

Minutes
Subcommittee on Curriculum
Thursday, 3 February 2011
3: 30 PM Room 213 University Center

Members: Holden Hansen, Chair, Victor Bahhouth, Susan Edkins, Roger Guy, Patrick Hannigan, Elizabeth Normandy, Jonathan Maisonpierre, Jaime Martinez, Sharon Kissick, Mary Russell, David Young

Members absent: Deborah Groves, SGA Senator

Guests: Scott Billingsley, Alfred Bryant, Sherry Edwards, Carol Graham, Jane Halladay, Angela Hollman, Mary Jacobs, Stan Knick, Stephen Kodwo, Robert S. McDonnell, Mario Pappozzi, Jesse Peters, Jesse Rouse, James Robinson, Sara Simmons, Jack Spillan, Rose Stremleau, Amelia Trevelyan, Donnie Weeks, Jay Vest, Davis Zeigler, Chris Ziemnowicz

1. The meeting was called to order at 3:30 by Holden Hansen
2. The agenda was adopted with amendments to proposals 10.1 – 10.4
3. The minutes of the December 2, 2010 meeting were approved.

4. Proposal from the Department of Social Work (See pp 6)

Course Proposal:

4.1 Delete SWK 3500 Correctional Treatment.

Proposal 4.1 was approved 9-0-0. This proposal is a minor change and will go directly to the chair of the Academic Affairs Committee for approval.

5. Proposal from the Department of Art (See pp 7-8)

5.1 Revise the Concentration in Art Education (Grades K-6) as follows:

1. Add ART 3050 (Art Education in Grades K-6) to the list of required courses for the concentration.
2. Have students select one course from the Global Perspectives of Art category, ART 2050 (Art Appreciation), 2080 (Survey of Art I: Ancient through Medieval), 2090 (Survey of Art II: Renaissance through Contemporary; ART 3090 (Cultural Awareness and Production in Art Education).
3. Add ART 2120 (Watercolor) as an elective choice.
4. Eliminate the non-existing course ART 3060 from the electives choice.
5. Change the total number of credits for the concentration to 21.

Proposal 5.1 was approved 9-0-0 as a minor change and will go directly to the chair of the Academic Affairs Committee for approval.

42 **6. Proposal from the Department of History (See pp 9-16)**

43 6.1 Program Proposal: Revise the Master of Arts in Social Studies Education program as follows: replace
 44 EDN 5500 Applied Educational Psychology and EDN 5650 Applied Philosophy of Education with EDN
 45 5490 Effective Educational Leadership and EDN 5480 Advanced Foundations of American Education;
 46 Delete the following courses from the list of electives available to our graduate students: HST 5200
 47 History of the South, GLY 5010 Essentials of Earth Science, and PSY 5450 Human Development and
 48 Personality.

49

50 ***Proposal 6.1 was approved 9-0-0 as a minor change and will go directly to the chair of the Academic***
 51 ***Affairs Committee for approval.***

52

53 **7. Proposals from the Department of School Administration and Counseling (See pp 17-49)**

54 7.1 Course Proposal: Delete EDNL 5870 Managing Organizational Change.

55

56 ***Proposal 7.1 was approved 9-0-0 as a minor change and will go directly to the chair of the Academic***
 57 ***Affairs Committee for approval.***

58

59

60 **NOTE: The Department of School Administration and Counseling requests that the following proposals**
 61 **be implemented in time to offer these courses this summer. The rationale for offering courses during**
 62 **the summer, instead of waiting until fall, is that we have several students who can switch from the**
 63 **Mental Health Counseling program to the Clinical Mental Health Counseling program and graduate**
 64 **within the next year. Summer courses would assist in their progression to graduation. The reason for**
 65 **this request is to allow one student to graduate in August under the degree & program title, "Clinical**
 66 **Mental Health Counseling."**

67 **7.2 Course Proposal: Create CNS 5000**

68 **7.3 Course Proposal: Create CNS 5025**

69 **7.4 Course Proposal: Create CNS 5050**

70 **7.5 Course Proposal: Create CNS 5060**

71 **7.6 Course Proposal: Create CNS 5070**

72 **7.7 Course Proposal: Create CNS 5080**

73 **7.8 Course Proposal: Create CNS 5100**

74 **7.9 Course Proposal: Create CNS 5250**

75 **7.10 Course Proposal: Create CNS 5310**

76 **7.11 Course Proposal: Create CNS 5350**

77 **7.12 Course Proposal: Create CNS 5360**

78 **7.13 Course Proposal: Create CNS 5400**

79 **7.14 Course Proposal: Create CNS 5500**

80 **7.15 Course Proposal: Create CNS 5550**

81 **7.16 Course Proposal: Create CNS 5600**

82 **7.17 Course Proposal: Create CNS 5700**

- 83 **7.18 Course Proposal: Create CNS 5800**
 84 **7.19 Course Proposal: Create CNS 5850**
 85 **7.20 Course Proposal: Create CNS 5870**
 86 **7.21 Course Proposal: Create CNS 5900**
 87 **7.22 Course Proposal: Create CNS 6100**
 88 **7.23 Course Proposal: Create CNS 6120**
 89 **7.24 Course Proposal: Create CNS 6130**
 90 **7.25 Course Proposal: Create CNS 5XXX**

91

92 ***Proposals 7.2 – 7.25 were approved as minor changes 9-0-0 to existing courses, rather than new***
 93 ***courses. However, although the courses are considered minor revisions to existing course, proposals***
 94 ***7.2. – 7.25 will go to the Academic Affairs Committee for approval as part of the entire group of***
 95 ***changes to retain coherence for the committee.***

96

97 **Course Proposals:**

98 **7.26** Delete the following courses from the Professional School Counseling Program: SCN 5050 The
 99 Helping Relationship, SCN 5100 Group Processes in Schools, SCN 5200 School Counseling Practicum, SCN
 100 6110 School Counseling Internship, and SCN 5xxx Special Topics in Professional Counseling, SCN 5500
 101 Research and Program Evaluation, SCN 5400 Fundamentals of Counseling, SCN 5700 Career
 102 Development and Education, SCN 5025 Issues in Lifespan Development, SCN 5600 Assessment and the
 103 Effective Use of Data in Schools, SCN 5800 Multicultural Counseling and Education, SCN 5250 Counseling
 104 Children and Adolescents P-12, SCN 5000 The Professional School Counselor, SCN 5900 Seminar in
 105 Professional School Counseling.

106 ***Proposal 7.26 was approved 9-0-0 as a minor change and will go to the Academic Affairs Committee***
 107 ***for approval for reasons as noted above.***

108

109 **Program Proposal:**

110 **7.27** The PSC program requirements will increase from 48 to 60 credit hours required for graduation.
 111 This is accomplished by sharing coursework with the CMHC program and by requiring the internship to
 112 be repeated once for a total of two semesters of internship.

113 ***Proposal 7.27 was approved 9-0-0 as a substantial change and will go the Academic Affairs Committee***
 114 ***for approval.***

115 **Course Proposals:**

116 **7.28** Delete the following courses from the Mental Health Counseling Program: MHC 6130 Counseling
 117 Internship II, MHC 6120 Counseling Internship I, MHC 6100 Counseling Practicum, MHCS 5022 and/or
 118 MHCS xxxx Special Topics in Counseling, MHC 5870 The Family and Addiction, MHC 5070 College

119 Counseling and Student Affairs, MHC 5310 Child and Adolescent Behavior Disorders, MHC 5060 Crisis
120 Intervention, MHC 5900 Addictions Counseling, MHC 5880 Gender and Sexuality Issues in Counseling,
121 MHC 5850 Theory and Process of Family Counseling, MHC 5360 Diagnosis and Treatment Planning in
122 Professional Counselors, MHC 5600 Assessment Practices in Counseling, MHC 5100 Group Counseling,
123 MHC 5050 Counseling Skills and Techniques, MHC 5000 Professional and Ethical Issues, MHC 6000
124 Thesis and MHC 6010 Counseling Research Project.

125

126 ***Proposal 7.28 was approved 9-0-0 as a substantial change and will go directly to the Academic Affairs***
127 ***Committee for approval for reasons as noted above.***

128

129 **Program Proposal:**

130 **7.29** The CMHC program is a program title change for the current “Mental Health Counseling” program.
131 The word “Clinical” has been inserted into the title of the program, making the title of the program
132 “Clinical Mental Health Counseling”. We request this program be allowed to commence beginning in
133 Summer 2011 instead of Fall 2011.

134

135 ***Proposal 7.29 was approved 9-0-0 as a substantial change and will go the Academic Affairs Committee***
136 ***for approval.***

137 ***NOTE: Proposals 7.2. – 7.29 will go to the Academic Affairs Committee for approval as part of the***
138 ***entire group of changes to retain coherence for the committee.***

139

140 **8. Proposals from the Department of Biology (See pp 50-52)**

141 **8.1 Course Proposal:** Change former special topics course BTES 4300 to a regular course BTEC 4300
142 entitled: Principles of Medical Biotechnology.

143 ***Proposal 8.1 was approved as a new course 9-0-0 and will go the Academic Affairs Committee for***
144 ***approval. Note: The Department of Biology will seek to have this course included in the General***
145 ***Education Program.***

146

147 **8.2 Course Proposal:** Create BIO **10501060**.

148 ***Proposal 8.1 was approved as a new course 9-0-0 and will go the Academic Affairs Committee for***
149 ***approval.***

150

151 **8.3 Program Proposal:**

152 Change catalog wording for the Academic Concentration in Biology (page 135)

153 from: BIO 1000, 1000L, 1010, 1020, 1030, BIO 3710 (or approved upper level biology course with a
 154 laboratory) to: BIO 1000, 1000L, 1010, 1020, 1030, and one **additional** approved upper level biology
 155 course with a laboratory.
 156

157 ***Proposal 8.3 was approved as (amended) 9-0-0 as a minor change and will go directly to the chair of***
 158 ***the Academic Affairs Committee for approval.***

159

160 **9. Proposals from the Department of Geography (See pp 53-54)**

161 **9.1 Course Proposal:** Create GGY 2700: "Introduction to Geographic Information Science."

162 ***Proposal 9.1 was approved as a new course 9-0-0 and will go the Academic Affairs Committee for***
 163 ***approval.***

164

165 **9.2 Course Proposal:** Remove the prerequisites for GGY 3770 Geography of American Indians.

166 **9.3 Course Proposal:** Remove the prerequisites from GGY 4100 Land Use Planning.

167 ***Proposals 9.2. - 9.3 were approved 9-0-0 as minor changes and will go directly to the chair of the***
 168 ***Academic Affairs Committee for approval.***

169

170 **10. Proposals from the Department of Economics, Finance, and Decision Sciences (See pp 55-57)**

171 **Signed Forms Missing**

172 **10.1 Course Proposal:** Change the prerequisite for DSC 3130 (Business Statistics I) from "C or better in
 173 MAT 1070" to "C or better in MAT 1070 or C or better in a higher level mathematics class."

174

175 **10.2 Course Proposal:** Remove DSC 1090 (Business Uses of Computers) as a
 176 prerequisite for DSC 2090 (Spreadsheet and Database Management).
 177

178 **10.3 Course Proposal:** Change the prerequisite for FIN 3100 from A "C" or better
 179 in ACC 2280, DSC 3130 or equivalent statistical course, and MAT 1070 to A "C" or
 180 better in ACC 2280, DSC 3130 or equivalent statistical course, and MAT 1070 or C
 181 or better in a higher level mathematics class."
 182

183 **10.4 Course Proposal:** Delete DSC 1090 (Business Uses of Computers).
 184

185 ***Proposals 10.1. – 10. 4 were approved 9-0-0 as minor changes and will go directly to the chair of the***
 186 ***Academic Affairs Committee for approval.***

187

188 **11. Proposals from the Department of American Indian Studies (See pp 58-64)**

189 ~~**11.1 Course Proposal:** Create AIS 3470: Native American Poetry (AIS 3470). Signed form missing.~~

190 ~~**11.2 Course Proposal:** Cross-list ENG 2410, Environmental Literature, with AIS (to create AIS~~
 191 ~~2410). Program Signed form missing.~~

192 **11.3 Program Proposal:** Change the core requirements for AIS majors to include the following 18 units:

193 AIS 1010 Introduction to AIS, AIS/HST 1100 History of the American Indian to 1865, AIS/HST 1110 History
 194 of the American Indian Since 1865, AIS/ENG 2200 Native American Literature, AIS 3600 History and
 195 Culture of the Lumbee and AIS 3950 Archaeology in North Carolina. The student would then have the
 196 option of selecting one of four curriculum tracks selecting 15 units. Finally, the student will select 9 AIS
 197 elective courses not already used in the core or tracks. Please see attached draft of curriculum path
 198 changes.

199 ***Due to the opposition to this proposal by a member of the department of American Indian Studies, the***
 200 ***Chair of the Subcommittee on Curriculum permitted faculty members of the AIS department to address***
 201 ***the Committee. Significant discussion ensued regarding the proposal from faculty members of the AIS***
 202 ***and the Committee. After considerable amount of debate, there was a motion to call the question. The***
 203 ***motion carried 8-1-0.***

204

205 ***Proposal 11.3 was approved 8-1-0 as amended (see page 67) as a major change and will go to the***
 206 ***Academic Affairs Committee for approval.***

207

208 **12. Proposals from the Department of Foreign Languages (see pp 65-73) Signed forms missing.**

209 12.1 Create SPN 4200 "Topics in Colonial Spanish American Literature"

210 12.2 Create SPN 4310 "19th Century Literature of Spain"

211 12.3 Change SPN 4210 "Studies in Spanish American Prose fiction" to SPN 4210 "19th Century Spanish
 212 American Literature"

213 12.4 Change SPN 4220 "Studies in Spanish American Theater and Poetry" to SPN 4220 "Contemporary
 214 Spanish American Literature"

215 12.5 Add "May be repeated for a maximum of 6 credits with change of topic" to course description of
 216 SPN 4230: Topics in Medieval, Renaissance and Golden Age Lit

217 12.6 Change the number of SPN 4340 "Contemporary Literature of Spain" to SPN 4320

218 12.7 Change SPN 3510 description from "PREREQ: Consent of instructor" to "PREREQ: Permission of
 219 Chair of the Department" Course Proposal form missing

220 12.8 Program Proposal: Add new New Courses SPN 4200 and SPN 4310 to any list of Spanish electives in
 221 the catalog and between SPN 3710 "Business Spanish" and SPN 4400 Methods of Teaching Spanish in
 222 the list of courses offered in Spanish. Change course titles of SPN 4210 and 4220.

223

224 **13. Proposals from the Department of Political Science (See pp 74-82)**

225 **13.1 Course Proposal:** Create PLS 2070 Model Arab League.

226 **13.2 Course Proposal:** Create PLS 2060 Model United Nations

227 **13.3 Course Proposal:** Create PLSS 4010 Special Topics in Terrorism

228

229 ***Proposals 13.1 – 13.3 were approved 9-0-0 as new courses and will go to the Academic Affairs***
 230 ***committee for approval.***

231

232 **14. Proposals from the Department of Sociology and Criminal Justice (See pp 83-118)**

233 **14.1 Program Proposal:** Establish an interdisciplinary minor in Non-Profit Leadership.

234

235 ***Proposal 14.1 was approved as a new program and will go to the Academic Affairs Committee for***
236 ***approval.***

237

238 **14.2 Course Proposal:** Create CRJ 5710 Criminological Theory.

239 **14.3 Course Proposal:** Create CRJ 5700 Criminal Justice Research Methods

240

241 ***Proposals 14.2 – 14.3 were approved (as amended, see page 87) as new courses and will go to the***
242 ***Academic Affairs Committee for approval.***

243

244

245 **14.4 Course Proposal:** Create CRJ 4220 Terrorism: Constitutional and Legal Issues

246 **14.5 Course Proposal:** Create CRJ 4210 Counterterrorism Strategies

247 **14.6 Course Proposal:** Create CRJ 4200 Homeland Security

248 **14.7 Course Proposal:** Create CRJ 2010: Introduction to Terrorism Studies

249

250 ***Proposals 14.4 - 14.7 were approved as new courses and will go to the Academic Affairs Committee for***
251 ***approval.***

252

253 **14.8 Course Proposal:** Delete CRJ 4250: Terrorism

254

255 ***Proposal 14.8 was approved as a course deletion and will go to the chair the Academic Affairs***
256 ***Committee for approval.***

257

258

259 **14.9 Program Proposal:** The Department of Sociology and Criminal Justice in association with the
260 Department of political science and Philosophy and Religion propose the establishment of a "Minor in
261 Terrorism Studies".

262

263 ***Proposal 14.9 was approved as a substantial change and will go to the Academic Affairs Committee***
264 ***for approval.***

265

266 15. Old Business: The Chair, Holden Hansen noted that the Faculty Senate had moved to reconsider
267 changes that were passed in 2010 regarding the curriculum proposals that would be reported and
268 considered by the Senate. The Senate has moved that the Academic Affairs Committee form an ad hoc
269 committee to review the present curriculum revision process.

270

271 16. New Business

272

273 There was no new business

274

275 17. Announcements

276

277 Holden Hansen announced that the Play, *Sylvia* would be at GPAC in February.

278 18. Adjournment

279 The meeting was adjourned at 5:03 PM. without hearing announcements.

280

281 Respectfully Submitted,

282 Roger Guy, Secretary

283

284

285

286
287
288
289
290
291
292
293
294
295
296
297
298
299
300
301
302
303
304
305
306
307

Agenda Attachment: Proposal Detail

4. Proposal from the Department of Social Work

4.1 Course Proposal:

Drop SWK 3500 Correctional Treatment

Rationale:

This was first presented at the Senate (Oct. 7,2009) we were instructed to submit it separately from CRJ.

That was not done. It was proposal 3.2 from that meeting. We were dropping this course due to accreditation issues.

We are now sending it through for consideration.

Dept vote: 11 for; against; abstain

Affect others: **Yes**

Departments affected and how: Sociology and Criminal Justice

Affected Chair agrees: Yes

Cross listing: yes

Articulation: no

Additional Resources: no

Additional Resources required:

307
308
309
310
311
312
313
314
315
316

317
318
319
320
321
322
323
324
325
326
327
328
329

330
331
332
333
334
335
336
337
338
339
340
341
342
343
344

5. Proposal from the Department of Art

5.1 Proposal:

1. Add ART 3050 (Art Education in Grades K-6) to the list of required courses for the concentration.
2. Have students select one course from the Global Perspectives of Art category, ART 2050 (Art Appreciation), 2080 (Survey of Art I: Ancient through Medieval), 2090 (Survey of Art II: Renaissance through Contemporary); ART 3090 (Cultural Awareness and Production in Art Education).
3. Add ART 2120 (Watercolor) as an elective choice.
4. Eliminate the non-existing course ART 3060 from the electives choice.
5. Change the total number of credits for the concentration to 21.

Rationale:

1. ART 3050 (Art Education in Grades K-6) is no longer a required course for students earning their degree in Elementary Education, Special Education or Physical Education. Information from this course is necessary for those planning to teach at the K-6 levels.
2. The Art Department feels strongly that students earning the Academic Concentration in Art should have the choice to study Art History or Cultural Art in lieu of Art Appreciation if they wish. ART 2080 and 2090 are listed to fulfill the Fine Arts requirement for the Gen Ed Arts and Humanities Division as does Art Appreciation. Cultural Awareness and Production in Art addresses artforms such as crafts and folk art, from a global perspective, and contains material not covered in other classes.
3. ART 2120 (Watercolor) teaches students the uses of water-based paints often found in the elementary classroom.
4. ART 3060 is no longer being offered.
5. With the requirement of ART 3050, the total for the concentration has changed.

Dept vote: 6 for; 0 against; 1 abstain

Affect others: yes

Departments affected and how: EDN 5490 and EDN 5480 are new courses offered by the School of Education. PSY 5450 was deleted from the catalog after the counseling programs were moved from the College of Arts and Sciences to the School of Education. HST 5200 and GLY 5010 are still listed in the catalog, but will no longer be part of the electives available to students in this program.

Affected Chair Agrees: Yes

Articulation: no

Additional Resources: no

Additional Resources required: n/a

File attachment: art text for catalog.doc

Attachment: Catalog Description

344

345 **Requirements for an Academic concentration in Art**

346 For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical
 347 Education, the Art Department offers an Academic Concentration of 21 hours. This Academic
 348 Concentration is available to other students, regardless of major.

349 Required Twelve Semester Hour Core: ART 1010, 1020, 1320, 3050 12 credits

350 Required Three Credit Global Perspective in Art: Choose one course from the following: ART 2050, ART
 351 2080, ART 2090, ART 3090 3 credits

352 Studio Electives: Choose two courses from the following: ART 1050, 1110, 1330,

353 1400, 2120, 2150, 2300 6 credits

354

355 TOTAL 21 credits

356 Courses:

357 1010 -Elements of Design
 358 1020 - Three-Dimensional Design
 359 1050 -Introduction to Sculpture
 360 1110 -Ceramics: Introduction to Handbuilding
 361 1330 -Introduction to Painting
 362 1400 -Introduction to Printmaking
 363 1320 -Introduction to Drawing
 364 2050 -Art Appreciation
 365 2080 -Survey of Art I: Ancient through Medieval
 366 2090 -Survey of Art II: Renaissance through Contemporary
 367 2120 -Watercolor
 368 2150 -Figure Drawing
 369 1500 -Introduction to Digital Arts
 370 3050 -Art Education in Grades K-6
 371 3090 -Cultural Awareness and Production in Art Education)

372

373

374

374

375 **6. Proposal from the Department of History**376 **6.1 Program Proposal:**

377 As part of the revisioning process for the North Carolina Department of Public Instruction, the Master of
 378 Arts in Social Studies Education program wishes to replace EDN 5500 Applied Educational Psychology
 379 and EDN 5650 Applied Philosophy of Education with EDN 5490 Effective Educational Leadership and EDN
 380 5480 Advanced Foundations of American Education. Furthermore, the following courses have been
 381 removed from the list of electives available to our graduate students: HST 5200 History of the South,
 382 GLY 5010 Essentials of Earth Science, and PSY 5450 Human Development and Personality.

383 **Rationale:**

384 The changes to the EDN courses reflect the greater emphasis on leadership in the teacher education
 385 standards mandated by the North Carolina Department of Public Instruction. The removal of the HST
 386 and PSY courses reflect the changes in available course offerings by the history and psychology
 387 departments. GLY 5010 is not as relevant for social studies education as the current geography classes
 388 listed in the catalog as electives for this program.

389 Dept vote: 12 for; 0 against; 0 abstain

390 Affect others: yes

391 Departments affected and how: EDN 5490 and EDN 5480 are new courses offered by
 392 the School of Education. PSY 5450 was deleted from the catalog after the
 393 counseling programs were moved from the College of Arts and Sciences to the
 394 School of Education. HST 5200 and GLY 5010 are still listed in the catalog, but
 395 will no longer be part of the electives available to students in this program.

396

397 Affected Chair Agrees: Yes

398 Articulation: no

399 Additional Resources: no

400 Additional Resources required: n/a

401 File attachment: art text for catalog.doc

402 Attachment #1 Social Studies MA Pgm Proposal - Curriculum Changes (2010-11)

403 **Master of Arts in Social Studies Education (M.A.)**

404 Director: Scott Billingsley

405 The Master of Arts (M.A.) in Social Studies Education program has two concentrations. The
 406 Licensure concentration is designed for experienced teachers who wish to increase their own
 407 knowledge, enhance social studies instruction for their students, and exercise professional
 408 leadership in social studies curriculum development within secondary schools. It builds upon
 409 and extends the multiple goals of UNC Pembroke's undergraduate social studies education
 410 program. The history and social science requirements are carefully structured to provide
 411 breadth of coverage and self-selected areas of concentration. The History/Social Science
 412 concentration is designed for students who do not hold or seek North Carolina teacher
 413 licensure but wish to pursue graduate study in history, enhanced by work in related social
 414 science fields.

415

- 416 The Master of Arts in Social Studies Education program will enable students to:
- 417 1. Strengthen their history and social science knowledge base and analytical skills.
 - 418 2. Enhance their understanding of the structure and methods of the individual academic
 - 419 disciplines and, therefore, their ability to make the material interesting and
 - 420 comprehensible to their students.
 - 421 3. Become familiar with recent curriculum reform initiatives which have particular relevance
 - 422 for social studies teachers, including the essential thematic strands identified by the
 - 423 National Council for the Social Studies and the national standards developed for each
 - 424 content area.
 - 425 4. Integrate recent scholarship and professional trends with their own classroom
 - 426 experiences.
 - 427 5. Evaluate available technology resources (hardware and software) and determine their
 - 428 suitability for instructional purposes.
 - 429 6. Assume professional leadership roles in curriculum development, instructional planning,
 - 430 and advocacy for social studies as an essential component of K-12 education.

431

432 Students will complete a capstone product of learning and, with the guidance of a project

433 committee from the relevant academic discipline(s), prepare a professional presentation for

434 colleagues prior to graduation.

435

436 PROGRAM-SPECIFIC ADMISSIONS STANDARDS

437

- 438 ** Current SSE licensure and two years of full time social studies teaching experience;
- 439 ** An essay explaining the applicants current philosophy of social studies education.
- 440 ** [Non-licensure degree candidates will be required to sign a waiver of licensure statement
- 441 and will be exempted from the two-year teaching experience stipulation. They will not be
- 442 expected to submit a recommendation from a school administrator.]

443

444 Requirements for a Master of Arts in Social Studies Education (36 credit hours total):

445 **Professional Core:** (9 credit hours)

446 EDN 5480 Advanced Foundations of American Education

447 EDN 5490: Effective Educational Leadership

448 EDN 5660 Applied Educational Research

449

450 **Pedagogical Expertise:** (3 credit hours)

451 SSE 5750: Social Studies Curriculum Transformation

452

453 **History Content:** Select one course from each category (9 credit hours):

454 HSTS 5000-5190 (European)

455 HSTS 5200-5390 (Asian, African, Latin American)

456 HSTS 5400-5990 (United States)

457

458 Select one additional course from the following (3 credit hours):

459 HSTS 5xxx (any of the above categories)

460 HST 5100 Advanced North Carolina History

461

462 **Social Science Content:** Select two approved courses from one social science discipline.

463 Both courses must be in the same field (6 credit hours):

464 Political Science

465 Geography

466 Economics

467 American Indian Studies

468 Sociology

469

470 Select two approved courses from any social science field not selected for the
471 concentration above. Both courses must be in different fields (6 credit hours):

472 Political Science

473 Geography

474 Economics

475 American Indian Studies

476 Sociology

477

478 **Required Capstone:** (0 credit hours): A Capstone Project will be submitted for review at
479 the end of the program.

480

481 Requirements for a Master of Arts in Social Studies Education: History/Social Science
482 Concentration (36 credit hours total):

483 **Core Courses:** (9 credit hours)

484 HST 5000: Historical Methods

485 HST 5990: Historical Research

486 SSE 5750: Social Studies Curriculum Transformation

487

488 **History Content:** Select at least one course from each category (15-18 credit hours):

489 HSTS 5000-5190 (European)

490 HSTS 5200-5390 (Asian, African, Latin American)

491 HSTS 5400-5990 (United States)

492

493 **Social Science Content:** Select approved courses from the following social science
494 disciplines (9-12 credit hours):

495 Political Science

496 Geography

497 Economics

498 American Indian Studies

499 Sociology

500

501 **Required Capstone:** (0 credit hours): A Capstone Project will be submitted for review at
502 the end of the program.

503

504

505

506 COURSES

507

508 **AMERICAN INDIAN STUDIES DEPARTMENT (AIS)**

509

510 AIS 5050. Contemporary Issues of American Indians

511 This seminar-style course examines major issues of American Indians in the 20th century. Both
 512 local and national in scope, topics to be addressed include: politics, economics, treaty
 513 relationships with federal and state governments, education, alcohol and substance abuse, the
 514 environment, cultural identity, relations with non-Indians, religious freedom, land and water
 515 rights, tribal sovereignty, and other issues as they arise.

516

517 AIS 5150. Amerindian Oral Traditions

518 An examination of selected American Indian oral narrative traditions emphasizing a religio-
 519 literary assessment of mythical, anecdotal, and historical stories. Credit, 3 semester hours.

520

521 **GEOLOGY AND GEOGRAPHY DEPARTMENT (GGY)**

522

523 GGY 5030. Descriptive Regional Analysis

524 Qualitative definition of geographical regions in the light of human interests: physical, biotic,
 525 demographic and socio-cultural determinants; the relevance of regional factors for planning
 526 and policy issues in education, government, the economy, and the general welfare.

527

528 GGY 5050. Geographics

529 Visualization of spatial data. Utilization of mapping software to create high quality graphics for
 530 interdisciplinary analysis in business, marketing, education, demographics, etc. Study of
 531 contemporary advances in computer mapping technology and geographic information systems.

532

533 **HISTORY DEPARTMENT (HST/SSE)**

534

535 *Social Studies Education*

536

537 SSE 5500. Advanced Social Studies Curriculum and Instructional Methods (3 hours)

538 This course, which utilizes lecture, workshop, and demonstration formats, has several related
 539 components. It reviews history and social science content, introduces strategies for promoting
 540 active learning, and enables the student to integrate both into effective instructional
 541 plans. Students will also develop instructional technology competencies required for
 542 professional effectiveness.

543

544 SSE 5750. Social Studies Curriculum Transformation (3 hours)

545 This course enables students to transform social studies instruction by incorporating recent
 546 scholarship and innovative teaching strategies in the social studies classes they teach. Topics
 547 will be addressed in a way designed to facilitate synthesis of academic learning and classroom

548 experience, and aligned with advanced professional standards. *Prerequisites: formal admission*
 549 *to the M.A. or M.A.T. in Social Studies Education Programs; SSE 5500 (for MAT students only).*

550

551 SSE 5810. Internship in Secondary Social Studies Education (3 hours)

552 Ten week, full-time internship experiences in an off-campus public school setting appropriate
 553 for 9-12 Social Studies licensure. *Prerequisite: Approval of the Social Studies Education Program*
 554 *Director.*

555

556 *History/Social Science Concentration Core*

557

558 HST 5000. Historical Methods (3 hours)

559 This course deals with methods of historical research, the critical evaluation of sources, primary
 560 as well as secondary, and the writing and oral presentation of an historical essay. Accordingly,
 561 one major course requirement is a research paper based on primary and secondary
 562 sources. Because the *process* of historical research is as important as the research *product*, this
 563 paper will be the culmination of a series of steps (completed both within and outside the
 564 classroom) designed to help each student master the elements of research and effective
 565 written and oral presentation.

566

567 HST 5990. Historical Research (3 hours)

568 This course serves a capstone learning experience for M.A. in Social Studies Education students
 569 in the History/Social Sciences Concentration. Students will complete and present a directed,
 570 supervised research project. Graded on a Pass/Fail basis. *Prerequisite: A complete proposal*
 571 *should be approved no later than the close of registration. Approval requires the signature of*
 572 *the supervising faculty member and of the History Department Chair.*

573

574 *Asian, African, Latin American History*

575

576 HSTS 5200-5260 - Topics in Asian History

577 These courses examine a specific region, period, or theme in Asian history. Topics will vary,
 578 determined by the instructor's specialty.

579

580 HSTS 5270-5330 - Topics in African History

581 These courses examine a specific region, period, or theme in African history. Topics will vary,
 582 determined by the instructor's specialty.

583

584 HSTS 5340-5390 - Topics in Latin American History

585 These courses examine a specific region, period, or theme in Latin American history. Topics will
 586 vary, determined by the instructor's specialty.

587

588 *European History*

589

590 HSTS 5000-5090 - Topics in European History to 1500

591 These courses examine a specific region, period, or theme in European history prior to
592 1500. Topics will vary, determined by the instructor's specialty.

593

594 HSTS 5100-5190 - Topics in European History since 1500

595 These courses examine a specific region, period, or theme in European history since
596 1500. Topics will vary, determined by the instructor's specialty.

597

598 *United States History*

599

600 HSTS 5400-5490 - Topics in U.S. History to 1890

601 These courses examine a specific period or aspect of U. S. history prior to 1890. Topics will
602 vary, determined by the instructor's specialty.

603

604 HSTS 5500-5590 - Topics in U.S. History since 1860

605 These courses examine a specific period or aspect of U. S. history since 1860. Topics will vary,
606 determined by the instructor's specialty.

