

**AGENDA**  
**Meeting of the Academic Affairs Committee**  
**Wednesday, April 17 3:30**  
**University Center, Room 213**

**Committee Membership**

Jesse Peters (chair)  
Leon Jernigan  
Cherry Beasley  
Jeff Bolles  
Robert Brown  
Judy Curtis  
David Nikkel

Jeremy Sellers  
Jaime Martinez (chair of Curriculum)  
Joanna Hersey (chair of General Education)  
Melinda Rosenberg (chair of Enrollment)  
Larry Arnold (chair of Academic Support)  
Ken Kitts (Provost and VC for Academic Affairs)

- I. Call to Order
- II. Approval of the Minutes of the March 20 Meeting ([Appendix A](#))
- III. Approval of the Agenda
- IV. Report from the Chair
- V. Reports from Subcommittees

- A. Curriculum: Jaime Martinez, Chair

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

**1. Proposals from the Department of Psychology**

**1.1 Course Proposal:** Remove PSY 3750 from prerequisites for PSY 4170

Approved 7-0-0

**1.2 Course Proposal:** Delete PSY 2040 Animal Behavior

Approved 7-0-0

**2. Proposals from the Department of English and Theatre**

**2.1 Course Proposal:** Delete THE 4210 Performing Arts Administration

Approved 8-0-0

**2.2 Course Proposal:** Change name of THE 1620 from Play Production to Theatre Practicum: Introduction

Approved 8-0-0

3. **Proposal from the Department of Accounting and Information Technology**

**Course Proposal:** Revise Prerequisites for ACC 2270

Approved 8-0-0

4. **Proposal from the Department of Economics, Finance, and Decision Sciences**

**Course Proposal:** Revise Prerequisites for ECN 4070

Approved 8-0-0

5. **Proposal from the Department of Foreign Languages**

**Program Proposal:** Remove SPN 4400 Methods of Teaching Spanish from list of electives for B.A. in Spanish

Approved 8-0-0

6. **Proposals from the Department of Educational Specialties**

**6.1 Course Proposal:** Delete SED 3360 Differentiation of Instruction  
Approved 8-0-0

**6.2 Course Proposal:** Revise and expand SED 3110 Assistive Technology from 2 to 3 credit hours  
Approved 8-0-0

**6.3 Course Proposal:** Revise SED 3310 Introduction to Exceptional Children  
Approved 8-0-0

**6.4 Course Proposal:** Revise SED 4350 Transition and Collaboration, narrowing its focus to transition planning and changing its course number to 4250  
Approved 8-0-0

**6.5 Course Proposal:** Make SED 3350 Assessment of Students with Mild to Moderate Disabilities a prerequisite for SED 4310, SED 4320, SED 4330, and SED 4340  
Approved 8-0-0

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

1. **Proposal from the Department of Psychology**

**Course Proposal:** Create PSY 2060 Animal Cognition and Behavior  
Approved 7-0-0

2. **Proposals from the Department of English and Theatre**

**2.1 Course Proposal:** Create THE 2020 Theatre Practicum (Wardrobe/Makeup Crew)  
Approved 8-0-0

**2.2 Course Proposal:** Create THE 2040 Theatre Practicum (Production Crew)  
Approved 8-0-0

**2.3 Course Proposal:** Create THE 2060 Theatre Practicum (Lighting Crew)  
Approved 8-0-0

**2.4 Course Proposal:** Create THE 2080 Theatre Practicum (Assistant Stage Manager/Stage Manager)  
Approved 8-0-0

**2.5 Course Proposal:** Create THE 2100 Theatre Practicum (Acting)  
Approved 8-0-0

**2.6 Course Proposal:** Create THE 4020 Senior Capstone  
Approved 8-0-0

3. **Proposal from the School of Business**

**Course Proposal:** Create BUS 2000 Introduction to Business  
Approved 8-1-0

4. **Proposal from the Department of Economics, Finance, and Decision Sciences**

**Course Proposal:** Create ECN 4800 Economics Internship  
Approved 8-0-0

5. **Proposals from the Department of Educational Specialties**

**5.1 Course Proposal:** Create RDG 2000 Reading Foundations and Language Acquisition  
Approved 8-0-0

**5.2 Course Proposal:** Create SED 3040 Working with Families of Diverse Students with Disabilities  
Approved 8-0-0

**5.3 Course Proposal:** Create SED 4030 Collaboration in School and Community for School Professionals  
Approved 8-0-0

6. **Proposals from the Department of Professional Pedagogy and Research**

**6.1 Course Proposal:** Create EDN 2100 Introduction to Education  
Approved 8-0-1

**6.2 Course Proposal:** Create EDN 3130 Content Area Reading  
Approved 8-0-1

**6.3 Course Proposal:** Create EDN 3140 Aspects of Human  
Development and Educational Psychology for Grades 6-12  
Approved 8-0-1

**6.4 Course Proposal:** Create EDN 3150 Developmental Perspectives of  
Educational Psychology for Grades K-12  
Approved 8-0-1

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

1. **Proposals from the Department of Sociology and Criminal Justice**

**1.1 Program Proposal:** Make CRJ 4230 a required course in the Minor  
in Terrorism Studies, replacing PLS 4170

Approved 7-0-0

**1.2 Program Proposal:** Revise Minor in Gender Studies, adding HST  
4120 and giving students more flexibility when completing the program

Approved 7-0-0

2. **Proposals from the Department of English and Theatre**

**2.1 Program Proposal:** Revise Theatre Major to better match standard  
practices in UNC system

Approved 8-0-0

**2.2 Program Proposal:** Revise Theatre Minor to divide practicum courses into categories

Approved 8-0-0

3. **Proposal from the School of Education**

**Program Proposal:** Replace Educator Preparation Core with Professional Studies Core

Approved 8-0-1

4. **Proposals from the Department of Educational Specialties**

**4.1 Program Proposal:** Replace 18-hour Academic Concentrations for B.S. in Special Education with 3 Content Area Options (students select one)

Approved 8-0-0

**4.2 Program Proposal:** Revise program requirements for B.S. in Birth-Kindergarten Education to accommodate new Professional Studies Core  
Approved 9-0-0

**4.3 Program Proposal:** Revise program requirements for B.S. in Special Education to accommodate new Professional Studies Core  
Approved 9-0-0

**4.4 Program Proposal:** Revise Professional Concentration in Special Education  
Approved 9-0-0

5. **Proposal from the Department of Elementary Education**

**Program Proposal:** Revise program requirements for B.S. in Elementary Education to accommodate new Professional Studies Core  
Approved 9-0-0

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

**Program Proposal:** Revise program requirements for B.S. in Physical Education to accommodate new Professional Studies Core  
Approved 9-0-0

7. **Proposal from the Department of History**

**Program Proposal:** Revise program requirements for B.A. in History: Social Studies Education to accommodate new Professional Studies Core

Approved 9-0-0

8. **Proposal from the Department of Foreign Languages**

**Program Proposal:** Revise program requirements for B.A. in Spanish with Teacher Licensure to accommodate new Professional Studies Core

Approved 9-0-0

9. **Proposal from the Department of Music**

**Program Proposal:** Revise program requirements for B.M. in Music Education to accommodate new Professional Studies Core

Approved 9-0-0

10. **Proposal from the Department of Art**

**Program Proposal:** Revise program requirements for B.A. in Art Education to accommodate new Professional Studies Core

Approved 9-0-0

11. **Proposals from the Department Marketing, Management, and International Business**

**11.1 Program Proposal:** Revise Minor in Marketing

Approved 8-0-0

**11.2 Program Proposal:** Create Minor in Management

Approved 8-0-0

**11.3 Program Proposal:** Revise International Business track in the B.S. in Business Administration

Approved 8-0-0

12. **Recommended Change to Section 5 of Faculty Handbook** (curriculum procedures, p. 111)

Approved 9-0-0

13. **List of Courses to Add to QEP**

**Program Proposal:** Add the following courses.

ART 3080 Art Education Methods and Field Experience for Grades 6-12-WD  
MGT 3150 International Management—WE  
MGT 4080 Human Resource Management—WE  
PRE 4070 Public Relations Media—WD

Approved 8-0-0

- B. Enrollment Management: Melinda Rosenberg, Chair

**1. Posthumous Degree Policy** ([Appendix E](#))

Approved 6-0-0

- C. General Education: Joanna Hersey, Chair ([Appendix F](#))

**1. Proposals from the Department of History**

**Program Proposal:** Add HST 1030: Introduction to African American History, to the General Education Curriculum

Approved 4-1-0

- D. Academic Support Services: Larry Arnold, Chair

E. Old Business

F. New Business

G. Announcements

H. Adjournment



## Appendix A

### Minutes

#### Meeting of the Academic Affairs Committee

Wednesday, March 20, 3:30 p.m.

University Center, Conference Room 213

#### Committee Membership

Jesse Peters (chair)  
Leon Jernigan  
Cherry Beasley  
Jeff Bolles  
Robert Brown  
Judy Curtis  
David Nikkel

Jeremy Sellers  
Jaime Martinez (chair of Curriculum)  
Joanna Hersey (chair of General Education)  
Melinda Rosenberg (chair of Enrollment)  
Larry Arnold (chair of Academic Support)  
Ken Kitts (Provost and VC for Academic Affairs)

**Members Present:** Arnold, Beasley, Bolles, Brown, Curtis, Hersey, Jernigan, Martinez, Nikkel, and Sellers

**Members Absent:** Kitts, Peters, and Rosenberg

**Guests:** M. J. Braun, Warren Eller, Paul Flowers, Rami Maysami, Mark McClure, Liz Normandy, Nathan Phillippi, Jack Spillan, and Barbara Synowiez

#### I. Call to Order

The Committee was called to order at 3:30 p.m.

Due to the absence of Jesse Peters, Judy Curtis will chair this meeting. Based on the previous agreement to rotate secretarial duties, David Nikkel will serve in this role for this meeting.

#### II. Approval of the Minutes of the February 20 Meeting

The Minutes were approved as submitted by consensus.

#### III. Approval of the agenda.

The Agenda was approved by consensus.

#### IV. Report from the Chair

No report.

## V. Reports from Subcommittees

### A. Curriculum: Jaime Martinez, Chair

#### Actions Requiring only AA Chair Signature

1. **Proposal from the Department of Biology** to revise the catalog description of ENV 2400 Field Microbiology (BIO 2400)
2. Three **Proposals from the Department of English** to 1) allow students to retake ENG 1020 and 1030 for credit 2) remove AIS 1010 and AIS/ENG 2200 from the prerequisites for ENG/AIS 3470 Native American Poetry 3) delete ENG 3060 Writing and the Performing Arts
3. **Proposal from the Department of Public Administration** to add HAD 5750 to the list of courses students may take to fulfill the Public Health Concentration in the Master of Public Administration degree

#### Actions Requiring AA Approval only

1. **Proposals from the Department of English** to create four new courses: 1) ENG 2450 Introduction to Rhetoric 2) ENG 3650 Writing in Digital Environments 3) ENG 3720 Writing for the Public Sphere 4) ENG 4210 Grant Writing  
Some discussion on faculty availability to teach Rhetoric courses  
Voted on together--Approved 9-0-0
2. **Proposal from the Department of Geology and Geography** to create GLY/GGY 4700 Writing in the Geosciences  
Approved 9-0-0
3. **Proposal from the Department of Chemistry and Physics** to create a graduate course, PHS 5000 The Art & Science of Chemistry & Physics  
Approved 9-0-0
4. **Proposal from the Department of Public Administration** to create HAD 5750 Comparative Health Systems  
Approved 9-0-0
5. **Proposals from the Department of Nursing** to create 24 new courses:
  - 1) NUR 5000 Advanced Nursing Concepts in Theory and Practice
  - 2) NUR 5010 Research Methods for Evidence-Based Practice
  - 3) NUR 5020 Advanced Pathophysiology
  - 4) NUR 5030 Advanced Concepts of Pharmacology in Nursing

- 5) NUR 5040 Advanced Health Assessment and Clinical Decision Making
  - 6) NUR 5100 Rural Health Care: Theoretical Foundations
  - 7) NUR 5110 Policy, Organization, and Financing of Health Care
  - 8) NUR 5120 Human Relations Management
  - 9) NUR 5130 Nursing Case Management Process
  - 10) NUR 5140 Epidemiology and Global Health
  - 11) NUR 5150 Case Management Capstone Practicum
  - 12) NUR 5160 Master's Rural Case Manager Research or Action Project
  - 13) NUR 5200 Issues in Community Health for Rural Populations
  - 14) NUR 5210 Leadership in Clinical Microsystems
  - 15) NUR 5220 Care Environment and Clinical Outcomes Management
  - 16) NUR 5230 Clinical Nurse Leader Capstone Practicum
  - 17) NUR 5240 Master's Clinical Nurse Leader Research or Action Project
  - 18) NUR 5300 Educating Diverse Populations
  - 19) NUR 5310 Curriculum Theory and Design in Nursing Education
  - 20) NUR 5320 Classroom Teaching and Integration of Technology
  - 21) NUR 5330 Clinical Teaching Strategies for Nurse Educators
  - 22) NUR 5340 Measurement and Evaluation in Nursing Education
  - 23) NUR 5350 Nurse Educator Capstone Practicum
  - 24) NUR 5360 Master's Nurse Educator Research or Action Project
- Voted on together--Approved 9-0-0

- 6. Proposals from the School of Business** to create three new courses:
- 1) FIN 5020 Personal Financial Planning
  - 2) FIN 5050 Behavioral Finance
  - 3) MGT 5362 International Business
- Voted on together--Approved 9-0-0

Actions Requiring AA Approval and to be sent to Senate

**1. Two Proposals from the Department of English**

- 1.1 Delete the existing Minor in Writing
- 1.2 Create new Minor in Rhetoric and Professional Writing

Voted on together--Approved 9-0-0

**2. Proposal from the Department of Nursing** to create a Master of Science in Nursing Program

Approved 9-0-0

**3. Two Proposals from the School of Business**

- 3.1 Revise Minor in Business Administration  
Approved 9-0-0
- 3.2 Create Passport to Professional Success Program, a graduation requirement for all undergraduate students in the School of Business

Approved 9-0-0 contingent on solving the tracking and readiness for graduation issues by the end of the 2013-2014 academic year

**4. Proposal from the QEP Committee to add the following courses:**

ENG 2050	World Literature Before 1660 WE
ENG 2180	Asian American Literature WE
ENG 2240	American Literature Since 1865 WE
ENG 3580	Professional Writing WE
GLY 3250	Paleontology WE
GLY/GGY 4700	Writing in the Geosciences WD
NUR 3200	Health Assessment Across the Lifespan WE

Approved 9-0-0

B. Enrollment Management: Melinda Rosenberg, Chair  
No report (Committee did not meet due to Spring Break)

C. General Education: Joanna Hersey, Chair  
**Proposal from the Department of Chemistry and Physics** to add a prerequisite grade of C- or better to the current prerequisite of CHM 1300  
Approved 9-0-0

D. Academic Support Services: Larry Arnold, Chair  
Highlights from the respective reports include  
Library: Received grant to complete the digitalization of the Elmer Hunt photograph collection  
Prepared supporting documents for the (successful) accreditation of the Business School by AACSB  
Writing Center: 993 visits since beginning of the calendar year; student reviews of services were largely positive  
SASR: 85 Supplemental Instruction Sections with 2432 students this Semester. Discussion of problems with room assignments for Supplemental Instructors ensued.

E. Old Business--None

F. New Business

1. Jaime Martinez reported on the high number of double-booked classrooms this Semester and on the failure of new courses approved last Semester to be built into the Brave-web software in a timely fashion.

Discussion of these and other problems relative to the Registrar's Office ensued. It was concluded that, with the exception of the problems with rooms for Supplemental Instruction, the appropriate personnel were aware of and addressing the problems.

David Nikkel moved the following recommendation to the Faculty Senate, seconded by Robert Brown:

To request of the Registrar's Office that it prepare and make available at the end of the first week of each semester a list of classrooms' days and times available for Supplemental Instruction.

Approved 9-0-0

2. Discussion of where to place courses like LIB 1000 in the university catalogue. Robert Brown moved the following recommendation to Sara Oswald regarding the university catalogue, seconded by Jeff Bowles:

That the section beginning on page 23 of the current catalogue be renamed with the heading "Academic Enrichment Courses," to include LIB 1000 and courses such as Freshman Seminar and CAR 1010 Introduction to Career Development; and that "Academic Enrichment Courses" be included in the Table of Contents and the Index.

Approved by consensus.

#### G. Announcements

Judy Curtis reminded members of the Friends of the Library benefit event on Friday, March 22.

#### F. Adjournment

The meeting was adjourned at 4:40 p.m.

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**Appendix B**  
Actions Requiring only AA Chair Signature

**1. Proposals from the Department of Psychology**

**1.1 Course Proposal:** Remove PSY 3750 from prerequisites for PSY 4170

**Rationale:** The removal of this prerequisite more accurately reflects the skills and knowledge students must have prior to taking this course.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

**COURSE DESCRIPTIONS:**

PSY 4170 Clinical and Counseling Psychology

Hours: 3

Prerequisites:

Required: no (If yes, need Program Proposal Form)

Revised course description: A survey of the fields of clinical and counseling psychology with an emphasis on basic skills and knowledge of techniques. The course is both didactic (theories) and experiential (role-playing in class). Opportunities for classroom discussion,

professional feedback about skills and potential, and video-taping. Credit, 3 semester hours. PREREQ: PSY 3600 ~~and PSY 3750~~.

New Course title: Clinical and Counseling Psy

Code: LEC

## **1.2 Course Proposal:** Delete PSY 2040 Animal Behavior

**Rationale:** We are replacing our old Animal Behavior course (which was cross-listed with the Biology department) and creating a new course with an emphasis on Animal Cognition.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how:

Affected Chair: Agree

Cross listing: Yes

Articulation: No

Additional Resources: no

Additional Resources required:

### COURSE DESCRIPTIONS:

PSY 2040 Animal Behavior

Hours: 3

Prerequisites:

Required: no (If yes, need Program Proposal Form)

New course description:

New Course title:

Code: LEC

## 2. **Proposals from the Department of English and Theatre**

### **2.1 Course Proposal:** Delete THE 4210 Performing Arts Administration

**Rationale:** THE 4210 Arts Administration has historically low enrollment, and has too broad a focus for a Theatre Degree. THE 3530 Theatre Management more appropriately covers the business concerns of theatre and remains in the core of the theatre degree.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

#### COURSE DESCRIPTIONS:

THE 4210 Performing Arts Administration

Hours: 3

Prerequisites:

Required: no (If yes, need Program Proposal Form)



Course description:

Course title:

Code: LEC

**2.2 Course Proposal:** Change name of THE 1620 from Play Production to Theatre Practicum:

Introduction

**Rationale:** The new title more accurately reflects the standard among North Carolina Universities for this type of course within a liberal arts four year theatre degree. The new title also reflects a realignment of the Play Production (Theatre Practicum) into six categories, including Introduction, Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager and Acting.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

THE 1620 Theatre Practicum: Introduction ~~Play Production~~

Hours: 1

Prerequisites:

Required: yes (If yes, need Program Proposal Form)

Course description: An introduction to the practices of theatre production, including: the plan and function of the physical facility; safety procedures in the costume shop, scene shop, and on stage; appropriate use of theatre tools, stage rigging, lighting and sound equipment; and other elements of theatrical production. This course will be taught by several members of the theatre faculty. Credit, 1 semester hour.

Course title: Theatre Practicum Intro ~~Play Production~~

Code: LAB

3. Proposal from the Department of Accounting and Information Technology

**Course Proposal:** Revise Prerequisites for ACC 2270 from MAT 1070 and DSC 2090 to read "DSC 2090 and MAT 1070 or higher Mathematics course"

**Rationale:** Permits students who have taken a course higher than Algebra to take Accounting without the need of a waiver or completing Algebra first.

Dept vote: 6 for; 0 against; abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

ACC 2270 Financial Accounting

Hours: 3.0

Prerequisites: DSC 2090; MAT 1070 or higher mathematics course

Required: Off (If yes, need Program Proposal Form)

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

New Course title: Financial Accounting

Code: LEC

4. **Proposal from the Department of Economics, Finance, and Decision Sciences**

**Course Proposal:** Revise Prerequisites for ECN 4070

**Rationale:** ECN 2030 is Principles of Macroeconomics, but Labor Economics is a field in microeconomics. So ECN 2030 is not necessary for the course.

Dept vote: 9 for; 0 against; abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

**COURSE DESCRIPTIONS:**

ECN 4070 Labor Economics

Hours: 3.0

Prerequisites: ECN 2020

Required: Off (If yes, need Program Proposal Form)

Course description: Examines the nature of the labor markets and problems dealing with labor groups. Topics include history of the labor movement, union structure, labor law, collective bargaining. Credit, 3 semester hours. PREREQ: ECN 2020, ~~ECN 2030~~.

New Course title: Labor Economics

Code: LEC

## 5. Proposal from the Department of Foreign Languages

**Program Proposal:** Remove SPN 4400 Methods of Teaching Spanish from list of electives for B.A. in Spanish

**Rationale:** In the 2012-2013 catalog under Foreign Language Department, SPN 4400 appears as one of the electives, but it is actually one of the main classes of pedagogy in the discipline that students in the Spanish Education need to take. SPN 4400 should not be a part of the Spanish Elective list in the Undergraduate Program for Spanish B.A. because the prerequisite is admission to the Teacher Education Program. It is only for students seeking the Teacher Licensure in Spanish (K-12).

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

## 6. Proposals from the Department of Educational Specialties

**6.1 Course Proposal:** Delete SED 3360 Differentiation of Instruction

**Rationale:** SED 3360 provided content that was similar to and overlapped with SED 3340. Thus, it was determined that SED 3360 would be deleted and any topics that were unique to SED 3360 would be covered within SED 3340.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SED 3360 Differentiation of Instruction

Hours: 3

Prerequisites:

Required: yes (If yes, need Program Proposal Form)

Course description: This course is designed to assist K – 12 candidates in effectively adapting lessons to meet the needs of a diverse group of learners. Candidates will explore creative teaching strategies, assessments, and technologies that support differentiated instruction and become familiar with strategies for managing a universally designed classroom. Credit, 3 semester hours. PREREQ: SED 3310, SED 3320.

Course title: Differentiation of Instruction

Code: LEC

**6.2 Course Proposal:** Revise and expand SED 3110 Assistive Technology from 2 to 3 credit hours

**Rationale:** The course content has not been adequately addressed within this two hour course, and therefore, a three-hour course credit is necessary to extend the depth and coverage in this course. Students will now be required to visit UNCP's Disability Support

Services to view and interact with current assistive technology equipment. Students will also complete a five (5) hour field experience in which they will interview current professionals regarding their perceptions and uses of assistive technology devices with Preschool-12th grade students with disabilities.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SED 3110 Assistive Technology

Hours: 3

Prerequisites:

Required: yes (If yes, need Program Proposal Form)

Revised course description: This course of study is designed to give teacher candidates the knowledge and skills to determine the appropriate current research-validated instructional technologies for learners with disabilities. Topics including selection, modification, and classroom use of technology to accommodate the physical, sensory, communicative, learning, and social limitations associated with disabilities. **Students will receive hands-on experience with utilizing various assistive technology devices. Field experience is required.** Credit, ~~2~~3 semester hours. PREREQ: SED 3310, 3320.

Course title: Assistive Technology

Code: LEC

### **6.3 Course Proposal:** Revise SED 3310 Introduction to Exceptional Children

**Rationale:** The Introduction to Exceptional Children course did not provide discussion on assistive technology devices and therefore, it was felt that such a discussion would be of benefit to all Education majors who will take this course.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

**COURSE DESCRIPTIONS:**

SED 3310 Introduction to Exceptional Children

Hours: 3

Prerequisites:

Required: yes (If yes, need Program Proposal Form)

Revised course description: This **is** course is designed to provide an introduction to the foundations of special education: the concept, purposes and responsibilities, laws and policies, principles and practices for meeting the educational needs of children with disabilities and various types of assistive technology devices. The course provides a study of the needs, characteristics, and categories of exceptional children, as well as the important role parents and families play in the educational planning and decision-making process. **Three hours of Field Experience is required.** Credit, 3 semester hours.

Course title: Intro to Exceptional Chn

Code: LEC

**6.4 Course Proposal:** Revise SED 4350 Transition and Collaboration, narrowing its focus to transition planning and changing its course number to 4250

**Rationale:** It was becoming increasingly difficult to cover both topics within one course. Each topic requires an in-depth study and investigation of the material. A stand alone Collaboration in School and Community for School Professionals course (SED 4030) will be created. Therefore, the course title and course content needs to change to reflect this. In addition, we are adding a prerequisite to this course.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SED ~~4350~~4250 Transition ~~and Collaboration~~ Planning for Students with Disabilities

Hours: 3

Prerequisites: SED 3310, 3320, and 3350

Required: yes (If yes, need Program Proposal Form)

Revised course description: This course of study is designed to give teacher candidates a thorough understanding of policies, process and procedures for planning for ~~successful collaboration and~~ transitioning for preschool, school, and postsecondary/ adult students. Field Experience Required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

Revised Course title: Transition

Code: LEC



**6.5 Course Proposal:** Make SED 3350 Assessment of Students with Mild to Moderate Disabilities a prerequisite for SED 4310, SED 4320, SED 4330, and SED 4340

- SED 4310: Discipline and Classroom Management
- SED 4320: Classroom Considerations and the IEP for Special Education Students
- SED 4330: Diagnosing and Remediating Mathematics Problems
- SED 4340: Diagnosing and Remediating Reading and Writing Problems

**Rationale:** It has been shown that SED majors struggle with many of the assignments and readings within the SED 4000 level courses, when they have not previously taken SED 3350 or if they take SED 3350 concurrently with any of these 4000 level courses. Therefore, by having SED 3350 serve as a prerequisite for the 4000 level courses, it can be ensured that the student has taken the assessment course.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SED 4310 Discipline and Classroom Management

Hours: 3

Prerequisites: SED 3310, 3320, 3350

Required: yes (If yes, need Program Proposal Form)

Course description: This course is designed to give teacher candidates the knowledge and skills to teach students the appropriate behaviors to promote academic and social development. Teacher candidates will learn small group and individualized behavior management strategies for students with behavior problems. Field Experience Required. PREREQ: Admission to Teacher Education, SED 3310, 3320, 3350 Course title: Discipline and Classrm Mgt

Code: LEC

### SED 4320 Classroom Considerations and the IEP for Special Education Students

Hours: 3

Prerequisites: SED 3310, 3320, [3350](#)

Required: yes (If yes, need Program Proposal Form)

Course Description: This course of study is designed to give teacher candidates a thorough understanding of the IEP development and implementation. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, [SED 3350](#).

Course title: Class Considerations & IEPs

Code: LEC

### SED 4330 Diagnosing and Remediating Mathematics Problems

Hours: 3

Prerequisites: SED 3310, 3320, [3350](#)

Required: yes (If yes, need Program Proposal Form)

Course Description: This course of study is designed for teacher candidates to have the knowledge and skills to use systematic, explicit, multi-sensory methods to diagnose and remediate mathematics skills. Candidates will also learn how to understand and provide the essential components of math instruction. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education, SED 3310, SED 3320, [SED 3350](#).

Course title: Diagnose and Remed Math Prm

Code: LEC

### SED 4340 Diagnosing and Remediating Reading and Writing Problems

Hours: 3

Prerequisites: SED 3310, 3320, [3350](#)

Required: yes (If yes, need Program Proposal Form)

Course Description: This course of study is designed to give teacher candidates the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skill, reading and written expression. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, [SED 3350](#).

