

The University of North Carolina at Pembroke  
Academic Affairs Committee

Tim Altman  
Stephen Bukowy (Chair, Curriculum Subcommittee)  
Susan Cannata, Chair  
Paul Flowers  
Charles Harrington (Provost and Vice Chancellor for Academic Affairs)  
Carol Higy (Chair, Enrollment Management Subcommittee)  
Holden Hansen  
Jane Huffman (Chair, General Education Subcommittee)  
Deok-Hyun Hwang  
Beverly King  
Chuck Lillie (Chair, Academic Support Services Subcommittee)  
Lee Phillips  
Sara Simmons

Agenda  
Meeting of the Academic Affairs Committee  
Wednesday, January 17 at 3:30 PM  
UC 213

- I. Call to Order
- II. Approval of the Minutes of the Meeting of November 2006
- III. Approval of the Agenda
- IV. Report from the Chair
- V. Reports from Subcommittees
  - a. Curriculum – Stephen Bukowy, Chair
    - i. Proposals from the Biology Department
    - ii. Proposals from the School of Education
      1. All proposals passed by unanimous vote of the Curriculum Subcommittee at the December 7, 2006 meeting, with the exception of proposals 1.18 and 1.19, which were approved 5-4-0, and with the exception of proposals 1.10-1.17, which were unanimously approved at the November 2, 2006 meeting.
      2. See Attachment A
  - b. Enrollment Management—Carol Higy, Chair
  - c. Academic Support Services – Chuck Lillie, Chair
  - d. General Education – Jane Huffman, Chair
- VI. Old Business
- VII. New Business
- VIII. Announcements
- IX. Adjournment

## Attachment A

1. Proposals from the Biology Department
  - 1.1 Change the Prefix of BIO 322 Biotechnology I to BTEC as better fitting the Biotech major. Approved by the Department 16-0-0.
  - 1.2 Change the Prefix of BIO 323 Biotechnology II to BTEC as better fitting the Biotech major. Approved by the Department 16-0-0.
  - 1.3 Change the Prefix of BIO 490 Internship/Co-op to BTEC as better fitting the Biotech major. Approved by the Department 16-0-0.
  - 1.4 Change the course Number of BIO 472 Principles of Genetics to 318. Course will become a prerequisite for other courses. Approved by the Department 16-0-0.
  - 1.5 Change the course description of BIO 381 Immunology by adding the prerequisite BIO 318 Principles of Genetics. Approved by the Department 16-0-0.
  - 1.6 Change the course description of BIO 351 Research Strategies by adding the prerequisite BIO 318 Principles of Genetics. Approved by the Department 16-0-0.
  - 1.7 Change the course description of BTEC 322 Biotechnology I by adding the prerequisite BIO 318 Principles of Genetics. Approved by the Department 16-0-0.
  - 1.8 Change the course description of BTEC 323 Biotechnology II by adding the prerequisite BTEC 322 Biotechnology I. Approved by the Department 16-0-0.
  - 1.9 Change the course Description for the following courses by deleting the terms offered and the number of lecture and lab hours listed for each course, but denoting the course makeup (e.g., lecture, lecture and lab, etc)
    - BIO 100 Principles of Biology
    - BIO 100L Laboratory Investigations and Experiences in General Biology
    - BIO 101 General Botany
    - BIO 102 General Zoology
    - BIO 103 Basic Human Biology
    - BIO 203 Vertebrate Zoology
    - BIO 205 Animal Behavior
    - BIO 211, 212 Human Anatomy and Physiology
    - BIO 220 Field Botany
    - BIO 230 Field Zoology
    - BIO 231 Morphology of the Non-Vascular Plants
    - BIO 232 Morphology of the Vascular Plants
    - BIO 240 Field Microbiology
    - BIO 301 Entomology
    - BIO 304 Principles of Ecology
    - BIO 305 Introductory Mycology
    - BIO 310 Invertebrate Zoology
    - BIO 315 Microbiology
    - BIO 318 Principles of Genetics
    - BIO 319 Animal Parasitology
    - BIO 320 Developmental Biology
    - BTEC 322 Biotechnology I
    - BTEC 323 Biotechnology II
    - BIO 340 Plant Systematics
    - BIO 351 Research Strategies
    - BIO 354 Plant Physiology
    - BIO 370 Science Communication and Research Methods
    - BIO 371 Cell Biology
    - BIO 381 Immunology
    - BIO 410 Marine Biology
    - BIO 414 Biogeography
    - BIO 422 Evolution
    - BIO 431 Biometrics