607

608 *Additional History Electives*

609

610 HST 5100 - Advanced North Carolina History

611 An advanced study of the development of North Carolina from colonial beginnings to the
612 present.

613

614 HSTS 5591-5599 - Topics in History

615 These courses will focus on one topic that does not fit within any single geographic category
616 used above.

617

618 **POLITICAL SCIENCE DEPARTMENT (PLS)**

619

620 PLS 5400. Systems of State and Local Government

621 Systematic survey of municipal, county, special district, and state governments, with special
622 emphasis on critical examination of their roles and problems in the decision making process of
623 respective political subdivisions.

624

625 PLS 5450. American Political Process

626 Examination of American political and governmental institutions and analysis of their process,
627 relationship, and roles in the dynamics of the political system.

628

629 **PROFESSIONAL PEDAGOGY AND RESEARCH DEPARTMENT (EDN)**

630

631 EDN 5480. Advanced Foundations of American Education

632 This course focuses on the multicultural 21st century classroom and its foundations in
633 educational philosophy and educational psychology. Course activities are designed to nurture
634 the professional disposition for critical self-reflection and to develop the theoretical knowledge

635 base that undergirds best practices in the classroom. Emphasis is placed on promoting positive
636 learning outcomes for all students.

637

638 EDN 5490. Effective Educational Leadership

639 This course is designed to nurture and develop practitioners as leaders in their classrooms, in
640 their schools, in their professions, in their communities, and in the broader society. The primary
641 focus is on teachers as leaders in the teaching-learning process. Graduate students will begin
642 their leadership projects in this course.

643

644 EDN 5660. Applied Educational Research

645 Emphasis is on understanding research designs and methods in education including an
646 introduction to elementary statistics, interpreting and critiquing professional research
647 literature, using research findings to validate and modify decisions about teaching and learning,
648 and conducting action research in the classroom, school, and community. Field experience
649 required.

650

651 **SOCIOLOGY AND CRIMINAL JUSTICE DEPARTMENT (SOC)**

652

653 SOC 5010. The Changing Family

654 Family relations in crosscultural and contemporary American perspectives. History, present
655 status, and direction of future change. Credit, 3 semester hours.

656

657 SOC 5020. American Pluralism—Race and Ethnicity in American Life

658 The American character hinges upon a complex racial and ethnic pluralism that has existed
659 since the establishment of the United States as a republic and before. This course is intended
660 to explore the dynamics of the social construction of racial and ethnic identity, as well as the
661 historical and contemporary relations among various racial and ethnic groups within the United
662 States, from a sociological standpoint. Credit, 3 semester hours.

663

664

Course Crosswalk

665

MA in SSE (9-12)

Revised Program Course Number and Title	Previous Program Course Number and Title
EDN 5480 Advanced Foundations of American Education (3)	EDN 5500 Applied Educational Psychology (3)
EDN 5490 Effective Educational Leadership (3)	EDN 5650 Applied Philosophy of Education (3)
EDN 5660 Applied Educational Research (3)	EDN 5660 Applied Educational Research (3)
SSE 5750 Social Studies Curriculum Transformation (3)	SSE 5750 Social Studies Curriculum Transformation (3)
European History (including HSTS 5000-5190) (3)	European History (including HSTS 5000-5190) (3)

Asian, African, Latin American History (including HSTS 5200-5390) (3)	Asian, African, Latin American History (including HSTS 5200-5390) (3)
United States History (including HSTS 5400-5590) (3)	United States History (including HSTS 5400-5590) (3)
Geography	Geography/Geology
Political Science	Political Science
American Indian Studies	American Indian Studies
Economics	Economics
Sociology	Sociology
	Psychology
Capstone Portfolio	Capstone Portfolio

666

667

667

668 **7. Proposals from the Department of School Administration and Counseling**669 **7.1 Course Proposal:**

670 Delete EDNL 5870 Managing Organizational Change.

671 **Rationale:**

672 Due to the State Department of Public Instruction's Revisioning Process EDNL 5880 Leading School
 673 Improvement and Organizational Change was developed to replace EDNL 5870 Managing
 674 Organizational Change.

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

676 Affect others: no

677 Departments affected and how: no

678 Affected Chair Agrees: n/a

679 Articulation: no

680 Additional Resources: no

681 Additional Resources required: n/a

682 File attachment: n/a

683

684 **Summary of School Administration and Counseling Proposals**

685

686 The PSC program requirements will increase from 48 to 60 credit hours required
 687 for graduation. This is accomplished by sharing coursework with the CMHC program
 688 and by requiring the internship to be repeated once for a total of two semesters
 689 of internship.

690

691 The CMHC program is a program title change for the current "Mental Health
 692 Counseling" program. The word "Clinical" has been inserted into the title of the
 693 program, making the title of the program "Clinical Mental Health Counseling". We
 694 request this program be allowed to commence beginning in Summer 2011 instead of
 695 Fall 2011. The reason for this request is to allow one student to graduate in
 696 August under the degree & program title, "Clinical Mental Health Counseling."
 697 Courses for both programs were minimally amended in at least one of the following
 698 ways: course title was updated, course description was updated. These amendments
 699 reflect current professional language and seek to correct grammatical errors in
 700 previous versions. No significant changes to course content were made. These
 701 changes have been approved in appropriate committees and signatures are recorded
 702 on forms previously submitted to the curriculum committee for its November
 703 meeting.

704

705 Both counseling programs will change all course prefixes from either SCN or MHC
 706 to CNS. All PSC and CMHC program courses will use the CNS prefix.

707 Per the request of the Curriculum Committee and the Registrar's Office all of our
 708 courses in both programs are proposed as new courses here to most clearly
 709 indicate the course prefix changes and other minor changes; therefore a course
 710 proposal form is attached for every course in the PSC program and the CMHC
 711 program (24 course proposals forms total). As discussed previously, new
 712 signatures were not gathered and syllabi are not provided. To clarify, these are
 713 currently offered courses that exist under different prefixes, and in some
 714 instances different course numbers and slightly different course titles. The new

715 course proposals that are submitted in this email are submitted only to aid in
 716 the processing of the forms in the Registrar's office. The only entirely new
 717 course that is associated with all of these requested was already approved in
 718 November (The CMHC program added one new course, CNS 5450 The Clinical Mental
 719 Health Counselor. This course was approved at the most recent Academic Affairs
 720 meeting (Wed, 1/19/11) and will be offered for the first time in Summer 2011.)
 721 Two course proposal forms are attached that summarize deletion of all currently
 722 offered courses in both counseling programs under their current prefixes: MHC and
 723 SCN. One deletion form is attached for each program. These deletions will remove
 724 the currently offered counseling courses that will be replaced by the courses
 725 referenced in the attached new course proposals (~~see item #5~~). Again, these
 726 deletions are submitted in conjunction with the course proposals at the request
 727 of the Registrar. ~~File names: RevisedMHCDeletions.pdf; RevisedSCNdeletions.pdf~~
 728

729 Two program proposal forms are attached, one for each counseling program, again
 730 to ease processing of these forms in the Registrar's office. It is not intended
 731 to replace the forms submitted at the November curriculum committee meeting. A
 732 copy of the catalog description for each program is attached as is requested on
 733 the program proposal form. A description of all courses in both programs, to be
 734 used in the catalog, is attached in one inclusive document. File names:

735 ~~RevisedCNSCourseDescriptions.docx;~~
 736 ~~Revised60MAEdProfessionalSchoolCounseling.docx;~~
 737 ~~RevisedSchoolCounselingProgramProposal.pdf;~~
 738 ~~Revised60MAEdClinicalMentalHealthCounseling.docx;~~
 739 ~~RevisedClinicalMentalHealthCounselingProgramProposal.pdf~~
 740

741 ~~A course equivalencies sheet (separately as Agenda Attachment #2)~~ is attached
 742 that summarizes which current courses are equivalent to the proposed courses.
 743 This document is inclusive of courses in both counseling programs. File name:
 744 ~~RevisedEquivalencies for Proposed Course Changes.docx~~
 745

746 7.2 Course Proposal:

747 The new course CNS 5000, Professional and Ethical Issues, is proposed. This is a
 748 required course for two programs: the Professional School Counseling Program and
 749 the Clinical Mental Health Counseling Program.
 750

751 Rationale:

752 This course is required by the accreditation entity: Council for the
 753 Accreditation of Counseling and Related Education Programs (CACREP). The
 754 Professional School Counseling Program and the Mental Health Counseling Program
 755 are seeking accreditation by CACREP.
 756

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

758 Affect others: no

759 Departments affected and how: no

760 Affected Chair Agrees: n/a

761 Articulation: no

762 Additional Resources: no

763 Additional Resources required: n/a

764 File attachment: n/a
 765

766 COURSE DESCRIPTIONS:

767 Number and Prefix: CNS 5000 Title: Professional and Ethical Issues in
 768 Counseling
 769 Hours: 3
 770 Prerequisites: Admission to the Clinical Mental Health Counseling program or the
 771 Professional School Counseling program.
 772 Required: yes (If yes, need Program Proposal Form)
 773 New course description:
 774 This course is an introduction to the profession of counseling and includes a
 775 study of the history, philosophy, ethical and legal considerations, and
 776 professional organizations related to the delivery of counseling, consultation,
 777 and advocacy. Students will learn about the ethics, credentialing practices and
 778 standards of the counseling profession, the suggested disposition and self-care
 779 practices of counselors, and the administrative procedures of counseling,
 780 consulting, and referral services in multiple settings. Students will also
 781 receive an introduction to the supervision processes and practices in the role of
 782 the professional development of counselors.
 783 New Course title: Prof & Ethical Issues
 784 Code: LEC
 785

7.3 Course Proposal:

786 The new course CNS 5025, Lifespan Development, is proposed. This is a required
 787 course for two programs: the Professional School Counseling Program and the
 788 Clinical Mental Health Counseling Program.
 789
 790

Rationale:

791 This course is required by the accreditation entity: Council for the
 792 Accreditation of Counseling and Related Education Programs (CACREP). The
 793 Professional School Counseling Program and the Mental Health Counseling Program
 794 are seeking accreditation by CACREP.
 795

796
 797 Dept vote: 10 for; 0 against; 0 abstain
 798 Affect others: no
 799 Departments affected and how: no
 800 Affected Chair Agrees: n/a
 801 Articulation: no
 802 Additional Resources: no
 803 Additional Resources required: n/a
 804 File attachment: n/a
 805

COURSE DESCRIPTIONS:

806 Number and Prefix: CNS 5025 Title: Lifespan Development
 807 Hours: 3
 808 Prerequisites: Admission to the Clinical Mental Health Counseling program or the
 809 Professional School Counseling program.
 810 Required: yes (If yes, need Program Proposal Form)
 811 New course description: This course is designed to help counselors address the
 812 needs of clients at all developmental levels in multicultural contexts. The
 813 course focus emphasizes strategies for facilitating optimal development. Theories
 814 and models of growth and learning, personality development, wellness, and
 815 resilience for individuals and families are presented. The course addresses
 816 contextual factors that influence normal and abnormal behavior. Students are
 817

818 encouraged to apply the theories and models of development in intervention
819 selection and conceptualization of problems in living.

820 New Course title: Lifespan Development

821 Code: LEC

822

823 **7.4 Course Proposal:**

824 The new course CNS 5050, Counseling Skills & Techniques, is proposed. This is a
825 required course for two programs: the Professional School Counseling Program and
826 the Clinical Mental Health Counseling Program.

827

828 **Rationale:**

829 This course is required by the accreditation entity: Council for the
830 Accreditation of Counseling and Related Education Programs (CACREP). The
831 Professional School Counseling Program and the Mental Health Counseling Program
832 are seeking accreditation by CACREP.

833

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

835 Affect others: no

836 Departments affected and how: no

837 Affected Chair Agrees: n/a

838 Articulation: no

839 Additional Resources: no

840 Additional Resources required: n/a

841 File attachment: n/a

842

843 **COURSE DESCRIPTIONS:**

844 Number and Prefix: CNS 5050 Title: Counseling Skills and Techniques

845 Hours: 3

846 Prerequisites: Admission to the Clinical Mental Health Counseling program or the
847 Professional School Counseling program.

848

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

850 New course description: Students will learn counseling skills and techniques
851 through classroom instruction and experiential learning activities. Counselor
852 characteristics and behaviors that influence the counseling process will be
853 addressed. This course focuses on the use of empathic listening and interviewing
854 skills in developing therapeutic relationships with diverse clients in a
855 multicultural society. The course also includes an orientation to wellness and
856 prevention in the counseling process.

857 New Course title: Counseling Skills & Techniq

858 Code: LEC

859

860 **7.5 Course Proposal:**

861 The new course CNS 5060, Crisis Intervention, is proposed. This is a required
862 course for two programs: the Professional School Counseling Program and the
863 Clinical Mental Health Counseling Program.

864

865 **Rationale:**

866 This course is required by the accreditation entity: Council for the
867 Accreditation of Counseling and Related Education Programs (CACREP). The
868 Professional School Counseling Program and the Mental Health Counseling Program
869 are seeking accreditation by CACREP.

870
871 Dept vote: 10 for; 0 against; 0 abstain
872 Affect others: no
873 Departments affected and how:no
874 Affected Chair Agrees: n/a
875 Articulation: no
876 Additional Resources: no
877 Additional Resources required: n/a
878 File attachment: n/a
879
880 COURSE DESCRIPTIONS:
881 Number and Prefix: CNS 5060 Title: Crisis Intervention
882 Hours: 3
883 Prerequisites: Completion of all core counseling courses or permission of the
884 instructor.
885 Required: yes (If yes, need Program Proposal Form)
886 New course description: This course will explore the role, function, and
887 responsibilities of professional counselors in periods of crisis and disaster.
888 Crisis intervention theory will be studied in an effort to inform professional
889 practice in clinical and educational settings during emergencies and disasters.
890 The effects of crises, disasters, and other trauma-causing events will be
891 addressed. Suicide prevention and intervention models, including the use of
892 psychological first aid strategies are included in the course content. Ethical
893 and cultural considerations in the delivery of crisis intervention services will
894 be examined.
895 New Course title: Crisis Intervention
896 Code: LEC
897
898 **7.6 Course Proposal:**
899 The new course CNS 5070, College Counseling and Student Affairs, is proposed.
900 This course is offered as an elective for the Professional School Counseling
901 Program and the Clinical Mental Health Counseling Program
902 **Rationale:**
903 This course is an elective for counselor education.
904
905 Dept vote: 10 for; 0 against; 0 abstain
906 Affect others: no
907 Departments affected and how:no
908 Affected Chair Agrees: n/a
909 Articulation: no
910 Additional Resources: no
911 Additional Resources required: n/a
912 File attachment: n/a
913
914 COURSE DESCRIPTIONS:
915 Number and Prefix: CNS 5070 Title: College Counseling and Student Affairs
916 Hours: 3
917 Prerequisites:
918 Required: yes (If yes, need Program Proposal Form)
919 New course description: Completion of all core counseling courses or permission
920 of the instructor.
921 New Course title: College Counseling

922 Code: LEC

923

924 **7.7 Course Proposal:**

925 The new course CNS 5080, Gender and Sexuality Issues in Counseling, is proposed.

926 This course is required in the Clinical Mental Health Counseling Program and is

927 offered as an elective in the Professional School Counseling Program.

928

929 **Rationale:**

930 This course is required to meet accreditation standards for counselor education.

931

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

933 Affect others: no

934 Departments affected and how: no

935 Affected Chair Agrees: n/a

936 Articulation: no

937 Additional Resources: no

938 Additional Resources required: n/a

939 File attachment: n/a

940

941 **COURSE DESCRIPTIONS:**

942 Number and Prefix: CNS 5080 Title: Gender and Sexuality Issues in Counseling

943 Hours: 3

944 Prerequisites: Completion of all core counseling courses or permission of the
945 instructor.

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

947 New course description:

948 This course is designed to develop students' knowledge related to human sexuality
949 and gender issues relevant to professional counseling. Students will develop an

950 understanding of the varied sexuality issues which may be encountered in a
951 variety of practice settings and also learn appropriate skills in assessment and

952 intervention. Reflection activities will be used to increase awareness of

953 personal perceptions, attitudes, and affect related to sexuality issues. The

954 course provides an overview of the counselor's role in counseling students,

955 individuals, couples, and families with sex-related concerns

956 New Course title: Gender and Sexuality Issues

957 Code: LEC

958

959 **7.8 Course Proposal:**

960 The new course CNS 5100, Groups in Counseling, is proposed. This is a required

961 course for two programs: the Professional School Counseling Program and the

962 Clinical Mental Health Counseling Program.

963

964 **Rationale:**

965 This course is required by the accreditation entity: Council for the

966 Accreditation of Counseling and Related Education Programs (CACREP). The

967 Professional School Counseling Program and the Mental Health Counseling Program

968 are seeking accreditation by CACREP.

969

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

971 Affect others: no

972 Departments affected and how: no

973 Affected Chair Agrees: n/a

974 Articulation: no
 975 Additional Resources: no
 976 Additional Resources required: n/a
 977 File attachment: n/a

978

979 COURSE DESCRIPTIONS:

980 Number and Prefix: CNS 5100 Title: Groups in Counseling

981 Hours: 3

982 Prerequisites: Admission to the Clinical Mental Health Counseling program or the
 983 Professional School Counseling program.

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

985 New course description: This course addresses the principles of group dynamics,
 986 group leadership skills, theories of group counseling, and group counseling
 987 methods. Current trends in group work, including professional, ethical, and legal
 988 issues relevant to working with groups in a multicultural society are explored.

989 Students will learn the fundamental skills and techniques for designing and
 990 implementing group counseling activities during experiential learning activities
 991 in which students participate as group members.

992 New Course title: Groups in Counseling

993 Code: LEC

994

995 **7.9 Course Proposal:**

996 The new course CNS 5250, Counseling Children and Adolescents, is proposed. This
 997 is a required course for the Professional School Counseling Program and is
 998 offered as an elective for the Clinical Mental Health Counseling Program.

999

1000 **Rationale:**

1001 This course is required by the accreditation entity: Council for the
 1002 Accreditation of Counseling and Related Education Programs (CACREP). The
 1003 Professional School Counseling Program and the Mental Health Counseling Program
 1004 are seeking accreditation by CACREP.

1005

1006 Dept vote: 10 for; 0 against; 0 abstain

1007 Affect others: no

1008 Departments affected and how: no

1009 Affected Chair Agrees: n/a

1010 Articulation: no

1011 Additional Resources: no

1012 Additional Resources required: n/a

1013 File attachment: n/a

1014

1015 COURSE DESCRIPTIONS:

1016 Number and Prefix: CNS 5250 Title: Counseling Children and Adolescents

1017 Hours: 3

1018 Prerequisites: Completion of core counseling courses or permission of the
 1019 instructor

1020 Required: yes (If yes, need Program Proposal Form)

1021 New course description: This course provides an opportunity for students to
 1022 practice counseling strategies that are designed to address factors that impact
 1023 student learning and development. Specific topics discussed include effective
 1024 communication with parents and school personnel, leadership styles, play media,
 1025 and special needs children. Ethical and legal considerations specific to the

1026 practice of counseling children and adolescents in schools and educational
1027 systems are presented

1028 New Course title: Counseling Children & Adol

1029 Code: LEC

1030

1031 **7.10 Course Proposal:**

1032 The new course CNS 5310, Mental Health Issues in Childhood and Adolescence, is
1033 proposed. This is a required course for the Professional School Counseling
1034 Program and is offered as an elective for the Clinical Mental Health Counseling
1035 Program.

1036

1037 **Rationale:**

1038 This course is required by the accreditation entity: Council for the
1039 Accreditation of Counseling and Related Education Programs (CACREP). The
1040 Professional School Counseling Program and the Mental Health Counseling Program
1041 are seeking accreditation by CACREP.

1042

1043 Dept vote: 10 for; 0 against; 0 abstain

1044 Affect others: no

1045 Departments affected and how: no

1046 Affected Chair Agrees: n/a

1047 Articulation: no

1048 Additional Resources: no

1049 Additional Resources required: n/a

1050 File attachment: n/a

1051

1052 **COURSE DESCRIPTIONS:**

1053 Number and Prefix: This course is required by the accreditation entity: Council
1054 for the Accreditation of Counseling and Related Education Programs (CACREP). The
1055 Professional School Counseling Program and the Mental Health Counseling Program
1056 are seeking accreditation by CACREP. Title: Mental Health Issues in Childhood
1057 and Adolescence

1058 Hours: 3

1059 Prerequisites: Completion of all core counseling courses or permission of the
1060 instructor.

1061 Required: yes (If yes, need Program Proposal Form)

1062 New course description: From an integrative ecological perspective that
1063 acknowledges biological, psychological, social, and cultural contextual
1064 influences and their interdependence, this course will focus on the origin and
1065 course of child and adolescent mental health issues. The course will include:
1066 discussion of etiological factors of various child and adolescent DSM mental
1067 disorders; associated diagnostic criteria and assessment; contextual and
1068 relational variables that influence children's and adolescents' risk and
1069 resilience; and prevention and intervention approaches/strategies. Students will
1070 learn strategies to address these issues using school and community referral
1071 resources.

1072 New Course title: Mental Health & Children

1073 Code: LEC

1074

1075 **7.11 Course Proposal:**

1076 The new course CNS 5350, The Professional School Counselor, is proposed. This is
1077 a required course for the Professional School Counseling Program.

1078 **Rationale:**

1079 This course is required by the accreditation entity: Council for the
 1080 Accreditation of Counseling and Related Education Programs (CACREP). The
 1081 Professional School Counseling Program and the Mental Health Counseling Program
 1082 are seeking accreditation by CACREP.

1083

1084 Dept vote: 10 for; 0 against; 0 abstain

1085 Affect others: no

1086 Departments affected and how: no

1087 Affected Chair Agrees: n/a

1088 Articulation: no

1089 Additional Resources: no

1090 Additional Resources required: n/a

1091 File attachment: n/a

1092

1093 **COURSE DESCRIPTIONS:**

1094 Number and Prefix: CNS 5350 Title: The Professional School Counselor

1095 Hours: 3

1096 Prerequisites: Completion of core counseling courses or permission of the
 1097 instructor

1098 Required: yes (If yes, need Program Proposal Form)

1099 New course description: This course emphasizes the history, philosophy, and
 1100 trends in school counseling and educational systems. Students will learn the
 1101 roles (e.g. leader, advocate, counselor, and consultant), functions, settings,
 1102 and professional identity of the school counselor in relation to the roles of
 1103 other professional and support personnel in the schools. Additional content
 1104 focuses on professional organizations, preparation standards, and credentials
 1105 that are relevant to the practice of school counseling. Current models of school
 1106 counseling programs (e.g., American School Counselor Association [ASCA] National
 1107 Model) and their integral relationship to the total educational program are
 1108 highlighted.

1109 New Course title: The Professional School Cou

1110 Code: LEC

1111

1112 **7.12 Course Proposal:**

1113 The new course CNS 5360, Diagnosis and Treatment Planning is proposed. This
 1114 course is required in the Clinical Mental Health Counseling Program and is
 1115 offered as an elective in the Professional School Counseling Program.

1116

1117 **Rationale:**

1118 This is course is required to meet accreditation standards for counselor
 1119 education.

1120

1121 Dept vote: 10 for; 0 against; 0 abstain

1122 Affect others: no

1123 Departments affected and how: no

1124 Affected Chair Agrees: n/a

1125 Articulation: no

1126 Additional Resources: no

1127 Additional Resources required: n/a

1128 File attachment: n/a

1129

1130 COURSE DESCRIPTIONS:

1131 Number and Prefix: CNS 5360 Title: Diagnosis and Treatment Planning

1132 Hours: 3

1133 Prerequisites: Completion of all core counseling courses or permission of the
1134 instructor.

1135 Required: yes (If yes, need Program Proposal Form)

1136 New course description: The focus of this course is the development of counseling
1137 skills necessary for making mental health and developmental diagnoses with
1138 diverse clients. The understanding of principles and development of skills
1139 necessary for biopsychosocial case conceptualization, treatment planning, and
1140 prevention programming are emphasized. A study of the history, theories,
1141 symptoms, and etiology of mental and emotional disorders, including sociocultural
1142 factors related to mental health, is provided. Students will demonstrate
1143 proficiency in using diagnostic tools and providing clinical documentation.
1144 Students are expected to critically evaluate research and practices relevant to
1145 the practice of clinical mental health counseling.

1146 New Course title: Diagnosis & Treatment Plan

1147 Code: LEC

1148

1149 **7.13 Course Proposal:**

1150 The new course CNS 5400, Theories of Counseling, is proposed. This is a required
1151 course for two programs: the Professional School Counseling Program and the
1152 Clinical Mental Health Counseling Program.

1153

1154 **Rationale:**

1155 This course is required by the accreditation entity: Council for the
1156 Accreditation of Counseling and Related Education Programs (CACREP). The
1157 Professional School Counseling Program and the Mental Health Counseling Program
1158 are seeking accreditation by CACREP.

1159

1160 Dept vote: 10 for; 0 against; 0 abstain

1161 Affect others: no

1162 Departments affected and how: no

1163 Affected Chair Agrees: n/a

1164 Articulation: no

1165 Additional Resources: no

1166 Additional Resources required: n/a

1167 File attachment: n/a

1168

1169 COURSE DESCRIPTIONS:

1170 Number and Prefix: CNS 5400 Title: Theories of Counseling

1171 Hours: 3

1172 Prerequisites: Admission to the Clinical Mental Health Counseling program or the
1173 Professional School Counseling program.

1174 Required: yes (If yes, need Program Proposal Form)

1175 New course description: Students in this course will be introduced to existing
1176 and emerging counseling theories that can be used as models to conceptualize
1177 clients' concerns. Students will learn about the interventions associated with
1178 each of the theories and the client populations, such as individuals or families,
1179 most appropriate for each of the interventions. The counseling theories will be
1180 critiqued from a multicultural perspective. Recurring themes, such as self-
1181 awareness, will be emphasized to assist students in consciously reflecting on

1182 their philosophy on life and its influence on their approaches to counseling.
 1183 Students are expected to begin to articulate their personal models of counseling
 1184 based on the information that they are exposed to in this course. A theory-to-
 1185 practice approach is utilized to promote counseling effectiveness with
 1186 individuals, families, and groups throughout the lifespan and across diverse
 1187 populations.

1188
 1189 New Course title: Theories of Counseling

1190 Code: LEC

1191

1192 **7.14 Course Proposal:**

1193 The new course CNS 5500, Research and Program Evaluation, is proposed. This is a
 1194 required course for two programs: the Professional School Counseling Program and
 1195 the Clinical Mental Health Counseling Program.

1196

1197 **Rationale:**

1198 This course is required by the accreditation entity: Council for the
 1199 Accreditation of Counseling and Related Education Programs (CACREP). The
 1200 Professional School Counseling Program and the Mental Health Counseling Program
 1201 are seeking accreditation by CACREP.

1202

1203 Dept vote: 10 for; 0 against; 0 abstain

1204 Affect others: no

1205 Departments affected and how: no

1206 Affected Chair Agrees: n/a

1207 Articulation: no

1208 Additional Resources: no

1209 Additional Resources required: n/a

1210 File attachment: n/a

1211

1212 **COURSE DESCRIPTIONS:**

1213 Number and Prefix: CNS 5500 Title: Research and Program Evaluation

1214 Hours: 3

1215 Prerequisites: Admission to the Clinical Mental Health Counseling program or the
 1216 Professional School Counseling program.

1217 Required: yes (If yes, need Program Proposal Form)

1218 New course description: This course is designed to provide counselors with the
 1219 research knowledge and skills necessary to evaluate counseling interventions and
 1220 programs, inform evidence-based practices, and conduct needs assessments. The
 1221 course provides an overview of statistical methods and computer-based research
 1222 and analysis tools. Ethical and culturally relevant strategies for conducting and
 1223 interpreting qualitative and quantitative research studies are addressed.

1224 New Course title: Research & Program Eval

1225 Code: LEC

1226

1227 **7.15 Course Proposal:**

1228 The new course CNS 5500, Research and Program Evaluation, is proposed. This is a
 1229 required course for two programs: the Professional School Counseling Program and
 1230 the Clinical Mental Health Counseling Program.

1231

1232 **Rationale:**

1233 This course is required by the accreditation entity: Council for the
 1234 Accreditation of Counseling and Related Education Programs (CACREP). The
 1235 Professional School Counseling Program and the Mental Health Counseling Program
 1236 are seeking accreditation by CACREP.

1237
 1238 Dept vote: 10 for; 0 against; 0 abstain

1239 Affect others: no

1240 Departments affected and how: no

1241 Affected Chair Agrees: n/a

1242 Articulation: no

1243 Additional Resources: no

1244 Additional Resources required: n/a

1245 File attachment: n/a

1246

1247 COURSE DESCRIPTIONS:

1248 Number and Prefix: CNS 5500 Title: Research and Program Evaluation

1249 Hours: 3

1250 Prerequisites:

1251 Required: yes (If yes, need Program Proposal Form)

1252 New course description: This course is designed to provide counselors with the
 1253 research knowledge and skills necessary to evaluate counseling interventions and
 1254 programs, inform evidence-based practices, and conduct needs assessments. The
 1255 course provides an overview of statistical methods and computer-based research
 1256 and analysis tools. Ethical and culturally relevant strategies for conducting and
 1257 interpreting qualitative and quantitative research studies are addressed.

1258 New Course title: Research & Program Eval

1259 Code: LEC

1260

1261 **7.16 Course Proposal:**

1262 The new course CNS 5600, Assessment Practices in Counseling, is proposed. This is
 1263 a required course for two programs: the Professional School Counseling Program
 1264 and the Clinical Mental Health Counseling Program.

1265

1266 **Rationale:**

1267 This course is required by the accreditation entity: Council for the
 1268 Accreditation of Counseling and Related Education Programs (CACREP). The
 1269 Professional School Counseling Program and the Mental Health Counseling Program
 1270 are seeking accreditation by CACREP.

1271

1272 Dept vote: 10 for; 0 against; 0 abstain

1273 Affect others: no

1274 Departments affected and how: no

1275 Affected Chair Agrees: n/a

1276 Articulation: no

1277 Additional Resources: no

1278 Additional Resources required: n/a

1279 File attachment: n/a

1280

1281 COURSE DESCRIPTIONS:

1282 Number and Prefix: CNS 5600 Title: Assessment Practices in Counseling

1283 Hours: 3

1284 Prerequisites: Admission to the Clinical Mental Health Counseling program or the
 1285 Professional School Counseling program.

1286 Required: yes (If yes, need Program Proposal Form)

1287 New course description: This course will provide students with an understanding
 1288 of current and historical perspectives on the uses of standardized and non-
 1289 standardized assessment and appraisal methods, techniques, and instruments in
 1290 counseling. The assessment of abilities, behaviors, symptoms, achievement,
 1291 personality, interests, and other characteristics relevant to the counseling
 1292 process will be addressed. Issues related to assessment including selection,
 1293 statistical concepts, social and cultural factors, and ethical testing procedures
 1294 will be presented.

1295 New Course title: Assessment Practices

1296 Code: LEC

1297

1298 **7.17 Course Proposal:**

1299 The new course CNS 5700, Career Counseling and Development, is proposed. This is
 1300 a required course for two programs: the Professional School Counseling Program
 1301 and the Clinical Mental Health Counseling Program.

1302

1303 **Rationale:**

1304 This course is required by the accreditation entity: Council for the
 1305 Accreditation of Counseling and Related Education Programs (CACREP). The
 1306 Professional School Counseling Program and the Mental Health Counseling Program
 1307 are seeking accreditation by CACREP.

1308

1309 Dept vote: 10 for; 0 against; 0 abstain

1310 Affect others: no

1311 Departments affected and how: no

1312 Affected Chair Agrees: n/a

1313 Articulation: no

1314 Additional Resources: no

1315 Additional Resources required: n/a

1316 File attachment: n/a

1317

1318 **COURSE DESCRIPTIONS:**

1319 Number and Prefix: CNS 5700 Title: Career Counseling and Development

1320 Hours: 3

1321 Prerequisites: Admission to the Clinical Mental Health Counseling program or the
 1322 Professional School Counseling program.

1323 Required: yes (If yes, need Program Proposal Form)

1324 New course description: This course includes an overview of career development
 1325 theories and career decision making models appropriate for a multicultural
 1326 society and global economy. The course is designed to assist counselors in the
 1327 processes of career development program planning, organization, implementation,
 1328 administration and evaluation. A lifespan perspective that addresses the
 1329 interrelationship of work, family, culture, and historical era in career
 1330 development is used to present the career planning and decision making
 1331 interventions.

1332 New Course title: Career Counseling & Develop

1333 Code: LEC

1334

1335 **7.18 Course Proposal:**

1336 The new course CNS 5800, Multicultural and Social Justice Counseling, is
 1337 proposed. This is a required course for two programs: the Professional School
 1338 Counseling Program and the Clinical Mental Health Counseling Program.

