AGENDA
Meeting of the Academic Affairs Committee
Wednesday, February 20 3:30
University Center, Room 213

Committee Membership

Jesse Peters (chair)  Jesse Sellers
Leon Jernigan       Jaime Martinez (chair of Curriculum)
Cherry Beasley      Joanna Hersey (chair of General Education)
Jeff Bolles         Melinda Rosenberg (chair of Enrollment)
Robert Brown        Larry Arnold (chair of Academic Support)
Judy Curtis         Ken Kitts (Provost and VC for Academic Affairs)
David Nikkel

I. Call to Order
II. Approval of the Minutes of the January 16 Meeting (Appendix A)
III. Approval of the Agenda
IV. Report from the Chair
V. Reports from Subcommittees

A. Curriculum: Jaime Martinez, Chair

Actions Requiring only AA Chair Signature (Appendix B)

1. Proposals from the Department of Mass Communications

1.1 Course Proposal: Revise prerequisites for BRD 2600
Approved 7-0-0

1.2 Course Proposal: Revise prerequisites for BRD 3600
Approved 7-0-0

1.3 Course Proposal: Revise prerequisites for BRD 4600
Approved 7-0-0

1.4 Course Proposal: Remove JRN 3010 as prerequisite for PRE 4070
Approved 7-0-0
1.5 **Course Proposal:** Make PRE 4070 a prerequisite for PRE 4600
Approved 7-0-0

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

   **Course Proposal:** Change the title and course description of EXER 5030 from Management & Marketing of PE/Sport to Advanced Teaching Methodologies in Health/PE
   Reaffirmed as a Revision and Approved 8-0-1

Actions Requiring AA Approval only *(Appendix C)*

1. **Proposal from the Department of Management, Marketing, and International Business**

   **Course Proposal:** Create MKT 4850 Marketing Internship
   Approved 7-0-0

2. **Proposals from the Advising Center**

   2.1 **Course Proposal:** Create FRS 1010 Learning Community
   Approved 9-0-0

   2.2 **Course Proposal:** Create TRS 1000 New Transfer Seminar
   Approved 9-0-0

3. **Proposals from the Mary Livermore Library**

   **Course Proposal:** Create LIB 1000 Introduction to Academic Research
   Approved 9-0-0

4. **Proposals from the School of Business Entrepreneurship Program**

   **Course Proposal:** Create ENTR 2200 Invention and New Products
Approved 9-0-0

Actions Requiring AA Approval and to be sent to Senate (Appendix D)

1. **Proposals from the Department of Mass Communications**

   **1.1 Program Proposal:** Switch positions of JRN 3010 and PRE 4200 in electives and requirements for the Public Relations minor.

   Approved 7-0-0

   **1.2 Program Proposal:** Remove JRN 3010 from Public Relations major requirements and replace it with PRE 4200

   Approved 7-0-0

2. **List of Courses to Add to QEP**

   **Program Proposal:** Add the following courses.

   - BIO 3510 Research Strategies—Writing in the Discipline
   - ECN 4080 Economic Development—Writing in the Discipline
   - MGT 4660 Business Strategy—Writing in the Discipline

   Approved 9-0-0

B. Enrollment Management: Melinda Rosenberg, Chair

C. General Education: Joanna Hersey, Chair (Appendix E)

1. **Proposals from the Department of Chemistry and Physics**

   **Course Proposal:** add a prerequisite grade of C- or better to the current prerequisite of CHM 1300

   Approved 4-0-1

D. Academic Support Services: Larry Arnold, Chair

1. Discussion of faculty concerns about the process for Supplemental Instruction room assignments.
E. Old Business
F. New Business
G. Announcements
H. Adjournment
Appendix A

Minutes
Meeting of the Academic Affairs Committee
Wednesday, January 16, 3:30 p.m.
University Center, Conference Room 313

