

1 **Minutes (Approved October 1, 2015)**
2 **Subcommittee on Curriculum**
3 **Thursday, September 3, 2015**
4 **3:30 PM Room 251 University Center**
5

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

11
12 Members Absent: Natricia Drake

13
14 Visitors in Attendance: Cherry Beasley, Stephen Bukowy, Susan Edkins, and Marissa Scott
15

- 16 1. The meeting was called to order at 3:30 p.m.
17 2. The agenda was adopted as circulated.
18 3. The minutes of the April 2, 2015 meeting were approved as circulated.
19

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

- 21 • Self Nomination received via email: Jaime Martinez
22

23 Jaime Martinez was elected: 10 for, 0 against, and 0 abstain.
24

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

- 26 • Self-Nominations received via email: Michael Alewine and Roland Stout
27

28 Michael Alewine was elected: 10 for, 0 against, and 0 abstain.
29

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

31 **6.1 Course Proposal:** Delete EDM 3600, 3610, 4600, 4610, and 4660
32

33 Proposal 6.1 passed: 10 for, 0 against, and 0 abstain. Proposal will be forwarded to chair of Academic
34 Affairs Committee for signature.
35

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

38 **7.1 Program Proposal:** Revise Athletic Training Program Learning Objectives
39

40 Proposal 7.1 passed: 10 for, 0 against, and 0 abstain. Will be forwarded to chair of Academic Affairs
41 Committee for signature.
42

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

44 **8.1 Course Proposal:** Revise course description for ACC 4210 Advanced Accounting
45

46 Proposal 8.1 passed: 10 for, 0 against, and 0 abstain. Will be forwarded to chair of Academic Affairs
47 Committee for signature.
48

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

50 **9.1 Program Proposal:** adjust major-specific General Education requirements to increase flexibility

51
52 Proposal 9.1 passed: 10 for, 0 against, and 0 abstain; 9.1 will go to the Academic Affairs committee for
53 their consideration and then, if approved, to Faculty Senate.

54

55 **10. Other Business**

56 **10.1 Discussion:** Do learning objectives/student outcomes in program descriptions count as program
57 elements or front matter? Does revising them require this committee's approval or can it be considered
58 an editorial revision?

59
60 The committee discussed wording that in effect will clearly articulate what this committee will have
61 purview over and what it will not. Dr. Elizabeth Normandy will continue to consider the wording and will
62 bring a proposal to the next meeting.

63

64 **10.2 Update:** Online catalog implementation

65

66 The chair provided an update concerning Acalog and Curriculog. These systems will allow UNCP's catalog
67 to be available online and will be searchable by keyword through an intuitive interface. The complete
68 2014-2015 catalog will be available by the end of September. Sara Oswald will begin making changes for
69 the 2015-2016 edition immediately. All department chairs and faculty members wishing to submit
70 curriculum proposals will receive training. While definitive policies have yet to be articulated, in theory,
71 each chair will have responsibility for making changes to their section of the catalog.

72

73 **11. Announcements**

74

75 There were no announcements.

76

77 **12. Adjournment**

78

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

80

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

82 **6.1 Course Proposal:** Remove Educational Media (EDM) courses: EDM 3600: Introduction to Graphic
 83 Arts (3 credit); EDM 3610: Advanced Graphic Arts (3 credit); EDM 4600: Audio-visual Materials and
 84 Procedures (3 credits); EDM 4610: Advanced Educational Media (3 credits); and EDM 4660: Workshop in
 85 Educational Media (3 credits) from the course catalog.

86
 87 **Rationale:** The five (5) courses: EDM 3600: Introduction to Graphic Arts (3 credit); EDM 3610: Advanced
 88 Graphic Arts (3 credit); EDM 4600: Audio-visual Materials and Procedures (3 credits); EDM 4610:
 89 Advanced Educational Media (3 credits); and EDM 4660: Workshop in Educational Media (3 credits)
 90 need to be removed from the course catalog. These courses have not been offered within the last five
 91 semesters. In addition, these courses are not required of any School of Education major.

92
 93 Dept vote: 8 for; 0 against; 0 abstain
 94 Affect others: No
 95 Cross-Listing: No
 96 Additional Resources: No
 97 Affects Articulation Agreement: No
 98 Affects Degree Pathway: No
 99 Affects CAA Degree Plan: No

100

101

102 **DELETE:**

103 ~~EDUCATIONAL MEDIA (EDM)~~

104 ~~EDM 3600. Introduction to Graphic Arts~~

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

108

109 ~~EDM 3610. Advanced Graphic Arts~~

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

112

113 ~~EDM 4600. Audio-Visual Materials and Procedures~~

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

116

117 ~~EDM 4610. Advanced Educational Media~~

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

121

122 ~~EDM 4660. Workshop in Educational Media for Teachers~~

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

126

127

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

129 **7.1 Program Proposal:** Add objectives 6.5-6.7 to student learning outcome 6 on page 362 of the catalog.
 130 (Full text begins below; additions are on page 5 of the agenda.)

131
 132 **Rationale:** The three objectives needed to be added to the student learning outcome to reflect what we
 133 are measuring in student performance. The Commission on Accreditation of Athletic Training Education
 134 requires that the student learning outcomes and objectives be available to students and all forms of the
 135 student learning outcomes and objectives must be consistent.