1339

1340 **Rationale:**

1341 This course is required by the accreditation entity: Council for the
 1342 Accreditation of Counseling and Related Education Programs (CACREP). The
 1343 Professional School Counseling Program and the Mental Health Counseling Program
 1344 are seeking accreditation by CACREP.

1345

1346 Dept vote: 10 for; 0 against; 0 abstain

1347 Affect others: no

1348 Departments affected and how: no

1349 Affected Chair Agrees: n/a

1350 Articulation: no

1351 Additional Resources: no

1352 Additional Resources required: n/a

1353 File attachment: n/a

1354

1355 **COURSE DESCRIPTIONS:**

1356 Number and Prefix: CNS 5800 Title: Multicultural and Social Justice
 1357 Counseling

1358 Hours: 3

1359 Prerequisites: Admission to the Clinical Mental Health Counseling program or the
 1360 Professional School Counseling program.

1361 Required: yes (If yes, need Program Proposal Form)

1362 New course description: This course emphasizes theories of multicultural
 1363 counseling, identity development, and social justice. Students learn about
 1364 multicultural and pluralistic trends, such as characteristics and concerns within
 1365 and among diverse groups, nationally and internationally. Also, attitudes,
 1366 beliefs, understandings, and acculturative experiences, including specific
 1367 experiential learning activities designed to foster students' understanding of
 1368 self and culturally diverse clients. The counselors' roles in developing cultural
 1369 self-awareness, promoting cultural diversity, social justice, advocacy, and other
 1370 culturally supported behaviors that promote optimal wellness and growth of the
 1371 human spirit, mind, or body; and counselors' roles in eliminating biases,
 1372 prejudices, and processes of intentional and unintentional oppression and
 1373 discrimination are reviewed.

1374 New Course title: Multicultural & Social Just

1375 Code: LEC

1376

1377 **7.19 Course Proposal:**

1378 The new course CNS 5850, Theory and Process of Family Counseling, is proposed.

1379 This course is required in the Clinical Mental Health Counseling Program and is
 1380 offered as an elective in the Professional School Counseling Program.

1381

1382 **Rationale:**

1383 This course is required to meet accreditation standards for counselor education.

1384

1385 Dept vote: 10 for; 0 against; 0 abstain

1386 Affect others: no

1387 Departments affected and how: no

1388 Affected Chair Agrees: n/a
 1389 Articulation: no
 1390 Additional Resources: no
 1391 Additional Resources required: n/a
 1392 File attachment: n/a
 1393
 1394 COURSE DESCRIPTIONS:
 1395 Number and Prefix: CNS 5850 Title: Theory and Process of Family Counseling
 1396 Hours: 3
 1397 Prerequisites: Completion of all core counseling courses or permission of the
 1398 instructor.
 1399 Required: yes (If yes, need Program Proposal Form)
 1400 New course description: This course is a study of established models and theories
 1401 of family counseling, including systemic and contemporary approaches to family
 1402 counseling. Each approach will be examined in terms of theoretical formulations,
 1403 family development, goals of counseling, conditions for change, techniques, and
 1404 strengths and weaknesses. This course also examines the impact of gender roles
 1405 and culture within the practice of family counseling.
 1406
 1407 New Course title: Theory Process of Fam Coun
 1408 Code: LEC
 1409
 1410 **7.20 Course Proposal:**
 1411 The new course CNS 5870, The Family and Addiction, is proposed. This course is
 1412 offered as an elective for the Professional School Counseling Program and the
 1413 Clinical Mental Health Counseling Program
 1414
 1415 **Rationale:**
 1416 This course is an elective for counselor education.
 1417
 1418 Dept vote: 10 for; 0 against; 0 abstain
 1419 Affect others: no
 1420 Departments affected and how: no
 1421 Affected Chair Agrees: n/a
 1422 Articulation: no
 1423 Additional Resources: no
 1424 Additional Resources required: n/a
 1425 File attachment: n/a
 1426
 1427 COURSE DESCRIPTIONS:
 1428 Number and Prefix: CNS 5870 Title: The Family and Addiction
 1429 Hours: 3
 1430 Prerequisites: Completion of all core counseling courses or permission of the
 1431 instructor.
 1432 Required: yes (If yes, need Program Proposal Form)
 1433 New course description: This course will examine the impact of chemical and
 1434 process addictions on the family system. Coursework will focus on the integration
 1435 of assessment, theory, and technique. Related sociocultural implications of
 1436 assessment and treatment will be discussed.
 1437 New Course title: Family & Addiction
 1438 Code: LEC
 1439

1440 **7.21 Course Proposal:**

1441 The new course CNS 5900, Issues in Addictions for Counselors, is proposed. This
 1442 course is required in the Clinical Mental Health Counseling Program and is
 1443 offered as an elective in the Professional School Counseling Program.

1444

1445 **Rationale:**

1446 This course is required by the accreditation entity: Council for the
 1447 Accreditation of Counseling and Related Education Programs (CACREP). The
 1448 Professional School Counseling Program and the Mental Health Counseling Program
 1449 are seeking accreditation by CACREP.

1450

1451 Dept vote: 10 for; 0 against; 0 abstain

1452 Affect others: no

1453 Departments affected and how: no

1454 Affected Chair Agrees: n/a

1455 Articulation: no

1456 Additional Resources: no

1457 Additional Resources required: n/a

1458 File attachment: n/a

1459

1460 **COURSE DESCRIPTIONS:**

1461 Number and Prefix: CNS 5900 Title: Issues in Addictions for Counselors

1462 Hours: 3

1463 Prerequisites: Completion of core counseling courses or permission of the
 1464 instructor.

1465 Required: yes (If yes, need Program Proposal Form)

1466 New course description: The focus of this course will be on the assessment,
 1467 diagnosis, prevention, and treatment of substance abuse related disorders and
 1468 process addictions across the lifespan. Students will learn about the
 1469 intersection of addictions issues with mental health issues from diagnostic and
 1470 intervention perspectives. Current research and evidence-based practices in the
 1471 treatment of addictions will be emphasized. The course will address ethical,
 1472 legal, and cultural aspects of addictions counseling. Students will become
 1473 familiar with practices, philosophies, and treatment modalities related to the
 1474 field of addictions counseling. Students will develop an understanding of the
 1475 impact of various addictions on all clinical and educational settings.

1476 New Course title: Issues in Addictions

1477 Code: LEC

1478

1479 **7.22 Course Proposal:**

1480 The new course CNS 6100, Counseling Practicum, is proposed. This course will be a
 1481 required course for two programs: the Professional School Counseling Program and
 1482 the Clinical Mental Health Counseling Program.

1483

1484 **Rationale:**

1485 This course is required by the accreditation entity: Council for the
 1486 Accreditation of Counseling and Related Education Programs (CACREP). The
 1487 Professional School Counseling Program and the Mental Health Counseling Program
 1488 are seeking accreditation by CACREP.

1489

1490 Dept vote: 10 for; 0 against; 0 abstain

1491 Affect others: no

1492 Departments affected and how: no
 1493 Affected Chair Agrees: n/a
 1494 Articulation: no
 1495 Additional Resources: no
 1496 Additional Resources required: n/a
 1497 File attachment: n/a

1498

1499 COURSE DESCRIPTIONS:

1500 Number and Prefix: CNS 6100 Title: Counseling Practicum

1501 Hours: 3

1502 Prerequisites: Completion of core counseling courses and a minimum of a grade
 1503 point average of 3.0..

1504 Required: yes (If yes, need Program Proposal Form)

1505 New course description: The practicum is a field placement course. The field
 1506 placement is required to take place in a setting appropriate to the students'
 1507 graduate counseling program of study. All placements must have approval from the
 1508 program faculty the semester before enrollment. The practicum experience allows
 1509 for enhanced skill development and exposure to professional practices, such as
 1510 documentation, in a supervised and university-approved setting. Students must
 1511 complete a total of 100 clock hours at the field placement site. Sixty percent of
 1512 the 100 clock hours must be in direct client contact. In addition to the field
 1513 placement requirement, students will attend university-based classes for
 1514 continued instruction and professional development.

1515 New Course title: Counseling Practicum

1516 Code: PRC

1517

1518 **7.23 Course Proposal:**

1519 The new course CNS 6120, Clinical Mental Health Counseling Internship, is
 1520 proposed. This is a required course for the Clinical Mental Health Counseling
 1521 Program. This is a repeatable course. Students are required to take two 3-credit
 1522 hour sections of this course for a total of 6-credit hours earned.

1523

1524 **Rationale:**

1525 This course is required by the accreditation entity: Council for the
 1526 Accreditation of Counseling and Related Education Programs (CACREP). The
 1527 Professional School Counseling Program and the Mental Health Counseling Program
 1528 are seeking accreditation by CACREP.

1529

1530 Dept vote: 10 for; 0 against; 0 abstain

1531 Affect others: no

1532 Departments affected and how: no

1533 Affected Chair Agrees: n/a

1534 Articulation: no

1535 Additional Resources: no

1536 Additional Resources required: n/a

1537 File attachment: n/a

1538

1539 COURSE DESCRIPTIONS:

1540 Number and Prefix: CNS 6120 Title: Clinical Mental Health Counseling

1541 Internship

1542 Hours: 3

1543 Prerequisites: Completion of CNS 6100 Counseling Practicum, permission of the
 1544 instructor, and a minimum of a grade point average of 3.0.
 1545 Required: yes (If yes, need Program Proposal Form)
 1546 New course description: The clinical mental health counseling internship is a
 1547 field placement course. The field placement is required to take place in a
 1548 setting appropriate to the students' graduate counseling program of study. All
 1549 placements must have approval from the program faculty the semester before
 1550 enrollment. The internship experience provides opportunity for in-depth
 1551 application of counseling skills and techniques. Students will demonstrate their
 1552 ability to apply theory to practice. Students receive field-based supervision at
 1553 their sites and university-based group supervision during class time. Students
 1554 must complete a total of 300 clock hours at the field placement site during each
 1555 semester of enrollment in this course. Sixty percent of the 300 clock hours must
 1556 be in direct client contact each semester that the course is completed. The
 1557 course is completed twice for a total of 6 credit hours and 600 clock hours.
 1558 New Course title: CMHC Internship
 1559 Code: INT
 1560

1561 **7.24 Course Proposal:**

1562 The new course CNS 6130, School Counseling Internship, is proposed. This is a
 1563 required course for the Professional School Counseling Program. This is a
 1564 repeatable course. Students are required to take two 3-credit hour sections of
 1565 this course for a total of 6-credit hours earned.
 1566

1567 **Rationale:**

1568 This course is required by the accreditation entity: Council for the
 1569 Accreditation of Counseling and Related Education Programs (CACREP). The
 1570 Professional School Counseling Program and the Mental Health Counseling Program
 1571 are seeking accreditation by CACREP.
 1572

1573 Dept vote: 10 for; 0 against; 0 abstain

1574 Affect others: no

1575 Departments affected and how: no

1576 Affected Chair Agrees: n/a

1577 Articulation: no

1578 Additional Resources: no

1579 Additional Resources required: n/a

1580 File attachment: n/a
 1581

1582 **COURSE DESCRIPTIONS:**

1583 Number and Prefix: CNS 6130 Title: School Counseling Internship

1584 Hours: 3

1585 Prerequisites: Completion of CNS 6100 Counseling Practicum, permission of the
 1586 instructor, and a minimum of a grade point average of 3.0.

1587 Required: yes (If yes, need Program Proposal Form)

1588 New course description: The school counseling internship is a field placement
 1589 course. The field placement is required to take place in a setting appropriate to
 1590 the students' graduate counseling program of study. All placements must have
 1591 approval from the program faculty the semester before enrollment. The internship
 1592 experience provides opportunity for in-depth application of counseling skills and
 1593 techniques. Students will demonstrate their ability to apply theory to practice.
 1594 Students receive field-based supervision at their sites and university-based

1595 group supervision during class time. Students must complete a total of 300 clock
 1596 hours at the field placement site during each semester of enrollment in this
 1597 course. Sixty percent of the 300 clock hours must be in direct client contact
 1598 each semester that the course is completed. The course is completed twice for a
 1599 total of 6 credit hours and 600 clock hours.

1600 New Course title: School Counseling Intern

1601 Code: INT

1602

1603 **7.25 Course Proposal:**

1604 The new course CNSS 5xxx, Special Topics in Counseling, is proposed. This course
 1605 is offered as an elective for the Professional School Counseling Program and the
 1606 Clinical Mental Health Counseling Program. This is a repeatable course.

1607

1608 **Rationale:**

1609 This course is an elective for counselor education. The special topics format
 1610 will allow faculty the flexibility to offer coursework on contemporary issues in
 1611 counseling practice and research.

1612

1613 Dept vote: 10 for; 0 against; 0 abstain

1614 Affect others: no

1615 Departments affected and how: no

1616 Affected Chair Agrees: n/a

1617 Articulation: no

1618 Additional Resources: no

1619 Additional Resources required: n/a

1620 File attachment: n/a

1621

1622 **COURSE DESCRIPTIONS:**

1623 Number and Prefix: CNSS5xxx Title: Special Topics in Counseling

1624 Hours: 3

1625 Prerequisites: Completion of all core counseling courses or permission of the
 1626 instructor.

1627 Required: yes (If yes, need Program Proposal Form)

1628 New course description: This course will provide an opportunity for in-depth
 1629 exploration of advanced areas and topics of interest. May be repeated for
 1630 different topics.

1631 New Course title: Special Topics in Coun

1632 Code: LEC

1633

1634 **Course Proposals (Description Revisions):**

1635

1636 **GRADUATE COUNSELING COURSES (CNS)**

1637 **CNS 5000 Professional and Ethical Issues (3 hours)**

1638 This course is an introduction to the profession of counseling and includes a
 1639 study of the history, philosophy, ethical and legal considerations, and
 1640 professional organizations related to the delivery of counseling, consultation,
 1641 and advocacy. Students will learn about the ethics, credentialing practices and
 1642 standards of the counseling profession, the suggested disposition and self-care
 1643 practices of counselors, and the administrative procedures of counseling,
 1644 consulting, and referral services in multiple settings. Students will also
 1645 receive an introduction to the supervision processes and practices in the role of

1646 the professional development of counselors. Prerequisite: Admission to the
1647 Clinical Mental Health or Professional School Counseling Program.

1648

1649 **CNS 5025 Lifespan Development (3 hours)**

1650 This course is designed to help counselors address the needs of clients at all
1651 developmental levels in multicultural contexts. The course focus emphasizes
1652 strategies for facilitating optimal development. Theories and models of growth
1653 and learning, personality development, wellness, and resilience for individuals
1654 and families are presented. The course addresses contextual factors that
1655 influence normal and abnormal behavior. Students are encouraged to apply the
1656 theories and models of development in intervention selection and
1657 conceptualization of problems in living. Prerequisite: Admission to the Clinical
1658 Mental Health or Professional School Counseling Program.

1659

1660 **CNS 5050 Counseling Skills and Techniques (3 hours)**

1661 Students will learn counseling skills and techniques through classroom
1662 instruction and experiential learning activities. Counselor characteristics and
1663 behaviors that influence the counseling process will be addressed. This course
1664 focuses on the use of empathic listening and interviewing skills in developing
1665 therapeutic relationships with diverse clients in a multicultural society. The
1666 course also includes an orientation to wellness and prevention in the counseling
1667 process. Prerequisite: Admission to the Clinical Mental Health or Professional
1668 School Counseling Program.

1669

1670 **CNS 5060 Crisis Intervention (3 hours)**

1671 This course will explore the role, function, and responsibilities of professional
1672 counselors in periods of crisis and disaster. Crisis intervention theory will be
1673 studied in an effort to inform professional practice in clinical and educational
1674 settings during emergencies and disasters. The effects of crises, disasters, and
1675 other trauma-causing events will be addressed. Suicide prevention and
1676 intervention models, including the use of psychological first aid strategies are
1677 included in the course content. Ethical and cultural considerations in the
1678 delivery of crisis intervention services will be examined. Prerequisite:
1679 Completion of core counseling courses or permission of the instructor.

1680

1681 **CNS 5070 College Counseling and Student Affairs (3 hours)**

1682 This course provides an overview of student services in higher education, and a
1683 study of the history, philosophy, issues, and trends in college counseling.
1684 Topics to be covered include college student development, college and career
1685 counseling issues and strategies, and student affairs services such as
1686 advisement, placement and enrollment planning, residence life, academic support,
1687 and student activities. Prerequisite: Completion of core counseling courses or
1688 permission of the instructor.

1689

1690 **CNS 5080 Gender and Sexuality Issues in Counseling (3 hours)**

1691 This course is designed to develop students' knowledge related to human sexuality
1692 and gender issues relevant to professional counseling. Students will develop an
1693 understanding of the varied sexuality issues which may be encountered in a
1694 variety of practice settings and also learn appropriate skills in assessment and
1695 intervention. Reflection activities will be used to increase awareness of
1696 personal perceptions, attitudes, and affect related to sexuality issues. The
1697 course provides an overview of the counselor's role in counseling students,

1698 individuals, couples, and families with sex-related concerns. Prerequisite:
1699 Completion of core counseling courses or permission of the instructor.

1700

1701 **CNS 5100 Groups in Counseling (3 hours)**

1702 This course addresses the principles of group dynamics, group leadership skills,
1703 theories of group counseling, and group counseling methods. Current trends in
1704 group work, including professional, ethical, and legal issues relevant to working
1705 with groups in a multicultural society are explored. Students will learn the
1706 fundamental skills and techniques for designing and implementing group counseling
1707 activities during experiential learning activities in which students participate
1708 as group members. Prerequisite: Admission to the Clinical Mental Health or
1709 Professional School Counseling Program.

1710

1711 **CNS 5250 Counseling Children and Adolescents (3hours)**

1712 This course provides an opportunity for students to practice counseling
1713 strategies that are designed to address factors that impact student learning and
1714 development. Specific topics discussed include effective communication with
1715 parents and school personnel, leadership styles, play media, and special needs
1716 children. Ethical and legal considerations specific to the practice of counseling
1717 children and adolescents in schools and educational systems are presented.
1718 Prerequisite: Completion of core counseling courses or permission of the
1719 instructor.

1720

1721 **CNS 5310 Mental Health Issues in Childhood and Adolescence (3 hours)**

1722 From an integrative ecological perspective that acknowledges biological,
1723 psychological, social, and cultural contextual influences and their
1724 interdependence, this course will focus on the origin and course of child and
1725 adolescent mental health issues. The course will include: discussion of
1726 etiological factors of various child and adolescent DSM mental disorders;
1727 associated diagnostic criteria and assessment; contextual and relational
1728 variables that influence children's and adolescents' risk and resilience; and
1729 prevention and intervention approaches/strategies. Students will learn strategies
1730 to address these issues using school and community referral resources.
1731 Prerequisite: Completion of core counseling courses or permission of the
1732 instructor.

1733

1734 **CNS 5350 The Professional School Counselor (3 hours)**

1735 This course emphasizes the history, philosophy, and trends in school counseling
1736 and educational systems. Students will learn the roles (e.g. leader, advocate,
1737 counselor, and consultant), functions, settings, and professional identity of the
1738 school counselor in relation to the roles of other professional and support
1739 personnel in the schools. Additional content focuses on professional
1740 organizations, preparation standards, and credentials that are relevant to the
1741 practice of school counseling. Current models of school counseling programs
1742 (e.g., American School Counselor Association [ASCA] National Model) and their
1743 integral relationship to the total educational program are highlighted.
1744 Prerequisite: Completion of core counseling courses or permission of the
1745 instructor.

1746

1747 **CNS 5360 Diagnosis and Treatment Planning (3 hours)**

1748 The focus of this course is the development of counseling skills necessary for
1749 making mental health and developmental diagnoses with diverse clients. The

1750 understanding of principles and development of skills necessary for
1751 biopsychosocial case conceptualization, treatment planning, and prevention
1752 programming are emphasized. A study of the history, theories, symptoms, and
1753 etiology of mental and emotional disorders, including sociocultural factors
1754 related to mental health, is provided. Students will demonstrate proficiency in
1755 using diagnostic tools and providing clinical documentation. Students are
1756 expected to critically evaluate research and practices relevant to the practice
1757 of clinical mental health counseling. Prerequisite: Completion of core counseling
1758 courses or permission of the instructor.

1759

1760 **CNS 5400 Theories of Counseling (3 hours)**

1761 Students in this course will be introduced to existing and emerging counseling
1762 theories that can be used as models to conceptualize clients' concerns. Students
1763 will learn about the interventions associated with each of the theories and the
1764 client populations, such as individuals or families, most appropriate for each of
1765 the interventions. The counseling theories will be critiqued from a multicultural
1766 perspective. Recurring themes, such as self-awareness, will be emphasized to
1767 assist students in consciously reflecting on their philosophy on life and its
1768 influence on their approaches to counseling. Students are expected to begin to
1769 articulate their personal models of counseling based on the information that they
1770 are exposed to in this course. A theory-to-practice approach is utilized to
1771 promote counseling effectiveness with individuals, families, and groups
1772 throughout the lifespan and across diverse populations. Prerequisite: Admission
1773 to the Clinical Mental Health or Professional School Counseling Program.

1774

1775 **CNS 5450 The Clinical Mental Health Counselor (3 hours)**

1776 This course provides an understanding of the history, philosophy, and standards
1777 in clinical mental health counseling. The roles and functions, skills and
1778 techniques, and professional issues of the clinical mental health counselor in a
1779 multicultural society are discussed. Students will develop an understanding of
1780 how clinical mental health counselors interact with government agencies, health
1781 care providers, and social service organizations during policy making, financing
1782 of services, advocacy for clients, and during interdisciplinary consultation.
1783 Topics specific to state, regional, and national mental health trends and issues
1784 are also addressed. Prerequisite: Completion of core counseling courses or
1785 permission of the instructor.

1786

1787 **CNS 5500 Research and Program Evaluation (3 hours)**

1788 This course is designed to provide counselors with the research knowledge and
1789 skills necessary to evaluate counseling interventions and programs, inform
1790 evidence-based practices, and conduct needs assessments. The course provides an
1791 overview of statistical methods and computer-based research and analysis tools.
1792 Ethical and culturally relevant strategies for conducting and interpreting
1793 qualitative and quantitative research studies are addressed. Prerequisite:
1794 Admission to the Clinical Mental Health or Professional School Counseling
1795 Program.

1796

1797 **CNS 5550 Seminar in Professional School Counseling (3 hours)**

1798 This course is a seminar about the principles, procedures, and emerging trends in
1799 professional school counseling. A variety of topics that are currently addressed
1800 in the professional school counseling literature will be studied. This course is
1801 designed to examine the development, organization, administration, and evaluation

1802 of comprehensive developmental P-12 school counseling programs that promote
1803 access and equity for all students. Prerequisite: Completion of core counseling
1804 courses or permission of the instructor.

1805

1806 **CNS 5600 Assessment Practices in Counseling (3 hours)**

1807 This course will provide students with an understanding of current and historical
1808 perspectives on the uses of standardized and non-standardized assessment and
1809 appraisal methods, techniques, and instruments in counseling. The assessment of
1810 abilities, behaviors, symptoms, achievement, personality, interests, and other
1811 characteristics relevant to the counseling process will be addressed. Issues
1812 related to assessment including selection, statistical concepts, social and
1813 cultural factors, and ethical testing procedures will be presented.

1814 Prerequisite: Admission to the Clinical Mental Health or Professional School
1815 Counseling Program.

1816

1817 **CNS 5700 Career Counseling and Development (3 hours)**

1818 This course includes an overview of career development theories and career
1819 decision making models appropriate for a multicultural society and global
1820 economy. The course is designed to assist counselors in the processes of career
1821 development program planning, organization, implementation, administration and
1822 evaluation. A lifespan perspective that addresses the interrelationship of work,
1823 family, culture, and historical era in career development is used to present the
1824 career planning and decision making interventions. Prerequisite: Admission to the
1825 Clinical Mental Health or Professional School Counseling Program.

1826

1827 **CNS 5800 Multicultural and Social Justice Counseling (3 hours)**

1828 This course emphasizes theories of multicultural counseling, identity
1829 development, and social justice. Students learn about multicultural and
1830 pluralistic trends, such as characteristics and concerns within and among diverse
1831 groups, nationally and internationally. Also, attitudes, beliefs, understandings,
1832 and acculturative experiences, including specific experiential learning
1833 activities designed to foster students' understanding of self and culturally
1834 diverse clients. The counselors' roles in developing cultural self-awareness,
1835 promoting cultural diversity, social justice, advocacy, and other culturally
1836 supported behaviors that promote optimal wellness and growth of the human spirit,
1837 mind, or body; and counselors' roles in eliminating biases, prejudices, and
1838 processes of intentional and unintentional oppression and discrimination are
1839 reviewed. Prerequisite: Admission to the Clinical Mental Health or Professional
1840 School Counseling Program.

1841

1842 **CNS 5850 Theory and Process of Family Counseling (3 hours)**

1843 This course is a study of established models and theories of family counseling,
1844 including systemic and contemporary approaches to family counseling. Each
1845 approach will be examined in terms of theoretical formulations, family
1846 development, goals of counseling, conditions for change, techniques, and
1847 strengths and weaknesses. This course also examines the impact of gender roles
1848 and culture within the practice of family counseling. Prerequisite: Completion of
1849 core counseling courses or permission of the instructor.

1850

1851 **MHCNS 5870 The Family and Addiction (3 hours)**

1852 This course will examine the impact of chemical and process addictions on the
1853 family system. Coursework will focus on the integration of assessment, theory,

1854 and technique. Related sociocultural implications of assessment and treatment
1855 will be discussed. Prerequisite: Completion of core counseling courses or
1856 permission of the instructor.

1857

1858 **CNS 5900 Issues in Addictions for Counselors (3 hours)**

1859 The focus of this course will be on the assessment, diagnosis, prevention, and
1860 treatment of substance abuse related disorders and process addictions across the
1861 lifespan. Students will learn about the intersection of addictions issues with
1862 mental health issues from diagnostic and intervention perspectives. Current
1863 research and evidence-based practices in the treatment of addictions will be
1864 emphasized. The course will address ethical, legal, and cultural aspects of
1865 addictions counseling. Students will become familiar with practices,
1866 philosophies, and treatment modalities related to the field of addictions
1867 counseling. Students will develop an understanding of the impact of various
1868 addictions on all clinical and educational settings. Prerequisite: Completion of
1869 core counseling courses or permission of the instructor.

1870

1871 **CNS 6100 Counseling Practicum (3 hours)**

1872 The practicum is a field placement course. The field placement is required to
1873 take place in a setting appropriate to the students' graduate counseling program
1874 of study. All placements must have approval from the program faculty the semester
1875 before enrollment. The practicum experience allows for enhanced skill development
1876 and exposure to professional practices, such as documentation, in a supervised
1877 and university-approved setting. Students must complete a total of 100 clock
1878 hours at the field placement site. Sixty percent of the 100 clock hours must be
1879 in direct client contact. In addition to the field placement requirement,
1880 students will attend class for continued instruction and professional
1881 development. Prerequisite: Completion of core counseling courses and a minimum of
1882 a grade point average of 3.0.

1883

1884 **CNS 6120 Clinical Mental Health Counseling Internship (3 hours, repeated once for
1885 total of 6 hours)**

1886 The clinical mental health counseling internship is a field placement course. The
1887 field placement is required to take place in a setting appropriate to the
1888 students' graduate counseling program of study. All placements must have approval
1889 from the program faculty the semester before enrollment. The internship
1890 experience provides opportunity for in-depth application of counseling skills and
1891 techniques. Students will demonstrate their ability to apply theory to practice.
1892 Students receive field-based supervision at their sites and university-based
1893 group supervision during class time. Students must complete a total of 300 clock
1894 hours at the field placement site during each semester of enrollment in this
1895 course. Sixty percent of the 300 clock hours must be in direct client contact
1896 each semester that the course is completed. The course is completed twice for a
1897 total of 6 credit hours and 600 clock hours. Prerequisite: Completion of CNS 6100
1898 Counseling Practicum and a minimum of a grade point average of 3.0.

1899

1900 **CNS 6130 School Counseling Internship (3 hours, repeated once for total of 6
1901 hours)**

1902 The school counseling internship is a field placement course. The field placement
1903 is required to take place in a setting appropriate to the students' graduate
1904 counseling program of study. All placements must have approval from the program
1905 faculty the semester before enrollment. The internship experience provides

1906 opportunity for in-depth application of counseling skills and techniques.
 1907 Students will demonstrate their ability to apply theory to practice. Students
 1908 receive field-based supervision at their sites and university-based group
 1909 supervision during class time. Students must complete a total of 300 clock hours
 1910 at the field placement site during each semester of enrollment in this course.
 1911 Sixty percent of the 300 clock hours must be in direct client contact each
 1912 semester that the course is completed. The course is completed twice for a total
 1913 of 6 credit hours and 600 clock hours. Prerequisite: Completion of CNS 6120
 1914 Counseling Internship I and a minimum of a grade point average of 3.0.

1915

1916 **CNSS 5xxx. Special Topics in Counseling (3 hours)**

1917 This course will provide an opportunity for in-depth exploration of advanced
 1918 areas and topics of interest. May be repeated for different topics. Prerequisite:
 1919 Completion of core counseling courses or permission of the instructor.

1920

1921 **7.26 Course Proposals:**

1922 Delete the following courses from the Professional School Counseling Program: SCN
 1923 5050 The Helping Relationship, SCN 5100 Group Processes in Schools, SCN 5200
 1924 School Counseling Practicum, SCN 6110 School Counseling Internship, and SCN 5xxx
 1925 Special Topics in Professional Counseling, SCN 5500 Research and Program
 1926 Evaluation, SCN 5400 Fundamentals of Counseling, SCN 5700 Career Development and
 1927 Education, SCN 5025 Issues in Lifespan Development, SCN 5600 Assessment and the
 1928 Effective Use of Data in Schools, SCN 5800 Multicultural Counseling and
 1929 Education, SCN 5250 Counseling Children and Adolescents P-12, SCN 5000 The
 1930 Professional School Counselor, SCN 5900 Seminar in Professional School
 1931 Counseling.

1932

1933

1934 **Rationale:**

1935 The Professional School Counseling Program and the Clinical Mental Health
 1936 Counseling Program are seeking accreditation together through the CACREP. In
 1937 order to meet state and national standards for school counseling programs, the
 1938 degree requirements need to increase to 60-credit hours. The increase in course
 1939 credits to fulfill the degree requirements is accomplished by merging core
 1940 counseling courses with the Clinical Mental Health Counseling Program and
 1941 reorganizing existing specialty courses. The common prefix of CNS will increase
 1942 organization of core counseling courses that are shared between the two graduate
 1943 counseling programs. The courses in this proposal have been subsumed by the SCN
 1944 to CNS and MHC to CNS curriculum change proposals and/or will no longer be
 1945 offered.

1946

1947 Dept vote: 10 for; 0 against; 0 abstain

1948 Affect others: no

1949 Departments affected and how: no

1950 Affected Chair Agrees: n/a

1951 Articulation: no

1952 Additional Resources: no

1953 Additional Resources required: n/a

1954 File attachment: n/a

1955

1956 **7.27 Program Proposal:**

1957 The proposal is to increase the degree requirements for the Professional School
 1958 Counseling Program from 48-credit hours to 60-credit hours. The new 12-credit
 1959 hours include an additional 3-credit hour internship course and 3 additional 3-
 1960 credit hour lecture courses designed to meet accreditation standards for the
 1961 profession. All course prefixes will be changed to CNS.

1962

Rationale:

1964 The Professional School Counseling Program and the Clinical Mental Health
 1965 Counseling Program are seeking accreditation. In order to meet state and national
 1966 standards for school counseling programs, the degree requirements need to
 1967 increase to 60-credit hours. The increase in course credits to fulfill the degree
 1968 requirements is accomplished by merging core counseling courses with the Clinical
 1969 Mental Health Counseling Program and reorganizing existing specialty courses. The
 1970 common prefix of CNS will increase organization of core counseling courses that
 1971 are shared between the two graduate counseling programs.

