	Spring Semester	Cr
ENG 1050 English Composition I	3	ENG 1060 English Composition II	3
CHM 1300 Gen Chemistry	3	CHM 1310 Gen Chemistry II	3
CHM 1100 Gen Chemistry Lab I	1	CHM 1110 Gen Chemistry II Lab	1
MAT 2210 Calculus I	4	MAT 2220 Calculus II	4
PHY 2000 University Physics I	3	PHY 2010 University Physics II	3
PHY 2060 University Physics Lab I	1	PHY 2070 University Physics Lab II	1
FRS 1000 Freshman Seminar	1	Gen Ed PED	1
	16		16
YEAR 2			
Fall Semester	Cr	Spring Semester	Cr
General Education	3	General Education	3
MAT 3310 Calculus III	4	MAT 3320 Differential Equations	3
CSC 2050. Introduction to Programming—C/C++	3	PHY 2180 Optics	3
PHY 2560 Modern Physics	4	PHY 2210 Hardware/ Software Con	3
EGR 2000 Engineering Statics	3	EGR 2010 Engineering Dynamics	3
PED 1010. Wellness and Fitness	1	PHY 3560 Modern Electronics	3
	18		18
YEAR 3			
Fall Semester	Cr	Spring Semester	Cr
General Education	3	General Education	3
General Education	3	MAT 3150 Linear Algebra I	3
PHY 3000 Classical Mechanics	3	General Education	3
PHY 3260 Heat and Temperature	3	PHY 4990 Independent Study	3
PHY 3200 Electricity and Magnetism I	3	General Education	3
PHY 4200 Advanced Lab I	3	General Education	3
	18		18
TRANSFER CREDITS FROM NC STATE TO SATISFY FOLLOWING (20 cr hrs)			
	Cr		Cr
GC 120 Foundations of Graphic	3	ISE 311 Engineering Econ. Anal.	3
MAE 305 ME Lab I	1	MAE 308 Fluid Mechanics	3
ECE 331 principles of Elec Engr. I	3	MAE 314 Solid Mechanics	3
ST 370 Prob. & Statistics for Engr.	3		
MAE 306 ME Lab II	1		
	11		9
TOTAL MINIMUM CREDIT HOURS: 124 (104-UNCP plus 20-NCSU)			

Proposed 3-PLUS-2 NCSU Mechanical Engineering Curriculum Plan			
SUMMER 1			
Summer Session I	Cr	Summer Session II	Cr
MAE 308 Fluid Mechanics	3	MAE 314 Solid Mechanics	3
	3		3
PLUS YEAR 1			
Fall Semester	Cr	Spring Semester	Cr
GC 120 Foundations of Graphic	3	ECE 331 principles of Elec Engr. I	3
MAE 305 ME Lab I	1	MAE 306 ME Lab II	1
ME 200 Intro to ME Design	1	MAE 310 Heat Transfer Fund.	3
MAE 301 Engineering Thermo I	3	MAE 302 Engineering Thermo II	3
ISE 311 Engineering Econ. Anal	3	Open Tech Elect	3
MAE 315 Dynamics of Machines	3	MAE 316 Strength of Mech. Comp.	3
	14		16
Summer Session I			
ST 370 Prob. & Statistics for Engr.	3		
PLUS YEAR 2			
MAE 405 Controls Lab	1	MAE 416 ME Senior Design	4
MAE 435 Principles of Auto. Cont.	3	**E** Technical Elective	3
MAE 4** Mech. Engr. desig Elective	3	**E** Technical Elective	3
ENG 331 Com for Engr & Tech	3	GEP Requirement (Ethics)	3
E Technical Elective	3		
	13		13
TRANSFER CREDITS FROM UNCP TO SATISFY FOLLOWING (56 cr hrs)			
EGR 2000 Engineering Statics	3	EGR 2010 Engineering Dynamics	3
• Includes ENG 101	4	MA 141, 241, 242	12
• Includes Humanities/Arts	6	Chem 101, 102	4
• Includes Social/Behavioral	6	Phys 205,206,208,209	8
• Includes PE/Health	2	Science or Engineering Electives	14
	21		41
TOTAL MINIMUM CREDIT HOURS: 127 (65-NC STATE plus 62-UNCP)			

To be admitted to NCSU students must have a 3.0 overall GPA and a 2.5 GPA in their last two math courses

UNCP physic major requirements

Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
PHY 2000, 2010, 2060, 2070, 2180, 2560, 3000, 3200, 3260, 3560, 4200, 4990	32
CHM 1100, 1110, 1300, 1310	8
CSC 2050	3
MAT 2210, 2220, 3150, 3310, 3320	18
Electives (total elective hours dependent on distribution of General Education courses)	18-32
	Total: 124

[Return to Agenda](#)

Nursing Syllabus

**University of North Carolina at Pembroke
Department of Nursing**

**Course Syllabus
Fall 2016**

Course Number: NUR 2020

Course Title: Critical Thinking in the Nursing Discipline (1-1-0)

Course Description: This course provides students with an overview of the concept of critical inquiry.

The importance of validation of observations and assumptions about the world and the process of critical thinking is examined to help students develop the habits of effective reasoning through a variety of teaching approaches.

Application of the critical inquiry process is accomplished through the use of case studies reflecting the worldview of the nursing discipline.

Credit Hours: 1

Contact Hours: 1 didactic hour

Placement: Sophomore Year

Pre-Requisites: Minimum of sophomore classification; declared nursing majors only

Co-Requisite: None

Faculty: To Be Determined

Name

Title

Office Phone: Insert Number

Email: Insert Email Address

Office Hours: Insert Office Hours

Day/Time/Location: To Be Determined

Please Note: Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the

accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following links: <http://uncp.edu/arc>.

This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center in the D.F. Lowry Building, 910-521-6695.

Course Objectives: At the conclusion of this course, the student will be able to:

1. Define the concept of critical thinking.
2. Articulate the critical inquiry process.
3. Apply the critical inquiry process to selected concepts.
4. Evaluate the outcomes of application of the critical thinking process.
5. Engage in critical thinking by exploring ideas, challenging assumptions, and reflecting on and applying the writing process

Required Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0562-2

Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument* (2nd ed.). New York, NY: Palgrave Macmillan ISBN-13: 978-0230285293

Methods of Instruction:

While the course instructor serves as the facilitator of learning through various instructional methods, guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking assistance from the course instructor, and achievement of course objectives. Course objectives may be met through individual study, active involvement in on-line class activities, and formal and informal exchange of ideas with classmates. A variety of approaches will be used to support the student's meeting of course objectives. These instructional methods include, but are not limited to.

Lectures

Guided Discussion Boards

Written Assignments

Computerized Literature Search

Statement on Credit Hours and Course Expectations of Students Per Week (POL 02/05/02)

This is a 1-credit course delivered over an 16-week semester, which means that students are expected to do at least 3 hours of course-related work or activity outside-of-class instruction each week during the semester. This includes time spent completing assigned readings, studying for examinations, preparing written assignments for class and other course-related tasks.

Course Evaluation Criteria:

The specific grading criteria for each assignment will be discussed in class. The following list shows the weight of each of the major assignments in the calculation of the final course grade.

1. Discussion Posting (20%)

Each student will be required to respond to 4 discussion posts on the course Blackboard site. The discussion posts will be related to course readings and/or assignments.

2. Writing Assignments (80%)

This course will consist of a number of short and moderate length writing assignments. An overview of the assignments is provided below. As the semester progresses you will receive more explicit instruction about each assignment.

a. Homework Assignments (40%)

Written homework assignments will be required during the semester. More explicit information about each assignment will be discussed by the course instructor and in the course textbook.

1. Self-assessment of thinking skills
2. Text categorization assignment
3. 'Capturing the author's position' assignment
4. 'Identifying simple arguments' assignment
5. 'Reasons and conclusions' assignment
6. 'Argument and disagreement' assignment
7. 'Identifying simple arguments' assignment
8. 'Reasons and conclusions' assignment
9. 'Internal consistency' assignment
10. 'Independent reasons and joint reasons' assignment

11. 'Intermediate conclusions' assignment
12. 'Summative and logical conclusions' assignment
13. 'Logical order' assignment
14. 'Identify the underlying assumptions' assignment
15. Complete the 'implicit assumptions used as reasons' assignment
16. Complete the 'false premises' assignment
17. 'Implicit arguments' assignment
18. 'Identify the nature of the link' assignment
19. 'Necessary and sufficient conditions' assignment
20. 'Associations and stereotypes' assignment
21. 'Denoted and connoted meanings' assignment
22. 'False analogies' assignment
23. 'Relevant and irrelevant evidence' assignment
24. 'Representative samples' assignment
25. 'Critical selection' assignment
26. 'Setting the scene for the reader' assignment
27. 'Writing conclusions' assignment

b. Evaluating Critical Writing (20%)

Faculty will focus on a particular theme or topic; develop questions, and a procedure that will guide students through an activity in which the results are known in advance. This assignment will reinforce concepts taught and introduce students to learning to follow procedures, collect and record data correctly and to confirm and deepen understandings. The assignment will be two to three pages in length.

c. Critical Reflection (20%)

Students receive an initial question and an outline of a prescribed procedure to be followed from faculty. Students will formulate explanations of their findings through evaluating and analyzing data collected. The assignment will be 3-4 pages in length.

Grading:

Standards for Passing

A minimum grade of C (76%) is required for passing in this nursing course. The final grade on any required assignment that is submitted LATE will be reduced by five percent (5%) for each day the assignment is late. Example: Student earned a 100 on an assignment; the paper, however, was turned in 2 days late, thus the final grade for the assignment will be 90.

Grading Scale for the Department of Nursing

A	100-94	B+	91-89	C+	82-80	D+	72=70
A-	93-92	B	88-86	C	79-76	D	69-67
		B-	85-83	C=	75-73	D-	66-64
						F	63 and below

Academic Support:

Students, who find they are struggling with certain aspects of the course material and have a grade <76 at midterm, are strongly encouraged to make an appointment with the course coordinator to receive assistance. If the reason for student performance is related to time management, learning styles, study habits, or note-taking performance, students will be referred through the Hawk Alert program or other appropriate campus resource for assistance. Further information regarding the Hawk Alert program is available at:

<http://www.uncp.edu/academics/opportunities-programs-resources/academic-resources/academic-support-center/hawk-alert-program>. **Please note: Tutoring is available on an appointment basis with the course instructor(s).**

Attendance/Participation:

Regular class attendance is a professional obligation and students are responsible for all course content including exams, written work and online assignments. No right or privilege exists that permits a student to be absent from or tardy to any given number of class meetings. Only course coordinators may excuse absences from class or regularly scheduled exams/tests for extenuating reasons (illness, family emergency, sanctioned and approved University functions). Make-up exams are provided at the discretion of each course coordinator. A grade of F will be given to a student with an unexcused absence from an exam.

Academic and Professional Behavior Code:

Students have the responsibility to know and observe the Nursing Student Code of Academic and Professional Behavior and the UNCP Academic Honor code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication, or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in the course will be provided to students in writing at the beginning of the course, and are binding on the students. 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 therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. Nursing students are also held to the standards of clinical and personal behavior set forth in these documents (Please refer to the Department of Nursing BSN Student Handbook and the UNCP Student Handbook for more detailed information).

Religious Holiday Policy:

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

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

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

Statement for Online and Web-Enhanced Courses:

Online discussions and exercises are confidential and must not be discussed with others outside of the Department of Nursing. It is important for each course participant to feel free to express his/her ideas and views. All ideas and views expressed by course participants must be respected in discussions and exercises.

Disclaimer:

The professor reserves the right to amend the course syllabus as needed depending on work accomplished and need of the class.

Essay #1: Critical Evaluation Essay Guidelines

Purpose: You will compose an essay where your goal is to evaluate/judge the quality of a video-taped interaction* between a patient and a registered nurse and offer concrete, logical support for your judgment. The goal is to support your judgment with sound, fair, thorough evidence based on clearly established and fair criterion.

Audience: You will be writing to an audience of students who are considering professional nursing as a career choice. You should assume that your readers are not familiar with the interaction, i.e., they have not seen the video-tape.

Overview of Draft and Revision

The draft will be graded based on the criteria on the associated grading rubric. No credit will be given if the draft lacks development, is unfinished, incoherent, or late. Your paper will be shared with your classmates during a class meeting to facilitate a discussion of the development process of a critical evaluation essay and to promote the development of peer evaluation skills.

All of the following criteria will be considered when evaluating your essay:

1. **Bold-face** your complete thesis (includes the main reasons/criterion) in the introduction and also where the main reasons/criteria are introduced in the body of the essay.
2. **Length:** Between 1,000-1,400 words, double-spaced in Times New Roman. Follow APA writing and citation criteria when writing your paper. Clarification: Only the body text of the essay is included in the word count (not the title, header, or works cited page).

3. Sources: None are required. Please note, sources are not outlawed in the essay, but neither are they required. However, if you used borrowed information, it must be cited in-text using APA style. Include a reference list on the last page of the essay (The reference list does not count as a page toward the essay's minimum page-count expectations).

4. Submit the essay through the course Blackboard web site in order to facilitate a Turnitin.com document analysis.

5. The review should neither be all positive or all negative. To be critical, there must be elements of both.

6. An essay written from a second-person point of view is unacceptable. Writing from the second person point of view can weaken the effectiveness of the writing in research and argument papers. Using second person can make the work sound as if the writer is giving directions or offering advice to his or her readers, rather than informing or persuading them. For example:

Weak: You should read the statistics about the number of suicides that happen to your average victim of bullying!
(2nd person)

Stronger: The statistics from a variety of research reports indicate that the suicide rate is high among victims of bullying; they are under so much psychological pressure that they may resort to taking their own lives. (3rd person)

7. Avoid merely explaining what the subject is "about." Instead, "evaluate" its quality.

* **Note:** Please see video entitled "*Mrs. Reynolds Needs A Nurse*"

(<https://www.youtube.com/watch?v=ngbFrAfThn4>) for an example of the type of video that could be used to facilitate this assignment.

Essay #2: Critical Reflection Essay Guidelines

1. Introduction

Please keep in mind that these are only general guidelines. If you have any questions about the content represented here, please discuss them with the course instructor.

A reflective essay is a form of writing that examines and observes the progress of the writer's individual experience. While reflective essays explain and analyze the development of the writer, they also discuss future goals. Reflective essays will critically analyze your development as a student. This should include a discussion of the strengths you have developed as a writer as well as your weaknesses. Closely related to these weaknesses, students could also discuss how they plan to improve in the future. When writing a reflective essay, it is important to use descriptive language. In doing so, your reader will understand that you are familiar with the subject matter and that you have thought critically about your development as a student. Reflective essays are based upon your own experiences, so it is expected that you write about yourself, your ideas, and your opinions. As a result, it is completely acceptable to use first person pronouns such as "I" or "me" in these essays. Since the reflective essay is built upon personal experience, the writer has the liberty of being as creative as necessary. At the same time, do not let a focus on creativity take precedence over the important task of proving to your reader how you have grown as a student.

2. Structure

The structure of a reflective essay is very similar to the structure of most academic writing. Unless you are trying to argue a point, position, or perspective through your reflection, it is not required that your essay contain a thesis statement. Your reflective essays should be formatted using APA style. A common structure for reflective essays is as follows:

3A. Introduction

Introductions to reflective essays do not need to be longer than one paragraph in length. When writing an introduction, present the purpose of your reflection without giving your reader too much detail about the body of your paper. In the introduction, it is also helpful to tell your reader if you met your goals or the goals of the class/project. Later, in the body of the reflection, you can explain how these goals were or were not met in greater detail. Think of the introduction as a brief preview to the rest of your reflection.

3B. Body

The body should discuss in detail your development as a student. For instance, if writing a reflective essay at the end of the quarter for a certain class, how did you grow over the course of the class? What have you learned? Can you apply what you have learned to your future academic or life pursuits? How did you or did you not meet your goals or the goals of the class/project you were involved in? This is slightly different from what you should discuss in your introduction. Do not just tell the reader whether or not you met these goals. Rather, show the reader by using illustrations from class or other relevant experiences. Are there any skills you can improve on? If so, how do you plan on doing so in the future?

3C. Conclusion

In the conclusion of a reflective essay, you should remind the reader of the ways in which you have developed as a student. This may seem redundant since you already discussed these things in detail in your essay's body, but remember that the conclusion is the last thing your audience will read. As a result, leave no doubt in the reader's mind that your essay clearly demonstrates how you have grown.

4. Length: Between 1,000-1,400 words, double-spaced in Times New Roman. Follow APA writing and citation criteria when writing your paper. Clarification: Only the body text of the essay is included in the word count (not the title, header, or works cited page).

5. Sources: None are required. Please note, sources are not outlawed in the essay, but neither are they required. However, if you used borrowed information, it must be cited in-text using APA style. Include a reference list on the last page of the essay (The reference list does not count as a page toward the essay's minimum page-count expectations).

