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AGENDA

Meeting of the General Education Subcommittee
Thursday, January 28, 2010 at 3:30 PM
James B. Chavis University Center
Room 233

- I. Call to Order
- II. Approval of the Agenda
- III. Approval of Minutes of the November 19, 2009 Meeting
- IV. Chair's Report
 - a. none
- V. Old Business (See appendix A)
 - a. Proposal from World Studies (pg. 2)
-Addition of WLS 2990 course
- VI. New Business (see appendices B, C, D)
 - a. Proposal from Chemistry/Physics (pg. 8)
-Modification of CHM 1300 course
 - b. Proposal from Public Administration (pg. 11)
-Addition of PAD 1000 course
 - c. Proposal from Management, Marketing & Int'l Business (p. 17)
-Addition of MGT 2000 course
 - d. Diversity Requirement
- VII. Adjournment

The University of North Carolina at Pembroke
General Education Subcommittee

Appendix A.

**General Education Course Proposal Form
(revised spring 2008)**

Department: World Studies Date: December 14, 2009

Contact Person: Sara Brackin Course Information:

Check one: Add New Course to General Education

Add Existing Course to General Education

Revise Existing General Education Course

Delete Course from General Education

Course Prefix & Number: WLS 2990

Course Title: Study Abroad

Cross-listed as (Primary first): _____

General Education curriculum section(s): (ex. III.c.4) IV. General Education Program Electives:
Study Abroad - *Students taking the study abroad option may receive 3 or 6 hours for electives in the Arts and Humanities or Social Sciences.*

Credit Hours: 3 Term(s) offered: all

What is the date for this change to be put into effect? Summer 2010 (if possible)

New or Revised Course Description (for Deletion, Current description):

Students who successfully study abroad for a trip lasting a minimum of one week in a University-approved program will be required to prepare a substantive report regarding their experience while abroad or report on a particular point of interest they may have researched while in a foreign country. Credit 3 semester hours. Course may be repeated once for a maximum of 6 semester hours. Prerequisite: Approval of the Office of International Programs.

A. Rationale for General Education Proposal

1. Indicate which goal area(s) of the program this proposal addresses.

Area 1: Communication

Area 2: Critical Thinking

Area 3: Problem Solving

Area 4: Mathematics

Area 5: Technology

Area 6: Arts, Literature, History, & Ideas

Area 7: Individual & Society

Area 8: Science & Nature

Area 9: Lifelong Learning

Area 10: Health & Wellness

Area 11: Social Responsibility

Area 12: Diversity

Area 13: Values and Ethics

2. For the items below, attach pages as needed:

A. Describe how this course supports the overall mission of the General Education Program.
Study abroad is both inter-disciplinary and extra-disciplinary by nature, exposing students to new subjects, ideas and methods and the languages used to express them at

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most every turn. Affording students the opportunity and, therefore the encouragement, to study abroad for UNCP General Education credit will challenge students to consider and confront the world around them, and to place themselves and their knowledge, beliefs and assumptions within a wider context. Returning students will be able to utilize, combine, express and apply both their prior knowledge and experiences and their newly acquired ones, resulting in the formation of new or enhanced skills that will serve them well as they grow within a globalized world and economy.

- B. Explain how the addition of this course will improve the General Education curriculum. This course will add an important experiential component to the General Education curriculum, will reify and enhance many of the historical, theoretical and intellectual concepts developed in other classes, and give students new knowledge and skills that they can leverage in other UNCP coursework and beyond.
- C. Identify the General Education Objectives that will be addressed by this course.

Communication: In foreign environments, effective communication is both a challenge and a must. Students will be exposed to new and different ways of communicating – oral, written and visual – and will need to make sense of these new forms and media. Equally, students will be challenged to communicate effectively – even if with difficulty – in these new environments. Care will be needed in construction of these communications so as to minimize misunderstanding and to maximize comprehension. Often such communications are effected utilizing newly acquired skills and information, which must be selected and applied carefully to achieve desired results, particularly within a context that (itself) might be unfamiliar.

Critical Thinking: Students will need to distinguish between facts and opinions, judgments, inferences and reliable sources of information when traveling abroad. The nature of international travel exposes students to new situations and environments that require or enhance critical thinking skills.

Arts, Literature, History, and Ideas: Frequently a staple of study abroad programs, students abroad will acquire, or enhance, their understanding in these areas through direct, or near-direct, confrontation with the objects themselves, the sites where events occurred, perhaps – in the case of living writers and practitioners (etc.) – even the actual originator. The combined experiences – often “once-in-a-lifetime” in nature – will broaden students’ knowledge in these areas, and have been shown to foster greater interest in, and appreciation of, their pursuits and importance.