1972

1973 Dept vote: 10 for; 0 against; 0 abstain

1974 Affect others: no

1975 Departments affected and how:

1976 Affected Chair Agrees: n/a

1977 Articulation: no

1978 Additional Resources: no

1979 Additional Resources required: n/a

1980 Attachment: 60MAEdProfessionalSchoolCounseling.docx

1981

1982 MASTER OF ARTS IN EDUCATION (M.A.Ed.)

1983 PROFESSIONAL SCHOOL COUNSELING

1984 Director: Alfred Bryant

1985 Program Description

1986 The Master of Arts in Education (M.A.Ed.) in Professional School Counseling is
 1987 designed to assist graduate students in the development of competencies necessary
 1988 for functioning in the role of school counselor in public and private elementary,
 1989 middle, and secondary schools. The M.A.Ed. in Professional School Counseling
 1990 meets the standards established by the North Carolina Department of Public
 1991 Instruction for Professional School Counselor licensure and the National Board of
 1992 Certified Counselors' standards for national certification as a professional
 1993 counselor (NCC). The American Counseling Association Ethics and Professional
 1994 Standards and the American School Counseling Association standards are used as
 1995 guides in developing and revising the program's curriculum. The program is
 1996 located in the School of Education, Department of Public Administration and
 1997 Counseling, and shares a common core of classes with the Clinical Mental Health
 1998 Counseling Program. This program does not prepare students to be clinical mental
 1999 health counselors. Students interested in careers in clinical mental health
 2000 counseling should apply to the Clinical Mental Health Counseling Program at UNCP.
 2001 The M.A.Ed. in Professional School Counseling is organized into three curriculum
 2002 components:

2003 1. Core counseling courses: The core counseling courses are shared with the
 2004 Clinical Mental Health Counseling Program. Students are required to take and pass
 2005 a comprehensive examination after completing their core counseling courses. A
 2006 passing grade is required for progression through and graduation from the
 2007 program. The Counselor Preparation Comprehensive Exam is a standardized
 2008 counseling exam that assesses student learning in the core areas. The cost of the

2009 exam is \$45 and students are allowed three attempts to pass the exam. Students
 2010 must submit the application and pay the application fee by the required deadline.
 2011 Students can obtain information about the CPCE through their academic advisors.

2012 2. Specialty area and elective courses: Students consult with their academic
 2013 advisors to determine the specialty and elective courses that will meet degree
 2014 requirements and be best suited to the students' needs and interests.

2015 3. Clinical field placement courses: The clinical field experiences occur in
 2016 university-approved K-12 school settings and include on-site supervision and
 2017 university-based supervision. The Counseling Practicum is a 100-hour field
 2018 placement experience. The Counseling Internship is a total of 600-hours of field
 2019 placement experience taken over two semesters, 300-hours per semester. Students
 2020 must complete applications for participation in the clinical field placement
 2021 courses during the semester prior to beginning their practicum courses.
 2022 Courses are scheduled in the evenings and during the summer months. The courses
 2023 are offered in hybrid formats, including online and face-to-face instruction. The
 2024 program leads to a 60-credit hour degree and can be completed in three years.

2025 Program Mission

2026 The mission of the Graduate Counseling Programs at the University of North
 2027 Carolina at Pembroke is to train diverse professional counselors committed to
 2028 improving the mental health and human development of individuals served in
 2029 schools and communities. Through research, service, and teaching, the faculty
 2030 members collaborate with students to prepare counseling practitioners who have
 2031 strong counselor identities, effective clinical and leadership skills, and
 2032 cultural competence. The counseling programs engage in continual program
 2033 evaluation and revision to maintain alignment with the counseling profession's
 2034 national standards.

2035 Program Objectives

2036 Students will show evidence of being reflective practitioners and critical
 2037 thinkers. Students will develop knowledge and demonstrate competency in the areas
 2038 of:

- 2039 • Human growth and development;
- 2040 • Personal characteristics, professional orientation, and ethical practices
 2041 of counselors;
- 2042 • Helping relationships and counseling skills and techniques;
- 2043 • Group dynamics, process, and counseling;
- 2044 • Career development;
- 2045 • Multicultural and social justice issues in counseling;
- 2046 • Appraisal and assessment;
- 2047 • Research and program evaluation methods; and
- 2048 • Professional School Counseling specific roles, skills, duties, and issues.

2049 Program Specific Admissions Requirements

2050 Prospective students should observe the March 15 application deadline date. All
 2051 admissions will be for the fall semester. In addition to the School of Graduate
 2052 Studies admissions requirements:

2053 1. All applicants for the M.A.Ed. degree in Professional School Counseling
 2054 are required to submit an essay detailing their experiences relevant to
 2055 professional counseling. The essay should demonstrate graduate-level writing
 2056 skills, provide evidence of program-career goal compatibility, and indicate the
 2057 applicant's willingness to work with diverse populations.

2058 2. All applicants for the M.A.Ed. degree in Professional School Counseling
 2059 are required to participate in an interview with program faculty. Interview
 2060 candidates will be notified in writing of the interview schedule.

2061	3.	Students who are accepted into the program will attend an orientation	
2062		session, scheduled by the School of Graduate Studies, with the Program Director	
2063		prior to the start of their first semester.	
2064		Non-Degree Seeking Students	
2065		Prospective students interested in registering for coursework to achieve	
2066		credentialing in either of the graduate counseling areas should contact the Non-	
2067		Degree Seeking Student Coordinator, Dr. Angel Dowden, for information. Requests	
2068		to take courses for credentialing purposes must be made to the Coordinator and	
2069		will be reviewed by program faculty. Non-degree seeking students, including	
2070		graduates of either UNCP counseling program, should complete the School of	
2071		Graduate Studies application form following the procedures for Enrollment for	
2072		Enrichment Purposes and consult with the Non-Degree Seeking Student Coordinator	
2073		two months prior to the start of the semester in which the students would like to	
2074		register for courses. Students who are permitted to take courses as non-degree	
2075		seeking students will attend an orientation session with the coordinator.	
2076		Requirements for M.A.Ed. in Professional School Counseling	Sem. Hrs
2077		Core Counseling Courses	27
2078	CNS 5000	Professional and Ethical Issues	
2079	CNS 5050	Counseling Skills and Techniques	
2080	CNS 5500	Research and Program Evaluation	
2081	CNS 5400	Theories of Counseling	
2082	CNS 5700	Career Counseling and Development	
2083	CNS 5025	Lifespan Development	
2084	CNS 5100	Groups in Counseling	
2085	CNS 5600	Assessment Practices in Counseling	
2086	CNS 5800	Multicultural and Social Justice Counseling	
2087			
2088		Specialty Area and Elective Courses	24
2089	CNS 5350	The Professional School Counselor	
2090	CCN 5900	Seminar in School Counseling	
2091	CNS 5250	Counseling Children and Adolescents	
2092	CNS 5310	Mental Health Issues in Childhood and Adolescence	
2093	CNS 5900	Addictions Counseling	
2094	CNS 5060	Crisis Intervention	
2095		Select two elective courses from:	
2096	•	CNS 5360 Diagnosis and Treatment Planning,	
2097	•	CNS 5080 Gender and Sexuality Issues in Counseling,	
2098	•	CNS 5850 Theory and Process of Family Counseling,	
2099	•	CNS 5070 College Counseling and Student Affairs,	
2100	•	CNS 5870 The Family and Addiction,	
2101	•	CNS 6000 Thesis,	
2102	•	CNS 6010 Counseling Research Project, or	
2103	•	CNSS 5xxx Special Topics in Counseling (may be repeated for different	
2104		topics).	
2105			
2106		Clinical Field Placement Courses	9
2107	CNS 6100	Counseling Practicum (School Counseling Setting)	
2108	CNS 6130	School Counseling Internship (course is repeated once to earn a	
2109		total of 6-credit hours)	
2110			Total: 60
2111		7.28 Course Proposals:	
2112		The proposal is to delete the following courses from the Mental Health Counseling	

2113 Program: MHC 6130 Counseling Internship II, MHC 6120 Counseling Internship I, MHC
 2114 6100 Counseling Practicum, MHCS 5022 and/or MHCS xxxx Special Topics in
 2115 Counseling, MHC 5870 The Family and Addiction, MHC 5070 College Counseling and
 2116 Student Affairs, MHC 5310 Child and Adolescent Behavior Disorders, MHC 5060
 2117 Crisis Intervention, MHC 5900 Addictions Counseling, MHC 5880 Gender and
 2118 Sexuality Issues in Counseling, MHC 5850 Theory and Process of Family Counseling,
 2119 MHC 5360 Diagnosis and Treatment Planning in Professional Counselors, MHC 5600
 2120 Assessment Practices in Counseling, MHC 5100 Group Counseling, MHC 5050
 2121 Counseling Skills and Techniques, MHC 5000 Professional and Ethical Issues, MHC
 2122 6000 Thesis and MHC 6010 Counseling Research Project.

2123
 2124 Dept vote: 10 for; 0 against; 0 abstain

2125 Affect others: no

2126 Departments affected and how: no

2127 Affected Chair Agrees: n/a

2128 Articulation: no

2129 Additional Resources: no

2130 Additional Resources required: n/a

2131 File attachment: n/a

2132

2133 **Rationale:**

2134 The Professional School Counseling Program and the Clinical Mental Health
 2135 Counseling Program are seeking accreditation together through the CACREP. In
 2136 order to meet state and national standards for school counseling programs, the
 2137 degree requirements need to increase to 60-credit hours. The increase in course
 2138 credits to fulfill the degree requirements is accomplished by merging core
 2139 counseling courses with the Clinical Mental Health Counseling Program and
 2140 reorganizing existing specialty courses. The common prefix of CNS will increase
 2141 organization of core counseling courses that are shared between the two graduate
 2142 counseling programs. The courses in this proposal will no longer be offered. The
 2143 emphasis of the training in the clinical mental health counseling program is the
 2144 700-hours of clinical experience required, not the construction of a master's
 2145 thesis or the implementation of a master's research project

2146

2147

2148 **7.29 Program Proposal:**

2149 The program name will change from the Mental Health Counseling Program to the
 2150 Clinical Mental Health Counseling Program. All course prefixes will change to
 2151 CNS. Some course titles and course descriptions have been updated to improve
 2152 grammar and to reflect current accreditation standards. One entirely new course,
 2153 CNS 5450 The Clinical Mental Health Counselor, has been added to the curriculum.

2154

2155 **Rationale:**

2156 The Professional School Counseling Program and the Clinical Mental Health
 2157 Counseling Program are seeking accreditation. The new title of Clinical Mental
 2158 Health Counseling and other proposals align the program with the national
 2159 standards. The common prefix of CNS will increase organization of core counseling
 2160 courses that are shared between the two graduate counseling programs.

2161

2162 Dept vote: 10 for; 0 against; 0 abstain

2163 Affect others: no

2164 Departments affected and how:
2165 Affected Chair Agrees: n/a
2166 Articulation: no
2167 Additional Resources: no
2168 Additional Resources required: n/a
2169 Attachment: 60MAEdClinicalMentalHealthCounseling.docx

2170
2171 MASTER OF ARTS IN EDUCATION (M.A.Ed.)

2172 CLINICAL MENTAL HEALTH COUNSELING

2173 Director: Angela Holman

2174 Program Description

2175 The Master of Arts in Education (M.A.Ed.) in Clinical Mental Health Counseling is
2176 designed to assist graduate students in the development of competencies necessary
2177 for functioning in the role of professional counselor in a variety of settings.
2178 The M.A.Ed. in Clinical Mental Health Counseling meets the standards established
2179 by the North Carolina Board of Licensed Professional Counselors for Professional
2180 Counselor licensure (LPC) and the National Board of Certified Counselors'
2181 standards for national certification as a professional counselor (NCC). The
2182 American Counseling Association Ethics and Professional Standards and the
2183 American Mental Health Counseling Association principles are used as guides in
2184 developing and revising the program's curriculum. The program is located in the
2185 School of Education, Department of Public Administration and Counseling, and
2186 shares a common core of classes with the Professional School Counseling Program.
2187 This program does not prepare students to be school counselors. Students
2188 interested in careers in K-12 school counseling should apply to the Professional
2189 School Counseling Program at UNCP.

2190 The M.A.Ed. in Clinical Mental Health Counseling is organized into three
2191 curriculum components:

2192 1. Core counseling courses: The core counseling courses are shared with the
2193 Professional School Counseling Program. Students are required to take and pass a
2194 comprehensive examination after completing their core counseling courses. A
2195 passing grade is required for progression through and graduation from the
2196 program. The Counselor Preparation Comprehensive Exam (CPCE) is a standardized
2197 counseling exam that assesses student learning in the core areas. The cost of the
2198 exam is \$45 and students are allowed three attempts to pass the exam. Students
2199 must submit the application and pay the application fee by the required deadline.
2200 Students can obtain information about the CPCE through their academic advisors.

2201 2. Specialty area and elective courses: Students consult with their academic
2202 advisors to determine the specialty and elective courses that will meet degree
2203 requirements and be best suited to the students' needs and interests.

2204 3. Clinical field placement courses: The clinical field experiences occur in
2205 university-approved community agency, mental health clinic, and private practice
2206 settings and include on-site supervision and university-based supervision. The
2207 Counseling Practicum is a 100-hour field placement experience. The Counseling

2208 Internship is a total of 600-hours of field placement experience taken over two
 2209 semesters, 300-hours per semester. Students must complete applications for
 2210 participation in the clinical field placement courses during the semester prior
 2211 to beginning their practicum courses.

2212 Courses are scheduled in the evenings and during the summer months. The courses
 2213 are offered in hybrid formats, including online and face-to-face instruction. The
 2214 program leads to a 60-credit hour degree and can be completed in three years.

2215 Program Mission

2216 The mission of the Graduate Counseling Programs at the University of North
 2217 Carolina at Pembroke is to train diverse professional counselors committed to
 2218 improving the mental health and human development of individuals served in
 2219 schools and communities. Through research, service, and teaching, the faculty
 2220 members collaborate with students to prepare counseling practitioners who have
 2221 strong counselor identities, effective clinical and leadership skills, and
 2222 cultural competence. The counseling programs engage in continual program
 2223 evaluation and revision to maintain alignment with the counseling profession's
 2224 national standards.

2225 Program Objectives

2226 Students will show evidence of being reflective practitioners and critical
 2227 thinkers. Students will develop knowledge and demonstrate competency in the areas
 2228 of:

- 2229 • Human growth and development;
- 2230 • Personal characteristics, professional orientation, and ethical practices
 2231 of counselors;
- 2232 • Helping relationships and counseling skills and techniques;
- 2233 • Group dynamics, process, and counseling;
- 2234 • Career development;
- 2235 • Multicultural and social justice issues in counseling;
- 2236 • Appraisal and assessment;
- 2237 • Research and program evaluation methods; and
- 2238 • Clinical Mental Health Counseling specific roles, skills, duties, and
 2239 issues.

2240 Program Specific Admissions Requirements

2241 Prospective students should observe the March 15 application deadline date. All
 2242 admissions will be for the fall semester. In addition to the School of Graduate
 2243 Studies admissions requirements:

2244 1. All applicants for the M.A.Ed. degree in Clinical Mental Health Counseling
 2245 are required to submit an essay detailing their experiences relevant to
 2246 professional counseling. The essay should demonstrate graduate-level writing
 2247 skills, provide evidence of program-career goal compatibility, and indicate the
 2248 applicant's willingness to work with diverse populations.

2249 2. All applicants for the M.A.Ed. degree in Clinical Mental Health Counseling
 2250 are required to participate in an interview with program faculty. Interview
 2251 candidates will be notified in writing of the interview schedule.

2252 3. Students who are accepted into the program will attend an orientation
 2253 session, scheduled by the School of Graduate Studies, with the Program Director
 2254 prior to the start of their first semester.

2255 Non-Degree Seeking Students

2256 Prospective students interested in registering for coursework to achieve
 2257 credentialing in either of the graduate counseling areas should contact the Non-
 2258 Degree Seeking Student Coordinator, Dr. Angel Dowden, for information. Requests
 2259 to take courses for credentialing purposes must be made to the Coordinator and
 2260 will be reviewed by program faculty. Non-degree seeking students, including
 2261 graduates of either UNCP counseling program, should complete the School of
 2262 Graduate Studies application form following the procedures for Enrollment for
 2263 Enrichment Purposes and consult with the Non-Degree Seeking Student Coordinator
 2264 two months prior to the start of the semester in which the students would like to
 2265 register for courses. Students who are permitted to take courses as non-degree
 2266 seeking students will attend an orientation session with the coordinator.

2267 Requirements for M.A.Ed. in Clinical Mental Health Counseling Sem. Hrs

2268 Core Counseling Courses 27

2269 CNS 5000 Professional and Ethical Issues

2270 CNS 5050 Counseling Skills and Techniques

2271 CNS 5500 Research and Program Evaluation

2272 CNS 5400 Theories of Counseling

2273 CNS 5700 Career Counseling and Development

2274 CNS 5025 Lifespan Development

2275 CNS 5100 Groups in Counseling

2276 CNS 5600 Assessment Practices in Counseling

2277 CNS 5800 Multicultural and Social Justice Counseling

2278

2279 Specialty Area and Elective Courses 24

- 2280 CNS 5450 The Clinical Mental Health Counselor
- 2281 CNS 5360 Diagnosis and Treatment Planning
- 2282 CNS 5850 Theory and Process of Family Counseling
- 2283 CNS 5080 Gender and Sexuality Issues in Counseling
- 2284 CNS 5900 Addictions Counseling
- 2285 CNS 5060 Crisis Intervention
- 2286 Select two elective courses from:
- 2287 • CNS 5250 Counseling Children and Adolescents,
 - 2288 • CNS 5310 Mental Health Issues in Childhood and Adolescence,
 - 2289 • CNS 5070 College Counseling and Student Affairs,
 - 2290 • CNS 5870 The Family and Addiction,
 - 2291 • CNS 6000 Thesis,
 - 2292 • CNS 6010 Counseling Research Project, or
 - 2293 • CNSS 5xxx Special Topics in Counseling. (may be repeated for different
2294 topics).
- 2295 Clinical Field Placement Courses 9
- 2296 CNS 6100 Counseling Practicum (Clinical Mental Health Setting)
- 2297 CNS 6120 Clinical Mental Health Counseling Internship (course is repeated
2298 once to earn a total of 6-credit hours)
- 2299
- 2300

2301

2302 **8. Proposals from the Department of Biology**2303 **8.1 Proposal:**

2304 Change former special topics course BTES 4300 to a regular course BTEC 4300 entitled: Principles of
2305 Medical Biotechnology

2306 **Rationale:**

2307 This course was taught successfully once by Dr. Ben Bahr. The department believes it will be an
2308 appropriate upper-level elective course for our Biotechnology degree, our Biomedical Emphasis degree,
2309 and our Molecular Track within the regular B.S. in Biology Degree.

2310

2311 Dept vote: 18 for; 1 against; 0 abstain

2312 Affect others: yes

2313 Departments affected and how: Chemistry: only in that it will count as an elective in the shared
2314 Biotechnology degree.

2315 Affected Chair: Agree

2316 Cross listing: no

2317 Articulation: no

2318 Additional Resources: no

2319 Additional Resources required:

2320

2321 **COURSE DESCRIPTIONS:**

2322 BTEC 4300 Principles of Medical Biotech

2323 Hours: 3

2324 Prerequisites: BIO 1000

2325 Required: Off (If yes, need Program Proposal Form)

2326 New course description: An overview of methods, strategies, and applications used in medical
2327 biotechnology with emphasis on therapeutic concepts including discovery of target molecules, disease
2328 models, and testing of pharmaceutical agents. Will also cover analytical methods as applied to
2329 experimental design, drug safety, and the analysis of data. FDA regulation, product development, and
2330 patient procedures will also be covered. Not open to freshmen. Lecture. Credit 3 semester hours.

2331 Prereq: BIO 1000

2332 New Course title: BTEC Prin of Med Biotech

2333 Code: LEC

2334

2335 **8.2 Course Proposal:**2336 **Proposal:**

2337 Create a new course **BIO 1050 1060** Exploring Life's Diversity which will serve as an alternate general
2338 education Natural Science choice under the Biology and Environmental choices.

2339

2340 **Rationale:**

2341 Many students now take our long-standing BIO 1000 course, which serves both majors and non-majors.
2342 The topics needed for our majors are less general and more restricted than a course for non-majors
2343 could be. The department feels that a course with a broader focus than includes coverage of Earth's
2344 biodiversity would be a good choice for non-science majors.

2345

2346 Dept vote: 18 for; 1 against; 0 abstain

2347 Affect others: no
 2348 Departments affected and how:
 2349 Affected Chair: Off
 2350 Cross listing: no
 2351 Articulation: no
 2352 Additional Resources: no
 2353 Additional Resources required:
 2354
 2355 COURSE DESCRIPTIONS:
 2356 BIO ~~1050~~1060 Exploring Life's Diversity
 2357 Hours: 3
 2358 Prerequisites: none
 2359 Required: Off (If yes, need Program Proposal Form)
 2360 New course description: BIO 1050. A survey of the Kingdoms of living organisms to include an
 2361 introduction to the theory of evolution and evidence for evolution, and an introduction to the
 2362 fundamental principles of ecology. This course will not satisfy the prerequisite requirement for other
 2363 biology courses. Credit, 3 semester hours.
 2364 New Course title: BIO 1050 Explor Life Divers
 2365 Code: LEC
 2366
 2367 **8.3 Program Proposal:**
 2368 **Proposal:**
 2369 Change catalog wording for the Academic Concentration in Biology (page 135)
 2370 from: BIO 1000, 1000L, 1010, 1020, 1030, BIO 3710 (or approved upper level biology course with a
 2371 laboratory)
 2372
 2373 to: BIO 1000, 1000L 1010,1020, 1030, and one additional approved upper level biology course with a
 2374 laboratory.
 2375
 2376 Rationale:
 2377 BIO 3710 is a demanding course that also requires a good chemistry background. Other upper level
 2378 courses such as ecology 3040, genetics 3180, etc. would be a better fit for acquiring this concentration,
 2379 and it would also allow some student choice.
 2380
 2381 Dept vote: 19 for; 0 against; 0 abstain
 2382
 2383 Affect others: no
 2384 Departments affected and how:
 2385 Affected Chair: Off
 2386 Additional Resources: no
 2387 Additional Resources required:
 2388
 2389 File attachment: Catalog description
 2390
 2391 Catalog wording for the Academic Concentration in Biology (page 135)
 2392
 2393 from: BIO 1000, 1000L, 1010, 1020, 1030, BIO 3710 (or approved upper level biology course with a
 2394 laboratory)

2395

2396 to: BIO 1000, 1000L 1010,1020, 1030, and one additional approved upper level biology course with a

2397 laboratory.

2398

2399 **9. Proposals from the Department of Geography**2400 **9.1 Course Proposal:**

2401 Create new course "Introduction to Geographic Information Science".

2402

2403 **Rationale:**

2404 The course fits into the existing geospatial technology courses in the department of Geology and
 2405 Geography and supports the needs of other disciplines on campus such as Environmental Science and
 2406 Criminal Justice. Geospatial technologies have been recognized by the US DOL as a high growth area.
 2407 GIScience is the set of underlying principles guiding the creation and implementation of location
 2408 technologies and geospatial data.

2409

2410 Prefix and Number: GGY 2700 Course Title: Introduction to GIScience

2411 Credit Hrs 4 Prerequisites: None

2412 Required for: no

2413 New Course Catalogue Description:

2414 An introduction to the concepts and uses of GIS technologies and GIScience concepts. Lecture topics
 2415 include history of GIS, GIS data structures, sources of data, GIS tools, and applications. Lab emphasis will
 2416 be on spatial data handling in a computer environment; data analysis, production, and information
 2417 display for planning and decision making.

2418

2419 27 Character code: Introduction to GIScience.

2420 Course Code: LEC

2421

2422 Dept vote: 7 for; 0 against; 0 abstain

2423 Affect others: no

2424 Departments affected and how: no

2425 Affected Chair Agrees: n/a

2426 Articulation: no

2427 Additional Resources: no

2428 Additional Resources required: n/a

2429 File attachment: n/a

2430

2431 **9.2 Course Proposal:**

2432 Remove the prerequisites from GGY 3770 Geography of American Indians.

2433

2434 **Rationale:**

2435 Provide course access for a broader audience.

2436

2437 Dept vote: 7 for; 0 against; 0 abstain

2438 Affect others: no

2439 Departments affected and how: no

2440 Affected Chair Agrees: n/a

2441 Articulation: no

2442 Additional Resources: no

2443 Additional Resources required: n/a

2444 File attachment: n/a

2445
2446
2447
2448
2449
2450
2451
2452
2453
2454
2455
2456
2457
2458
2459
2460
2461
2462

9.3 Course Proposal:

Remove the prerequisites from GGY 4100 Land Use Planning.

Rationale:

Provide course access for a broader audience. While the course does build on some content from lower level classes, the material is presented anew in the course in a way specific to the course.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:no

Affected Chair Agrees: n/a

Articulation: no

Additional Resources: no

Additional Resources required: n/a

File attachment: n/a

2462

2463 **Proposals from the Department of Economics, Finance, and Decision Sciences**2464 **Proposal:**

2465 Change the prerequisite for DSC 3130 (Business Statistics I) from "C or better in
2466 MAT 1070" to "C or better in MAT 1070 or C or better in a higher level
2467 mathematics class."

2468

2469 **Rationale:**

2470 Allow students to take higher level math classes as preparation for DSC 3130.
2471 MAT 1070 is the prerequisite for most other mathematics classes at UNCP.

2472

2473 Dept vote: 6 for; 1 against; 4 abstain

2474 Affect others: yes

2475 Departments affected and how: School of Business (DSC 3130 is a required course
2476 for BSBA and Accounting majors) Affected Chair: Agree

2477 Cross listing: no

2478 Articulation: no

2479 Additional Resources: no

2480 Additional Resources required:

2481

2482 **COURSE DESCRIPTIONS:**

2483 DSC 3130 Business Statistics I

2484 Hours: 3

2485 Prerequisites: C or better in MAT 1070 or higher.

2486 Required: Off (If yes, need Program Proposal Form) New course description: A
2487 study of descriptive statistics including functional and summation notation,
2488 describing data graphically and numerically, and probability distributions.

2489 Credit, 3 semester hours. PREREQ: C or better in MAT 1070 or C or better in a
2490 higher level mathematics class.

2491

2492 New Course title: Business Statistics I

2493 Code: LEC

2494

2495 **Proposal:**

2496 Delete DSC 1090 (Business Uses of Computers) from the catalog.

2497

2498 **Rationale:**

2499 DSC 1090 is an outdated course. Updating the description and content is not
2500 really necessary since there are alternatives available within the School of
2501 Business and the University should any student need such an elementary course.

2502

2503 Dept vote: 11 for; 0 against; 1 abstain

2504 Affect others: yes

2505 Departments affected and how: School of Business (DSC 1090 is a current
2506 prerequisite for DSC 1090. We have proposed removing it as a prerequisite for
2507 the latter) Affected Chair: Agree Cross listing: no

2508 Articulation: no

2509 Additional Resources: no

2510 Additional Resources required:

2511

2512 **COURSE DESCRIPTIONS:**

2513 DSC 1090 delete course
 2514 Hours: 3
 2515 Prerequisites: None
 2516 Required: Off (If yes, need Program Proposal Form) New course description: None.
 2517 We have proposed dropping the course.
 2518 New Course title:
 2519 Code: LEC
 2520

2521 **Proposal:**
 2522 Remove DSC 1090 (Business Uses of Computers) as a prerequisite for DSC 2090
 2523 (Spreadsheet and Database Management).
 2524
 2525 **Rationale:**
 2526 Students in general are currently prepared sufficiently for the material covered
 2527 in DSC 2090 and hence do not need an elementary course such as DSC 1090.
 2528

2529 Dept vote: 10 for; 0 against; 1 abstain
 2530 Affect others: yes
 2531 Departments affected and how: School of Business (DSC 2090 is a required course
 2532 for BSBA and Accounting majors) Affected Chair: Agree Cross listing: no
 2533 Articulation: no
 2534 Additional Resources: no
 2535 Additional Resources required:
 2536

2537 COURSE DESCRIPTIONS:
 2538 DSC 2090 Spreadsheet & Database Mgt
 2539 Hours: 3
 2540 Prerequisites: None
 2541 Required: Off (If yes, need Program Proposal Form) New course description: A
 2542 comprehensive advanced-level course in spreadsheet analysis and database
 2543 management. The focal point in this course will be on the use of spreadsheet
 2544 analysis and database management to address contemporary business problems.
 2545 Credit, 3 semester hours.
 2546 New Course title: Spreadsheet & Database Mgt
 2547 Code: LEC
 2548

2549 **Proposal:**
 2550 Change the prerequisite for FIN 3100 from A "C" or better in ACC 2280, DSC 3130
 2551 or equivalent statistical course, and MAT 1070 to A "C" or better in ACC 2280,
 2552 DSC 3130 or equivalent statistical course, and MAT 1070 or C or better in a
 2553 higher level mathematics class."
 2554

2555 **Rationale:**
 2556 Allow students to take higher level math classes as preparation for FIN 3100.
 2557 MAT 1070 is the prerequisite for most other mathematics classes at UNCP.
 2558
 2559 Dept vote: 6 for; 1 against; 4 abstain
 2560 Affect others: yes
 2561 Departments affected and how: School of Business (FIN 3100 is a required course
 2562 for BSBA and Accounting majors) Affected Chair: Agree Cross listing: no

2563 Articulation: no
2564 Additional Resources: no
2565 Additional Resources required:
2566
2567 COURSE DESCRIPTIONS:
2568 FIN 3100 Business Finance
2569 Hours: 3
2570 Prerequisites: A "C" or better in ACC 2280, DSC 3130 or equivalent statistical
2571 course, and MAT 1070 or C or better in a higher level mathematics class."
2572 Required: Off (If yes, need Program Proposal Form) New course description:
2573
2574 Principles of financial management as they apply to American business
2575 organizations. The role of finance and financial manager, risk, return, and
2576 interest rate, long-term investment decisions, cost of capital, and short and
2577 long term financial decisions. Credit, 3 semester hours. PREREQ: A "C or better
2578 in ACC 228, C or better in DSC 3130 or equivalent statistical course, and C or
2579 better in MAT 1070 or C or better in a higher level mathematics course."
2580 New Course title: Business Finance
2581 Code: LEC
2582

2582

2583 **11. Proposals from the Department of American Indian Studies**2584 **11.1 Course Proposal:**

2585 The Department of American Indian Studies seeks the creation of a new 3000 level course, Native
 2586 American Poetry (AIS 3470). This new course will be part of our redesigned major and serve to broaden
 2587 UNCP's offerings in the field of American Indian Studies.

2588

2589 **Rationale:**

2590 One initiative that came out of the last strategic planning process was to increase the scope of the AIS
 2591 department. To this end, we are redesigning the major and expanding the curriculum slightly. This
 2592 course will broaden the offerings in American Indian Studies, particularly in native literatures. At a
 2593 historically Native American institution with a large population of American Indian students, a new
 2594 course such as this strengthens the department's and university's missions.

2595

2596 ~~Dept vote: 6 for; 1 against; 1 abstain~~2597 ~~Affect others: no~~2598 ~~Departments affected and how:~~2599 ~~Affected Chair: Off~~2600 ~~Cross listing: no~~2601 ~~Articulation: no~~2602 ~~Additional Resources: no~~2603 ~~Additional Resources required:~~

2604

2605 **COURSE DESCRIPTIONS:**2606 ~~Prefix and Number: AIS 3470 — Course Title: Native American Poetry~~2607 ~~Hours: 3~~2608 ~~Prerequisites: AIS/ENG 2200, or AIS 1010, or permission of instructor~~2609 ~~Required: Yes (If yes, need Program Proposal Form)~~2610 ~~New course description:~~2611 ~~A critical study of Native American poetry and poetics, with emphasis on social,
 2612 political, cultural, and Native national histories. Particular attention will be~~2613 ~~paid to the narrative techniques of these authors with a focus on the~~2614 ~~relationship between oral traditions and contemporary poetry. Credit, 3 semester~~2615 ~~hours. PREREQ: AIS 1010 or AIS/ENG 2200, or permission of instructor.~~2616 ~~New Course title: Native American Poetry~~2617 ~~Code: LEC~~

2618

2619 ~~AIS/ENG 3470: Native American Poetry~~2620 ~~Tuesdays & Thursdays 9:30-10:45 am~~

2621

2622 **Course Description:**2623 ~~This course is designed to expose students to poetry produced by Native American authors. Native~~2624 ~~American poetry grows from centuries of oral traditions including songs, stories, and ceremonies. There~~2625 ~~are numerous Indian poets writing today from many different tribal communities — urban, rural,~~

2626 reservation, and non-reservation, and this poetry has much to offer in both form and content. We will
 2627 cover selected texts, and you will be exposed to various voices and styles. Hopefully, you will come to
 2628 understand why many believe that the poetry produced by Native American writers are some of the
 2629 most important literary texts in the world today, and that they are the foundation of American
 2630 literature.

