

**Agenda**  
**Subcommittee on Curriculum**  
**Thursday, October 1, 2015**  
**3:30 PM Room 251 University Center**

**Members:** Michael Alewine, Secretary (ARTS to 2016), Victor Bahhouth (S&BS to 2016), Chiuchu Chang (EDUC to 2016), Natricia Drake (Interim Registrar), Terry Johnson (SGA Secretary), Jaime Martinez, Chair (LETT to 2016), Emily Neff-Sharum (S&BS to 2017), Elizabeth Normandy (VC of AA Designee), Maria Santisteban (NS&M to 2016), Roland Stout (NS&M to 2017), Emily Tobey (LETT to 2017), Joseph Van Hassel (ARTS to 2017), Marian Wooten (EDUC to 2017), Andrew Yarborough (SGA Senator)

**1. Call to Order and Introductions**

**2. Adoption of Agenda**

**3. Approval of Minutes of September 3, 2015** (see [Appendix A](#), pp. 4-12)

**4. Proposals from the Department of Psychology** (see p. 2 for proposal detail)

**4.1 Course Proposal:** Delete PSY 3800 Supervised Research in Psychology

**4.2 Course Proposal:** Revise description of PSY 3990 Directed Study

**5. Proposal from the QEP Committee** (see p. 3 for proposal detail)

**5.1 Program Proposal:** Add 3 courses to the Writing Intensive Program

**6. Unfinished Business**

**6.1 Discussion:** Do learning objectives/student outcomes in program descriptions count as program elements or front matter? Does revising them require this committee's approval or can it be considered an editorial revision?

**7. New Business**

**8. Announcements**

**9. Adjournment**

32 **4. Proposal from the Department of Psychology**

33 **4.1 Course Proposal:** Delete PSY 3800: Supervised Research in Psychology

34

35 **Rationale:** PSY 3800 is redundant with PSY 3990 and is no longer necessary retain within the  
36 department.

37

38 Dept vote: 7 for; 0 against; 0 abstain

39 Affect others: No

40 Cross-Listing: No

41 Additional Resources: No

42 Affects Articulation Agreement: No

43 Affects Degree Pathway: No

44 Affects CAA Degree Plan: No

45

46 **DELETE:**

47 ~~PSY 3800. Supervised Research in Psychology~~

48 ~~Direct experience in the design of research studies in psychology; collection, management, and analysis~~  
49 ~~of research data; and oral and written presentation of research results. Close collaboration between~~  
50 ~~students and instructors. Credit, 3 semester hours. PREREQ: PSY 2080, PSY 2100, PSY 3000 (waived if not~~  
51 ~~required), or instructor permission.~~

52

53

54

55 **4.2 Course Proposal:** Revise description of PSY 3990 to clarify that each credit hour is equal to 45 hours  
56 of work per semester.

57

58 **Rationale:** We are making explicit the contact hours required for this Directed study course.

59

60 Dept vote: 7 for; 0 against; 0 abstain

61 Affect others: No

62 Cross-Listing: No

63 Additional Resources: No

64 Affects Articulation Agreement: No

65 Affects Degree Pathway: No

66 Affects CAA Degree Plan: No

67

68 **COURSE DESCRIPTIONS:**

69 PSY 3990 Directed Study

70 Hours: 1-6

71 Prerequisites: Department Chair approval

72 Required: no

73 Revised Course description: PSY 3990. Directed Study (1-6 credits) Directed readings and/or research,  
74 leading to the preparation of a paper or research report. Exclusively for psychology majors. Amount of  
75 credit given will be agreed upon prior to registration and will depend upon the magnitude of the project  
76 chosen. **Each 1 credit hour is equal to 45 hours of work in a semester.** PREREQ: A written plan of the  
77 project should be approved by the Department Chair no later than two weeks prior to registration.

78 Course title: Directed Study

79 Code: IND

80 **5. Proposal from the QEP Committee** (see p. 3 for proposal detail)

81 **5.1 Program Proposal:** Add 3 courses to the Writing Intensive Program

82

83 SOC 1020 Introduction to Sociology—Writing Enriched

84 An introduction to scientific study of human society and social behavior. Credit, 3 semester hours.

85 Informal Writing: none

86 Formal Writing: 12-18 pages, 23% of course grade

87 • Reading reflections

88 • Essay exams

89

90 CRJ 2400/SOC 2400 Criminology—Writing Enriched

91 Historical and contemporary theories of criminal behavior are examined, with emphasis on

92 rehabilitation logic and the application of the scientific method to the explanation of crime. Credit, 3

93 semester hours.