Committee Membership

Jesse Peters (chair)  Jeremy Sellers
Leon Jernigan        Jaime Martinez (chair of Curriculum)
Cherry Beasley      Joanna Hersey (chair of General Education)
Jeff Bolles          Melinda Rosenberg (chair of Enrollment)
Robert Brown        Larry Arnold (chair of Academic Support)
Judy Curtis         Ken Kitts (Provost and VC for Academic Affairs)
David Nikkel

Members Present: Arnold (late arrival), Bolles, Brown, Curtis, Hersey, Jernigan, Martinez, Nikkel, Peters, Rosenberg, and Sellers

Members Absent: Beasley and Kitts

Guests: Jack Spillan, Jesse Rouse, Nathan Phillippi, Sharon Bell, and Liz Normandy

I. Call to Order
The Committee was called to order at 3:30 p.m.

Based on the previous agreement to rotate secretarial duties, Jeff Bolles will serve in this role for this meeting.

II. Approval of the Minutes of the November 20 Meeting
The Minutes were unanimously approved with a brief discussion regarding diversity policy, which was considered appropriate.

III. Approval of the agenda.
The Agenda was unanimously approved.

IV. Report from the Chair
Jesse attended a meeting in Chapel Hill in which many members of the faculty assembly were present. As well, Jesses suggested a hope that AAUP might assemble on the UNCP campus. Finally, Jesse briefly reported on the Chancellor’s January 15 community forum.

V. Reports from Subcommittees
A. Curriculum: Jaime Martinez, Chair
1. Actions Requiring only AA Chair Signature. Report received on five changes involving prerequisite and description revisions. From Department of Physical Education (Masters), course description of EXER 5030 – David Nikkel moved to send EXER 5030 to Curriculum for further review with further materials, seconded by Jeremy Sellers. Passed 8-0-1; from Department of Music, revise prerequisites for MUS 3530; from Elementary Education,
revise prerequisites from ELE 3010 and course description for ELE 4030 and ELE 4040; from Department of Accounting and Information Technology change course title to Business Law and Ethics.

2. Actions Requiring AA Approval only.

   a. Proposal from the Accounting and Information Technology creating new course ACC 1020 Accounting for Non-Business Majors. Cursory discussion provided some clarification of the course requirements. Approved 10-0-0.

   b. Proposal from the Department of Management, Marketing and International Business creating new course MGT 4010 Fundamentals of Project Management. Approved 10-0-0.

3. Actions Requiring AA Approval and to be sent to Senate.

   a. Proposal from the Department of Geology and Geography to add a new program, Geo-Environmental Studies. Robert Brown noted an error in the electives for the program that HST was misrepresented as HIS. There was a friendly amendment to make that change. Approved 10-0-0.

   b. Proposal from the School of Graduate Studies to revise the wording of the Curriculum Development and Revision Process to reflect all graduate degrees, not doctoral degrees. There was a correction of capitalization in “vice Chancellor” to “Vice Chancellor” that will be made before forwarding to Senate. Approved 10-0-0.

B. General Education: Joanna Hersey, Chair

   There was no report, but Jesse asked everyone to review the Strategic Plan Report.

C. Enrollment Management: Melinda Rosenberg, Chair

   Proposal to Alter the Course Repeat and Replacement Policy.
   Discussion of Appendix E regarding the number of times a student should be allowed to attempt to pass a course, limiting it to a total of three and special approval if there are needs in excess of that. The motion passed unanimously.

D. Academic Support Services: Larry Arnold, Chair

   1. There was no report
   2. There were many questions regarding progress on CIO search. Liz Normandy suggested that it is likely not to take place until next year.
   3. Concerns were raised about technology bugs and development of technology.

VI. Old Business

   None

VII. New Business

   Jesse opened discussion regarding the strategic plan, which will be voted on by BOG on February 8, 2013, two days after UNCP Faculty Senate will meet to discuss the strategic plan (February 6, 2013).
Joanna read the Appalachian State resolution on General Education that will be proposed. David Nikkel moved that we adopt the policy, revise it, and forward it on to Senate. Robert Brown seconded the motion.