2631
 2632 Our discussions will center on attempting to understand what the writers have to tell us and why. We
 2633 will be paying particular attention to the ways in which Native authors write within, outside of, and
 2634 against the dominant canon of literature. Some of the questions we will be asking are: Who is an Indian?
 2635 What is Native American poetry? How does Indian literature relate to American literature in general?
 2636 How is Native American poetics different from other contemporary poetics, if at all? What role does the
 2637 oral tradition play within these written texts?

2638
 2639 Please be aware that literature often contains language and/or events that an individual might find
 2640 offensive. Writers reflect the worlds they know, and like it or not, there are lots of people in the world
 2641 who do use language some might find inappropriate. So literature is filled with all sorts of characters,
 2642 many who use profanity, commit terrible crimes, lie, betray others, etc. As we analyze literature, we
 2643 also advance theories about what the author may be trying to say through these characters and plots.

2644
 2645 As an upper level course, this Native American Poetry class will also cover a diversity of perspectives on
 2646 the social, cultural, economic, spiritual, and political issues of concern to many Indigenous peoples,
 2647 expressed primarily in their own words. These are part of the experiences of many Native writers' lives
 2648 and we will consider them in the spirit of intellectual inquiry.

2649

2650 Required Texts: (others may be added)

2651 Parker Changing is not Vanishing: A Collection of American Indian Poetry to 1930

2652 Blaeser Apprenticed to Justice

2653 Henry The Failure of Certain Charms

2654 Harjo The Woman Who Fell from the Sky

2655 Momaday In the Presence of the Sun

2656 McGlennen Fried Fish and Flour Biscuits

2657

2658 Course Requirements:

2659 Please come to class each day ready to discuss the material; make sure you have read the text for that
 2660 day.

2661

2662 Oral Presentation

2663 During the course, you will give an oral presentation to the class. You will be working with one or two
 2664 other students to produce this presentation, and I suggest dividing up the material. But you also want
 2665 the presentation to have continuity and connection; you want the audience to see that you have worked
 2666 on the presentation together and that you also work together as you present it to us. It will be on one of
 2667 the primary texts that we cover. You will be responsible for doing a little research on the work and the
 2668 author and then presenting that information to the class. I will expect you to begin by giving a 15-20
 2669 minute presentation at the beginning of the class. You may want to include things like biographical
 2670 information, reactions to the work, theories about the work, information about the author's cultural
 2671 experience, and themes you discovered in the poem or collection. Then you should raise questions for
 2672 discussion and facilitate the dialogue on that work. The meat of the presentation should be your
 2673 explanation/ exploration of how the work helps our understanding of Native American poetry. You

2674 should approach this assignment as if you are to teach a class on the poetry you are working on. I will
2675 grade you on both what you say and how you say it. Please sign up for the text you wish to report on as
2676 soon as possible.

2677

2678 Papers

2679 Shortly after midterm, you will be asked to turn in a 4-6 page prospectus for your final research project.
2680 A good prospectus is a short summary of how your paper will be constructed; it outlines the thesis,
2681 sources, and evidence you plan to use in the final paper. This is simply a shorter version of your long
2682 paper; you will be able to use my comments to revise/expand as you work on this project. This should
2683 serve as an aid in preparing your oral presentation on the research paper as well as in writing the paper
2684 itself. The final research project is due the last week of class and should be 8-10 pages long, typed and
2685 double-spaced. Five secondary sources (good ones used well) is the minimum, but I expect that you will
2686 need to use more. No cover page or binder is needed; simply put your name and class at the top of the
2687 first page, then type your title and begin the paper. Number all pages. Remember, a simple, neat
2688 presentation is often the best presentation.

2689

2690 Paper Presentation

2691 Towards the end of the semester, you will give us a 10-15 minute presentation on your research paper. I
2692 expect you all to outline your argument and evidence in a clear manner much as you would at a
2693 professional conference. There will be time for your peers to ask questions and offer suggestions on
2694 your work.

2695

2696 Turnitin.com / Digital Assignments

2697 Papers must be submitted to Turnitin.com. Instructions for submitting these documents can be found in
2698 the Blackboard course site under the Assignments button. This site checks for any plagiarism in your
2699 essays. You will also submit a version of the essay in Word or RTF through the assignments button
2700 within the course site. Both submissions must be made by the due dates provided.

2701

2702 Midterm and Final

2703 The midterm and final will consist of identification (I give you a quote and you supply author, title,
2704 character, and significance), short answer, and essay. When providing the significance of a passage, be
2705 sure to explain what the quotation tells us about the theme or the message of the work. The final will be
2706 cumulative.

2707

2708 Blackboard Course Site

2709 Sometimes the schedule may call for you to log into the Blackboard Course Site rather than meeting in
2710 the classroom. There we will chat using the discussion board. Sometimes I may ask you to complete
2711 other assignments inside the course site. When we are discussing material via Blackboard, I expect you
2712 each to participate as fully as you would in class; so you should spend at least an hour posting and
2713 responding to other posts. Failure to participate will be counted as an absence.

2714

2715 Course Policies:

2716

2717 • Attendance is mandatory. I will take attendance most days. If you miss more than two weeks of class
2718 for any reason, I may assign you a grade of F for the course. Please let me know in advance if you will be
2719 absent (if at all possible). If you are late to class, you may be counted absent. You are also responsible
2720 for any information you miss if you are absent.

2721

2722 • I do not accept late assignments for any reason without my prior consent. I'm usually more than
 2723 willing to help you out, but you must talk to me beforehand. I have voicemail and email. Late papers will
 2724 receive a 0 grade.

2725

2726 • If you need to talk to me, please take advantage of my office hours or email me. I am also more than
 2727 willing to meet by appointment.

2728

2729 • I may give pop quizzes if necessary to ensure that you are reading, so be sure and do the reading.
 2730 Quizzes cannot be made up. I expect a lot of class participation during the course.

2731

2732 • Disruptive behavior will not be tolerated (talking while others are talking, ringing cell phones, coming
 2733 in late, rude comments, etc.). If behavior like this persists, you will be asked to leave the class and
 2734 receive a grade of F for the course.

2735

2736 * There will be no work for "extra credit." Keep up with the reading and do the work
 2737 All reading assignments should be completed on the first day that we begin discussion.

2738

2739 Grading System:

2740 Presentation 100 pts. 10%

2741 Prospectus 100 pts. 10%

2742 Research Paper 200 pts. 20%

2743 Paper Presentation 100 pts. 10%

2744 Midterm 200 pts. 20%

2745 Final 300 pts. 30%

2746 Total 1000 pts. 100%

2747

2748 I use a thousand point grading system. All grades will be given as numbers with final grades computed as
 2749 follows: A=933-1000; A-=900-932; B+=866-899; B=833-865; B-=800-832; C+=766-799; C=733-765; C-
 2750 =700-732; D+=666-699; D=633-665; D-=600-632; F=<600.

2751

2752 UNCP Religious Holiday Policy Statement:

2753 The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all
 2754 students who must be absent from classes or miss scheduled exams in order to observe religious
 2755 holidays; we must be careful not to inhibit or penalize these students for exercising their rights to
 2756 religious observance. To accommodate students' religious holidays, each student will be allowed two
 2757 excused absences each semester with the following conditions:

2758

2759 1. Students, who submit written notification to their instructors within two weeks of the beginning of
 2760 the semester, shall be excused from class or other scheduled academic activity to observe a religious
 2761 holy day of their faith. Excused absences are limited to two class sessions (days) per semester.

2762

2763 2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due
 2764 to an excused absence for a religious observance.

2765

2766 3. Students should not be penalized due to absence from class or other scheduled academic activity
 2767 because of religious observances.

2768 A student who is to be excused from class for a religious observance is not required to provide a second-
 2769 party certification of the reason for the absence. Furthermore, a student who believes that he or she has

2770 been unreasonably denied an education benefit due to religious beliefs or practices may seek redress
2771 through the student grievance procedure.

2772

2773 **Disability Support Services Statement:**

2774 Any student with a documented disability needing academic adjustments is requested to speak directly
2775 to Disability Support Services and the instructor, as early in the semester (preferably within the first
2776 week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF
2777 Lowry Building, 910-521-6695.

2778

2779 This publication is available in alternative formats upon request. Please contact Disability Support
2780 Services, DF Lowry Building, 910-521-6695.

2781

2782 **11.2 Course Proposal:**

2783 Cross-list ENG 2410, Environmental Literature, with AIS (to create AIS 2410).

2784

2785 **Rationale:**

2786 This course was originally designed and piloted as a cross-listed special topics course in AIS and ENG --
2787 AISS/ENGS 2111, "Literatures of Ecoliteracy and Environmental Justice" -- by Drs. Scott Hicks and Jane
2788 Haladay, who team-taught the pilot course in Fall 2008. Dr. Hicks later put the course through
2789 committee in English only as a permanent offering. This proposal is a follow-up to add this course to AIS
2790 as a permanent offering as well, which was the original goal in creating this course.

2791

2792 Dept vote: 7 for; 0 against; 0 abstain

2793 Affect others: yes

2794 Departments affected and how: This proposal affects the ET Department by allowing students to enroll
2795 in a course currently only listed in their department through two departments, possibly allowing for
2796 more sections of this course and/or for an increased diversity of instructors in the future.

2797 Affected Chair: Off

2798 Cross-listing: yes

2799 Articulation: no

2800 Additional Resources: no

2801 Additional Resources required:

2802

2803 **COURSE DESCRIPTIONS:**

2804 AIS 2410 Environmental Literature

2805 Hours: 3

2806 Prerequisites: "C" grade or better in ENG 1050

2807 Required: no (If yes, need Program Proposal Form)

2808 New course description: Survey of Indigenous and multinational environmental literature and its
2809 relationship to race, class, gender, sexuality, and/or dis/ability, attentive to local human and ecological
2810 communities. Variety of authors and genres. Credit, 3 semester hours. PREREQ: "C" grade or better in
2811 ENG 1050.

2812 New Course title: Environmental Literature

2813 Code: LEC

2814

2815 **11.3 Program Proposal:**

2816 The American Indian Studies Department is changing the core requirements for AIS majors to include
2817 the following 18 units: AIS 1010 Introduction to AIS, AIS/HST 1100 History of the American Indian to

2818 1865, AIS/HST 1110 History of the American Indian Since 1865, AIS/ENG 2200 Native American
 2819 Literature, AIS 3600 History and Culture of the Lumbee and AIS 3950 Archaeology in North Carolina. The
 2820 student would then have the option of selecting one of four curriculum tracks selecting 15 units. Finally,
 2821 the student will select 9 AIS elective courses not already used in the core or tracks. Please see attached
 2822 draft of curriculum path changes.

2823

2824 Rationale:

2825 The changes in AIS curriculum highlight a base in American Indian history and literature. The proposed
 2826 curriculum tracks allow the student to further specialize in peoples & histories; social & cultural issues;
 2827 literature & oral traditions; or create their own curriculum specialization. The changes will allow the
 2828 student to specialize within the discipline of American Indian Studies. These modifications bring the AIS
 2829 curriculum in better alignment with other AIS and NAS programs and departments. Specialization may
 2830 allow our students a better advantage when applying to graduate programs in AIS or NAS.

2831

2832 Dept vote: 7 for; 1 against; 0 abstain

2833

2834 Affect others: no

2835 Departments affected and how:

2836 Affected Chair: Off

2837 Additional Resources: no

2838 Additional Resources required:

2839

2840 File attachment: Draft AIS BA Curriculum 2-1.docx

2841

2842 **DRAFT: Bachelor of Arts in American Indian Studies**

2843

2844 Requirements for a B.A. in American Indian Studies Sem. Hrs.2845 Freshman Seminar 12846 General Education Requirements (See attached) 44

2847

2848 Major Requirements

2849

2850 Major Core Courses 18

2851 Complete each of the following courses:

2852 AIS 1010 Intro to American Indian Studies AIS/ENG 2200 Native Amer Literature2853 AIS/HST 1100 Amer Ind to 1865 AIS 3600 History & Cult of the Lumbee2854 AIS/HST 1110 Amer Ind since 1865 AIS 3950 Archaeology in North Carolina

2855

2856

2857 Select One of the Following Tracks 15

2858

2859 Complete five (5) courses in one (1) focus area

2860

2861 Peoples and Histories Focus

2862 AIS/REL 2130 Amer. Indian Religious Trad.

2863 AIS/HST 3240 Indians of Latin Amer

2864 AIS/HST 3260 Indians of the Southeast

2865 AIS 4020 Federal Indian Policy

2866	AIS/HST 4250 Amer Indian Women	
2867	AIS/ART 4270 North Amer Ind Art	
2868		
2869	Social and Cultural Issues Focus	
2870	AIS/SOC 1050 Intro to Cultural Anthropology	
2871	AIS 2010 American Indian Cultures	
2872	AIS/EDN 2310 Race Culture and the Lumbee Exp.	
2873	AIS/SOC/SWK 3880 Nat Amer Populations	
2874	AIS 4050 Cont Issues of Amer Indians	
2875	AIS 4600 Amer Indian Health	
2876		
2877		
2878	Stories and Literatures Focus	
2879	AIS/ENG 2410 Environmental Literature*	
2880	AIS 3400 Amer Indians and Film	
2881	AIS/ENG 3440 The Native Amer Novel	
2882	AIS/ENG 3470 Native American Poetry*	
2883	AIS/REL 4150 AmerIndian Oral Traditions	
2884	AIS/ENG 4500 Sem in Nat Amer Lit.	
2885		
2886	General Focus	
2887	Choose five courses with at least one course from each focus area.	
2888		
2889	* New Courses: course proposals will accompany this change.	
2890		
2891		
2892	AIS Electives	9
2893	Complete three (3) of the following courses	
2894	AIS 2390 American Indian Education	
2895	AIS 4520 Meso-America Before European Contact	
2896	AIS 4990 Independent Study	
2897	AISS 2000/4000 Any AIS Special Topics Course	
2898	Any AIS course not from your track	
2899		
2900	University Electives	33
2901		Total: 120
2902		

2902

2903 **12. Proposals from the Department of Foreign Languages**2904 **12.1 Proposal: Create SPN 4200 "Topics in Colonial Spanish American Literature"**

2905

2906 Rationale: The literature courses in the Spanish program are divided in 2 areas organized in a different
 2907 manner having Spanish American Literature with titles such as "Studies in..." while those pertaining to
 2908 Peninsular literature are "Topics in". Also, Spanish-Am. lit. classes are divided by genre while Peninsular
 2909 literature classes by time period. It is the department's intention to offer a more consistent description
 2910 of the literature classes and a balanced offering in the two areas. We want to organized lit. classes by
 2911 time period rather than genre. This new course would be the first of the Spanish American trilogy. Since
 2912 the course covers such a large period and we do not want to reproduce a survey course, the class may
 2913 concentrate on different topics as it is offered and students could take it twice for credit with change of
 2914 topic.

2915

2916 Dept vote: 4 for; 0 against; 0 abstain

2917 Affect others: no

2918 Departments affected and how:

2919 Affected Chair: Off

2920 Cross-listing: no

2921 Articulation: no

2922 Additional Resources: no

2923 Additional Resources required: none

2924

2925 **COURSE DESCRIPTIONS:**2926 **SPN 4200 ——— Topics in Colonial Spanish American Literature**2927 **Hours: 1**2928 **Prerequisites: SPN 3700 or permission by the instructor**2929 **Required: no (If yes, need Program Proposal Form)**

2930

2931 **New course description:**

2932 (Editors comment* Under Credit Hrs the original form stated 3-6. The hyphen and 6 could not be added
 2933 to the online form.)

2934

2935 This course covers from the first written expressions of the pre-Columbian America to the authors and
 2936 works of Spanish America as a colony of Spain. May be repeated for a maximum of 6 credits with change
 2937 of topic.

2938

2939 **New Course title:**2940 **Code: LEC**

2941

2942 **5.2 Proposal: Create SPN 4310 "19th Century Literature of Spain"**

2943

2944 Rationale: To complete the sequence of 3-time period organized Spanish Peninsular literature classes to
 2945 parallel those pertaining to Spanish American Literature.

2946

2947 Dept vote: 4 for; 0 against; 0 abstain

2948 Affect others: no

2949 Departments affected and how:

2950 Affected Chair: Off

2951 Cross listing: no

2952 Articulation: no

2953 Additional Resources: no

2954 Additional Resources required: none

2955

2956 COURSE DESCRIPTIONS:

2957 SPN 4310 ——— 19th Century Literature of Spain

2958 Hours: 1

2959 Prerequisites: SPN 3700 or permission by the instructor

2960 Required: no (If yes, need Program Proposal Form)

2961

2962 New course description:

2963 A course that focuses on topics pertaining to the main literary schools, authors and/or works from the
2964 Spanish peninsular Romanticism to Realism and Naturalism at the end of the nineteenth Century.

2965

2966 New Course title:

2967 Code: LEC

2968

2969 5.3 Proposal: Change SPN 4210 "Studies in Spanish American Prose fiction" to SPN 4210 "19th Century
2970 Spanish American Literature"

2971

2972 Rationale: The literature courses in the Spanish program are divided in 2 areas organized in a different
2973 manner having Spanish American Literature with titles such as "Studies in..." while those pertaining to
2974 Peninsular literature are "Topics in". Also, Spanish- Am. lit. classes are divided by genre while Peninsular
2975 literature classes by time period. It is the department's intention to offer a more consistent description
2976 of the literature classes and a balanced offering in the two areas. This course would be the second in the
2977 new chronological sequence pertaining to Spanish Am. Lit.

2978

2979 Dept vote: 4 for; 0 against; 0 abstain

2980 Affect others: no

2981 Departments affected and how:

2982 Affected Chair: Off

2983 Cross listing: no

2984 Articulation: no

2985 Additional Resources: no

2986 Additional Resources required: none

2987

2988 SPN 4210 ——— 19th Century Spanish American Literature

2989

2990 5.4 Proposal: Change SPN 4220 "Studies in Spanish American Theater and Poetry" to SPN 4220
2991 "Contemporary Spanish American Literature"

2992

2993 Rationale: The literature courses in the Spanish program are divided in 2 areas organized in a different
2994 manner having Spanish American Literature with titles such as "Studies in..." while those pertaining to
2995 Peninsular literature are "Topics in". Also, Spanish- Am. lit. classes are divided by genre while Peninsular

2996 literature classes by time period. It is the department's intention to offer a more consistent description
 2997 of the literature classes and a balanced offering in the two areas.

2998

2999 Dept vote: 4 for; 0 against; 0 abstain

3000 Affect others: no

3001 Departments affected and how:

3002 Affected Chair: Off

3003 Cross-listing: no

3004 Articulation: no

3005 Additional Resources: no

3006 Additional Resources required: none

3007

3008 SPN 4220 — Contemporary Spanish American Literature

3009

3010 5.5 Proposal: Add "May be repeated for a maximum of 6 credits with change of topic" to course
 3011 description.

3012

3013 Rationale: Upper level literature courses in the Spanish program cover specific topics that may change as
 3014 they are offered. This addition would give students the opportunity to take the same course twice and
 3015 get credit for it as long as the course covers different topics within the scope described by the title.

3016

3017 Dept vote: 4 for; 0 against; 0 abstain

3018 Affect others: no

3019 Departments affected and how:

3020 Affected Chair: Off

3021 Cross-listing: no

3022 Articulation: no

3023 Additional Resources: no

3024 Additional Resources required: none

3025

3026 COURSE DESCRIPTIONS:

3027 SPN 4300 — Topics in Medieval, Renaissance and Golden Age Lit.

3028 Hours: 1

3029 Prerequisites: SPN 3700 or permission by the instructor

3030 Required: no (If yes, need Program Proposal Form)

3031

3032 New course description:

3033 (Editors note* the original form under Credit Hrs added a hyphen and 6)

3034 This course concentrates on main literary works and/or authors of Spain from the origins of Spanish
 3035 Peninsular literature (XII Century) to the Golden Age (XVII Century). 3-6 credit hours. May be repeated
 3036 for a maximum of 6 credits with change of topic.

3037

3038 New Course title: Tpcs Med., Ren. and GA Lit.

3039 Code: LEC

3040

3041 5.6 Proposal: Change the number of SPN 4340 "Contemporary Literature of Spain" to SPN 4320

3042

3043 Rationale: To follow the sequence in the new literary courses created and/or reorganized in the Spanish
 3044 Program more miningfully. This number would follow 4300 and 4320, two literature classes covering
 3045 previous periods.

3046
 3047 Dept vote: 4 for; 0 against; 0 abstain

3048 Affect others: no

3049 Departments affected and how:

3050 Affected Chair: Off

3051 Cross listing: no

3052 Articulation: no

3053 Additional Resources: no

3054 Additional Resources required: none

3055

3056 SPN 4320 — Contemporary Literature of Spain

3057

3058 5.7 Change SPN 3510 description from "PREREQ: Consent of instructor" to "PREREQ: Permission of Chair
 3059 of the Department" Course Proposal form missing

3060

3061 Dept vote: 4 for; 0 against; 0 abstain

3062 Affect others: no

3063 Departments affected and how:

3064 Affected Chair: Off

3065 Cross listing: no

3066 Articulation: no

3067 Additional Resources: no

3068 Additional Resources required: none

3069 5.8 Program Proposal: New Courses SPN 4200 and SPN 4310, should be added to any list of Spanish
 3070 electives in the catalog and between SPN 3710 "Business Spanish" and SPN 4400 Methods of Teaching
 3071 Spanish in the list of courses offered in Spanish. Change course titles of SPN 4210 and 4220.

3072

3073 New Courses SPN 4200 and SPN 4310, should be added to any list of Spanish electives in the catalog and
 3074 between SPN 3710 "Business Spanish" and SPN 4400 Methods of Teaching Spanish in the list of courses
 3075 offered in Spanish. The list of these new/reorganized courses should then be as follows:

3076

3077 [...]

3078 SPN 3170 Business Spanish

3079

3080 SPN 4200 Topics in Colonial Spanish American Literature NEW

3081 SPN 4210 "Studies in Spanish American Prose Fiction" 19th Century Spanish American Literature *

3082 SPN 4220 "Studies in Spanish American Theater and Poetry" Contemporary Latin American Literature *

3083 SPN 4300 Topics in Medieval, Renaissance and Golden Age Literature. *

3084 SPN 4310 19th Century Literature of Spain NEW

3085 SPN 4340 4320 Contemporary Literature of Spain*

3086

3087 SPN 4400 Methods of Teaching Spanish

3088

3089 [...]

3090

3091 * these courses have changed their title and course description as per the Course Proposal Form.

3092

3093 University of North Carolina at Pembroke

3094

3095 SYLLABUS

3096

3097 SPN 4310 19th Century Literature of Spain

3098 Spring 2011

3099

3100 Instructor: XXXXXXXXXXXX

3101 Office: Dial 24X.

3102 Office hours: M, W & F 9:50 – 11:30am, T & Th 8:45 – 9:30am and/or by appointment.

3103 Phone (: (910) 521-xxxx

3104 E-mail: xxxxxx@uncp.edu

3105

3106 Decription:.. This course will guide students in the study of a selection of Spanish literary authors and
 3107 their works representative of the Peninsular Romanticism (Bécquer, Espronceda,...) in the first quarter of
 3108 the 19th Century, to the Realism and Naturalism (Galdós, Blasco Ibáñez,...) characteristic of the last
 3109 decades of the century. This course will be entirely taught in Spanish. It will be based on intensive
 3110 readings and discussion, but it also has an important writing component. The use of a high-quality
 3111 Spanish dictionary, like the one published by the Real Academia Española de la Lengua, is strongly
 3112 recommended.

3113

3114 Office hours and meeting times: The instructor will be available for consultation and advice during
 3115 regular and extended office hours and also by e-mail at all times. Instructor and students will meet every
 3116 x and x from x:xxam to x:xxam, unless otherwise indicated by the university calendar (holydays). During
 3117 class, students will review and analyze reading assignments and will have the opportunity to share
 3118 information and ask questions that may require especial attention.

3119

3120 Textbooks: Any complete* edition of all the following books

3121

3122 • ——— Larra, Mariano José de. "Artículos de costumbres"

3123 • ——— Bécquer, Gustavo A. "Rimas y Leyendas"

3124 • ——— Valera, Juan. "Pepita Jiménez"

3125 • ——— Pérez Galdós, Benito. "Episodios nacionales"

3126

3127 * special annotated or educational editions preferred.

3128

3129

3130 Evaluation Criteria

3131 In class Participation/Discussion ————— 20%

3132 Questionnaires (10) ————— 20%

3133 Midterm Exam ————— 20%

3134 Term paper ————— 20%

3135 Final exam (oral) ————— 20%

3136

3137 • ——— All assignments will be graded over 100 points on a 7 point grading scale.

3138

3139 Participation: This class will be based on directed discussion of intensive scheduled reading
3140 assignments. Students are required to actively participate in every class by asking questions and
3141 commenting about the readings and interacting with the instructor and other students, all in Spanish.

3142
3143 Questionnaires: Students will be required to complete ten (10) written questionnaires in class. These are
3144 based on the scheduled readings. (See schedule) Each questionnaire, composed of several short answer
3145 questions, should not take more than 15-20 minutes to complete.

3146
3147 Term paper: The term paper and its presentation are worth 20% of your final grade. You will be required
3148 to write a research paper (10 pages) on one author/work out of a list provided by the instructor with
3149 subjects that are not included among the ones covered in class. The contents must always be based on
3150 original research and include proper bibliographical citations and list of sources. This assignment
3151 involves several stages and procedures that will be explained by the instructor during the first week of
3152 class.

3153
3154 Midterm and Final Exam: Students will take a midterm exam approximately one week before midterm
3155 grades are due according to the university calendar. This exam will cover all materials seen up to that
3156 point. At the end of the semester students will take a final exam that will evaluate students' knowledge
3157 of the books and authors covered included any related materials seen in class. This exam will have an
3158 oral component.

3159
3160 Attendance: It is not reflected in the evaluation criteria, but regular and punctual attendance is crucial
3161 and mandatory. Students with more than 4 absences (or 5 for a M/W/F class) either excused or
3162 unexcused (with the exception of two absences due to religious holidays) will receive an F for the Final
3163 grade. There will be no exceptions to this policy.

3164
3165 Academic integrity: Students have the responsibility to know and observe the UNCP Academic Honor
3166 Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of
3167 information, and complicity in academic dishonesty. Please, see Student Handbook for further
3168 information and policies.

3169
3170 Religious Holidays: To accommodate students' religious holidays, each student will be allowed two
3171 excused absences each semester with the following conditions:

3172
3173 1. ——— Students, who submit written notification to their instructors within two weeks of the beginning
3174 of the semester, shall be excused from class or other scheduled academic activity to observe a religious
3175 holy day of their faith. Excused absences are limited to two class sessions (days) per semester.

3176 2. ——— Students shall be permitted a reasonable amount of time to make up tests or other work missed
3177 due to an excused absence for a religious observance.

3178 3. ——— Students should not be penalized due to absence from class or other scheduled academic
3179 activity because of religious observances.

3180 A student who is to be excused from class for a religious observance is not required to provide a second-
3181 party certification of the reason for the absence. Furthermore, a student who believes that he or she
3182 has been unreasonably denied an education benefit due to religious beliefs or practices may seek
3183 redress through the student grievance procedure.

3184
3185
3186 Students with disabilities:

- 3187
- 3188 Any student with a documented disability needing academic adjustments communicates as soon as
- 3189 possible with the instructor and also with the Disability Support Services. All discussions will remain
- 3190 confidential. Mary Helen Walker, Disability Support Services, DF Lowry Bldg, Room 210, 521-6695 or
- 3191 dss@uncp.edu. Operating hours are Monday-Friday, 8:00 am-5:00 pm
- 3192
- 3193 University of North Carolina at Pembroke
- 3194
- 3195 SYLLABUS
- 3196
- 3197 SPN 4200 Topics in Colonial Spanish American Literature
- 3198 Spring 2011
- 3199
- 3200 Instructor: XXXXXXXXXXXX
- 3201 Office: Dial 24X.
- 3202 Office hours: M, W & F 9:50 – 11:30am, T & Th 8:45 – 9:30am and/or by appointment.
- 3203 Phone (-: (910) 521-xxxx
- 3204 E-mail: xxxxxxx@uncp.edu
- 3205
- 3206 Decription: This course will guide students in the study and analysis of masterpieces of Spanish
- 3207 American literature produced during colonial times. The course will begin with works of pre-Columbian
- 3208 tradition such as the Popol-Vuh or the book of Chilam-Balam, and will continue with the works of
- 3209 Spanish and Creole authors of the colonies such as Inca Garcilaso or Juan Ruiz de Alarcón to finish with
- 3210 the works of Spanish American authors at the beginning of the nineteenth century, right before the time
- 3211 when the colonies gained independence from Spain, the metropolis. All literary genres will be covered
- 3212 unless otherwise specified by the instructor. The course, which heavily based on readings and in-class
- 3213 discussion, will be entirely taught in Spanish.
- 3214
- 3215 Office hours and meeting times: The instructor will be available for consultation and advice during
- 3216 regular and extended office hours and also by e-mail at all times. Instructor and students will meet every
- 3217 x and x from x:xxam to x:xxpm, unless otherwise indicated by the university calendar (holydays). During
- 3218 class, students will review and analyze reading assignments and will have the opportunity to share
- 3219 information and ask questions that may require especial attention.
- 3220
- 3221 Textbooks:
- 3222 •——— Loisel, Clary. Clásicos de la Literatura Hispanoamericana Colonial en su contexto Sociohistórico.
- 3223 Floricanto Press, 2007.
- 3224 •——— Popol-Vul. Any edition
- 3225 •——— Chilam-balam. Any edition.
- 3226
- 3227 Evaluation Criteria
- 3228 In-class Participation/Discussion _____ 20%
- 3229 Questionnaires (10) _____ 20%
- 3230 Midterm Exam _____ 20%
- 3231 Term paper _____ 20%
- 3232 Final exam (oral) _____ 20%
- 3233
- 3234 •——— All assignments will be graded over 100 points on a 7 point grading scale.

3235
3236 Participation: This class will be based on directed discussion of intensive scheduled reading
3237 assignments. Students are required to actively participate in every class by asking questions and
3238 commenting about the readings and interacting with the instructor and other students, all in Spanish.
3239

3240 Questionnaires: Students will be required to complete ten (10) written questionnaires in class. These are
3241 based on the scheduled readings. (See schedule) Each questionnaire, composed of several short-answer
3242 questions, should not take more than 15-20 minutes to complete.
3243

3244 Term paper: The term paper and its presentation are worth 20% of your final grade. You will be required
3245 to write a research paper (10 pages) on one author/work out of a list provided by the instructor with
3246 subjects that are not included among the ones covered in class. The contents must always be based on
3247 original research and include proper bibliographical citations and list of sources. This assignment
3248 involves several stages and procedures that will be explained by the instructor during the first week of
3249 class.

3250
3251 Midterm and Final Exam: Students will take a midterm exam approximately one week before midterm
3252 grades are due according to the university calendar. This exam will cover all materials seen up to that
3253 point. At the end of the semester students will take a final exam that will evaluate students' knowledge
3254 of the books and authors covered included any related materials seen in class. This exam will have an
3255 oral component.

3256
3257 Attendance: It is not reflected in the evaluation criteria, but regular and punctual attendance is crucial
3258 and mandatory. Students with more than 4 absences (or 5 for a M/W/F class) either excused or
3259 unexcused (with the exception of two absences due to religious holidays) will receive an F for the Final
3260 grade. There will be no exceptions to this policy.

3261
3262 Academic integrity: Students have the responsibility to know and observe the UNCP Academic Honor
3263 Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of
3264 information, and complicity in academic dishonesty. Please, see Student Handbook for further
3265 information and policies.

3266
3267 Religious Holidays: To accommodate students' religious holidays, each student will be allowed two
3268 excused absences each semester with the following conditions:

3269
3270 1. ——— Students, who submit written notification to their instructors within two weeks of the beginning
3271 of the semester, shall be excused from class or other scheduled academic activity to observe a religious
3272 holy day of their faith. Excused absences are limited to two class sessions (days) per semester.

3273 2. ——— Students shall be permitted a reasonable amount of time to make up tests or other work missed
3274 due to an excused absence for a religious observance.

3275 3. ——— Students should not be penalized due to absence from class or other scheduled academic
3276 activity because of religious observances.