94 Informal Writing: none

95 Formal Writing: 12-18 pages, 40 of course grade

96 • Reading reflections

97 • Essay exams

98

99 CRJ 4520/SOC 4520 Women and Crime—Writing Enriched

100 A study of the nature and extent of women's crime, theories of female criminality, processing of women

101 offenders through the criminal justice system, the response of police and court officials to women as

102 victims of crime, and opportunities for women as employees in criminal justice agencies. PREREQ:

103 SOC/CRJ 2400 or permission of instructor.

104 Informal Writing: 20 pages, 20% of course grade

105 • Reading comprehension/discussion preparation questions

106 Formal Writing: 10-12 pages, 30% of course grade

107 • Research essay

108 **Appendix A: Minutes of September 3, 2015**

109

110

**Minutes (Pending Approval)**

111

**Subcommittee on Curriculum**

112

**Thursday, September 3, 2015**

113

**3:30 PM Room 251 University Center**

114

115 Members Present: Michael Alewine (ARTS to 2016), Victor Bahhouth (S&BS to 2016), Terry Johnson (SGA  
116 Secretary), Jaime Martinez (LETT to 2016), Emily Neff-Sharum (S&BS to 2017), Elizabeth Normandy (VC  
117 of AA Designee), Maria Santisteban (NS&M to 2016), Roland Stout (NS&M to 2017), Emily Tobey (LETT  
118 to 2017), Joseph Van Hassel (ARTS to 2017), Marian Wooten (EDUC to 2017), Andrew Yarborough (SGA  
119 Senator)

120

121 Members Absent: Natricia Drake

122

123 Visitors in Attendance: Cherry Beasley, Stephen Bukowy, Susan Edkins, and Marissa Scott

124

125 1. The meeting was called to order at 3:30 p.m.

126 2. The agenda was adopted as circulated.

127 3. The minutes of the April 2, 2015 meeting were approved as circulated.

128

129 **4. Nomination and Election of Chair**

- 130 • Self Nomination received via email: Jaime Martinez

131

132 Jaime Martinez was elected: 10 for, 0 against, and 0 abstain.

133

134 **5. Nomination and Election of Recording Secretary**

- 135 • Self-Nominations received via email: Michael Alewine and Roland Stout

136

137 Michael Alewine was elected: 10 for, 0 against, and 0 abstain.

138

139 **6. Proposal from the Department of Educational Specialties** (see p. 2 for proposal detail)

140 **6.1 Course Proposal:** Delete EDM 3600, 3610, 4600, 4610, and 4660

141

142 Proposal 6.1 passed: 10 for, 0 against, and 0 abstain. Proposal will be forwarded to chair of Academic  
143 Affairs Committee for signature.

144

145 **7. Proposal from the Department of Health, Physical Education, and Recreation** (see pp. 3-5 for  
146 proposal detail)

147 **7.1 Program Proposal:** Revise Athletic Training Program Learning Objectives

148

149 Proposal 7.1 passed: 10 for, 0 against, and 0 abstain. Will be forwarded to chair of Academic Affairs  
150 Committee for signature.

151

152 **8. Proposal from the Department of Accounting and Finance** (see p. 6 for proposal detail)

153 **8.1 Course Proposal:** Revise course description for ACC 4210 Advanced Accounting

154

155 Proposal 8.1 passed: 10 for, 0 against, and 0 abstain. Will be forwarded to chair of Academic Affairs  
156 Committee for signature.

157

158 **9. Proposal from the Department of Nursing** (see pp. 7-8 for proposal detail)

159 **9.1 Program Proposal:** adjust major-specific General Education requirements to increase flexibility

160

161 Proposal 9.1 passed: 10 for, 0 against, and 0 abstain; 9.1 will go to the Academic Affairs committee for  
162 their consideration and then, if approved, to Faculty Senate.

163

164 **10. Other Business**

165 **10.1 Discussion:** Do learning objectives/student outcomes in program descriptions count as program  
166 elements or front matter? Does revising them require this committee's approval or can it be considered  
167 an editorial revision?

168

169 The committee discussed wording that in effect will clearly articulate what this committee will have  
170 purview over and what it will not. Dr. Elizabeth Normandy will continue to consider the wording and will  
171 bring a proposal to the next meeting.