Course title: Diagnose and Remed Reading

Code: LEC

[Return to Agenda](#)

**Appendix C**  
**Actions Requiring AA Approval Only**

1. **Proposal from the Department of Psychology**

**Course Proposal:** Create PSY 2060 Animal Cognition and Behavior

**Rationale:** We are replacing our old Animal Behavior course and creating a new course with an emphasis on Animal Cognition. The changes being made reflect the way the course is currently being offered with more emphasis on animal cognition.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

**PSY 2060** Animal Cognition and Behavior

Hours: 3

Prerequisites:

Required: no (If yes, need Program Proposal Form)

**1 New course description: A survey of evolutionary and ecological processes that promote the vast diversity of behaviors found in the animal kingdom with an emphasis on animal cognition. From an evolutionary perspective, this course may include the**

**evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, communication, cooperation, tool use, problem-solving, spatial cognition and others. Credit, 3 semester hours. PREREQ: PSY 1010 and BIO 1000 or 1060**

New Course title: Animal Cognition & Behavior

Code: LEC

Attached: Course Syllabus

**PSYS 2030 Animal Cognition & Behavior  
Spring 2013, T/R 8:00-9:15  
Sampson 134**

Professor: Dr. Freya Q. Liu

Office: Sampson 119

Email: [freya.liu@uncp.edu](mailto:freya.liu@uncp.edu)

Phone Number: 910.775.4513

Office hours: M/W/F 10:00-11:00, T/R 9:15-10:30 (or email for appointment)

**Course Description**

Welcome! In this class, you will be learning about the fascinating study of animal cognition and behavior. The comparative study of psychology examines common and unique cognitive processes in all animal species, humans included. We also take a developmental and evolutionary perspective and discuss animal model for behavioral neuroscience and genetics. We investigate if and how humans are unique in our cognitive abilities while emphasizing basic processes, physical cognition and social cognition in animals.

Class periods will include interactive lectures, activities, videos and discussions designed to promote understanding of the material and mini-assessments to help keep you on track!

**Objectives**

- ✓ Understand basic theories and concepts in the field of comparative psychology
- ✓ Develop a knowledge base of the diverse examples of animal cognition and behavior
- ✓ Understand basic ecological and evolutionary processes that shape animal cognition and behavior
- ✓ Become familiar with the scientific methods used in the study of comparative psychology
- ✓ Develop effectiveness in written and oral communication of scientific information

**Required Text**

Main text: Sara Shettleworth. 2012. *Fundamentals of Comparative Cognition*. Oxford Univ. Press

**Course Structure & Format**

In-class Credits (mini-assessments and activities)	25%
Exams (3 out of 4)	75%

I do not believe learning happens during cramming for a final, as I believe the best way to learn is to learn every day as we move forward in the semester. Therefore in every class, we will have mini-assessment and/or in-class activity throughout the semester. These will help keep you on track with study and readings.

There will be four exams throughout the semester. The lowest grade will be automatically dropped. Each exam will cover about five to six classes of content and will include multiple-choice, short answer and fill-in-the-blank questions. The exams are not cumulative. However, some topics are based on earlier chapters, so do expect some overlap.

No makeup exam will be given, and all exams will only be given during the scheduled time, since your lowest exam grade will be dropped. If you have to miss an exam, this zero will be the one that is dropped.

### **Attendance**

There is a direct correlation in this course between attendance and final grade. Because of this, and because UNCP guidelines require it, I will take attendance. Exams will be based on your textbooks, content presented in class and issues from discussion, it is to your benefit to attend every class. In addition to simply coming to class, active participation is essential to learning. I hope this class will be an interactive and engaging experience for you. As discussed in the previous section, you are allowed to miss up to two classes for any reason during the whole semester. If you miss a class, you are responsible for obtaining the missed material. Do not ask me to re-teach you the material that you have missed. If you know you have to miss class due to athletic events or extreme emergency or religious holiday (see Religious Holiday section), contact me at the earliest date possible in advance. Students who miss more than 25% of classes will be automatically dropped.

### **Professional Behavior in Classroom**

Professional behavior is expected, including demonstrating courtesy and respect for your professor and for other students during class. To enforce this, any of the following behavior will result in your being counted as absent for that day (= NO in-class credit for that day).

Habitual tardiness (second time and onward)

Texting or playing with cellphones, ipads, laptops etc.

Falling asleep or doing other irrelevant work

Disruptive and disrespectful behaviors (such as constant chatting)

**No laptops!** Take notes using pen and paper. Research has shown people take better notes with pen and paper than with a laptop. If you have to absolutely use laptop, you need to talk to me now to get approval and you will sit in the last row (If I catch you doing other things rather than note-taking, you lose the privilege).

**Turning off all cell phones** and keep them safely tucked away. If you have a circumstance that requires you keep your phone on, please discuss it with me before class.

**DO NOT start packing before class ends.** You can start packing when I dismiss the class.

### **Late Assignments**

All written work is due at 8:00 on the due date. Any assignments submitted after 8:00 on the due date will be counted as late. Late submission will receive 30% deduction per 24 hours late (weekend counts) and will not be accepted after 48 hours past the deadline.

Electronic copy will not be accepted. Only hard copy counts as valid submission.

If you do not follow instructions for writing assignments (not typed, shorter than required length, content is off-topic etc.), you will receive at least 50% deduction.

**Academic Honor Code**

For all class-related work, I expect your behavior to meet the standards described the UNCP Academic Honor Code ([http://www.uncp.edu/sa/pol\\_pub/honor\\_code.htm](http://www.uncp.edu/sa/pol_pub/honor_code.htm)). Any form of cheating or plagiarism will not be tolerated. First offense will result in you being reported to the Student Affairs Office and “F” for the course. Second offense will result in suspension or dismissal from UNCP.

**Final Grade Breakdown & Grading Scale**

In-class credits	25%	250 pts
Exams (3)	75%	750 pts
<b>TOTAL POSSIBLE POINTS</b>		<b>1000 pts</b>

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
925.0 and above	A	725.0-774.9	C
900.0-924.9	A-	700.0-724.9	C-
875.0-899.9	B+	675.0-699.9	D+
825.0-874.9	B	625.0-674.9	D
800.0-824.9	B-	600.0-624.9	D-
775.0-799.9	C+	599.9 and below	F

In any circumstances, grades cannot be rounded up or changed at the end of the semester because you need it to be higher. Please do not ask me for extra credit assignments!

**If you are confused about anything or need help with studying for this class, come see me immediately. I will try to help you improve before it is too late!!**

### Tentative Schedule

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1.8	Syllabus & Introduction	Carefully read syllabus!
1.10	Introduction: History	Chapter 1
1.15	Introduction: Evolution	Chapter 1
1.17	Introduction: Evolution	Chapter 1
1.22	Introduction: Evolution	Chapter 1
1.24	Introduction: Comparative psychology	Chapter 1
1.29	Basic Processes: Perception and Attention	Chapter 2
1.31	EXAM 1	
2.5	Basic Processes: Memory	Chapter 2
2.7	Basic Processes: Memory	Chapter 2
2.12	Basic Processes: Associative Learning	Chapter 2
2.14	Basic Processes: Associative Learning	Chapter 2
2.19	Basic Processes: Discrimination and Concepts	Chapter 2
2.21	Physical Cognition: Spatial Cognition	Chapter 3
2.26	EXAM 2	
2.28	Physical Cognition: Two Timing Systems	Chapter 3
3.5	Physical Cognition: Numerical Cognition	Chapter 3
3.7	Physical Cognition: Foraging and Planning	Chapter 3
3.19	Physical Cognition: Using Tools	Chapter 3
3.21	Physical Cognition: Using Tools	Chapter 3
3.26	Social Cognition: Basic Social Behaviors	Chapter 4
3.28	EXAM 3	
4.2	Social Cognition: Social learning	Chapter 4
4.4	Social Cognition: Social learning	Chapter 4
4.9	Social Cognition: Communication	Chapter 4
4.11	Comparative Perspective: degree or kind?	Chapter 5
4.16	Comparative Perspective: degree or kind?	Chapter 5
4.18	Comparative Perspective: modularity and development.	Chapter 5
4.23	Comparative Perspective: modularity and development.	Chapter 5
4.25	EXAM 4	
5.2 (8:00-10:30)	Final Exam Period: Q & A	

\*\*\* The course syllabus is a general plan for the course. I may periodically announce deviations to the tentative plan in class.



**ADAAA Statement**

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

**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.

## 2. Proposals from the Department of English and Theatre

### 2.1 Course Proposal: Create THE 2020 Theatre Practicum (Wardrobe/Makeup Crew)

**Rationale:** The Play Production (Theatre Practicum) program is currently aligned into three categories, including Crew Participation, Crew Chief, and Assistant Designer/Director. The Theatre Program is seeking to change the name of Play Production to Theatre Practicum, and realign these courses into five new categories, including Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager and Acting. Theatre Majors will now be required to complete seven hours of Theatre Practicum (up from three), including one in each of the technical areas of Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager. Three additional hours must be completed in any category the student chooses. This realignment ensures that majors will gain experience in every aspect of technical theatre production and participate in productions every semester.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

THE 2020 Theatre Practicum (Wardrobe/Makeup Crew)

Hours: 1

Prerequisites: THE 1620, 1640, and 1650, or permission of instructor

Required: yes (If yes, need Program Proposal Form)

New course description: THE 2020 Theatre Practicum (Wardrobe/Makeup Crew)  
Participate as a member of wardrobe crew with the possibility of advancement to assignments such as wardrobe or makeup assistant, wardrobe or makeup supervisor, and/or an assistant to the faculty member by serving as Assistant Costume Designer, with

appropriate faculty supervision. This is a lab course requiring approximately 40 hours over the semester. May be repeated for up to four credit hours. Credit, 1 semester hour.  
 PREREQ: THE 1620, 1640, and 1650, or permission of instructor.

New Course title: Thea Pract Wardrobe

Code: LAB

## **2.2 Course Proposal:** Create THE 2040 Theatre Practicum (Production Crew)

**Rationale:** The Play Production (Theatre Practicum) program is currently aligned into three categories, including Crew Participation, Crew Chief, and Assistant Designer/Director. The Theatre Program is seeking to change the name of Play Production to Theatre Practicum, and realign these courses into five new categories, including Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager and Acting. Theatre Majors will now be required to complete seven hours of Theatre Practicum (up from three), including one in each of the technical areas of Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager. Three additional hours must be completed in any category the student chooses. This realignment ensures that majors will gain experience in every aspect of technical theatre production and participate in productions every semester.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

### COURSE DESCRIPTIONS:

THE 2040 Theatre Practicum (Production Crew)

Hours: 1

Prerequisites: THE 1620, or permission of instructor

Required: yes (If yes, need Program Proposal Form)

New course description: THE 2040 Theatre Practicum (Production Crew) Participate as a member of one of the standard stage crews, such as scene shifting, props, light board operator, and/or sound board operator, with the possibility of advancement to assignments such as scenic artist, sound engineer, shop foreman, and/or property master/mistress, with appropriate faculty supervision. This is a lab course requiring approximately 40 hours over the semester. May be repeated for up to four credit hours. Credit, 1 semester hour. PREREQ: THE 1620, or permission of instructor.

New Course title: Thea Pract Production

Code: LAB

### **2.3 Course Proposal:** Create THE 2060 Theatre Practicum (Lighting Crew)

**Rationale:** The Play Production (Theatre Practicum) program is currently aligned into three categories, including Crew Participation, Crew Chief, and Assistant Designer/Director. The Theatre Program is seeking to change the name of Play Production to Theatre Practicum, and realign these courses into five new categories, including Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager and Acting. Theatre Majors will now be required to complete seven hours of Theatre Practicum (up from three), including one in each of the technical areas of Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager. Three additional hours must be completed in any category the student chooses. This realignment ensures that majors will gain experience in every aspect of technical theatre production and participate in productions every semester.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

THE 2060 Theatre Practicum (Lighting Crew)

Hours: 1

Prerequisites: THE 1620, or permission of instructor

Required: yes (If yes, need Program Proposal Form)

New course description: THE 2060 Theatre Practicum (Lighting Crew) Participation in light hang/focus and strike, with the possibility of advancement to master electrician, and/or assistant lighting designer, with appropriate faculty supervision. This is a lab course requiring approximately 40 hours over the semester. May be repeated for up to four credit hours. Credit, 1 semester hour. PREREQ: THE 1620, or permission of instructor.

New Course title: Thea Pract Lighting

Code: LAB

**2.4 Course Proposal:** Create THE 2080 Theatre Practicum (Assistant Stage Manager/Stage Manager)

**Rationale:** The Play Production (Theatre Practicum) program is currently aligned into three categories, including Crew Participation, Crew Chief, and Assistant Designer/Director. The Theatre Program is seeking to change the name of Play Production to Theatre Practicum, and realign these courses into five new categories, including Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager and Acting. Theatre Majors will now be required to complete seven hours of Theatre Practicum (up from three), including one in each of the technical areas of Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager. Three additional hours must be completed in any category the student chooses. This realignment ensures that majors will gain experience in every aspect of technical theatre production and participate in productions every semester.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

#### COURSE DESCRIPTIONS:

THE 2080 Theatre Practicum (Assistant Stage Manager/Stage Manager)

Hours: 1

Prerequisites: THE 1620 and 2350, or permission of instructor

Required: yes (If yes, need Program Proposal Form)

New course description: THE 2080 Theatre Practicum (Assistant Stage Manager/Stage Manager) Participation in production as assistant stage manager, with possible advancement to assignments such as Stage Manager, to include assistance with poster design, house management, program layout and design, with appropriate faculty supervision. May be repeated for up to four credit hours. Credit, 1 semester hour. PREREQ: THE 1620 and 2350, or permission of instructor.

New Course title: Thea Pract Stage Manager

Code: LAB

#### **2.5 Course Proposal:** Create THE 2100 Theatre Practicum (Acting)

**Rationale:** The Play Production (Theatre Practicum) program is currently aligned into three categories, including Crew Participation, Crew Chief, and Assistant Designer/Director. The Theatre Program is seeking to change the name of Play Production to Theatre Practicum, and realign these courses into five new categories, including Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager and Acting. Theatre Majors will now be required to complete seven hours of Theatre Practicum (up from three), including one in each of the technical areas of Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager. Three additional hours must be completed in any category the student chooses. This realignment ensures that majors will gain experience in every aspect of technical theatre production and participate in productions every semester.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

#### COURSE DESCRIPTIONS:

THE 2100 Theatre Practicum (Acting)

Hours: 1

Prerequisites: By Audition Only

Required: no (If yes, need Program Proposal Form)

New course description: Theatre Practicum (Acting) Participate as a cast member in a University Theatre production. May be repeated for up to three credit hours. Credit, 1 semester hour. PREREQ: BY AUDITION ONLY.

New Course title: Thea Prac Acting

Code: LAB

Attached: Sample Contract for Theatre Practicum Courses

#### **Play Production – Contract (Draft)**

**Student** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Email** \_\_\_\_\_

#### **Check and Circle Play Production Section**

**Check off position agreed upon by student and faculty advisor/supervisor**

\_\_\_ THE 2020                      \_\_\_ THE 2040                      \_\_\_ THE 2060                      \_\_\_ THE  
 2080  
 Wardrobe Manager              Production Crew              Lighting Crew                      Asst. S.M./Stage  
  
 \_\_\_ Seamstress                      \_\_\_ Sound Oper.                      \_\_\_ Light Hang/Foc.              \_\_\_ ASM  
 \_\_\_ Wardrobe Crew              \_\_\_ Scene Painter                      \_\_\_ Asst. Light Des.              \_\_\_ SM  
 \_\_\_ Wardrobe Asst.              \_\_\_ Props Crew                      \_\_\_ Master Electrcn.              \_\_\_ FOH/Marketing  
 \_\_\_ Wardrobe Supervisor              \_\_\_ Light Oper.                      \_\_\_ Box Office  
 \_\_\_ Design Asst.                      \_\_\_ Props Master  
    \_\_\_ Shop Foreman  
    \_\_\_ Carpenter  
    \_\_\_ Asst. Tech Dir.  
    \_\_\_ Asst. Set Des.

\_\_\_ THE 2100 Acting

University Production \_\_\_\_\_

**Responsibilities as defined by student and faculty advisor/supervisor:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Faculty Advisor/Supervisor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

**2.6 Course Proposal:** Create THE 4020 Senior Capstone

**Rationale:** A recent survey of 17 North Carolina College and University Theatre Programs reveals that 9 require a Senior Capstone course in the core of the major. The UNCP Theatre faculty agree that such a course is appropriate as a part of revision to the major which requires a more rigorous theatre curriculum.



Dept vote: 24 for; 0 against; 4 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

#### COURSE DESCRIPTIONS:

THE 4020 Senior Capstone

Hours: 3

Prerequisites: Declared Senior Theatre Major

Required: yes (If yes, need Program Proposal Form)

New course description: Senior project focusing on student's personal interest in theatre. Credit, 3 semester hours. PREREQ: Declared Senior Theatre Major.

New Course title: Senior Capstone

Code: IND

Attached: Overview of Capstone Requirements

#### **Outline of Senior Capstone in Theatre (Draft)**

##### **1-1.A Guidelines**

- All senior projects must be approved by the theatre faculty.
- Majors should be prepared to discuss their area of emphasis and senior project with faculty and staff at their Junior Review.
- Senior projects must be completed while the student is in residence and before graduation.
- Research questions for all department productions will be developed by theatre faculty and distributed to all senior majors preceding their senior project semester.
- Seniors will select three (3) questions as the basis for their initial research.

- Capstone projects in the Fall are encouraged to begin their research during the summer; for seniors working on spring shows, research during January is encouraged.
- During their senior year, majors will meet each month as a group with faculty/staff. Attendance is mandatory.

### 1-1.B

### 1-1.C Chronology of Senior Capstone

The arc of the Senior Project includes the following required components:

#### Research Component:

- Work on research questions for Initial Research Presentation: Summer and September for Fall; January/February for Spring.
- Student will address knowledge of *genre*, styles and methods for approaching the creative work (3 pages).
- Student will address knowledge of *social history*, to situate that work in time and space (3 pages).
- Student will research the playwright and textual influences on the proposed work (3 pages).

#### Initial Research Presentation and Review Session:

- Initial Research Presentation and Review Session: October (for Fall projects) and February (for Spring).
- Students pre-submit a 10 page Prospectus to the Faculty.
- At the initial research review session, students present the first stages in a 15 minutes oral presentation.
- Faculty deliberate in closed review whether and how students can advance their research.

#### Praxis Project (Acting/Directing/Choreography/Design/Stage Management/Dramaturgy):

- May occur in Fall or Spring.
- Sessions with primary advisor will provide guidance about preparing this work, which includes;
- Development and completion of the Senior Thesis Portfolio, including Prospectus, complete research (revised and updated, as appropriate), and archival of artistic process.

#### The Portfolio:

- Must be organized in sections, using the following outline exactly:
- Title page, including title of production, playwright, director, dates of production, position held or role played by student completing capstone.
- Copy of production program
- Text Analysis (this also applies to choreography and devised work); (3 pages)
- Section on production analysis. This includes the initial three research questions, now fully-formed in 5-page papers, with additional investigations into:
  - previous *production histories* (work with advisor on the *timing* and selectivity of this research work in relation to the development of your own concepts) (3 pages)
  - features of *the current production*, including the student's understanding of and research into the director's/designers' production concept) (4 pages)

- Section on the presentation of primary and visual sources, using full and proper citations. These images should *not* be included without annotation re: their significance to the production and/or the student's own work on the project.
- Specialization-specific documents – performance scores, directors' and stage managers' prompt books, designers' drawings, elevations, draftings, photos of models, etc.
- Section for the rehearsal journal. This is a *10-page distillation* of the daily process journal.
- Chapter for final self-evaluation, addressing the entire process (5 pages).
- Appendixes: drafts of scores, drawings, as deemed appropriate.

#### Capstone Review/Defense:

- The culmination of research, praxis and portfolio presentation, end of Fall (December) or Spring Semester (May).
- The Senior Capstone Review and Defense is open to the department community.
- In a *20-minute prepared presentation*, students present:
  - their *research*;
  - *key questions* that emerged from the research;
  - the ways that those *questions informed the practical work* of performance/choreography/direction/ design etc. -- *and vice versa*;
  - *new questions or analyses*.

#### The Grading Process:

- The Final Senior Thesis Defense is graded in four areas:
  - Effectiveness of the final production/performance.
  - Excellence of the Research and Production Portfolio.
  - Clear relationship & interplay between Research and Praxis.
  - Citizenship, Collaboration, & Conduct as an artist-researcher throughout the process.

### 3. Proposal from the School of Business

**Course Proposal:** Create BUS 2000 Introduction to Business

**Rationale:** We believe all students, regardless of their major, will benefit from an understanding of functional areas of business administration (accounting, economics, finance, management and marketing). Effective business administration requires critical thinking and problem solving skills (e.g. pricing and marketing the product or service among others), a deep understanding of technology as employed within each area, respect for diversity of stakeholders (owners, employees, customers, and supplier), ethical decision making, and respect for the society and local cultures, and keen awareness of diverse and sometimes-divergent international values.

The course will be beneficial to those who may be interested in majoring in business as well as those in other majors who will interact with businesses or work in business-like environments (e.g. from art galleries to labs, from educational institutions to government entities, and whether self employed or employed by small and medium enterprises or large multinationals). The material will introduce the student to the basic concepts of management, business law,

marketing, accounting, finance, economics and business ethics/social responsibility. In addition, the student will develop an appreciation for the role of business in society, particularly within the global environment.

School vote: 17 for; 4 against; 6 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required: A School of Business faculty member will need to be assigned to teach the course.

#### COURSE DESCRIPTIONS:

BUS 2000 Introduction to Business

Hours: 3.0

Prerequisites:

Required: Off (If yes, need Program Proposal Form)

New Course description: This course introduces the student to the terminology and concepts used in the world of business through a comprehensive approach designed around the functional areas of business administration. The course will focus on how the business entity interacts with its employees (management), customers (economics and marketing), and lenders and creditors (accounting and finance). An emphasis is placed on understanding the global business environment (international business). Topics include the components and actions needed to start a business (entrepreneurship), the skills needed to manage the firm, how products and services of the business are effectively priced and marketed, sources of funds to start and grow the company, and the accounting tools that are used to track income and expenses. Business ethics and social responsibility will be emphasized, as well the use of technology within each of the functional areas mentioned above, and effective business communication skills.

New Course title: Introduction to Business

Code: LEC

Attached: Syllabus

**University of North Carolina - Pembroke**  
**School of Business Administration**  
**BUS 2000 - 3 Credit Hours**  
**Introduction to Business**

**Meeting Times:** TBA (Note to Chair, this would be a good class to schedule MWF)  
**Professor:** TBA  
**Office:** TBA  
**Phone:** TBA  
**E-mail:** TBA  
**Office Hours:** TBA

**1-2Catalog description of the course**

This course introduces the student to the terminology and concepts used in the world of business through a comprehensive approach designed around the functional areas of business administration. The course will focus on how the business entity interacts with its employees (management), customers (economics and marketing), and lenders and creditors (accounting and finance). An emphasis is placed on understanding the global business environment (international business). Topics include the components and actions needed to start a business (entrepreneurship), the skills needed to manage the firm, how products and services of the business are effectively priced and marketed, sources of funds to start and grow the company, and the accounting tools that are used to track income and expenses. Business ethics and social responsibility will be emphasized, as well the use of technology within each of the functional areas mentioned above, and effective business communication skills.

**1-3Prerequisite for this course**

None.

**1-4**

**1-5Benefits of the course (will be the rationale on the curriculum proposal)**

We believe all students, regardless of their major, will benefit from an understanding of functional areas of business administration (accounting, economics, finance, management and marketing). Effective business administration requires critical thinking and problem solving skills (e.g. pricing and marketing the product or service among others), a deep understanding of technology as employed within each area, respect for diversity of stakeholders (owners, employees, customers, and supplier), ethical decision making, and respect for the society and local cultures, and keen awareness of diverse and sometimes-divergent international values.

The course will be beneficial to those who may be interested in majoring in business as well as those in other majors who will interact with businesses or work in business-like environments (e.g. from art galleries to labs, from educational institutions to government entities, and whether self employed or employed by small and medium enterprises or large multinationals). The material will introduce the student to the basic concepts of management, business law,

marketing, accounting, finance, economics and business ethics/social responsibility. In addition, the student will develop an appreciation for the role of business in society, particularly within the global environment.

### 1-6

#### 1-7 Course goals

Upon completion of this course, each student should be able to:

1. Define what a business is.
2. Explain the difference between business ethics and social responsibility.
3. Explain what is meant by the “global business,” and “global business activities.”
4. Describe the different options for organizing a business.
5. Define small business, entrepreneurship, and franchising.
6. Describe the four functions of management.
7. Explain why teamwork, communication, and interpersonal skills are important
8. Demonstrate effective teamwork, communication and interpersonal skills.
9. Describe the differences between service and manufacturing operations.
10. Explain the various methods available to motivate employees.
11. List, define, and describe the various functions of human resource management.
12. Describe how the customer drives the marketing process.
13. Develop a simple marketing strategy for a product.
14. Explain how marketing products and services can occur through social media.
15. Describe the impact of the economy on the business environment.
16. Explain the role of accounting reports in the management of a business.
17. Describe the various sources of financial resources available to business owners.
18. Explain the use of technology in each of the functional areas of business administration and how the technology benefits business operations.

### 1-8

#### 1-9 Required Reading

Ferrell, O.C., Hirt, G., & Ferrell, L. (2012). *M: Business*. New York, NY: McGraw-Hill/Irwin. *Bloomberg BusinessWeek*

### 1-10

<b>1-11 Grading Standards</b>	<b>Points</b>
Exam 1	50
Exam 2	50
Exam 3	50
Exam 4	50
Discussion/Participation	50
Group Project	100
Presentation	50
Marketing, Financing, or Business Plan	100
Total	500

The points you achieve in this course will translate into the following grade scale:

A	467 to 500 points
A-	450 to 466 points
B+	434 to 449 points
B	417 to 433 points

B-	400 to 416 points
C+	384 to 399 points
C	367 to 383 points
C-	350 to 366 points
D+	334 to 349 points
D	317 to 333 points
D-	300 to 316 points
F	below 300 points

### 1-12 Exams

Each exam will consist of both multiple-choice and short essay questions.

### Attendance Policy

TBD by the instructor.

### Cell Phone Policy

TBD by the instructor.

### Academic Honor Code

Students have the responsibility to know and observe the UNCP honor code.

### Class Schedule

Date	Class Agenda and Reading Assignments
Week 1	🍏 The Dynamics of Business and Economics
Week 2	🍏 Business Ethics and Social Responsibility
Week 3	🍏 Business in a Borderless World
Week 4	🍏 Options for Organizing a Business
Week 5	🍏 Small Business, Entrepreneurship, and Franchising
Week 6	€ The Nature of Management
Week 7	🍏 Organization, Teamwork, and Communication
Week 8	🍏 Managing Service and Manufacturing Operations
Week 9	🍏 Motivating the Workforce
Week 10	🍏 Managing Human Resources
Week 11	🍏 Customer Driven Marketing
Week 12	🍏 Dimensions of Marketing Strategy
Week 13	🍏 Digital Marketing and Social Networking
Week 14	🍏 Money and the Financial System
Week 15	🍏 Accounting and Financial Statements/Financial Management

### Disability and Religious Holiday Information

Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as

possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107 or call 910-521-6695.

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

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.

#### 4. Proposal from the Department of Economics, Finance, and Decision Sciences

**Course Proposal:** Create ECN 4800 Economics Internship

**Rationale:** The School of Business' newly-developed strategic plan calls for the promotion of student internships consistent with the School's "engagement" and "student success" strategic goals.