6. Submit the essay through the course Blackboard web site in order to facilitate a Turnitin.com document analysis.

Date/Topics	Class Objectives (Learning Outcomes): Upon completion of each class, the student will be prepared to:	Learning Activities
<p>Week 1 Course Overview What is Critical Thinking?</p>	<ol style="list-style-type: none"> 1. Define critical thinking and reasoning 2. Understand the rationale for development of critical thinking skills 3. Recognize the skills and attitudes required to think critically 4. Identify barriers to critical thinking 	<p><u>Required Readings:</u></p> <p>Course syllabus</p> <p>Cottrell, S. (2011). What is critical thinking, pp. 1-16.</p> <p><u>Learning Activities:</u></p> <p>TO BE DETERMINED</p>
<p>Week 2 Self-Assessment of Critical Thinking Skills Developing Critical Thinking Skills</p>	<ol style="list-style-type: none"> 1. Complete a self-assessment of personal critical thinking skills 2. Understand how to focus attention to identify differences, recognize sequences and categorize information 	<p><u>Required Readings:</u></p> <p>Cottrell, S. (2011). How well do you think? Develop your critical thinking skills, pp. 17-36.</p> <p><u>Learning Activities:</u></p> <ol style="list-style-type: none"> 1. Complete self-assessment of thinking skills 2. Complete text categorization assignment

Date/Topics	Class Objectives (Learning Outcomes): Upon completion of each class, the student will be prepared to:	Learning Activities
<p>Week 3 Understanding Persuasion</p> <p>Identifying Arguments</p>	<ol style="list-style-type: none"> 1. Recognize the author's position in assigned readings 2. Identify arguments, readings and conclusions for and against an author's position 	<p>Required Readings:</p> <p>Cottrell, S. (2011). What's their point? Identifying arguments, pp. 37-50.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Complete the 'capturing the author's position' assignment 2. Complete the 'identifying simple arguments' assignment 3. Complete the 'reasons and conclusions' assignment
<p>Week 4 Shaping Arguments Argument and Non-argument</p>	<ol style="list-style-type: none"> 1. Distinguish between arguments and disagreements 2. Identify an author's message 3. Distinguish arguments from extraneous information 4. Describe the main points of an author's argument 	<p>Required Readings:</p> <p>Cottrell, S. (2011). Is it an argument? Argument and non-argument, pp. 51-62.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Complete 'argument and disagreement' assignment 2. Complete 'identifying simple arguments' assignment 3. Complete 'reasons and conclusions' assignment
Date/Topics	Class Objectives (Learning Outcomes): Upon completion of each class, the student will be prepared to:	Learning Activities
<p>Week 5 Using Evidence</p> <p>Clarity, Consistency and Structure</p>	<ol style="list-style-type: none"> 1. Discuss the concept of clarity in written work 2. Define the concepts of internal consistency and logical consistency 3. Distinguish between independent reasons and joint reasons 4. Identify intermediate, summative and logical conclusions in an assigned reading 5. Discuss the concept of logical order 	<p>Required Readings:</p> <p>Cottrell, S. (2011). How well do they say it? Clarity, consistency and structure, pp. 63-84.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Complete 'internal consistency' assignment 2. Complete 'independent reasons and joint reasons' assignment 3. Complete 'intermediate conclusions' assignment

		<p>4. Complete 'Summative and logical conclusions' assignment</p> <p>5. Complete 'logical order' assignment</p>
<p>Week 6</p> <p>Underlying Assumptions, Reading What's Not There</p>	<ol style="list-style-type: none"> 1. Discuss the concept of assumptions 2. Distinguish between hidden and implicit assumptions 3. Identify the impact of false premises on an argument 4. Distinguish denoted from connoted meanings 5. Identify the impact of associations and stereotypes on critical thinking 	<p>Required Readings:</p> <p>Cottrell, S. (2011). Reading between the lines: Recognizing underlying assumptions and implicit arguments, pp. 85-104.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Complete 'identify the underlying assumptions' assignment 2. Complete the 'implicit assumptions used as reasons' assignment 3. Complete the 'false premises' assignment 4. Complete the 'implicit arguments' assignment 5. Complete the 'associations and stereotypes' assignment 6. Complete the 'denoted and connoted meanings' assignment

Date/Topics	Class Objectives (Learning Outcomes): Upon completion of each class, the student will be prepared to:	Learning Activities
Week 7 Flawed Reasoning	<ol style="list-style-type: none"> 1. Explain the concepts of causal links, correlations, and false correlations 2. Discuss the impact of necessary and sufficient conditions on an argument 3. Identify how false analogies affect the strength of an argument 4. Recognize deflection, complicity, exclusion and other types of flawed arguments 5. Discuss the effect of emotive language, trivialization and misrepresentation on the effectiveness of arguments 	<p>Required Readings:</p> <p>Cottrell, S. (2011). Does it add up? Identifying flaws in the argument, pp. 105-124.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Complete the 'identify the nature of the link' assignment 2. Complete the 'necessary and sufficient conditions' assignment 3. Complete the 'false analogies' assignment
Week 8 Finding Topics and Arguments Evaluating Sources of Evidence	<ol style="list-style-type: none"> 1. Define the concept of evidence 2. Distinguish between primary and secondary source materials 3. Explain how to conduct a literature 4. Discuss the evaluation of the following qualities of evidence: <ol style="list-style-type: none"> a. Authenticity b. Validity c. Currency d. Reliability e. Relevancy 5. Discuss the impact of sample size and representativeness on certainty and probability 6. Distinguish between facts and opinions 7. Evaluate a body of evidence 	<p>Required Readings:</p> <p>Cottrell, S. (2011). Where's the proof? Finding and evaluating sources of evidence, pp. 125-146.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Complete the 'relevant and irrelevant evidence' assignment 2. Complete the 'representative samples' assignment

Date/Topics	Class Objectives (Learning Outcomes): Upon completion of each class, the student will be prepared to:	Learning Activities
Week 9 Critical Reading and Note Taking	<ol style="list-style-type: none"> 1. Discuss the preparation required for critical reading 2. Identify theoretical perspectives and their relationship to argument 3. Describe the process of accurate interpretation when reading 4. Identify the relationship between note taking and critical reading 5. Explain the importance of concise critical notes to reading of a variety of materials 6. Discuss the impact of critical selection on note taking 	<p>Required Readings:</p> <p>Cottrell, S. (2011). Critical reading and note taking: Critical selection, interpretation and noting of source material, pp. 147-166.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Complete the 'critical selection' assignment

<p>Week 10 Critical Analytical Writing</p>	<ol style="list-style-type: none"> 1. Identify the characteristics of critical, analytic writing 2. Describe the preparation of different aspects of a critical analysis: <ol style="list-style-type: none"> a. Setting the scene for the reader b. Writing up the literature search c. Introducing and structuring the line of reasoning d. Conclusions/Bringing the argument together 3. Apply the concept of critical analysis to a variety of reading materials 4. Explain the importance of proper citation and referencing of source materials 	<p>Required Readings:</p> <p>Cottrell, S. (2011). Critical analytical writing: Critical thinking when writing, pp. 167-190.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Complete the 'setting the scene for the reader' assignment 2. Complete the 'writing conclusions' assignment
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Date/Topics	Class Objectives (Learning Outcomes): Upon completion of each class, the student will be prepared to:	Learning Activities
<p>Week 11 Evaluating Critical Writing</p>	<ol style="list-style-type: none"> 1. Demonstrate the ability to evaluate critical writing 2. Utilize a checklist for evaluating critical writing 	<p>Required Readings:</p> <p>Cottrell, S. (2011). Where's the analysis? Evaluating critical writing, pp. 191-206.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Critically evaluate an assigned video-taped professional interaction
<p>Week 12 Evaluating Critical Writing (continued)</p>	<ol style="list-style-type: none"> 1. Demonstrate the ability to evaluate critical writing 2. Utilize a checklist for evaluating critical writing 	<p>Required Readings:</p> <p>Cottrell, S. (2011). Where's the analysis? Evaluating critical writing, pp. 191-206.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Present your critical evaluation of an assigned video-taped professional interaction to the class

Date/Topics	Class Objectives (Learning Outcomes): Upon completion of each class, the student will be prepared to:	Learning Activities
Week 13 Critical Reflection	<ol style="list-style-type: none"> 1. Define the concept of critical reflection 2. Understand the purpose and characteristics of critical reflection 3. Outcome 4. Focus 5. Model 6. Method 7. Audience 8. Relationship of experience and theory 9. Discuss the phases of approach to critical reflection 10. Distinguish between good and bad critical reflection 11. Apply critical reflection to professional practice 	<p>Required Readings: Cottrell, S. (2011). Critical reflection, pp. 207-230.</p> <p>Learning Activities:</p> <p>Practice applying the critical reflection process to self-analysis of development as a writer</p>
Week 14 Critical Reflection (continued)	<ol style="list-style-type: none"> 1. Define the concept of critical reflection 2. Understand the purpose and characteristics of critical reflection 3. Outcome 4. Focus 5. Model 6. Method 7. Audience 8. Relationship of experience and theory 9. Discuss the phases of approach to critical reflection 10. Distinguish between good and bad critical reflection 11. Apply critical reflection to professional practice 12. Presenting your critical reflection to others 	<p>Required Readings: Cottrell, S. (2011). Critical reflection, pp. 207-230.</p> <p>Learning Activities:</p> <p>Present your critical reflection of your development as a writer to the class</p>

Date/Topics	Class Objectives (Learning Outcomes): Upon completion of each class, the student will be prepared to:	Learning Activities
Week 15 Course Wrap-Up	TO BE DETERMINED	Required Readings: TO BE DETERMINED Learning Activities: TO BE DETERMINED

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Geography Syllabus

Geospatial Technologies Certificate Capstone

GGY 4610, Fall 2016

Weekly meetings with instructor

1 credit hour

Instructor:	Jesse Rouse	Office:	232 Old Main
Office hours:	MWF 9:00-10:00 T 10:00-12:00 Or by appointment	Telephone:	(910)521-6387
		Text:	(910)241-0436
		Email:	jesse.rouse@uncp.edu

Geospatial Technologies allows for the manipulation, analysis, and visualization of spatial data. These technologies, which include Geographic Information Systems (GIS), Remote Sensing, and Global Navigation Satellite Systems (GNSS) have become a common part of personal and professional life. This course will provide the student the opportunity to show their understanding of these technologies and the data they bring together to address a real world issue. The final result of the capstone will be a **portfolio** of labs, exercises, and projects completed in the previous courses of the certificate and a **capstone project** that will yield a poster, paper, and presentation.

Course objectives

At the end of the course students will be expected to have demonstrated:

- 1) an understanding of the basic concepts in the field;
- 2) the ability to apply their understanding through the planning and implementation of a project;
- 3) organizational skills to gather, create, and maintain spatial data;
- 4) how to analyze, visualize, and present spatial data and information; and
- 5) the ability to evaluate their own work through consultation.

Textbook

Readings will be provided for the course through Blackboard.

Public Posting of Student Work

Material in this course may be posted to publicly available sites including ArcGIS Online and a webpage/ePortfolio you will create. This material will remain available on the internet beyond the end of the course at your discretion.

2. ADA Statement

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual, or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

3. Academic Honor Code

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. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. 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 therefore 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. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

4. 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.

Academic Support Options

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

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

**These programs are not a substitute for attending class.*

General Expectations

- 1) **Attendance is required.** Please see the Attendance section below for more details.
- 2) **Outside of meetings,** you should expect to do two hours of work for every hour of class time.
- 3) **Readings are required** and content from the readings will form the basis of your project.
- 4) When working with others in class, please respect them and their ideas. <http://www.uncp.edu/sa/handbook/>

Grading Policies

- 1) Assignments turned in late *may* be accepted at the discretion of the instructor.
- 2) Any observed plagiarism will result in a "0" on the assignment. After the first instance, academic dishonesty charges may be brought against the student.

Grade scale

A = 94 to 100	B+ = 87 to 89	C+ = 77 to 79	D+ = 67 to 69
A- = 90 to 93	B = 84 to 86	C = 74 to 76	D = 60 to 66
	B- = 80 to 83	C- = 70 to 73	F = below 60

Assessment Weights

Portfolio – 40%

- The portfolio will provide you and potentially future employers a recorded of your experience and growth using geospatial technologies. The portfolio will include:
 - completed labs and exercises (maps, data, and write-ups as appropriate)
 - final class project maps, data, and papers
 - online certificates completed in and out of class (e.g. Esri training certificates)
 - a current resume (if going into the workforce) or curriculum vitae (if applying to grad school)
 - a sample cover letter

Capstone Project – 55% total

- You will develop a geospatial technologies project that addresses a real world issue in conjunction with the instructor. The project should be on a level where it can be completed in 30-35 hours by someone comfortable with the relevant topic, data, and technologies.
- Items that will be included in the project grade:
 - Project topic (100 word abstract) (2%)
 - Project Outline (3%)
 - Draft poster (5%)
 - Draft paper (5%)
 - Final Poster (15%)
 - Presentation (10-15 minutes) (10%)
 - Final Paper (1,000-2,000 words, double spaced) (15%)

Participation – 5% total

- Based on your involvement in the class and meetings.

Attendance is crucial to your grade. Meetings with the instructor are where you will develop, adjust, and finalize both you portfolio and project. Without these conversations, it will be difficult to finish in a timely manner.

If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. It is the responsibility of the student to communicate with the professor prior to the classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences prior to the event.

Course calendar

See the course calendar and reading list on Blackboard for an up-to-date list of due dates.

Portfolio	Draft by midterm, Completed before Thanksgiving break.
Project	Project topic, August 31 Project data and outline, September 21 Draft poster, October 26 Draft paper, November 9 Final poster, GIS Day event, November 16 Presentation, November 16-December 7 as scheduled Final paper, December 8

The schedule and syllabus are subject to change. Changes will be made known in class meetings and through Blackboard **Announcements**. Any schedule changes will be reflected in the Blackboard **course calendar**. This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

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HHP Syllabi

ATHL 2045 Lower Extremity Assessment Lab

1 Credit Hour

MWF 10:10

Spring 2016

Instructor: Beverly Justice

Office: 1224, TR

Phone: 910 521-6273

Email: Beverly.justice@uncp.edu

Office Hours: 9:30-10:45 TR

2:00-3:00 MW

Course Description: This course will provide the opportunity to acquire the psychomotor skills needed to assess a lower extremity injury and will accompany the Lower Extremity Assessment class. Concepts learned in the classroom will be implemented, practiced and evaluated in this course. Material covered in the lecture class will also be covered simultaneously in the lab.

Required Texts:

Evaluation of Orthopedic and Athletic Injuries. 3rd edition. 2009. Starkey, Brown and Ryan. F.A. Davis.

Trail Guide to the Body. 4th edition. 2010. Biel. Books of Discovery.

Trail Guide to Movement. 2015. Books of Discovery.

Course Objectives:

1. The student will understand the injury evaluation process as well as injury nomenclature.
2. The student will assess posture, identifying abnormal postures that could predispose an athlete to injury or contribute to an existing injury/condition.
3. The student will identify anatomy, perform clinical and on-field evaluations, and recognize/assess specific pathologies for the following lower extremity regions: the foot and toes, ankle and lower leg, knee, patellofemoral articulation, pelvis and thigh, and thorax and lumbar spine.
4. The student will perform an evaluation of gait, identifying pathologic gait patterns that could predispose an athlete to injury or contribute to an existing injury/condition.
5. The student will describe the principles and concepts of body movement, including normal osteokinematics and arthokinematics. (CE-4)
6. The student will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition. (CE-13)
7. The student will incorporate the concept of differential diagnosis into the examination process. (CE-18)

8. The student will determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status. (CE-19)
9. The student will use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to (CE-20 a-f):
 - a. History taking
 - b. Inspection/observation
 - c. Palpation
 - d. Functional assessment
 - e. Selective tissue testing techniques/special tests
 - f. Neurological assessments (sensory, motor, reflexes, balance, cognitive function).
10. The student will determine when the findings of an examination warrant referral of the patient. (CE-22)

Course Requirements:

Regular attendance
 Successful completion of lab assignments
 Satisfactory participation in lab activities
 Satisfactory lab practical exam scores
 Successful completion of proficiencies
 Successful completion of cumulative practical final exam

Elements of Evaluation:

Attendance
 Participation
 Practical Exams
 Lab Assignments
 Cumulative Practical Final Exam

Grading*:

Participation		10%
Lab Assignments	15%	
Practical Exams (8)		55%
Cumulative Practical Final Exam	20%	

***The instructor reserves the right to make changes to course content and grading if deemed necessary. Students will be informed of any changes in a timely manner.**

Laboratory Expectations

This is a hands-on course, of which activities will be completed with you and your classmates serving as models. There will be a great deal of hands-on contact between you and your classmates. You are expected to act professionally at all times, and use discretion when appropriate. Based on the nature of this course (lower extremity), it will be necessary to wear appropriate clothing for lab (shorts, sports bra for females, etc.). **You are also expected to bring all textbooks to lab for completing lab assignments and following lab activities.** All lab time should be used for learning activities. All skills should be completed/practiced more than once (i.e. multiple times) after going over them in class, as repetition will help you master skills. The allotted time for lab will not allow for this repetition, thus **it will be imperative that you spend time outside of class with practice/repetition.**

Note about grading: The exams you take in this course will serve two purposes. The first is to be the primary source of your letter grade for the course. The second is to function as evaluation of proficiencies. For each exam, you will be given a grade, based on how many points are allotted for each exam. These grades will be averaged for your letter grade for the course. If one or multiple individual proficiencies are failed, the proficiency must be re-evaluated, however, your grade will not change. **All proficiencies must be successfully completed before moving on in the program.**

While there is no course citizenship component for this course (refer to ATH 2040 syllabus), be aware that the same expectations exist. This applies not only to actual lab time, but also to time spent outside of lab in mastering the skills.