136
 137 Dept vote: 6 for; 0 against; 0 abstain

138 Affect others: No

139 Departments affected and how:

140 Affected Chair: Off

141 Additional Resources: no

142 Additional Resources required:

143 Affects Degree Pathway: No

144 Affects CAA Degree Plan: No

145

146

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148

149

ATHLETIC TRAINING PROGRAM DETAILS

150

151 **Program Overview**

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

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

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

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

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

179

180 **ATP Mission Statement**

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

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

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

197

198 **Student Learning Outcomes and Objectives**

- 199 1. Students will model ethical and professional behavior in the delivery of health care services.
 200 1.1 Abide by the Standards of Practice established by the Board of Certification.

201

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203 1.2 Abide by all State laws governing the practice of athletic training.

204 1.3 Abide by the NATA Code of Ethics.

205 1.4 Provide culturally competent athletic training care

206 1.5 Understand how athletic training principles are applied in a variety of clinical environments
 207 with diverse patient populations

208

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

211 2.1 Demonstrate effective and professional oral communication.

212 2.2 Demonstrate effective and professional written communication.

213 2.3 Incorporate the correct use of medical terminology in all forms of communication.

214

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

217 3.1 Actively participate in the UNCP ATSA.

218 3.2 Maintain membership to the NATA, MAATA and NCATA.

219 3.3 Attend professional development opportunities.

220

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

- 223 4.1 Develop relevant clinical questions using accepted methods (ie PICO). (Classroom)
224 4.2 Understand levels of evidence with regard to study types, clinical practice guidelines and
225 critically appraised topics. (Classroom)
226 4.3 Successfully locate and critically appraise a variety of healthcare related literature from
227 appropriate electronic databases and online libraries. (Classroom)
228 4.4 Understand methods of assessing patient status and progress with clinical outcomes
229 assessments. (Classroom)
230 4.5 Utilize current evidence based concepts in all aspects of patient care. (Clinical Education)
231 4.6 Incorporate patient-centered outcome measures to evaluate the quality of care provided.
232 (Clinical Education)
233
234 5. Students will demonstrate problem-solving and critical thinking skills in providing the best
235 possible care.
236 5.1 Integrate knowledge, skills and decision making with regard to prevention and health
237 promotion (CIP 1-3).
238 5.2 Integrate knowledge, skills and decision making with regard to clinical assessment and
239 diagnosis/acute care/therapeutic intervention (CIP 4-6).
240 5.3 Integrate knowledge, skills and decision making with regard to psychosocial interventions
241 and referrals (CIP 7-8).
242
243 6. Students will demonstrate competence in the athletic training skills and knowledge required to
244 manage the health care needs of the physically active population.
245 6.1 Demonstrate proficiency in wound care, vital signs assessment, environmental monitoring,
246 and taping/bracing/wrapping techniques through the completion of established clinical
247 proficiencies.
248 6.2 Demonstrate proficiency in the clinical examination and diagnosis of lower extremity injuries
249 through the completion of established clinical proficiencies.
250 6.3 Demonstrate proficiency in the clinical examination and diagnosis of upper extremity injuries
251 and therapeutic exercise through the completion of established clinical proficiencies.
252 6.4 Demonstrate proficiency in prevention and health promotion and the application of
253 therapeutic modalities through the completion of established clinical proficiencies.
254 6.5 Demonstrate knowledge and skills necessary for acute care of injuries and illnesses.
255 6.6 Demonstrate knowledge of the signs and symptoms and appropriate management of
256 general medical conditions.
257 6.7 Demonstrate knowledge of all aspects of the management of athletic training.
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261

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

263 **8.1 Course Proposal:** Revise and update the course description for ACC 4210 Advanced Accounting.

264

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

266

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

268 Affect others: No

269 Departments affected and how:

270 Affected Chair: Off

271 Cross listing: No

272 Articulation Agreement: No

273 Degree Pathway: No

274 CAA Baccalaureate Degree Plan: No

275 Additional Resources: no

276 Additional Resources required:

277

278 COURSE DESCRIPTIONS:

279 ACC 4210 Advanced Accounting

280 Hours: 3

281 Prerequisites: ACC 3220

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

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

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

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

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

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

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

289 **accounting.**

290 Course title: Advanced Accounting

291 Code: LEC

292

293

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

295 **9.1 Program Proposal:** The nursing major is an upper division major and requires a second application
 296 process which occurs in January prior to beginning the nursing cognate in the summer (pre-licensure
 297 track) and fall and spring semesters (post-licensure track). This request is to change the requirements for
 298 admission to the nursing major. The following changes are requested:

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

302
 303 **Rationale:** In the spring of 2015, UNCP agreed to comply with an articulation between the UNC system
 304 and the N.C. Community College System that is designed to facilitate seamless BSN education. The
 305 changes proposed herein will bring UNCP's-BSN program into compliance with the new articulation
 306 agreement. UNCP signed this agreement in the spring of 2015. A careful review of the BSN admission
 307 requirements revealed that PHI 1010 and MAT 10170 were not predictors of student success. In
 308 addition, this change will allow students increased flexibility to complete the general education
 309 requirements.

310
 311 Dept vote: 12 for; 0 against; 2 abstain

312 Affect others: Yes

313 Departments affected and how: Math and Computer Science – Increases the courses that will satisfy
 314 the General Education requirement; Philosophy and Religion Increase the number of courses that will
 315 satisfy the General Education requirement. This proposal does not require either department to adjust
 316 how and when it offers its General Education courses.

317 Affected Chair: Off

318 Additional Resources: no

319 Additional Resources required:

320 Affects Degree Pathway: Yes (expands options)

321 Affects CAA Degree Plan: Yes (expands options)

322

323 Catalog Description:

324 **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: 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)	3	
Social Sciences: PSY 1010, SOC 1020, restricted selection*	9	
Natural Sciences/Math: CHM 1400, 1410; CHM Lab 1120, 1130; MAT 1050 1070 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

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327

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