Dept vote: 7 for; 2 against; abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No



Additional Resources: no

Additional Resources required:

#### COURSE DESCRIPTIONS:

ECN 4800 Economics Internship

Hours: 3.0

Prerequisites: ECN 2020 and 3010

Required: Off (If yes, need Program Proposal Form)

New Course description: This course entails a work experience in a business firm, a non-profit organization, or a government entity where the student, under academic and employer supervision, participates in the daily operations of the organization and conducts some economic analysis of the operations of the business entity (40 work hours per semester credit hour). Students must keep an extensive diary of work experiences and submit frequent reports to an academic supervisor, who is a UNCP faculty member in the Department of Economics, Finance, and Decision Sciences, who has been approved by the Chair of that department, and who will be responsible for assigning the grade in the course. Credit, 3 semester hours. Pass/Fail. PREREQ: Minimum of 90 semester hours, grades of C or better in ECN 2020 and in ECN 3010, cumulative GPA of 2.5 or better, a declared academic major in Business Administration or Accounting, a written proposal, and written consent of Department Chair.

New Course title: Economics Internship

Code: INT

Attached: Internship Course requirements

**2**

### **3 The Internship Status Report and Journal**

Students must submit a bi-weekly status report and journal to their employment supervisor and department faculty member by the close of business every other Friday beginning the second week of school. Status Reports/Journals may be delivered or e-mailed. Save a copy of these Status Reports/Journals for later input into a final report. All reports must include the following three parts:

1. Update on the interns progress in achieving his/her Internship Objectives
2. Any issues or concerns the student might have about the internship
3. Research on the firm and its industry as identified below

### **Journal Requirements for Economics Course – (ECN 4800)**

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and its industry including the following information:

- ❖ Industry related web search (career specific)
- ❖ Internship search strategy
- ❖ Copies of letters sent to potential internship supervisors
- ❖ Copies of informational Interview reports
- ❖ Contact log of all interviews, correspondence, telephone calls, e-mails, etc.

### **Status Report/Journal (Week 4)**

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and its industry including the following information:

- ❖ Provide a brief summary of the firm to include:
  - What is produced?
  - How is it produced?
  - For whom is it produced?
- ❖ Also include a history of the company and a description of the ownership structure of the firm, i.e., sole proprietorship, partnership, corporation, etc.

### **Status Report/Journal (Week 6)**

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and its industry including the following information:

- ❖ What are the economic conditions of the market where the business operates?
  - Discuss the market structure
  - Provide some analysis of the firm's Supply and demand conditions (research on consumer tastes and preferences, income, related products [subs and comps], future expectations by buyers, number of buyers as well as costs and technologies, prices of other goods and services offered by the seller, future expectations by the sellers, and number of sellers)

### **Status Report/Journal (Week 8)**

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and its industry including the following information:

- ❖ What are the firm's pricing strategies?
- ❖ Discuss how the firm's output decisions are made? What are the output levels
- ❖ What about their inputs for production (land, labor, capital, managerial skills)? How are they procured?
- ❖ Any Product differentiation?
- ❖ Market niche

### **Status Report/Journal (Week 10)**

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and its industry including the following information:

- ❖ Discuss how government regulations impact the firm's operations
- ❖ Discuss the firm's operations/performance in the context of Michael Porter's model
- ❖ Macroeconomic factors that impact the firm

**Status Report/Journal (Week 12)**

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and its industry including the following information:

- ❖ International dimensions of the firm (current and potential)
- ❖ Outsourcing, alliances, mergers
- ❖ Risks
- ❖ Any non-economic objectives of the firm (good workplace environment, good citizen to society)

**Status Report/Journal (Week 14)**

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and its industry including the following information:

- ❖ Demand estimation - if you were to run a regression analysis to estimate demand, what independent variables would you compile in order to assess
- ❖ Using the Rothchild Index, discuss how sensitive consumers are to the firm's product relative to the industry demand
- ❖ Forecast sales using constant compound growth rate, visual time series projections, and moving averages
- ❖ society)

**Status Report/Journal (Week 16)**

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and its industry including the following information:

- ❖ Write a synopsis of how your training at UNCP enabled you to accomplish your assigned tasks in the firm
- ❖ What skills benefited you most
- ❖ How has this internship experience benefited you?

## 5. Proposals from the Department of Educational Specialties

### 5.1 Course Proposal: Create RDG 2000 Reading Foundations and Language Acquisition

**Rationale:** This course will replace RDG 3000. This is the first of the reading education concentration courses that we are modifying to address the needs of the Elementary Education and Special Education programs to become aligned with new legislated assessments in teaching reading that pre-service teachers will need to take to become licensed in North Carolina.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

#### COURSE DESCRIPTIONS:

RDG 2000 Reading Foundations and Language Acquisition

Hours: 3

Prerequisites: 2.0 GPA

Required: no (If yes, need Program Proposal Form)

New course description: This course explores the teaching of reading with an emphasis on the linguistics and psychological base of the reading process, stages in the development of reading ability and sequences of skill acquisition. Students will study models of reading

instruction for language and literacy learning, the role of the classroom teacher of reading and forces influencing that role. This includes an examination of role of phonological awareness, phonics, vocabulary, fluency and comprehension play in how one learns to read. This course will provide comprehensive coverage of topics important in helping teachers develop a constructivist, balanced literacy program agenda for their future classrooms. Credit: 3 semester hours. PREREQ: 2.0 GPA.

New Course title: Reading Found & Lang. Acq.

Code: LEC

Attached: Syllabus

### **RDG 2000: Foundations of Reading and Language Acquisition**

#### **Professor:**

**Contact Information:** Phone:

Email: @uncp.edu

**Office Location:** Education Building

**Office Hours:**

**\*\*This is a Hybrid Course with blended online classes\*\***

#### **Course Description:**

**RDG 2000: Foundations of Reading and Language Acquisition-** This course explores the teaching of reading with an emphasis on the linguistics and psychological base of the reading process, stages in the development of reading ability and sequences of skill acquisition. Students will study models of reading instruction for language and literacy learning, the role of the classroom teacher of reading and forces influencing that role. This includes an examination of role of phonological awareness, phonics, vocabulary, fluency and comprehension play in how one learns to read. This course will provide comprehensive coverage of topics important in helping teachers develop a constructivist, balanced literacy program agenda for their future classrooms. Credit: 3 semester hours. PREREQ: 2.0 QPA.

#### **CONCEPTUAL FRAMEWORK & RELATIONSHIP OF COURSE TO THE CONCEPTUAL FRAMEWORK:**

##### ***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 democratic mission in public education.

*The conceptual framework and program design of the program in Reading Education is designed to attain several specific educational objectives required at the master's degree level of preparation of reading specialists in agreement with the standard set by the State of North Carolina (DPI), International Reading Association (IRA), and NCATE.*

#### **UNCP/NORTH CAROLINA PROFESSIONAL TEACHER EDUCATION STANDARDS (2010)**

**Standard 1:** Candidates demonstrate leadership

- a. Candidates lead in their classrooms
- b. Candidates advocate for schools and students.
- c. Candidates demonstrate high ethical standards

**Standard 2:** Candidates establish a respectful environment for a diverse population of students

- a. Candidates provide an environment in which each child has a positive, nurturing relationship with caring adults.
- b. Candidates embrace diversity in the school community and in the world.
- c. Candidates treat students as individuals
- d. Candidates adapt their teaching for the benefit of students with special needs.
- e. Candidates work collaboratively with the families and significant adults in the lives of their student

**Standard 3:** Candidates know the content they teach

- a. Candidates align their instruction with the *Common Core and NC Essential Standards*.
- b. Candidates know the content appropriate to their teaching specialty.
- c. Candidates make instruction relevant to students.

**Standard 4:** Candidates facilitate learning for their students

- a. Candidates know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- b. Candidates use a variety of instructional methods.
- c. Candidates help students develop critical-thinking and problem-solving skill
- d. Candidates communicate effectively
- e. Candidates use a variety of methods to assess what each student has learned.

**Standard 5:** Candidates reflect on their practice

- a. Candidates analyze student learning

## **STANDARDS FOR READING TEACHER CANDIDATES (2010)**

**Standard 1: Reading teacher candidates have knowledge of foundations of reading.**

Reading teacher candidates know and are able to understand and apply foundations of psychological, sociological, and linguistic foundations of the reading and writing processes and their underlying theories. They use knowledge of reading research and histories of reading to inform classroom practice. Teacher candidates understand knowledge of language, reading, and writing development and apply this knowledge to further cultivate student development in reading. They possess knowledge of cultural and linguistic diversity as related to the development of oral language, reading, and writing and use this knowledge to meet learners' needs. Teacher candidates understand the integrated nature of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and writing within reading instruction and develop strategies and practices encompassing these components to drive their instruction.

**Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.**

Reading teacher candidates know and are able to use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teacher candidates compare, contrast, and/or analyze assessment data to determine learners' placements along a developmental continuum. Teacher candidates use reading assessment information to plan, evaluate, and revise effective instruction, as well as to initiate referrals. Additionally, teacher candidates collaborate with school professionals and families to determine appropriate instruction and services for students.

**Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.**

Reading teacher candidates know and are able to use a variety of tools to help diverse K-12 learners develop reading strategies and skills that promote content comprehension. It is necessary for educators to know a variety of instructional approaches to reading and appropriately employ instructional grouping options. Teacher candidates utilize a wide range of instructional materials to optimize student proficiency as readers. Overall, reading teacher candidates are able to provide a strong evidence-based rationale in responding to a diverse group of learners, learner needs, and learning situations with a variety of instructional practices and techniques.

**Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.**

Reading teacher candidates know and are able to use multimodal literacies, such as technology based information and non-print materials, for reading instructional planning. They match materials and instructional plans to student interests, abilities and diverse backgrounds. Materials will represent multiple levels, broad interests, and reflect global connections. The teacher candidates' relationships will develop and enhance a culture of reading and writing that motivates, empowers, and prepares students to be lifelong readers and writers.

**Course Competencies:**

Students completing this course will be able to demonstrate the following:

1. Students will effectively implement phonemic awareness techniques, phonics methods, and vocabulary strategies within a balanced literacy curriculum by actively participating in hands-on learning of reading strategies and skills, planning effective mini-lessons, and creating effective teaching aids to supplement instruction.
2. Students will differentiate between teacher centered and student centered instructional methods within a balanced literacy curriculum by participating in various cooperative learning groups.
3. Students will develop a concept of the teaching of reading as it relates to a balanced literacy curriculum by planning and teaching reading lessons, utilizing the Common Core Standards and Essential Standards as it relates to appropriate grade levels and content, effectively reflecting on teaching experiences, and demonstrating a professional attitude at all times.
4. Understand reading and writing processes, including the relationship of child and language development to these processes.
5. Facilitate professional growth by developing increased ownership and responsibility and by developing collaborative and collegial relationships with peers.
6. Apply and extend technology and media skills and understandings by critiquing, selecting and using technological resources in planning and delivering instruction.
7. Adapt plans and instruction to accommodate to needs, such as advanced or limited reading level, second language learners, learning disabilities, physical limitations, and other exceptionalities.

8. Be able to state with confidence:

I know and can articulate what the reading process is and what happens in the minds of readers as they read.

I know how we learn to read.

I know how to observe students and identify strengths and weaknesses of students as readers.

I know how to help students take the appropriate next steps in learning to read.

I can monitor student growth towards reading proficiency.

I am confident that I can make a difference in the literate lives of students.

### 3-1.A

#### 3-1.B Technology Requirements:

Regular daily access (including weekends) to the Internet.

- Active UNCP Student (LAN) account (more at <http://www.uncp.edu/ucis/accounts/>)
- An Internet connection --- speed minimum: 28.8 kbs
- A web browser such as Mozilla FireFox that can accommodate both JavaScript and Java-Blackboard has issues with Internet Explorer.
- UNCP email account- Students must acquire and maintain access to TaskStream and know how to upload artifacts and reflections to that site.
- Candidates are to have an active UNC-P Brave Mail account and access to Brave Mail prior to the start of the first week of class.
- All email communications from the instructor will be sent to the student's Brave Mail account. Students are asked to check it several times each day. Students are also asked to check the announcements portion of our Bb site at least once each day.
  - Students are to put their name and RDG 2XXX in the subject line of all emails to the professor. Emails without a student's name will not be answered.
  - Candidates are expected to use grammatically correct, standard English in all communications to me. Electronic communications in texting formatting will not be answered.
  - Texting format is not to be used in postings to our Blackboard site or emails to the instructor.
- Microsoft Word
- PowerPoint
- Excel
- Plug-ins
  - RealPlayer G-2
  - Adobe Acrobat Reader
  - Macromedia Flash Player
- If you are having issues with your classmates' inability to open your documents then please save documents in either RTF (Rich Text Format) or a later version of Word so those without Word 2007 will be able to open the documents. Please select "Save as Word 97-2003" when you save a document.
  - **Use this link to help with issues of newer versions of Excel, PowerPoint, and Word and with the older platforms of Microsoft Office**  
**<http://support.microsoft.com/kb/924074>**
- Candidates who are new to Blackboard are to complete the Blackboard tutorial.
- Candidates are expected to run a weekly virus scan.
- Candidates are urged to save a copy of submitted work in two places. **Back up your flash drives and hard drives as well.**



### **Methods of Teaching:**

Research findings show that the more actively you are engaged in a class and with the course content, the more you will learn. Regardless of the constraints of class size and classroom arrangement, this course will be structured to actively involve you in learning. In RDG 2XXX, a variety of methods and materials will be utilized to insure that you learn the course content, develop critical leadership skills, and grow as self-directed, career-long learners. The use of multiple instructional strategies is designed to provide you with opportunities to process the course information effectively (e.g., to connect it with prior learning and experiences, to make connections with other facts or ideas, to give related examples), to learn through social interaction, and to have your individual learning styles or learning preferences respected and addressed. Listed below are some of the instructional tools that may be employed:

1. The content of the course will be developed using a seminar approach, small and large group discussions, and blended online activities. Students will be involved in a thread of learning activities that will interrelate with the seminar as online activities, student presentations, group work, reflection, conferencing, electronic communication, media analysis, field work, and inquiry activities (team inquiry/theory into practice/ research paper).
2. Use of technology (e.g., Blackboard Course Site, word processing, telecommunications, multimedia integration) to enhance teaching and learning

### **3-1.B.1 Required Texts: (POSSIBLE TEXTS BELOW)**

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2012). *Words Their Way, Word Study for Phonics, Vocabulary, and Spelling Instruction* (5th ed.). Boston: Pearson.

Temple, C., Ogle, D., Crawford, A., Freppon, P. (2011). *All Children Read: Teaching for Literacy in Today's Diverse Classrooms* (3rd ed.). Boston: Pearson.

### **Bibliography of Suggested Readings:**

Allington, R., & Johnson, P. H. (ED.) (2002) Reading to learn: Lessons from exemplary fourth grade classrooms. New York: Guilford.

Applegate, M. D., Quinn, K. B., & Applegate, A. J. (2008). *The critical reading inventory: Assessing student's reading and thinking*. Upper Saddle River, NJ: Pearson Education, Inc.

Armbruster, B. B., Lehr, F., & Osborn, J. (2003). *Put Reading First. The Research Building Blocks for Teaching Children to Read. (K-3)* Free: [www.nifl.gov](http://www.nifl.gov). Direct link: <http://www.nifl.gov/publications/pdf/PRFbooklet.pdf>

Beck, I.L., McKeown, M.G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions & extended examples*. New York: Guilford.

Biemiller, A. (2010). *Words worth teaching: Closing the vocabulary gap*. Columbus, OH: SRA/McGraw-Hill.

Blachowicz, C.I.Z., & Fisher, P.J. (2010). *Teaching vocabulary in all classrooms* (4th ed.). Boston: Pearson.

Blair, T.R. (2007). *Teaching Children to Read in Diverse Communities*. St. Paul, Mn: Freeload Press. Also available at [www.freeloadpress.com](http://www.freeloadpress.com).

Clay, M. (2002). *An observation survey of early literacy achievement*. New York: Heinemann.

Florida Department of Education. (2003). *Cool tools: Informal reading assessments*. Tallahassee, FL: Bureau of Exceptional Education and Student Services.

- Ehlers-Zavala, F.P. (2008). Teaching adolescent English language learners. In S. Lenski & J. Lewis (Eds.), *Reading success for struggling adolescent learners* (pp. 74-89). New York: Guilford.
- Fisher, D., & Frey, N. (2008). *Word wise and content rich: Five essential steps to teaching academic vocabulary*. Portsmouth, NH: Heinemann.
- Fountas, I. & Pinnell, G.S. (2012) *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.
- Genishi, C., & Dyson, A.H. (2009). *Children, language and literacy: Diverse learners in diverse times*. New York: Teachers College Press; Washington, DC: National Association for the Education of Young Children.
- Graves, M.F. (2009). *Teaching individual words: One size does not fit all*. New York: Teachers College Press; Newark, DE: International Reading Association.
- Hiebert, E.H., & Lubliner, S. (2008). The nature, learning, and instruction of general academic vocabulary. In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about vocabulary instruction* (pp. 106-129). Newark, DE: International Reading Association.
- Janzen, J. (2008). Teaching English language learners in the content areas. *Review of Educational Research*, 78 (4), 1010-1038.
- Leslie, L., & Jett-Simpson, M. (1997). *Authentic literacy assessment: An ecological approach*. New York: Longman.
- Leu, D.J., Leu, D.D., & Coiro, J. (2006). *Teaching with the internet K-12: New literacies for new times* (4th ed.). Norwood, MA.: Christopher- Gordon.
- Lewis, J., & Reader, T. (2009). How can we help adolescent readers meet the challenges of academic text? In J. Lewis (Ed.), *Essential questions in adolescent literacy: Teachers and researchers describe what works in classrooms* (pp. 101-131). New York: Guilford.
- Moje, E.B. (2008). Youth literacies, identities, and cultures in and out of school. In J. Flood, S.B. Heath, & D. Lapp Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (Vol. 2, pp. 207-219). New York: Routledge.
- Moje, E.B., & Lewis, C. (2007). Examining opportunities to learn literacy: The role of critical sociocultural literacy research. In C. Lewis, P. Enciso, & E.B. Moje (Eds.), *Reframing sociocultural research on literacy: Identity, agency, and power* (pp. 15-48). Mahwah, NJ: Erlbaum.
- Reutzel, D. R. & Cooter, R. B., Jr. (2009) *The Essentials of Teaching Children to Read; The Teacher Makes the difference*. (2<sup>nd</sup> ed.). Pearson.
- Scott, J.A., Nagy, W.E., & Flinspach, S.L. (2008). More than merely words: Redefining vocabulary learning in a culturally and linguistically diverse society. In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about vocabulary instruction* (pp. 182 – 210).Newark, DE: International Reading Association.
- Snow, C.E., & Uccelli, P. (2009). The challenge of academic language. In D.R. Olson & N. Torrance (Eds.), *The Cambridge handbook of literacy* (pp. 112 – 133). New York: Cambridge University Press.
- Taylor, B., Harris, L. A., Pearson, P. D., & Garcia, G. (1995). *Reading difficulties: Assessment and instruction* (2nd ed.). New York: McGraw-Hill, Inc.
- Townsent, D. (2009). Building academic vocabulary in after-school settings: Games for growth with middle school English-language learners. *Journal of Adolescent & Adult Literacy*, 53 (3), 242-251.
- Weaver, C. (2002) "Word Perception and Reading Process". In *Reading Process and Practice*. (3<sup>rd</sup> ed.). Heinemann.

**Journals:***Literacy Teaching and Learning: An International Journal of Early Literacy**The Reading Teacher**Elementary School Journal**English Journal**Language Arts**Reading Improvement**Action in Teacher Education**Reading Research and Instruction**Educational Researcher**Review of Educational Research**The Journal for Literacy Research**Educational Leadership**The Kappan***Course Administration:**

**A. ATTENDANCE /CONTACT WITH PROFESSOR/CONDUCT** In class discussions, on line participation in discussions, SSR and collaborative activities are an integral part of this class. Criteria are based on commitment to assignments and activities, including your own presence (both in class and on line). Leaving class before the end of the session will be considered an absence. Students will be expected to attend **ALL** scheduled classes in this course, to be punctual, and be prepared to participate in class discussions. Students will be given a grade of 0 or F for any absence. Absences are neither excused nor unexcused. **It is the student's responsibility to contact the faculty member, make up any missed/assigned material, and to obtain class notes and assignments. You are a professional.** Your attendance and punctuality reflect your professionalism. I fully expect you to do your part to be successful in this course, and you can expect me to make every reasonable effort to assure that outcome. Therefore, I encourage you to send me an e-mail message, call me, or visit me during office hours if you have questions or find you need extra assistance. Therefore, I encourage you to send me a text, an e-mail message, call me, or visit me during office hours if you have questions or find you need extra assistance. I have given you my personal cell phone number for emergencies only- please do not abuse this privilege and please do not call my cell phone number after 9:00PM.

**CONDUCT IN CLASS**

- 1) *Communication/Discussion*: Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line" i.e. Ad Hominem commentary will not be permitted. Try not to dominate class discussions, but also realize that your input is important to the success of this course.
- 2) *Academic Honor Code*: Students are expected to adhere to the Honor Code and to see [http://www.uncp.edu/aa/handbook/02-03/pdf/appendix\\_g.pdf](http://www.uncp.edu/aa/handbook/02-03/pdf/appendix_g.pdf) of the **Student Handbook for a complete description of the Honor Code** that outlines standards for classroom behavior this is also included at the end of this syllabus.

- 3) *Visitors/Children in Class*: Anyone other than an enrolled student is not allowed to attend class without the permission of the professor. I know you are parents and child care issues may arise at times. Please make arrangements for childcare.
- 4) **\*\*PLEASE NOTE\*\*CELL PHONE USAGE** It is a violation of the University's Code of Conduct & it is prohibited for a UNCP student to: 1. Violate the Academic Honor Code & 10. Operating cell phones, pagers, beepers, etc. in classrooms, libraries, and labs. *THEREFORE* Pagers, cellular phones and other types of telecommunication equipment are prohibited from use during class. Be sure that any pagers, phones or other equipment is turned OFF during the class period. If you have a special need to have your pager or phone "on" during class, you will need to give the professor prior notice and you will need her approval.

B. *CLASS PARTICIPATION & ASSIGNMENT SUBMISSIONS*. You are expected to complete all assignments and prepare to participate in discussions for each class session. See class schedule for specific discussion items for each week. *Participating* in class means you are part of a community of learners therefore you are expected to engage actively in group discussions, contribute ideas and information, and you will bring before the group issues, concerns, problems, proposals, and policies relevant to course topics and discussions. Ask questions of the professor and respond to the comments of your peers in the class. Also, you are expected to provide feedback in relation to the reading assignments, respond to your peers' discussion input, share personal reflections and offer critique of ideas presented when appropriate. Both oral communication (e.g., discussion groups) and written/word-processed records (e.g., online discussions) of the thinking evoked by reading assignments and other course content are important processes and products for RDG 3XXX. Unquestionably, the more actively you are involved in the class and with the course content, the more you will learn and the more you may be able to enhance the learning experience for others.

Assignments in this course have been designed for you to work independently, with a peer, or with a small group of peers. Written/word-processed assignments, oral presentations, and/or projects must be ready at the beginning of the class period on the due date unless the professor indicates otherwise in class. An assignment submitted late will result in a lower grade. For example if the assignment is submitted one day late the highest a student could make on the assignment is B, an assignment submitted two days late= C, three days late=D (please submit assignments on time). All course requirements must be successfully completed in order to receive credit for the course. Compose all written/word-processed assignments using a 12-point font (e.g., Times Roman, Courier, or Arial) and double-spaced. Unless otherwise stated all assignments need to be uploaded into Blackboard not email. If I ask for printed assignments submit them as per the requirements fastened with a single staple. The bibliographic or reference format guide to be used for all assignments will be the "*Publication Manual of the American Psychological Association*" [6th edition]. **Written/word-processed assignments must also be submitted online via the assignments link in Blackboard** in Microsoft Word format (.doc) or rich text format (.rtf). I cannot open Pages documents so DO NOT use this format. Allow one-inch margins on all sides and be sure to number pages. Include/attach a coversheet to all assignments that includes the following information: Title of assignment, University of North Carolina at Pembroke, Course title & number, your name, date. All written assignments should be word-processed on a computer. **You are expected to carefully proofread and edit all work produced and/or submitted for the course.**

Papers, reading responses, or presentation materials that do not meet expectations for graduate level work will be returned for revision (“repair”); any assignments returned for revision will not receive the full credit for the assignment, the highest any resubmitted assignments could earn would be a B+.

\*\*\*\*Your assignments, evaluations, and class participation comprise the grade that you earn in this class. **The professor does not give grades.** It is your responsibility to be **proactive** in your learning in this class. If you do not understand a learning activity or assignment that you are required to do please ask questions and get clarification from the professor before you do the assignment. It is too late to affect any change to your grade after the assignment is graded and recorded or after the course has ended.\*\*\*\*

*C. POSSIBLE CHANGES TO COURSE REQUIREMENTS/ACTIVITIES/ASSIGNMENTS.* The professor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and/or class schedule as she deems appropriate. Any changes in activities and assignments will be explained during class sessions and/or in postings to the Blackboard course site. Regular attendance, active participation in class activities, and frequent checking of the Blackboard course site are all essential actions on your part in order for you to meet all course requirements. **Any changes or revisions will be to the benefit of the student and never to disadvantage the student.**

*D. EMERGENCIES/ADVERSE WEATHER:* In the event of the professor’s illness or adverse weather conditions your professor will communicate with you via the course Blackboard website and e-mail informing you whether class will be held on campus or online. It is important for you to check your e-mail and the Blackboard website frequently for class information. In the event that the professor is ill or adverse weather prevents conducting class on campus she will conduct class online via Blackboard. UNC-P’s Adverse Weather Policy can be accessed at this link: <http://www.uncp.edu/ba/policies/fm/ps0900e.htm>

### **Course Requirements:**

#### **ASSIGNMENTS & POINT VALUES FOR GRADES**

##### **1. Class participation and attendance**

###### **300 points**

Again online participation in discussions and collaborative activities are an integral part of this class. Criteria are based on commitment to assignments and activities, including your own presence (both in class and on line). Leaving class before the end of the session will be considered an absence. Students will be expected to attend **ALL** scheduled classes in this course, to be punctual, and be prepared to participate in class discussions. Students will be given a grade of 0 or F for any absence. Absences are neither excused nor unexcused. **It is the student’s responsibility to contact the faculty member, make up any missed/assigned material, and to obtain class notes and assignments. You are a professional.** Your attendance and punctuality reflect your professionalism.

**Distance Learning** is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress, and your own grade. In order to succeed, you need to adhere to the policies outlined in the syllabus and assignment details. Attend all online class activities, including participation in small group email, responses to discussion work, and the timely submission of assignments.

**2. 5 Mini Lessons (50 points each lesson) 250 points**

5 Mini Lesson will focus on: 1) phonemic awareness; 2) a phonic concept; 3) vocabulary; 4) fluency; and 5) comprehension. Each mini-lesson should include objectives (and alignment with Common Core State Standards and Essential Standards), materials, teaching procedures, evaluation, and accommodations for English Language Learners, AIG, and/or students with special needs. Materials must include authentic applications in “real” text – not worksheets. Arts/movement integration is encouraged. Finally, write a reflection addressing how the lesson plan demonstrates your knowledge of reading components, your knowledge of teaching reading, and how the lesson plan enhances language and literacy development.

**3. Reading Field Experience Portfolio 300 points**

Students will write **field experience reflections** on course concepts and topics of reading, especially comprehension, fluency, vocabulary, phonics, and phonemic awareness. These reflections will incorporate building pre-service teachers understanding and application of reading theory, research, and instruction in the classroom settings. Specific reflections will include: Interview a student who speaks English as a second Language or a student who is identified as AIG or one who has been identified as having special needs. Make notes of phonemic, semantic, and syntactic differences between their first language and English.