Attendance Policy: This course is a hands-on course that requires your attendance!! Material covered in one lab session will not be repeated in another lab session. One absence will be allowed without penalty. Each absence after one will deduct 1 point from final grade average. More than 3 absences may result in failure of class. Make-up tests will NOT be given without prior notice of absence. Practical exams will be given outside of normal class times and will be pre-arranged.

Exam format: All practical exams will be scheduled several days in advance. There will be a sign-up sheet posted beside my office door or circulated in class. Do **NOT** sign-up for a time until you have checked your schedule for other obligations. The schedule will accommodate your class schedule and mine. **Keep in mind that these exams are purely academic in nature and should come before everything else, including your clinical rotation.** Once you sign up for a time, that time cannot be changed unless approved by me. You will need to bring a model for each exam, unless I tell you otherwise. You may serve as a model for another student, but not prior to having attempted your exam. The material for each exam will be distributed to you before the exam (proficiency evaluation sheets). **You are to bring the packet with you to each exam.** No packet means no grade.

Religious Holiday Policy Statement

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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.

ADA Statement

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

Alternative Format Statement (required on all university publications, including syllabi)

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Student Academic Honor Code

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Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student. More information can be found at www.uncp.edu/sa/pol_pub/honor_code.htm.

Plagiarism

All written material submitted must be your own intellectual work. To avoid any misunderstanding as to what does and does not constitute plagiarism, please visit <http://www.csub.edu/ssricrem/howto/plagiarism.htm>.

NOTE: The penalties for engaging in any of these acts of academic misconduct will be determined on a case-by-case basis, but will follow general university guidelines as to severity.

Student Academic Honor Code: Students have the responsibility to know and observe the UNCP Academic Honor Code. This code is available in the UNCP Academic Catalog.

Departmental Grading Scale:

94-100 A	80-82 B-	67-69 D+
90-93 A-	77-79 C+	63-66 D
87-89 B	73-76 C	60-62 D-
83-86 B	70-72 C-	0-59 F

ATHL 2055

Upper Extremity Assessment Lab

FALL

MWF 10:10 1222 Jones Building

Instructor Information

Instructor: Beverly Justice

Office: 1224, TR

Phone: 910 521-6273

Email: Beverly.justice@uncp.edu

Office Hours: 1:30-3:30 MWF

1:00-2:00 pm TR

Course Description: This course will provide the opportunity to acquire the psychomotor skills needed to assess an upper extremity injury and will accompany the Upper Extremity Assessment class. Concepts learned in the classroom will be implemented, practiced and evaluated in this course. 1 credit hours

Required Texts:

Evaluation of Orthopedic and Athletic Injuries. 3rd edition. 2009. Starkey, Brown and Ryan.

Orthopedic and Athletic Injury Evaluation Handbook. 2nd edition. 2009. Starkey and Ryan.

Trail Guide to the Body. 4th edition. 2010. Biel.

Course Objectives:

11. The student will understand the injury evaluation process as well as injury nomenclature.
12. The student will assess posture, identifying abnormal postures that could predispose an athlete to injury or contribute to an existing injury/condition.
13. The student will identify anatomy, perform clinical and on-field evaluations, and recognize/assess specific pathologies for the following upper extremity regions: cervical spine, thorax and abdomen, shoulder and upper arm, elbow and forearm, wrist, hand, and fingers, eye, face and related structures, and head and neck injuries.
14. The student will describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics. (CE-4)
15. The student will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition. (CE-13)
16. The student will incorporate the concept of differential diagnosis into the examination process. (CE-18)
17. The student will determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status. (CE-19)
18. The student will use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to (CE-20 a-j):
 - a. History taking
 - b. Inspection/observation
 - c. Palpation
 - d. Functional assessment
 - e. Selective tissue testing techniques/special tests
 - f. Neurological assessments (sensory, motor, reflexes, balance, cognitive function).
 - g. respiratory assessments (auscultation, percussion, respirations, peak-flow)
 - h. circulatory assessments (pulse, blood pressure, auscultation)
 - i. abdominal assessments (percussion, palpation, auscultation)
 - j. other clinical assessments (otoscope, urinalysis, glucometer, temperature, ophthalmoscope, otoscope, urinalysis, glucometer, temperature)
19. The student will determine when the findings of an examination warrant referral of the patient. (CE-22)

20. The student will identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for: shock. (AC-361)

21. To identify, evaluate, and recognize environmental injury, cardiopulmonary conditions, and general medical conditions in the athlete.

Course Requirements:

Regular Attendance
Satisfactory participation in lab activities
Satisfactory lab practical exam scores
Successful completion of proficiencies
Successful completion of lab assignments
Successful completion of practical final exam

Elements of Evaluation:

Attendance
Participation
Practical Exams
Lab assignments
Practical final exam

Grading:

Assignments	15%
Participation	10%
Practical Exams (8)	55%
Practical Final Exam	20%

***The instructor reserves the right to make changes to course content and grading if deemed necessary. Students will be informed of any changes in a timely manner.**

Attendance Policy: This course is a hands-on course that requires your attendance!! Material covered in one lab session will not be repeated in another lab session. One absence will be allowed without penalty. Each absence after one will deduct 1 point from final grade average. More than 3 absences may result in failure of class. Make-up tests will NOT be given without prior notice of absence. Practical exams will be given outside of normal class times and will be pre-arranged.

Absences for University-Sanctioned Events

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

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

Expectations of the Student:

It is my hope that you appreciate the privilege of being enrolled in this course, in this ATP, and in this university. If so, you will demonstrate the characteristics of a good course citizen. Should you lack the appreciation for the privilege you have to be here, know that you are still expected to demonstrate the characteristics of a good course citizen.

A good course citizen...Feels pride of membership on a team of learners
...Assumes responsibility for his/her own learning

- ...Questions and analyzes information and ideas
- ...Contributes to learning of classmates by respectful collaborative behavior
- ...Shows enthusiasm and interest in course material
- ...Seeks opportunities for learning beyond course requirements
- ...Applies learning throughout/within course and among all courses

Inappropriate Classroom Behavior

- 🍏 Disruptive (arriving late, leaving early, eating, drinking, conducting side conversations, complaining, etc.)
- 🍏 Aggressive (defiant, menacing, harassing, intimidating, etc.)
- 🍏 Bullying
- 🍏 Immature (overly emotional, making inappropriate comments, not being prepared, etc.)
- 🍏 Apathetic (putting head on desk, checking/sending texts, staring at wall, seeming disinterested, etc.)
- 🍏 Use of cell phones/personal electronic devices during class FOR ANY REASON unless permission granted by instructor

Violations of these expectations WILL result in point deductions. Noting that participation accounts for 10% of your grade average, you will receive 1 warning for course citizenship violations. After that, ½ percentage point will be deducted from your 10% for each violation.

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87-89 B+	73-76 C	60-62 D-
83-86 B	70-72 C-	0-59 F

ATH 3310

Exercise and Nutrition Prescription

Spring

Days/Times: TBA

Location: TBA

Instructor: Mrs. Susan Edkins

Phone: (910) 521-6480

Email: susan.edkins@uncp.edu

Office: 1227 Jones Building

Office Hours: MWF 2-3 pm, TR 1-2 or by appointment

Course Goal: Study of body mass regulation including the understanding of food, digestion, metabolism and different intervention strategies such as diet and exercise. Students learn assessment and prescription principles and techniques. (2 credits)

Course Goals and Objectives:

1. The student will be able to summarize the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, **diet, rest, exercise, and weight control**. (PHP-24) Nutrition Ch. 5, 12, 13
 - a. Written exam
2. The student will be able to describe the role of exercise in maintaining a healthy lifestyle and preventing chronic disease. (PHP-25) ACSM Ch. 1
 - a. Written exam
3. The student will be able to identify and describe the standard tests, test equipment, and testing protocols that are used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, agility, and endurance. (PHP-26) ACSM Ch. 4
 - a. Written exam
4. The student will be able to compare and contrast the various types of flexibility, strength training, and cardiovascular conditioning programs to include expected outcomes, safety precautions, hazards, and contraindications. (PHP-27) ACSM Ch. 7
 - a. Written exam
5. The student will be able to administer and interpret fitness tests to assess a client's/patient's physical status and readiness for physical activity. (PHP-28) ACSM Ch. 4, 5, 6
 - a. Practical exam
6. The student will be able to explain the basic concepts and practice of fitness and wellness screening. (PHP-29) ACSM Ch. 4
 - a. Written exam
7. The student will be able to design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening. (PHP-30) ACSM Ch. 7, 8
 - a. Written exam
8. The student will be able to describe the role of nutrition in enhancing performance, preventing injury or illness, and maintaining a healthy lifestyle. (PHP-32) Nutrition Ch. 5, 7, 9, 12
 - a. Written exam
9. The student will be able to educate clients/patients on the importance of healthy eating, regular exercise, and general preventative strategies for improving or maintaining health and quality of life. (PHP-33) ACSM Ch. 1, Nutrition Ch. 11, 12
 - a. Assignment
10. The student will be able to describe contemporary nutritional intake recommendations and explain how these recommendations can be used in performing a basic dietary analysis and providing appropriate general dietary recommendations. (PHP-34) Nutrition Ch. 5, 11
 - a. Assignment
 - b. Written exam
11. The student will be able to describe the proper intake, sources of, and effects of micro- and macronutrients on performance, health, and disease. (PHP-35) Nutrition Ch. 1, 2, 3, 4, 5
 - a. Assignment
 - b. Written exam
12. The student will be able to describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement. (PHP-36) Fluid Replacement Position Statement
 - a. Assignment
 - b. Written exam
13. The student will be able to identify, analyze, and utilize the essential components of food labels to determine the content, quality, and appropriateness of food products. (PHP-37) Nutrition Ch. 5

- a. Assignment
- 14. The student will be able to describe nutritional principles that apply to tissue growth and repair. (PHP-38) Nutrition Ch. 13, 14
 - a. Written exam
- 15. The student will be able to describe changes in dietary requirements that occur as a result of changes in an individual's health, age, and activity level. (PHP-39) Nutrition Ch. 13, 14
 - a. Assignment
 - b. Written Exam
- 16. The student will be able to explain the physiologic principles and time factors associated with the design and planning of pre-activity and recovery meals/snacks and hydration practices. (PHP-40) Nutrition Ch. 7
 - a. Assignment
 - b. Written exam
- 17. The student will be able to identify the foods and fluids that are most appropriate for pre-activity, activity, and recovery meals/snacks. (PHP-41) Nutrition Ch. 7
 - a. Assignment
 - b. Written exam
- 18. The student will be able to explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient. (PHP-42) Nutrition Ch. 6
 - a. Written exam
- 19. The student will be able to describe the principles and methods of body composition assessment to assess a client's/patient's health status and to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density status. (PHP-43) ACSM Ch. 4
 - a. Written exam
- 20. The student will be able to assess body composition by validated techniques. (PHP-44) ACSM Ch. 4
 - a. Practical exam
- 21. The student will be able to describe contemporary weight management methods and strategies needed to support activities of daily life and physical activity. (PHP-45) Nutrition Ch. 12
 - a. Written exam
- 22. The student will be able to explain the known usage patterns, general effects, and short- and long-term adverse effects for the commonly used dietary supplements, performance enhancing drugs, and recreational drugs. (PHP-48) Position Statement on Ergogenic Aids
 - a. Assignment

Topical Outline:

1. Carbohydrates
2. Protein
3. Fat
4. Vitamins, Minerals, Electrolytes and Water
5. Dietary Guidelines, General Nutrition Recommendations, and Federal Nutrition Policy
6. Fundamentals of Exercise Physiology and Nutrition
7. Nutrition Strategies for Optimal Athletic Performance
8. Exercise, Thermoregulation, and Fluid Balance
9. Nutritional Strategies for Competitive Endurance, Strength, and Power Athletes
10. Nutritional Supplements and Ergogenic Aids
11. Nutrition and Body Composition Coaching and Assessment
12. Weight Management and Energy Balance
13. Nutrition Across the Lifecycle
14. Nutrition for Athletes with Illness or Injury
15. Nutrition for Athletes with Special Dietary Needs
16. Benefits and Risks Associated with Physical Activity

17. Preparticipation Health Screening
18. Preexercise Evaluation
19. Health-Related Physical Fitness Testing and Interpretation
20. Clinical Exercise Testing
21. Interpretation of Clinical Exercise Testing
22. General Principles of Exercise Prescription
23. Exercise Prescription for Healthy Individuals
24. Exercise Prescription for Patients with Specific Needs

Text: Sports Nutrition for Health Professionals, by Natalie Digate Muth, FA Davis, 2015 and ACSM's Guidelines for Exercise Testing and Prescription, 9th edition, by American College of Sports Medicine

Student Academic Honor Code

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. 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 therefore should be and will be adversely affected by academic dishonesty.

Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student. More information can be found at www.uncp.edu/sa/pol_pub/honor_code.htm.

Plagiarism: *All written material submitted must be your own intellectual work. To avoid any misunderstanding as to what does and does not constitute plagiarism, please visit <http://www.csub.edu/ssricrem/howto/plagiarism.htm>.*

NOTE: *The penalties for engaging in any of these acts of academic misconduct will be determined on a case-by-case basis, but will follow general university guidelines as to severity.*

Student Academic Honor Code: *Students have the responsibility to know and observe the UNCP Academic Honor Code. This code is available in the UNCP Academic Catalog.*

Expectations of the Student:

1. Each student is expected to take responsibility for his/her own learning.
2. Students are expected to attend all class meetings on time and prepared to learn.
3. Students are expected to purchase the textbooks. It is suggested that strong consideration is given to keeping this textbook for a reference during your career.
4. Students are expected to read the chapter prior to each class meeting.
5. Students are expected to question and analyze the information and ideas presented in the text and in class.
6. Students are also expected to actively participate in class discussions and to work in a collaborative manner with classmates.

Course Requirements

1. Written Exams

Students will be given 7 regular exams in this course. **Make-up exams will not be given.** If a student has an emergency and must miss an exam, he/she must notify the instructor PRIOR to missing the exam. If

he/she fails to notify the instructor prior to missing the exam, the student will earn a ZERO for that exam. The final exam will be cumulative and will count for 25% of the final average.

2. Skills Tests/Assignments

Students will be required to perform various skills related to measuring fitness (including body composition, posture, flexibility, muscular strength, power, speed, agility and endurance), dietary analysis, evaluating food labels, pre-activity, activity and recovery meal/snack planning and hydration.

3. Cumulative Final Exam

The final exam will be objective and cumulative. It will be computer based to assist students in preparation for the BOC exam. The final exam is required and cannot be taken earlier than the scheduled final exam period (5/2 10:45 am).

Evaluation/Grading:

Exams (7)		50%
Skills Tests/Assignments	25%	
Final Exam (Cumulative)	25%	

AT PROGRAM GRADING SCALE:

94-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	Below 60 = F
90-93 = A-	83-86 = B	73-76 = C	63-66 = D	
	80-82 = B-	70-72 = C-	60-62 = D-	

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.

ADA Statement

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential.

Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

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Absences for University-Sanctioned Events

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

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

NOTE: The instructor reserves the right to amend the syllabus as needed depending on work accomplished and the needs of the class.

Clinical Education IV

ATH 4110
3 credit hours
Fall

COURSE INFORMATION

Meeting Time: Tuesday and Thursday 11:00-12:15 pm

Meeting Location: Room 1222 Jones Bldg

INSTRUCTOR INFORMATION

Instructor: Ms. Beverly Justice

Phone: (910) 521-6273

Email: beverly.justice@uncp.edu

Office: 1224 Jones Bldg.