172

173 **10.2 Update:** Online catalog implementation

174

175 The chair provided an update concerning Acalog and Curriculog. These systems will allow UNCP's catalog  
176 to be available online and will be searchable by keyword through an intuitive interface. The complete  
177 2014-2015 catalog will be available by the end of September. Sara Oswald will begin making changes for  
178 the 2015-2016 edition immediately. All department chairs and faculty members wishing to submit  
179 curriculum proposals will receive training. While definitive policies have yet to be articulated, in theory,  
180 each chair will have responsibility for making changes to their section of the catalog.

181

182 **11. Announcements**

183

184 There were no announcements.

185

186 **12. Adjournment**

187

188 The meeting adjourned at 4:23 p.m.

189

190 **6. Proposal from the Department of Educational Specialties**

191 **6.1 Course Proposal:** Remove Educational Media (EDM) courses: EDM 3600: Introduction to Graphic  
 192 Arts (3 credit); EDM 3610: Advanced Graphic Arts (3 credit); EDM 4600: Audio-visual Materials and  
 193 Procedures (3 credits); EDM 4610: Advanced Educational Media (3 credits); and EDM 4660: Workshop in  
 194 Educational Media (3 credits) from the course catalog.

195  
 196 **Rationale:** The five (5) courses: EDM 3600: Introduction to Graphic Arts (3 credit); EDM 3610: Advanced  
 197 Graphic Arts (3 credit); EDM 4600: Audio-visual Materials and Procedures (3 credits); EDM 4610:  
 198 Advanced Educational Media (3 credits); and EDM 4660: Workshop in Educational Media (3 credits)  
 199 need to be removed from the course catalog. These courses have not been offered within the last five  
 200 semesters. In addition, these courses are not required of any School of Education major.

201  
 202 Dept vote: 8 for; 0 against; 0 abstain

203 Affect others: No

204 Cross-Listing: No

205 Additional Resources: No

206 Affects Articulation Agreement: No

207 Affects Degree Pathway: No

208 Affects CAA Degree Plan: No

209

210

211 **DELETE:**

212 ~~EDUCATIONAL MEDIA (EDM)~~

213 ~~EDM 3600—Introduction to Graphic Arts~~

214 ~~Designed as an introduction to handset and offset printing. Covers the areas of basic press operations,~~  
 215 ~~mechanics of type, copy camera operations, darkroom techniques, and plate processing. Pass/Fail~~  
 216 ~~grading. Credit, 3 semester hours. PREREQ: Permission of instructor.~~

217

218 ~~EDM 3610—Advanced Graphic Arts~~

219 ~~A continuation of EDM 3600. Pass/Fail grading. Credit, 3 semester hours. PREREQ: EDM 3600 and/or~~  
 220 ~~permission of instructor.~~

221

222 ~~EDM 4600—Audio-Visual Materials and Procedures~~

223 ~~Principles underlying the selection and use of multimedia materials for instructional purposes. Credit, 3~~  
 224 ~~semester hours.~~

225

226 ~~EDM 4610—Advanced Educational Media~~

227 ~~Modern communications technology and its place in instruction. Problems of utilization, evaluation of~~  
 228 ~~learning materials and research; television, motion pictures, teaching machines, programmed~~  
 229 ~~instruction and experimental innovations. Credit, 3 semester hours.~~

230

231 ~~EDM 4660—Workshop in Educational Media for Teachers~~

232 ~~A workshop designed to acquaint in-service teachers with the role of educational media in the~~  
 233 ~~teaching-learning process with the selection and utilization of major types of audio-visual materials.~~  
 234 ~~Credit, 3 semester hours.~~

235

236

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

238 **7.1 Program Proposal:** Add objectives 6.5-6.7 to student learning outcome 6 on page 362 of the catalog.  
 239 (Full text begins below; additions are on page 5 of the agenda.)

240  
 241 **Rationale:** The three objectives needed to be added to the student learning outcome to reflect what we  
 242 are measuring in student performance. The Commission on Accreditation of Athletic Training Education  
 243 requires that the student learning outcomes and objectives be available to students and all forms of the  
 244 student learning outcomes and objectives must be consistent.