Some possible course concepts are:

Phonology and Phonemic Awareness as it relates to language and reading development (phonemes, phonemic analysis, phonics).
Structural Analysis and Morphemic Analysis (syllabication, morphemes: roots, affixes, compounds, contractions) as related to reading development.
Semantics and Vocabulary Development (automatic vocabulary, synonyms, antonyms, figurative language, etc.) as related to reading development.
Syntax (sentence structure, word order) as related to reading development.
Pragmatics (informal and formal registers)
Language Variation (as related to the phonology, semantics, syntax, pragmatics) as applied to ELL, dialects, special needs populations and as related to reading development.
Interdependence of language processes: speaking, listening, reading, writing
Cognitive/Thinking Processes: prior knowledge, inferring/interpreting, analyzing, synthesizing, applying
Stages/ages of development: language, cognitive, reading as applied to mainstream, ELL, and special needs populations.
Reading fluency: definition, characteristics, role in reading process
Text Factors: variation in text structures, concept load, literal/inferential processes
Reader Factors: prior knowledge, connections, language
Reading Process: interaction of reader and text
Interdependence of phonology, vocabulary, fluency, comprehension and effects on fluency and comprehension.
Explicit plans for development/instruction: metacognition; includes accommodations for LEP, special needs populations.

Explicit plans for development/instruction: content area vocabulary and reading skills/strategies; includes accommodations for LEP, special needs populations.
Comprehensive plans/instructional contexts for synchronizing decoding, fluency, comprehension.
Instructional contexts/techniques for scaffolding instruction.
Creation of print-rich, language-rich classroom
Sources for materials selection (variety, technology) for instruction and independent reading; address language and cultural differences.

#### 4. Research Panel Discussion

150

**points** Small groups will prepare and present a thoughtful and engaging discussion pertaining to a specific literacy issue previously addressed in class. To prepare for your panel discussion, you will research independently a topic related to one of the following: Teaching reading in the elementary school; developing vocabulary/ comprehension; developing fluency; and teaching reading to the exceptional child. The group will present an organized, developed analysis of the topic with clearly written handouts for the class and a synopsis of your research findings and a reading list as well as samples of practical applications of this research to the teacher.

All research should be taken from professional refereed journals such as the: Reading Teacher, Journal of Language Arts, Journal of Adolescent and Adult Literacy, Journal of Reading Behavior, Phi Delta Kappan, etc.

### CRITERIA FOR GRADES

#### **3-1.B.1(a) Evaluation**

It is important to understand that although completing all the work is both useful and necessary; such completion alone does not necessarily qualify anyone for an A. It is necessary to satisfy the quantity requirements of this course, but it is equally important to satisfy the quality requirements also. Work, which merits a grade of A, must be pushed to levels of excellence. Work that is good merits a grade of B and so on down the line.

When you complete work, you need to take that work to task. Is it original in thought? Does the work do more than rehash readings? Does it develop ideas with depth? Does it use language with facility? Does it make unique, interesting, and practical assertions that are backed by substantive and thoughtful research? Does it have potential to be published outside the confines of this course? Does it have impact? Does it make the reader take notice? If so, then your work is in the ballpark of excellence.

**Grading:** A grade of A, A-, B+, B, B-, C, D, or F will be given for each assignment turned in.

The final grade will be calculated, based on the points given below:

<i>Assignment Points</i>			<i>Final Grades*</i>	
<b>PLEASE NOTE:</b> Assignments are due at the start of class on their due date.			This course will be graded using an A to F plus/minus system as follows:	
Class Participation face to face and online as well as attendance	300	On-going evaluation	A = 970-1000	C = 770-799
5 Mini Lessons	250		A- = 930-969	C- = 750-769
Reading Field Experience Portfolio	300		B+ = 900-929	D+ = 700-749
Research Panel Discussion	150		B = 870-899	D = 600-699

			B- = 830-869	F = 599-000
<b>Total points possibly earned in class</b>	<b>1000</b>		C+ = 800-829	
*The final grade of "F" will be assigned to any student who does not complete <u>all</u> course requirements.				

### **Important University Information and Policies**

#### ***THE UNIVERSITY'S POLICY ON CLASS ATTENDANCE***

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

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor. (*UNCP Catalog* [http://www.uncp.edu/catalog/html/acad\\_pol.htm](http://www.uncp.edu/catalog/html/acad_pol.htm))

#### ***ADA ACADEMIC ACCESS STATEMENT***

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

#### ***STUDENT CONDUCT & ACADEMIC HONOR CODE***

[http://www.uncp.edu/aa/handbook/02-03/pdf/appendix\\_g.pdf](http://www.uncp.edu/aa/handbook/02-03/pdf/appendix_g.pdf) "According to the By-Laws of the Board of Trustees of The University of North Carolina at Pembroke, ratified in March of 1968, the administration of the University is responsible for all phases of student discipline. The administration holds that a student enrolling in the University assumes an obligation to conduct himself/herself in a manner compatible with the University's function as an educational institution. Further, the Board of Trustees has directed the administration to take appropriate disciplinary action against students and student organizations who are found to be in violation of the University's Code of Conduct.

A UNCP student shall refrain from the following prohibited behaviors:

- 1. Violating the Academic Honor Code;**
2. Furnishing false information to the University with intent to deceive;
3. Withholding, with knowledge, information from the University;
4. Refusing to comply with any lawful order of a clearly identifiable University official acting in the performance of his/her duties in the enforcement of University policies (residence staff members are considered University officials when acting in an official capacity);
5. Failing to present his/her ID when requested to do so by a University official;



6. Forging, altering, defrauding, or misusing documents, charge cards or money, checks, records, and ID cards of an individual or the University;
7. Neglecting to discharge all obligations to the University prior to the close of each semester;
8. Loitering around the residence halls after visitation hours have expired;
9. Disruptive and disorderly conduct;
- 10. Operating cell phones, pagers, beepers, etc. in classrooms, libraries, and labs;”**

### **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 stated by the instructor, 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; therefore, grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. See the UNCP 2009-2010 Catalog or your Student Handbook for a complete description of the Honor Code. A student's name on an exam or written assignment in this course will be a statement of academic honor. Placing his/her name on the exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience, or requirement has been completed by the student.

**Plagiarism** is difficult to define concisely because of the variety of ways for which it can be committed. Generally defined, plagiarism is fraudulently using someone else's ideas or work as one's own. However, educators agree that plagiarism is cheating, whether it is intentional or unintentional. The examples of plagiarism below should provide a better understanding.

- failing to properly cite a resource used in a paper
- failing to assign quotations to information used verbatim from a another source
- improperly paraphrasing information from another source
- copying and pasting information verbatim from another resource without proper citation
- handing in someone else's work as one's own
- downloading a paper, free or fee-based, from the Internet and using it as your own

The above information was copied directly from the UNCP Teaching and Learning Center Website that discusses plagiarism <http://www.uncp.edu/tlc/presentations/plagiarism/understanding.htm> and is an example of plagiarism.

### **Academic Honor Code** from the Student Handbook:

[http://www.uncp.edu/sa/handbook/rights\\_responsibilities.htm#honor](http://www.uncp.edu/sa/handbook/rights_responsibilities.htm#honor)

#### 1. STATEMENT OF PRINCIPLES

1.1 Academic honor and integrity are essential to the existence of a university community. If high standards of honesty are not maintained by everyone, the entire community and society itself suffer. Maintaining standards of academic honesty and integrity is ultimately the formal responsibility of the instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the policies and procedures of the UNCP Academic Honor Code.

1.2 Students are important members of the academic community. As responsible citizens of the UNCP community, students are obligated to uphold basic standards of honesty and to actively

encourage others to respect and maintain those standards. Allowing academic dishonesty is just as dishonest as committing a dishonest act oneself.

## 2. ACTS THAT VIOLATE THE ACADEMIC HONOR CODE

2.1 While specific violations may take many forms, the general categories of acts that violate the Academic Honor Code are as follows:

2.1.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.

2.1.b. Plagiarism. Plagiarism is intentionally or knowingly presenting someone else's words or ideas as one's own. 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).

2.1.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.

2.1.d. Abuse of Academic Materials. This refers to intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material. Remember that library materials are borrowed, not 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.

2.1.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. Simply stated, don't help someone else be dishonest.

## 3. PENALTIES FOR VIOLATIONS OF THE ACADEMIC HONOR CODE

3.1 The UNCP community takes the Academic Honor Code very seriously. Consequently, violations may lead to severe penalties. All acts of academic dishonesty violate standards essential to the existence of an academic community. Some first offenses are properly handled and penalties determined by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described below to handle such an offense.

3.2 Penalties which individual faculty members may impose are limited to the following:

3.2.a. a formal warning or reprimand;

3.2.b. a reduced grade (including F) for the assignment; and

3.2.c. a reduced grade (including F) for the entire course.

3.2.1 In all cases, whatever the penalty, a signed Settlement of a Charge of Academic Dishonesty form will be kept for ten years in the Office for Student Affairs. The purpose of this record-keeping is to deter students from repeating offenses. A second purpose is to be sure students who violate the Academic Honor Code a second time are dealt with appropriately.

3.3 The Campus Judicial Board (CJB) handles all second offenses, some more serious first offenses, and any charges that the student feels are unfounded. In addition to any of the penalties available to an individual faculty member, the CJB may suspend the student from the university

for a designated period of time (one semester, one year, etc.) or even dismiss the student from the university.

3.4 Several factors are considered in determining what penalty to impose for a violation of the Academic Honor Code. Those factors include:

- 3.4.a. the nature and seriousness of the offense;
- 3.4.b. the injury or damage resulting from the violation;
- 3.4.c. the student's motivation and state of mind at the time of the incident;
- 3.4.d. the student's prior disciplinary record; and
- 3.4.e. the student's attitude and behavior after the violation was committed.

#### ***CONTACT INFORMATION FOR UNCP:***

University of North Carolina at Pembroke website: <http://www.uncp.edu>

Continuing Education and Distance Education webpage: <http://www.uncp.edu/ced>

University Police: 910-521-6235

#### ***UNIVERSITY EMERGENCY INFORMATION:***

Hotline: 910-521-6888 website: <http://www.uncp.edu/relations/eih.htm>

The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about emergency weather or other emergencies relating to UNCP. "It is the policy of this University to protect employees, students, and visitors from adverse weather or other conditions of a serious nature. The University will remain open for classes unless there is a clear and present danger to the safety and welfare of students, faculty, or staff. It is recognized that in some individual cases travel may be hazardous even though closing is not warranted. In those cases, everyone is advised to take all reasonable precautions in coming to campus given his/her personal circumstances. ***As always, if you believe that commuting to campus during inclement weather places your life or property at risk, stay home and inform your instructor and/or supervisor.***"

#### ***PROFESSIONALISM***

As an education major at UNCP, you should conduct yourself in a professional manner in all public arenas, in your classes, the schools, and in your contacts and collaborations with other teaching professionals and teacher candidates. Punctuality, preparation, and thoughtful participation in class activities are among the ways in which professionalism is demonstrated. Diplomacy, tact, patience, problem solving, risk taking, collegiality and reflective practice are others. Please exhibit these characteristics while you are a guest in another school. While completing your field experience requirements and participating in class it is important that you follow the school guidelines for teacher's dress code, cell phone use on school grounds and professional activities to make sure you are presenting yourself in a professional manner. For more information on North Carolina teachers' professional practice, visit [http://www.ncpublicschools.org/teacher\\_education/conductcode.htm](http://www.ncpublicschools.org/teacher_education/conductcode.htm).

#### ***UNIVERSITY WRITING CENTER***

The staff will assist students with writing assignments at any stage of the writing process. The center is open 9:00-5:00 Monday through Thursday and 9:00 to noon on Friday. Appointments are not necessary, although they are encouraged. Students may make appointments by calling 521-6168 or online here: <http://www.uncp.edu/writing/>.

#### ***NOTIFICATION OF TEACHER RESEARCH:***

As a Teacher Researcher, I routinely collect, analyze, interpret and report on data as it concerns my courses. This allows me to improve the way I teach as well as to add to the body of knowledge we know about critical inquiry pedagogy. Normal observation, recording of sessions and teacher/student exchanges, teacher-initiated journals and field notes, and samples of student work are all within the realm of access by the teacher for research purposes, since they constitute accepted practice for understanding the nature of pedagogy. Any students who prefer that their work in this class not be considered for purposes of research should indicate so in writing to me.

**5.2 Course Proposal:** Create SED 3040 Working with Families of Diverse Students with Disabilities

**Rationale:** As a result of the School of Education changing core content by removing EPC 2040: Introduction to Exceptional, Diverse and At Risk Students, it is felt that a course addressing diverse student populations and culturally responsive practices for Special Education candidates is necessary.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

**COURSE DESCRIPTIONS:**

SED 3040 Working with Families of Diverse Students with Disabilities

Hours: 3

Prerequisites:

Required: yes (If yes, need Program Proposal Form)

New course description: This course is designed to offer students the opportunity to examine the critical importance of using culturally responsive practices when working with families of diverse students with disabilities. Focus on values and beliefs regarding disabilities, culture, ethnicity, and language will be discussed. This course will emphasize the need to meet the academic and social-emotional needs of diverse students with disabilities by working with their families.

New Course title: Work with Fam Div Students

Code: LEC

Attached: Course Syllabus

**University of North Carolina at Pembroke**  
**Teacher Education Program**

*Accredited by*

*National Council for Accreditation of Teacher Education (NCATE)*

*North Carolina Department of Public Instruction*

**SED 3040 Working with Families of Diverse Students with Disabilities**  
**Spring 2014**

**Instructor:**

**Office:** School of Education,

**Phone: E-mail:**

**Meeting times and Place:**

### **Course Description**

This course is designed to offer students the opportunity to examine the critical importance of using culturally responsive practices when working with families of diverse students with disabilities. Focus on values and beliefs regarding disabilities, culture, ethnicity, and language will be discussed. This course will emphasize the need to meet the academic and social-emotional needs of diverse students with disabilities by working with their families. Credit Hours: 3

### **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 democratic mission in public education.

### **Relationship of Course to the Conceptual Framework:**

This course is a Special Education Program requirement and relates the requirements of providing special education services while partnering with families of diverse students with disabilities in a culturally responsive manner. This program is designed to prepare competent, committed, and caring professionals who embrace a constructivist approach to learning and who value collaboration with colleagues in various professional communities. Course content will help to identify resources that would be beneficial to students and families.

The teacher education program is structured around six standards that teacher candidates are expected to meet by the time their program of study is completed. The standards for this course are listed below.

### **Standard 1**

#### **Teachers demonstrate leadership in the school**

*Teachers lead in their classrooms.*

- Take responsibility for all students' learning
- Communicate vision to students
- Establish a safe and orderly environment
- Empower students

*Teachers demonstrate leadership in the school.*

- Work collaboratively with all school personnel to create a professional learning community
- Develop goals and strategies through the school improvement plan
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

*Teachers lead in the teaching profession.*

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures

*Teachers advocate for schools and students.*

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

*Teachers demonstrate ethical standards.*

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

### **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.*

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

*Teachers embrace diversity in the school community and in the world.*

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

*Treat students as individuals*

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

*Teachers adapt their teaching for the benefit of students with special needs.*

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

*Teachers work collaboratively with the families and significant adults in the lives of their students.*

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

### **Standard III**

**Teachers know the content they teach.**

*Teachers align their instruction with the North Carolina Standard Course of Study.*

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

*Teachers know the content appropriate to their teaching specialty.*

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

*Teachers recognize the interconnectedness of content areas/disciplines*

- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines

*Teachers make instruction relevant to students*

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility

### **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.*

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

*Teachers plan instruction appropriate for their students.*

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Respond to cultural diversity and learning needs of students

*Teachers use a variety of instructional methods.*

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

*Teachers integrate and utilize technology in their instruction.*

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

*Teachers help students work in teams and develop leadership qualities.*

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

*Teachers communicate effectively.*

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

## **Standard V**

### **Teachers reflect on their practice**

*Teachers analyze student learning.*

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement

*Teachers function effectively in a complex, dynamic environment.*

- Actively investigate and consider new ideas that improve teaching and learning

## **Special Education Standards and Indicators**

Each standard is presented with a summary of corresponding knowledge, dispositions, and abilities. This course addresses some/all of the knowledge, dispositions, and performance indicators for Standard 8, and Standard 10, as listed below.

**Standard 8: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.**

**Indicator 1:** Create environments in which equity, fairness, and diversity are modeled, taught, and practiced.

**Indicator 2:** Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum.

**Standard 10: Teachers collaborate and consult with general education teachers, parents, and other professionals.**

**Indicator 1:** Demonstrate ability to use effective communication and parent conferencing skills including appropriate verbal, non-verbal, questioning and summarizing skills.

**Indicator 4:** Demonstrate professional ethical behavior including confidentiality and advocacy for appropriate services for students with disabilities.

## **Relationship of Course to the Conceptual Framework:**



This course is one of the series of courses that comprise the professional studies component of the UNCP Teacher Education Program. This course is also a Special Education Program requirement and course content is a prerequisite to developing a broad understanding of and appreciation for the public responsibility for meeting the needs of children with disabilities. In either case, this course relates the requirements of providing special education services to the general education program, while illustrating the need to educate all students in the least restrictive environment.

The teacher education program is structured around six standards that teacher candidates are expected to meet by the time their program of study is completed. The six standards are listed below.

### **Topical Outline for Course**

Theories and models for understanding family systems

Family concern, priorities, and resources for families from diverse cultural environments

Family concern, priorities, and resources for families from diverse cultural environments who have children with disabilities.

Attitudes that focus and build on the strengths of children and families rather than emphasize weakness

Culturally responsive practices when partnering with families during the pre-referral, referral, and IEP development

### **Instructional Strategies:** (hybrid)

This course will be a combination of in-class and asynchronous/synchronous discussions facilitated via Blackboard. You should be prepared to work with others on group activities, discuss topics and ideas with the class, vocalize your views, beliefs and strategies regarding working with students with disabilities, and open your mind to the ideas of others.

Listed below are some of the instructional methods and materials that may be employed:

- Lectures, presentations, discussions via blogs or in-class, visual aids, videos, supplementary readings, case studies, parent panels and/or guest speakers.
- Individual, large group, small group and/or cooperative learning group activities and assignments using wikis and discussion board forums as appropriate
- Sharing and discussion of current literature – professional journals, newspapers, newsletters and/or resources in Internet.
- Written exams
- Technology expectations

Have an active UNCP student account

Have access to a computer, printer, and Internet connection on a daily basis.

### **Textbook:**

Overton, Sherri (2004). *Collaborating with families: A case study approach*. New Jersey: Pearson

### **Course Administration**

#### **Attendance**

#### ***Written Assignments –***

- Reflections from Parent Panels/ Guest speakers

- Interview with a parent or family member who has a diverse student with a disability
- Self-assessment on culturally responsive practices

#### **4 Common Assignment**

**SED 3xxx: Working with Families of Diverse Students with Disabilities** has a common assignment of interviewing a parent or family member who has a diverse student with a disability age birth to 21 years old. Specific guided questions will be provided to each student. Upon completion of the interview, each student will create and present a 10-15 minute multimedia presentation that will identify the information learned through the interviews and suggested culturally responsive practices necessary to partner with the interviewed family. Demonstrate professional ethical behavior including confidentiality and advocacy for appropriate services for students with disabilities.

#### **Evaluation (Hybrid)**

All of the evaluation components listed below must be completed in order for you to receive credit for the course. Late assignments may reduce your final course grade. Excessive and/or undocumented absences or tardies may reduce your final course grade. Regular class attendance and active participation can enhance your grade.

#### **(Online)**

All of the evaluation components listed below must be completed in order for you to receive credit for the course. Late assignments may reduce your final course grade

#### **Grading Scale for Final Grades**

##### ***Please note:***

The instructor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and class schedule as she deems appropriate.

#### **Important University Information and Policies**

##### **ADAAA Statement for Syllabi**

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

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

##### **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:

4. 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.
5. 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.
6. 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.

#### **4-1.A 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. Any special requirements or permission regarding academic honesty in this course will be stated by the instructor, 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; therefore, grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. See the UNCP 2008-2009 Catalogue or your Student Handbook for a complete description of the Honor Code. A student's name on an exam or written assignment in this course will be a statement of academic honor. Placing his/her name on the exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience, or requirement has been completed by the student.

##### **4-1.A.1(a) *The University's Policy on Class Attendance***

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

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor. (UNCP 2008-2009 Catalog)

#### **4-1.A.1(b) University Writing Center**

The staff will assist students with writing assignments at any stage of the writing process. The center is located in the Dial Building and open 9:00-5:00 Monday through Thursday and 9:00 to noon on Friday. Appointments are not necessary, although they are encouraged. Students may make appointments by calling 521-6168.

#### **5.3 Course Proposal: Create SED 4030 Collaboration in School and Community for School Professionals**

**Rationale:** Currently the topic of collaboration is paired with the topic of transition within a single course (SED 4350 Transition and Collaboration). It has becoming increasingly difficult to cover both topics within one course. Each topic requires an in-depth study and investigation of the material. Therefore, a stand alone Collaboration course (SED 4030) is necessary to adequately address this topic in more detail.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

#### **COURSE DESCRIPTIONS:**

SED 4030 Collaboration in School and Community for School Professionals

Hours: 3

Prerequisites: Admission to Teacher Education, SED 3310, SED 3320, SED 3350.

Required: yes (If yes, need Program Proposal Form)

New course description: This course of study is designed to give teacher candidates a thorough understanding of policies, process and procedures for planning for successful

collaboration among teachers of students with disabilities within inclusive settings as well as among the special educator and paraprofessionals and other professionals. Focus will be given to collaboration with community partners. Field Experience is required.  
Prerequisites: Admission to Teacher Education, SED 3310, SED 3320, SED 3350.

New Course title: Collaboration in School

Code: LEC

Attached: Course Syllabus

**SED 4030 Collaboration in School and Community for School Professionals  
Spring 2014**

**Instructor:**

**Office:** School of Education,

**Phone: E-mail:**

**Meeting times and Place:**

**Course Description**

This course of study is designed to give teacher candidates a thorough understanding of policies, process and procedures for planning for successful collaboration among teachers of students with disabilities within inclusive settings as well as among the special educator and paraprofessionals and other professionals. Focus will be given to collaboration with community partners. Field Experience is required PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

**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 democratic mission in public education.

**Relationship of Course to the Conceptual Framework:**

This course is one of the series of courses that comprise the professional studies component of the UNCP Teacher Education Program. This course is also a Special Education Program requirement and course content is a prerequisite to developing a broad understanding of and appreciation for the public responsibility for meeting the needs of children with disabilities. In either case, this course relates the requirements of providing special education services to the general education program, while illustrating the need to educate all students in the least restrictive environment.

The teacher education program is structured around six standards that teacher candidates are expected to meet by the time their program of study is completed. The six standards are listed below.

***North Carolina Professional Teaching Standards***

Standard I – Candidates demonstrate leadership

B. Candidate demonstrate leadership in the school

C. Candidates lead the teaching profession

Standard II – Candidates establish a respectful environment for a diverse population of students

E. Candidates work collaboratively with the families and significant adults in the lives of their students

Standard V – Candidates reflect on their practice

B. Candidates link professional growth to their professional goals

C. Candidates function effectively in a complex, dynamic environment

### ***North Carolina Special Education, General Curriculum Specialty Standards***

Standard 1 – Special Education, General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

- Know the *Policies Governing Services for Children with Disabilities*
- Understand the placement process from referral to delivery of services
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult)

Standard 2 – Special Education, General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

- Use age appropriate transition assessments for students ages 14 and above

Standard 3 – Special Education, General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students

- Plan and facilitate comprehensive transition services

Standard 4 – Special Education, General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension)
- Understand and provide instruction in the essential components of written language instruction (composition and conventions)

Standard 6 – Special Education, General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers
- Collaborate and consult with interpreters, transliterators and other related/adult service providers
- Maintain confidentiality

### **Topical Outline for Course**

- 1. Personal Commitment**
  - a. Fundamentals of Collaboration
  - b. Perspectives and Issues
- 2. Communication Skills**
  - a. Families
  - b. Interpersonal Communication
  - c. Using Statements
  - d. Asking Questions
- 3. Interaction Processes**
  - a. Interpersonal Problem Solving
  - b. Difficult Interactions
- 4. Programs or Services**
  - a. Teams
  - b. Consultation
  - c. Co-Teaching
  - d. Paraeducators
- 5. Context**
  - a. Paraeducators
  - b. Practical Matters
  - c. Perspectives and Issues

### **Instructional Strategies:** (hybrid)

This course will be a combination of in-class and asynchronous/synchronous discussions facilitated via Blackboard. You should be prepared to work with others on group activities, discuss topics and ideas with the class, vocalize your views, beliefs and strategies regarding working with students with disabilities, and open your mind to the ideas of others.

Listed below are some of the instructional methods and materials that may be employed:

- Lectures, presentations, discussions via blogs or in-class, visual aids, videos, supplementary readings, case studies and/or guest speakers.
- Individual, large group, small group and/or cooperative learning group activities and assignments using wikis and discussion board forums as appropriate
- Sharing and discussion of current literature – professional journals, newspapers, newsletters and/or resources in Internet.
- Field experience
- Written quizzes and exams
- Technology expectations
  - Have an active UNCP student account
  - Have access to a computer, printer, and Internet connection on a daily basis.

### **Textbook:**

Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6<sup>th</sup> ed.). Boston: Pearson.

## 5 Field Experience/Common Assignment

6 SED 4xxx has a field experience requirement of 10 hours. The experience is designed to allow students to work with a special education teacher in order to rehearse a collaboration skill presented in class and reflect on one's proficiency in that skill. The student will prepare a video and critically examine his/her strengths and deficiencies in interacting with others. The common assignment will be the student's creation of a plan for refining his/her skills.

7

8 Students are not to arrange school visits on their own; all school placements must be processed through the Office of University School Partnerships. The field study observation hours must be completed and Common Assignment must be submitted to successfully complete the course.

Plan ahead and schedule your visits to the schools carefully so that you have ample time to complete your field experience work by the due date. ***Be aware of public school schedules - early dismissal days, teacher workdays, parent conference days, holidays, dates for state testing. Late field assignments will not be accepted. The field study assignments and the "Field Study Verification Form" must be completed in order to receive credit for the course. All students in SED 4xxx should register for Field Experience in the Office of University School Partnerships on the first floor of the School of Education.***

### Evaluation(Hybrid)

All of the evaluation components listed below must be completed in order for you to receive credit for the course. Late assignments may reduce your final course grade. Excessive and/or undocumented absences or tardies may reduce your final course grade. Regular class attendance and active participation can enhance your grade.

#### ***Please note:***

The instructor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and class schedule as she deems appropriate.

Important University Information and Policies

### **ADAAA Statement for Syllabi**

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

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### **Religious Holiday Policy**

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their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

7. 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.
8. 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.
9. 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.

### **8-1.A 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. Any special requirements or permission regarding academic honesty in this course will be stated by the instructor, 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; therefore, grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. See the UNCP 2008-2009 Catalogue or your Student Handbook for a complete description of the Honor Code. A student's name on an exam or written assignment in this course will be a statement of academic honor. Placing his/her name on the exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience, or requirement has been completed by the student.

#### **8-1.A.1(a) *The University's Policy on Class Attendance***

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

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor. (UNCP 2008-2009 Catalog)

### **8-1.A.1(b) *University Writing Center***

The staff will assist students with writing assignments at any stage of the writing process. The center is located in the Dial Building and open 9:00-5:00 Monday through Thursday and 9:00 to noon on Friday. Appointments are not necessary, although they are encouraged. Students may make appointments by calling 521-6168.