Individual and Society: Frequently a staple of study abroad programs, students abroad will acquire, or enhance, their understanding in these areas through direct, or near-direct, confrontation with the objects themselves, the sites where events occurred, perhaps – in the case of living writers and practitioners (etc.) – even the actual originator. The combined experiences – often “once-in-a-lifetime” in nature – will broaden students’ knowledge in these areas, and have been shown to foster greater interest in, and appreciation of, their pursuits and importance.

Social Responsibility: A successful study abroad experience requires the student to develop and/or reflect global awareness and an appreciation for cultural and political diversity. Frequently, whether the program is located in a city or in the countryside, environmental

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sensitivity is also developed or enhanced as students recognize the differences in settings and lifestyles, and the connectedness of the world, economically, socially and environmentally.

Diversity: Students completing this course will demonstrate the knowledge of, and respect for, the rights and views of diverse individuals and cultures through direct contact. Through this exposure to other cultures, students will – either naturally or through directed study – compare the strengths, benefits and contributions of a culture or cultures different from their own. Enhanced intercultural understanding and contact will reduce stereotypes and combat prejudices, and lead to a better understanding and contextualizing of students’ own home culture(s).

Values and Ethics: Study abroad, by nature, exposes students to a diversity of cultural, political and personal values and points of view. Students, as guests abroad, will see and learn the need to respect the expression of these values and opinions, while also considering the validity of such propositions, and (at times) defending in an amicable and reasonable manner their own points of view. This experience will highlight different perspectives, values and ethics and give students the opportunity to compare their own values and ethics with those of individuals from different cultures.

D. Describe the ways General Education Goals and Objectives will be assessed in this course.

- Students will be required to submit a substantive report or project that will demonstrate the knowledge and proficiencies acquired during the student abroad experience.
- Students will be required to think critically, demonstrate appreciation for other cultures and individuals and demonstrate good citizenship during the study abroad experience.
- Student engagement and learning will be monitored by faculty from UNCP and/or host (foreign) faculty for their involvement in the study abroad program.

E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

Benefits:

- No new staff or faculty positions are required. Minimal or negligible effect upon support services.
- Presently, the lack of a General Education credit option/opportunity has acted as a disincentive for studies abroad. WLS 2900 (Study Abroad) is the only option students have for study abroad credit, and it does not fulfill a requirement either in the major or general education curriculum. A significant number of students who have not completed their General Education requirements are interested in pursuing study abroad. Unfortunately, while these students might see the value of studying abroad, they find it hard, economically, to justify the expenditure for elective credit.

For students who elect to study abroad, many have delayed graduation because the credit does not satisfy any specific requirement, thus incurring further expenses. Many have elected not to study abroad because of the additional expense and the lack of specific credit. By including studies abroad as a General Education option, students will be able to

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study abroad, count the course towards their General Education requirements, and still graduate on-time.

- More students will study abroad, plus parents, faculty and others will be in better positions to recommend study abroad to all students, regardless of their major.
- Creating more opportunities for students will, similarly, create increased opportunities for faculty to develop programs, teach courses abroad, and further interact with, and mentor, students.
- Students desire greater interaction with faculty, and studies suggest that increased interaction has positive effects upon retention and graduation.
- Similarly, a broad-based and accessible Study Abroad program with direct ties to campus academics has proven to be a differentiating element when students consider enrolling in a university, aids in retention as students anticipate participation, produces better-engaged students as a result of participation, and can translate to higher graduation rates.

3. Attach proposed General Education Course Syllabus.

- o The syllabus must include:
 1. a list of the General Education Goals and Objectives addressed in the course, and
 2. a plan for assessing the General Education Goals and Objectives.
- o See sample template for the first page of the syllabus

Required Signatures:

	Signature	Date
Department Chair		
<i>Department vote**:</i>	<i>#for: #against: #abstain:</i>	
General Education Chair		
<i>General Education vote**</i>	<i>#for: #against: #abstain:</i>	
Curriculum Chair:		
<i>Curriculum vote:</i>	<i>#for: #against: #abstain:</i>	
Academic Affairs Chair		
<i>Academic Affairs vote:</i>	<i>#for: #against: #abstain:</i>	
Faculty Senate Chair		
<i>Faculty Senate Vote:</i>	<i>#for: #against: #abstain:</i>	

WLS 2990: Study Abroad

Summer 2010

University of North Carolina at Pembroke
School of Arts and Sciences

The University of North Carolina at Pembroke
General Education Subcommittee

Department of World Studies

Instructor: Sara Brackin
Office: International Programs
Phone: 6865
E-mail: sara.brackin@uncp.edu
Office Hours: M-F 8:00-5:00

Course objectives:

This course satisfies a general education elective requirement under the Arts and Humanities Division. The General Education Goals and Objectives met in this course are as follows:

Communication: In foreign environments, effective communication is both a challenge and a must. You will be exposed to new and different ways of communicating – oral, written and visual – and will need to make sense of these new forms and media. Equally, you will be challenged to communicate effectively – even if with difficulty – in these new environments. Care will be needed in construction of these communications so as to minimize misunderstanding and to maximize comprehension. Often such communications are effected utilizing newly acquired skills and information, which must be selected and applied carefully to achieve desired results, particularly within a context that (itself) might be unfamiliar.