245  
 246 Dept vote: 6 for; 0 against; 0 abstain

247 Affect others: No

248 Departments affected and how:

249 Affected Chair: Off

250 Additional Resources: no

251 Additional Resources required:

252 Affects Degree Pathway: No

253 Affects CAA Degree Plan: No

254

255

256 **361 The University of North Carolina at Pembroke—2015-2016 Academic Catalog**

257

258 **ATHLETIC TRAINING PROGRAM DETAILS**

259

260 **Program Overview**

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

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

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

282 Many students elect to pursue graduate studies after graduation from the program. It is  
 283 recommended that students wishing to pursue graduate studies maintain a 3.5 QPA or higher. Students  
 284 are responsible for determining what pre-requisites are needed for a given graduate program and

285 should understand that those courses would be considered university-wide electives. Furthermore,  
 286 elective courses/labs cannot conflict with required clinical rotations or courses. As a result, an additional  
 287 semester(s) and/or summer school may be needed to complete electives after completion of the ATP.  
 288

### 289 **ATP Mission Statement**

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

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

301 This exposure to evidence-based medicine concepts will provide students with the tools needed  
 302 to become evidence-based practitioners who value research and possess the ability to think critically.  
 303 The foundational behaviors of the athletic trainer create a framework for the comprehensive  
 304 competency-based didactic and clinical education components of the program. The mission of the ATP is  
 305 aligned with the overall mission of The University of North Carolina at Pembroke.  
 306

### 307 **Student Learning Outcomes and Objectives**

- 308 1. Students will model ethical and professional behavior in the delivery of health care services.  
 309 1.1 Abide by the Standards of Practice established by the Board of Certification.

310

### 311 **362 The University of North Carolina at Pembroke—2015-2016 Academic Catalog**

312 1.2 Abide by all State laws governing the practice of athletic training.

313 1.3 Abide by the NATA Code of Ethics.

314 1.4 Provide culturally competent athletic training care

315 1.5 Understand how athletic training principles are applied in a variety of clinical environments  
 316 with diverse patient populations

317

- 318 2. Students will demonstrate the ability to communicate effectively with patients, peers, athletic  
 319 staff, and other health care providers.

320 2.1 Demonstrate effective and professional oral communication.

321 2.2 Demonstrate effective and professional written communication.

322 2.3 Incorporate the correct use of medical terminology in all forms of communication.  
 323

- 324 3. Students will demonstrate active professional development and involvement through  
 325 membership in professional organizations and foster an appreciation for life-long learning.

326 3.1 Actively participate in the UNCP ATSA.

327 3.2 Maintain membership to the NATA, MAATA and NCATA.

328 3.3 Attend professional development opportunities.  
 329

- 330 4. Students will provide patient-centered care that is rooted in ethical behavior and evidence-  
 331 based decision making.



- 332 4.1 Develop relevant clinical questions using accepted methods (ie PICO). (Classroom)  
333 4.2 Understand levels of evidence with regard to study types, clinical practice guidelines and  
334 critically appraised topics. (Classroom)  
335 4.3 Successfully locate and critically appraise a variety of healthcare related literature from  
336 appropriate electronic databases and online libraries. (Classroom)  
337 4.4 Understand methods of assessing patient status and progress with clinical outcomes  
338 assessments. (Classroom)  
339 4.5 Utilize current evidence based concepts in all aspects of patient care. (Clinical Education)  
340 4.6 Incorporate patient-centered outcome measures to evaluate the quality of care provided.  
341 (Clinical Education)  
342  
343 5. Students will demonstrate problem-solving and critical thinking skills in providing the best  
344 possible care.  
345 5.1 Integrate knowledge, skills and decision making with regard to prevention and health  
346 promotion (CIP 1-3).  
347 5.2 Integrate knowledge, skills and decision making with regard to clinical assessment and  
348 diagnosis/acute care/therapeutic intervention (CIP 4-6).  
349 5.3 Integrate knowledge, skills and decision making with regard to psychosocial interventions  
350 and referrals (CIP 7-8).  
351  
352 6. Students will demonstrate competence in the athletic training skills and knowledge required to  
353 manage the health care needs of the physically active population.  
354 6.1 Demonstrate proficiency in wound care, vital signs assessment, environmental monitoring,  
355 and taping/bracing/wrapping techniques through the completion of established clinical  
356 proficiencies.  
357 6.2 Demonstrate proficiency in the clinical examination and diagnosis of lower extremity injuries  
358 through the completion of established clinical proficiencies.  
359 6.3 Demonstrate proficiency in the clinical examination and diagnosis of upper extremity injuries  
360 and therapeutic exercise through the completion of established clinical proficiencies.  
361 6.4 Demonstrate proficiency in prevention and health promotion and the application of  
362 therapeutic modalities through the completion of established clinical proficiencies.  
363 6.5 Demonstrate knowledge and skills necessary for acute care of injuries and illnesses.  
364 6.6 Demonstrate knowledge of the signs and symptoms and appropriate management of  
365 general medical conditions.  
366 6.7 Demonstrate knowledge of all aspects of the management of athletic training.  
367  
368  
369  
370

371 **8. Proposal from the Department of Accounting and Finance**

372 **8.1 Course Proposal:** Revise and update the course description for ACC 4210 Advanced Accounting.