“Whereas, the administrators of the various General Education programs on the UNC system campuses have particular expertise in the administration of those programs,

Therefore, Be It Resolved That the Faculty Senate of the University of North Carolina at Pembroke recommends to the UNC Faculty Assembly and the UNC General Administration that any system-wide committee or task force established to consider General Education in North Carolina include General Education administrators and faculty from UNC system campuses.”

Approved 10-0-0.

Extensive discussion moved to summer school policies and salaries.

VIII. Announcements
Larry Arnold stated that faculty should support faculty.

IX. Adjournment
The meeting was adjourned at 4:56 p.m.

Return to Agenda
Appendix B
Actions Requiring only AA Chair Signature

1. **Proposals from the Department of Mass Communications**

1.1 **Course Proposal**: Require students to earn a C or better in BRD 1600 in order to register for BRD 2600.

**Rationale**: This proposal is designed to prepare students for success through the progression of courses required for the broadcasting major. The complexity of projects increases substantially with each course. Many students progressing through these classes with final grades of C- or lower are struggling to create quality projects that will position them for success in the job market. This change should help students determine their fit in the major sooner rather than later.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

**COURSE DESCRIPTIONS:**

BRD 2600 Basic Videography and Editing

Hours: 3

Prerequisites: C or better in BRD 1600

Required: Yes (already required in program)

Course description: This course provides a foundation in single-camera field production and editing in traditional or new media formats. Fundamental aesthetics, technology, and techniques for camera, lighting, sound, and editing will be emphasized, and students will be
introduced to preproduction planning, including storyboards and scripts. Credit, 3 semester hours. PREREQ: C or better in BRD 1600.

Course title: Bas Videography and Editing

Code: LEC

1.2 Course Proposal: Require students to earn a C or better in BRD 2600 in order to register for BRD 3600.

Rationale: This proposal is designed to prepare students for success through the progression of courses required for the broadcasting major. The complexity of projects increases substantially with each course. Many students progressing through these classes with final grades of C- or lower are struggling to create quality projects that will position them for success in the job market. This change should help students determine their fit in the major sooner rather than later.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

BRD 3600 Advanced Videography and Editing

Hours: 3

Prerequisites: C or better in BRD 2600

Required: Yes (already required in program)
Course description: Advanced instruction in the art and science of digital videography and postproduction, using professional-grade video cameras and nonlinear editing systems. Students will produce video projects and may participate in WNCP broadcast or webcast activities. Credit, 3 sem. hrs. PREREQ: C or better in BRD 2600.

Course title: Adv Videography and Editing

Code: LEC

1.3 Course Proposal: Require students to earn a C or better in BRD 3600 in order to register for BRD 4600.

Rationale: This proposal is designed to prepare students for success through the progression of courses required for the broadcasting major. The complexity of projects increases substantially with each course. Many students progressing through these classes with final grades of C- or lower are struggling to create quality projects that will position them for success in the job market. This change should help students determine their fit in the major sooner rather than later.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

BRD 4600 Advanced Television Production

Hours: 3

Prerequisites: C or better in BRD 3600

Required: Yes (already required in program)
Course description: A capstone course that builds on concepts and skills from earlier coursework, including preproduction planning, scripting, videography, and postproduction. Students will work with studio or field techniques to manage complex productions and to produce an original TV series or long-form video. Credit, 3 semester hours, PREREQ: C or better in BRD 3600.

Course title: Adv Television Production

Code: LEC

1.4 Course Proposal: The department wishes to drop JRN3010 as prerequisite to PRE4070.

Rationale: A separate proposal (submitted in tandem with this one) to remove JRN3010 as a requirement for PR majors will eliminate the need for PR students to take JRN3010. PRE4070 is a requirement for PR majors, however it currently lists JRN3010 as a prereq. Since this will be removed as a requirement for both the major and minor, it does not make sense to keep it as a prereq for PRE4070.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

PRE 4070 Public Relations Media

Hours: 3

Prerequisites: PRE 2200

Required: Yes (already required in program)
Course description: Major forms of public relations writing: news and feature releases, replies to complaint letters, public service announcements, documentaries, copy for video news releases, inverted and magazine forms of news writing, annual reports, and newsletters. Credit, 3 semester hours. PREREQ: PRE 2200, JRN 3010.