Critical Thinking: You will need to distinguish between facts and opinions, judgments, inferences and reliable sources of information when traveling abroad. The nature of international travel will expose you to new situations and environments that require or enhance critical thinking skills.

Arts, Literature, History, and Ideas: Studying abroad will enable or enhance, your understanding in these areas through direct, or near-direct, confrontation with the objects themselves, the sites where events occurred, perhaps – in the case of living writers and practitioners (etc.) – even the actual originator. The combined experiences – often “once-in-a-lifetime” in nature – will broaden your knowledge in these areas, and hopefully foster greater interest in, and appreciation of, your pursuits and importance.

Individual and Society: Frequently a staple of study abroad programs, students abroad will acquire, or enhance, their understanding in these areas through direct, or near-direct, confrontation with the objects themselves, the sites where events occurred, perhaps – in the case of living writers and practitioners (etc.) – even the actual originator. The combined experiences – often “once-in-a-lifetime” in nature – will broaden students’ knowledge in these areas, and have been shown to foster greater interest in, and appreciation of, their pursuits and importance.

Social Responsibility: A successful study abroad experience requires you to develop and/or reflect global awareness and an appreciation for cultural and political diversity. Frequently, whether the program is located in a city or in the countryside, environmental sensitivity is also developed or enhanced as you recognize the differences in settings and lifestyles, and the connectedness of the world, economically, socially and environmentally.

Diversity: By completing this course you will demonstrate the knowledge of, and respect for, the

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rights and views of diverse individuals and cultures through direct contact. Through this exposure to other cultures, you will – either naturally or through directed study – compare the strengths, benefits and contributions of a culture or cultures different from your own. Enhanced intercultural understanding and contact will reduce stereotypes and combat prejudices, and lead to a better understanding and contextualizing of your own home culture(s).

Values and Ethics: Study abroad, by nature, will expose you to a diversity of cultural, political and personal values and points of view. As a guests abroad, you will see and learn the need to respect the expression of these values and opinions, while also considering the validity of such propositions, and (at times) defending in an amicable and reasonable manner your own points of view. This experience will highlight different perspectives, values and ethics and give you the opportunity to compare your own values and ethics with those of individuals from different cultures.

Student Assessment:

- You will be required to submit a substantive report or project that will demonstrate the knowledge and proficiencies acquired during your study abroad experience.
- You will be required to think critically, demonstrate appreciation for other cultures and individuals and demonstrate good citizenship during the study abroad experience.
- Your engagement and learning will be monitored by faculty from UNCP and/or host (foreign) faculty for your involvement in the study abroad program.

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General Education Subcommittee

Appendix B.

**General Education Course Proposal Form
(revised spring 2008)**

Department: _____ Chemistry & Physics _____ Date: _____ 31 Aug 09 _____

Contact Person: _____ Paul Flowers _____

Course Information:

Check one: _____ Add New Course to General Education
_____ Add Existing Course to General Education
 X Revise Existing General Education Course

*additions are shown with *italic font*, deletions with ~~strikethrough font~~

_____ Delete Course from General Education

Course Prefix & Number: _____ CHM 1300 _____

Course Title: _____ General Chemistry I _____

Cross-listed as (Primary first): _____

General Education curriculum section(s): (ex. III.c.4) _____ II.C.2 & IV _____

Credit Hours: 3 Term(s) offered: _____ Fall, Spring, Summer _____

What is the date for this change to be put into effect? _____ Fall 2010 _____

New or Revised Course Description (for Deletion, Current description):

Composition, structure, and properties of matter, including stoichiometry, atomic and molecular structure and theory, chemical periodicity, *thermochemistry*, and ~~equilibrium~~ *gases*. Credit, 3 semester hours. *PREREQ: Completion of or enrollment in MAT 1070.*

A. Rationale for General Education Proposal

Notes:

1. The proposed revisions of course description will reflect more accurately the course content.
2. The added prerequisite of enrollment in or completion of MAT 1070, common among comparable courses at other universities, should increase the chances of success for students in this relatively algebra-intensive course.

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1. Indicate which goal area(s) of the program this proposal addresses.