373

374 **Rationale:** Current description hasn't been changed in 25 years and is out of date.

375

376 Dept vote: 10 for; 0 against; 0 abstain

377 Affect others: No

378 Departments affected and how:

379 Affected Chair: Off

380 Cross listing: No

381 Articulation Agreement: No

382 Degree Pathway: No

383 CAA Baccalaureate Degree Plan: No

384 Additional Resources: no

385 Additional Resources required:

386

387 COURSE DESCRIPTIONS:

388 ACC 4210 Advanced Accounting

389 Hours: 3

390 Prerequisites: ACC 3220

391 Required: yes (change does not affect any program requirements)

392 Old Course description: ~~Mergers and acquisitions accounting as well as preparation of consolidated~~

393 ~~statements after acquisition. Special accounting problems in consolidated financial statements,~~

394 ~~partnerships, pension funds, fund accounting, and fiduciary accounting.~~

395 New Course description: **Advanced Accounting is a continuation of the study of financial accounting.**

396 **Topics covered in this course include Business Combinations and Consolidated Financial Statements,**

397 **Partnership Accounting, International Accounting Issues, and Emerging Issues vital to the practice of**

398 **accounting.**

399 Course title: Advanced Accounting

400 Code: LEC

401

402

403 **9. Proposal from the Department of Nursing**

404 **9.1 Program Proposal:** The nursing major is an upper division major and requires a second application  
 405 process which occurs in January prior to beginning the nursing cognate in the summer (pre-licensure  
 406 track) and fall and spring semesters (post-licensure track). This request is to change the requirements for  
 407 admission to the nursing major. The following changes are requested:

- 408 1) Require MAT 1050 or higher for general education  
 409 2) Require PHI 1000, 1010 or PHI 2040 as the course that will satisfy the General Education  
 410 Philosophy and Religion requirement

411  
 412 **Rationale:** In the spring of 2015, UNCP agreed to comply with an articulation between the UNC system  
 413 and the N.C. Community College System that is designed to facilitate seamless BSN education. The  
 414 changes proposed herein will bring UNCP's-BSN program into compliance with the new articulation  
 415 agreement. UNCP signed this agreement in the spring of 2015. A careful review of the BSN admission  
 416 requirements revealed that PHI 1010 and MAT 10170 were not predictors of student success. In  
 417 addition, this change will allow students increased flexibility to complete the general education  
 418 requirements.

419  
 420 Dept vote: 12 for; 0 against; 2 abstain  
 421 Affect others: Yes  
 422 Departments affected and how: Math and Computer Science – Increases the courses that will satisfy  
 423 the General Education requirement; Philosophy and Religion Increase the number of courses that will  
 424 satisfy the General Education requirement. This proposal does not require either department to adjust  
 425 how and when it offers its General Education courses.  
 426 Affected Chair: Off  
 427 Additional Resources: no  
 428 Additional Resources required:  
 429 Affects Degree Pathway: Yes (expands options)  
 430 Affects CAA Degree Plan: Yes (expands options)

431  
 432 Catalog Description:

433 **PRE-LICENSURE BSN OPTION DESCRIPTION**

Requirements for Pre-licensure BSN Option		Sem. Hrs.
General Education and Support Courses		62
Composition: ENG 1050, 1060	6	
Arts and Humanities: restricted selection*, PHI 1000, 1010, or 2040 required	12	
General Education Electives: <del>restricted selection* SPE 1020 (all freshmen are required to take this course unless they test out of it; those who test out will need another 3 hours from General Education elective options)</del>	3	
Social Sciences: PSY 1010, SOC 1020, restricted selection*	9	
Natural Sciences/Math: CHM 1400, 1410; CHM Lab 1120, 1130; MAT 1050 <del>1070</del> or higher	11	
Physical Education: restricted selection*	2	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Biology: BIO 1000	3	
Statistics: PSY 2080, SOC 3600, or MAT 2100	3	
Health Technology and Informatics: NUR 2000	1	

Required Nursing Courses NUR 3010, 3030, 3040, 3050, 3100, 3150, 3200, 3250, 3450, 3500, 4000, 4120, 4150, 4350, 4450, 4510		62
		Total: 124

434 \* Refer to General Education Requirements section of this catalog for restricted elective choices.

435

436 Return to [Agenda for October 2015](#)

437