Course title: Public Relations Media

Code: LEC

1.5 Course Proposal: The department wishes to add PRE4070 as prerequisite to PRE4600.

Rationale: This was approved and filled out years ago (and is currently listed in the catalog this way) however the registrar's office does not have record of it and will not add it to as a requirement to the online registration system. The prereq is necessary as 4070 provides a foundation for types of work that will ultimately be components of projects completed during PRE4600.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

PRE 4600 Public Relations Campaigns

Hours: 3

Prerequisites: PRE 4070 and 4090, MCM 4360

Required: Yes (already required in program)

Course description: Senior capstone course building on concepts and skills from earlier coursework. Students use formal and informal research methods to develop a strategic
plan, including evaluation strategies, for a “client.” Credit, 3 semester hours. PREREQ: PRE 4070, 4090 and MCM 4360.

Course title: Public Relations Campaigns

Code: LEC

2. Proposal from the Department of Health, Physical Education, and Recreation

Further Discussion of EXER 5030
The Academic Affairs Committee has asked us to revisit a proposal from December 2012, when we approved revisions to the title and description of EXER 5030. While course revisions normally do not require an additional vote after the subcommittee level, they have asked for the opportunity to discuss and vote on the proposal at the committee level. We do not need to hold an additional vote on the proposal, but we do need to consider AAC’s request to send them the proposal so that they may vote on it. The Department of Health, Physical Education, and Recreation has sent additional materials to be considered in those discussions.

[Approved December 2012] Course Proposal: Change the title and course description of EXER 5030 from Management & Marketing of PE/Sport to Advanced Teaching Methodologies in Health/PE

Rationale: this title and description better describe course contents

Dept vote: 35 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:
COURSE DESCRIPTIONS:

EXER 5030 Advanced Teaching Methodologies in Health/PE

Hours: 3

Prerequisites:

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

New course description: This course focuses on health/PE teaching instruction needed for learning, planning, and implementing health and physical education teaching techniques. Students will analyze various teaching models, practical application, and critical reflection.

New Course title: Adv Teach Method in Hlth/PE

Code: LEC

Title and Description from 2012-2013 Catalog
EXER 5030. Management and Marketing of PE and Athletic Programs (3)
Course will present a detailed study of marketing principles from the perspective of a school administrator, physical educator, coach, sportsman, athletic director, and/or other related fitness/sports administrators. Specific items of study would include marketing concepts, customer analysis, activity promotion, etc. Management structure and organization will be researched thoroughly. Advertising, public relations, and media strategies will be addressed.

Supplemental Materials: Sample Course Syllabi (Current and Revised Versions)

EXER 503 (Current Version)
Management & Marketing of School PE & Athletic Programs

Instructor: Dr. Danny Davis
Email: danny.davis@uncp.edu

Office: 1138 Jones HPER Center
Office Hours: M/T 2:00 - 4:00pm
W/R 12:00 - 2:00 and by appointment


Course Objectives: The objectives of this course are two-fold: to present K-12 PE teaching strategies and to present ways to market your school’s physical education and athletic programs.

Course Outline:  
1. Classroom management and discipline  
2. Design of yearly PE plans (monthly and weekly)  
3. K-12 PE instructional methodologies
4. Health & fitness instruction in K-12
5. Legal liability and risk in PE gyms and classrooms
6. Facility usage for shared PE & sports programs
7. Purchasing of PE & athletic equipment
8. Homemade PE equipment
9. Budgeting for both PE K-12 instruction and for sports teams
10. Marketing of school PE & sports programs
11. Promotion ideas for the school's interscholastic sports
12. After-school intramural and extramural programs
13. Public relations with parents, community, PTA organizations, etc