- Area 1: Communication
- Area 2: Critical Thinking
- Area 3: Problem Solving
- Area 4: Mathematics
- Area 5: Technology
- Area 6: Arts, Literature, History, & Ideas
- Area 7: Individual & Society
- Area 8: Science & Nature
- Area 9: Lifelong Learning
- Area 10: Health & Wellness
- Area 11: Social Responsibility
- Area 12: Diversity
- Area 13: Values and Ethics

2. For the items below, attach pages as needed:

- A. Describe how this course supports the overall mission of the General Education Program.
- B. Explain how the addition of this course will improve the General Education curriculum.
- C. Identify the General Education Objectives that will be addressed by this course.
- D. Describe the ways General Education Goals and Objectives will be assessed in this course.
- E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

4. Attach proposed General Education Course Syllabus.

o The syllabus must include:

- 1. a list of the General Education Goals and Objectives addressed in the course, and
- 2. a plan for assessing the General Education Goals and Objectives.

o See sample template for the first page of the syllabus

Required Signatures:

The University of North Carolina at Pembroke
General Education Subcommittee

	Signature	Date
Department Chair		
<i>Department vote**:</i>	<i>#for: 16 #against: 0 #abstain:0</i>	20 Jan 10
General Education Chair		
<i>General Education vote**</i>	<i>#for: #against: #abstain:</i>	
Curriculum Chair:		
<i>Curriculum vote:</i>	<i>#for: #against: #abstain:</i>	
Academic Affairs Chair		
<i>Academic Affairs vote:</i>	<i>#for: #against: #abstain:</i>	
Faculty Senate Chair		
<i>Faculty Senate Vote:</i>	<i>#for: #against: #abstain:</i>	

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Appendix C

**General Education Course Proposal Form
(revised spring 2008)**

Department: Public Administration Date: Jan. 21, 2010

Contact Person: Michael Hawthorne

Course Information:

Check one: Add New Course to General Education
 Add Existing Course to General Education
 Revise Existing General Education Course
 Delete Course from General Education

Course Prefix & Number: PAD 1000

Course Title: Current Policy Issues

Cross-listed as (Primary first): _____

General Education curriculum section(s): (ex. III.c.4) II B

Credit Hours: 3 Term(s) offered: Fall, Spring

What is the date for this change to be put into effect? Fall, 2010

New or Revised Course Description (for Deletion, Current description):

The course provides students with an understanding of selected major public policy debates, focusing on developing both a broad understanding of the issues and how to think critically about issues arising in policy debates. Students will consider two to four current public policy issues per semester, with the specific issues changing to reflect current public debates. Class will focus on discussing insights from readings about these issues, supplemented with additional lecture material to complete understanding of these issues and their administrative and policy implications. Students will learn how concerns and decisions about administrative and regulatory processes will affect them in the future. Credit, 3 semester hours.

A. Rationale for General Education Proposal

1. Indicate which goal area(s) of the program this proposal addresses.

- Area 1: Communication
- Area 2: Critical Thinking
- Area 3: Problem Solving
- Area 4: Mathematics
- Area 5: Technology
- Area 6: Arts, Literature, History, & Ideas
- Area 7: Individual & Society
- Area 8: Science & Nature
- Area 9: Lifelong Learning
- Area 10: Health & Wellness
- Area 11: Social Responsibility

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- Area 12: Diversity
- Area 13: Values and Ethics

2. For the items below, attach pages as needed:

- A. Describe how this course supports the overall mission of the General Education Program.
- B. Explain how the addition of this course will improve the General Education curriculum.
- C. Identify the General Education Objectives that will be addressed by this course.
- D. Describe the ways General Education Goals and Objectives will be assessed in this course.
- E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

5. Attach proposed General Education Course Syllabus.

- o The syllabus must include:
 - 1. a list of the General Education Goals and Objectives addressed in the course, and
 - 2. a plan for assessing the General Education Goals and Objectives.
- o See sample template for the first page of the syllabus

Required Signatures:

	Signature	Date
Department Chair		
<i>Department vote**:</i>	<i>#for: #against: #abstain:</i>	
General Education Chair		
<i>General Education vote**</i>	<i>#for: #against: #abstain:</i>	
Curriculum Chair:		
<i>Curriculum vote:</i>	<i>#for: #against: #abstain:</i>	
Academic Affairs Chair		
<i>Academic Affairs vote:</i>	<i>#for: #against: #abstain:</i>	
Faculty Senate Chair		
<i>Faculty Senate Vote:</i>	<i>#for: #against: #abstain:</i>	

The University of North Carolina at Pembroke
General Education Subcommittee
(General Education Course Template)

University of North Carolina at Pembroke
School of Arts and Sciences
Department of Public Administration

PAD 1000 Current Policy Issues
Fall, 2010

Instructor: Michael Hawthorne
Office: BA 217
Phone: 910.521.6660
E-mail: Michael.hawthorne@uncp.edu
Office Hours: MWF 11:00-12:30 and by appointment

Course Description: The course provides students with an understanding of selected major public policy debates, focusing on developing both a broad understanding of the issues and how to think critically about issues arising in policy debates. Students will consider two to four current public policy issues per semester, with the specific issues changing to reflect current public debates. Class will focus on discussing insights from readings about these issues, supplemented with additional lecture material to complete understanding of these issues and their administrative and policy implications. Students will learn how concerns and decisions about administrative and regulatory processes will affect them in the future.