## **6. Proposals from the Department of Professional Pedagogy and Research**

### **6.1 Course Proposal: Create EDN 2100 Introduction to Education**

**Rationale:** EDN 2100 will replace EPC 2020: Introduction to Education, Ethics & Professionalism and EPC: 2030 Educator Preparation for 21st Century. The course content can not be adequately addressed in the one- and two-hour credit courses. Therefore, a three-hour credit course is proposed. This course will support the new Professional Studies core, as adopted by the Teacher Education Committee on March 6, 2013.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how:

Affected Chair: Agree

Cross listing: No

Articulation: yes

Additional Resources: no

Additional Resources required:

#### **COURSE DESCRIPTIONS:**

EDN 2100 Introduction to Education

Hours: 3

Prerequisites:

Required: yes (If yes, need Program Proposal Form)

New course description: This course provides students with knowledge of the philosophical, historical, sociological, legal, financial and structural foundations of education with opportunities to analyze contemporary issues, problems and trends in the field of education. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. All teacher education majors will be required to enroll in and earn a grade of "C" or better. Required for admission into the Teacher Education Program. Field experience is required. PREQ: 30 semester hours and 2.0 GPA.

New Course title: Introduction to Ed

Code: LEC

Attached: Syllabus

**EDN 2100 Introduction to Education  
Fall 2013**

**Instructor:**

**Office:** School of Education,

**Phone: E-mail:**

**Meeting times and Place:**

### **Course Description**

This course provides students with knowledge of the philosophical, historical, sociological, legal, financial and structural foundations of education with opportunities to analyze contemporary issues, problems, and trends in the field of education. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. Six hour of Field All teacher education majors will be required to enroll in and earn a grade of "C" or better. Required for admission into the Teacher Education Program. Field experience required. PREREQ: 30 semester hours and 2.0 GPA

### **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 democratic mission in public education.

### **Standard I**

#### **Teachers demonstrate leadership in the school**

*Teachers lead in their classrooms.*

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

*Teachers demonstrate leadership in the school.*

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

*Teachers lead in the teaching profession.*

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

*Teachers advocate for schools and students.*

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

*Teachers demonstrate ethical standards.*

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

## **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.*

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

*Teachers embrace diversity in the school community and in the world.*

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

*Treat students as individuals*

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

*Teachers adapt their teaching for the benefit of students with special needs.*

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

*Teachers work collaboratively with the families and significant adults in the lives of their students.*

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community

- Seek solutions to overcome obstacles that prevent family and community involvement

### **Standard III**

#### **Teachers know the content they teach.**

*Teachers align their instruction with the North Carolina Standard Course of Study.*

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

*Teachers know the content appropriate to their teaching specialty.*

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

*Teachers recognize the interconnectedness of content areas/disciplines*

- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines
- Promote global awareness and its relevance

*Teachers make instruction relevant to students*

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21<sup>st</sup> Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

### **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.*

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

*Teachers plan instruction appropriate for their students.*

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

*Teachers use a variety of instructional methods.*

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

*Teachers integrate and utilize technology in their instruction.*

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

*Teachers help students develop critical thinking and problem solving skills.*

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

*Teachers help students work in teams and develop leadership qualities.*

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

*Teachers communicate effectively.*

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

*Teachers use a variety of methods to assess what each student has learned.*

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

## **Standard V**

### **Teachers reflect on their practice**

*Teachers analyze student learning.*

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

*Teachers link professional growth to their professional goals.*

- Participate in continued, high quality professional development

*Teachers function effectively in a complex, dynamic environment.*

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

### **Relationship of Course to the Conceptual Framework:**

This course is one of the series of courses that compromise the professional studies component of the UNCP Teacher Education Program. The teacher education program is structured around six standards that teacher candidates are expected to meet by the time their program of study is completed. The six standards are listed below.

### **Topical Outline for Course**

1. Teachers and the Teaching Profession

- A. Teaching as a Profession
2. School and Society
  - A. Diversity in Society
  - B. Schools Facing Social Challenges
  - C. Multicultural Education
  - D. Technology and 21<sup>st</sup> Century Skills
3. Governance and Support of American Education
  - A. Organizing and Paying for American Education
  - B. Legal Foundations of Education
4. Historical Foundations of Education
  - A. Antecedents of American Education
  - B. Role of Education in Our Developing Nation
  - C. Using History to Improve Student Learning
5. Philosophical Foundations of Education
  - A. Philosophy
  - B. Educational Theory
  - C. Building on Educational Philosophy
6. School Programs, Teacher Practices, and Standards-Based Education and Assessment
  - A. Designing Programs for Learners
  - B. Providing Instruction
  - C. Standards-Based Education and Assessment
  - D. Teaching in North Carolina – Common Core, NCPTS, Taskstream, Code of Ethics

### **Instructional Strategies:**

This course will consist of discussion and you should be prepared to work with others on group activities, discuss topics and ideas with the class, vocalize your commitment to teaching your ideas, and your philosophy, and open your mind to the ideas of others. Listed below are some of the instructional methods and materials that may be employed:

- Lectures, presentations, discussions, debates, visual aids, videotapes, supplementary readings, case studies and/or guest speakers.
- Individual, large group, small group and/or cooperative learning group activities and assignments.
- Sharing and discussion of current education literature – professional journals, newspapers, newsletters and/or resources in Internet.
- Field experience
- Written exams
- Technology expectations
  - Have an active UNCP student account
  - Have access to a computer, printer, and Internet connection on a daily basis.

### **Textbook:**

TBD

## **Course Administration**

### **Attendance**

*Written Assignments – More information can be added here based on the goals and objectives of the course.*

### **9 Field Experience/Common Assignment**

**10** EDN 3020: Foundations of Education, the entry course for all students enrolled in the Teacher Education Program, has a field experience requirement of 6 hours to include 3 hours of focused observations in two schools. The experience is designed to expose students to the entire school environment through observations of the classroom and school organization. Students will use face validity to assess the school website and NC Report Card before beginning the Field Experience. This process will allow the student an opportunity to see if the school site and prior observations are a good translation of the construct. The information obtained from the face validity and school visits will be used to create a narrative where students will compare and contrast each school's climate and mission.

Students are not to arrange school visits on their own; all school placements must be processed through the Office of University School Programs. The field study observation hours must be completed and Common Assignment must be submitted to successfully complete the course.

Plan ahead and schedule your visits to the schools carefully so that you have ample time to complete your field experience work by the due date. ***Be aware of public school schedules - early dismissal days, teacher workdays, parent conference days, holidays, dates for state testing.*** ***Late field assignments will not be accepted. The field study assignments and the "Field Study Verification Form" must be completed in order to receive credit for the course. All students in EDN xxx1 should register for Field Experience in the Office of University School Programs on the first floor of the School of Education.***

### **Evaluation**

All of the evaluation components listed below must be completed in order for you to receive credit for the course. Late assignments may reduce your final course grade. Excessive and/or undocumented absences or tardies may reduce your final course grade. Regular class attendance and active participation can enhance your grade.

### **Grading Scale for Final Grades**

#### ***Please note:***

The instructor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and class schedule as she deems appropriate.

Important University Information and Policies

### **ADAAA Statement for Syllabi**

Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible.



All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 103 or call 910-521-6695.

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

### **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:

10. 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.
11. 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.
12. 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.

### **10-1.A 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. Any special requirements or permission regarding academic honesty in this course will be stated by the instructor, 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; therefore, grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. See the UNCP 2008-2009 Catalogue or your Student Handbook for a complete description of the Honor Code. A student's name on an exam or written assignment in this course will be a statement of academic honor. Placing his/her name on the exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience, or requirement has been completed by the student.

#### **10-1.A.1(a) *The University's Policy on Class Attendance***

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

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor. (*UNCP 2008-2009 Catalog*)

### **10-1.A.1(b) University Writing Center**

The staff will assist students with writing assignments at any stage of the writing process. The center is located in the Dial Building and open 9:00-5:00 Monday through Thursday and 9:00 to noon on Friday. Appointments are not necessary, although they are encouraged. Students may make appointments by calling 521-6168.

## **6.2 Course Proposal: Create EDN 3130 Content Area Reading**

**Rationale:** Rather than revise EPC 3030: Reading Strategies for the 21<sup>st</sup> Century, we are using some of its content as the basis of a new course. This content area course, required for Admission to the Teacher Education Program, will focus on disciplinary literacy-based instructional strategies in K-12 settings. All Middle Grades (6-9), Secondary (9-12), and K-12 majors will take this course.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how:

Affected Chair: Agree

Cross listing: No

Articulation: yes

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

## EDN 3130 Content Area Reading

Hours: 3

Prerequisites:

Required: no (If yes, need Program Proposal Form)

**New course description:** This course is designed to help K-12 students understand the roles of language and literacy in the teaching of various content areas. Focus will be given to disciplinary literacy using distinct instructional strategies that can assist 21st century adolescent students in understanding how reading and writing are used in a discipline, as well as how they will apply to this life outside of school.

New Course title: Content Area Read

Code: LEC

Attached: Description of course and content  
EDN 3130 CONTENT AREA READING

### *Current Course Description*

This course is intended for students interested in pursuing a career in education and is designed to provide them with the background knowledge they need to teach essential literacy skills, including vocabulary, comprehension, fluency, and reading/writing connections. This course highlights reading strategies for 21<sup>st</sup> century learners that can be utilized across the content areas.

### ***Proposed New Course Description***

The purpose of this course is to help middle and high school teachers understand the roles of language and literacy in the teaching of various content areas. Focus will be given to disciplinary literacy focused instructional strategies that can assist 21<sup>st</sup> century students in understanding how reading and writing are used in a discipline, as well as how they will apply this to life outside of school. Additionally, topics such as online literacy and differentiated instruction to meet the needs of culturally diverse and exceptional learners will be discussed.

### *List of Proposed Changes for new EDN Content Area Reading*

1. Name of course will be changed to EDN 3130 – Content Areas Reading
2. Focus on disciplinary literacy approach to better prepare teachers within each content area to meet the needs of their students
3. Revised assignments throughout course to reflect disciplinary literacy focus – less prescriptive assignments, more focus on application of strategies/ standards
4. Revised Common Assignments to reflect the move to more advanced/Proficient Candidate level
5. Revised rubrics in Taskstream
6. The addition of one new, inexpensive text that focuses on disciplinary literacy strategies, along with a replacement of a theories text currently being used with a more recently published text

7. All sections as hybrid – no sections fully online
8. Number of observation hours would be changed from 16 to 10

### ***Definition of Disciplinary Literacy***

- Initiative focused on developing disciplinary curriculum for pre-service literacy education courses
- Based on the idea that the way one reads in math is different than the way one reads in science; and the way one reads in history is different than the way one reads in English
- We should develop strategies that reflect the way that reading and writing are actually used in the disciplines. If there are real world applications, students will achieve higher literacy rates in these disciplines.
- This method is being implemented in states all over the county in conjunction with Common Core Standards – Examples, Wisconsin, NY.
- Development of instructional materials often involves partnerships with those content area specialists.

### ***Explanation of Revised Assignments***

Current Course Design -The course is currently comprised of **ten modules**.

- **Odd numbered modules** focus on the Conley text, which introduces theory.
- **Modules 2 and 4** focus on the Frey et al. text, which present 50 instructional strategies for reading and writing in the content areas.
- An assignment is given at the end of each module (odd and even) to ensure that the students complete the reading, along with interactive discussion board postings. However, while there are questions within the assignments that ask the students how they might use the strategies they are learning in lesson planning, students are not formally required to create lesson plans and teach them to anyone. Moreover, because the course does not current have prerequisites and is not designed with the goal of preparing the Proficient-level candidate, discipline-specific application of the strategies is missing in that students are not officially grouped with other members of their content area to discuss the strategies and grapple with how to create lesson plans for specific Common Core Standards.
- **Modules 6 and 8** focus on the Critical Tasks. **The Module 6** assignment is to interview a content area teacher. **The Module 8** assignment is to write a reflection paper on the 16-hour observation.

Proposed Revised Course Design – The course would continue to be comprised of **ten modules**.

- **Odd numbered modules** would focus on the new theory text.
- **Modules 2 and 4** would focus on the Frey and al. text, as well as the new disciplinary literacy text. Specific strategies for individual content areas would be presented within each module. (See Figures 1 and 2 for Examples of Discipline Specific Graphic Organizers)

Figure 1. Chemistry Note Taking (During Reading Strategy)

Substances	Properties	Processes	Interactions	Atomic Expression


Figure 2. History Events Charts – Note taking (During Reading Strategy)

Who?	What?	Where?	Why?	When	How?
1.					
Relation					
2.					
Relation					

- Students would still complete discussion boards to assess prior knowledge in preparation for reading to begin modules and to reflect on what they have learned upon completing modules. However the major assignments within each module would change.
- In **Module 2** – students would work individually to exam the Frey et al. book and determine which pre-reading, during reading, and post reading and writing strategies are most applicable to their content area. They will also review their content area standards and complete an assignment requiring them to name the top 10 strategies that they feel be useful to them their content area.
- In **Module 4** – students would work in a group comprised of other students in their content area. They would select a major topic in their content and plan a unit using reading/writing strategies. Each student in the group would be responsible for one individual lesson within the unit.
- In **Module 6** – (COMMON ASSIGNMENT #1) – Students will teach a mini-lesson in the classroom where they are doing their field experience observations. The mini-lesson must use a reading/writing strategy and must address content area standards. An evaluation rubric will be provided to the classroom teacher and will be uploaded to Taskstream. The student will also upload the lesson plan form as well as a reflective paper in Taskstream. Taskstream rubrics will be revised to reflect this new Common Assignment.
- In **Module 8** – (COMMON ASSIGNMENT #2), students will reflect on their 10-hour observation experience. Writing prompts will be revised to reflect the disciplinary literacy focus. The reflection will be uploaded to Taskstream, and the rubrics in Taskstream will be updated.

**6.3 Course Proposal:** Create EDN 3140 Aspects of Human Development and Educational Psychology for Grades 6-12

**Rationale:** The course will replace EPC 3010: The Psychology of Learning and Development, which was a 2-hour course. The content can not be adequately addressed in the two-hour credit course. Therefore, a three-hour credit course that will focus on an in-depth study of human development and educational psychology for Middle Grades and Secondary majors in grades 6-12 is proposed. This course will support the new

Professional Studies core, as adopted by the Teacher Education Committee on March 6, 2013.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how:

Affected Chair: Agree

Cross listing: No

Articulation: yes

Additional Resources: no

Additional Resources required:

#### COURSE DESCRIPTIONS:

EDN 3140 Aspects of Human Development and Educational Psychology (Grades 6-12)

Hours: 3

Prerequisites:

Required: no (If yes, need Program Proposal Form)

New course description: An in-depth study of the aspects of human development and educational psychology as they apply to students in Grades 6-12. The course is structured around the topics of physical, intellectual, emotional and social development from middle childhood through middle adolescence; and explores the influences of applied educational psychology pertaining to 6th- through 12th grade students.

New Course title: Aspects of Human Dev.

Code: LEC

Attached: Syllabus

**Course Prefix and Title: EDN 3140: Aspects of Human Development and Educational Psychology for Grades 6 through 12**

**Course Catalog Description:**

This course is intended for students who are interested in pursuing a career in education. It is designed for students who are ready for a more in-depth study of the aspects of human development and educational psychology as they apply to students in Grades 6 through 12. The course is structured around the primary topics of physical, intellectual, emotional, and social development from later middle childhood through middle adolescence, and explores the influence of applied educational psychology pertaining to 6th- through 12th-grade students' learning and related behaviors in the school context. Field experience required. PREREQ: 30 semester hours and 2.0 GPA.

**Semester Credit Hours: 3**

**Meeting Times:** Tuesday; 12:30 PM-2:00 PM  
Thursday; Online/Blackboard

**Class Location:** Education Center 201

**Professor Information:****Course Requirements:****Required Texts:**

Berk, L. E. (2011). *Exploring lifespan development* (2nd ed.). Boston: Allyn & Bacon/Pearson. [ISBN-13: 9780205748594]

Woolfolk, A. E. (2012). *Educational psychology* (12th ed.). Boston: Allyn & Bacon/Pearson. [ISBN-13: 9780132613163]

**Technology Expectations:**

1. Access to the Internet with high-speed connection (not dial-up).
2. Check your UNCP student email account and Blackboard on a regular basis.
3. Adobe Acrobat Reader for viewing documents.
4. Microsoft Office or other word processing software capable of creating/opening Word compatible files (.DOC)
5. Include your name AND class in closing on every email you send.

**Writing Expectations:**

Written assignments will be graded for completion, quality, and relevance. Please double space and use 12-point standard type fonts (e.g., Times New Roman). Written assignments that are not double spaced and in which 12-point standard type fonts were not used will be returned and considered late when resubmitted. Any assignment turned in late will receive NO credit unless prior approval has been granted for extenuating circumstances. Re-do work is due as specified.

All written assignments should be spelled correctly, be grammatically correct, and use standard English. If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP Writing Center in the Dial Building room 131 or call 910.521.6546, or email [writing@uncp.edu](mailto:writing@uncp.edu).

All writing assignments for this class must follow APA reference and citation format unless otherwise specified. Failure to follow APA format will result in your work being returned to you to correct. I suggest the following links for APA assistance:

<http://owl.english.purdue.edu/owl/resource/560/16/>

<http://www.apastyle.org/faqs.html>

### **Attendance Expectations:**

You are required to attend all class sessions. If you must miss a class session, please notify your instructor by e-mail at least 48 hours in advance. Announcements regarding schedule delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television and posted on the university home page on the Internet. If a class meets while the university is operating under the Adverse Weather Policy, individual students will not be penalized for non-attendance and will be allowed to make up any missed work. **Unexcused absences result in the loss of 50 points *per occurrence*** and there is no maximum number of points you might lose for this

**In the case of an emergency, please contact me at the mobile number listed above. If for any reason you miss more than two (2) class meetings or Blackboard sessions, your grade in this course may be significantly impacted.**

UNCP Teacher Education Program 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 democratic mission in public education.

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Relationship of the Course to the Teacher Education Conceptual Framework:

This course is one of the series of courses that comprise the Educator Preparation Core of the UNCP Teacher Education Program. The Teacher Education Program is structured around the five North Carolina Professional Teaching Standards (NCPTS) that teacher candidates are expected to meet by the time their program of study is completed (<http://www.ncpublicschools.org/docs/educatoreffect/ncees/standards/prof-teach-standards.pdf>).

The two NCPTS standards and their associated competency subareas that are addressed in this course are listed below:

**Standard II:** Teachers establish a respectful environment for a diverse population of students.

A: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

B: Teachers embrace diversity in the school community and in the world.

C: Teachers treat students as individuals.

D: Teachers adapt their teaching for the benefit of students with special needs.

E: Teachers work collaboratively with the families and significant adults in the lives of their students.



**Standard IV:** Teachers facilitate learning for their students.

A: 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.

B: Teachers plan instruction appropriate for their students.

C: Teachers use a variety of instructional methods.

D: Teachers communicate effectively.

E: Teachers use a variety of methods to assess what each student has learned.

Course Objective and Learning Outcomes:

### **Methods of Teaching and Learning**

Research findings show that the more actively you are engaged in class with the course content, the more you learn. This class is structured to actively involve you in learning, using both direct instruction (lecture/discussion) and indirect instruction (collaborative learning, problem-solving, etc.). We will meet as a group using Blackboard for discussion, responses, dissemination of related materials, links, etc. Listed below are some of the instructional methods and materials that may be employed:

1. Presentations; discussions; debates; visual aids; videotapes; supplementary readings; case studies
2. Individual, large group, small group, and/or cooperative learning group activities and assignments
3. Sharing and discussion of current educational literature (e.g., information from professional journals, newspapers, newsletters, and/or resources on Internet and World Wide Web)
4. Examinations

**Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. The Honor Code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. The normal penalty for a first offense is to receive a failing grade in the course. A student's name on an exam or written assignment in this course will be a statement of academic honor. Placing his/her name on the exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience, or requirement has been completed by the student. You are expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University. See the Student Handbook for details.

### **Americans with Disabilities Act Amendments Act (ADAAA) Academic Access Statement:**

Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester as possible (preferably within the first week). All discussions will remain confidential. Please contact Disability Support Services, D. F. Lowry Building, Room 107 or call 910-521-6695. This publication is available in alternative formats upon request by contacting Disability Support Services.

**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; and (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.

**Grading Policies:** Assignments are not generally accepted late, however, certain situations may deserve consideration. Late assignments will be accepted, at the discretion of the instructor, at a penalty of 10% per day. Exams may be rescheduled at the convenience of the instructor. Make up exams may be offered in an alternate format in order to maintain integrity of the material on the test.

**Course Requirements:** *You must complete ALL of the below to receive a grade in this class (see the following pages for more complete information)*

1. Actively participate in class discussions and activities.
2. Read the textbook and other assigned materials.
3. Complete all course assignments satisfactorily and submit assignments on time.
4. Take the exam.
5. Turn in Field experience Forms

### **Course Assignments:**

#### **1. Participation, Including Blackboard and Class Assignments (300 Points)**

Active participation is essential and expected in this class. The quality of your experience in the class, and that of your classmates, is related to the quality of your participation in class discussions and exercises, and in the small group projects. Be prepared to engage and actively contribute in this class. Read the assigned chapters and do the assigned activities so you can interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is based on your participation in class. Show respect and a positive, supportive attitude toward other members of the class. Points are earned through participation, which means being in class and actively participating. Lack of participation will result in a lower final grade. Also, you may have **ONE** excused absence from class that is approved prior to the absence.

Quality participation includes:

- Active, enthusiastic participation in class discussions and activities
- Preparation and understanding of the assigned readings
- Asking of thoughtful questions
- Responding to other students' comments in a constructive, respectful manner
- Contributing regularly and constructively without dominating.

### **Distance Learning:**

Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress, and your own grade. In order to succeed, you need to adhere to the policies outlined in the syllabus. Attend all online class activities, including participation in small group email, responses to discussion work, and the timely submission of assignments.

### **Assignments:**

Assignments are available at the beginning of the course. They must be completed by the DUE DATE. Some assignments are in the form of Discussion Board postings. Others are in the form of document files that must be dropped to the View/Complete Link provided for the assignment. Assignments dropped to the “comments section” will NOT be accepted. Check all saved files to make sure they open – saving as a Word document or saving as a PDF is advisable.

### **Attendance:**

Attendance is determined by your participation in the Module Discussion Board sessions. Each Discussion Board is part of a module and participation will determine attendance. Failure to "show up" for a discussion board will result in "zero" points for that discussion. Because this is an online course, we are all dependent upon technology. When technology fails, it is NOT a legitimate excuse to "miss" class. It is YOUR responsibility to notify me via e mail if there are problems and look for solutions to the problems, such as going to the library to use the Internet connection and computers to complete assignments when your computer fails. Make sure you contact me via email and/or phone if you are having difficulty with an assignment – due to the fact that we are online, your weekly participation is your attendance for this course.

### **Discussion Boards:**

As mentioned before, participation in discussion boards is an important part of your grade. To receive full credit, you must respond thoughtfully and intelligently to the initial question AND follow the directions to respond to others. You cannot receive full credit for posting online without completing the assignment.

### **Netiquette:**

It is expected that you will follow the rules of common courtesy in all your email messages and discussion posts. If any of your responses are deemed inappropriate or offensive, they will be forwarded to the Dean for the School of Education and appropriate action will be taken which may result in expulsion from the course.

### **Instructions for posting on Blackboard:**

- 1-Compose your work in WORD so that you may save it as a “.doc” NOT a “.docx”.
- 2-When you have finished, unless otherwise specifically directed by the teacher, copy your work and
- 3- PASTE it into the message area on Blackboard

## **2. Developmental Engagements (5 X 20 Points Each = 100 Possible Points)**

Over the first half of the semester, you will be provided with formal and informal engagements (i.e., take-home questions, in-class writings, group activities, pop quizzes, etc.). These developmental engagements are worth 20 points each, and are designed to demonstrate your learned knowledge from the readings and class discussions, and will also provide practice when

working with class content. You must creatively address all aspects of the engagement and link your thoughts to the course work in order to receive full credit for these assignments.

### 3. Field Experience (REQUIRED)

As a part of this course each student will be required to spend a minimum of six hours in a classroom (placed by the School of Education's University School Program Office) for the entire semester. You will have assignments to complete each week while you are observing/participating in this classroom. These assignments will coincide with the content of the course, the Common Assignment (see below), and they will be discussed in class.

### 4. Research Critique (100 Points).

This paper (6 pages) is an opportunity for you to expand your knowledge of course material and gain a perspective on educational issues. In this assignment, to be completed in a scholarly fashion, the student selects one journal article to review. The review will require a brief summary of the article (1 page or less) followed by an analysis of the article's value, appropriateness, research methods, as informed by course content. The article must be approved by the instructor by \_\_\_\_\_. Students should also be prepared to discuss their conclusions and remaining questions with the class at the time this assignment is due (\_\_\_\_\_). Writing for this assignment should be formal, utilizing correct citation of sources and proper grammar.

Detailed explanations and scoring rubrics for this assignment will be provided during the first week of class. \*\*Students are *strongly* encouraged to begin this assignment early and to meet with the instructor for feedback on a draft version.

### 5. Common Assignment – Student Profile Paper (200 Points)

Each student will complete a Common Assignment (CA), related to the field experience, as part of the successful completion of all Educator Preparation Core courses. This CA will be completed as a class assignment and once at the proficient level, uploaded, via TaskStream, into your E-Portfolio for an artifact for program review and assessed using the common rubric aligned with the new NC Professional Teaching Standards. It will also be graded as the final course grade for your Educator Preparation course.

The CA will result in two things:

1. A 5 page paper addressing the data collected on the community, school and classroom, each of the topics discussed with your teacher, his/her answers, and your reflection on the questions, answers, and the overall experience.
2. A multi-media presentation presented to the class summarizing your Field Experience, addressing the following: To what extent do teachers' decisions about instruction reflect child development principles with respect to social development, physical development, intellectual development, emotional development and moral development? Note characteristics of learners that are indicators of their developmental status. Is there much variation in the developmental status of students in the class? Give examples. What aspects of the lessons seem to take into account the developmental status of the learners?

**Paper Format:** This 5-page paper must present a detailed profile of the school and community you researched (using the rubric provided below). Incorporation of artifacts collected from research and conversations with your supervising teacher and/or school staff are relevant for this

paper. Include at least 5 references and type the paper using APA style formatting. Conclude your paper by providing an analysis of your findings.

#### 6. **Common Assignment – Student Profile Presentation (100 Points)**

**Presentation Format:** Create a multimedia presentation that can be shared with the class that covers the developmental topics listed above.

#### 7. **Exams (2 exams of 100 Points Each)**

This course offers two exams. The first exam covers material based on class, readings, discussion, etc. of human growth and development. The second (final) exam is comprehensive and includes short answer and essay responses based on developmental perspectives of educational psychology.

<b>Course Elements</b>	<b>Maximum Points Available</b>
Participation Including Online and Class Assignments	300
Developmental Engagements	100
Research Critique	100
Common Assignment: Paper	200
Common Assignment: Presentation	100
Exams (2 @ 100 points each)	200
<b>Total Possible Points in the Course</b>	<b>1000</b>

#### **Evaluation/Grading Scale**

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	Below 60

**Students must complete this course with a grade of "C" (2.00) or better to apply it to the Professional Studies Core**

**6.4 Course Proposal:** Create EDN 3150 Developmental Perspectives of Educational Psychology for Grades K-12

**Rationale:** The course will replace EPC 3010: The Psychology of Learning and Development, which was a 2-hour course. The content can not be adequately addressed in the two-hour credit course. Therefore, a three-hour credit course that will focus on an in-depth study of the psychology of education and human development for all K-12 majors is proposed. This course will support the new Professional Studies core, as adopted by the Teacher Education Committee on March 6, 2013.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how:

Affected Chair: Agree

Cross listing: No

Articulation: yes

Additional Resources: no

Additional Resources required:

#### COURSE DESCRIPTIONS:

EDN 3150 Developmental Perspectives of Educational Psychology (Grades K-12)

Hours: 3

Prerequisites:

Required: no (If yes, need Program Proposal Form)

New course description: An in-depth study of the psychology of education and human development. Centered around the main topics of emotional, cognitive, physical, and social development of children and adolescents, this course explores the influences of education, psychology of learning, motivation and behavior. An emphasis in this course will be on how educational psychology can be applied at various stages of development.