Course Requirements/Evaluation Elements:
1. Regular class attendance
2. Satisfactory test scores
3. Class participation
4. Six-week daily and weekly PE lesson plans for a particular grade level
5. Two practical K-12 teaching assignments
6. Homemade PE equipment project
7. Related articles
8. Research paper

Methods of Teaching:
1. Lecture
2. Discussion
3. Audio-visual aids
4. Handouts
5. Practical gym teaching application(s)
6. Guest PE teachers

Grading Scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59

UNIVERSITY OF NORTH CAROLINA-PEMBROKE
DEPARTMENT OF PHYSICAL EDUCATION
EXER 5030 Advanced Teaching Methods in Health/PE (Revised Version)
1-1.A Fall 2013

Instructor  Dr. Denny Scruton
Phone  521-6342
E-mail  scrutin@uncp.edu
Office  1191 Jones Athletic Center
Office Hours  MW 10:15-11:15, TTH 11-12, M 3-5, and by appointment

Credits and Meeting Times
3 semester hours
Wednesday  6:30-9:30
1168 Jones Athletic Center
2 Textbook

3 Pangrazi: *Dynamic Physical Education for Elementary School Students*

4 Course Description

5 This course is designed to explore physical education teaching methods and strategies with specific emphasis on designing and delivering learning experiences. Students will be instructed on how to provide appropriate learning experiences and assessment techniques. Instructional content development, student motivation and inclusion techniques along with observational tools will also be covered.

6 Course Objectives

Upon completion of this course students should be able to:

1. Describe a physically educated person and discuss the importance of physical education to a healthy lifestyle.
2. Set quality goals and objectives in the psychomotor, cognitive, and affective domains.
3. Discuss various means to develop and maintain a functional learning environment.
4. Demonstrate means to handle various behavioral issues.
5. Demonstrate and evaluate various teaching strategies including, station teaching, peer teaching, cooperative learning, self instruction, cognitive strategies, and team teaching.
6. Design curricular, unit, and daily plans for PE and Health.
7. Discuss the importance of, and relationship between, planning and evaluation in accomplishing program goals.
8. Identify professional organizations and their importance to continuing professional development.

7

8 Attendance Policy

9 Your attendance and participation in class are essential for your own learning. Students are encouraged to attend all class meetings. If absent, you are responsible for all material covered, including any written class assignments. The Health and Physical Education policy requires that students attend at least 90% of all classes in order to receive a passing grade. There is no penalty for university-excused absences. If a major personal problem or illness develops, contact me by phone or email.

10 Academic Policy

11 Assignments are due when designated and at the beginning of the class period. **No credit will be given for late assignments.** Failure to take an exam during the scheduled exam period will result in a grade of zero for the exam. Integrity of grades and scholarship is essential in academic work at UNC Pembroke. Therefore, a final grade of 0.0 will be issued for any instances of academic dishonesty or plagiarism in this course.

Cell Phone/Laptop Policy
Cell phones must be turned off during class time. Laptops will not be needed during class and should be left at home.

**Dress Policy**
This class is designed to prepare students to become physical educators. Students must come to every class prepared for physical activity. Professional dress is required during all class meetings. Professional dress includes: athletic shoes, shorts or sweats, t-shirt/sweatshirt or polo. Hats and tank tops are not considered professional dress and therefore will not be allowed in class.

**Disability Policy**
UNC Pembroke complies with American with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. The full policy is available in the University Student Handbook.

**11-1**

**11-2 Time Commitment**
The requirements of this course are designed to implement University policy regarding out-of-class time spent on the material. That is, for every credit received the student should spend at least three hours outside of class time working on course-related readings, completing projects, studying material, etc. Therefore, for this three-credit course students should spend at least 9 hours per week exclusive of class time, working on course assignments.