BIO 432 Conservation Biology  
BIO 461 Animal Physiology  
BIO 490 Internship/Co-op  
BIO 494 Biology Seminar  
BIO 499 Research in Biology  
BIOS 3xx Special Topics in Biology  
ENV 210 Environmental Science  
ENV 220 Field Botany  
ENV 230 Field Zoology  
ENV 240 Field Microbiology  
ENV 310 Freshwater Ecosystems and Watershed Management  
ENV 320 Soils and Hydrology  
ENV 410 Environmental Laws and Regulations  
ENV 490 Internship  
Approved by the Department 16-0-0.

- 1.10 Create a new 4 credit hour elective course BIO 250 (old BIO 333) Ornithology. Prerequisites—None  
Course Description—This course is designed to familiarize students with the major groupings of birds, basics of flight, adaptations, behavior and birding “hot spots” in North Carolina. Emphasis will be placed on field identification techniques and habitat associations. Approved by the Department 15-0-0. Effective date of the change Fall 2007
- 1.11 Create a new 3 credit hour elective course BIO 204 Vertebrate Zoology. Prerequisites—BIO 100, 102.  
Course Descriptions—The biology of several classes of vertebrate animals, both living and extinct, with emphasis on their diversity, evolution, morphology, physiology, and behavior. Approved by the Department 14-0-0. Effective date of the change Fall 2007
- 1.12 Modify the Environmental Science Program by increasing the elective choices to include BIO 301 Entomology, BIO 340 Plant Systematics, BIO 250 (old BIO 333) Ornithology, and BIO 410 Marine Biology. Approved by the Department 14-0-0. Effective date of the change Fall 2007
- 1.13 Modify the Biology Program by adding two elective Courses ENV 310 Freshwater Ecosystems and Watershed Management and BIO 250 (old BIO 333) Ornithology to the Environmental Biology track. Approved by the Department 14-0-0. Effective date of the change Fall 2007.
- 1.14 Modify the Biology Program by adding the elective BIO 250 (old BIO 333) Ornithology to the Vertebrate Area of the Zoology track. Approved by the Department 14-0-0. Effective date of the change Fall 2007.
- 1.15 Delete the 4 Cr hr course, BIO 203 Vertebrate Zoology. Approved by the Department 14-0-0. Effective date of the change Fall 2007.
- 1.16 Modify the BS in Biology: Zoology Track by removing BIO 203 from the choices and replacing it with BIO 204. Approved by the Department 14-0-0. Effective date of the change Fall 2007.
- 1.17 Change the course description for BIO 211 to read as follows: “A course covering the structure and function of certain organ systems of the human body. This is the first of a two-semester sequence in human anatomy and physiology. Topics to be covered include: an introduction to anatomy and physiology, the language of anatomy, homeostasis, histology and the integumentary, skeletal, muscular and nervous systems. 4 semester credit hours. Prerequisite BIO 100.” Approved by the Department 16-0-0.
- 1.18 Change the course description of BIO 212 to read as follows: “A course covering the structure and function of certain organs of the human body. The second in a two-semester sequence of courses in human anatomy and physiology. Systems covered include the circulatory, immune, lymphatic, respiratory, digestive, excretory, and reproductive systems. 4 semester credit hours. Prerequisite BIO 100.” Approved by the Department 16-0-0.