3277 A student who is to be excused from class for a religious observance is not required to provide a second-
3278 party certification of the reason for the absence.— Furthermore, a student who believes that he or she
3279 has been unreasonably denied an education benefit due to religious beliefs or practices may seek
3280 redress through the student grievance procedure.

3281

3282

3283 **Students with disabilities:**

3284

3285 Any student with a documented disability needing academic adjustments communicates as soon as

3286 possible with the instructor and also with the Disability Support Services. All discussions will remain

3287 confidential. Mary Helen Walker, Disability Support Services, DF Lowry Bldg, Room 210, 521-6695 or

3288 dss@uncp.edu. Operating hours are Monday-Friday, 8:00 am-5:00 pm

3289

3290

3291

3292 **13. Proposals from the Department of Political Science**3293 **13.1 Proposal:**

3294 To create a repeatable, one-hour course to give students credit for their participation in the Model Arab
3295 League

3296 **Rationale:**

3297 Students put a considerable amount of work into preparing for this conference, and it is currently
3298 volunteer. Offering the course for credit not only will give students more incentive to participate, but
3299 also it can reward their participation, assuming they perform well. The course is to be repeatable up to
3300 four times, as different countries are the focus of the program each year, and new research is necessary.

3301

3302 Dept vote: 6 for; 0 against; 0 abstain

3303 Affect others: no

3304 Departments affected and how:

3305 Affected Chair: Off

3306 Cross listing: no

3307 Articulation: no

3308 Additional Resources: no

3309 Additional Resources required: In the past, the office of Academic Affairs has been very generous in
3310 supplementing the costs of taking the delegation to the regional conference in South Carolina--primarily
3311 the registration fees and hotel costs. I will be talking with Dr. Gash about the possibility of a "lab fee"
3312 for this course.

3313

3314 **COURSE DESCRIPTIONS:**

3315 PLS 2070 Model Arab League

3316 Hours: 1

3317 Prerequisites: None

3318 Required: no (If yes, need Program Proposal Form)

3319 New course description: A study of diplomacy and parliamentary procedure culminating in the practical
3320 application of these skills via participation in a Model Arab League Conference. May be repeated up to
3321 four times. Additional fees may be required.

3322 New Course title: Model Arab League

3323 Code: LEC

3324

3325 PLS 2070-01: Model Arab League

3326 Spring 20XX—Oxendine XXXX

3327

3328 Instructor: Dr. Kevin S. Freeman

Class Hours:

3329 Office: Oxendine 1309

Office Hours:

3330 Phone: 521-6447

Email:

3331 kevin.freeman@uncp.edu

3332 Course Description: This course will provide the necessary skills, background and preparation for
3333 successful participation in the Southeast University Model Arab League, sponsored by the National
3334 Council on US-Arab Relations, to be held in March. This year UNCP will represent (country) at the
3335 conference.

3336 The format for class meetings will consist of a number of teaching methods—lectures tied to learning
3337 about our country as well as parliamentary procedure, as well as in-class workshops intended to get
3338 students familiar with Robert’s Rules and other forms of etiquette and protocol tied to the conference.

3339 Course Objectives:

- 3340 1. To learn the ins and outs of the country that UNCP will represent.
- 3341 2. To teach students Robert’s Rules of Parliamentary Procedure and develop a level of comfort for
3342 students to work under those strict conditions.
- 3343 3. To learn how to construct well thought-out draft resolutions

3344

3345 Text: There are no required books for this class. However, I do recommend that students consult the
3346 following web sites for more information on the two countries and the conference:

3347

3348 www.ncusar.org (learn more about the sponsoring organization and the various internship and study
3349 abroad opportunities)

3350

3351 Model Arab League (useful links on general and country-specific preparation)

3352

3353 MAL SE schedule (more information on agenda, schedule, and delegate handbook)

3354

3355 Reed’s Parliamentary Rules

3356

3357 Attendance: Attendance is expected in this class. We are only meeting a limited number of times, and
3358 having a grasp on the concepts we learn in this course is integral to your performance at the conference.
3359 As such, three unexcused absences will result in automatic failure in this class.

3360

3361 Tardiness: Do not make it a habit of arriving into my class late. I will keep track of late arrivals, and two
3362 tardies will count the same as one absence for the purpose of attendance grades. This policy is
3363 instituted to discourage chronic tardiness which has become increasingly prevalent in recent semesters.

3364

3365 Classroom Etiquette: While as a whole I have minimal in-classroom requirements, I do expect some
3366 degree of respect to be shown in the classroom environment. This includes having your cell phone OFF
3367 or on VIBRATE when in class, not bringing your breakfast or lunch into class, not studying for another
3368 test while in my class, and not talking when others are. Systematic violations of this can result in a
3369 reduction of grade. This is a university-level class, and you will be treated as adults. As such, you will be
3370 expected to act like adults.

3371

3372 Office Visits: You are more than welcome to meet with me at any time that is mutually convenient. My
3373 office hours are listed at the top of this syllabus. If these times are not convenient to you, we can easily
3374 arrange some other time. Do not assume that office visits are only to address problems you might be
3375 having in class. I’m happy to talk about whatever you like, including any difficulties you may be having in
3376 class.

3377

3378 Students with Disabilities: Any student with a documented disability needing academic adjustments is
3379 requested to speak directly to Disability Support Services and the instructor, as early in the semester as
3380 possible. All discussions will remain confidential. Please contact DSS at 521-6695. This syllabus is also
3381 available in alternative formats upon request. Please call the aforementioned number if you desire this.
3382 Do not spring this on me on the day of a test.

3383

3384 Grading: Grading will come from three primary areas in this course. The first segment is the completion
 3385 of two draft resolutions that will advocate the country's objectives and goals tied to a topic of discussion
 3386 in your assigned committee. These will be single-spaced, approximately two (2) pages in length, and
 3387 should follow the appropriate format. These will be used during the actual simulation in March. The
 3388 second grading component is class participation. You will be required to give short public speeches and
 3389 actively participate in formal and informal caucuses in preparation for the simulation. Finally, you will
 3390 be graded based on your performance and participation at the regional conference. Your performance
 3391 will be evaluated on the basis of informed and regular participation in the MAL sessions. It is expected
 3392 that students will behave in a professional, punctual, and personable manner. Any student receiving a
 3393 delegate award from the MAL jurists will automatically receive maximum points in this category.

3394		
3395	Draft Resolution 1.....	50 points
3396	Draft Resolution 2.....	50 points
3397	Class Participation.....	100 points
3398	Conference Performance.....	100 points
3399	TOTAL	300 points

3400

3401 Make-up Policy: All graded assignment dates are clearly indicated on this syllabus. If these dates do not
 3402 fit into your schedule, you should consider dropping this course. As such, no make-up exams will be
 3403 given except in cases of serious, documented emergencies or official university-sanctioned events. The
 3404 documentation must have contact information that allows me to call and verify your story. Vacations,
 3405 birthdays, oversleeping, eye doctor appointments, and/or hangovers do not qualify as emergencies.
 3406 Note that what qualifies as a valid excuse is at the discretion of the instructor.

3407

3408 Academic Dishonesty: Academic dishonesty of any variety will not be tolerated. Academic dishonesty
 3409 includes but is not limited to, cheating on an exam, unauthorized collaboration on an assignment, and
 3410 plagiarism. Any instance coming to the attention of the instructor will result in the assignment of an "F"
 3411 grade for the course, and notification of appropriate Deans. In order to ensure that you understand
 3412 what constitutes plagiarism and academic dishonesty, please read the complete description of the UNCP
 3413 policy on academic dishonesty, which is available in the student handbook and online at
 3414 <http://www.uncp.edu/studentconduct/honor/>.

3415

3416 Disclaimer: We all know how boring long, droning lectures can be. Teachers can learn a few things from
 3417 class discussion, too. But above all, I want this class to be both FUN and INTERESTING for all of us!

3418

3419	Week	Topic
3420	1	Preliminaries, logistics, and committee assignments
3421	2	History and politics of assigned country
3422	3	Writing Draft Resolutions
3423	4	Writing Draft Resolutions
3424	5	Rules of Procedure
3425	6	Rules of Procedure
3426	7	Simulation Practice
3427	8	Simulation Practice
3428	9	Conference

3429

3430 **13.2 Course Proposal**3431 **Proposal:**

3432 To create a repeatable, one-hour course to give students credit for their participation in the Model
 3433 United Nations

3434

3435 Rationale:

3436 Students put a considerable amount of work into preparing for this conference, and it is currently
 3437 volunteer. Offering the course for credit not only will give students more incentive to participate, but
 3438 also it can reward their participation, assuming they perform well. The course is to be repeatable up to
 3439 four times, as different countries are the focus of the program each year, and new research is necessary.

3440

3441 Dept vote: 6 for; 0 against; 0 abstain

3442 Affect others: no

3443 Departments affected and how:

3444 Affected Chair: Off

3445 Cross listing: no

3446 Articulation: no

3447 Additional Resources: no

3448 Additional Resources required: In the past, the office of Academic Affairs has been very generous in
 3449 supplementing the costs of taking the delegation to the regional conference in Atlanta--primarily the
 3450 registration fees and hotel costs. I will be talking with Dr. Gash about the possibility of a "lab fee" for
 3451 this course.

3452

3453 **COURSE DESCRIPTIONS:**

3454 PLS 2060 Model United Nations

3455 Hours: 1

3456 Prerequisites: None

3457 Required: no (If yes, need Program Proposal Form)

3458 New course description: A study of diplomacy and parliamentary procedure culminating in the practical
 3459 application of these skills via participation in a Model United Nations Conference. May be repeated up
 3460 to four times. Additional fees may be required.

3461 New Course title: Model United Nations

3462 Code: LEC

3463

3464 PLS 2060-01: Model United Nations

3465 Fall 20XX—Oxendine XXXX

3466

3467 Instructor: Dr. Kevin S. Freeman

Class Hours:

3468 Office: Oxendine 1309

Office Hours:

3469 Phone: 521-6447

Email:

3470 kevin.freeman@uncp.edu

3471 Course Description: This course will provide the necessary skills, background and preparation for
 3472 successful participation in the Southeast Regional University Model United Nations, to be held in Atlanta
 3473 in the middle of November. This year UNCP will represent (country) at the conference.

3474 The format for class meetings will consist of a number of teaching methods—lectures tied to learning

3475 about our country as well as parliamentary procedure, as well as in-class workshops intended to get

3476 students familiar with Robert's Rules and other forms of etiquette and protocol tied to the conference.

3477 Course Objectives:

- 3478 1. To learn the ins and outs of the country that UNCP will represent.
3479 2. To teach students Robert's Rules of Parliamentary Procedure and to develop a level of comfort
3480 for students to work under those strict conditions.
3481 3. To learn how to construct well thought-out draft resolutions
3482

3483 Text: There are no required books for this class. However, I do recommend that students consult the
3484 following web sites for more information on the two countries and the conference:
3485

3486 www.un.org United Nations official website
3487

3488 www.srmun.org useful links on general and country-specific preparation, including position paper
3489 guidelines and helpful videos on parliamentary procedure.
3490

3491 Reed's Parliamentary Rules
3492

3493 Attendance: Attendance is expected in this class. We are only meeting a limited number of times, and
3494 having a grasp on the concepts we learn in this course is integral to your performance at the conference.
3495 As such, three unexcused absences will result in automatic failure in this class.
3496

3497 Tardiness: Do not make it a habit of arriving into my class late. I will keep track of late arrivals, and two
3498 tardies will count the same as one absence for the purpose of attendance grades. This policy is
3499 instituted to discourage chronic tardiness which has become increasingly prevalent in recent semesters.
3500

3501 Classroom Etiquette: While as a whole I have minimal in-classroom requirements, I do expect some
3502 degree of respect to be shown in the classroom environment. This includes having your cell phone OFF
3503 or on VIBRATE when in class, not bringing your breakfast or lunch into class, not studying for another
3504 test while in my class, and not talking when others are. Systematic violations of this can result in a
3505 reduction of grade. This is a university-level class, and you will be treated as adults. As such, you will be
3506 expected to act like adults.
3507

3508 Office Visits: You are more than welcome to meet with me at any time that is mutually convenient. My
3509 office hours are listed at the top of this syllabus. If these times are not convenient to you, we can easily
3510 arrange some other time. Do not assume that office visits are only to address problems you might be
3511 having in class. I'm happy to talk about whatever you like, including any difficulties you may be having in
3512 class.
3513

3514 Students with Disabilities: Any student with a documented disability needing academic adjustments is
3515 requested to speak directly to Disability Support Services and the instructor, as early in the semester as
3516 possible. All discussions will remain confidential. Please contact DSS at 521-6695. This syllabus is also
3517 available in alternative formats upon request. Please call the aforementioned number if you desire this.
3518 Do not spring this on me on the day of a test.
3519

3520 Grading: Grading will come from three primary areas in this course. The first segment is the completion
3521 of a comprehensive position paper that will advocate the country's objectives and goals tied to the three
3522 topics of discussion in your assigned committee. These will be single-spaced, approximately two (2)
3523 pages in length, and should follow the appropriate format. These will be used during the actual
3524 simulation in November. The second grading component is class participation. You will be required to

3525 give short public speeches and actively participate in formal and informal caucuses in preparation for
 3526 the simulation. Finally, you will be graded based on your performance and participation at the regional
 3527 conference. Your performance will be evaluated on the basis of informed and regular participation in
 3528 the MAL sessions. It is expected that students will behave in a professional, punctual, and personable
 3529 manner. Any student receiving a delegate award from the MUN jurists will automatically receive
 3530 maximum points in this category.

3531	
3532	Position Paper.....100 points
3533	Class Participation.....100 points
3534	Conference Performance.....100 points
3535	TOTAL300 points

3536

3537 **Make-up Policy:** All graded assignment dates are clearly indicated on this syllabus. If these dates do not
 3538 fit into your schedule, you should consider dropping this course. As such, no extensions will be given
 3539 except in cases of serious, documented emergencies or official university-sanctioned events. The
 3540 documentation must have contact information that allows me to call and verify your story. Vacations,
 3541 birthdays, oversleeping, eye doctor appointments, and/or hangovers do not qualify as emergencies.
 3542 Note that what qualifies as a valid excuse is at the discretion of the instructor.

3543

3544 **Academic Dishonesty:** Academic dishonesty of any variety will not be tolerated. Academic dishonesty
 3545 includes but is not limited to, cheating on an exam, unauthorized collaboration on an assignment, and
 3546 plagiarism. Any instance coming to the attention of the instructor will result in the assignment of an "F"
 3547 grade for the course, and notification of appropriate Deans. In order to ensure that you understand
 3548 what constitutes plagiarism and academic dishonesty, please read the complete description of the UNCP
 3549 policy on academic dishonesty, which is available in the student handbook and online at
 3550 <http://www.uncp.edu/studentconduct/honor/>.

3551

3552 **Disclaimer:** We all know how boring long, droning lectures can be. Teachers can learn a few things from
 3553 class discussion, too. But above all, I want this class to be both FUN and INTERESTING for all of us!

3554	Week	Topic
3555	1	Preliminaries, logistics, and committee assignments
3556	2	History and politics of assigned country
3557	3	History and politics of assigned country
3558	4	Writing Position Papers
3559	5	Writing Position Papers
3560	6	Rules of Procedure
3561	7	Rules of Procedure
3562	8	Simulation Practice
3563	9	Simulation Practice
3564	10	Conference Preparation
3565	11	Conference

3566

3567

3568 **13.3 Course Proposal:**

3569 The Department of Sociology and Criminal Justice in association with the Departments of Political
 3570 Science and Philosophy and Religion propose the establishment of a "Minor in Terrorism Studies". The
 3571 new program will exist within the administrative oversight of the Criminal Justice Program and under
 3572 the leadership of Dr.Paparozzi. It is recommended the "Minor in Terrorism Studies" be fully

3573 implemented by Fall Semester, 2011. In furtherance of this new minor, a Political Science course titled
 3574 Special Topics - Terrorism is proposed. This course will be developed by the Political Science
 3575 Department.

3576
 3577 **Rationale:**
 3578 This course will allow the Political Science Department to develop a Special Topics in Terrorism Course in
 3579 support of the Minor in Terrorism Studies Program, based on the political impact of contemporary
 3580 international developments. Potential course topics would include: The Al Qaeda Organization; The
 3581 Israeli and Palestinian Conflict and Its Impact on Global Terrorism; The Political Geography of Terrorism;
 3582 and The Impact of Terrorism on National Security Policy. This course(s) will provide the student a
 3583 practical foundation for the continued study of the terrorism and its global impact.

3584
 3585 Dept vote: 6 for; 0 against; 0 abstain

3586 Affect others: no

3587 Departments affected and how:

3588 Affected Chair: Agree

3589 Cross listing: no

3590 Articulation: no

3591 Additional Resources: no

3592 Additional Resources required:

3593
 3594 **COURSE DESCRIPTIONS:**

3595 PLSS 4010 Special Topics in Terrorism

3596 Hours: 3

3597 Prerequisites: CRJ 2010, Introduction to Terrorism Studies and PLS 1000, Introduction to Political Science

3598 Required: yes (If yes, need Program Proposal Form)

3599 New course description: This course will provide an in-depth study of the field of terrorism relative to
 3600 its impact on national security and comparative international politics.

3601 New Course title: Special Topics in Terrorism

3602 Code: LEC

3603
 3604 **SYLLABUS**

3605 GGY 4230 GEOGRAPHY OF WORLD TERRORISM–Fall 2010

3606
 3607 Instructor: Thomas E. Ross, Ph. D.

3608 Office: Old Main 213

3609 Hours: 1000-1100, 1230-0200 Tues and Thurs. All others by appointment. E-mail: tom.ross@uncp.edu,

3610 Telephone: 521-6218

3611
 3612 **Note:** This is a hybrid oncampus/Blackboard course, meaning that some classes will be taught through
 3613 Blackboard assignments.

3614
 3615 Geographers use the regional concept to organize information and to examine the role of location as it
 3616 pertains to cultural and physical phenomena. Major geographic tools, such as maps, aerial
 3617 photographs, satellite imagery, and field work are used to aid in studying geographic concepts and
 3618 topics.

3619
 3620 The purpose of this course is to use geographic traditions and methods to study terrorism.

3621

3622 Most Americans had little knowledge of terrorism until Muslim terrorists attacked the United States in
 3623 September, 2001. But to other cultures, terrorism has been a part of their life for centuries. As the
 3624 United States pursues a War on Terror(ism), the academic community should respond and discuss the
 3625 topic in light of our different backgrounds and points of view.

3626 The Geography of Terrorism (GEOG 4230) is a course that examines the current and historical
 3627 geographies of terrorism at various scales, multiple regions, and differing interpretations. Two themes
 3628 of inquiry are

3629 (1) Defining terrorism across geographical space, and

3630 (2) Using geographical approaches such as regions and proximity as well as cultural elements to
 3631 elaborate a better understanding of terrorism.

3632

3633 The first theme explores the definition of terrorism with examples from around the world. The second
 3634 theme utilizes the concept of a region, particularly a cultural region and cultural components, and
 3635 explores whether a regional geography of terrorism exists.

3636

3637 The goal of this course is to (1) facilitate your understanding of global terrorism through the use of
 3638 various geographical inquiries, (2) increase your knowledge and proficiency of the various international
 3639 terrorist hotspots, (3) develop a dialogue of "terrorism" that incorporates physical security and counter-
 3640 measures, and (4) convey the importance of intellectual pursuits that construct geographical places,
 3641 regions, and ideas.

3642 Requirements / Readings:

3643

3644 1) Online readings will be assigned during the semester,

3645 2) Online version of 9-11 Commission Report. The Final Report of the National Commission on Terrorist
 3646 Attacks upon the United States National Commission on Terrorist Attacks.

3647

3648 Evaluation / Grading:

3649

3650 Two exams, a mid-term and final, will each account for 1/3 of your course grade (100 points each). Both
 3651 will be a mix of short answer and brief essay questions.

3652 The remaining 1/3 of your grade will be determined from a written research project(100 points). This
 3653 project will entail a weekly writing assignment.

3654

3655 Grading Scale:

3656 A=285-300; A-=270-284;

3657 B+=260-269; B=250-259; B-=240-249;

3658 C+=230-239; C=220-229; C-=210-219;

3659 D+=200-209; D=190-199; D-=180-189;

3660 F=179 or lower.

3661

3662 Course lecture notes

3663

3664 I use Powerpoint for all of my class lectures, and will provide the powerpoint files to you.

3665

3666 TENTATIVE OUTLINE

3667 Week 1. Terrorism, an introduction

3668 Week 2. Evolution of terrorism

- 3669 Week 3. History of Islamic terrorism
- 3670 Week 4. Palestinian terrorism
- 3671 Week 5. Palestinian Liberation Organization
- 3672 Week 6. Who is al Quaida?
- 3673 Week 7 Al quaida and links to other terrorist groups
- 3674 Week 8. Hezbollah
- 3675 Week 9. Irish Republican Army
- 3676 Week 10. Basques of Iberian Peninsula
- 3677 Week 11. Latin American Terrorism
- 3678 Week 12. Piracy as terrorism
- 3679 Week 13 Cyber terrorism
- 3680 Week 14 Female terrorism
- 3681 Week 15 School terrorism
- 3682
- 3683 Any student with a documented disability needing academic adjustments is requested to speak directly
- 3684 to Disability Support Services and the instructor as early in the semester (preferably within the first
- 3685 week) as possible. All discussions will remain confidential. Please contact Disability Support Services,
- 3686 DF Lowry Building, 910-521-6695.

3687

3688 **14. Proposals from the Department of Sociology and Criminal Justice**3689 **14. 1 Program Proposal:**

3690 To establish an interdisciplinary minor in Non-Profit Leadership. This minor will offer an innovative
 3691 curriculum preparing students for service in the non-profit sector. Coursework and experiential training
 3692 offered under this minor will position students to be effective 21st century non-profit leaders in either
 3693 paid or volunteer capacities.

3694 **Rationale:**

3695 The private, non-profit sector provides American communities with much of their health care,
 3696 education, social services, cultural entertainment, employment and training services, low-income
 3697 housing, community development, and emergency aid services. It also gives voice to a wide array of
 3698 concerns and interests through advocacy, religious and cultural expression, and the building of social
 3699 capital. Organizations within this sector rely on leaders, both paid and volunteer, to operate efficiently
 3700 and effectively. This minor is intended to better prepare the our graduates to take on these leadership
 3701 roles on both the boards and staff of these essential organizations.

3702 Dept vote: 15 for; 0 against; 0 abstain

3703 Affect others: yes

3704 Departments affected and how: Mass Communications - 3 courses from this department are listed as
 3705 electives within the minor.

3706

3707 Management, Marketing & Mass Communication- 3 courses from this department are listed in the core
 3708 and 3 are listed as electives in the minor.

3709

3710 Affected Chair Agrees: Yes

3711 Articulation: no

3712 Additional Resources: no

3713 Additional Resources required: n/a

3714 **File attachment: art text for catalog.doc**

3715 Attachment #1: Nonprofit Ldrshp Minor - Catalog Desc.doc

3716

3717 **Non-Profit Leadership Minor**

3718 Coordinator: James W. Robinson

3719 The interdisciplinary Non-Profit Leadership Minor offers an innovative curriculum preparing students for
 3720 service in the non-profit sector. This minor provides coursework and experiential training to position
 3721 students to be effective 21st century non-profit leaders in either paid or volunteer capacities.

3722 Requirements for the Minor in Non-Profit Leadership Sem. Hrs.

3723 Required Courses: MGT 3060, MGT 3090, SOC 4180, SOC 4420, and

3724 SOC 4850 or MGT 4800 15 or 18

3725 Elective Courses: Select 3 hours from the following list if SOC 4850 is taken

3726 or 6 hours from the following list if MGT 4800 is taken

3727 MGT 4070, MKT 3120, MCM 2100, PRE 2200, PRE 3500,

3728 SOC 2090, SOC 4250, or CRJ/SOC 4400 3 or 6

3729 Total: 21

3730

3731

3732

3733

3734

3735 **14.2 Course Proposal:**3736 **To Create CRJ 5710 Criminological Theory**

3737

3738 **Rationale:**

3739 This course will provide students with a solid foundation in major criminological theories of crime
 3740 causation, criminalization, and criminal behavior. This theoretical context can help students to
 3741 understand the inter-relationships of criminal justice courses offered within the concentration. This
 3742 course may lay a foundation for understanding the operation, administration, and effectiveness of
 3743 criminal justice policies programs and practices.

3744

3745 Dept vote: 17 for; 0 against; 0 abstain

3746 Affect others: no

3747 Departments affected and how:

3748 Affected Chair: n/a

3749 Cross listing: no

3750 Articulation: no

3751 Additional Resources: no

3752 Additional Resources required:

3753

3754 **COURSE DESCRIPTIONS:**

3755 CRJ 5710 Course Title: Criminological Theory

3756 Hours: 3

3757 Prerequisites: None

3758 Required: no (If yes, need Program Proposal Form)

3759 New course description:

3760 This course will explore individual and societal theories of crime causation and remediation. The
 3761 functional and expressive utility of punishment as well as individual correctional treatment strategies
 3762 will be examined through a variety of criminological theories. The course will cover early and
 3763 contemporary criminological theories. The policy relevance of criminological theories to crime control
 3764 will be presented and evaluated.

3765 New Course title: Criminological Theory

3766 Code: Sem

3767

3768 **14.3 Course Proposal:**3769 **To Create CRJ 5700 Criminal Justice Research Methods.**

3770

3771 **Rationale:**

3772 This course will prepare students to conduct research on issues related to criminal justice. As well, this
 3773 course will prepare students to satisfactorily complete their masters level capstone project.

3774

3775 Dept vote: 17 for; 0 against; 0 abstain

3776 Affect others: no

3777 Departments affected and how:

3778 Affected Chair: n/a

3779 Cross listing: no

3780 Articulation: no

3781 Additional Resources: no

3782 Additional Resources required: none

3783
 3784 CRJ 5700 Course Title: Criminal Justice Research Methods

3785 Hours: 3

3786 Prerequisites: None

3787 Required: no

3788 New course description:

3789

3790 This course covers the logic of social research methods, survey research, methods of evaluation
 3791 research, sampling, and the contrast between quantitative and qualitative research. Included in this
 3792 course will be; the importance of ethics and institutional review board compliance issues related to
 3793 internal and external validity of research designs; sampling designs; and conformity with acknowledged
 3794 scholarly writing format in criminal justice such as the American Psychological Association style, the
 3795 Harvard Reference system, and the Chicago Manual of Style.

3796 New Course title: C.J. Research Methods

3797 Code: Sem

3798

3799

3800

3801 **14.4 Course Proposal**

3802 Proposal:

3803 The Department of Sociology and Criminal Justice in association with the Departments of Political
 3804 Science and Philosophy and Religion propose the establishment of a "Minor in Terrorism Studies". The
 3805 new program will exist within the administrative oversight of the Criminal Justice Program and under
 3806 the leadership of Dr. Paparozzi. It is recommended the "Minor in Terrorism Studies" be fully
 3807 implemented by Fall Semester, 2011. In furtherance of this new minor, a new Criminal Justice course
 3808 titled CRJ 4220, Terrorism: Constitutional and Legal Issues, is proposed.

3809

3810 Rationale:

3811 The global threat of terrorism has stimulated significant strategic and operational change within the
 3812 American criminal justice community. Much of this change was directly supported by executive and
 3813 legislative action that emanated from the need to protect the homeland. The increased powers
 3814 provided to law enforcement, the intelligence community, and the Justice Department have also placed
 3815 a growing burden on the legal community as it faces both constitutional and legal challenges as
 3816 terrorism related cases proceed thru the judicial system. This course will allow the student to fully
 3817 examine the social, ethical, and legal implications of legislation such as the Patriot Act and its impact on
 3818 the criminal justice community in the effort to combat terrorism in the modern era.

3819

3820 Dept vote: 17 for; 0 against; 0 abstain

3821 Affect others: no

3822 Departments affected and how:

3823 Affected Chair: Off

3824 Cross listing: no

3825 Articulation: no

3826 Additional Resources: no

3827 Additional Resources required:

3828

3829 COURSE DESCRIPTIONS:

3830 CRJ 4220 Terrorism: Constitutional and Legal Issues

3831 Hours: 3

3832 Prerequisites: CRJ 2010, Introduction to Terrorism Studies

3833 Required: yes (If yes, need Program Proposal Form)

3834 New course description: This course will provide an overview of constitutional, legislative, and legal
 3835 issues impacting criminal justice professionals at all levels of government engaged in combating
 3836 terrorism. Emphasis will be placed on examining the social, ethical, practical, and political implications of
 3837 legislation such as the Patriot Act, which are designed to protect the homeland and American interests
 3838 throughout the world. Particular focus will be provided the legal implications of terrorism on the judicial
 3839 system and in particular the challenges facing government prosecutors. This course will utilize
 3840 contemporary case studies in furtherance of its objectives.

3841 New Course title: Terr: Const. & Legal Issues

3842 Code: LEC

3843

3844 **14.5 Course Proposal**

3845 The Department of Sociology and Criminal Justice in association with the Departments of Political
 3846 Science and Philosophy and Religion propose the establishment of a "Minor in Terrorism Studies". The
 3847 new program will exist within the administrative oversight of the Criminal Justice Program and under
 3848 the leadership of Dr. Paparozzi. It is recommended the "Minor in Terrorism Studies" be fully
 3849 implemented by Fall Semester, 2011. In furtherance of this new minor, a new Criminal Justice course
 3850 titled CRJ 4210, Counterterrorism Strategies, is proposed.

3851

3852 Rationale:

3853 The terrorist attacks of September 11, 2001 stimulated unprecedented strategic and operational change
 3854 within the American criminal justice community. Many of those changes relate to the manner in which
 3855 law enforcement and the intelligence community work together to protect the Homeland and American
 3856 interests abroad. This course will explore these efforts by conducting a comprehensive examination into
 3857 counterterrorism strategies and proactive methods used to deter terrorism and political violence. It will
 3858 also address the global nature of this phenomena and examine the impact of the international
 3859 relationships that have been established between criminal justice agencies worldwide to address the
 3860 threat.

3861

3862 Dept vote: 17 for; 0 against; 0 abstain

3863 Affect others: no

3864 Departments affected and how:

3865 Affected Chair: Off

3866 Cross listing: no

3867 Articulation: no

3868 Additional Resources: no

3869 Additional Resources required:

3870

3871 COURSE DESCRIPTIONS:

3872 CRJ 4210 Counterterrorism Strategies

3873 Hours: 3

3874 Prerequisites: CRJ 2010, Introduction to Terrorism Studies

3875 Required: yes (If yes, need Program Proposal Form)

3876 New course description: This course will take a cross disciplinary approach to analyze proactive methods
 3877 used by the criminal justice and intelligence community and its international partners to combat
 3878 terrorism and political violence. Case studies of contemporary terrorist groups and counterterrorism

- 3879 strategies used by law enforcement to reduce the effectiveness of terrorist activities will be provided
 3880 along with scenario based practical exercise learning techniques.
- 3881 New Course title: Counterterrorism Strategies
 3882 Code: LEC
 3883
- 3884 Read this syllabus very carefully so that you fully understand the requirements of the course. If you have
 3885 any questions about what is expected of you in this course, please ask early so that you can decide if this
 3886 course is appropriate for you before the course drop/add deadline.
- 3887 Course Syllabus for: Counterterrorism Strategies: CRJ 4210
- 3888 Semester: Fall 2011
- 3889 Class Information: Lecture or Online
- 3890 Meeting Times: To be determined
- 3891 Professor: Robert S. McDonnell
- 3892 Office: Sampson Hall Room 220
- 3893 Office hours: Monday, Wednesday, Friday 2:00pm – 4:00pm
- 3894 Office hours can also be scheduled by appointment.
- 3895 Phone: 910.521.6232
- 3896 Email: robert.mcdonnell@uncp.edu
- 3897 Required Book: Terrorism and Counterterrorism – Understanding Threats and Responses in the Post –
 3898 9/11 World, Third Edition, by Brigitte L. Nacos, Ph.D.
 3899 (ISBN: 978-0-205-74327-8)
- 3900 Course Description
- 3901 This course provides the student a detailed description, analysis, and discussion of political violence
 3902 carried out by non-state actors and the counterterrorist response of those governments impacted by
 3903 this threat. The student will clearly define the root causes of terrorism, explore current trends, discuss
 3904 the actors and strategies, explore the antiterrorism and counterterrorist responses, and highlight the
 3905 terrorist relationship with the media and public along with the impact of a networked world. We will use
 3906 case studies to analyze the effectiveness of counterterrorism strategies.
- 3907 In our course readings and classroom activities, we will explore terrorism in the following three learning
 3908 modules as provided in our textbook.
- 3909 Part 1: Terrorism: The Concept, Actors, and Methods
- 3910 In the first section of the course we will critically examine the conceptual context for understanding
 3911 terrorism and extremism. We will discuss the common definition of terrorism and explore the root
 3912 causes of political extremism and explore the causes of terrorist behavior. It will include examining the

3913 different types of terrorism; its global nature; state sponsorship; financing; and organizational structure,
3914 methods, and target selection of terrorist groups.