New Course title: Dev. Perspectives

Code: LEC

Attached: Syllabus

**EDN 3150: Developmental Perspectives of Educational Psychology for Grade K through 12.**

**Course Catalog Description:**

This course is intended for students who are interested in pursuing a career in education. It is designed for students who are ready for a more in-depth study of the psychology of education and human development. Centered around the main topics of emotional, cognitive, physical, and social development of children and adolescents, this course explores the influence of education psychology on learning, motivation, behavior. An emphasis in this course will be on how educational psychology can be applied at various stages of development. Field experience required. PREREQ: 30 semester hours and 2.0 GPA.

**Credit Hours: 3**

**Meeting Times:** Tuesday; 12:30 PM-2:00 PM  
Thursday; Online/Blackboard

**Class Location:** Education Center 201

**Professor Information:**

**Course Requirements:**

**Required Text:**

Berk, L. E. (2010). *Development through the lifespan* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.

Woolfolk, A. E. (2012). *Educational psychology* (12<sup>th</sup> ed.). Boston: Allyn and Bacon.

**Technology Expectations:**

6. Access to the Internet with high-speed connection (not dial-up).
7. Check your UNCP student email account and Blackboard on a regular basis.
8. Adobe Acrobat Reader for viewing documents.
9. Microsoft Office or other word processing software capable of creating/opening Word compatible files (.DOC)
10. Include your name AND class in closing on every email you send.

**Writing Expectations:**

Written assignments will be graded for completion, quality, and relevance. Please double space, 12 pt fonts. Any not double spaced, 12 pt fonts will be returned and considered late when resubmitted. Any assignment turned in late will receive NO credit unless prior approval has been granted for extenuating circumstances. Re-do work is due as specified.

All written assignments should be spelled correctly, be grammatically correct, and use standard English. If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP Writing Center in the Dial Building room 131 or call 910.521.6546, or email [writing@uncp.edu](mailto:writing@uncp.edu).

All writing assignments for this class must follow APA reference and citation format unless otherwise specified. Failure to follow APA format will result in your work being returned to you to correct. I suggest the following links for APA assistance:

<http://owl.english.purdue.edu/owl/resource/560/16/>

<http://www.apastyle.org/faqs.html>

### **Attendance Expectations:**

You are required to attend all class sessions. If you must miss a class session, please notify your instructor by e-mail at least 48 hours in advance. Announcements regarding schedule delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television and posted on the university home page on the Internet. If a class meets while the university is operating under the Adverse Weather Policy, individual students will not be penalized for non-attendance and will be allowed to make up any missed work. **Unexcused absences result in the loss of 50 points *per occurrence*** and there is no maximum number of points you might lose for this

**In the case of an emergency, please contact me at the mobile number listed above. If for any reason you miss more than two (2) class meetings or Blackboard sessions, your grade in this course may be significantly impacted.**

UNCP Teacher Education Program 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 democratic mission in public education.

Relationship of the Course to the Teacher Education Conceptual Framework:

This course is one of the series of courses that comprise the Educator Preparation Core of the UNCP Teacher Education Program. The teacher education program is structured around the five North Carolina Professional Teaching Standards that teacher candidates are expected to meet by the time their program of study is completed. The standards that are addressed in this course are listed below:

Standard I: Teachers Demonstrate Leadership, specifically:

- A: Teachers lead in their classroom
- D: Teachers advocate for schools and students

Standard II: Teachers establish a respectful environment for a diverse population of students, specifically,

- A: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- B: Teachers embrace diversity in the school community and in the world.
- C: Teachers treat students as individuals.
- D: Teachers adapt their teaching for the benefit of students with special needs.
- E: Teachers work collaboratively with the families and significant adults in the lives of their students.

Course Objective and Learning Outcomes:

Methods of Teaching and Learning

Research findings show that the more actively you are engaged in class with the course content, the more you learn. This class is structured to actively involve you in learning, using both direct instruction (lecture/discussion) and indirect instruction (collaborative learning, problem-solving,



etc.). We will meet as a group using Blackboard for discussion, responses, dissemination of related materials, links, etc. Listed below are some of the instructional methods and materials that may be employed:

5. Presentations; discussions; debates; visual aids; videotapes; supplementary readings; case studies
6. Individual, large group, small group, and/or cooperative learning group activities and assignments
7. Sharing and discussion of current educational literature (e.g., information from professional journals, newspapers, newsletters, and/or resources on Internet and World Wide Web)
8. An examination

**Academic Dishonesty Policy:** Students are expected to adhere to the UNC Pembroke Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. The normal penalty for a first offense is to receive a failing grade in the course. See the Student Handbook for details.

A student's name on an exam or written assignment in this course will be a statement of academic honor. Placing his/her name on the exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience, or requirement has been completed by the student.

**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.

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

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

**Grading Policies:** Assignments are not generally accepted late, however, certain situations may deserve consideration. Late assignments will be accepted, at the discretion of the instructor, at a penalty of 10% per day. Exams may be rescheduled at the convenience of the instructor. Make up exams may be offered in an alternate format in order to maintain integrity of the material on the test.

**Course Requirements:** *You must complete ALL of the below to receive a grade in this class (see the following pages for more complete information)*

6. Actively participate in class discussions and activities.
7. Read the textbook and other assigned materials.
8. Complete all course assignments satisfactorily and submit assignments on time.
9. Take the exam.
10. Turn in Field experience Forms

### **Course Assignments:**

#### **1. Participation, Including Blackboard and Class Assignments (300 Points)**

Active participation is essential and expected in this class. The quality of your experience in the class, and that of your classmates, is related to the quality of your participation in class discussions and exercises, and in the small group projects. Be prepared to engage and actively contribute in this class. Read the assigned chapters and do the assigned activities so you can interact appropriately during discussions. Learning is not a spectator sport. Part of your grade is based on your participation in class. Show respect and a positive, supportive attitude toward other members of the class. Points are earned through participation, which means being in class and actively participating. Lack of participation will result in a lower final grade. Also, you may have **ONE** excused absence from class that is approved prior to the absence.

#### **Quality participation includes:**

- Active, enthusiastic participation in class discussions and activities
- Preparation and understanding of the assigned readings
- Asking of thoughtful questions
- Responding to other students' comments in a constructive, respectful manner
- Contributing regularly and constructively without dominating.

### **Distance Learning:**

Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress, and your own grade. In order to succeed, you need to adhere to the policies outlined in the syllabus. Attend all online class activities, including participation in small group email, responses to discussion work, and the timely submission of assignments.

### **Assignments:**

Assignments are available at the beginning of the course. They must be completed by the DUE DATE. Some assignments are in the form of Discussion Board postings. Others are in the form of document files that must be dropped to the View/Complete Link provided for the assignment. Assignments dropped to the "comments section" will NOT be accepted. Check all saved files to make sure they open – saving as a Word document or saving as a PDF is advisable.

### **Attendance:**

Attendance is determined by your participation in the Module Discussion Board sessions. Each Discussion Board is part of a module and participation will determine attendance. Failure to "show up" for a discussion board will result in "zero" points for that discussion. Because this is an online course, we are all dependent upon technology. When technology fails, it is NOT a legitimate excuse to "miss" class. It is YOUR responsibility to notify me via e mail if there are problems and look for solutions to the problems, such as going to the library to use the Internet connection and computers to complete assignments when your computer fails. Make sure you contact me via email and/or phone if you are having difficulty with an assignment – due to the fact that we are online, your weekly participation is your attendance for this course.

### **Discussion Boards:**

As mentioned before, participation in discussion boards is an important part of your grade. To receive full credit, you must respond thoughtfully and intelligently to the initial question AND follow the directions to respond to others. You cannot receive full credit for posting online without completing the assignment.

### **Netiquette:**

It is expected that you will follow the rules of common courtesy in all your email messages and discussion posts. If any of your responses are deemed inappropriate or offensive, they will be forwarded to the Dean for the School of Education and appropriate action will be taken which may result in expulsion from the course.

### **Instructions for posting on Blackboard:**

- 1-Compose your work in WORD so that you may save it as a “.doc” NOT a “.docx”.
- 2-When you have finished, unless otherwise specifically directed by the teacher, copy your work and
- 3- PASTE it into the message area on Blackboard

### **2. Developmental Engagements (5 X 20 Points Each = 100 Possible Points)**

Over the first half of the semester, you will be provided with formal and informal engagements (i.e., take-home questions, in-class writings, group activities, pop quizzes, etc.). These developmental engagements are worth 20 points each, and are designed to demonstrate your learned knowledge from the readings and class discussions, and will also provide practice when working with class content. You must creatively address all aspects of the engagement and link your thoughts to the course work in order to receive full credit for these assignments.

### **3. Field Experience (REQUIRED)**

As a part of this course each student will be required to spend a minimum of six hours in a classroom (placed by the School of Education’s University School Program Office) for the entire semester. You will have assignments to complete each week while you are observing/participating in this classroom. These assignments will coincide with the content of the course, the Critical Assignment (see below), and they will be discussed in class.

### **4. Research Critique (100 Points).**

This paper (6 pages) is an opportunity for you to expand your knowledge of course material and gain a perspective on educational issues. In this assignment, to be completed in a scholarly fashion, the student selects one journal article to review. The review will require a brief summary of the article (1 page or less) followed by an analysis of the article’s value, appropriateness,

research methods, as informed by course content. The article must be approved by the instructor by \_\_\_\_\_. Students should also be prepared to discuss their conclusions and remaining questions with the class at the time this assignment is due (\_\_\_\_\_). Writing for this assignment should be formal, utilizing correct citation of sources and proper grammar.

Detailed explanations and scoring rubrics for this assignment will be provided during the first week of class. \*\*Students are *strongly* encouraged to begin this assignment early and to meet with the instructor for feedback on a draft version.

#### 5. Common Assignment – Student Profile Paper (200 Points)

Each student will complete a Common Assignment (CA), related to the field experience, as part of the successful completion of all Educator Preparation Core courses. This CA will be completed as a class assignment and once at the proficient level, uploaded, via TaskStream, into your E-Portfolio for an artifact for program review and assessed using the common rubric aligned with the new NC Professional Teaching Standards. It will also be graded as the final course grade for your Educator Preparation course.

The CA will result in two things:

3. A 5 page paper addressing the data collected on the community, school and classroom, each of the topics discussed with your teacher, his/her answers, and your reflection on the questions, answers, and the overall experience.
4. A multi-media presentation presented to the class summarizing your Field Experience, addressing the following: To what extent do teachers' decisions about instruction reflect child development principles with respect to social development, physical development, intellectual development, emotional development and moral development? Note characteristics of learners that are indicators of their developmental status. Is there much variation in the developmental status of students in the class? Give examples. What aspects of the lessons seem to take into account the developmental status of the learners?

**Paper Format:** This 5-page paper must present a detailed profile of the school and community you researched (using the rubric provided below). Incorporation of artifacts collected from research and conversations with your supervising teacher and/or school staff are relevant for this paper. Include at least 5 references and type the paper using APA style formatting. Conclude your paper by providing an analysis of your findings.

#### 6. Common Assignment – Student Profile Presentation (100 Points)

**Presentation Format:** Create a multimedia presentation that can be shared with the class that covers the developmental topics listed above.

#### 7. Exams (100 Points Each)

This course offers two exams. The mid-term exam covers material based on class, readings, discussion, etc. of human growth and development. The final exam is comprehensive and includes short answer and essay responses based on developmental perspectives of educational psychology.

Course Elements	Maximum Points Available
-----------------	--------------------------

Participation Including Online and Class Assignments	300
Developmental Engagements	100
Research Critique	100
Common Assignment: Paper	200
Common Assignment: Presentation	100
Exams (2 @ 100 points each)	200
<b>Total Possible Points in the Course</b>	<b>1000</b>

### Evaluation/Grading Scale

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	Below 60

**Students must complete this course with a grade of "C" (2.00) or better to apply it to the Professional Studies Core**

### **Tentative** Course Calendar: (O)=Online, (CC)=Class Canceled

<b>Class Sessions and Dates</b>	<b>Topics Related Information</b>	<b>Readings/Assignments Due</b>
Week 1: 1/10/12 1/12/12 (O)	Introduction to course Review course syllabus; Discuss students' experiences human growth and educational psychology/importance in schools and goals for course; Introduction to Blackboard; TaskStream; Critical Assignment; Field Placement	No assignments due
Week 2: 1/17/12 & 1/19/12 (O)	Theory and Research in Human Development Biological and Environmental Foundations	Chapter 1 (Berk) Chapters 1 & 2 (Woolfolk) Developmental Engagement Due
Week 3: 1/24/12 & 1/26/12 (O)	Physical and Cognitive Development in Early Childhood Emotional and Social Development in Early Childhood	Chapters 7 & 8 (Berk) Developmental Engagement Due

Week 4: 1/31/12 & 2/2/12 (O)	Physical and Cognitive Development in Middle Childhood Emotional and Social Development in Middle Childhood	Chapters 9 & 10 (Berk) Developmental Engagement Due
Week 5: 2/7/12 & 2/9/12 (O)	Physical and Cognitive Development in Adolescents Emotional and Social Development in Adolescents	Chapters 11 & 12 (Berk) Developmental Engagement Due
Week 6: 2/14/12 & 2/16/12 (O)	Review of Early Childhood, Middle Childhood, and Adolescent Development	Developmental Engagement Due
Week 7: 2/21/12 & 2/23/12 (O)	MID-TERM EXAM—Human Development	
Week 8: 2/28/12 & 3/1/12 (O)	Social Moral, Emotional Development	Chapter 3 (Woolfolk)
Week 9: 3/5/12 – 3/10/12	Learner Differences and Cultural Influence	Chapters 4 & 5 (Woolfolk)
Week 10: 3/13/12 & 3/15/12 (O)	Behaviorist Theory	Chapter 6 (Woolfolk)
Week 11: 3/20/12 & 3/22/12 (O)	Cognitive Psychology	Chapter 7 (Woolfolk) Research Critique Due
Week 12: 3/27/12 & 3/29/12 (O)	Classroom Assessment and Standardized Testing	Chapters 14 & 15 (Woolfolk)
Week 13: 4/3/12 & 4/5/12 (O)	Student Motivation	Chapter 10 (Woolfolk)
Week 14:	Instructional Methods and Classroom Management	Chapters 8,12, & 13 (Woolfolk)

4/10/12 & 4/12/12 (O)		
Week 15: 4/17/12 & 4/19/12 (O)	Presentations	Critical Assignment Due Presentations
Week 16: 4/24/12 & 4/26/12 (O)	Presentations	Presentations
Week 17: 4/30/12- 5/4/12	<u>Exam</u> (FINAL)	<b><u>FINAL EXAM ONLINE</u></b> – (TBA)

[Return to Agenda](#)

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

1. **Proposals from the Department of Sociology and Criminal Justice**

**1.1 Program Proposal:** Make CRJ 4230 a required course in the Minor in Terrorism Studies, replacing PLS 4170

**Rationale:** PLS 4170, International Security Policy, is on a two year deployment schedule. This time schedule has made it difficult for students in the minor to meet program requirements. Additionally, the Sociology and Criminal Justice Department has more resources to devote to course offerings for the minor. The Chair for the Political Science Department has endorsed this change.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: Department of Political Science

This proposal has minimal impact on this department. The PLS 4170 course will remain in the Program. It just will not be a Core Course Requirement. The Department Chair has endorsed the change.

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Description

**TERRORISM STUDIES MINOR**

Coordinator: Robert McDonnell

The minor in terrorism studies is designed to accommodate the student who is majoring in criminal justice, political science, religion, or some other discipline and is interested in pursuing a career in law enforcement, corrections, law, and/or government. It provides the student an interdisciplinary approach within the social sciences and addresses the unique challenges presented by terrorism and its impact on our national security and the political world. The program examines how this phenomenon impacts democratic societies and the geo-political environment in the face of an unparalleled threat environment.

<b>Requirements for a Minor in Terrorism Studies:</b>	<b>Sem. Hrs.</b>
<b>Core Courses:</b> CRJ 2010, CRJ 4200, <del>PLS-4170</del> , CRJ 4230	9
<b>Electives:</b> Select three of the following courses: CRJ 4210, CRJ 4220, <del>CRJ 4230</del> ,	



REL/PLS 3025, REL 3280, PLS 4170, PLS 4190

9

**Total:****18**

**1.2 Program Proposal:** Revise Minor in Gender Studies, adding HST 4120 and giving students more flexibility when completing the program. The proposed changes to the interdisciplinary Gender Studies Minor remove the distinction between core courses and electives, requiring students to select 18 hours from at least two different disciplines. The changes also add HST 4120: The History of Sexuality, which has already been approved by the curriculum committee.

**Rationale:** Because some course offerings required for the minor are offered infrequently, students have had difficulty completing the minor in a timely manner. I have had a number of students enthusiastically add the minor, only to be very disappointed later on about having to drop the minor so that they do not delay their graduation date. The proposed changes would offer more flexibility to enable students to select from courses as they are available, making the minor more accessible to students.

Dept vote: 14 for; 0 against; 1 abstain

Affect others: Yes

Departments affected and how: If the proposed changes in the minor achieve the intended purpose, it may increase demand for course offerings. This would most affect Sociology, English, and History. I have secured the approval of the department chairs below.

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Description

### **Requirements for a Minor in Gender Studies**

~~Core: 6 hours from SOC 3540, ENG 2080, HST 3800, 4070, SWK 3040~~

~~Electives: 12 hours from remaining core courses of SOC 3030, 3870, 3890; SOC/SAB 4610; AIS 4250; NUR 4210~~

~~**Total: 18**~~

### **Requirements for a Minor in Gender Studies**

Students must take 18 hours from the courses listed below, selecting courses from at least two different disciplines (AIS, ENG, HST, NUR, SOC, or SWK)\*: AIS 4250, ENG 2080, HST 3800, HST4070, HST 4120, NUR 4210, SOC 3030, SOC 3540, SOC3890, SOC/SAB 4610, SOC/SWK3870, SWK3040

\*Permission of the Gender Studies Coordinator is required before any special topics course may be used to meet the requirements for the minor in Gender Studies.

## 2. Proposals from the Department of English and Theatre

**2.1 Program Proposal:** Revise Theatre Major to better match standard practices in UNC system. Change the Theatre Major requirements as follows:

- Delete SPE 2000/2010, six hours of foreign language, and 4210 from core requirements
- Delete THE 4210 Arts Administration from the program
- Add THE 2350 Stage Management, THE 3310 Stage Directing, and THE 1640 Stage Makeup to the core requirements.
- Add menu of options THE 3340, 1650, 3330, and 3530 to the core from which students select two
- Add new senior capstone course (THE 4020) to the core
- Change name of Play Production to Theatre Practicum
- Change name of Play Production 1620 to Theatre Practicum: Introduction
- Change requirements for Play production (Theatre Practicum) to include one course in each of the following four areas: Wardrobe/Makeup Crew, Production Crew, Lighting Crew, and Assistant Stage/Stage Management. This involves creating course numbers 2020-2100, and increases the number of play production requirements from three to seven, allowing up to 3 credits for performance.
- Add SPE 2000/2010 and THE 3170 to Theatre program electives.
- Add MUS 1121, 1641, 2430, 2440, 1001-3001 to Theatre program electives.
- Add ENG 2470 to the core.
- Reduce general electives from 27 to 14.

**Rationale:** A survey of seventeen North Carolina public and private colleges and universities reveals that proposed changes to the major at UNCP will bring the major more into line with standard curriculum design for a Liberal Arts BA degree.

Core Courses	# Universities Requiring These Courses in the Core
Languages	0
Fundamentals of Speech	0

Interpersonal Communications	0
Performing Arts Administration	0
Directing	10 (2 additional include as options)
Senior Capstone/Seminar	9
Costume/Set/Lighting/Makeup Design	13 (Most have menu of options among these)

The survey information reveals that proposed changes to the major at UNCP will bring the major more into line with standard curriculum design for a Liberal Arts BA degree. Fundamentals of Speech, Interpersonal Communication, and Languages, while valuable courses in a liberal arts education, is part of a model in which theatre degrees were once more closely aligned with English, Speech and Communications. Interpersonal Communication and Fundamentals of Speech now more appropriately belong in the degree as electives. Languages appropriately remain available as an option in General Education for our students.

The National Association of Schools of Theatre (NAST) maintains that a Liberal Arts Theatre Curricula normally adheres to the following structural guidelines: Requirements in general studies comprise 50-70% of the total program; theatre, 20-25%; performance and theatre electives, 10-20%. Theatre studies, performance, and theatre electives normally total between 30% and 45% of the total curriculum. Currently our major comprises only 27.5% (33 hours). The proposal raises theatre courses required to 43.3% (52 hours). The proposal effectively raises the percentage of theatre courses from 27.5% to 43.3%, making the major more rigorous within the theatre curriculum, but without going over the guidelines recommended by NAST.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: Yes

Departments affected and how: Music Department courses have been added to electives.

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Description of Programs and Courses (see pp. 22-23)

**2.2 Program Proposal:** Revise Theatre Minor to divide practicum courses into categories. Revise Theatre Minor as follows:

- Change course numbers of Play Production (Theatre Practicum) requirement from 2620-4630 to 2020-2100.
- Delete THE 4210 and “participation in two University Theatre Productions” from the list of options under the Business/History section.

**Rationale:** The play production program is being realigned into five new categories, including Wardrobe/Makeup Crew, Production Crew, Lighting Crew, Assistant Stage Manager/Stage Manager and Acting. The new course numbers reflect this realignment. THE 4210 is being deleted from the Theatre Major. The language “participation in two University Theatre Productions” is redundant, since Theater Minors are required to take two “Theatre Practicum” courses involving participation in two University Theater Productions.

Dept vote: 24 for; 0 against; 4 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

Attached: Catalog Description of Programs and Courses ("Marked" version first)

### **ENGLISH: THEATRE ARTS**

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

#### **Requirements for B.A. Degree in English: Theatre Arts**

##### **Hrs.**

Freshman Seminar

1

General Education Program

44

##### **Sem.**

## Major Requirements

Core Major Courses: ~~SPE 2000 or 2010~~; ENG 2470; ENG 3540; ENG 4570;  
~~six semester hours of foreign language [may be two languages]~~

15 9

THE 2010, 2330, 2500, 2350, 3310, 3530 ~~or 4210~~; 3600, 3610; THE 1620, 1640;

Two courses from: THE 1650, 2340, 3330, 3340,

~~Two courses from 2620-4630 Play~~

THE 2020-2080, and three additional courses from 2020-2100:

2020 Wardrobe/Makeup Crew

2040 Production Crew

2060 Lighting Crew

2080 Assistant Stage Manager/Stage Manager

2100 Acting

THE 4020 Senior Capstone

21 43

Twelve hours of major courses from: SPE 2000 or 2010, THE 2630-4630, ~~1640~~, 1650,  
 1810, 1820, 2070, 2340, ~~2350~~, 3010, 3040, 3310, 3170, 3330,

3340, 3530, 4010, ~~4210~~, 4530, 4540; THES 3xxx

MUS 1121, 1641, 2430, 2440, 1001-3001

12

Electives

27 14

Total:

120

## Options for a Minor in Theatre

Required courses: THE 1620, 2010, 2500; two courses from THE ~~2620-4630~~ 2020-2080 as  
 advised (9 hours);

Choose one course from the following Technical Theatre section: THE 2330, 2340, 3330, or  
 3340 (3 hours);

Choose one course from the following Business/History section: THE 3530, 3600, 3610, ~~or 4210~~  
 (3 hours); ~~participation in two University Theatre Productions;~~

Electives—Choose 5 hours from the following: THE 1640, 1650, 1810, 1820, 2070, 2340, 2350,  
 3010, 3040, 3310, 3330, 3530, 3600, 3610, 4010, 4210; THES 3xxx

("Clean" version)

## ENGLISH: THEATRE ARTS

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

## Requirements for B.A. Degree in English: Theatre Arts

Sem.

Hrs.

Freshman Seminar

1

General Education Program

44

**Major Requirements**

Core Major Courses: ENG 2470; ENG 3540; ENG 4570; 9

THE 2010, 2330, 2500, 2350, 3310, 3530, 3600, 3610; THE 1620, 1640;

Two courses from: THE 1650, 2340, 3330, 3340,

Four courses from four Theatre Practicum Areas THE 2020-2080, and three additional courses for a total of 7 (Up to 3 may be for acting):

2020 Wardrobe/Makeup Crew

2040 Production Crew

2060 Lighting Crew

2080 Assistant Stage Manager/Stage Manager

2100 Acting

THE 4020 Senior Capstone 43

Twelve hours of major courses from: SPE 2000 or 2010, THE 2630-4630, 1650,

1810, 1820, 2070, 2340, 3010, 3040, 3310, 3170, 3330,

3340, 3530, 4010, 4530, 4540; THES 3xxx

MUS 1121, 1641, 2430, 2440, 1001-3001 12

Electives 14

Total: 120

**Options for a Minor in Theatre**

Required courses: THE 1620, 2010, 2500; two courses from THE 2020-2100 as advised (9 hours);

Choose one course from the following Technical Theatre section: THE 2330, 2340, 3330, or 3340 (3 hours);

Choose one course from the following Business/History section: THE 3530, 3600, 3610 (3 hours);

Electives—Choose 5 hours from the following: THE 1640, 1650, 1810, 1820, 2070, 2340, 2350, 3010, 3040, 3310, 3330, 3530, 3600, 3610, 4010, 4210; THES 3xxx

### 3. **Proposal from the School of Education**

**Program Proposal:** Replace the existing Educator Preparation Core with a new Professional Studies Core for all Teacher Education students

**Rationale:** The proposed new Professional Studies Core will enable Teacher Education majors to achieve the professional and pedagogical knowledge and skills prescribed by the NC State Board of Education, the NC Professional Teaching Standards Commission, and the Council for the Accreditation of Educator Preparation (CAEP) formerly known as the National Council for the Accreditation of Teacher Education (NCATE).

#### **Requirements for all teacher education majors**

- The new EDN 2100 - Introduction to Education course will be the "gateway" course required of all teacher education majors for admission into the Teacher Education Program (TEP), and students must earn a grade of "C" or better in this course to be admitted into the TEP. (The Professional Pedagogy and Research Department approved the development of the new EDN 2100 -- Introduction to Education course thereby deleting EPC 2020 and EPC 2030 as program requirements.)
- All teacher education majors will also be required to take SED 3310 -- Introduction to Exceptional Children as part of the Professional Studies Core.

#### **Requirements for teacher education majors dependent upon specific major**

- Elementary Education majors will continue to take the current ELE 2010 -- Child Development and Cultural Dynamics, ELE 4040 -- Literacy and Language Arts I in the Elementary School, and ELE 4050 -- Literacy and Language Arts II in the Elementary School.
- Birth-Kindergarten majors will continue to take the current ECE 2030 -- The Developing Young Child, ECE 4010 -- Integrated Curricula and Appropriate Practices: Infants & Toddlers; ECE 4020 -- Integrated Curricula and Appropriate Practices: Preschoolers; and ECE 4030 -- Integrated Curricula and Appropriate Practices: Kindergarten.
- Middle Grades (6-9) and Secondary (9-12) majors will take EDN 3140 -- Aspects of Human Development and Educational Psychology for Grades 6-12 and EDN 3130 -- Content Area Literacy. (Note: Current EPC 3030 course is being revised and will become EDN 3130; proposal is being presented in 3-6-13 TEC meeting.)
- K-12 majors will take EDN 3150 -- Developmental Perspectives of Educational Psychology and EDN 3130 -- Content Area Literacy.
- Special Education majors will take a new Reading course yet to be developed. (Note: New course proposal is being presented in 3-6-13 TEC meeting.) The course will focus on foundational reading skills and strategies including phonics instruction. Special Education majors will also take EDN 3150 -- Developmental Perspectives of Educational Psychology.