Office Hours: MWF 1:30-3:30 PM

T-TH 1:00-2:00 PM

COURSE DESCRIPTION:

This course is the fourth in the clinical education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semesters. Although the student may be exposed to multiple learning opportunities, the clinical focuses of this course is THERAPEUTIC INTERVENTIONS, PREVENTION AND HEALTH PROMOTION AND EVIDENCE-BASED PRACTICE. 4 credit hours

Athletic trainers assess the patient's status using clinician- and patient-oriented outcome measures. Based on this assessment and with consideration of the stage of healing and goals, a therapeutic intervention is designed to maximize the patient's participation and health-related quality of life.

Therapeutic interventions include:

- Techniques to reduce pain
- Techniques to limit edema
- Techniques to restore joint mobility
- Techniques to restore muscular extensibility
- Exercises to improve strength, endurance, speed and power
- Activities to improve balance, neuromuscular control, coordination and agility
- Exercises to improve gait, posture, and body mechanics

- Exercises to improve cardiorespiratory fitness
- Functional exercises (sport or activity-specific)
- Exercises which comprise a home-based program
- Aquatic therapy
- Therapeutic modalities (superficial thermal agents, electrical stimulation, therapeutic ultrasound, diathermy, therapeutic low-level and light therapy, mechanical modalities and biofeedback)
- Therapeutic medications

Evidence-based practitioners incorporate the best available evidence, their clinical skills, and the needs of the patient to maximize patient outcomes. An understanding of evidence-based practice concepts and their applications is essential to sound clinical decision-making and the critical examination of athletic training practice.

Course Objectives:

1. **PHP-19** The student will instruct clients/patients in the basic principles of ergonomics and their relationship to the prevention of illness and injury.
2. **PHP-28** The student will administer and interpret fitness tests to assess a client's/patient's physical status and readiness for physical activity.
3. **PHP-30** The student will design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening.
4. **PHP-31** The student will instruct a client/patient regarding fitness exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting techniques.
5. **PHP-33** The student will educate clients/patients on the importance of healthy eating, regular exercise, and general preventative strategies for improving or maintaining health and quality of life.
6. **PHP-44** The student will assess body composition by validated techniques.
7. **AC-38** The student will apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury.
8. **AC-43** The student will instruct the patient in home care and self-treatment plans for acute conditions.
9. **TI-10** The student will integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans.
10. **TI-11a** The student will assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention.
11. **TI-11b** The student will position and prepare the patient for various therapeutic interventions.
12. **TI-11c** The student will describe the expected effects and potential adverse reactions to the patient.
13. **TI-11e** The student will apply the intervention, using parameters appropriate to the intended outcome.
14. **TI-11f** The student will reassess the patient to determine the immediate impact of the intervention.
15. **TI-12** The student will use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.
16. **TI-20** Inspect therapeutic equipment and the treatment environment for potential safety hazards.
17. **PS-5** The student will summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.
18. **CIP-2** The student will select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.
19. **CIP-3** The student will develop, implement, and monitor prevention strategies for at-risk individuals (eg, persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (eg, blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status.
20. **CIP-4** The student will perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to

formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan. CIP-4a upper extremity

- a. CIP-4b lower extremity
 - b. CIP-4c head
 - c. CIP-4d neck
 - d. CIP-4e thorax
 - e. CIP-4f spine
21. **CIP-6** The student will clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).
22. **CIP-9** The student will utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.

REQUIRED TEXTS:

***Evidence-based Rehabilitation.

UNCP Athletic Training Student Handbook

Therapeutic Exercise for Musculoskeletal Injuries, 2nd edition, by Peggy A. Houglum

Therapeutic Modalities: The Art and Science, 2nd edition, by Kenneth L. Knight and David O. Draper

COURSE REQUIREMENTS:

Clinical Proficiencies: Students will be required to demonstrate proficiency in therapeutic interventions, prevention and health promotion and evidence-based practice. Students must complete the proficiencies in the treatment planning process prior to attempting to demonstrate proficiency in developing a treatment plan. Ideally students should complete the therapeutic exercise proficiencies prior to completing the treatment plan proficiencies so that both the therapeutic modalities and therapeutic exercise components can be addressed in the treatment intervention.

Students should be evaluated by another ATS before attempting a check-off by a preceptor. **Students will not be permitted to perform any new skill on a patient until they have been properly assessed and deemed proficient in that skill by a preceptor.**

Students must utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records (CIP-9). Documentation is a learned skill and must be practiced daily in order to be mastered. To that end, injury report forms, treatment logs and rehabilitation logs have been posted on ATrack and are required to be completed in order to demonstrate proficiency in each of the skills for this semester.

Students are required to attempt and successfully complete all clinical proficiencies for this course. Failure to attempt a given proficiency will result in the assessment of infractions which will lower the student's grade.

Failure to complete all proficiencies will result in failure of the course for the semester.

Clinical Rotations: Clinical rotations must successfully be completed during this course. They are NOT optional! You will have one long-term rotation throughout this course as assigned by the Clinical Coordinator. The CEC will assign a minimum requirement for the clinical rotation. It is important for students to understand that the minimum requirement is the least amount of time a student is permitted to spend gaining clinical experience for a given rotation. It is in the student's best interest to spend as much time as possible in the clinical setting because athletic training is a profession that is learned by doing.

It is not permissible for a student to simply stop attending a clinical rotation when the minimum number of hours is attained for a given rotation. If a student has other commitments outside of their clinical responsibility, the student must make the preceptor aware of those conflicts at the beginning of the rotation so the preceptor can plan accordingly. It is likely that a student will have to complete greater than the minimum number of clinical hours in order to complete all of the clinical proficiencies for the course.

Students are required to complete a minimum of an average of 20 hours per week throughout the semester. If a student is unable to meet the minimum requirement for the clinical rotation during a semester due to an emergency or participation in athletics, the student must defer at least a portion of the rotation. Deferred hours must be completed during the same academic year and the student will receive an incomplete until the deferred rotation is completed. A student may not defer rotations in both semesters and student-athletes may only defer a rotation during their championship season. **Deferrals must be requested in writing to the Clinical Coordinator no later than the first week of classes.** It is recommended that student-athletes make deferral requests prior to the end of the spring semester for the following academic year so that rotations can be planned accordingly. Students should refer to the UNCP Athletic Training Student Handbook for specific policies regarding clinical rotations and deferral of rotations.

ATS Contract, Rotation Orientation Form and Monthly Calendar: Students are required to complete an ATS Contract form and Rotation Orientation form for each rotation. These forms will be completed online and submitted in ATrack to the Clinical Coordinator. These forms must be submitted prior to beginning a rotation. In addition, students are required to meet with the preceptor **prior** to the beginning of each rotation to set a schedule for the rotation. Monthly calendars can be printed online from multiple websites and should be turned in to the Clinical Coordinator within one week of beginning a rotation. **Late forms = 0 points.**

Evaluation Forms: Students are required to complete a mid-rotation Self-Evaluation at the midpoint of the rotation. Additionally, students are required to complete a Clinical Site Evaluation form, a Preceptor Evaluation form, and a Self-Evaluation form at the end of each clinical rotation. These forms will be completed online and submitted in ATrack to the Clinical Coordinator for each rotation. In addition, students are required to meet with the preceptor to review the preceptor's evaluation of the student. These forms are due at the end of each rotation. **Late forms = 0 points.**

Weekly Journals: Each student is required to complete an email journal each week. The journal is to be reflective of what the student observed during the rotation. Both positive and negative comments about the rotations are encouraged. Since there are 16 weeks of rotations, a total of 16 journals will be due. In addition, each week's journal must include two reflection questions that are addressed relative to the clinical experience of the previous week. One reflection question should come from the Foundational Behaviors category and the second question can come from any of the other categories. Reflection questions may be used more than once. Journals are due by Monday at noon and should be written and submitted in Blackboard. Journals will be graded according to the journal rubric posted on the course Blackboard site. **Late journals = 0 points.**

INFRACTIONS: Infractions accumulated throughout the semester will impact the grade in this course. Please refer to the UNCP Athletic Training Student Handbook for specific infraction values.

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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.

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NOTE: The instructor may add or remove items at his/her discretion that affect the assessment measures as indicated below. Students will be notified of any changes in a timely manner.

EVALUATION/GRADING:

<u>Assessment Measure</u>	<u>Percentage</u>
Clinical Proficiencies (Documentation)	30% (10%)
Clinical Rotations	20%
Weekly Journals	10%
Comprehensive Written Final Exam	20%
Comprehensive Practical Final Exam	20%
Total:	100%

DEPARTMENTAL GRADING SCALE:

94-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	0-59 = F
90-93 = A-	83-86 = B	73-76 = C	63-66 = D	
	80-82 = B-	70-72 = C-	60-62 = D-	

IMPORTANT CLINICAL EXPERIENCES POLICIES AND PROCEDURES:

Please refer to the current UNC Pembroke Athletic Training Student Handbook for the full version of the following policies:

Clinical Experience Supervision Requirements:

- The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.
- If the preceptor must leave the clinical rotation site (even to go to the bathroom), the ATS must take a break and leave the facility. The student MUST not be in a position where he/she might be asked or expected to perform any tasks without the Preceptor physically present.
- The preceptor must consistently and physically interact with the athletic training student at the site of the clinical experience in order to provide direction and correct inappropriate actions.
- The preceptor is responsible for the on-going and consistent clinical education of the student in facilitating of learning over time.
- The preceptor must maintain direct supervision at all times, however the level of supervision will change as the student progresses through his/her coursework.
 - ATH 2000 = “hip pocket” supervision; student is mainly observing, preceptor must very closely supervise the student; student is not permitted to have any input in decision-making
 - ATH 2010 and 3000 = “arm’s length” supervision; student may perform skills for which they have been formally instructed and evaluated and have demonstrated proficiency; preceptor should provide moderate to low guidance to the student, share ideas and facilitate the decision-making process with the student
 - **ATH 3010 and 4000 = “supervised autonomy” supervision; preceptor should provide little guidance but always maintain direct supervision of the student, preceptor should give the decision-making responsibility and execution to the student**

Rotation Assignments

- [The Clinical Education Coordinator \(CEC\) is responsible for assigning students to rotations and overseeing their clinical experiences.](#)
- [Students should refer to the UNC Pembroke Athletic Training Student Handbook for guidelines of how the CEC will assign students to rotations.](#)

Student Requirements for Clinical Experiences

Prior to a student being permitted to begin his/her clinical experiences each year, he/she must complete the following requirements:

- Attend the required Orientation/Training Session (August and January)
- Complete Bloodborne Pathogen Training (January)
- Complete CPR for the Professional Rescuer or provide documentation of current certification (upon entering the program, January of senior year)
- Complete Golf Cart Safety Training (January)
- Attend FERPA Training and sign the Confidentiality Statement (upon entering the program)
- Provide documentation of current Liability Insurance coverage (yearly)
- Complete the ATS Contract (submit online for each rotation)
- Complete a calendar outlining the specific dates and times the rotation will be completed (each rotation; available online)
- Sign the ATS Handbook Acknowledgement of Understanding (upon entering the program)
- Students who have a job are required to complete the Part-time Employment Approval Form (Appendix D of ATS Handbook) each semester.

Failure to complete the above required items will result in the student **NOT** being permitted to begin clinical rotations. Infractions will be assessed by the CEC for each day a student's clinical rotation is delayed. Since clinical rotations are a required part of the Clinical Education course, the student's grade will be affected.

Preceptor Requirements for First Day of Each Rotation

The preceptor is responsible for ensuring that the following items are completed on the first day of the student's rotation:

- Provide the student with a tour of the facility
- Review the policies and procedures of the facility with the student
- Review the Emergency Action Plan for the facility
- Outline the preceptors's expectations of the student
- Introduce the student to the personnel he/she will have contact with
- Review the dress code of the facility with the student
- Confirm the level of the student and which courses they have completed
- Confirm the focus of the student's rotation and which proficiencies they have completed
- Set goals for the student based on input from the Clinical Coordinator
- Submit the Rotation Orientation Checklist in ATrack
- Verify the Student Contract in ATrack

The Rotation Orientation Checklist can be found in Appendix K of the UNC Pembroke Athletic Training Student Handbook and should be completed by both the student and preceptor at www.ATRackonline.com.

Minimum Requirement for Clinical Experiences

- The minimum requirement for each clinical course is as listed below:
 - ATH 2000—5 hours per week and 25 hours/rotation (75 hours/semester)
 - ATH 2010 and 3000—average of 10 hours per week (150 hours/semester)
 - **ATH 3010 and 4000—average of 20 hours per week (300 hours/semester)**
- The CEC determines the number of hours for each student rotation in the 2nd and 3rd years.
- If a student is not able to meet the minimum requirement for the clinical experiences during a semester, he/she must defer at least a portion of the rotation (refer to Deferral of Clinical Experiences for the proper procedure).

- It is important for students to understand that the **minimum requirements are the least amount of time a student is permitted to spend gaining clinical experience** for a given semester. It is in the student's best interest to spend as much time as possible in the clinical setting because athletic training is a profession that is learned by doing.
- It is not permissible for a student to simply stop attending a clinical rotation when the minimum number of hours is attained for a given rotation. If a student has other commitments outside of their clinical responsibility, the student must make the preceptor aware of those conflicts at the beginning of the rotation so the preceptor can plan accordingly.

Maximum Requirements for Clinical Experiences

- Students are required to have comparable relief (days off) from clinical experiences during the academic year. To this end, the following policies have been developed:
 1. Students must have at least one day off per week for each of the fifteen weeks of the semester.
 2. Students may not be required to stay over long breaks such as Fall Break, Thanksgiving Break, Winter (Christmas) Break, and Spring Break
 3. Students will be required to complete rotations during preseason camps, but the clinical hours accumulated will count toward their fall semester requirement.
 4. Students may be asked to assist during a long break such as Winter Break, but the hours will count toward their spring semester requirement unless the student needs additional hours to complete the fall requirement.
 5. Students who defer clinical hours will be required to complete hours during preseason and over long breaks in order to complete their clinical requirement without adding additional semesters to their schooling.
- In order to allow students a sufficient amount of time to devote to their academic obligations, the following maximums will be enforced for clinical courses:
 - ATH 2000—maximum average of 10 hours required per week
 - ATH 2010 and 3000—maximum average of 20 hours required per week
 - **ATH 3010 and 4000—maximum average of 25 hours required per week**

Documentation of Clinical Experiences

- Students are required to accurately document their clinical experience hours in ATrack. Hours must be logged within 3 days in order to be counted. Failure to document hours in the required time frame means that the hours will not count.
- **Lying about clinical hours is considered academic dishonesty and can result in dismissal from the ATP.**
- Failure to document clinical hours could result in failure of the clinical education course.
- Only time spent preparing for practice/game, during practice/game or immediately post practice/game, under the direct supervision of the preceptor, can be logged for clinical hours. **Actual travel time cannot be included.**

Deferral of Clinical Rotations

- A student may elect to defer a clinical rotation (permissible in Clinical Education II-V), but the rotation must be completed during the **same academic year** and the student will receive a grade of Incomplete in the associated Clinical Education course until the deferred rotation is completed.
- A student may not defer rotations in both semesters during an academic year.
- Student-athletes may only defer a rotation during their championship season.

- On a limited basis, students may be able to complete a rotation during the summer with approval of the clinical site by the Clinical Education Coordinator.
- If a student wishes to defer a rotation, he/she is required to **request the deferral in writing** to the Clinical Education Coordinator **prior to the end of the spring semester for the following academic year**. Emergency situations will be handled individually.
- Refer to the Deferral of Clinical Rotations section of the ATS Handbook for details on the deferral process.
- Deferral of hours does not release the ATS from the minimum required clinical hours nor does it excuse the student from completing proficiencies on the schedule required in the class. It is the student's responsibility to ensure that he/she finds time to spend working on clinical proficiencies.
- Participation in athletics or other extracurricular activities or working a job does not release the ATS from the required 975 clinical hours (Obtain employment form for completion if appropriate).

Evaluation of Clinical Experiences

First year students will be evaluated at the conclusion of each five-week rotation. The ATS and preceptor are expected to meet and discuss the evaluation. The student will then complete an Evaluation Review Verification form (found in Portfolio on ATrack.). The completed evaluation form will become part of the student's permanent electronic record.

First year students are also expected to evaluate each of the clinical sites they visit, as well as the preceptor at each site. The evaluations should be completed before beginning the next rotation and ASAP after completion of the rotation being evaluated. These evaluations are used to make sure that students are receiving a quality experience at each site.

The ATP Evaluation forms are located on the website at: www.ATRackonline.com.

Dress Code

Students are expected to follow the dress code outlined in UNC Pembroke Athletic Training Student Handbook. Failure to dress according to the code will result in the ATS being sent home to change and the assessment of infractions. The assessment of infractions is outlined in the Professional Conduct Policy.