3915 Part II: Counterterrorism

3916 In the second section of this book you will explore America's post 9/11 security strategy and the use of
3917 military and non-military power to counter the threat. We will also discuss the impact of human rights
3918 relative to the capture of enemy combatants and its impact on our personal liberty. Furthermore, we
3919 will discuss the creation of the Department of Homeland Security, the reorganization of the intelligence
3920 community, and the development of international cooperation among our allies in both countering the
3921 threat and improving national preparedness.

3922 Part III: The Media and the Public

3923 In the third section of the course we will examine how terrorists use the media to further their goals and
3924 the public debate about the role media should play in the contemporary violent world. We will also
3925 explore how terrorist use a networked world to their tactical and organizational advantage. We will
3926 further discuss how the United States is countering this cyber threat. Lastly, we will explore the
3927 challenges of living in a world of constant threat from terrorism.

3928 Before we begin this class, you will need to know a little about your professor.

3929 Brief Biographical Sketch – Professor Robert S. McDonnell

3930 Professor McDonnell has 27 years leadership and criminal investigative experience in federal law
3931 enforcement with the Naval Criminal Investigative Service (NCIS) and United States Postal Inspection
3932 Service (USPIS) where he was engaged in the investigation of a wide variety of criminal offenses
3933 requiring frequent involvement in all aspects of the criminal justice system. He has worked in numerous
3934 venues throughout the United States and abroad and coordinated investigations with nearly every
3935 major federal agency.

3936 Since 2002, Professor McDonnell has worked as a contract instructor for the U.S. Department of State
3937 Antiterrorism Assistance Program (ATA). He has trained law enforcement and government officials at
3938 international locations. In particular, he has a training expertise in criminal justice related issues such as
3939 terrorism, police leadership, and post 9/11 police organizational development, counterterrorism,
3940 intelligence, information management, and proactive law enforcement methods. He has facilitated a 3
3941 week training seminar at international locations titled "Counterterrorism Strategies at the National
3942 Level". Professor McDonnell has taught in over 40 countries in locations such as Pakistan, Thailand,
3943 Malaysia, Jordan, Sri Lanka, South Africa, Turkey, Kenya, Kosovo, Tajikistan, Republic of Georgia, and
3944 Bahrain to name a few.

3945 Professor McDonnell served honorably as an officer in the United States Marine Corps.

3946 Professor McDonnell has a Bachelor of Arts Degree in Political Science from the University of Georgia
3947 and a Masters in Public Administration with a Criminal Justice Concentration from the University of
3948 North Carolina at Pembroke. He is a graduate of the NCIS and USPIS National Academies and has
3949 attended professional training in a wide variety of criminal justice topics. He has worked at as a
3950 Professor at UNCP since the Fall 2010.

3951 Course Learning Goals and Objectives

3952 The primary goal of this course is to give you the opportunity to critically examine how the United States
 3953 and its allies have crafted a national counterterrorism strategy to counter the threat from terrorist
 3954 attacks within our homeland and interests abroad. To accomplish this goal we must understand the
 3955 motives, origins, and rationales for extremist beliefs and terrorist behavior. We will also examine
 3956 contemporary issues such as terrorist financing and cyber terrorism. After participating in this course,
 3957 you will:

- 3958 • Be able to critically discuss the underlying theories that explain the origins and causes of
 3959 extremist beliefs, and how terrorism is defined.
- 3960 • Clearly differentiate the characteristics of the many different types of terrorism from a historical
 3961 and contemporary perspective.
- 3962 • Apply information obtained from the readings to critically discuss, list, and demonstrate an
 3963 understanding of terrorist objectives, methods, techniques, and networking.
- 3964 • Explain the impact of the mass media and the internet on terrorist activities and the response to
 3965 this threat from government.
- 3966 • Explain how the United States has crafted a national strategy to counter the threat from
 3967 terrorism, both international and domestic, and developed an antiterrorism plan to safeguard the
 3968 homeland.
- 3969 • Understand the reasoning behind the creation of the Department of Homeland Security and the
 3970 reorganization of our intelligence community and the redeployment of resources within the criminal
 3971 justice agencies to address the threat environment.
- 3972 • Explain contemporary trends in terrorist behavior and discuss the future of terrorism.
- 3973 • Perform multiple case studies of contemporary terrorist events and organizations and apply the
 3974 knowledge to understanding extremist beliefs, and terrorist behaviors, in the homeland, other countries
 3975 and cultures.

3976 POLICIES AND PROCEDURES

3977 Examination Rules: To be determined by the professor.

3978 Class Rules: To be determined by the professor.

3979 Honor Code: Students shall comply with all requirements specified in UNCP Academic Honor Code.
 3980 Plagiarism will be dealt with severely.

3981 Attendance: Rules to be established by the professor.

3982 Note to Students with Disabilities: Per UNCP policy

3983 Grading scale: To be established by the professor.

3984 COURSE REQUIREMENTS

3985 Following is breakdown of total course requirements for this class

3986 Exams: There will be a total of (4) “in class” exams in this course, including the final exam. The
 3987 professor reserves the rights to use an online or take home examination method. An exam will follow
 3988 each separate learning module as presented in the course text. The final exam will be given on the UNCP
 3989 scheduled exam date and will be comprehensive. Exams will consist of multiple-choice, true-false, and
 3990 essay questions. Questions on exams will be drawn from the textbook, lectures, films, supplemental
 3991 assigned readings, classroom discussions, and power points.

3992 Group Exercise: There will be one major group exercise that will be performed in class. This exercise will
 3993 be very informative, connect the learning modules, and is well suited for this course. You will be graded
 3994 on this exercise and must be in attendance and fully engaged to receive maximum credit. The Professor
 3995 will coordinate this activity.

3996 Class Participation Activities: You will be graded on your classroom preparation as evidenced by the
 3997 quality of your participation in classroom discussions. Additionally, there may be minor group exercises
 3998 that will factor into this grade.

3999 Case Study Paper: There will be a research paper requirement in this course. A minimum eight-page to
 4000 maximum 12 page research paper (double spaced) in the form of a “case study” is due on or before (to
 4001 be determined). I expect to see a Title sheet, Abstract, and Works Cited page. These do not count as far
 4002 as the page requirement. Each student can pick their own topic; however, they are required to do a case
 4003 study on counterterrorist activity by American law enforcement, the formation of the Department of
 4004 Homeland Security, a major terrorist event (for example 9/11) or a terrorist organization (for example,
 4005 Al Qaeda) or individual (for example, Timothy McVeigh). For our purposes, a case study is an in-depth
 4006 examination of a national strategy, single event, organization or person. I will post a study sheet on what
 4007 a case study entails. The professor will provide a listing of potential topics after the class begins and
 4008 written guidance. . You can email me with your topic for approval at robert.mcdonnell@uncp.edu or
 4009 turn it in during class time. I expect to receive papers that are well written with proper grammar usage

4010 Failure to adhere to any of the following requirements shall result in a failing grade for the case study or
 4011 I will return it for reworking:

- 4012 1. Submit your document only as a WORD or Rich Text (RTF) file. Papers saved in other file formats
 4013 (such as WORKS or WORDPERFECT) will not be accepted.
- 4014 2. Use 12 pt. font, Times New Roman, Courier, or Arial only.
- 4015 3. Double-space your paper.
- 4016 4. Insert page numbers in the footer of each page.
- 4017 5. Insert your name and paper title on the header of each page.
- 4018 6. Cite your works and list your references in the APA (American Psychological Association) style
 4019 format. This includes in text citations. There will be a minimum of 5 references for each paper. No online
 4020 encyclopedia references! (Wikipedia etc.) The following website is an excellent reference for APA style
 4021 references:

4022 <http://owl.english.purdue.edu/owl/resource/560/01/>

4023 7. The paper shall be no less than eight pages and no more than 12 pages, not including the title
 4024 page, abstract, and works cited pages. Remember quality of writing is more important than quantity.
 4025 Use citations to avoid plagiarism. Also, no cut and paste plagiarism.

4026 Final Grades: Final grades will be calculated as follows:

4027 Three Module Exams: 40%

4028 Final Exam: 20%

4029 Group Exercise: 15%

4030 Research project: 15%

4031 Class Participation: 10%

4032 * Please note the dates listed in this syllabus for scheduled exams.

4033 ** Please note that the final exam date and place it on your calendar. It is scheduled after the last day of
 4034 regularly, scheduled classes.

4035 Due Dates: Any assignments are due on the date assigned. Assignments submitted after the due date
 4036 will not be graded and will receive a grade of "F."

4037 COURSE OUTLINE

4038 Below is the course outline and study guide for this course and it includes the weekly discussion topics
 4039 and assignments. The "course week" will begin on Sunday and end at midnight the following Saturday
 4040 night. Students should have read the required text assignments and review the chapter PowerPoint
 4041 presentation by the first weekly meeting. These can be found under Content in Blackboard. The
 4042 professor may assign additional readings to enhance the classroom experience. The examination dates
 4043 are also highlighted on the outline. The examination will be given at the beginning of our class session,
 4044 unless indicated otherwise. Please note changes can occur at the discretion of the professor, as dictated
 4045 by course progress. The below learning objectives are predicated on the student conducting the course
 4046 readings and participating in class discussions.

4047 Part 1: Terrorism: Concept, Actors, and Methods

4048 Weeks 1:– Semester begins

4049 Chapter 1: Introduction: The Terrorist Threat

4050 Chapter 2: The Perennial Debate: What is Terrorism?

4051 There will be a course overview and an introduction to Terrorism and Extremism.

4052 Learning Objectives:

4053 • Become familiar with course syllabus, including requirements and expectations.

4054 • Discuss course focus and participate in a course activity.

4055 • Examine trends in terrorism.

4056 • Define terrorism.

4057 • Explain the term, state-sponsored terrorism.

4058 Week 2:

4059 Chapters 3: Terrorism in the Global Context

4060 Learning Objectives:

4061 • Identify and explain the different types of terrorist groups.

4062 • Explain the root causes of terrorism.

4063 • Examine the history of modern terrorism.

4064 • Identify and explain the goals of multiple international terrorist groups.

4065 • Explain the state of international counterterrorism after World War II.

4066 • Define “Catastrophic Terrorism”.

4067 • Discuss the impact of technology on fighting terrorism.

4068 • Discuss the ideology of Al Qaeda and its significance in the global terrorist movement.

4069 • Define extremism and list its characteristics and discuss its connection to

4070 Week 3:

4071 Chapter 4: Terrorism in the American Context

4072 Learning Objectives:

4073 • Explain the rationalization of terrorism by its actors.

4074 • Identify left wing terror groups, their history, and current threat, if any.

4075 • Define right wing terrorism and provide group examples.

4076 • Define and identify single issue and lone wolf terrorism.

4077 • Identify and explain the goals of the greatest threat to contemporary American society from
4078 terrorism.

4079 • Explain what is meant by “homegrown terrorism”

4080 Week 4:

4081 Chapter 5: Religious Terrorism: Political Violence in the Name of God

4082 Learning Objectives:

- 4083 • Explain why terrorism in the name of religion has emerged as the predominant model for
4084 political violence in the modern world and explain their goals.
- 4085 • Describe the differences in quality of violence and constituency profiles between religious and
4086 secular terrorism.
- 4087 • Explain the term “jihad” and its use as a motivator for some terrorist organizations.
- 4088 • Identify multiple religious terrorist groups and explain their goals and the threat they pose the
4089 Western World.
- 4090 • Discuss the threat to the United States and its interest from Al Qaeda.
- 4091 • Explain the short and long term goals of Al Qaeda.
- 4092 Week 5:
- 4093 Research Paper Topic Due
- 4094 Chapter 6: The Making of Terrorists: Causes, Conditions, Influences
- 4095 Learning Objectives:
- 4096 • Explain the root causes of terrorism.
- 4097 • Discuss whether there is a terrorist profile.
- 4098 • Explain the impact of gender on terrorism.
- 4099 • Explain whether terrorism is arguably a rational choice of a lifestyle.
- 4100 • Explain the stages that lead to the development of a terrorist.
- 4101 Chapter 7: From State Sponsors to Involuntary Hosts
- 4102 • Define what is meant by state sponsored terrorism.
- 4103 • Discuss in what manner and for what purpose state sponsored terrorism uses violence and
4104 provide examples.
- 4105 • Describe how state sponsored terrorism is used as foreign policy.
- 4106 • Identify and discuss countries that engage in state sponsored terrorism.
- 4107 • Explain what is meant by an “Involuntary Host” country.
- 4108 Week 6:
- 4109 Chapter 8: Common Thread: Goals, Targets, and Tactics
- 4110 Learning Objectives:
- 4111 • Assess whether terrorists accomplish their goals.

- 4112 • Explain the rationale used by terrorists in target selection.
- 4113 • Identify the most common methods of violence used by modern terrorist groups.
- 4114 • Identify the most common types of terror attacks.
- 4115 • Discuss the threat that terrorists will acquire weapons of mass destruction.
- 4116 Chapter 9: Organizational Structures and the Financing of Terrorism
- 4117 Learning Objectives:
- 4118 • Explain the typical organizational structure of modern terrorist organizations.
- 4119 • Identify the means and methods that terrorist use to finance their operations.
- 4120 • Explain the term “narcoterrorism” and its connection to terrorist funding.
- 4121 • Assess whether terrorists accomplish their goals.
- 4122 Part II: Counterterrorism
- 4123 Week 7
- 4124 Part I Exam Chapters 1 – 9
- 4125 Chapter 10: Terrorism and America’s Post – 9/11 Strategy
- 4126 Learning Objectives:
- 4127 • Explain the post 9/11 strategy implemented by the United States.
- 4128 • Define the American counterterrorism strategy.
- 4129 • Discuss the Bush Doctrine.
- 4130 • Explain the impact the Bush Doctrine had on terrorist organization and their recruitment and
4131 financing.
- 4132 • Identify the agencies in the United States Government that have counterterrorism
4133 responsibility.
- 4134 Week 8:
- 4135 Chapter 11: The Utility of Hard and Soft Power in Counterterrorism
- 4136 Learning Objectives:
- 4137 • Define and discuss “hard” and “soft” power.
- 4138 • Define and discuss asymmetrical warfare.
- 4139 • Explain the role of the military in fighting terrorism.

- 4140 • Discuss the use of assassination in countering the threat from terrorism.
- 4141 • Identify soft power polices relative to counterterrorism.
- 4142 • Discuss the concept of talking and negotiating with terrorist groups and explain the United
4143 States policy relative to this issue.
- 4144 Chapter 12: Balancing Security, Liberty, and Human Rights
- 4145 Learning Objectives:
- 4146 • Explain the impact of human rights relative to combating terrorism.
- 4147 • List and analyze the elements of government and society contribute to protecting the
4148 homeland.
- 4149 • Explain the importance of the Patriot Act in combating terrorism and identify the key elements
4150 of the legislation.
- 4151 • Discuss the rights of “enemy combatants” who are captured by the Western allies in the War on
4152 Terror.
- 4153 • Explain your thoughts on the use of torture to extract information from captured terrorists.
- 4154 Week 9:
- 4155 Chapter 13: Homeland Security: Preparedness and Prevention
- 4156 Learning Objectives:
- 4157 • Define Homeland Security.
- 4158 • Explain and critically assess the reorganization of government that resulted in the creation of
4159 the Department of Homeland Security (DHS).
- 4160 • Identify those agencies who are within the DHS and explain their roles in fighting terrorism.
- 4161 • Explain the DHS strategies in protecting the homeland.
- 4162 • Explain the reorganization of the American intelligence system and provide the reasons why it
4163 was needed after 9/11.
- 4164 NOTE: Depending on the semester, there will be a class break
- 4165 PART III: The Media and the Public
- 4166 Week 10:
- 4167 Part II Exam: (Chapters 10 - 13)
- 4168 Chapter 14: Terrorist Propaganda and the Media
- 4169 Learning Objectives:

4170 • Describe how terrorists use the internet and the mass media to assist operations and support
4171 their cause.

4172 • Explain how the terrorists use the media to their advantage.

4173 • What is the goal of terrorist organization relative to the media.

4174 • Identify the reasons why the media plays a significant role in the War on Terror.

4175 • Explain how the United States can use the media to its advantage in combating terrorism.

4176

4177 Week 11:

4178 Chapter 15: Terror and Hate in Cyberspace

4179 Learning Objectives:

4180 • Explain how terrorist use the newest communication technologies to their advantage in carrying
4181 out an attack.

4182 • Describe cyber terrorism and its impact on our homeland.

4183 • Examine a terrorist case study and explain how the internet was useful to the organization in
4184 carrying out a successful terror attack.

4185 • Discuss how terrorist organizations use the internet for recruitment and to raise financing.

4186 Week 12:

4187 Chapter 16: Anti and Counterterrorism in the News

4188 Learning Objectives

4189 • Explain how the government's response to the terror threat become a model for public
4190 discussion.

4191 • Compare and contrast news reporting on the same event from global news networks and
4192 discuss the differences.

4193 • Examine a case study on differing news stories of the same terror related event.

4194 • Discuss the media's reporting of the Iraq War and military action against Al Qaeda and other
4195 major terror organizations.

4196 Week 13:

4197 Research Paper Due

4198 Chapter 17: Conclusion: Living With Terrorist Threats

4199 Learning Objectives:

- 4200 • Discuss the root causes of terrorism and identify effective ways to respond to political violence.
- 4201 • List and discuss the most significant threats today to the American homeland and its interests
4202 abroad.
- 4203 • Discuss the American threat level system.
- 4204 • Review the major terrorist events since the 1970's and the changing character of the terrorist
4205 organization and their methods.
- 4206 Week 14:
- 4207 Part III Exam (Chapters 14 – 17)
- 4208 Class Practical Exercise
- 4209 Week 15:
- 4210 Class Practical Exercise
- 4211 Week 16:
- 4212 Class Practical Exercise
- 4213 Final Exam Review
- 4214 Week 17: FINAL EXAM
- 4215 **14. 6 Course Proposal:**
- 4216 **Proposal:**
- 4217 The Department of Sociology and Criminal Justice in association with the Departments of Political
4218 Science and Philosophy and Religion propose the establishment of a "Minor in Terrorism Studies". The
4219 new program will exist within the administrative oversight of the Criminal Justice Program and under
4220 the leadership of Dr. Papparozzi. It is recommended the "Minor in Terrorism Studies" be fully
4221 implemented by Fall Semester, 2011. In furtherance of this new minor, a new Criminal Justice course
4222 titled CRJ 4200, Homeland Security, is proposed.
- 4223
- 4224 **Rationale:**
- 4225 No criminal justice academic program focused on the comprehensive study of terrorism would be
4226 considered viable without offering students an opportunity to fully examine the unprecedented
4227 transformation of the criminal justice community and government brought about by the creation of the
4228 Department of Homeland Security (DHS) after the attacks of September 11, 2001. This course will focus
4229 on DHS's organizational structure, mission, and development; national strategies and principles; the
4230 changing roles of federal, state, and local law enforcement in combating terrorism; terrorist history and
4231 tactics; critical infrastructure protection, cyber-terrorism, and key policy issues relative to this agency.
4232 This course will provide the student a practical foundation for the continued study of the terrorism and
4233 its global impact.
- 4234
- 4235 Dept vote: 17 for; 0 against; 0 abstain
- 4236 Affect others: no
- 4237 Departments affected and how:

- 4238 Affected Chair: Off
 4239 Cross listing: no
 4240 Articulation: no
 4241 Additional Resources: no
 4242 Additional Resources required:
 4243
 4244 COURSE DESCRIPTIONS:
 4245 CRJ 4200 Homeland Security
 4246 Hours: 3
 4247 Prerequisites: CRJ 2010, Introduction to Terrorism Studies
 4248 Required: yes (If yes, need Program Proposal Form)
 4249 New course description: This course will provide a broad understanding of the organizational structure,
 4250 mission, and challenges faced by the Department of Homeland Security (DHS) and its role within the
 4251 criminal justice community in protecting the nation from terrorism. Emphasis will be placed on the
 4252 critical evaluation of the effectiveness of America's current national security policy by exploring
 4253 contemporary efforts to protect the nation against terrorist attack by reducing our strategic
 4254 vulnerabilities and developing creative antiterrorism strategies. Case studies and practical exercises will
 4255 be instrumental in meeting course objectives.
 4256 New Course title: Homeland Security
 4257 Code: LEC
 4258
 4259 Read this syllabus very carefully so that you fully understand the requirements of the course. If you have
 4260 any questions about what is expected of you in this course, please ask early so that you can decide if this
 4261 course is appropriate for you before the course drop/add deadline.
- 4262 Course Syllabus for: Homeland Security: CRJ 4200
 4263 Semester: Fall 2011
 4264 Class Information: Lecture
 4265 Meeting Times: To be determined
 4266 Professor: Robert S. McDonnell
 4267 Office: Sampson Hall Room 220
 4268 Office hours: Monday, Wednesday, Friday 2:00pm – 4:00pm
 4269 Office hours can also be scheduled by appointment.
 4270 Phone: 910.521.6232
 4271 Email: robert.mcdonnell@uncp.edu
 4272 Required Book: Homeland Security, A Compete Guide to Understanding, Preventing, and
 4273 Surviving Terrorism. By Mark A. Sauter and James Jay Carafano
 4274 (ISBN: 0-07144064-X)

4275 Additional Resources to be provided by Professor:

- 4276 • Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and
4277 Obstruct Terrorism Act of 2001 (Patriot Act)
- 4278 • Homeland Security Act (2002)

4279 Course Description

4280 This course will provide the student a practical foundation in one of the most important topics facing the
4281 criminal justice community and our nation, Homeland Security. It will focus on the creation of the
4282 Department of Homeland Security (DHS) after the attacks of September 11, 2001 and the subsequent
4283 organizational change, structure, mission, and agency development that followed within the criminal
4284 justice and intelligence community. It will further examine national strategies and principles addressing
4285 the terrorist threat; the changing roles of federal, state, and local law enforcement in combating
4286 terrorism; terrorist history, theory, and tactics; critical infrastructure protection, cyber-terrorism, and
4287 key policy issues relative to DHS and those agencies involved in protecting the homeland from terrorist
4288 attacks.

4289 In our course readings and classroom activities, we will explore terrorism in the following three learning
4290 parts as provided in our textbook.

4291 Part 1: How We Got Here

4292 In the first section of the course, we will critically examine the history of homeland security in the United
4293 States from both a pre and post 9/11 perspective. We will address the emerging threats posed by
4294 terrorism in the modern age and its impact on national policy and economic resources and critically
4295 assess the American strategic and legislative response and the impact on civil liberties. Attention will be
4296 provided to the threat from international terrorist organizations such as Al Qaeda and their
4297 organizational characteristics and the use of technology.

4298 Part II: Understanding Terrorism

4299 In the second section of the text, you will define terrorism and explore the multiple manifestations of
4300 terrorism and critically assess and understand contemporary examples of political violence. This will
4301 include examining the transnational dimension,

4302 state sponsorship, diversity of international and domestic terror groups, and their organizational
4303 structure, methods of operation, and use of technology to support their cause.

4304 Part III: Homeland Security: Organization, Strategies, Programs, and Principles

4305 In the third section of the course, we will examine the significant organizational change that ensued
4306 after the 9/11 attacks, including the formation of the DHS and development of a national antiterrorism
4307 and counterterrorism strategy. It will include an assessment of the impact on the criminal justice and
4308 intelligence community at both the federal, state, and local levels in a post 9/11 world and the role of
4309 the media. Furthermore, we will explore the constant threat terrorism places on our emergency
4310 management and business preparedness systems and resources. We will also discuss the challenges
4311 terrorism will continue to present our nation in the future.

4312 Before we begin this class, you will need to know a little about your professor.

4313 Brief Biographical Sketch – Professor Robert S. McDonnell

4314 Professor McDonnell has 27 years leadership and criminal investigative experience in federal law
4315 enforcement with the Naval Criminal Investigative Service (NCIS) and United States Postal Inspection
4316 Service (USPIS) where he was engaged in the investigation of a wide variety of criminal offenses
4317 requiring frequent involvement in all aspects of the criminal justice system, including antiterrorism
4318 work. He has worked in numerous venues throughout the United States and abroad and coordinated
4319 investigations with nearly every major federal agency.

4320 Since 2002, Professor McDonnell has trained law enforcement officers and government officials at
4321 international locations for the U.S. Department of State Antiterrorism Assistance Program (ATA). In
4322 particular, he has a training expertise in criminal justice related issues such as terrorism, police
4323 leadership, and post 9/11 police organizational development, counterterrorism, intelligence,
4324 information management, and proactive law enforcement methods. He has taught in over 40 countries
4325 in locations such as Pakistan, Thailand, Malaysia, Jordan, Sri Lanka, South Africa, Turkey, Kenya, Kosovo,
4326 Tajikistan, Republic of Georgia, and Bahrain to name a few.

4327 Professor McDonnell has a Bachelor of Arts Degree in Political Science from the University of Georgia
4328 and a Masters in Public Administration with a Criminal Justice Concentration from the University of
4329 North Carolina at Pembroke. He is a graduate of the NCIS and USPIS National Academies and has
4330 attended professional training in a wide variety of criminal justice topics. He has worked as a Lecturer at
4331 UNCP since Fall Semester, 2010. Professor McDonnell served honorably as an officer in the United
4332 States Marine Corps.

4333 Course Goal

- 4334 • The primary goal of this course is to give the student the opportunity to build a solid foundation
4335 from which to understand the contemporary threat from terrorism and critically assess the American
4336 response to protect our homeland from attack.

4337 POLICIES AND PROCEDURES

4338 Examination Rules: To be established by the professor.

4339 Class Rules: To be established by the professor.

4340 Honor Code: Students shall comply with all requirements specified in UNCP Academic Honor Code.
4341 Plagiarism will be dealt with severely.

4342 Attendance: To be established by the professor.

4343 Note to Students with Disabilities: Per UNCP policy.

4344 Grading scale: To be established by the professor.

4345 COURSE REQUIREMENTS

4346 Following is breakdown of total course requirements for this class

4347 Exams: There will be a total of four (4) “in class” exams in this course, including the final exam. The
4348 professor reserves the rights to use an online or take home examination method. An exam will follow
4349 each separate learning module as presented in course text. The final exam will be given on the UNCP

4350 scheduled exam date and will be comprehensive. Exams will consist of multiple-choice, true-false, and
 4351 essay questions. Questions on exams will be drawn from the textbook, lectures, films, supplemental
 4352 assigned readings, classroom discussions, and power points. We will conduct a brief review in class
 4353 before each exam and I will post a study guide.

4354 Class Participation/Group Exercise Activities: You will be graded on your classroom preparation as
 4355 evidenced by the quality of your participation in classroom discussions. This will include unannounced
 4356 classroom participation activities, which will be factored into your grade. This course will include at least
 4357 one major group practical exercise using the tools acquired during the semester. It will factor into your
 4358 class participation grade, Class participation activities are due (IN CLASS) the day they are assigned. You
 4359 must be present to get credit.

4360 Case Study/Research Paper: There will be a research paper requirement in this course. A minimum
 4361 eight-page to maximum 12 page research paper (double spaced) in the form of a "case study or research
 4362 paper" is due on or before Week 12. I expect to see a Title Sheet, Abstract, and Works Cited page. The
 4363 professor will provide potential topics in class. We will discuss this requirement at length in class and the
 4364 professor will provide written details for guidance. However, all topics must be approved by me in
 4365 advance. You can email me with your topic for approval at or turn it in during class time. I expect to
 4366 receive papers that are well written with proper grammar usage. I am willing to review any student's
 4367 paper prior to the due date and offer constructive feedback prior to final submission. I recommend you
 4368 take advantage of this offer. Get started on this project early in the semester and I am available for
 4369 counsel on your paper.

4370 Failure to adhere to any of the following requirements shall result in a failing grade for the case study or
 4371 I will return it for reworking:

- 4372 1. Submit your document only as a WORD or Rich Text (RTF) file. Papers saved in other file formats
 4373 (such as WORKS or WORDPERFECT) will not be accepted.
- 4374 2. Use 12 pt. font, Times New Roman, Courier, or Arial only.
- 4375 3. Double-space your paper.
- 4376 4. Insert page numbers in the footer of each page.
- 4377 5. Insert your name and paper title on the header of each page.
- 4378 6. Cite your works and list your references in the APA (American Psychological Association) style
 4379 format. This includes in text citations. There will be a minimum of 5 references for each paper. No online
 4380 encyclopedia references! (Wikipedia etc.) The following website is an excellent reference for APA style
 4381 references:

4382 <http://owl.english.purdue.edu/owl/resource/560/01/>

- 4383 7. The paper shall be no less that eight pages and no more than 12 pages, not including the title
 4384 page, abstract, and works cites pages. Remember quality of writing is more important than quantity.
 4385 Use citations to avoid plagiarism. Also, no cut and paste plagiarism.

4386 Final Grades: Final grades will be calculated as follows:

4387 Class participation: 15%

4388 Three module exams: 45%

4389 Final Exam: 20%

4390 Research project: 20%

4391 * Please note the dates listed in this syllabus for scheduled exams.

4392 ** Please note that the final exam date and place it on your calendar. It is scheduled after the last day of
4393 regularly, scheduled classes.

4394 Due Dates: Any assignments are due on the date assigned.

4395 COURSE OUTLINE

4396 Below is the course outline for this course: Please note changes can occur at the discretion of the
4397 professor, as dictated by course progress. The below learning objectives are predicated on the student
4398 conducting the course readings and participating in class discussions.

4399 Part 1: Terrorism: A Conceptual Review

4400 Weeks 1:

4401 There will be a course overview and an introduction to Homeland Security.

4402 Chapter 1: Homeland Security: The American Tradition

4403 Learning Objectives:

- 4404 • Become familiar with course syllabus, including requirements and expectations.
- 4405 • Explain the history of homeland security in the United States.
- 4406 • Describe the traditional level of cooperation between federal, state, and local agencies for
4407 domestic security and national preparedness.
- 4408 • List some factors that limit the nation's ability to protect the American homeland.

4409 Week 2:

4410 Chapters 2: The Rise of Modern Terrorism

4411 Learning Objectives:

- 4412 • Discuss the ideology of Al Qaeda and its significance in the global terrorist movement.
- 4413 • List the elements of modern technology used by 21st century terrorists
- 4414 • Explain the human and financial cost as a result of the 9/11 attacks.

4415 Week 3:

4416 Chapter 3: The Birth of Modern Homeland Security

4417 Learning Objectives:

- 4418 • Describe the Bush Doctrine and its implications for foreign policy
- 4419 • Explain how the federal government was reorganized to focus on homeland security.
- 4420 • Describe the major tenets of the homeland security national strategy.
- 4421 • Explain the changes that occurred in United States counterterrorism efforts after 9/11.
- 4422 • Identify the challenges that homeland security faces at all levels of government and within
4423 private industry.

4424 Part II: Understanding Terrorism

4425 Week 4:

4426 Part I Exam Chapters 1 - 3

4427 Chapter 4: The Mind of the Terrorist

4428 Learning Objectives:

- 4429 • Define the major elements of terrorism.
- 4430 • List the different categories of terrorist groups.
- 4431 • Explain why individuals join terrorist groups.
- 4432 • Define the factors involved in suicide terrorism.
- 4433 • Explain why terrorists now wish to inflict maximum casualties.

4434 Week 5:

4435 Research Paper Topic Due Date

4436 Chapter 5: Al Qaeda and Other Islamic Extremist Groups

4437 Learning Objectives:

- 4438 • Identify the basic tenets of the Muslim religion and its primary sects.
- 4439 • Outline important themes in Islamic history.
- 4440 • Describe the beliefs and motives of radical Islamists
- 4441 • Explain the vision and goals of Al Qaeda.

4442 Chapter 6: The Transnational Dimensions of Terrorism

4443 Learning Objectives:

- 4444 • Define transnational terrorism.