2. The following Proposals from the School of Education were approved 9-0-0
  - 2.1 Create a new 3 credit hour Graduate course SCN 500 The Professional School Counselor  
Prerequisites—None. Course Description-- This course is a foundational course to prepare school counselors as leaders who strengthen elementary, middle and secondary education and also serve as effective change agents in a multicultural environment. The content of the course includes an overview of the functional skills necessary for the delivery of a school counseling program and the principles underlying the work of the school counselor. Emphasis is placed upon the role of the counselor as an advocate for student success in school and life. Professional skills are introduced in six arenas - advocacy, consultation, collaboration, counseling, effective use of data, and leadership. Technology will be integrated throughout the course. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
  - 2.2 Create a new 3 credit hour Graduate course SCN 505 The Helping Relationships. Prerequisites—None. Course Description-- The course provides an overview of basic, helping/ interviewing skill building through practice and feedback to develop personal strengths in counseling. This course also provides students with an orientation to professional counseling organizations, the developmental history of the counseling profession, as well as ethical, legal and professional issues. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
  - 2.3 Create a new 3 credit hour Graduate course SCN 510 Group Processes in Schools. Prerequisites—None. Course Description-- The study and practice of basic group counseling theories and dynamics with emphasis on techniques and application, ethical responsibility and current trends with experiential opportunities provided. This course stresses development of effective group counseling leadership skills and knowledge of organizing, implementing, and evaluating small group counseling and group classroom activities in the schools. Also included are methods for designing and making presentations to faculty, parents and the community. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
  - 2.4 Create a new 3 credit hour Graduate course SCN 520 School Consultation. Prerequisites—None. Course Description-- The course introduces various concepts, models, and methods of school consultation. Emphasis will be placed on developing the skills needed to effectively work with parents, teachers, and other staff in a school setting. Students will use knowledge from the course to develop an applied project. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
  - 2.5 Create a new 3 credit hour Graduate course SCN 525 Counseling Children and Adolescents, P-12. Prerequisites—None. Course Description-- This course acquaints prospective counselors with descriptive, research-based knowledge that contributes to working with children and adolescents. It includes a practical application of developmental theory as well as the counseling process. Also covered are play media, working with parents, and working with special needs children. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
  - 2.6 Create a new 3 credit hour Graduate course SCN 530 School Counselor as Leader and Advocate. Prerequisites—None. Course Description-- This course focuses on improving the practice of school counselors in the following roles: program development, use of assessments, advocacy for system change and use of data for system change. Special emphasis is placed on the development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within school and between schools and communities. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
  - 2.7 Create a new 3 credit hour Graduate course SCN 541( Cross listed as PCN 541) Career Development Through the Lifespan. Prerequisites—PCN 500 or SCN 505, and PCN 515. Course Description-- A counseling-oriented course designed to enable the student to understand the psychosocial dynamics of career development choices through the lifespan. Students will learn the major theories of career decision-making processes and the relationship between career development and lifestyle choices. Students will demonstrate career counseling techniques with individuals and groups. Students will be provided an opportunity to participate in role plays, activities, and extensive research projects. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
  - 2.8 Create a new 3 credit hour Graduate course SCN 550 Research and Program Evaluation. Prerequisites—None. Course Description-- This course is designed to provide counselors with the research knowledge and skills necessary to evaluate individual and group counseling interventions, as well as educational

programs. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs. Counselors in training will also learn how to communicate data and findings to others to effect change and to act as advocates for students/clients. Students must have access to Internet and the most current versions of SPSS and Microsoft Excel. Computer Labs on campus will provide access to these programs. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.