Professional Conduct Policy

The UNCP ATP has an expectation that students are going to conduct themselves in a professional manner. ATS's are not only representing themselves, but also representing the ATP, the HPER and Athletic Departments and the university when they are in clinical rotations. The behavioral expectations of the ATS are outlined in the Professional Conduct Policy in the UNC Pembroke Athletic Training Student Handbook. Failure to adhere to this policy will result in points being deducted from the students's clinical average and could result in failure of the class.

Performance of Skills on Patients

Athletic training students must be officially enrolled in the clinical education portion of the ATP and have been formally instructed and formally assessed on each athletic training skill as part of a required Clinical Education course prior to performing those skills on patients. It is the student's responsibility to ensure that the preceptor does not require the student to perform any skills for which that student has not had formal instruction and evaluation. Preceptors are educated as to the progression of the ATP courses and the content of each Clinical Education course, however, the preceptor may inadvertently ask the student to perform a skill in which they have not yet demonstrated proficiency. **It is extremely important for the ATS and the preceptor to understand that**

students should not be asked or permitted to perform a skill unless it has been documented that the student has demonstrated proficiency in this skill.

ATH 4220 Clinical Education V—WD

3 credit hours

Spring

MWF 9:05-9:55

1106 Jones Building

Instructor: Mrs. Susan Edkins

Phone: (910) 521-6480

Office: 1227 Jones Bldg.

Office Hours: MWF 2-3 pm, TR 1-2 pm or by

appt.

Email: susan.edkins@uncp.edu

COURSE DESCRIPTION: This course is the culmination of the clinical education series of courses. It requires the student to use critical thinking and problem solving skills to demonstrate mastery of the clinical integration proficiencies in the five domains of athletic training. The learning focus of this course is psychosocial intervention skills.

SPECIFIC COMPETENCIES:

1. The student will identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders. (PHP-46)
2. The student will describe the method of appropriate management and referral for clients/patients with disordered eating or eating disorders in a manner consistent with current practice guidelines. (Describe the method of appropriate management and referral for clients/patients with disordered eating or eating disorders in a manner consistent with current practice guidelines. (PHP-47)
3. The student will identify which therapeutic drugs, supplements, and performance-enhancing substances are banned by sport and/or workplace organizations in order to properly advise clients/patients about possible disqualification and other consequences. (PHP-49)
4. The student will optimize therapeutic outcomes by communicating with patients and/or appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy. (TI-31)
5. The student will describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions. (PS-1)
6. The student will explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model). (PS-2)
7. The student will describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence). (PS-3)
8. The student will summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient. (PS-4)
9. The student will summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change. (PS-5)
10. The student will explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient. (PS-6)
11. The student will describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes. (PS-7)
12. The student will describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs. (PS-8)

13. The student will describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain. (PS-9)
14. The student will explain the impact of sociocultural issues that influence the nature and quality of healthcare received (eg, cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes. (PS-10)
15. The student will describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network. (PS-11)
16. The student will identify and refer clients/patients in need of mental healthcare. (PS-12)
17. The student will identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub-clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional. (PS-13)
18. The student will describe the psychological and sociocultural factors associated with common eating disorders. (PS-14)
19. The student will identify the symptoms and clinical signs of substance misuse/abuse, the psychological and sociocultural factors associated with such misuse/abuse, its impact on an individual's health and physical performance, and the need for proper referral to a healthcare professional. (PS-15)
20. The student will formulate a referral for an individual with a suspected mental health or substance abuse problem. (PS-16)
21. The student describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event. (PS-17)
22. The student will provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy. (PS-18)
23. The student will differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact. (PD-8)
24. The student will develop healthcare educational programming specific to the target audience (eg, clients/patients, healthcare personnel, administrators, parents, general public). (PD-10)
25. The student will administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate. (CIP-1)
26. The student will select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity. (CIP-2)
27. The student will develop, implement, and monitor prevention strategies for at-risk individuals (eg, persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (eg, blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status. (CIP-3)
28. The student will perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation

including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan. UE, LE, head, neck, thorax and spine (CIP-4)

29. The student will perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol. (CIP-5)
30. The student will clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding). (CIP-6)
31. The student will select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation. (CIP-7)
32. The student will demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (CIP-8)
33. The student will utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing. (CIP-9)

REQUIRED TEXTS:

The Athletic Trainer's Guide to Psychosocial Intervention and Referral by James M. Mensch and Gary M. Miller, SLACK Books, 2008, ISBN 978-1-55642-733-6

UNCP Clinical Education Notebook and the UNCP Athletic Training Handbook

All athletic training textbooks

COURSE REQUIREMENTS:

Clinical Proficiencies: Students will be required to demonstrate proficiency in the skills required to be an entry-level athletic trainer. Remember that this is your final semester as an undergraduate and you should be thinking as an athletic training professional at this point in your education. You need to take the lead in the care of the athletes with whom you are working. The preceptor will determine proficiency of the skills performed by the student and will enter it into ATrack once the student is deemed proficient. The instructor will evaluate the associated documentation and determine the proficiency of the documentation. **In order for the proficiency to be deemed complete, the student must be proficient in both the performance of the skill and the documentation. Failure to complete ALL OF THE ASSIGNED clinical proficiencies (including required documentation) by the beginning of class on the last day of classes will result in failure of this course, which means you will NOT graduate!!!**

Students will have due dates for proficiencies throughout the semester. **Grading for the due dates will be included in the proficiency percentage of the course grade.** The number of proficiencies completed for each due

date will be recorded and converted numerically to a grade in Blackboard. For example, if 5 proficiencies are due and a student only completes 2, the student will earn a 2/5 or 20% for that due date. All proficiencies must be completed by the last day of class for the semester regardless of whether or not they were attempted earlier in the semester. Students are required to maintain a clinical notebook in which they put all completed documentation.

Documentation: This course is designated as the **Writing in the Discipline** course for Athletic Training. As such, one of the primary focuses of this course is proficiency in documentation that you will need to use once you are a practicing athletic trainer, including using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing (CIP-9). The documentation demonstrates your proficiency in written communication as well as your critical thinking process. Therefore, appropriate documentation is a requirement for proficiency in each of the areas.

Documentation is due every 2 weeks and needs to be submitted via email and track changes/comments will be used to provide the student with feedback. Students are expected to incorporate the feedback from their instructor into their documentation and may be required to resubmit documentation multiple times before it is deemed proficient. Students will receive a documentation grade every two weeks so failure to turn in documentation will directly affect the student's grade. Once documentation is deemed proficient, it should be printed and placed in the student's clinical notebook behind the sheet for that proficiency. **In order for the proficiency to be deemed complete, the student must be proficient in both the performance of the skill and the documentation.**

Clinical Rotations: Clinical rotations must successfully be completed during this course. Clinical rotations are NOT optional! You will have several clinical rotations throughout this course as assigned by the Clinical Coordinator. The CC will assign a minimum requirement for each clinical rotation. It is important for students to understand that **the minimum requirement is the least amount of time a student is permitted to spend gaining clinical experience for a given rotation.** It is in the student's best interest to spend as much time as possible in the clinical setting because athletic training is a profession that is learned by doing.

It is not permissible for a student to simply stop attending a clinical rotation when the minimum number of hours is attained for a given rotation. If a student has other commitments outside of his/her clinical responsibility, the student must make the preceptor aware of those conflicts at the beginning of the rotation so the preceptor can plan accordingly. It is likely that a student will have to complete greater than the minimum number of clinical hours in order to complete all of the clinical proficiencies for the course. **Students will need to be at rotation for every opportunity available in order to complete the minimum requirement and the proficiencies assigned to this class.**

Students are required to complete a minimum number of hours for each rotation as assigned by the Clinical Coordinator. Students are required to have one day off a week. The preceptor is responsible for making the schedule, including the student's day off. Please be aware that if you are assigned to a team that will travel multiple days per week, your day off will likely change from week to week based on the travel schedule. **Students will complete a General Medical Rotation at AJ Robinson Clinic in Lumberton and a PT Rotation at Fayetteville Orthopedics in Fayetteville in addition to their assigned sport.** It is possible that students will be required to attend more than one rotation site in a given week.

If a student is unable to meet the minimum requirement for the clinical rotation during a semester due to an emergency or participation in athletics, the student must defer at least a portion of the rotation. Deferred hours must be completed during the same academic year and the student will receive an incomplete until the deferred rotation is completed. A student may not defer rotations in both semesters and student-athletes may only defer a rotation during their championship season. **Deferrals must be requested in writing to the Clinical Coordinator no later than the first week of classes unless an emergency situation arises.** It is recommended that student-athletes make deferral requests prior to the end of the spring semester for the following academic year so that rotations can be planned accordingly.

NOTE: Requesting a deferral for the spring semester at this point will add at least an additional semester to your undergraduate degree because clinical rotations cannot be completed during the summer. Failure to complete the minimum number of clinical hours results in failure of your clinical class which means you will NOT graduate!!!

ATS Contract and Monthly Calendar: Students are required to complete an ATS Contract form for each rotation. This form must be completed on ATrack and submitted prior to beginning a rotation. In addition, students are required to meet with the Preceptor **prior** to the beginning of each rotation to set a schedule for the rotation. Monthly calendars should be printed and completed in consultation with the Preceptor and then turned in to the Clinical Coordinator prior to beginning a rotation.

Evaluation Forms: Students are required to complete a Clinical Site Evaluation form, a Preceptor Evaluation form, and a Self-Evaluation form at the end of each clinical rotation. These forms will be completed on ATrack. In addition, students are required to meet with the Preceptor to review the Preceptor’s evaluation of the student. These forms are due in the middle and at the end of each rotation.

Weekly Journals: Each student is required to complete a journal each week. The journal is to be reflective of what the student observed during the rotation. Both positive and negative comments about the rotations are encouraged. Since there are 15 weeks of rotations, a total of 15 journals will be due. The journals must be at least a **page in length** and should not simply recount everything the student observed (think about what you see and reflect on it). In addition to the reflection of the rotation for the week, students will be given two reflection questions. In order to get full credit for journal entries, students must clearly identify which question is being answered and must fully reflect on each of the questions. Journals are worth a total of 15 points (rubric is posted on Blackboard and ATrack) and are due by **Sunday at 11:59 pm**. Journals must be submitted in Blackboard in order to receive credit. Late journals = 0 points.

Quizzes: Quizzes will be given on Blackboard for each chapter. Students are expected to read the material before class so it can be discussed within class. It is essential for each student to complete the reading prior to the class meeting so that our discussions will be meaningful.

INFRACTIONS: Infractions accumulated throughout the semester will impact the grade in this course. Each infraction lowers the final grade by 1 point. Please refer to the [UNCP Athletic Training Student Handbook](#) for specific infraction values.

EVALUATION/GRADING:

<u>Assessment Measure</u>	<u>Percentage</u>
Clinical Proficiencies	25%
Documentation	15%
Clinical Rotations	35%
Weekly Journals	15%
Quizzes/Symposium	<u>10%</u>
Total:	100%

PROGRAM GRADING SCALE:

94-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	Below 60 = F
90-93 = A-	83-86 = B	73-76 = C	63-66 = D	
	80-82 = B-	70-72 = C-	60-62 = D-	

Student Academic Honor Code: 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. 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 therefore should be and will be adversely affected by academic dishonesty.

NOTE: Lying about your clinical hours or proficiencies is considered fabrication or falsification of information.

Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases

of academic dishonesty to the instructor. In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student. More information can be found at www.uncp.edu/sa/pol_pub/honor_code.htm.

Plagiarism: *All written material submitted must be your own intellectual work. To avoid any misunderstanding as to what does and does not constitute plagiarism, please visit <http://www.csub.edu/ssricrem/howto/plagiarism.htm>.*

NOTE: *The penalties for engaging in any of these acts of academic misconduct will be determined on a case-by-case basis, but will follow general university guidelines as to severity.*

Student Academic Honor Code: *Students have the responsibility to know and observe the UNCP Academic Honor Code. This code is available in the UNCP Academic Catalog.*

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.

ADA Statement

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify **must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695** to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

Alternative Format Statement (required on all university publications, including syllabi)

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

Absences for University-Sanctioned Events

If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be

excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

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

NOTE: The instructor reserves the right to amend the syllabus as needed depending on work accomplished and the needs of the class.

IMPORTANT CLINICAL EXPERIENCES POLICIES AND PROCEDURES:

Please refer to the current [UNC Pembroke Athletic Training Student Handbook](#) for the full version of the following policies:

Clinical Experience Supervision Requirements:

The Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient. ATH 4000 is considered “supervised autonomy” supervision. Students at this level should be making decisions and communicating with coaches and patients as much as possible. It is your responsibility to take an active role with your student-athletes as well as with your Preceptor. If you do not feel that you are getting enough experience with communication with coaches and/or athletes, you need to advocate for yourself with your Preceptor.

Student Requirements for Clinical Experiences for this course:

[Prior to a student being permitted to begin his/her clinical experiences each semester, he/she must complete the following requirements:](#)

- Register with ATrack
- Provide documentation of current Liability Insurance (based on renewal date)
- Complete the ATS Contract and Rotation Checklist (on ATrack)
- Complete a calendar with specific dates and time the rotation will be completed
- Complete the Employment Form, if applicable

Failure to complete the above required items will result in the student not being permitted to begin clinical rotations. Infractions will be assessed by the CC for each day a student’s rotation is delayed. Since clinical rotations are a required part of the Clinical Education course, the student’s grade will be affected.

Documentation of Clinical Experiences

Students are required to document their clinical experience hours in ATrack. Only time spent preparing for practice/game, during practice/game or immediately post practice/game, under the direct supervision of the Preceptor, can be logged for clinical hours. Travel time cannot be included. Failure to log hours within 72 hours of completion will result in the student not getting credit for hours that were completed.

Dress Code

Students are expected to follow the dress code outlined in Appendix K of the [UNC Pembroke Athletic Training Student Handbook](#). Senior students should take a lead in dressing professionally and be role models to the underclassmen. Failure to dress according to the code will result in the ATS being sent home to change and the assessment of infractions. The assessment of infractions is outlined in the Professional Conduct Policy.

Professional Conduct Policy

The UNCP ATEP has an expectation that students are going to conduct themselves in a professional manner. ATs are not only representing themselves, but also representing the ATEP, the HPER and Athletic Departments and the university when they are in clinical rotations. Please refer to the Professional Conduct Policy located in the current handbook. The professional behaviors should guide all of your interactions with patients.

Anatomy and Physiology I Lab (EXPH 2110)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This laboratory course will provide a basic understanding of the structural, locomotive, and physiological systems of the body. This course should be considered an introduction to the principles and systems that are integral to the study of human movement science.

Course Objectives:

At the end of this course, the student should be able to:

- Identify the bones and muscles of the musculoskeletal system
- Identify the cells, tissues, and organs of the human body

Attendance Policy: Students are allowed no more than one (1) unexcused absences. A second unexcused absence will lead to a full letter grade deduction. Three (3) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

Absences for University-Sanctioned Events

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

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

Text Book:

No text

Grading: Your final grade will be determined by the following means:

- Lab reports: 7 @ 10 points each
- Practical Final Exam: 30 points

A = \geq 95 points

B = 82.5-85.9 points

C = 72.5-75.9 points

D = 62.5-65.9 points

A⁻ = 90-94.9 points

B⁻ = 80-82.4 points

C⁻ = 70-72.4 points

D⁻ = 60-62.4 points

B⁺ = 86-89.9 points

C⁺ = 76-79.9 points

D⁺ = 66-69.9 points

F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Lab Reports: Lab reports will be comprised of completing the classroom laboratory experiments. The student will be provided an introduction, which includes a brief review of literature, and methods and procedures that must be followed. The student will be responsible for:

- Following the methods and procedures to collect data
- Appropriately reporting and analyzing the data
- Writing a discussion, including referenced primary source material, and a conclusion

Practical Final Exam: The final exam will be a *practical* exam that will test on the methods and procedures as well as the content material reviewed in this course. Students must demonstrate sufficient knowledge of content and laboratory applications. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Late Assignments:

Assignments will not be accepted after the date and time on which they are due. Blackboard assignments and tests cannot be submitted late, due to the availability of the submission link. If an in-class assignment is missed, with the exception of those with excused absences, a grade of 0 will be earned.

Statement Regarding Disruptive Behavior:

Respective to the UNCP Student Code of Conduct (reference your student handbook), disruptive behavior in the virtual classroom will not be tolerated. Any disruptive or insensitive remarks made to another student in the course will lead to a warning. A second offense will lead to dismissal from the course.