- 4445 • Understand contemporary trends in terrorism involving the American homeland.
 - 4446 • List the major terrorist groups operating in the United States and their goals.
 - 4447 • Define what is meant by narco-terrorism.
 - 4448 • Identify state sponsors of terrorism and their methods of support.
- 4449 Week 6:
- 4450 Chapter 7: Domestic Terrorist Groups
- 4451 Learning Objectives:
- 4452 • Define domestic terrorism.
 - 4453 • Describe the contemporary trends in domestic terrorism.
 - 4454 • Identify those major extremist groups involved in domestic terrorism.
 - 4455 • Explain the threat of the homegrown terrorist.
- 4456 Week 7:
- 4457 Chapter 8: Terrorist Operations and Tactics
- 4458 Learning Objectives:
- 4459 • Identify common organizational features of terrorist groups.
 - 4460 • Explain the major tactical phases of a terrorist operation.
 - 4461 • Identify the terrorist planning cycle by stages.
 - 4462 • Explain how terrorist pick their targets.
 - 4463 • List the preferred tactics of the contemporary terrorist.
- 4464 Week 8:
- 4465 Chapter 9: Weapons of Mass Destruction
- 4466 Learning Objectives:
- 4467 • Understand how CRRNE weapons are manufactured, obtained, and deployed by terrorists.
 - 4468 • Explain the challenges that terrorists face when deploying chemical and biological weapons.
 - 4469 • Explain the components of a dirty bomb and why terrorist would use it.
 - 4470 • List the reasons why terrorist have had difficulty in acquiring nuclear weaponry.
- 4471 Chapter 10: The Digital Battlefield
- 4472 Learning Objectives:

- 4473 • Describe why and how terrorists engage in cyber terrorism.
- 4474 • Explain the steps required to protect the homeland and American interests from cyber attacks.
- 4475 • List the ways that terrorists use information technology.
- 4476 A University Break will be established based on the semester.
- 4477 Part III: Homeland Security
- 4478 Week 9:
- 4479 Part II Exam: Chapters 4 - 10
- 4480 Chapter 11: Homeland Security Roles, Responsibilities, and Jurisdictions
- 4481 Learning Objectives:
- 4482 • Define homeland security and the principles that guide domestic security activities.
- 4483 • Explain the organization and mission of the DHS.
- 4484 • Explain how DHS works with other agencies, including the Department of Defense and the
4485 Congress.
- 4486 • Describe the relationship between federal, state, and local governments relative to homeland
4487 security.
- 4488 Week 10:
- 4489 Chapter 12: America's National Strategies
- 4490 Learning Objectives:
- 4491 • Define the critical mission areas of the National Strategy for Homeland Security.
- 4492 • Explain the role of the DOD in homeland security.
- 4493 • Describe the relationship between federal, state, and local agencies relative to homeland
4494 security.
- 4495 • Describe the role that private industry plays in the national strategy.
- 4496 • Explain how the national strategies foresee the United States winning the war on terrorism.
- 4497 Week 11:
- 4498 Chapter 13: Domestic Antiterrorism and Counterterrorism
- 4499 Learning Objectives:
- 4500 • Explain the role of federal, state, and local agencies in counterterrorism.
- 4501 • Describe the role of intelligence in domestic counterterrorism.

- 4502 • List state and local strategies for preventing and interdicting terrorism.
- 4503 • Provide examples of how federal, state, and local criminal justice, intelligence, and emergency
- 4504 management agencies coordinate their response to terrorist events.
- 4505 Chapter 14: Critical Infrastructure and Key Assets
- 4506 Learning Objectives:
- 4507 • Define critical infrastructure.
- 4508 • Describe the importance of information sharing and analysis centers.
- 4509 • Understand the role of risk management in critical infrastructure planning.
- 4510 • Explain why we must protect our critical infrastructure.
- 4511 Week 12:
- 4512 Case Study - Research Paper due
- 4513 Chapter 15: Incident Management and Emergency Management
- 4514 Learning Objectives
- 4515 • Understand the key concepts in the National Strategy.
- 4516 • Define what is meant by an all hazards approach.
- 4517 • Describe the incident management system.
- 4518 • Describe the principles and components of emergency management.
- 4519 Chapter 16: Business Preparedness Continuity and Recovery
- 4520 Learning Objectives:
- 4521 • Explain how 9/11 changed the perspective of business relative to preparedness.
- 4522 • Describe what is meant by disaster recovery and continuity of operations.
- 4523 • Understand the steps and legal implications of preparedness planning.
- 4524 Week 13
- 4525 • Group Practical Exercise
- 4526 Week 14:
- 4527 Chapter 17: Public Awareness and Personal and Family Preparedness!
- 4528 Learning Objectives:
- 4529 • Explain the difficulty in getting individuals to adopt personal preparedness plans.

- 4530 • Understand the limitations of current risk communications systems.
 - 4531 • List the critical preparedness activities that individuals should adopt.
 - 4532 • List the components of a personal disaster preparedness kit.
 - 4533 • Explain how the average citizen can fight terrorism.
- 4534 Week 15
- 4535 Chapter 18: The Future of Homeland Security
- 4536 Learning Objectives:
- 4537 • Understand how transnational and domestic terrorism may change in the future.
 - 4538 • Explain how technology will shape the future of homeland security.
 - 4539 • Explain how the structure of homeland security organizations may change in the future.
- 4540 Week 16:
- 4541 Part II Exam: Chapters 11 – 18
- 4542 Final Course wrap up and final exam review.
- 4543 Week 17: Final Exam on UNCP Scheduled Date
- 4544 **14.7 Course Proposal:**
- 4545 Proposal:
- 4546 The Department of Sociology and Criminal Justice in association with the Departments of Political
- 4547 Science and Philosophy and Religion propose the establishment of a "Minor in Terrorism Studies". The
- 4548 new program will exist within the administrative oversight of the Criminal Justice Program and under
- 4549 the leadership of Dr. Pappozzi. It is recommended the "Minor in Terrorism Studies" be fully
- 4550 implemented by Fall Semester, 2011. In furtherance of this new program, an existing course in the
- 4551 Criminal Justice Program will be renamed. It will serve as a core course in the Minor in Terrorism Studies
- 4552 Program.
- 4553
- 4554 Rationale:
- 4555 This proposal relates to a name, course number, and course description change to an existing course
- 4556 within the Criminal Justice Program.
- 4557
- 4558 Current Course to be deleted: CRJ 4250: Terrorism (Separate deletion proposal provided)
- 4559 New Course: CRJ 2010: Introduction to Terrorism Studies
- 4560
- 4561 The course will introduce the student to terrorism by providing a comprehensive multi-disciplinary
- 4562 exploration of terrorism from both a historical and contemporary perspective. Emphasis will be placed
- 4563 on the study of domestic and international terrorist motivations, strategies, and methods thru the
- 4564 analysis of modern terrorist organizational structures and case studies of actual events. It will be the
- 4565 foundation course of the new minor.
- 4566

4567 Dept vote: 17 for; 0 against; 0 abstain

4568 Affect others: no

4569 Departments affected and how:

4570 Affected Chair: Off

4571 Cross listing: no

4572 Articulation: no

4573 Additional Resources: no

4574 Additional Resources required:

4575

4576 COURSE DESCRIPTIONS:

4577 CRJ 2010 Introduction to Terrorism Studies

4578 Hours: 3

4579 Prerequisites: None

4580 Required: yes (If yes, need Program Proposal Form)

4581 New course description: This course will provide a comprehensive multi-disciplinary exploration of terrorism from both a historical and contemporary perspective. Emphasis will be placed on the study of domestic and international terrorist motivations, strategies, and methods thru the analysis of modern terrorist organizational structures and case studies of actual events. Attention will be provided the strategic and political response the American criminal justice community has made since the attacks of September 11, 2001.

4587 New Course title: Introduction to Terrorism

4588 Code: LEC

4589

4590

4591 Read this syllabus very carefully so that you fully understand the requirements of the course. If you have any questions about what is expected of you in this course, please ask early so that you can decide if this course is appropriate for you before the course drop/add deadline.

4594

4595 Course Syllabus for: Homeland Security: CRJ 2010

4596 Semester: Fall 2011

4597 Class Information: Lecture

4598 Meeting Times: To be determined

4599 Professor: Robert S. McDonnell

4600 Office: Sampson Hall Room 220

4601 Office hours: Monday, Wednesday, Friday 2:00pm – 4:00pm

4602 Office hours can also be scheduled by appointment.

4603 Phone: 910.521.6232

4604 Email: robert.mcdonnell@uncp.edu

4605

4606 Required Book: Homeland Security, A Complete Guide to Understanding, Preventing, and

4607 Surviving Terrorism. By Mark A. Sauter and James Jay Carafano

4608 (ISBN: 0-07144064-X)

4609

4610 Additional Resources to be provided by Professor:

4611 • Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (Patriot Act)

4613 • Homeland Security Act (2002)

4614

4615 Course Description

4616 This course will provide the student a practical foundation in one of the most important topics facing the
4617 criminal justice community and our nation, Homeland Security. It will focus on the creation of the
4618 Department of Homeland Security (DHS) after the attacks of September 11, 2001 and the subsequent
4619 organizational change, structure, mission, and agency development that followed within the criminal
4620 justice and intelligence community. It will further examine national strategies and principles addressing
4621 the terrorist threat; the changing roles of federal, state, and local law enforcement in combating
4622 terrorism; terrorist history, theory, and tactics; critical infrastructure protection, cyber-terrorism, and
4623 key policy issues relative to DHS and those agencies involved in protecting the homeland from terrorist
4624 attacks.

4625

4626 In our course readings and classroom activities, we will explore terrorism in the following three learning
4627 parts as provided in our textbook.

4628

4629 Part 1: How We Got Here

4630 In the first section of the course, we will critically examine the history of homeland security in the United
4631 States from both a pre and post 9/11 perspective. We will address the emerging threats posed by
4632 terrorism in the modern age and its impact on national policy and economic resources and critically
4633 assess the American strategic and legislative response and the impact on civil liberties. Attention will be
4634 provided to the threat from international terrorist organizations such as Al Qaeda and their
4635 organizational characteristics and the use of technology.

4636

4637 Part II: Understanding Terrorism

4638 In the second section of the text, you will define terrorism and explore the multiple manifestations of
4639 terrorism and critically assess and understand contemporary examples of political violence. This will
4640 include examining the transnational dimension,
4641 state sponsorship, diversity of international and domestic terror groups, and their organizational
4642 structure, methods of operation, and use of technology to support their cause.

4643

4644 Part III: Homeland Security: Organization, Strategies, Programs, and Principles

4645 In the third section of the course, we will examine the significant organizational change that ensued
4646 after the 9/11 attacks, including the formation of the DHS and development of a national antiterrorism
4647 and counterterrorism strategy. It will include an assessment of the impact on the criminal justice and
4648 intelligence community at both the federal, state, and local levels in a post 9/11 world and the role of
4649 the media. Furthermore, we will explore the constant threat terrorism places on our emergency
4650 management and business preparedness systems and resources. We will also discuss the challenges
4651 terrorism will continue to present our nation in the future.

4652

4653 Before we begin this class, you will need to know a little about your professor.

4654

4655 Brief Biographical Sketch – Professor Robert S. McDonnell

4656

4657 Professor McDonnell has 27 years leadership and criminal investigative experience in federal law
4658 enforcement with the Naval Criminal Investigative Service (NCIS) and United States Postal Inspection
4659 Service (USPIS) where he was engaged in the investigation of a wide variety of criminal offenses
4660 requiring frequent involvement in all aspects of the criminal justice system, including antiterrorism
4661 work. He has worked in numerous venues throughout the United States and abroad and coordinated
4662 investigations with nearly every major federal agency.

4663
4664 Since 2002, Professor McDonnell has trained law enforcement officers and government officials at
4665 international locations for the U.S. Department of State Antiterrorism Assistance Program (ATA). In
4666 particular, he has a training expertise in criminal justice related issues such as terrorism, police
4667 leadership, and post 9/11 police organizational development, counterterrorism, intelligence,
4668 information management, and proactive law enforcement methods. He has taught in over 40 countries
4669 in locations such as Pakistan, Thailand, Malaysia, Jordan, Sri Lanka, South Africa, Turkey, Kenya, Kosovo,
4670 Tajikistan, Republic of Georgia, and Bahrain to name a few.

4671
4672 Professor McDonnell has a Bachelor of Arts Degree in Political Science from the University of Georgia
4673 and a Masters in Public Administration with a Criminal Justice Concentration from the University of
4674 North Carolina at Pembroke. He is a graduate of the NCIS and USFIS National Academies and has
4675 attended professional training in a wide variety of criminal justice topics. He has worked as a Lecturer at
4676 UNCP since Fall Semester, 2010. Professor McDonnell served honorably as an officer in the United
4677 States Marine Corps.

4678
4679 Course Learning Goal

- 4680
- 4681 • The primary goal of this course is to give the student the opportunity to build a solid foundation
4682 from which to understand the contemporary threat from terrorism and critically assess the American
4683 response to protect our homeland from attack.

4684
4685 POLICIES AND PROCEDURES

4686
4687 Examination Rules: To be established by the professor.

4688
4689 Class Rules: To be established by the professor.

4690
4691 Honor Code: Students shall comply with all requirements specified in UNCP Academic Honor Code.
4692 Plagiarism will be dealt with severely.

4693
4694 Attendance: To be established by the professor.

4695
4696 Note to Students with Disabilities: Per UNCP policy.

4697
4698 Grading scale: To be established by the professor.

4699
4700 COURSE REQUIREMENTS

4701
4702 Following is breakdown of total course requirements for this class

4703
4704 Exams: There will be a total of four (4) "in class" exams in this course, including the final exam. The
4705 professor reserves the rights to use an online or take home examination method. An exam will follow
4706 each separate learning module as presented in course text. The final exam will be given on the UNCP
4707 scheduled exam date and will be comprehensive. Exams will consist of multiple-choice, true-false, and
4708 essay questions. Questions on exams will be drawn from the textbook, lectures, films, supplemental
4709 assigned readings, classroom discussions, and power points. We will conduct a brief review in class
4710 before each exam and I will post a study guide.

4711 Class Participation/Group Exercise Activities: You will be graded on your classroom preparation as
 4712 evidenced by the quality of your participation in classroom discussions. This will include unannounced
 4713 classroom participation activities, which will be factored into your grade. This course will include at least
 4714 one major group practical exercise using the tools acquired during the semester. It will factor into your
 4715 class participation grade, Class participation activities are due (IN CLASS) the day they are assigned. You
 4716 must be present to get credit.

4717 Case Study/Research Paper: There will be a research paper requirement in this course. A minimum
 4718 eight-page to maximum 12 page research paper (double spaced) in the form of a “case study or research
 4719 paper” is due on or before Week 12. I expect to see a Title Sheet, Abstract, and Works Cited page. The
 4720 professor will provide potential topics in class. We will discuss this requirement at length in class and the
 4721 professor will provide written details for guidance. However, all topics must be approved by me in
 4722 advance. You can email me with your topic for approval at or turn it in during class time. I expect to
 4723 receive papers that are well written with proper grammar usage. I am willing to review any student’s
 4724 paper prior to the due date and offer constructive feedback prior to final submission. I recommend you
 4725 take advantage of this offer. Get started on this project early in the semester and I am available for
 4726 counsel on your paper.

4727 Failure to adhere to any of the following requirements shall result in a failing grade for the case study or
 4728 I will return it for reworking:

4729

4730 1. Submit your document only as a WORD or Rich Text (RTF) file. Papers saved in other file formats
 4731 (such as WORKS or WORDPERFECT) will not be accepted.

4732 2. Use 12 pt. font, Times New Roman, Courier, or Arial only.

4733 3. Double-space your paper.

4734 4. Insert page numbers in the footer of each page.

4735 5. Insert your name and paper title on the header of each page.

4736 6. Cite your works and list your references in the APA (American Psychological Association) style
 4737 format. This includes in text citations. There will be a minimum of 5 references for each paper. No online
 4738 encyclopedia references! (Wikipedia etc.) The following website is an excellent reference for APA style
 4739 references:

4740 <http://owl.english.purdue.edu/owl/resource/560/01/>

4741 7. The paper shall be no less that eight pages and no more than 12 pages, not including the title
 4742 page, abstract, and works cites pages. Remember quality of writing is more important than quantity.
 4743 Use citations to avoid plagiarism. Also, no cut and paste plagiarism.

4744

4745

4746 Final Grades: Final grades will be calculated as follows:

4747

4748 Class participation: 15%

4749 Three module exams: 45%

4750 Final Exam: 20%

4751 Research project: 20%

4752

4753 * Please note the dates listed in this syllabus for scheduled exams.

4754

4755 ** Please note that the final exam date and place it on your calendar. It is scheduled after the last day of
 4756 regularly, scheduled classes.

4757

4758 Due Dates: Any assignments are due on the date assigned.

4759
4760 COURSE OUTLINE

4761
4762 Below is the course outline for this course: Please note changes can occur at the discretion of the
4763 professor, as dictated by course progress. The below learning objectives are predicated on the student
4764 conducting the course readings and participating in class discussions.

4765
4766 Part 1: Terrorism: A Conceptual Review

4767
4768 Weeks 1:
4769 There will be a course overview and an introduction to Homeland Security.

4770 Chapter 1: Homeland Security: The American Tradition

4771 Learning Objectives:

- 4772 • Become familiar with course syllabus, including requirements and expectations.
4773 • Explain the history of homeland security in the United States.
4774 • Describe the traditional level of cooperation between federal, state, and local agencies for
4775 domestic security and national preparedness.
4776 • List some factors that limit the nation's ability to protect the American homeland.

4777
4778 Week 2:

4779 Chapters 2: The Rise of Modern Terrorism

4780 Learning Objectives:

- 4781 • Discuss the ideology of Al Qaeda and its significance in the global terrorist movement.
4782 • List the elements of modern technology used by 21st century terrorists
4783 • Explain the human and financial cost as a result of the 9/11 attacks.

4784
4785 Week 3:

4786 Chapter 3: The Birth of Modern Homeland Security

4787 Learning Objectives:

- 4788 • Describe the Bush Doctrine and its implications for foreign policy
4789 • Explain how the federal government was reorganized to focus on homeland security.
4790 • Describe the major tenets of the homeland security national strategy.
4791 • Explain the changes that occurred in United States counterterrorism efforts after 9/11.
4792 • Identify the challenges that homeland security faces at all levels of government and within
4793 private industry.

4794
4795 Part II: Understanding Terrorism

4796
4797 Week 4:

4798 Part I Exam Chapters 1 - 3

4799 Chapter 4: The Mind of the Terrorist

4800 Learning Objectives:

- 4801 • Define the major elements of terrorism.
4802 • List the different categories of terrorist groups.
4803 • Explain why individuals join terrorist groups.
4804 • Define the factors involved in suicide terrorism.
4805 • Explain why terrorists now wish to inflict maximum casualties.

4806

4807 Week 5:

4808 Research Paper Topic Due Date

4809 Chapter 5: Al Qaeda and Other Islamic Extremist Groups

4810 Learning Objectives:

- 4811 • Identify the basic tenets of the Muslim religion and its primary sects.
- 4812 • Outline important themes in Islamic history.
- 4813 • Describe the beliefs and motives of radical Islamists
- 4814 • Explain the vision and goals of Al Qaeda.

4815 Chapter 6: The Transnational Dimensions of Terrorism

4816 Learning Objectives:

- 4817 • Define transnational terrorism.
- 4818 • Understand contemporary trends in terrorism involving the American homeland.
- 4819 • List the major terrorist groups operating in the United States and their goals.
- 4820 • Define what is meant by narco-terrorism.
- 4821 • Identify state sponsors of terrorism and their methods of support.

4822

4823 Week 6:

4824 Chapter 7: Domestic Terrorist Groups

4825 Learning Objectives:

- 4826 • Define domestic terrorism.
- 4827 • Describe the contemporary trends in domestic terrorism.
- 4828 • Identify those major extremist groups involved in domestic terrorism.
- 4829 • Explain the threat of the homegrown terrorist.

4830

4831 Week 7:

4832 Chapter 8: Terrorist Operations and Tactics

4833 Learning Objectives:

- 4834 • Identify common organizational features of terrorist groups.
- 4835 • Explain the major tactical phases of a terrorist operation.
- 4836 • Identify the terrorist planning cycle by stages.
- 4837 • Explain how terrorist pick their targets.
- 4838 • List the preferred tactics of the contemporary terrorist.

4839

4840 Week 8:

4841 Chapter 9: Weapons of Mass Destruction

4842 Learning Objectives:

- 4843 • Understand how CRRNE weapons are manufactured, obtained, and deployed by terrorists.
- 4844 • Explain the challenges that terrorists face when deploying chemical and biological weapons.
- 4845 • Explain the components of a dirty bomb and why terrorist would use it.
- 4846 • List the reasons why terrorist have had difficulty in acquiring nuclear weaponry.

4847 Chapter 10: The Digital Battlefield

4848 Learning Objectives:

- 4849 • Describe why and how terrorists engage in cyber terrorism.
- 4850 • Explain the steps required to protect the homeland and American interests from cyber attacks.
- 4851 • List the ways that terrorists use information technology.

4852

4853 A University Break will be established based on the semester.

4854

4855 Part III: Homeland Security

4856

4857 Week 9:

4858 Part II Exam: Chapters 4 - 10

4859 Chapter 11: Homeland Security Roles, Responsibilities, and Jurisdictions

4860 Learning Objectives:

- 4861 • Define homeland security and the principles that guide domestic security activities.
- 4862 • Explain the organization and mission of the DHS.
- 4863 • Explain how DHS works with other agencies, including the Department of Defense and the Congress.
- 4864
- 4865 • Describe the relationship between federal, state, and local governments relative to homeland security.
- 4866

4867

4868 Week 10:

4869 Chapter 12: America's National Strategies

4870 Learning Objectives:

- 4871 • Define the critical mission areas of the National Strategy for Homeland Security.
- 4872 • Explain the role of the DOD in homeland security.
- 4873 • Describe the relationship between federal, state, and local agencies relative to homeland security.
- 4874
- 4875 • Describe the role that private industry plays in the national strategy.
- 4876 • Explain how the national strategies foresee the United States winning the war on terrorism.
- 4877

4877

4878 Week 11:

4879 Chapter 13: Domestic Antiterrorism and Counterterrorism

4880 Learning Objectives:

- 4881 • Explain the role of federal, state, and local agencies in counterterrorism.
- 4882 • Describe the role of intelligence in domestic counterterrorism.
- 4883 • List state and local strategies for preventing and interdicting terrorism.
- 4884 • Provide examples of how federal, state, and local criminal justice, intelligence, and emergency management agencies coordinate their response to terrorist events.
- 4885

4886 Chapter 14: Critical Infrastructure and Key Assets

4887 Learning Objectives:

- 4888 • Define critical infrastructure.
- 4889 • Describe the importance of information sharing and analysis centers.
- 4890 • Understand the role of risk management in critical infrastructure planning.
- 4891 • Explain why we must protect our critical infrastructure.
- 4892

4892

4893 Week 12:

4894 Case Study - Research Paper due

4895 Chapter 15: Incident Management and Emergency Management

4896 Learning Objectives

- 4897 • Understand the key concepts in the National Strategy.
- 4898 • Define what is meant by an all hazards approach.
- 4899 • Describe the incident management system.
- 4900 • Describe the principles and components of emergency management.

4901 Chapter 16: Business Preparedness Continuity and Recovery

4902 Learning Objectives:

- 4903 • Explain how 9/11 changed the perspective of business relative to preparedness.
- 4904 • Describe what is meant by disaster recovery and continuity of operations.
- 4905 • Understand the steps and legal implications of preparedness planning.

4906

4907 Week 13

- 4908 • Group Practical Exercise

4909

4910 Week 14:

4911 Chapter 17: Public Awareness and Personal and Family Preparedness!

4912 Learning Objectives:

- 4913 • Explain the difficulty in getting individuals to adopt personal preparedness plans.
- 4914 • Understand the limitations of current risk communications systems.
- 4915 • List the critical preparedness activities that individuals should adopt.
- 4916 • List the components of a personal disaster preparedness kit.
- 4917 • Explain how the average citizen can fight terrorism.

4918

4919 Week 15

4920 Chapter 18: The Future of Homeland Security

4921 Learning Objectives:

- 4922 • Understand how transnational and domestic terrorism may change in the future.
- 4923 • Explain how technology will shape the future of homeland security.
- 4924 • Explain how the structure of homeland security organizations may change in the future.

4925

4926 Week 16:

4927 Part II Exam: Chapters 11 – 18

4928 Final Course wrap up and final exam review.

4929

4930 Week 17: Final Exam on UNCP Scheduled Date

4931

4932 **14. 8 Course Proposal:**

4933 The Department of Sociology and Criminal Justice in association with the Departments of Political
 4934 Science and Philosophy and Religion propose the establishment of a "Minor in Terrorism Studies". The
 4935 new program will exist within the administrative oversight of the Criminal Justice Program and under
 4936 the leadership of Dr. Paparozzi. It is recommended the "Minor in Terrorism Studies" be fully
 4937 implemented by Fall Semester, 2011. In furtherance of this new program, an existing course in the
 4938 Criminal Justice Program will be renamed. It will serve as a core course in the Minor in Terrorism Studies
 4939 Program.

4940

4941 Rationale:

4942 This proposal relates to the deletion of a current course within the Criminal Justice Program.

4943

4944 Action: Delete CRJ 4250: Terrorism

4945 Information: This course is being replaced by new course proposal CRJ 2010: Introduction to Terrorism
 4946 Studies within the new "Minor in Terrorism Studies" Program.

4947

4948 Dept vote: 17 for; 0 against; 0 abstain

4949 Affect others: no

4950 Departments affected and how:

4951 Affected Chair: Off
 4952 Cross listing: no
 4953 Articulation: no
 4954 Additional Resources: no
 4955 Additional Resources required:
 4956
 4957 COURSE DESCRIPTIONS:
 4958 CRJ 4250 Not applicable
 4959 Hours: 3
 4960 Prerequisites: None
 4961 Required: no (If yes, need Program Proposal Form)
 4962 New course description: Delete course CRJ 4250: Terrorism
 4963 New Course title: Not applicable.
 4964 Code: Select One
 4965
 4966 **14.9 Program Proposal**
 4967 Proposal:
 4968 The Department of Sociology and Criminal Justice in association with the Department of Political Science
 4969 and Philosophy and Religion propose the establishment of a "Minor in Terrorism Studies". The new
 4970 program will exist within the administrative oversight of the Criminal Justice Program. Dr.Paparozzi will
 4971 provide overall leadership of the program and designate a member of his staff to serve as Program
 4972 Coordinator. It is recommended the "Minor in Terrorism Studies" be fully implemented by Fall Semester,
 4973 2011.
 4974
 4975 Specific course offerings in this program are included in the attached supporting documentation.
 4976
 4977 Rationale:
 4978 See attached.
 4979
 4980 Program Proposal Form – Continuation Sheet
 4981 University of North Carolina at Pembroke
 4982 Minor in Terrorism Studies
 4983 Dr. Mario A. Paparozzi, Ph.D
 4984
 4985 1. Clearly state your proposal:
 4986 The student will be required to complete a total of 18 hours to fulfill the requirement. This will include
 4987 three core courses (9 hours) and three electives (9 hours). The course offerings are listed below.
 4988 Core Courses:
 4989 CRJ 2010 – Introduction to Terrorism (Renaming of current course)
 4990 CRJ 4200 - Homeland Security (New course included in proposal)
 4991 PLS 4170 - International Security Policy
 4992 Electives:
 4993 CRJ 4210 – Counterterrorism Strategies (New course included in proposal)
 4994 CRJ 4220 – Terrorism: Constitutional and Legal Issues (New course included in proposal)
 4995 REL/PLS 3025 – Fundamentalisms
 4996 REL 3280 – Violence and Religion
 4997 PLSS 4010 – Special Topics in Terrorism
 4998 2. Rationale for proposal:

4999 Terrorism is the study of highly violent and complex human interactions and behaviors. Its study is
 5000 founded within the social sciences and is an essential offering for the contemporary university student.
 5001 More importantly, as a university dedicated to the development of graduates that can viably compete
 5002 for employment within their chosen field; this program provides the criminal justice, political science, or
 5003 other interested graduates with unique tools that will set them apart from their peers. Furthermore,
 5004 this program is consistent with UNCP's dedication to preparing our students for the future. From a
 5005 practical perspective, one can examine the priorities and resource deployment of the Federal Bureau of
 5006 Investigation (FBI), our nation's preeminent law enforcement agency. The top priority of the FBI is to
 5007 protect the United States from terror attacks. It is estimated that between forty to fifty percent of all FBI
 5008 resources are dedicated to terrorism related investigations. The impact of terrorism on the criminal
 5009 justice and national security community goes much further than merely the FBI. It impacts our
 5010 Department of Homeland Security, Department of Justice, and all of our state and local law enforcement
 5011 agencies, courts, and correctional systems. Its continued study is dynamic, changing, and essential to
 5012 our students.

5013 Furthermore, the Minor in Terrorism supports the spirit of Chancellor Carter's message that UNCP must
 5014 strive to become the "University of Choice" among our peer group. When this program is established,
 5015 UNCP will be the only university within the North Carolina system that offers such a unique academic
 5016 track to its students. This truly represents an opportunity to elevate our university to a unique place. We
 5017 must also consider the attraction this program provides our Fort Bragg students, many who are actively
 5018 involved in the Global War on Terrorism. Ultimately, it may very well serve as an excellent recruitment
 5019 tool for our university.

5020 The Criminal Justice Program is consistently one of the fastest growing and successful programs at
 5021 UNCP. It is fully dedicated to the development of criminal justice professionals that will have a positive
 5022 impact on our world. Our Political Science and other majors will go onto important careers in law,
 5023 education, and government. The Minor in Terrorism Studies offers them an even greater opportunity to
 5024 further develop their academic experience and improve their chances to compete in a tough public and
 5025 private employment environment.

5026
 5027

6. NEW Catalog description:

5029 The minor in terrorism studies is designed to accommodate the student who is majoring in criminal
 5030 justice, political science, religion, or some other discipline and is interested in pursuing a career in law
 5031 enforcement, corrections, law, and/or government. It provides the student an interdisciplinary approach
 5032 within the social sciences and addresses the unique challenges presented by terrorism and its impact on
 5033 our national security and the political world. The program examines how this phenomena impacts
 5034 democratic societies and the geo-political environment in the face of an unparalleled threat
 5035 environment.

5036

Requirements:

5038 Core Courses:

5039 CRJ 2010 – Introduction to Terrorism (Renaming of current course)

5040 CRJ 4200 - Homeland Security (New course included in proposal)

5041 PLS 4170 - International Security Policy

5042 Electives:

5043 CRJ 4210 – Counterterrorism Strategies (New course included in proposal)

5044 CRJ 4220 – Terrorism: Constitutional and Legal Issues (New course included in proposal)

5045 REL/PLS 3025 – Fundamentalisms

5046 REL 3280 – Violence and Religion

5047 PLSS 4010 – Special Topics in Terrorism

5048 CRJ 2010, CRJ 4200, CRJ 4210, CRJ 4220, PLS 4170, PLSS 4010, PLS/REL 3025, REL3280

5049 Note: Multiple proposed new courses are included with this proposal.

5050

5051 Minor in Terrorism Studies Program Proposal

5052 OLD Catalog description:

5053 The minor in terrorism studies is designed to accommodate the student who is majoring in criminal
5054 justice, political science, or some other discipline and is interested in pursuing a career in law
5055 enforcement, corrections, law, and/or government. It provides the student an interdisciplinary approach
5056 within the social sciences and addresses the unique challenges presented by terrorism and its impact on
5057 our national security and the political world. The program examines how this phenomena impacts
5058 democratic societies and the geo-political environment in the face of an unparalleled threat
5059 environment.

5060 Requirements:

5061 CRJ 4250, CRJ 4260, CRJ 4270, CRJ 4280, PLS 4170, PLS 3025, PLS 3312, PLS 3620, PLS 3312

5062

5063 Dept vote: 17 for; 0 against; 0 abstain

5064

5065 Affect others: yes

5066 Departments affected and how: Department of Political Science and Department of Philosophy and
5067 Religion.

5068

5069 This program is a joint venture between the Departments of Sociology and Criminal Justice, Political
5070 Science, and Philosophy and Religion. The supporting departments will have several course offerings that
5071 will contribute to meeting the overall program requirements for students who pursue this academic
5072 track. The logistic impact is minimal on the supporting departments since for the most part their course
5073 contributions are already approved and included in the catalog, unless indicated in a new course
5074 proposal.

5075 Affected Chair: Off

5076 Additional Resources: no

5077 Additional Resources required: Dr. Paparozzi will assign a permanent Program Coordinator from his
5078 current staff complement within the Department of Sociology and Criminal Justice.

5079

5080 File attachment: See attachment of program proposal.