Teacher Education Committee vote: 24 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: All undergraduate Teacher Education programs: Special Education; Birth-Kindergarten; Elementary; K-12 Licensures in Health & P.E., Art, Music, and Spanish; Middle Grades and Secondary programs in English, Social Studies, Math, and Science

Affected Chair: Off

Additional Resources: yes

Additional Resources required: It will be necessary to offer both the existing EPC courses and the new EDN courses for several years until all currently-enrolled students have completed the program requirements listed in the catalog under which they entered the university. All faculty positions in the Professional Pedagogy and Research (PPR) Department will be assigned to primarily these courses to make sure an adequate number of sections of all courses will be offered during the 2013-14 academic year. One faculty member will be on sabbatical during the year, but this vacant position will be filled with a one-year faculty appointment to ensure course coverage. Additionally, faculty from the Special Education and Reading Education Programs will be assigned responsibility for teaching the courses in exceptional children and reading as part of their load. Additional resources will be made available from the Dean's office and the Office of Distance Education to hire a limited number of adjunct faculty, as needed.

Attached: extract of minutes from April 4, 2013, Curriculum Subcommittee meeting; notes from April 9, 2013, Teacher Education Committee meeting; EPC to EDN Course Crosswalk and explanation; Teacher Education Program Catalog Copy; detailed rationale provided to subcommittee on March 31, 2013



**Extract from Minutes of April 4, 2013 meeting**

(Submitted by Roland Stout, secretary, with input and additions from other subcommittee members)

**11. Proposal from the School of Education**

**11.1 Program Proposal: Replace Educator Preparation Core with Professional Studies Core**

- Item 11.1 generated considerable, spirited discussion
  - The School of Education provided 16 pages of materials explaining and justifying this proposal four days prior to the meeting
- **School of Education representatives summarized**
  - Why this was necessary, in particular noting the confusion and anger caused by the current EPC core among faculty and students, and highlighting the need for consistency
  - Students find it difficult to pass the PRAXIS II exam which this new content should address
  - How it was developed
- The need for 12 semesters hours in the core was questioned
  - School of Education representatives explained why, suggesting that this was a State DOE requirement
  - Specific questions about this revealed that the state mandated additional content but the choice of going from 9 to 12 semester hours to deliver it was a School of Education decision
  - Some departments are exempt from components of the 12-hour core, so that the argument in favor of consistency fails to hold
  - General perception, based on conversation with students, is that EPC courses lack academic rigor, and so faculty in A&S departments are reluctant to have students take more of them
- **Specific Concerns Raised: these fall into two broad areas**
  1. **The information flow from the Teacher Education Committee to the University faculty at large**
    - There were 4 open fora scheduled to present the new education core. None of the members recall the dates nor any e-mail invitations to attend
      - We conclude that is not made sufficiently clear to us the teacher education core affected departments outside of education.
      - Upon further investigation, subcommittee chair discovered that email notifications of these meetings were sent to the incorrect listserv, so that most faculty did not receive them
    - Some departments, chairs and faculty were given the impression that this new core was a fait accompli leaving them no opportunity for discussion or compromise
      - School of Education representatives strongly argued that this was not the intent
      - And that every affected department had voted to reduce the hours in their programs to accommodate the new core
        - At least two persons, one a chair, indicated otherwise
        - One member noted that their chair did NOT hold a vote because the program was not housed in his department and he had been

informed that it was a done deal (Science Ed program administered by Biology Department—thus revisions to that program, given the way approval forms are structured, affect three tracks outside of Biology dept without a requirement that faculty in Chemistry & Physics and Geology & Geography vote to approve those changes. This needs to change.)

- Departments voting by email rather than in meetings did not have the opportunity to actively discuss the proposals, which contributed to the sense that input was not really desired.

## 2. **The impact of the proposed new Education Core on content areas**

- The proposed course descriptions do not address an identified need of classroom management skills
  - School of Education representatives assured us that these are covered
- One person noted that about 5 years ago some departments were forced to give 2 credit hours back to the School of Education and that this proposal would necessitate a loss of 3 more hours. Losing a total of 5 hours, ~15% of the content in a secondary education program, “was not trivial”
- Cuts to content areas were not always logical
  - Astronomy was proposed to be cut from the Earth Science Education major when it was one of two most frequent ways the general public and high school students naturally encounter the discipline
  - In other programs proposed cuts included foundational background material
- One professional organization will likely reduce their recommendations to a minimum of 35 hours of specified courses in preparation to teach at the high school level in that discipline. A minor including 23 hours in discipline for those choosing this field as a second area of specialization.
  - The current UCNP program in this discipline requires 30 hours which will be further cut as a result of this proposal.
  - In the (multi field) Science Teaching Major the area of specialization would leave students minimally prepared and the secondary areas woefully underprepared in the content areas
  - There was no adequate response for why the School of Education’s need for 12 hours of core trumps maintaining content hours which are already insufficient for adequate preparation to teach
- The question was called
- Item 11.1 Failed (1-4-3)

## 4. **Proposal from the Department of Educational Specialties**

**4.1 Program Proposal:** Replace 18-hour Academic Concentrations for B.S. in Special Education with 3 Content Area Options (students select one): English Language Arts (ELA), Mathematics, and Science.

**Rationale:** Given the needs of our majors and the school districts served, we are proposing to eliminate the 18 hour Academic Concentration Course requirement and use some of the hours towards the creation of an ELA (English Language Arts) Content Area Focus, Mathematics Content Area Focus, and a Science Content Area Focus. Special Education majors would be required to select from one of the three (3) indicated Content Area Focuses. In addition, the Board of Governors no longer requires Special Education majors to have an academic/professional concentration.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: English and Theatre Biology Chemistry and Physics Geology and Geography Mathematics and Computer Science

Affected Chair: Off

Additional Resources: No

Additional Resources required:

**4.2 Program Proposal:** The Birth-Kindergarten Education Program is changing its Educator Preparation Core to the Professional Studies Core to be consistent with the requirements within the School of Education

**Rationale:** The School of Education is changing the Educator Preparation Core to the Professional Studies Core; therefore, the Birth-Kindergarten Program is changing its requirements to be consistent with the School of Education requirements.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

#### **BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)**

Interim Coordinator: ~~Judith Anne Losh~~ Betty Wells Brown

Upon successful completion of the program of study in Birth-Kindergarten 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.

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<del>Educator Preparation</del> <b>Professional Studies Core</b> EPC 2010, 2020, 2030, 2040, 3010, 3020 EDN 2100; SED 3310; ECE 2030	<del>12</del> <b>9</b>
<b>Essential Standards</b> ECE 2020, 2040, 2050, 3110, 3120, 3130, 3140 EDN 2900	<del>27</del> <b>24</b>
<b>Content Pedagogy</b> ECE 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4460, 4750	<b>35</b>
<b>Electives</b>	<del>9</del> <b>15</b>
	<b>Total: 128</b>

**4.3 Program Proposal:** Revise program requirements for B.S. in Special Education as follows:  
Replace Educator Preparation Core with Professional Studies Core

- Remove EPC 2010, EPC 2020, EPC 2030, EPC 2040, EPC 3010, EPC 3020, and EPC 3030
- Add EDN 2100: Introduction to Education, EDN 33140: Developmental Perspectives of Educational Psychology Grades K through 12, EDN 3130: Content Area Literacy; and RDG 2000: Foundations for Reading and Language Acquisition

Decrease Essential Standards requirements from 32 to 24 credit hours. Essential Standards will include:

- SED 3110: Assistive Technology (3)
- SED 3320: Special Education Laws, Policies, and Procedures (3)
- SED 3330: Teaching Students who need Adaptive or Functional Curricula (3)
- SED 3350: Assessment of Students with Mild to Moderate Disabilities
- SED 3040: Working with Families of Diverse Students with Disabilities (3)
- SED 4030: Collaboration in School and Community for School Professionals (3)
- SED 4250: Transition Planning for Students with Disabilities (3)
- SED 4310: Discipline and Classroom Management (3)
- EDN 2900: Research and Writing in Education(3)

Increase Content Pedagogy requirements from 18 to 27 credit hours. Content Pedagogy will include:

- SED 3340 Instructional Strategies for Students With Mild to Moderate Disabilities (3)
- SED 4310 Discipline and Classroom Management (3)
- SED 4320 Classroom Considerations and the IEP for Special Education Student s (3)
- SED 4330 Diagnosing and Remediating Mathematics Problems (3)
- SED 4340 Diagnosing and Remediating Reading and Writing Problems (3)

- SED 4360 Professional Seminar for Special Education Teacher Candidates (3)
- SED 4960 Internship for Special Education Teacher Candidates (3)

**Rationale:** In response to the School of Education changing core content, the courses above will replace the current courses within the Educator Preparation Core. After review of current Special Education specialty standards and North Carolina Professional Teaching Standards, it was necessary to realign current courses and the one new course (SED 4030) to better reflect the areas of Essential Standards and Content Pedagogy.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: Department of Professional Pedagogy and Research

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Catalog Copy: After 10.3

**4.4 Program Proposal:** Revise Professional Concentration in Special Education. Two courses in the Professional Concentration in Special Education are being removed SED 3310: Introduction to Exceptional Children and SED 3360: Differentiation of Instruction. These courses will be replaced with SED 3110: Assistive Technology and SED 3320: Special Education Law, Policies, and Procedures.

**Rationale:** SED 3310: Introduction to Exceptional Children is being offered as a course for all education majors and it will be included within the Educator Preparation Core classes. Therefore, it is necessary to replace this course with another Special Education program course, SED 3320: Special Education Law, Policies, and Procedures. SED 3360: Differentiation of Instruction is being deleted from the Special Education program course requirements. Therefore, another course is necessary to replace these hours. SED 3110: Assistive Technology will replace SED 3360. SED 3110 is currently offered as part of the Special Education program.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

Attached: Catalog Listings

## **BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)**

**Coordinator: Marisa Scott**

Upon successful completion of the program of study in Special 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.

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<b>Educator Preparation Professional Studies Core</b> EPC 2010, 2020, 2030, 2040, 3010, 3020, 3030 EDN 2100, 3130, and 3150; RDG 2000; SED 3310	<b>15</b>
<b>Essential Standards</b> SED 3040, 3110, <del>3310</del> , 3320, 3330, <del>3340</del> , 3350, <del>4310, 4330</del> , 4030, 4250; <del>4350, 4340</del> EDN 2900	<b><del>32-24</del></b>
<b>Content Pedagogy</b> SED <del>3360</del> , 3340, 4310, 4320, 4330, 4360, 4960	<b><del>18-27</del></b>
<b>Professional Concentration-Content Area Option</b> ( <del>18-24</del> 13-16 depending upon selection <del>concentration program requirements</del> )	<b><del>18</del> 13-16</b>
	<b>Total: <del>128</del> 124-127</b>

("clean" version)

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<b>Professional Studies Core</b> EDN 2100, 3130, and 3150; RDG 2000; SED 3310	<b>15</b>
<b>Essential Standards</b> SED 2040, 3110, 3320, 3330, 3350, 4030, 4250; EDN 2900	<b>24</b>
<b>Content Pedagogy</b> SED 3340, 4310, 4330, 4360, 4960	<b>27</b>
<b>Content Area Option</b> (13-16 depending upon selection)	<b>13-16</b>
	<b>Total: 124-127</b>

**Content Area Focus:** Special Education majors are required to select one of the three (3) content areas: ELA, Mathematics, and Science.

English Language Arts/ELA Content Area (15 hours):

ENG 3460: Aspects of English Language (3);

ENG 3710: English Grammar (3);

RDG course (3)

RDG 3100: Teaching with Children's Literature (3)  
 RDG 3200: Diagnosis and Remediation of Reading Difficulties (3)

Mathematics Content Area (15-13 hours)

MAT 1070: College Algebra (3)/MAT 1080: Plane Trigonometry OR MAT 1090: Precalculus (4)  
 MAT 1080: Plane Trigonometry (3)  
 MAT 2110: Survey Geometry (3)  
 MAT 2210: Calculus I (4)  
 MAT 2500: Introduction to Teaching Mathematics in Middle and Secondary Schools (2)

Science Content Area (16 hours)

PHS 1100: Physical Science I (3)  
 PHS 1110: Physical Science II (3)  
 GLY 1150: Earth Science (3)  
 SCE 3000: Early Experiences for Prospective Science Teachers (1)  
 SCE 3010: Early Laboratory Experiences for Prospective Science Teachers (3)  
 SCE 3500: The Teaching of Science in the Middle Grades (3)

Requirements for a Professional Concentration in Special Education	Sem. Hrs.
Required courses: <del>SED 3310 Introduction to the Exceptional Child</del> SED 3110 Assistive Technologies SED 3320 Special Education Law, Policies, and Procedures SED 3340 Instructional Strategies for Students with Mild to Moderate Disabilities SED 3350 Assessment of Students with Mild to Moderate Disabilities <del>SED 3360 Differentiation of Instruction for Special Education Students</del> *SED 4310 Discipline and Classroom Management *SED 4320 Classroom Considerations and the IEP for Special Education Students	
	Total: 18

NOTE: ~~All the courses in the Special Education Concentration require admission to the Teacher Education Program.~~ \*courses require admission to the Teacher Education Program

## 5. Proposal from the Department of Elementary Education

**Program Proposal:** Make the following changes to the B.S. in Elementary Education requirements:

1. Add EDN 2100 Introduction to Education and SED 3310 Introduction to Exceptional Children
2. Remove EPC 2010, EPC 2020, EPC 2030, EPC 2040, EPC 3010 and EPC 3030 from the degree requirements

3. Add 6 credit hours of electives to the current 2 hours of electives, for a total of 8 hours. All electives should be listed as 'guided electives' in the catalog

**Rationale:** The program revision is being made to accommodate changes in the professional core courses in the Teacher Education Program and to align the elementary education program with other teacher education in the unit.

We are not adding the new EDN child development course (3 hrs) because the program already includes ELE 2010, Child Development and Cultural Dynamics, (3 hrs). We are not adding the new EDN reading course(3 hrs) because the program already includes ELE 4040, Literacy and Language Arts I in the Elementary School (3 hrs) and ELE 4050, Literacy and Language Arts II in the Elementary School (3 hrs), designed to meet the 2009 NC Teaching and Learning Standards. In addition, we offer a course in purposeful assessment for learning (3 hrs) and classroom design and management (3 hrs.) as part of the current program.

The department plans to research and explore options for the six (6) elective hours gained from the two EPC courses and plan to bring a curriculum proposal in fall 2013 or spring 2014 to effectively utilize these hours. A new exit test was adopted recently for North Carolina elementary education majors.

The MTEL (Massachusetts Test for Educator Licensure) will be required for all graduating elementary education majors, effective in summer 2014, to replace the current PRAXIS II. We will consider options by working with other elementary program coordinators at state and private institutions, inviting our faculty to take the test when available, and using the information and data gathered to make the best decisions for our program.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing



<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<del><b>Educator Preparation Core</b></del> <del>— EPC 2010, 2020, 2030, 2040, 3010, 3020</del>	<del><b>12</b></del>
<b>Professional Studies Core</b> EDN 2100, SED 3310	<b>6</b>
<b>Essential Standards</b> ELE 2010, 2020, 2030, 2900, 4010, 4020, 4030, 4040, 4050 HST 3170	<b>30</b>
<b>Content Pedagogy</b> ELE 3010, 3020, 3030, 4060, 4070	<b>21</b>
<b>Academic or Professional Concentration</b> (The number of hours may vary depending upon student's choice of concentration. Hours may overlap with some General Education courses. The student should plan the concentration in consultation with advisor.)	<b>18</b>
<del><b>General Electives</b></del>	<del><b>2</b></del>
<b>Guided Electives</b>	<b>8</b>
	<b>Total: 128</b>

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

**Program Proposal:** Revise program requirements for B.S. in Physical Education to accommodate new Professional Studies Core

1. Delete these courses from degree requirements:

- a. EPC 2010, Technology Applications for Teachers (2 sh)
- b. EPC 2020, Introduction to Education, Ethics and Professionalism (1 sh)
- c. EPC 2030, Education Preparation for 21st Century Schools (2)
- d. EPC 2040, Introduction to Exceptional, Diverse and At-Risk Students (3)
- e. EPC 3010, Psychology of Learning and Development (2)
- f. EPC 3020, Curriculum, Research and Assessment (2)
- g. EPC 3030, Reading Strategies for the 21st Century (3 sh)

2. Add these courses to degree requirements:

- a. EDN 2100, Introduction to Education (3 sh)
  - b. EDN 3150, Developmental Perspectives of Educational Psychology for Grades K-12 (3 sh)
  - c. SED 3310, Introduction to Exceptional Children (3 sh)
  - d. EDN 3130, Content Area Literacy
3. Add 3 hours of elective credits to degree requirements.

**Rationale:** The program revisions are being made to accommodate changes in the core foundation courses in the Teacher Education Program and to align the Physical Education program with other Teacher Education licensure programs.

Dept vote: 34 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

Course Requirements	Sem. Hrs.
<b>Freshman Seminar and General Education</b> (*should take PED 1380 in Gen. Ed.)	<b>45(43)*</b>
<b>Specialty Area</b> PED 1010, 1380 (also meets Gen Ed. Req.)*; PED 2000, 2040, 2060, 2070, 3120, 3480, 3490, 4120, 4150, 4240; 2 1-hour coaching courses HLTH 1060, 3300, 3650, 3770, 4100, 4700	<b>40</b>
<del><b>Educator Preparation Core</b></del> <del>EPC 2010, 2020, 2030, 2040, 3010, 3020, 3030</del>	<del><b>15</b></del>
<b>Professional Studies Core</b> EDN 2100, 3130, 3150, SED 3310	<b>12</b>
<b>Content Pedagogy</b> PED 3000, 3170, 3175, 3020, 4040, 4060 EDN 4490	<b>20</b>
<b>General Electives</b>	<b>3</b>
	<b>Total: 120</b>

## 7. Proposal from the Department of History

**Program Proposal:** Revise program requirements for B.A. in History: Social Studies Education to accommodate new Professional Studies Core

a. Remove these Educator Preparation core courses:

- EPC 2020 Introduction to Education, Ethics, and Professionalism (1 sh)
- EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students (3 sh)
- EPC 3010 The Psychology of Learning and Development (2 sh)
- EPC 3030 Reading Strategies for the 21<sup>st</sup> Century (3 sh)

b. Remove these Essential Standards courses:

- ECN 2020 Principles of Microeconomics (3 sh)
- ECN 2030 Principles of Macroeconomics (3 sh)

c. Add these Professional Studies core courses:

- EDN 2100 Introduction to Education (3 sh)
- SED 3310 Introduction to Exceptional Children (3 sh)
- EDN 3130 Content Area Literacy (3 sh)
- EDN 3140 Aspects of Human Development and Educational Psychology (3 sh)

d. Add this Essential Standards course:

- ECN 1000 Economics of Social Issues (3 sh)

**Rationale:** On 6 March 2013, the Teacher Education Committee mandated a change from the 9-hour Educator Preparation core to a new 12-hour Professional Studies core for all Secondary and Middle Grades program areas. This particular change affects Undergraduate Social Studies Education. Prior to this change, the B.A. in History: Social Studies Education already consisted of a 128-hour regimen. Because the new Professional Studies core consists of 12 hours rather than the 9 hours that comprised the previous Educator Preparation core, a reduction of 3 hours in the Essential Standards category is necessary. The most logical means of adjustment is in the area of Economics course work. The previously required courses in Microeconomics and Macroeconomics are aimed primarily at Business majors. The proposed new requirement, Economics of Social Issues, is better attuned to the needs of future Social Studies teachers.

Dept vote: 12 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: Economics, Finance, and Decision Sciences

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education*</b>	<b>46(28)*</b>
<b>Specialty Area</b> (*18 semester hours of Social Sciences and History may also count toward General Ed) <b>Basic History</b> HST 1010, 1020, 1140, 1150 <b>Seminar in History</b> HST 3000 <b>Advanced History</b> (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 <b>Social Sciences</b> ECN <del>2020 and 2030</del> 1000; SOC 1050; SOC 2090 or PSY 1010; GGY 1010, or 1020, or 2000; PLS 1010 Social Science Guided Electives – 6 hours	<del>63</del> <b>60</b>
<b>Educator Preparation Core</b> <del>EPC 2020, 2040, 3010, 3030</del>	<b>9</b>
<b>Professional Studies Core</b> EDN 2100, 3130, 3140; SED 3310	<b>12</b>
<b>Content Pedagogy</b> SSE 3000, 3650, 4000, 4480, 4490; CSC 4050	<b>24</b>
<b>General Electives</b>	<b>4</b>
	<b>Total: 128</b>

## 8. Proposal from the Department of Foreign Languages

**Program Proposal:** Revise program requirements for B.A. in Spanish with Teacher Licensure to accommodate new Professional Studies Core

(a) Remove these Educator Preparation core courses:

EPC 2020: Introduction to Education, Ethics, and Professionalism (1 sh)

EPC 2040: Introduction to Exceptional, Diverse, and at-Risk Students (3 sh)

EPC 3010: The Psychology of Learning and Development (2 sh)

EPC 3030: Reading Strategies for the 21st Century (3 sh)

(b) Add these Professional Studies core courses:

EDN 2100: Introduction to Education (3 sh)

SED 3310: Introduction to Exceptional Children (3 sh)

EDN 3150: Developmental Perspectives of Educational Psychology. (3 sh)

EDN 3130: Content Area Literacy (3 sh)

(c) Remove SPN 4400 from the Spanish Electives section

(d) Change the seven course electives to six for the Spanish Education Students

**Rationale:** The Teacher Education Committee has changed the 9-hour Educator Preparation Core to the new 12-hour Professional Studies Core. This change directly affects the Undergraduate Spanish Education. Since the new Professional Studies core consists of 12 hours rather than the 9 hours, the reduction of 3 hours is necessary. The best way to adjust this problem is to reduce the number of electives that students must take. Instead of seven Spanish electives, the students seeking the Teacher Licensure in Spanish (K-12) will take six Spanish elective. In the catalog, 2012-13 under Foreign Language Department, the SPN 4400 appears as one of the electives, but it is actually one of the main classes of pedagogy in the discipline that students in the Spanish Education need to take. Therefore, this change will balance the requirements.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

<b>Requirements for a Bachelor of Arts in Spanish with Teacher Licensure</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education*</b>	<b>45(39)*</b>
<b>Specialty Area</b> (*0-6 semester hours of Spanish may also count toward General Ed) SPN 2310 and 2320 or SPN 2330 Pronunciation Proficiency—May be met with a P grade in SPN 2990 or through Pronunciation Proficiency Validation by Department Chair Required Courses: SPN 3110, SPN 3120, SPN 3150, SPN 3200, SPN 3700 <del>Seven</del> <b>Six</b> courses from <del>those listed below</del> <b>the following</b> (at least one 4000-level literature course is required): SPN 3210, SPN 3220, SPN 3310, SPN 3320, SPN 3360, SPN 3510, SPN 3610, SPN 3620, SPN 3710, SPN 4130, SPN 4140, SPN 4150, SPN 4230, SPN 4240, SPN 4250, SPN 4550, SPN 4700, SPNS 4xxx	<del>42-43</del> <b>39-40</b>
<del><b>Educator Preparation Core</b></del> <del>EPC 2020 Introduction to Education, Ethics, and Professionalism</del> <del>EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students</del> <del>EPC 3010 The Psychology of Learning and Development</del> <del>EPC 3030 Reading Strategies for the 21st Century</del>	<del>9</del>
<b>Professional Studies Core</b> EDN 2100, 3130, 3150; SED 3310	<b>12</b>
<b>Content Pedagogy</b> SPN 3010, SPN 4400, SPN 4480, SPN 4490, CSC 4050	<b>19</b>
<b>General Electives</b>	<b>4-5</b>
	<b>Total: 121</b>

## 9. Proposal from the Department of Music

**Program Proposal:** Revise program requirements for B.M. in Music Education to accommodate new Professional Studies Core

Music education students are now required to complete 9 credit hours of Professional Studies Core Courses including:

- EDN 2100 (Introduction to Education) 3 credits
- SED 3310 (introduction to Exceptional Children) 3 credits
- EDN 3150 (Developmental Perspectives of Educational Psychology (K-12)) 3 credits

**Rationale:** Due to the latest revision of the Teacher Education Committee of the Professional Studies Core courses we are requesting a program change to our music education program.

Although the revision of Teacher Professional Studies Core courses will not affect the total number of courses our students are already required to complete in their program of studies, the course names and number of credit hours have changed, increasing the total number of required credit hours in our music education program from 125 credit hours to 128 credit hours.

Dept vote: 12 for; 1 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Yes

Additional Resources: No

Additional Resources required:

Attached: Catalog Listing

## 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.

<b>Program Requirements</b>	<b>Sem</b>
<b>Hr.</b>	
<b>Freshman Seminar and General Education</b>	
45(39)*	
Specialty Area—Select one Emphasis (*6 semester hours may count toward General Ed)	63
<b>Vocal Emphasis:</b>	
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, 2940 <sup>1</sup> , 2930 <sup>2</sup> , 3290, 3301, 3340, 3970, 4040	
<b>Instrumental Emphasis:</b>	
MUS 1001; 7 hours of MUS 1161 or 1411	
MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021	

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150  
 MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940<sup>1</sup>, 2930<sup>2</sup>,  
 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 hours of MUS 3351

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150  
 MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940<sup>1</sup>, 2930<sup>2</sup>,  
 3290, 3301, 3340, 3970, 4040, 4250

**Keyboard Emphasis (Instrumental Orientation):**

MUS 1001, 4 hours of MUS 1161 or 1411

3 hours of MUS 3351

MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150  
 MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940<sup>1</sup>, 2930<sup>2</sup>,  
 3290, 3301, 3340, 3970, 4040, 4250

**All students:** Applied Music (MUSP) 14 hours

**Educator Preparation Professional Studies Core**

**69**

~~EPC 2020, 2040, 3010~~

EDN 2010, SED 3310, EDN 3150

**Content Pedagogy**

17

MUS 4000, 4490, 4750

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

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

Total: 128

<sup>1</sup>MUS 2940 fulfills the Fine Arts requirement in General Education.

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

**10. Proposal from the Department of Art**

**Program Proposal:** Revise program requirements for B.A. in Art Education to accommodate new Professional Studies Core, replacing EPC courses with Professional Studies core courses, and reducing the number of Guided Art Electives in the Undergraduate Art Education Program from 6 credit hours to 3 credit hours.

**Rationale:** The latest revision of the Teacher Preparation Core Courses in the Teacher Education Program will add three more credit hours of required Education credits. This takes the Undergraduate Art Ed program over the 128 maximum set by the Department of Public Instruction. To remedy this problem we are reducing the number of Guided Art Electives students are required to take from 6 to 3 credit hours.



Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

Attached: Catalog Program Description

### **BACHELOR OF ARTS IN ART EDUCATION (K-12)**

Upon successful completion of the program of study in Art 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.

<b>Course Requirements</b>	<b>Sem Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<b>Specialty Area</b>	
ART 1010, 1020 or 1050, 1110, 1320, 1330, 1400, 1500, 2150, 2500*, 2080, 2090, 4031**, 4330	<b>39</b>
<b>Advanced Studio Concentration</b>	
6 hours beyond specialty area in one studio discipline	<b>6</b>
<b>Educator Preparation Professional Studies Core</b>	
<del>EPC 2020, 2040, 3010, 3030</del>	<del>-9</del>
EDN 2100, SED 3310, EDN 3130, EDN 3150	<b>12</b>
<b>Content Pedagogy</b>	
ART 3050, 3090, 3080, 4000, 4490	<b>21</b>
<b>Guided Art Electives</b>	
<del>6</del> 3 credits	<del>6</del> -3
<b>TOTAL:</b>	<b>126</b>

\*Does not count as advanced art studio.