Academic Dishonesty:

Plagiarism, cheating on exams or any other type of academic dishonesty will not be tolerated. Should you be found to be in violation of the UNCP Academic Honor Code, www.uncp.edu/sa/pol_pub/, you will be turned in to the Vice Chancellor of Student Affairs and receive a grade of "F" for this class.

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.

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ADA Statement

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

Alternative Format Statement

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

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Anatomy and Physiology II (EXPH 2200)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This course will provide an advanced understanding of the structural, locomotive, and physiological systems of the body. This course features the advanced application of the principles and systems that are integral to the study of human movement science.

Course Objectives:

At the end of this course, the student should be able to:

- Identify the bones, their landmarks, and the muscles of the musculoskeletal system
- Develop a deep understanding of the physiological properties of the endocrine, respiratory, circulatory, nervous, immune, musculoskeletal, integumentary, and reproductive systems
- Be able to thoroughly discuss the integration of the systems as they function under homeostasis

Attendance Policy: Students are allowed no more than three (3) unexcused absences. A fourth unexcused absence will lead to a full letter grade deduction. Five (5) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

Absences for University-Sanctioned Events

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

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

Text Book:

Martini, F. H., & Bartholomew, E. F. (2012). *Essentials of anatomy and physiology*. Upper Saddle River, NJ: Pearson. ISBN # 9780321786654

Grading: Your final grade will be determined by the following means:

- Quizzes: 7 @ 10 points each
- Cumulative Final Exam: 30 points

A = \geq 95 points	A⁻ = 90-94.9 points	B⁺ = 86-89.9 points
B = 82.5-85.9 points	B⁻ = 80-82.4 points	C⁺ = 76-79.9 points
C = 72.5-75.9 points	C⁻ = 70-72.4 points	D⁺ = 66-69.9 points
D = 62.5-65.9 points	D⁻ = 60-62.4 points	F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Quizzes: Quizzes will cover the units as described in the unit outline. The quizzes are objective in nature. Questions to the quizzes are generated randomly as are the answers, making each person's quiz unique. As well, backtracking through the quizzes is prohibited, so once a question is given, one cannot go back to previous questions. All students will be limited to 45 minutes to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Final Exam: The final exam will be a *cumulative* exam that will test on the material covered throughout the course. The exam will be objective in nature. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Late Assignments:

Assignments will not be accepted after the date and time on which they are due. Blackboard assignments and tests cannot be submitted late, due to the availability of the submission link. If an in-class assignment is missed, with the exception of those with excused absences, a grade of 0 will be earned.

Statement Regarding Disruptive Behavior:

Respective to the UNCP Student Code of Conduct (reference your student handbook), disruptive behavior in the virtual classroom will not be tolerated. Any disruptive or insensitive remarks made to another student in the course will lead to a warning. A second offense will lead to dismissal from the course.

Academic Dishonesty:

Plagiarism, cheating on exams or any other type of academic dishonesty will not be tolerated. Should you be found to be in violation of the UNCP Academic Honor Code, www.uncp.edu/sa/pol_pub/, you will be turned in to the Vice Chancellor of Student Affairs and receive a grade of "F" for this class.

Religious Holiday Policy Statement

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Anatomy and Physiology II Lab (EXPH 2210)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This laboratory course will provide an advanced understanding of the structural, locomotive, and physiological systems of the body. This course will require the mastery of advanced principles and systems that are integral to the study of human movement science.

Course Objectives:

At the end of this course, the student should be able to:

- Independently reference the bones and muscles of the musculoskeletal system
- Perform a virtual dissection of the human body
- Demonstrate appropriate procedures for conducting laboratory experiments

Attendance Policy: Students are allowed no more than one (1) unexcused absences. A second unexcused absence will lead to a full letter grade deduction. Three (3) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

Absences for University-Sanctioned Events

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

written documentation must be provided for each excused absence.

Text Book:

No text

Grading: Your final grade will be determined by the following means:

- Lab reports: 7 @ 10 points each
- Practical Final Exam: 30 points

A = ≥ 95 points	A⁻ = 90-94.9 points	B⁺ = 86-89.9 points
B = 82.5-85.9 points	B⁻ = 80-82.4 points	C⁺ = 76-79.9 points
C = 72.5-75.9 points	C⁻ = 70-72.4 points	D⁺ = 66-69.9 points
D = 62.5-65.9 points	D⁻ = 60-62.4 points	F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Lab Reports: Lab reports will be comprised of completing the classroom laboratory experiments. The student will be provided an introduction, which includes a brief review of literature, and methods and procedures that must be followed. The student will be responsible for:

- Following the methods and procedures to collect data
- Appropriately reporting and analyzing the data
- Writing a discussion, including referenced primary source material, and a conclusion

Practical Final Exam: The final exam will be a *practical* exam that will test on the methods and procedures as well as the content material reviewed in this course. Students must demonstrate sufficient knowledge of content and laboratory applications. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Late Assignments:

Assignments will not be accepted after the date and time on which they are due. Blackboard assignments and tests cannot be submitted late, due to the availability of the submission link. If an in-class assignment is missed, with the exception of those with excused absences, a grade of 0 will be earned.

Statement Regarding Disruptive Behavior:

Respectful to the UNCP Student Code of Conduct (reference your student handbook), disruptive behavior in the virtual classroom will not be tolerated. Any disruptive or insensitive remarks made to another student in the course will lead to a warning. A second offense will lead to dismissal from the course.

Academic Dishonesty:

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Religious Holiday Policy Statement

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Kinesiology Lab (EXPH 3460)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This course will provide students with the opportunity to experience advanced laboratory applications in the mechanics of the human body manipulating forces to provide motion. The lab will focus on levers; origins, insertions and lines of pull of muscles; and the manipulation of angles in a practical sense.

Course Objectives:

At the end of this course, the student should be able to:

- Independently reference the bones and muscles of the musculoskeletal system
- Demonstrate knowledge of the lines of pull of the muscles
- Demonstrate the appropriate manipulation of lever systems in the performance of human movements
- Demonstrate appropriate procedures for conducting field experiments in human movement

Attendance Policy: Students are allowed no more than one (1) unexcused absences. A second unexcused absence will lead to a full letter grade deduction. Three (3) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

Absences for University-Sanctioned Events

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

Text Book:

No text

Grading: Your final grade will be determined by the following means:

- Lab reports: 7 @ 10 points each
- Practical Final Exam: 30 points

A = \geq 95 points

A⁻ = 90-94.9 points

B⁺ = 86-89.9 points

B = 82.5-85.9 points

B⁻ = 80-82.4 points

C⁺ = 76-79.9 points

C = 72.5-75.9 points

C⁻ = 70-72.4 points

D⁺ = 66-69.9 points

D = 62.5-65.9 points

D⁻ = 60-62.4 points

F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Lab Reports: Lab reports will be comprised of completing the classroom laboratory experiments. The student will be provided an introduction, which includes a brief review of literature, and methods and procedures that must be followed. The student will be responsible for:

- Following the methods and procedures to collect data
- Appropriately reporting and analyzing the data
- Writing a discussion, including referenced primary source material, and a conclusion

Practical Final Exam: The final exam will be a *practical* exam that will test on the methods and procedures as well as the content material reviewed in this course. Students must demonstrate sufficient knowledge of content and laboratory applications. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Late Assignments:

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Motor Behavior (EXPH 3500)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This course will provide students with in-depth study of the mechanisms of developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

Course Objectives:

At the end of this course, the student should be able to:

- Be able to perform, replicate, teach motor development patterns
- Understand and manipulate factors that affect motor learning
- Develop and enhance motor skills in athletes, leading to peak motor control/performance

Attendance Policy: Students are allowed no more than three (3) unexcused absences. A fourth unexcused absence will lead to a full letter grade deduction. Five (5) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

Absences for University-Sanctioned Events

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

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

Text Book:

TBD

Grading: Your final grade will be determined by the following means:

- Quizzes: 5 @ 10 points each
- Midterm Exam: 20 points
- Cumulative Final Exam: 30 points

A = \geq 95 points

B = 82.5-85.9 points

C = 72.5-75.9 points

D = 62.5-65.9 points

A⁻ = 90-94.9 points

B⁻ = 80-82.4 points

C⁻ = 70-72.4 points

D⁻ = 60-62.4 points

B⁺ = 86-89.9 points

C⁺ = 76-79.9 points

D⁺ = 66-69.9 points

F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Quizzes: Quizzes will cover the units as described in the unit outline. The quizzes are objective in nature. Questions to the quizzes are generated randomly as are the answers, making each person's quiz unique. As well, backtracking through the quizzes is prohibited, so once a question is given, one cannot go back to previous questions. All students will be limited to 45 minutes to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Midterm Exam: The midterm exam will be a *cumulative* exam that will test on the material covered throughout the first half of the course. The exam will be objective in nature. All students will be limited to 1 hour to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Final Exam: The final exam will be a *cumulative* exam that will test on the material covered throughout the course. The exam will be objective in nature. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Late Assignments:

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Statement Regarding Disruptive Behavior:

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Academic Dishonesty:

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Motor Behavior Lab (EXPH 3510)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This lab will provide students with opportunities to apply the techniques associated with developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

Course Objectives:

At the end of this course, the student should be able to:

- Demonstrate knowledge of motor development patterns
- Demonstrate knowledge of how to train individuals in order to improve their motor function, including balance, proprioception, agility, and manipulation of a kinetic chain
- Demonstrate proficiency in developing peak performance in highly trained athletes
- Demonstrate appropriate procedures for conducting laboratory and field experiments in human movement

Attendance Policy: Students are allowed no more than one (1) unexcused absences. A second unexcused absence will lead to a full letter grade deduction. Three (3) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

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Text Book:

No text

Grading: Your final grade will be determined by the following means:

- Lab reports: 7 @ 10 points each
- Practical Final Exam: 30 points

A = \geq 95 points

B = 82.5-85.9 points

C = 72.5-75.9 points

D = 62.5-65.9 points

A⁻ = 90-94.9 points

B⁻ = 80-82.4 points

C⁻ = 70-72.4 points

D⁻ = 60-62.4 points

B⁺ = 86-89.9 points

C⁺ = 76-79.9 points

D⁺ = 66-69.9 points

F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Lab Reports: Lab reports will be comprised of completing the classroom laboratory experiments. The student will be provided an introduction, which includes a brief review of literature, and methods and procedures that must be followed. The student will be responsible for:

- Following the methods and procedures to collect data
- Appropriately reporting and analyzing the data
- Writing a discussion, including referenced primary source material, and a conclusion

Practical Final Exam: The final exam will be a *practical* exam that will test on the methods and procedures as well as the content material reviewed in this course. Students must demonstrate sufficient knowledge of content and laboratory applications. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Late Assignments:

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Statement Regarding Disruptive Behavior:

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3. Students should not be penalized due to absence from class or other scheduled academic activity

because of religious observances.

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Biomechanics Lab (EXPH 4110)
[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu
Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This course will provide students with the opportunity to experience advanced laboratory applications in analyzing how body position, joint angles, and forces affect human movement.

Course Objectives:

At the end of this course, the student should be able to:

- Demonstrate the physics of Newton's Laws of Motion
- Demonstrate knowledge of how changes in position, angles, and force applications impact human movement
- Demonstrate the appropriate manipulation of forces to produce purposeful human movements
- Demonstrate appropriate procedures for conducting field experiments in human movement

Attendance Policy: Students are allowed no more than one (1) unexcused absences. A second unexcused absence will lead to a full letter grade deduction. Three (3) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

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

Text Book:

No text

Grading: Your final grade will be determined by the following means:

- Lab reports: 7 @ 10 points each
- Practical Final Exam: 30 points

A = ≥ 95 points
B = 82.5-85.9 points
C = 72.5-75.9 points
D = 62.5-65.9 points

A⁻ = 90-94.9 points
B⁻ = 80-82.4 points
C⁻ = 70-72.4 points
D⁻ = 60-62.4 points

B⁺ = 86-89.9 points
C⁺ = 76-79.9 points
D⁺ = 66-69.9 points
F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Lab Reports: Lab reports will be comprised of completing the classroom laboratory experiments. The student will be provided an introduction, which includes a brief review of literature, and methods and procedures that must be followed. The student will be responsible for:

- Following the methods and procedures to collect data
- Appropriately reporting and analyzing the data
- Writing a discussion, including referenced primary source material, and a conclusion

Practical Final Exam: The final exam will be a *practical* exam that will test on the methods and procedures as well as the content material reviewed in this course. Students must demonstrate sufficient knowledge of content and laboratory applications. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Late Assignments:

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Statement Regarding Disruptive Behavior:

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Academic Dishonesty:

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Religious Holiday Policy Statement

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Exercise Physiology Lab (EXPH 4130)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This course will provide students with the opportunity to experience advanced laboratory applications for testing the human body's response to exercise demands.

Course Objectives:

At the end of this course, the student should be able to:

- Demonstrate the ability to test human subjects for flexibility, body composition, aerobic power, anaerobic power, muscular endurance, muscular strength, and muscular power
- Demonstrate proficiency in operating laboratory equipment used in measuring the above components of human physiology

- Demonstrate proficiency in interpreting data produced by the laboratory equipment used to measure human movement performance
- Demonstrate appropriate procedures for conducting laboratory and field experiments in human movement

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- Practical Final Exam: 30 points

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Advanced Exercise Prescription (EXPH 4200)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This course will merge the concepts of the prerequisite courses together to provide the students with practical, applied knowledge on how to prescribe exercise for normal, clinical, and elite clientele.

Course Objectives:

At the end of this course, the student should be able to:

- Be able to deeply assess the physiological needs of a broad base of clients, from special needs populations, through the average American, to elite athletes
- Write precise and evolved exercise prescriptions for all populations
- Effectively demonstrate the exercises prescribed as well as explaining how to advance exercises in order to adjust to training adaptations

Attendance Policy: Students are allowed no more than three (3) unexcused absences. A fourth unexcused absence will lead to a full letter grade deduction. Five (5) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

Absences for University-Sanctioned Events

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

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

Text Books:

Haff, G. G., & Triplett, N. T. (Eds.). (2016). *Essentials of strength training and conditioning* (4th ed.). Chicago, IL: Human Kinetics

The American College of Sports Medicine. (2013). *ACSM's guidelines for exercise testing and prescription* (9th ed.). Philadelphia, PA: Lippincott, Williams, and Wilkins

Grading: Your final grade will be determined by the following means:

- Unit Exams: 5 @ 10 points each
- Practical Final Exam: 25 points
- Cumulative Objective Exam: 25 points

A = \geq 95 points

A⁻ = 90-94.9 points

B⁺ = 86-89.9 points

B = 82.5-85.9 points

B⁻ = 80-82.4 points

C⁺ = 76-79.9 points

C = 72.5-75.9 points

C⁻ = 70-72.4 points

D⁺ = 66-69.9 points

D = 62.5-65.9 points

D⁻ = 60-62.4 points

F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Unit Exams: The unit exams will be comprehensive objective exams that cover all of the material for the individual units covered in class. **Failure to take the exams will result in a grade of 0.**

Practical Exam: The practical exam will test the student's ability to perform, teach, and diagnose exercises for proper form and function. The practical exam will also test the student's ability to test for muscular strength, muscular endurance, muscular power, cardiovascular endurance, body composition, and flexibility. **Failure to take the exam will result in a grade of 0.**

Final Exam: The final exam will be a *cumulative* exam that will test on the material covered throughout the course. The exam will be objective in nature. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Late Assignments:

Assignments will not be accepted after the date and time on which they are due. Blackboard assignments and tests cannot be submitted late, due to the availability of the submission link. If an in-class assignment is missed, with the exception of those with excused absences, a grade of 0 will be earned.

Statement Regarding Disruptive Behavior:

Respective to the UNCP Student Code of Conduct (reference your student handbook), disruptive behavior in the virtual classroom will not be tolerated. Any disruptive or insensitive remarks made to another student in the course will lead to a warning. A second offense will lead to dismissal from the course.

Academic Dishonesty:

Plagiarism, cheating on exams or any other type of academic dishonesty will not be tolerated. Should you be found to be in violation of the UNCP Academic Honor Code, www.uncp.edu/sa/pol_pub/, you will be turned in to the Vice Chancellor of Student Affairs and receive a grade of "F" for this class.

Religious Holiday Policy Statement

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3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

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

ADA Statement

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In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

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

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

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Instructor:
Email:
Office Hours:

Office:
Phone:

Required text:

Cutler, C. C. & Russell, R. V. (2015). *Research methods: How to conduct research in recreation, parks, sport, and tourism* (3rd ed.). Sagamore Publishing.

Readings as required.

Course Description:

This course teaches upper-level students within the HPER Department the basics of conducting research to include developing research questions, data collection, data analysis, writing a summary report, and ethics in research.