General Education Goals and Objectives met in this course: The course will assist students in developing their communication skills (both written and oral), enhance their critical thinking and problem solving skills, and help students confront significant diversity, ethical and social responsibility issues. With our particular focus this semester on health care reform and financial regulation, you will also confront material addressing other broad objectives intended for general education courses, including developing knowledge and appreciation for mathematics and technology, the role of individuals within society, health and wellness concerns, and more. Lastly, we will approach our study of these two issues with the intent of teaching you how to follow future policy debates, the use of public materials to analyze issues critically, and more, all skills you will wish to continue using throughout your life.

Methods for Assessing General Education Goals and Objectives: The course will use a variety of methods for assessing our objectives. Communication skills will be evaluated through written assignments and class presentations. We will assess critical thinking and problem solving skills through exams to test reading comprehension and short “problem solution” assignments where students will propose/evaluate possible policy solutions tied to class readings. Other general objectives, ranging from mathematical skills to knowledge about individuals in society, health and wellness concerns, and more, will be assessed through ability to employ this

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knowledge in class writing and analysis assignments, and through test questions.

Readings (for illustrative purposes – final decision would be made among faculty to provide continuity across sections for at least three semesters):

The Healing of America by T. R. Reid. Penguin Press, 2009.

Too Big to Fail: The Inside Story of How Wall Street and Washington Fought to Save the Financial System – and Themselves by Andrew Ross Sorkin. Viking. 2009.

Class assignments and final grade weights:

- Short papers (reaction papers and “problem solution” papers – 25%
- Longer paper (using outside sources; components submitted by schedule prior to final draft) – 20%
- Exams – 30%
- Group project – 15%
- Presentations – 10%

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- A. Describe how this course supports the overall mission of the General Education Program.

The course intends to create opportunities for students to “confront” issues, evidence, arguments, and debates tied to currently discussed issues. General education classes should do more than just convey a large amount of information; they should impart new knowledge, but also stimulate skill development, especially critical thinking, analytical, and communication skills. By using “fun” issues (defined as things everyone is talking about), we can use the course as an opportunity to examine arguments carefully, evaluate evidence, understand alternatives, and convey those thoughts to others. Students will learn about the particular “issues” selected for the class, but more importantly, students will continue developing the skills they will need to understand *any* issue or subject, thus benefiting future courses.

- B. Explain how the addition of this course will improve the General Education curriculum.

Many General Education courses are the gateways to a particular discipline. Therefore, although they strive to incorporate broad learning objectives, they often have as a principal concern preparation for future coursework in that field, or take a survey approach to a body of knowledge from a disciplinary perspective. The course we propose has as a principal concern the development of analytical, critically thinking students, able to confront arguments and evaluate them. We will, obviously, teach students basic material about administrative and regulatory processes within the public sector, but as we are not tied to teaching a particular issue (adjusting to popular discussion), we will be teaching more general principles and how to use this knowledge rather than a fixed body of knowledge. Put simply, we do not treat the issues we consider as “the class” but as a mechanism for teaching students how to think, and how concerns and decisions about administrative and regulatory processes will impact upon them in the future.

- C. Identify the General Education Objectives that will be addressed by this course.

This can best be indicated through an example. Among the candidates for our first topics to be used in Fall, 2010 will be health care reform and our economic downturn. Students will read current books on these subjects. During discussions of these books, supplemented with material introduced in class, it becomes obvious how we would have opportunities to support most or all of General Education Objectives. Readings and class material will necessitate critical thinking to analyze various policy proposals and their administrative implications, and problem solving as students grapple with these real issues. These issues reflect extensive debate over data and interpreting these data, and technologies involved in these issue areas. Like many major issues, these two issues reflect a long history of past policy debates and administrative actions which must be explored to understand the current debates. These issues have obvious connections to discussions about individuals’ place within society, social responsibilities, and ethical and value judgments made regarding the policies. Although these may not apply in every instance of the class, for many issues, including health care, science and health discussions will naturally flow from class activities. Most issues, particularly the

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two we would use initially, also have obvious inclusion of diversity concerns as students confront the scope of these issues and impact of various policy proposals. Lastly, understanding how you might analyze the particular issues under examination in a particular semester teaches skills that can be applied to other issue contexts, directly benefiting the development of lifelong learning skills. As other policies replace the current ones on the public agenda, we will seek issues for future semesters that offer similar opportunities to incorporate this range of objectives.