\*\*Taken in junior year

NOTE: Students who desire teacher licensure in Art 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.

## **11. Proposals from the Department Marketing, Management, and International Business**

### **11.1 Program Proposal: Revise Minor in Marketing**

**Rationale:** Revisions increase the emphasis of the minor on marketing principles and specialized courses. It will be augmented with the new Introduction to Business course. The new minor

will be more interesting and relevant to non-business majors who are the intended audience of this minor program.

Dept vote: 7 for; 1 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair:

Additional Resources: No

Additional Resources required:

Attached: Catalog Description of Program

### **Catalog Description Requirements for a Minor in Marketing**

The minor in marketing provides non-business majors with a thorough understanding of the fundamental concepts of marketing and how to apply these concepts through case studies and company and non-profit organization projects. Students also gain an understanding of consumer behavior, along with the knowledge and tools needed to coordinate marketing elements into integrated campaigns.

Requirements for a Minor in Marketing	Sem. Hours
Required Courses <del>ACC 2270, MGT 3030, MGT 3060</del> , BUS 2000, MKT 3120, MKT 3200, MKT 4300, MKT 4800	<del>12</del> 15
<del>Choose one course from: MKT 4300 or PRE 4300</del>	<del>3</del>
Choose one course from: MKT 3130, MKT 4050, MKT 4200, MKT 4500*, MKT 4800, MKT 4850, MKTS 4xxx	3

ECN 2030 is recommended as a general education course.

MKT 3120 (with a grade of C or Better) is the prerequisite for other marketing courses

\*DSC3140 (with a grade of C or Better is the prerequisite for Marketing 4500

### **11.2 Program Proposal: Create Minor in Management**

**Rationale:** The minor in management offers non-business majors the opportunity to learn fundamentals of management practices. It provides an overall understanding of the field of business administration through the Introduction to Business course. Managing complex organizations, leadership practices and issues in human resource management will also be introduced. Finally, principles of international management in the current global business environment will be discussed. The minor in management is attractive to students in all majors who plan to enter the field of management in their respective areas of interest.

Dept vote: 7 for; 1 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair:

Additional Resources: No

Additional Resources required:

Attached: Catalog Description of Program

### **Catalog Description Requirements for a Minor in Management**

The minor in management offers non-business majors the opportunity to learn fundamentals of management practices. It provides an overall understanding of the field of business administration through the Introduction to Business course. Managing complex organizations, leadership practices and issues in human resource management will also be introduced. Finally, principles of international management in the current global business environment will be discussed. The minor in management is attractive to students in all majors who plan to enter the field of management in their respective areas of interest.

<b>BUS 2000</b> _____ Introduction to Business (3cr)	<b>MGT 3030</b> _____ Business Communications, (PREREQ: A "C" or better in ENG 1060)
<b>MGT 3060</b> _____ Organization and Management	<b>MGT 3090</b> _____ Organizational Leadership (PREREQ: MGT 306)
<b>MGT 4080</b> _____ Human Resource Management (PREREQ: MGT 3060)	<b>MGT 3150</b> _____ International Management (PREREQ: MGT 3060)

### **11.3 Program Proposal:** Revise International Business track in the B.S. in Business Administration

**Rationale:** The current track requires 24 credit hours which is very much out of line compared to other BSBA tracks. It also requires 6 hours of foreign language at the 2000 level which adds another 6 credit hours of "hidden prerequisites" in form of 1000 level foreign language. The

revised track makes the program makes the program more contemporary and hence more attractive to students.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: Foreign Languages

Affected Chair:

Additional Resources: No

Additional Resources required:

Attached: Catalog Description of Program

#### BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration	Sem. Hrs.
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030	44
BSBA Common Body of Knowledge DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660; and ONE of the following six courses: BLAW 3160, ECN 2410, ECN 4400, FIN 4210, MGT 3150, or MKT 3130*	45
Track (see below): choose one International Business, Management, Marketing	12-24
Business Electives (3000 or 4000 level)	6
General Electives	3-12
	<b>Total: 120</b>

\*A study-abroad program approved by the department chair and the dean/assistant dean may replace this international course requirement.

**Tracks:** select one

**International Business Track** (24 18 hours): MGT 3150, FIN 4210, MKT 3130, ECN 4400; 6 semester hours of ~~any~~ foreign language ~~at the 2000+ level~~ OR demonstrated proficiency in a foreign language and two courses (6 semester hours) from among the courses listed below: BLAW 3160; HST 3320, HST 3440, HST 3450, HST 3720, HST 3730, HST 3740, HST 3750, HST 3860, HST 4170, HST 4210, HST 4270, HST 4330; PLS 2000, PLS 2510, PLS 3750, PLS 3800; GGY 1020, GGY 2000, GGY 2060. ; and ~~any 2 of the following courses: HST 3320, 3440, 3450, 3720, 3730, 3740, 3750, 3860, 4170, 4210, 4270, 4330; PLS 2000, 2510, 3750, 3800; GGY 1020, 2000, 2060.~~ A minimum of 3 hours of approved International Studies abroad ~~must be taken before graduation.~~ All BSBA students with a concentration in International Business must take a minimum of 3 credit hours of International Study Abroad, approved by the

department chair and the dean/assistant dean, prior to graduation. International Students are exempt from this requirement.

**Management Track** (12 hours): MGT 3090, 3150, 4080, and 4100

**Marketing Track** (12 hours): MKT 4300, 4500, 4800; and either MKT 3130, 3200, 4050, 4200 or MKTS 4xxx

"Clean" version of IB Track Description:

**International Business Track** (21 hours): MGT 3150, FIN 4210, MKT 3130, ECN 4400; 6 semester hours of foreign language OR demonstrated proficiency in a foreign language and (two courses) 6 semester hours from among the courses listed below: BLAW 3160; HST 3320, HST 3440, HST 3450, HST 3720, HST 3730, HST 3740, HST 3750, HST 3860, HST 4170, HST 4210, HST 4270, HST 4330; PLS 2000, PLS 2510, PLS 3750, PLS 3800; GGY 1020, GGY 2000, GGY 2060. All BSBA students with a concentration in International Business must take a minimum of 3 credit hours of International Study Abroad, approved by the department chair and the dean/assistant dean, prior to graduation. International Students are exempt from this requirement.

**12. Recommended Change to Section 5 of Faculty Handbook** (curriculum procedures, p. 111)

"Curriculum proposals ~~are reviewed~~ must be approved by the department faculty and signed by the Department Chair. The ~~chair~~ faculty of any other department affected by the program development or revision must also reviews approve and the Chair signs the proposal."

**"Clean" version:** "Curriculum proposals must be approved by the department faculty and signed by the Department Chair. The faculty of any other department affected by the program development or revision must also approve and the Chair signs the proposal."

**13. List of Courses for QEP**

**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.

ART 3080 Art Education Methods and Field Experience for Grades 6-12—WD  
MGT 3150 International Management—WE  
MGT 4080 Human Resource Management—WE  
PRE 4070 Public Relations Media—WD

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## Appendix E

### Policy on Posthumous Degrees The University of North Carolina at Pembroke Draft 03.20.13

- 1.0 Under certain conditions, the University of North Carolina at Pembroke may consider awarding a posthumous degree to an eligible, deceased student who was enrolled at the University of North Carolina at Pembroke at the time of or prior to his or her death.
- 1.1 An “eligible student” for the purpose of this policy is one who was enrolled in the university for at least two semesters prior to his or her death; who maintained good academic and disciplinary standing at the time of death; and who had completed no less than 75 percent of the hours required for the undergraduate or graduate degree at the time of death.
- 1.2 Request for a posthumous degree will take the form of a written petition, sent within six months of the date of death, from the chair of the student’s major department to the dean. The request must certify that the faculty of the department have voted to endorse conferral of the degree.
- 1.2.a. The dean will certify that all eligibility criteria are met and will forward the request to the provost along with his or her recommendation regarding issuance of the posthumous degree.
- 1.2.b. If the provost approves the recommendation, he or she will direct the Office of the Registrar to prepare the posthumous degree and will notify the family that the degree has been authorized.
- 1.3 A posthumous degree approved under this policy will be prepared and presented as a Degree in Memoriam reflecting the program of study the student was pursuing at the time of his or her death.
- 1.3.a. The printed graduation program will note that the degree was awarded posthumously.
- 1.3.b. The Vice Chancellor for Student Affairs will contact the deceased student’s family to discuss and determine the most appropriate option for delivery of the diploma.
- 1.4 If a student is not eligible for or is not approved for a posthumous degree, a posthumous Certificate of Recognition acknowledging the student's progress toward the attainment of a degree may be awarded. The certificate will be signed by the provost and chancellor.

*Rationale:*

*This proposed policy is designed to provide a mechanism with which to recognize the academic achievements and contributions of UNCP students who die prior to completing degree requirements. UNCP currently has no policy on the issuance of posthumous degrees. In the past, requests for posthumous degrees have been handled on a case by case basis with no eligibility guidelines or decision rules.*

*As written, the policy gives primary responsibility for initiating requests for posthumous recognition to the faculty of the deceased student’s major department. The decision guidelines are designed to balance the conferral of a degree in memoriam with appropriate attention to academic and institutional integrity.*

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## Appendix F

### 1. Proposals from the Department of History

**Program Proposal:** Add HST 1030: Introduction to African American History, to the General Education Curriculum

### General Education Course Proposal Form (Revised Fall 2010)

Department: History Date: March 4, 2013

Contact Person: Jaime Martinez

Course Information:

Check one:

Add Approved Course to General Education

Revise Existing General Education Course

Remove Course from General Education

Course Prefix & Number: HST 1030

Course Title: Intro to African-American History

Cross-listed as (include all course prefixes): \_\_\_\_\_

General Education curriculum section(s): (ex. III.c.4) II.A.3

Credit Hours: 3

Frequency: Fall  annual  Spring  annual  Summer  maybe

What is the date for this change to be put into effect? Spring 2014

If a course revision, please describe.

#### A. Rationale for General Education Proposal

##### 1. Indicate which goal area(s) of the program this proposal addresses.

Area 1: Communication

Area 2: Critical Thinking

Area 3: Problem Solving

Area 4: Mathematics

Area 5: Technology

Area 6: Arts, Literature, History, & Ideas

Area 7: Individual & Society

Area 8: Science & Nature

Area 9: Lifelong Learning

Area 10: Health & Wellness

Area 11: Social Responsibility

Area 12: Diversity

Area 13: Values and Ethics




**2. For the items below, attach pages as needed:**

- A. Describe how this course supports the overall mission of the General Education Program.
- B. Explain how the addition of this course will improve the General Education curriculum.
- C. Identify the General Education Objectives that will be addressed by this course.
- D. Describe the ways General Education Goals and Objectives will be assessed in this course.
- E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

**3. Attach proposed General Education Course Syllabus.**

- o The syllabus must include:
  - 1. a list of the General Education Goals and Objectives addressed in the course, and
  - 2. a plan for assessing the General Education Goals and Objectives.
- o See sample template for the first page of the syllabus

**Required Signatures:**

	Signature	Date
<b>Department Chair(s)*</b> <b>[for cross-listed courses</b> <b>all department chairs</b> <b>must sign]</b>		
<i>Department vote**:</i> <i>[for all cross-listing</i> <i>departments]</i>	<i>#for: 12    #against: 0    #abstain: 0</i>	
<b>General Education Chair</b>		
<b>11 General Education</b> <i>vote***</i>	<i>#for: 4    #against: 1    #abstain: 0</i>	3/28/13
<b>12 Academic Affairs</b> <b>Chair</b>		
<i>Academic Affairs vote:</i>	<i>#for:        #against:        #abstain:</i>	
<b>13 Faculty Senate Chair</b>		
<b>14 Faculty Senate Vote:</b>	<i>#for:        #against:        #abstain:</i>	

**Supplemental Signatures (indicating proposal review):**

Other Affected Dept Chair(s) (Name & Dept/Program)

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### **A. Describe how this course supports the overall mission of the General Education Program.**

According to the University Catalog, the goal of General Education is “to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations.” This proposed course makes a particularly strong contribution in the last two areas, as it takes a transnational approach to the history of African Americans, broadly defined for our purposes as people of African descent in the Americas. In seeking to understand the experiences of African American people throughout the hemisphere, students will be exposed to the main political and economic trends of North, Central, and South America over the last 500 years, as well as some significant examples of African-American-European syncretism in religion, music, and literature.

Students taking the course during the Spring 2013 semester were asked to comment on how the course fit within the existing General Education curriculum. One suggested that it served as useful preparation—almost a prerequisite—for students taking the general education course in African American Literature. Another said, "HST 1030 talks about origins of the US just like any other class, but also has more information about a broader variety of subjects. Students should have as many options as possible." In addition, those who have taken other UNCP general education history courses compared the breadth and coverage of HST 1030 favorably with those classes. One pointed out that, compared with HST 1020, which only addresses events in the United States since 1877, HST 1030 "deals with 400 years of history in South, Central, and North America." Another wrote, "I took HST 1010 before this and feel that we are covering many of the same events and themes, but with a slightly different emphasis. For example, in HST 1010 we learned about the Great Awakening and Second Great Awakening sparking formation of the Methodist and Baptist churches. In this class, when we discussed the Great Awakenings, we learned more about the impact these churches had on the slave trade and emancipation movement and also about the AME [African Methodist Episcopal] church."

Studying the interactions between race, poverty, and political disfranchisement in several different nations also helps students to “recognize the complexity of social problems” still facing us today, another element of the General Education goals listed above. When reading excerpts from WEB DuBois' *The Souls of Black Folk*, for example, students engaged in a lively discussion about whether or not "the veil" of racial identity still exists, and to what extent their perceptions of it were shaped by recent history. They suggested, much like DuBois, that they could move "above the veil" as individuals by obtaining education and good jobs, but that more concerted political action was necessary to remove the remaining structural supports for white supremacy, some of which were enacted across the Western Hemisphere in the immediate aftermath of emancipation.

The list below contains course objectives for the six existing General Education history courses, culled from syllabi prepared by the various instructors for those classes in 2012. Objectives for HST 1030 have been inserted as well to further demonstrate how the course fits within the existing set of classes:

#### HST 1010: American Civilizations to 1877 Course Objectives

- Describe and compare the economic, social, and religious trends in each of the four regions of British North America during the colonial era.
- Explain the key events that led to the creation of the United States of America as an independent nation.
- Analyze the political, social, and economic implications of slaveholding in the United States, and explain the causes and consequences of the American Civil War.
- Differentiate between primary and secondary sources, read and evaluate primary sources, and use primary sources in writing assignments.

#### HST 1020: American Civilizations since 1877 Course Objectives

- Improve student knowledge of the important issues, events, conflicts, and historical actors from the Civil War to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict.
- A few broad themes will be developed as much as time permits: the growth of the modern state; race and gender relations; the development of the United States as an industrialized, commercial world power; and war, reform, and the relationship between the two.
- Develop essential analytical and communications skills, and give students a better understanding of history as a discipline or field of study.

#### HST 1030: Introduction to African American History Course Objectives

- Read and evaluate primary sources; use primary sources in writing assignments.
- Explain why and how slavery took hold in the Americas, and describe the cultures and structures people of African descent created to survive centuries of slavery.
- Compare the process of abolishing slavery and organizing post-emancipation societies in the United States, the Caribbean, and South America.
- Describe the international networks and organizations black Americans created to protest political, legal, and economic inequality in the twentieth century.
- Analyze the relationship between progressive and reactionary international political and cultural currents in the period after World War II.
- Locate the countries, key rivers, and major cities of North, Central, and South America on a map.

#### HST 1100: History of the American Indian to 1865 Course Objectives

- Survey North American Indian history from arrival in the Western Hemisphere until 1865, emphasizing intertribal and cross-cultural relationships.
- We will not give priority to the destruction of indigenous people and cultures because this negative emphasis does not tell us very much about Indian societies. Instead, we will learn how Native people have survived, and we will focus on key themes characterizing cultural continuity in spite of change over time.
- Because we take cultural and experiential diversity as our starting point and recognize neither a monolithic past nor a uniform present, we will draw comparisons among the indigenous civilizations of what is today the United States of America.

#### HST 1110: History of the American Indian since 1865 Course Objectives

- Survey North American Indian history since 1865, emphasizing intertribal and cross-cultural relationships.

- We will not give priority to the destruction of indigenous people and cultures because this negative emphasis does not tell us very much about Indian societies. Instead, we will learn how Native people have survived, and we will focus on key themes characterizing cultural continuity in spite of change over time.
- Because we take cultural and experiential diversity as our starting point and recognize neither a monolithic past nor a uniform present, we will draw comparisons among the indigenous civilizations of what is today the United States of America.

#### HST 1140: World Civilizations to 1500 Course Objectives

- A chronological survey of the development of world civilizations from prehistory to 1500, with attention to the interactions between or among these civilizations, contributing to the rise, through time, of more sophisticated and cosmopolitan forms of civilization.
- Examine the cultural, religious, technological, economic, and political characteristics that have allowed these civilizations to prosper, decay, and contribute to the formation of the civilizations we live in and coexist with today.
- Develop and improve historical skills, focusing on the mastery of a significant body of facts and their significance, on sharpening written and oral expression, on framing investigative questions using concepts and evidence, and on the analytical techniques needed to answer such questions.

#### HST 1150: World Civilizations since 1500 Course Objectives

- Focusing on major events, developments, and individuals that have shaped the last five hundred years, the course aims to provide students with a working knowledge of different and diverse civilizations, their cultures, and their histories.
- We will look at these issues in a framework of early globalization and its acceleration through forms of trade in various commodities, transport, and communications, beginning with the “Age of Exploration.”
- To help students understand the historical foundations of the world in which they live, and to assist them to improve their academic and intellectual abilities, particularly their communication and critical thinking skills.

### **B. Explain how the addition of this course will improve the General Education curriculum.**

UNC Pembroke emphasizes diversity and is justifiably proud of the diversity of its student body. It thus seems very strange that our approved General Education courses, and especially our offerings in the History category, do not accurately reflect the diversity of our currently enrolled student population. The tables on page 6 display undergraduate enrollment as of Fall 2012 at North Carolina's state universities; highlighted schools allow students to use a course in African-American History toward their general education requirements in some area (History, Humanities, Social Sciences, Diversity, etc.). The table is listed twice, first by total size of undergraduate student body (note that this option is available at system schools of all sizes) and the second by the percentage of its undergraduate students who self-identify as African American or black.

Institution	UG	%	%	% Am.	%	%	%	%	% not
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	<b>total</b>	<b>white</b>	<b>black</b>	<b>Indian</b>	<b>Asian</b>	<b>Hispanic</b>	<b>int.</b>	<b>mixed</b>	<b>listed</b>
NC State	24,833	75	8	0.5	5	4	2	3	3
East Carolina	21,298	72	15	0.6	2	3	1	2	4
UNC Charlotte	21,179	61	17	0.6	5	7	2	3	4
UNC Chapel Hill	18,503	66	9	0.6	8	8	3	3	2
App State	15,712	87	3	0.3	1	4	1	2	2
UNC Greensboro	15,039	58	25	0.4	4	6	2	4	0.7
UNC Wilmington	12,387	82	5	2	2	6	0.6	2	2
NC A&T	8,923	5	86	0.3	0.7	2	2	1	5
Western Carolina	7,979	83	7	1	1	3	1	3	1
NC Central	6,658	5	84	0.3	1	2	0.5	3	4
UNC Pembroke	5,504	39	33	16	2	4	1	2	3
Fayetteville State Winston-Salem State	5,287 5,245	16 16	67 75	2 0.3	1 0.6	6 2	0.6 2	0.6 1	6 3
UNC Asheville	3,693	85	3	0.2	1	4	1	3	3
Elizabeth City State	2,760	13	73	0.5	0.4	0.8	0.5	0	12
NC School of Arts	760	73	8	0.7	1.4	8	1	3.7	3.7

<b>Institution</b>	<b>UG total</b>	<b>% white</b>	<b>% black</b>	<b>% Am. Indian</b>	<b>% Asian</b>	<b>% Hispanic</b>	<b>% int.</b>	<b>% mixed</b>	<b>% not listed</b>
NC A&T	8,923	5	86	0.3	0.7	2	2	1	5
NC Central Winston-Salem State	6,658 5,245	5 16	84 75	0.3 0.3	1 0.6	2 2	0.5 2	3 1	4 3
Elizabeth City State	2,760	13	73	0.5	0.4	0.8	0.5	0	12
Fayetteville State	5,287	16	67	2	1	6	0.6	0.6	6
UNC Pembroke	5,504	39	33	16	2	4	1	2	3
UNC Greensboro	15,039	58	25	0.4	4	6	2	4	0.7
UNC Charlotte	21,179	61	17	0.6	5	7	2	3	4
East Carolina	21,298	72	15	0.6	2	3	1	2	4
UNC Chapel Hill	18,503	66	9	0.6	8	8	3	3	2
NC State	24,833	75	8	0.5	5	4	2	3	3
NC School of Arts	760	73	8	0.7	1.4	8	1	3.7	3.7
Western Carolina	7,979	83	7	1	1	3	1	3	1
UNC Wilmington	12,387	82	5	2	2	6	0.6	2	2
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Members of the History faculty have regularly received questions about this gap in our curriculum from students and parents at Open Houses and freshman orientation sessions. They often wonder why African American history or studies is not a general education option when American Indian history is. Anecdotally, then, it is reasonable to suggest that our current General Education list's perceived lack of value for African American history and culture hurts our ability

to recruit and retain black students. Those who have the option of attending an institution that proclaims their experiences worth studying are likely to do so.

Several students currently enrolled in HST 1030 commented on the need for our General Education offerings to better reflect the diversity of the world around us, suggesting that including this course among the options available to them would enhance their appreciation of our ethnically diverse institution. "African American students want to take a course that will teach about their history," one wrote, "but not everyone has time to take many electives, so it would be easier to sign up if it was a Gen Ed course." Several noted that the content of the course is important for all students, not just African Americans. "You can't understand the progress of America (or the world really) without knowing about slavery," they agreed. "As a European American male," another said, "I enjoy the opportunity that this class affords me to gain a better understanding of another culture, ethnicity, and history important to our community and our world. Part of embracing the melting pot is understanding the contributions of cultures other than your own."

Our proposal to make HST 1030 part of the General Education curriculum has received unusually high (and perhaps even unprecedented) levels of support. Most notable is the first-semester student who, after learning in Fall 2012 from her ENG 1050 instructor that the course existed but was not available for General Education credit, started an online petition that has received more than 80 signatures, mostly from other students. According to the basic petition, "It is important to have this class offered as a general education course because there are many students who would not be able to get this information because of their majors, minors and full academic schedules. Admitting it as a general education course will give many the opportunity to learn about something beneficial and interesting." One supporter commented, "Black history is important to African Americans because it honors our culture and educates everyone about the struggles our ancestors went through." Another noted that "This course is not designed to promote a black issue, but fill the void in cultural competency." Several connected the course to our campus commitment to diversity. We hope that the student who drafted the petition (who is not currently enrolled in any history courses or acquainted with any history faculty) has forwarded it to the General Education Subcommittee; it is also available at <http://www.change.org/petitions/general-education-subcommittee-add-intro-to-african-american-history-to-general-education-courses>. [*See supplemental materials for letters of support from other departments on campus.*]

HST 1030 also enhances our General Education program by paying attention to Central and South America and the Caribbean. During our discussions of slavery in Colonial America, for example, we noticed how different empires' understandings of race shaped the laws in force in each colony, and those colonial laws still often provide a foundation for the legal systems in force today. Very few of the General Education courses in the Arts, Humanities, or Social Sciences Divisions address Latin America in any meaningful way, despite that region's continuing significance to our national politics, economy, and culture. This course would be a step toward rectifying that deficiency. We think it would be especially valuable for our many education students, who are likely to teach in classrooms with large numbers of African American and/or Latino students, and for international business students, for whom Brazil in particular is a growing area of interest.

Finally, Fayetteville State University offers a comparable single-semester introductory

African American history course, as do six community colleges from our area (Bladen, Brunswick, Cape Fear, Coastal Carolina, Fayetteville Tech, and South Piedmont). Adding HST 1030 to our General Education list would facilitate the transfer process for students who have taken the corresponding course at one of these institutions, since they could use it toward their general education credits rather than as an elective. This is not a primary reason to add the course to our general education program, but it is a nice bonus.

**C. Identify the General Education Objectives that will be addressed by this course.**  
**D. Describe the ways General Education Goals and Objectives will be assessed in this course.**

This class will consist of lectures, small-group and full-class discussions, and occasional viewing of documentaries, film clips, and other media. Students will read a series of short primary sources (first-hand accounts) as well as textbook/encyclopedia-style excerpts as a supplement to lecture material. They will be graded on in-class participation (to be determined by worksheets completed in groups, clicker questions in lecture, or discussion with the instructor) and a series of three exams, each of which will include an out-of-class essay component making heavy use of the assigned primary source reading[s] for that unit. These means will all assess students' achievement of the following General Education Goals and Objectives:

I. Skills

Communication

- “use written and oral language appropriate to various audiences and purposes”: Students participate in discussions throughout the semester and write a 500-word essay as part of each exam.
- “develop logical arguments that are defended by supporting points, in part by locating material from appropriate sources and by correctly using and documenting those sources”: Each essay asks students to use the primary source reading[s] from that unit to answer a specific question. We also discuss appropriate documentation styles for each source.

Critical Thinking

- “successfully apply critical reading skills to a wide range of materials”: The primary source readings for this course are quite challenging, requiring students to use active reading strategies to prepare for discussions and essay assignments.

II. Knowledge

History

- “identify how historical forces influence current issues”: Exploring centuries of legal, political, social, and economic barriers to the success of African Americans allows students to better appreciate the continuing legacies of those barriers.
- “demonstrate an understanding of the historical context of contemporary issues”: A

major theme of this course will be to historicize and contextualize questions of racial identity, so that students will be more aware of the flexibility of racial categories, and thus hopefully less rigid in their own understandings of race.

- “identify one major historical trend in a major world region”: This course examines several major trends in the Americas, chiefly the development of plantation slavery, emancipation, and the “black freedom struggle” of the twentieth century.

### III. Dispositions

#### Social Responsibility

- “demonstrate global awareness, environmental sensitivity, and an appreciation of cultural diversity”: We examine numerous iterations of African American culture in the hemisphere, exploring the ways that West African religious, culinary, and linguistic traditions have interacted with varied European and Native American cultures to create specific and distinct worldviews.

#### Diversity

- “discuss cultural strengths and important contributions made to society by individuals from diverse groups”: Students consider the ways that people of African descent, though usually not in positions of political, economic, or social power, shaped their societies and nations.
- “define prejudice and discrimination; explain their consequences; and identify ways to eliminate them”: We explore how prejudice and discrimination were enacted in specific laws, customs, and social practices in each country over the past few centuries, as well as the broad implications of that prejudice on black people and society as a whole: violence, disfranchisement, economic stagnation, etc. The final portion of this objective (“identify ways to eliminate them”) will be more implicit than explicit, as history classes do not necessarily address the present in concrete terms.

#### Values and Ethics

- "acknowledge a plurality of cultural and personal values and demonstrate respect for the right of others to express different viewpoints": Engaging in regular discussions with classmates gives students the opportunity to hear and consider a variety of viewpoints; in particular, they will recognize that there is not one common Afro-American culture or "black experience," but many different iterations that reflect geography, economies, regional history, language, and religious beliefs.

### **E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.**

25 students are taking HST 1030 in Spring 2013 purely as an elective, so we anticipate sufficient demand to offer one section per semester once the course is included in the General Education curriculum. Since these sections will be taught in lieu of sections of a different General Education history course, the impact of its inclusion on personnel resources and student graduation rates should be imperceptible. Should the opportunity and funding arise at some point in the future, and especially if demand for this course is higher than we anticipate, it would be



wonderful to hire a specialist in African American history, but we can offer two sections of this class each year without any immediate changes in personnel.

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