Course Objectives:

1. To develop knowledge of the importance of ethical research, including protection of participants.
2. To develop knowledge of qualitative and quantitative research methods.
3. To demonstrate the ability to write a review of literature.
4. To demonstrate the ability to write research questions and/or hypotheses.
5. To understand various data collection methods and their appropriateness.
6. To demonstrate the ability to design a data collection protocol.
7. To demonstrate the ability to analyze data.
8. To demonstrate the ability to write a report on findings.

Course Composition:

The course will be divided into three units (with an exam given at the end of each unit).

Course Assignments:

1. **Exams 1 and 2** will be given at the conclusion of each unit of study.
2. **Final Exam** will be given at the date and time scheduled by the university.
3. **Review of Literature** on an assigned topic
4. **Data Collection and Analysis.** The instructor will guide students in data collection and analysis for a pre-determined program.
5. **Research Report.** Students will write a brief report based on data analysis.

Policies and Procedures:

1. PLEASE NOTE THAT ALL ASSIGNMENTS ARE DUE AT TIME STATED BY INSTRUCTOR. ASSIGNMENTS SUBMITTED AFTER DUE DATE AND TIME WILL NOT BE ACCEPTED.
2. No extra credit will be available.
3. A sign in sheet will be distributed each class period. **You will be given the opportunity to sign this sheet within the first 15 minutes of class. Failure to do so will result in an absence.** However, you are expected to be in class on time, and to ensure this, **two tardies will count as one unexcused absence.**
4. Attendance Policy
Absences will be excused for illness and participation in university-sanctioned events/programs. Please provide prior notification for absences related to school events/programs.
Unexcused Absences:
Students are allowed three unexcused absences for the semester. **After the third unexcused absence, two points will be deducted from the student's final average for every further absence incurred.**
5. If the instructor is late for class, students are expected to wait ten minutes before leaving.
6. Make-up opportunities will be provided for exams only in the event of an excused absence.
7. Cell phone use will not be tolerated in class.
8. If accommodations for a disability are needed, please inform me. See disability statement below.
9. A grading scale will be used, as follows:

1)	A	2)	100-93	3)	C	4)	75-73
5)	A-	6)	92-90	7)	C-	8)	72-70
9)	B+	10)	89-86	11)	D+	12)	69-66
13)	B	14)	85-83	15)	D	16)	65-63
17)	B-	18)	82-80	19)	D-	20)	62-60
21)	C+	22)	79-76	23)	F	24)	59 and below

ADA Statement:

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In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

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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.

Academic Integrity:

Students are expected to adhere to The Academic Honor Code, as set forth by the University of North Carolina at Pembroke. Violations of this code include:

A. Cheating:

Cheating means intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise (for example, on a test.). This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise.

B. Plagiarism:

Plagiarism is intentionally or knowingly presenting someone else's words or ideas as one's own. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any

material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number).

C. Fabrication and falsification:

This refers to intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise. For example, a student who changes an answer on a test and claims that the item was incorrectly scored has falsified information. A student who makes up reference citations for a term paper has fabricated that information.

D. Abuse of academic materials:

Here we mean intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material. Remember that library materials are borrowed, not yours to keep. For example, a student who tears an article out of a journal in the library has abused library materials. Similarly, a student who intentionally damages a computer in a campus computer lab has violated this standard.

E. Complicity in academic dishonesty:

Complicity means intentionally or knowingly helping or attempting to help another person to commit any act of academic dishonesty. For example, complicity would include allowing another student to look at test answers or to copy a paper. In a word, don't help someone be dishonest.

(From http://www.uncp.edu/sa/pol_pub/honor_code.htm)

GRADING WORKSHEET

	GRADE	WEIGHT	POINTS
Exam 1		15%	
Exam 2		15%	
Review of Literature		15%	
Data Collection and Analysis		15%	
Research Report		20%	
Class Participation		5%	
Final Exam		15%	
TOTAL			_____

Leadership in HHP (HHP 4160)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

In this course, students will analyze leadership through experience-based learning, investigate various styles of leadership and communication, and examine techniques for planning large and small group meetings.

Course Objectives:

At the end of this course, the student should be able to:

- Identify and review current literature in the fields of leadership, group processes, human relations and their applicability in a wide array of health and human performance settings
- Discuss various theories, concepts, and approaches related to leadership and group processes and their probable effects
- Demonstrate awareness of various group facilitation and conflict resolution techniques in health and human performance disciplines
- Identify personal leadership styles and how they affect the self and others
- Demonstrate an understanding of ethics, decision-making skills and being accountable on both organizational and individual levels in health and human performance
- Interpret the internal dynamics of formal and informal group and work situations, including staff training, supervision, and motivating employees and participants
- Understand the importance of good human relations skills to career advancement
- Show evidence of growth in interpersonal skills through voluntary participation in class exercises related to leadership and group processes

Attendance Policy: Students are allowed no more than three (3) unexcused absences. A fourth unexcused absence will lead to a full letter grade deduction. Five (5) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

Absences for University-Sanctioned Events

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

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

Text Books:

Lussier, R. N. (2012). *Human relations in organizations: Applications and skill building* (9th ed.). Columbus, OH: McGraw Hill

Grading: Your final grade will be determined by the following means:

- Unit Exams: 5 @ 10 points each
- Midterm Exam: 25 points
- Cumulative Final Exam: 25 points

A = \geq 95 points

A⁻ = 90-94.9 points

B⁺ = 86-89.9 points

B = 82.5-85.9 points

B⁻ = 80-82.4 points

C⁺ = 76-79.9 points

C = 72.5-75.9 points
D = 62.5-65.9 points

C⁻ = 70-72.4 points
D⁻ = 60-62.4 points

D⁺ = 66-69.9 points
F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Unit Exams: The unit exams will be comprehensive objective exams that cover all of the material for the individual units covered in class. **Failure to take the exams will result in a grade of 0.**

Midterm Exam: The midterm exam will be a *cumulative* exam that will test on the material covered through the first half of the course. The exam will be objective in nature. All students will be limited to one hour to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Final Exam: The final exam will be a *cumulative* exam that will test on the material covered throughout the course. The exam will be objective in nature. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Late Assignments:

Assignments will not be accepted after the date and time on which they are due. Blackboard assignments and tests cannot be submitted late, due to the availability of the submission link. If an in-class assignment is missed, with the exception of those with excused absences, a grade of 0 will be earned.

Statement Regarding Disruptive Behavior:

Respective to the UNCP Student Code of Conduct (reference your student handbook), disruptive behavior in the virtual classroom will not be tolerated. Any disruptive or insensitive remarks made to another student in the course will lead to a warning. A second offense will lead to dismissal from the course.

Academic Dishonesty:

Plagiarism, cheating on exams or any other type of academic dishonesty will not be tolerated. Should you be found to be in violation of the UNCP Academic Honor Code, www.uncp.edu/sa/pol_pub/, you will be turned in to the Vice Chancellor of Student Affairs and receive a grade of "F" for this class.

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Applied Nutrition (HLTH 2100)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This course will provide an overview of basic nutrition (micronutrients and macronutrients) as well as applied work relevant to metabolic disorders, specialty diets for different comorbidities, performance nutrition, and dispelling diet myths.

Course Objectives:

At the end of this course, the student should be able to:

- Discuss the chemical make-up of macronutrients
- Discuss the roles of macronutrients and micronutrients
- Discuss the symptomology and basic epidemiology of nutrition disorders
- Discuss the foundational differences in diets for different populations
- Assess food logs for nutrition deficiencies and excesses

Attendance Policy: Students are allowed no more than three (3) unexcused absences. A fourth unexcused absence will lead to a full letter grade deduction. Five (5) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

Absences for University-Sanctioned Events

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

Text Book:

Muth, N. D. (2015). *Sports nutrition for health professionals*. Philadelphia, PA: F. A. Davis Company

Grading: Your final grade will be determined by the following means:

- Quizzes: 5 @ 10 points each
- Nutrition Tracking Project: 20 points
- Cumulative Final Exam: 30 points

A = \geq 95 points

A⁻ = 90-94.9 points

B⁺ = 86-89.9 points

B = 82.5-85.9 points

B⁻ = 80-82.4 points

C⁺ = 76-79.9 points

C = 72.5-75.9 points

C⁻ = 70-72.4 points

D⁺ = 66-69.9 points

D = 62.5-65.9 points

D⁻ = 60-62.4 points

F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Quizzes: Quizzes will cover the units as described in the unit outline. The quizzes are objective in nature. Questions to the quizzes are generated randomly as are the answers, making each person's quiz unique. As well, backtracking through the quizzes is prohibited, so once a question is given, one cannot go back to previous questions. All students will be limited to 45 minutes to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Nutrition Tracking Project: The nutrition tracking project will require the student to track his/her own dietary intake, or that of a willing participant, over select days. The cataloged dietary intakes will then be analyzed for deficiencies and excesses, and the student will suggest recommendations to balance the dietary intakes.

Final Exam: The final exam will be a *cumulative* exam that will test on the material covered throughout the course. The exam will be objective in nature. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

Late Assignments:

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Health Advocacy (HLTH 3660)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

Health advocacy is a cornerstone of the health education profession. This course will provide students with a concentrated study of the techniques and reasons for advocating for changes in health policy, practice, and legislation.

Course Objectives:

At the end of this course, the student should be able to:

- Discuss the role of the health professional in advocating for improved health policies for the public
- Discuss the challenges, uniqueness, and methods of grassroots advocacy
- Demonstrate a proficiency in advocating for health policy reform

Attendance Policy: Students are allowed no more than three (3) unexcused absences. A fourth unexcused absence will lead to a full letter grade deduction. Five (5) absences will result in a final grade of F. Please view the sectioned events absence policy as it applies to this course:

Absences for University-Sanctioned Events

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

Text Book:

Daley-Harris, S. (2013). *Reclaiming our democracy: Healing the break between people and government* (20th Anniversary Edition). Philadelphia, PA: Camino Books

Grading: Your final grade will be determined by the following means:

- Advocacy Letters: 4 @ 10 points each
- Community Grassroots Project: 30 points
- Governance Project: 30 points

A = \geq 95 points

B = 82.5-85.9 points

C = 72.5-75.9 points

D = 62.5-65.9 points

A⁻ = 90-94.9 points

B⁻ = 80-82.4 points

C⁻ = 70-72.4 points

D⁻ = 60-62.4 points

B⁺ = 86-89.9 points

C⁺ = 76-79.9 points

D⁺ = 66-69.9 points

F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Advocacy Letters: Students will write a series of letters to advocate on a topic of their choice. The letters must advocate for responsible change of a health policy and must be directed at persons with the power to make that change.

Community Grassroots Project: The grassroots project is a small group project in which the students will identify a community situation that compels advocacy, research and develop appropriate steps to resolving the problem, and launch a grass roots advocacy project designed to bring about that change.

Governance Project: Students will work in pairs to identify a health topics platform of a local, state, or federal official. The students will investigate the official's actions with respect to that platform, analyze the effectiveness of the official's efforts, and provide a presentation summarizing their findings along with recommendations they could make to the official in order to bring about improved results.

Late Assignments:

Assignments will not be accepted after the date and time on which they are due. Blackboard assignments and tests cannot be submitted late, due to the availability of the submission link. If an in-class assignment is missed, with the exception of those with excused absences, a grade of 0 will be earned.

Statement Regarding Disruptive Behavior:

Respective to the UNCP Student Code of Conduct (reference your student handbook), disruptive behavior in the virtual classroom will not be tolerated. Any disruptive or insensitive remarks made to another student in the course will lead to a warning. A second offense will lead to dismissal from the course.

Academic Dishonesty:

Plagiarism, cheating on exams or any other type of academic dishonesty will not be tolerated. Should you be found to be in violation of the UNCP Academic Honor Code, www.uncp.edu/sa/pol_pub/, you will be turned in to the Vice Chancellor of Student Affairs and receive a grade of "F" for this class.

Religious Holiday Policy Statement

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Health Care Ethics (HLTH 3670)

[Jeff Bolles, Ph.D., M.A., MCHES, CSCS](#)

jeff.bolles@uncp.edu

Phone: 910-522-5728

Office: Jones HPER Room #1190

Office Hours: M, W, & F: 9:00 AM – 10:00 AM; T & R: 2:30 PM – 4:00 PM

This course will provide students with a concentrated study of the basic ethics principles and precedents in health care, with heavy emphasis on case study. Health care ethics are a foundational unit of health education, public health, and health administration.

Course Objectives:

At the end of this course, the student should be able to:

- Discuss the role of ethics in health education and clinical health
- Resolve or suggest resolutions for ethics problems/violations
- Communicate and demonstrate appropriate ethical practices in health care
- Suggest policy reforms when health care ethics are breached

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Text Book:

TBD

Grading: Your final grade will be determined by the following means:

- Case Studies: 15 @ 5 points each
- Final Exam: 25 points

A = \geq 95 points

B = 82.5-85.9 points

C = 72.5-75.9 points

D = 62.5-65.9 points

A⁻ = 90-94.9 points

B⁻ = 80-82.4 points

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B⁺ = 86-89.9 points

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F = <60 points

Explanation of Course Assignments: You are required to follow these guidelines when completing your course assignments. Any deviation from these stated requirements will negatively influence your grade.

Case Studies: Students will be provided with a case study to be reviewed each week. In response to the scenario proposed in the case study, the students will generate responses to how to appropriately and ethically resolve the problem presented.

Final Exam: The final exam will be a *comprehensive* written exam that will test the student's ability to integrate the many skills developed through the case study in the resolution of one large-scale health care ethics problem. All students will be limited to the 2.5 hours allotted to complete the exam, except in the case of a student with documentation for the allotment of extended test-taking time. **Failure to take the exam will result in a grade of 0.**

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**UNIVERSITY OF NORTH CAROLINA-PEMBROKE
DEPARTMENT OF PHYSICAL EDUCATION
PED 3040 Adapted Physical Education
Spring 2016**

Teacher Education Program

Accredited by:

National Council for Accreditation of Teacher Education (NCATE)
North Carolina Department of Public Instruction (NCDPI)



Instructor Dr. Denny Scruton
Phone 521-6342
E-mail scruton@uncp.edu

Credits and Meeting Times
3 semester hours
TBD

Course Description

This course is concerned with the role of physical education in providing services to students with disabilities. Particular areas of knowledge will focus upon growth and development, motor learning and

the psycho-social factors affecting students with disabilities. In addition, this course will deal with planning, operating, teaching and evaluation of students with disabilities as well as focus on the various disorders, their etiology and pathology, as they relate to the kinds of intervention strategies that may be provided.

UNCP Teacher Education Conceptual Framework

Theme: Preparing professional educators who are committed, collaborative, and competent.

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

Teacher Education Standards Addressed by PED 2000

North Carolina Professional Teaching Standards (undergraduate, for initial licensure candidates)

Standard I: Teachers demonstrate leadership.

- Teachers lead in their classrooms.
- Teachers demonstrate leadership in the school.
- Teachers lead in the teaching profession.
- Teachers advocate for schools and students.
- Teachers demonstrate high ethical standards.

Standard II: Teachers establish a respectful environment for a diverse population of students.

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard III: Teachers know the content they teach.

- Teachers align their instruction with the North Carolina Standard Course of Study [or the Common Core].
- Teachers know the content appropriate to their teaching speciality.

Standard IV: Teachers facilitate learning for their students.

- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Teachers plan instruction appropriate for their students.
- Teachers use a variety of instructional methods.
- Teachers integrate and utilize technology in their instruction.
- Teachers help students develop critical thinking and problem-solving skills.
- Teachers help students work in teams and develop leadership qualities.
- Teachers communicate effectively.
- Teachers use a variety of methods to assess what each student has learned.

Standard V: Teachers reflect on their practice.

- Teachers analyze student learning.
- Teachers link professional growth to their professional goals.
- Teachers function effectively in a complex, dynamic environment.

Course Objectives

Upon completion of this course students should be able to:

1. Describe a physically educated person and discuss the importance of physical education to a healthy lifestyle.
2. Set quality goals and objectives in the psychomotor, cognitive, and affective domains.
3. Discuss various means to develop and maintain a functional learning environment.
4. Demonstrate means to handle various behavioral issues.

5. Demonstrate and evaluate various teaching strategies including, station teaching, peer teaching, cooperative learning, self-instruction, cognitive strategies, and team teaching.
6. Design curricular, unit, and daily plans for elementary PE.
7. Discuss the importance of, and relationship between, planning and evaluation in accomplishing program goals.
8. Identify professional organizations and their importance to continuing professional development.

Teacher Candidate Dispositions Developed By This Course

1. Attends functions when required (punctual)
2. Maintains a professional appearance
3. Solicits feedback from others
4. Adjusts behavior based on professional feedback
5. Communicates effectively orally (articulate, animated, few grammatical errors)
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
7. Demonstrates sensitivity to others’ feelings and opinions (e.g., diplomatic)
8. Participates with others in a collaborative manner

Textbooks: Winnick, Joseph, P. (2011). Adapted Physical Education and Sport (5th ed.). Champaign, IL: Human Kinetics.