D. Describe the ways General Education Goals and Objectives will be assessed in this course.

The course will require students to complete multiple writing assignments, varying in length and resources used. Some or all of these assignments will be produced in stages, with students submitting drafts and paper components. Papers will allow students to demonstrate communication skills, and understanding across General Education Goals. Students will also take exams using mixed question formats, including essay, allowing students to demonstrate knowledge of multiple General Education Goals. Group discussions during class and other activities will also create opportunities to demonstrate General Education Goals achieved.

E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

The course will be offered with existing faculty as part of the PAD course sequence. It should have no impact on resources other than classroom space when offered.

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Appendix D

**General Education Course Proposal Form
(revised Fall 2009)**

Department: MMIB Date: 11/11/09

Contact Person: Dr. Eric Dent

Course Information:

Check one: Add New Course to General Education
 Add Existing Course to General Education
 Revise Existing General Education Course
 Delete Course from General Education

Course Prefix & Number: MGT2000

Course Title: Success in Organizations

Cross-listed as (include all course prefixes): n/a

General Education curriculum section(s): (ex. III.c.4) II-B1 & 4 (Social Science/Economics)

Credit Hours: 3 Term(s) offered: as needed

What is the date for this change to be put into effect? Fall 2010

New or Revised Course Description (for Deletion, Current description):

This course is an overview of workplaces in contemporary society, with individual, social, and ethical perspectives germane for both business and non-business majors. Topics will address areas such as how your employer obtains revenue to pay your salary, how your employer can stay competitive in the marketplace, and how you can remain employable in your field. Current issues will also be analyzed, including personal strategies for success in organizational life.

A. Rationale for General Education Proposal

1. Indicate which goal area(s) of the program this proposal addresses.

- Area 1: Communication
- Area 2: Critical Thinking
- Area 3: Problem Solving
- Area 4: Mathematics
- Area 5: Technology
- Area 6: Arts, Literature, History, & Ideas
- Area 7: Individual & Society
- Area 8: Science & Nature
- Area 9: Lifelong Learning
- Area 10: Health & Wellness
- Area 11: Social Responsibility
- Area 12: Diversity
- Area 13: Values and Ethics

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2. For the items below, attach pages as needed: (please see attached)

- A. Describe how this course supports the overall mission of the General Education Program.
- B. Explain how the addition of this course will improve the General Education curriculum.
- C. Identify the General Education Objectives that will be addressed by this course.
- D. Describe the ways General Education Goals and Objectives will be assessed in this course.
- E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

6. Attach proposed General Education Course Syllabus.

o The syllabus must include:

- 1. a list of the General Education Goals and Objectives addressed in the course, and
- 2. a plan for assessing the General Education Goals and Objectives.

o See sample template for the first page of the syllabus

Required Signatures:

	Signature	Date
Department Chair(s)* [for cross-listed courses all department chairs must sign]		
<i>Department vote**: [for all cross-listing departments]</i>	<i>#for: #against: #abstain:</i> <i>n/a</i>	
General Education Chair		
General Education vote**	<i>#for: #against: #abstain:</i>	
Curriculum Chair:		
<i>Curriculum vote:</i>	<i>#for: #against: #abstain:</i>	
Academic Affairs Chair		
<i>Academic Affairs vote:</i>	<i>#for: #against: #abstain:</i>	
Faculty Senate Chair		
Faculty Senate Vote:	<i>#for: #against: #abstain:</i>	

Supplemental Signatures (indicating proposal review):

Other Affected Dept Chair(s)(Name & Dept/Program)

_____ n/a _____

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MGT2000 Proposal Form Item 2 Explanations

A. Describe how this course supports the overall mission of the General Education Program.

The general education program seeks to promote broad vision, value sensitivity, recognition of the complexity of social problems, a global orientation, and an appreciation of diversity. MGT2000 provides an overview of organizational life, including the relationships between organizations and society, the global environment, and ethical and social concerns. Nearly every student will enter the workplace and they are all citizens of a country. This course will help perform analyses of topics such as how to remain employable through lifelong learning and how to evaluate policy subjects such as the long-term sustainability of the Social Security program or the environment.