- 2.9 Create a new 3 credit hour Graduate Course SCN 560 Assessment and the Effective Use of Data in Schools. Prerequisites—None. Course Description-- The course introduces measurement theory and the application of measurement, assessment, and evaluation principles for learning in educational environments. The purpose of this course is to help educational professionals to develop proficiency in the use of test scores as data to make decisions that relate to student achievement. Course participants will learn how to evaluate psychometric instruments and interpret various test scores. Additionally, students will learn how to use test data to gain equal opportunities for all students, how to use test data to identify and target areas for support when needed, and how to use test data to advocate and effect change within the school, school system, and community. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.10 Create a new 3 credit hour Graduate course SCN 600 School Counseling Practicum. Prerequisites—36 hours of coursework and Permission of Program Director. Course Description-- This course emphasizes supervision of individual and group counseling and guidance conducted in school settings. Special attention is paid to the development of skills and interventions. The foundation for the course is brief counseling approaches. A return to campus for weekly individual supervision is a requirement of the course. A minimum of 100 hours is required. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.11 Create a new 3 credit hour Graduate course SCN 611 School Counseling Internships. Prerequisites—SCN 600. Course Description-- The internship is designed to provide advanced professional counseling experience for graduate students in school counseling. The professional school counseling intern participates in supervised counseling sessions and comprehensive program activities and services in an approved school setting. A minimum of 200 hours of work is required under the supervision of a practicing school counselor. Graded on a Pass/Fail basis. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.12 Create a New Graduate Program M.A. Ed. Professional School Counseling. The Program will consist of the following 48 Graduate hours: PSY 545, PCN 565, SCN 505, PCN 515, SCN 510, SCN 541, SCN 560, SCN 550, SCN 500, SCN 530, SCN 520, SCN 525, SCN 600, SCN 611, and 6 hours of electives. Approved by the Department 20-0-0 and by Graduate Council and Teacher Education.

**Attachment B**

**UNCP General Education Goals & Proposed Objectives  
(Presented to Academic Affairs - January 17, 2007)**

<b>SKILLS</b>	<b>Goal</b>	<b>Objectives</b>
Communication	The UNCP graduate will communicate effectively in writing, speaking, and listening.	The student will <ul style="list-style-type: none"> <li>○ use written and oral language appropriate to various audiences and purposes.</li> <li>○ 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, and</li> <li>○ listen to, understand, and evaluate the communication and communicative contexts of diverse speakers and writers.</li> </ul>
Critical Thinking	The UNCP graduate will read analytically and think critically.	The student will <ul style="list-style-type: none"> <li>○ distinguish between facts and opinions, judgments and inferences, inductive and deductive arguments, and reliable and invalid sources of information,</li> <li>○ successfully apply critical reading skills to a wide range of materials, and</li> <li>○ demonstrate the ability to apply critical thinking skills to the interpretation and analysis of information from a variety of sources.</li> </ul>
Problem Solving	The UNCP graduate will be a creative problem-solver.	The student will be able to <ul style="list-style-type: none"> <li>○ identify and define a problem,</li> <li>○ collect and organize information necessary to solve a problem, and</li> <li>○ select and conduct appropriate analysis to solve a problem, and</li> <li>○ make decisions based on evidence and reasoning.</li> </ul>
Mathematics	The UNCP graduate will use quantitative methods and mathematical principles to recognize and solve problems, interpret data, and perform basic computation.	The student will <ul style="list-style-type: none"> <li>○ express and manipulate mathematical information, concepts and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems.</li> <li>○ apply basic math principles to practical situations, and</li> <li>○ be able to demonstrate mathematical literacy</li> </ul>

Technology	The UNCP graduate will understand the role of technology, have the skills necessary to use it, and be able to recognize and adapt to new technologies.	The student will <ul style="list-style-type: none"> <li>○ demonstrate knowledge of current/modern technologies,</li> <li>○ use appropriate technology in the evaluation, analysis and synthesis of information, and</li> <li>○ collaborate with others using technology tools.</li> </ul>
<b>KNOWLEDGE</b>		
Arts, Literature, History, and Ideas	The UNCP graduate will demonstrate knowledge of, appreciation for, and understanding of contributions to society of the fine and performing arts, literary works, world civilizations and their histories, and philosophic and religious belief systems.	The student will <ul style="list-style-type: none"> <li>○ recognize the contribution of the fine, performing and literary arts to the human experience; identify the contributions of diverse artists; and evaluate the significance of their works,</li> <li>○ identify how historical forces influence current events; demonstrate an understanding of the historical context of contemporary issues; and identify one major historical trend in a major world region, and</li> <li>○ demonstrate knowledge of the religious traditions and philosophical ideas that have shaped individuals and societies.</li> </ul>
Individual and Society	The UNCP graduate will demonstrate knowledge of human behavior, cultures, and societies as well as social, political and economic institutions and relationships.	The student will <ul style="list-style-type: none"> <li>○ describe the methods used by social scientists to gather, analyze, and draw conclusions from data as they seek to understand individual and group behaviors,</li> <li>○ identify how the results of social science research is critical to an informed understanding of contemporary social issues, and</li> <li>○ apply social science principles and theories to understand significant American &amp; world economic, cultural, political, and social phenomena and trends.</li> </ul>