Field Experience Requirements: Students in this course will get practical teaching experience working with the children at Stepping Stones pre-school

Statement on Electronic Portfolios and Taskstream: Program approval by the North Carolina Department of Public Instruction requires portfolios of student work to be posted and assessed in an electronic portfolio system; the Teacher Education Program at the University of North Carolina at Pembroke has adopted Taskstream for that system. *Student work from this class may be part of that program assessment system.* You may be asked to upload materials from this course to Taskstream during this semester, or you may be asked to do so before or during your professional semester. This assessment process will not affect your grade in this class, but compliance with this program requirement is required in order to be recommended for licensure at program completion.

Electronic Portfolio Elements required by this course:

Developing Level Assignment #6. Adapted Lesson Plan

Attendance Policy

Your attendance and participation in class are essential for your own learning. Students are encouraged to attend all class meetings. If absent, you are responsible for all material covered, including any written class assignments. The Health and Physical Education Teacher Education requires that students attend at least 90% of all classes in order to receive a passing grade. There is no penalty for university-excused absences. If a major personal problem or illness develops, contact me by phone or email.

Academic Policy

Assignments are due when designated and at the beginning of the class period. **No credit will be given for late assignments.** Failure to take an exam during the scheduled exam period will result in a grade of zero for the exam. Integrity of grades and scholarship is essential in academic work at UNC Pembroke. Therefore, a final grade of 0.0 will be issued for any instances of academic dishonesty or plagiarism in this course.

Course Evaluation

Quizzes (4)	20%
Teaching (3)	25%
Packet	15%
Test 1	15%
Participation	10%
Test 2, Final	<u>15%</u>
	100%

The Honor Code: 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. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. 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 therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student. More information on the academic honor code can be found at <http://www.uncp.edu/sa/pol_pub/honor_code.htm>.

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<http://www.uncp.edu/dss/students/currentstudentfaq.htm>

<http://www.uncp.edu/dss/policies/html/faqfaculty.htm>

<http://www.uncp.edu/dss/faculty/syllabistatement.htm>.

Course Schedule/Calendar:

(**Note:** Readings should be completed prior to class. Previous material should be reviewed. Students should learn and understand definitions of key chapter terms.)

Date	Topic	Reading Assignment
Week 1	Overview of Class Distribution of Course Syllabus Getting to know your Classmates; Syllabus Quiz Begin Unit 1:An Introduction to Adapted Physical Education and	

	Sport (Chapter 1) (7.01.01)
Week2	Chapt. 1 cont.; Chapter 2: Program Organization and Management (7.02.01)
Week 3	Chapter 4: Measurement, Assessment, and Program Evaluation (7.02.01) Assignments on Canvas
Week 4	Review Chapt. 4 Chapter 5: Individualized Education Program (end Unit 1) (7.02.01)
Week 5	IEP Due Monday (7.02.01) Begin Unit 2: Chapt. 8 Intellectual Disabilities
Week 6	Chapter 11: Specific Learning Disabilities Chapter 10: Autism Spectrum Disorders
Week 7	Chapter 6: Behavior Management (7.01.01) Chapter 9: Behavioral Disabilities
Week 8	Chapter 12: Visual Disabilities & Chapt. 13: Hearing Impairments Guest speaker Gym activities
Week 9	Chapter 14: Cerebral Palsy, Traumatic Brain Injury, and Stroke Chapter 16: Spinal Cord Disabilities Gym activities
Week 10	Chapter 17: Other Health-Impaired Students
Week 11	Gym Activities
Week 12	Chapter 7: Instructional Strategies for Adapted Physical Education (7.02.01)
Week 13	
Week 14	Adapted Lesson Plan Due Wednesday. (7.02.01) Gym Activities
Week 15	
Week 16	Finals

RSM 2000
Introduction to Sports Management
Department of Health, Physical Education and Recreation

Instructor:
Email:
Office Hours:

Office:
Phone:

Required text:

Bowers, M. T. & Dixon, M. A. (2015). *Sport management: An exploration of the field and its value*. Sagamore Publishing.

Readings as required.

Course Description:

This course introduces students to the field of sport management and its role within contemporary American society.

Course Objectives:

1. To develop knowledge of the importance of ethical research, including protection of participants.
2. To develop knowledge of qualitative and quantitative research methods.
3. To demonstrate the ability to write a review of literature.
4. To demonstrate the ability to write research questions and/or hypotheses.
5. To understand various data collection methods and their appropriateness.
6. To demonstrate the ability to design a data collection protocol.
7. To demonstrate the ability to analyze data.
8. To demonstrate the ability to write a report on findings.

Course Composition:

The course will be divided into three units (with an exam given at the end of each unit).

Unit 1: What is sport management; history of sports and sport management in America; sports and national identity

Unit 2: Role of sports in socialization, economics, health, community development

Unit 3: Current issues; the future of the field; job opportunities in sports management

Course Assignments:

1. **Exams 1 and 2** will be given at the conclusion of each unit of study.
2. **Final Exam** will be given at the date and time scheduled by the university.
3. **Current Issue Paper and Presentation.** Students will select a current issue for a list provided and prepare a paper and presentation discussing this issue.
4. **Role of Sport in Society Paper.** Students will a paper on the role of sport in society by discussing the impact of a particular sport (or issue within that sport) to a particular era.
5. **Sport Management Practitioner Interview.** Students will interview a practitioner in the field of sports management and prepare a paper describing what was learned from the interview.

Policies and Procedures:

1. PLEASE NOTE THAT ALL ASSIGNMENTS ARE DUE AT TIME STATED BY INSTRUCTOR. ASSIGNMENTS SUBMITTED AFTER DUE DATE AND TIME WILL NOT BE ACCEPTED.
2. No extra credit will be available.
3. A sign in sheet will be distributed each class period. **You will be given the opportunity to sign this sheet within the first 15 minutes of class. Failure to do so will result in an absence.** However, you are expected to be in class on time, and to ensure this, **two tardies will count as one unexcused absence.**
4. Attendance Policy

Absences will be excused for illness and participation in university-sanctioned events/programs. Please provide prior notification for absences related to school events/programs.

Unexcused Absences:

Students are allowed three unexcused absences for the semester. **After the third unexcused absence, two points will be deducted from the student's final average for every further absence incurred.**

5. If the instructor is late for class, students are expected to wait ten minutes before leaving.
6. Make-up opportunities will be provided for exams only in the event of an excused absence.
7. Cell phone use will not be tolerated in class.
8. If accommodations for a disability are needed, please inform me. See disability statement below.
9. A grading scale will be used, as follows:

A	100-93	C	75-73
A-	92-90	C-	72-70
B+	89-86	D+	69-66
B	85-83	D	65-63
B-	82-80	D-	62-60
C+	79-76	F	59 and below

ADA Statement:

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

Alternative Format Statement:

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

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.

Academic Integrity:

Students are expected to adhere to The Academic Honor Code, as set forth by the University of North Carolina at Pembroke. Violations of this code include:

A. Cheating:

Cheating means intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise (for example, on a test.). This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise.

B. Plagiarism:

Plagiarism is intentionally or knowingly presenting someone else's words or ideas as one's own. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number).

C. Fabrication and falsification:

This refers to intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise. For example, a student who changes an answer on a test and claims that the item was incorrectly scored has falsified information. A student who makes up reference citations for a term paper has fabricated that information.

D. Abuse of academic materials:

Here we mean intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material. Remember that library materials are borrowed, not yours to keep. For example, a student who tears an article out of a journal in the library has abused library materials. Similarly, a student who intentionally damages a computer in a campus computer lab has violated this standard.

E. Complicity in academic dishonesty:

Complicity means intentionally or knowingly helping or attempting to help another person to commit any act of academic dishonesty. For example, complicity would include allowing another student to look at test answers or to copy a paper. In a word, don't help someone be dishonest.

(From http://www.uncp.edu/sa/pol_pub/honor_code.htm)

GRADING WORKSHEET

	GRADE	WEIGHT	POINTS
Exam 1		15%	
Exam 2		15%	
Current Issue Project		15%	
Sport in Society Paper		15%	
Practitioner Interview		15%	
Class Participation		5%	
Final Exam		20%	
TOTAL			_____

HHP-2

**Department of Health and Human Performance (HHP)
Teach-Out Plan and Course Crosswalk**

Teach-Out Plan

Several HHP courses will be phased out during the 2016 – 2017 academic year. Most of the courses have direct replacements, as represented in the attached cross walk. However, those listed immediately

below will not have direct substitutions and should be taken before the end of the 2016 – 2017 academic year. An internal marketing campaign will be launched in an effort to educate HHP majors about the impending changes and the timeline for the cessation of the courses.

These courses will not be taught after the 2016 – 2017 academic year and should be completed by May 2017:

Course Number	Title	Credit Hours
ATH 1040	Introduction to Athletic Training ¹	3
ATH 4050	Organization and Administration of Athletic Training ¹	3
PED 2000	Motor Learning	1
PED 2040	Adaptive Physical Education	1
PED 2060	Nutrition	1
PED 2070	Technology in HPER	1
PED 3XXX	Coaching XXXX (multiple offerings)	1 each
PED 4020	Applied Exercise and Sport Science Lab	3
PED 4240	Tests and Measurements	3

¹These courses will still be taught, but they will be for athletic trainers only. For the 2016 – 2107 academic year, those who are not athletic training majors will be permitted to take the course alongside athletic trainers. However, after May 2017, no such allowances will be made.

Department of Health and Human Performance Course Crosswalk

Old Course (Credits)	New Course (Credits)
ATH 1040 ¹ (3)	RSA 2000, RSA 2010, or HLTH 2000 ² (3)
ATH 4050 ¹ (3)	HHP 4920 (3)
HPER 3270 (1)	HHP 3270 (1)
HPER 4990 (6)	HHP 4990 (6)
PED 2000 (1)	EXPH 3500 (3)
PED 2040 (1)	PED 3100 (3)
PED 2060 (1)	HLTH 2100 (3)
PED 2070 (1)	No direct substitution (Curriculum coordinator or Department Chair Approval is required for a substitution)
PED 3XXX (1) Coaching Courses	No direct substitution (Curriculum coordinator or Department Chair Approval is required for a substitution)
PED 34000	EXPH 3400
PED 3480	EXPH 3450
PED 3490	EXPH 2100
PED 4020	EXPH 4200
PED 4030	HHP 4030
PED 4110	EXPH 4100
PED 4120	EXPH 4120
PED 4150	HHP 4150
PED 4240	MAT 2100
PED 4750	RSA 4750
REC 3000	RSA 2010
REC 3320	RSA 3320
REC 4000	RSA 4000
REC 4160	RSA 4160
REC 4250	RSA 4250
REC 4400	RSA 4400

RECS 4XXX	RSAS 4XXX
¹ These courses will continue to be offered, but they will be restricted to ATH majors only after May 2017. ² EXPH students who need ATH 1040 after May 2017 should pick one of these three introductory courses, with the selection based on their career interests (e.g. RSA 2000 for those interested in fitness center management; RSA 2010 for those interested in exercise prescription for general populations; HLTH 2000 for those interested in corporate wellness or exercise prescription for special populations)	

Revised BS Athletic Training Degree Crosswalk

Students applying for admission to the AT Program in Fall 2016 (may include Fall 2016 transfers)	Students applying for admission to the AT Program in Fall 2017 or later (all Freshman entering summer 2016 or later, transfers entering in Spring 2017 or later and may include transfers entering in Fall 2016 based on how many pre-requisite courses they need)
<p>Pre-Requisite Courses (Fall, Semester 1) ENG 1050 Composition I MAT 1070 College Algebra</p> <p>Other Courses UNV 1000 Freshman Seminar Gen Ed Gen Ed Gen Ed</p>	<p>Pre-Requisite Courses (Fall, Semester 1) ENG 1050 Composition I MAT 1070 College Algebra EXPH 2100 Anatomy and Physiology I EXPH 2110 Anatomy and Phys I Lab</p> <p>Other Courses UNV 1000 Freshman Seminar Gen Ed Gen Ed</p>
<p>Pre-Requisite Courses (Spring, Semester 2) ENG 1060 Composition II MAT 2100 Intro to Statistics BIO 1000 or 1030 ATH 1040 Intro to Athletic Training PED 3490 Anatomy and Physiology HLTH 1060 Safety and First Aid (or Fall Sem 3)</p>	<p>Pre-Requisite Courses (Spring, Semester 2) ENG 1060 Composition II MAT 2100 Intro to Statistics ATH 1040 Intro to Athletic Training EXPH 2220 Anatomy and Phys II EXPH 2210 Anatomy and Phys II EXPH 3450 Kinesiology EXPH 3460 Kinesiology</p>
<p>Pre-Requisite Courses (Fall, Semester 3) PED 2060 Nutrition PED 3480 Kinesiology PED 4120 Exercise Physiology</p> <p>Other Courses Gen Ed—Literature Gen Ed Gen Ed</p> <p>Application due by November 15</p>	<p>Pre-Requisite Courses (Fall, Semester 3) BIO 1000 or 1030 HLTH 1060 Safety and First Aid HLTH 2100 Applied Nutrition EXPH 4100 Biomechanics EXPH 4110 Biomechanics Lab</p> <p>Other Courses Gen Ed—Literature Gen Ed</p> <p>Application due by November 15</p>
<p>Semester 4 (Spring—1st Sem in AT Program) ATH 2000 Clinical Education I ATH 2040 Lower Extremity Assessment</p>	<p>Semester 4 (Spring—1st Sem in AT Program) ATH 2000 Clinical Educ. I ATH 2040 Lower Extremity Assess.</p>

ATHL 2040 Lower Extremity Assessment Lab (2) ATH 2900 Evidence-Based Practice (WE) PED 4110 Biomechanics PED Activity course PED Activity course	ATHL 2045 Lower Extremity Lab (1) ATH 3200 Emergency Procedures EXPH 4120 Exercise Physiology EXPH 4130 Exercise Physiology Lab PED Activity course PED Activity course
Semester 5 (Fall—2nd Sem in AT Program) ATH 2010 Clinical Education II ATH 2050 Upper Extremity Assessment ATHL 2050 Upper Extremity Assessment Lab (2) ATH 3040 Therapeutic Modalities ATHL 3040 Therapeutic Modalities Lab ATH 2900 Evidence-Based Practice (WE)	Semester 5 (Spring—2nd Sem in AT Program) ATH 2010 Clinical Education II ATH 2050 Upper Extremity Assessment ATHL 2055 Upper Extremity Assessment Lab (1) ATH 3040 Therapeutic Modalities ATHL 3040 Therapeutic Modalities Lab ATH 2900 Evidence-Based Practice (WE)
Semester 6 (Spring—3rd Sem in AT Program) ATH 3000 Clinical Education III ATH 3050 Therapeutic Exercise ATHL 3050 Therapeutic Exercise Lab ATH 3300 Exercise and Nutrition Prescription (3) Gen Ed Course Gen Ed elective (not NS&M)	Semester 6 (Spring—3rd Sem in AT Program) ATH 3000 Clinical Education III ATH 3050 Therapeutic Exercise ATHL 3050 Therapeutic Exercise Lab ATH 3310 Exercise and Nutrition Prescription (2) Gen Ed Course Gen Ed elective (not NS&M)
Semester 7 (Fall—4th Sem in AT Program) ATH 3010 Clinical Education IV (4) ATH 4100 General Med Cond/Pharm I ATH 4050 Organization and Admin of AT—WE ATH 4970 BOC Prep I Gen Ed course	Semester 7 (Fall—4th Sem in AT Program) ATH 4110 Clinical Education IV (3) ATH 4100 General Med Cond/Pharm I ATH 4050 Organization and Admin of AT—WE ATH 4970 BOC Prep I Gen Ed course
Semester 8 (Spring—5th Sem in AT Program) ATH 4000 Clinical Education V (4) ATH 4200 General Med Cond/Pharm II ATH 4980 BOC Prep II University-wide elective (6)	Semester 8 (Spring—5th Sem in AT Program) ATH 4220 Clinical Education V (3) ATH 4200 General Med Cond/Pharm II ATH 4980 BOC Prep II Gen Ed course Gen Ed course

Schedule for Deletion of Courses

Delete after Spring 2017	ATHL 2040
Delete after Fall 2017	ATHL 3050
Delete after Spring 2018	ATH 3300
Delete after Fall 2018	ATH 3010
Delete after Spring 2019	ATH 4000

Course Substitutions

A student may take SOC 3600 in place of MAT 2100, with permission from the AT Program Director, if it is the only class that would keep them from applying to the program. However, it adds an additional Gen Ed course to their requirements.

We will also accept credit for BIO 2110 and 2220 for PED 3490 and for EXPH 2100, 2110, 2220, 2210, only if both BIO 2110 and 2220 were taken.

END