B. Explain how the addition of this course will improve the General Education curriculum.

Including MGT2000 as a general education course provides students—particularly those majoring outside of the School of Business—with an opportunity to explore the nature of organizations from the perspective of manager, employee, citizen, and consumer. MGT2000 not only introduces students to the aspects of business but also addresses contemporary issues such as sustainability, globalization, and workplace dynamics. Almost all of our graduates will work in an organization, and they need to recognize the fundamental roles and responsibilities of both public and private entities, and how both interact with all levels of government.

C. Identify the General Education Objectives that will be addressed by this course.

MGT2000 addresses six goals and objectives related to this mission.

- *Critical Thinking*
- *Technology*
- *Individual & Society*
- *Social Responsibility*
- *Diversity*
- *Values & Ethics*

D. Describe the ways General Education Goals and Objectives will be assessed in this course.

Critical Thinking. Assuming 75-minute class sessions, each week includes a traditional lecture presentation centered on text concepts and facilitated discussion on selected readings on contemporary topics. Critical thinking is a focal point of the second class session each week, and is also a key component of the research project.

Technology. It is not possible to discuss organizational life without assessing the influence of technology. General topic areas such as entrepreneurship, globalization, marketing, finance, and current business trends emphasizes how technology has changed the relationship of individuals to organizations, ostensibly but perhaps not always for the better.

Individual & Society. Topics such as the nature of free enterprise, the nature of capitalism, and managerial ethics addresses the mediating role of the organization in the relationship between

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individuals and society.

Social Responsibility. The relationships among individuals, organizations, and society are addressed at length in the course. As both a topic area and a recurrent theme, this course considers the nature of both individual and organizational responsibilities to society.

Diversity. The workplace is where people most directly experience formal and legal aspects of diversity in the United States. Employment law is the largest body of diversity-related federal legislation. Students will learn about subjects such as employability, in which diversity is a major aspect. They will also learn how diversity plays a role in various government programs.

Values & Ethics. Managerial ethics—including the link between ethics and values—are addressed in the course. Several faculty members can teach this course.

E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

No significant resource effects are anticipated. The MMIB department plans to offer two sections of this course per year.

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Course Proposal Form
(Revised August 2007---Only one course per sheet)

Department/School/Program Dept of MMIB, School of Business Date 10/9/09
Contact Person Dr. Eric Dent Phone # 910.521.6259

Part 1—Catalog Information

New Course: Complete all sections below; attach detailed course outline and/or syllabus

Course Revision: Complete the sections below as you wish them to appear

Course Deletion: Complete all sections below as they now appear in the catalog

Course Prefix & Number: MGT 2000 Course Title Success in Organizations
Prerequisites: _____ Required for _____

New or Revised Catalog Course Description (for Deletion, Current description)

This course is an overview of workplaces in contemporary society, with individual, social, and ethical perspectives germane for both business and non-business majors. Topics will address areas such as how your employer obtains revenue to pay your salary, how your employer can stay competitive in the marketplace, and how you can remain employable in your field. Current issues will also be analyzed, including personal strategies for success in organizational life.

Credit: 3 Semester Hours Term(s) offered: As announced

What is the date for this change to be put into effect? Fall 2010

For New courses, print the title in the box below (use only 27 characters, count letters, numbers, and spaces, for long titles, please use abbreviations)

SUCCESS IN ORGANIZATIONS

For new courses, use the code in the instructions to indicate the kind of course it is:

Part 2 --- Required Signatures

Dept Chair _____ Date _____ Agree Yes/No

Dept Vote: #For _____ #Against _____ #Abstain _____ Date _____

Dean _____ Date _____ Agree Yes/No

Registrar _____ Date _____

Provost _____ Date _____ Agree Yes/No

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Supplemental Signatures as Needed:

Other Affected Dept Chair(s)(Name & Dept/Program) _____

Chair, Gen Ed Subcommittee _____ Date _____

Chair, Teacher Ed Subcommittee _____ Date _____

Dean, Graduate Studies _____ Date _____

Part 3—Abstract of Proposal

Nature of Request: Add X Delete _____ Modify _____ Other _____ (specify below)

Are additional resources required? No (If yes, explain below)

Does the Change Affect the Articulation Agreement? No (If yes, explain how below)

Brief Statement of what is being proposed:

A new course, MGT2000 is being proposed as a General Education course in part II-B-1 and part IV.

Part 4 --- Rationale for Proposal

Most of our graduates—regardless of major—will seek employment in organizations, and all of our graduate must interact with private organizations as consumers. MGT2000 provides both an overview of how workplaces function and strategies for succeeding in the free enterprise system. This will be a valuable course option for all UNCP students, and fits in the *Economics* General Education category.