<p>Science and Nature</p>	<p>The UNCP graduate will understand the fundamental principles of the natural sciences as well as the purpose, methods and principles of scientific inquiry.</p>	<p>The student will</p> <ul style="list-style-type: none"> <li>○ describe the methods used by natural scientists to gather and critically evaluate data using the scientific method,</li> <li>○ identify and explain the basic concepts, terminology and theories of the natural sciences,</li> <li>○ apply selected natural science concepts and theories to contemporary issues and acknowledge the developing nature of science, and</li> <li>○ demonstrate an understanding of how human activity affects the natural environment and make informed judgments about science-related topics and policies.</li> </ul>
<b>DISPOSITIONS</b>		
<p>Lifelong Learning</p>	<p>The UNCP graduate will be aware of the importance of life-long learning and demonstrate the skills necessary to support continued personal and professional growth after graduation.</p>	<p>The student will</p> <ul style="list-style-type: none"> <li>○ demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development,</li> <li>○ demonstrate the ability to access, select, and use information to answer questions relevant to personal and professional situations,</li> <li>○ take advantage of opportunities to continue learning in a variety of venues, and</li> <li>○ comprehend the changing nature of society and work, and be able to cope with change through self-education.</li> </ul>
<p>Health and Wellness</p>	<p>The UNCP graduate will identify factors and know how to make choices that promote health, wellness, and longevity.</p>	<p>The student will</p> <ul style="list-style-type: none"> <li>○ assess current lifestyle behaviors and understand the impact of these behaviors on the quality and longevity of life,</li> <li>○ identify and analyze health-related choices such as movement, nutrition, stress, and leisure as they influence personal wellness, and</li> <li>○ explain how personal health and lifestyle choices affect society at large and how social and cultural factors affect personal health and lifestyle choices.</li> </ul>

<p>Social Responsibility</p>	<p>The UNCP graduate will have an understanding of civic duty and a concern for the well-being of individuals, society and the environment.</p>	<p>The student will</p> <ul style="list-style-type: none"> <li>○ demonstrate global awareness, environmental sensitivity, and an appreciation of cultural diversity, and</li> <li>○ prepare for citizenship by identifying personal, social, and political avenues for civic action.</li> </ul>
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<p>Appreciation of Diversity</p>	<p>The UNCP graduate will demonstrate knowledge of and respect for the rights and views of diverse individuals and cultures.</p>	<p>The UNCP graduate will</p> <ul style="list-style-type: none"> <li>○ analyze similarities and differences between their own and other cultures that affect values, beliefs, and behaviors,</li> <li>○ discuss cultural strengths and important contributions made to society by individuals from diverse groups,</li> <li>○ discuss the benefits of diversity for individuals, groups, and institutions, and</li> <li>○ define prejudice and discrimination; explain their consequences; and identify ways to reduce them.</li> </ul>
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<p>Values and Ethics</p>	<p>The UNCP graduate will be able to make informed choices in the light of ethical, moral and practical concerns, assess the consequences of those choices, and understand alternative perspectives.</p>	<p>The student will</p> <ul style="list-style-type: none"> <li>○ distinguish fact from value and explain how values influence decision-making,</li> <li>○ acknowledge a plurality of cultural and personal values and demonstrate respect for the right of others to express different viewpoints, and</li> <li>○ analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue, take a position on this issue, and defend it with logical arguments.</li> </ul>
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