Part 5--- Action Taken:

By Subcommittee on Curriculum Vote: #For _____ #Against _____ #Abstain _____

Chair _____ Date _____

Curriculum Recommends Sending Directly to Registrar:

If Checked, Does Chair of Academic Affairs Agree: Yes/No

By Academic Affairs Committee Vote: #For _____ #Against _____ #Abstain _____

Chair _____ Date _____

By Faculty Senate Vote: #For _____ #Against _____ #Abstain _____

Chair _____ Date _____

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MGT2000
SUCCESS IN ORGANIZATIONS

Professor: Dr. John A. Parnell, Belk Professor of Management

Office: Business Administration Building 121A

Office Phone: (910) 521-6465

Office Hours: TBA

Class Times: T & TH, TBA

E-Mail: john.parnell@uncp.edu

Home Page: <http://www.uncp.edu/home/parnellj>

Required Books:

- Ebert & Griffin, *Business Essentials*. 7th edition, Pearson.
- Readings

Honor Code: Students are responsible for knowing and adhering to the UNCP honor code. Academic dishonesty, including plagiarism, will not be tolerated. Students who violate the honor code are subject to course failure. Please visit

<http://www.uncp.edu/tlc/plagiarism/understanding.htm> for more information.

Course Description:

This course is an overview of workplaces in contemporary society, with individual, social, and ethical perspectives germane for both business and non-business majors. Topics will address areas such as how your employer obtains revenue to pay your salary, how your employer can stay competitive in the marketplace, and how you can remain employable in your field. Current issues will also be analyzed, including personal strategies for success in organizational life.

Course Objectives

Each student will:

1. understand the role of organizations in a diverse society
2. understand the complexities of ethical and social responsibilities at the organizational level
3. understand the influence of technology on the individual-organization relationship
4. be able to critically evaluate the roles played by organizations in the larger society

General Education Goals and Objectives met in this course

- *Critical Thinking*
- *Technology*
- *Individual & Society*
- *Social Responsibility*
- *Diversity*
- *Values & Ethics*

General Education Goals and Objectives will be assessed through examinations, class discussions, and an individual research paper whereby students assess a topic of personal interest.

Course Requirements (*A 10-point grading scale will be applied*)

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1. **Exam 1:** 20%.
2. **Exam 2:** 20%.
3. **Class Discussion & Participation:** 20%. Interaction among students and with the professor is very important in this course. The professor will lead class discussions, but students should come prepared to participate in an open, intellectually stimulating environment.
4. **Research Paper:** 20%. Students or student teams will complete research papers on a topic of interest related to the course and approved by the professor.
5. **Final Exam:** 20%. *Format TBA.*

[[Editorial: It is the norm for Management textbooks in the 21st century to include applications sections in each chapter which often cover quality, entrepreneurship, globalization, diversity, the environment, and innovation. This text, in particular, has such sections for entrepreneurship and globalization and diversity. It also includes “chapter case vignettes” which cover the other topics.]]

Weekly Schedule

Week 1

Introduction to the Course

Special Topics: Myths and realities of work life

Week 2

E/B Chapter 1- The U.S. Business Environment

Special Topics: Concepts of capitalism, competition, and free enterprise

Week 3

E/B Chapter 2- Business Ethics & Social Responsibility

Special Topics: Environmentalism, sustainability, and diversity

Week 4

E/B Chapter 3- Entrepreneurship, New Ventures, and Business Ownership

Special Topics: Risks, responsibilities, and rewards of entrepreneurship

Week 5

E/B Chapter 4- The Global Context of Business

Special Topics: Globalization, technology, free trade, outsourcing, and offshoring

Week 6

Exam #1- E/B Chapters 1-4, Readings, & Discussions

Special Topics: Lifetime employability

Week 7

E/B Chapter 5- Business Management

Special Topics: Workplace dynamics, diversity, and interpersonal skills

Week 8

E/B Chapter 10- Human Resource Management, Labor Relations, and EEO

Special Topics: Regulations, taxes, and other governmental influences on business

Week 9

E/B Chapter 11- Marketing Processes and Consumer Behavior

Special Topics: Being an informed citizen

Week 10

E/B Chapter 12- Pricing, Distributing, and Promoting Products

Special Topics: Marketing from the perspective of the consumer

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Week 11

E/B Chapter 16- Managing Finances

Special Topics: Financial planning, insurance, retirement

Week 12

Exam #1- E/B Chapters 5,10,11,12, & 16, Readings, & Discussions

Special Topics: Trends in Business- Telecommuting and the Virtual Workplace

Week 13

and *Special Topics: Current Issues* [In Dec. 2009 these might include: the ethics of Facebook and MySpace postings intersecting with employment obligations, or states providing incentives to prospective employers to relocate to the state]

Week 14

Research Paper Presentations (all papers due)

Research Paper Presentations (continued)

Week 15

Final Exam- Details TBA