**11-3**

**Course Evaluation**

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<tr>
<td>Teaching (2)</td>
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<tr>
<td>TCWS</td>
<td>20%</td>
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<tr>
<td>Test 1</td>
<td>15%</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Teaching Final</td>
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<tr>
<td>Test 2, Final</td>
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<td><strong>100%</strong></td>
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**Course Outline**

(Note: Readings should be completed prior to class. Previous material should be reviewed. Students should learn and understand definitions of key chapter terms.)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td><strong>Assignment</strong></td>
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</tr>
<tr>
<td>Week 1</td>
<td>Introduction/ Syllabus</td>
<td>Chap 4</td>
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<td>Chapter 4/Curriculum/Standards</td>
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<td>Week 2</td>
<td>Ch 5/Lesson Plan/Teaching PE</td>
<td>Chap 5</td>
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<td>Objectives/Intro Explanation</td>
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<td>Week 3</td>
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<td>Intro Due</td>
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<tr>
<td>Week 4</td>
<td>Teaching Introductions</td>
<td>Chap 7</td>
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Week 5 Ch 13/Fitness/Focus Explained
Video/Test Review/Teaching Assign

Week 6 Test 1 Physical Education
Teaching PE Lesson Due

Week 7 Teaching PE
Teaching PE

Week 8 Teaching Focus w/Health Component
Computer Lab/Discuss Participation
Quiz 3

Week 9 Health Curriculum/Discuss Participation
Health Teaching Strategies
Web
Web

Week 10 Health for Life
Teaching Health
Web
Lesson Due

Week 11 Teaching Health
Teaching Health

Week 12 Ch 8/Grading Chap 8
Health
Quiz 4

Week 13 Out of Class Portfolio Prep
Portfolios Due/Review Teaching Exam
TCWS Due

Week 14 Teaching Exam Health and PE
Teaching Exam Health and PE

Week 15 Teaching Exam Health and PE
Teaching Exam Health and PE

Exam Week Written Exam

*Please note that the syllabus is subject to change.

Return to Agenda
Appendix C
Actions Requiring AA Approval only

1. **Proposal from the Department of Management, Marketing, and International Business**

**Course Proposal:** We are proposing to add a marketing internship course to facilitate student internships, consistent with our new strategic plan.

**Rationale:** The School of Business' newly-developed strategic plan calls for promotion of student internships consistent with the School's "engagement" and "student success" strategic goals. Internships courses in Management and Finance are already available in the catalog. Marketing is another area where internships are available and we intend to utilize the opportunities.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

**COURSE DESCRIPTIONS:**

**MKT 4850 Marketing Internship**

Hours: 3

Prerequisites: Written Proposal and Consent of Department Chair

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

New Course description: A work experience in an operating business where the student, under academic and employer supervision, participates in actual managerial functions (40 work hours per semester credit hour). Student must keep extensive diary of work
experiences and submit frequent reports to academic supervisor. All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses. Credit, 3 semester hours. Pass/Fail. PREREQ: Written proposal and consent of Department Chair.

New Course title: Marketing Internship

Code: INT

Attached: Internship Application

**UNCP School of Business Internship Program**

The UNCP School of Business offers Marketing Internship (MKT 4800) to students pursuing a major in Business Administration (all concentrations) or Accounting. This program is designed to provide students the opportunity for a meaningful career-related experience in a variety of organizational settings. It is expected that students will practice and expand upon their knowledge and skills learned in the classroom in a substantive work situation. Internships are a great way to earn and learn! Students can earn money, credit, and increased marketability for the permanent job search while learning more about a specific field and applying classroom knowledge in a corporate environment. Companies benefit by saving on recruiting expenses and having the opportunity to evaluate student interns for full-time openings.

The prospective intern, employer, and the Assistant Dean, School of Business will identify, design, and evaluate the internship. Department faculty and the Assistant Dean, School of Business will help students identify internship opportunities, but it is the student’s responsibility to find the internship. The university has no obligation to provide employment for the student. Demonstrating the initiative to obtain an internship will prepare students to seek a permanent position upon graduation.

Students interested in pursuing the MKT 4800: Management Internship for academic credit must:

- have completed a minimum of 90 credit hours,
- have a cumulative Grade Point Average of at least 3.0, and
- be enrolled as a major in the Business Administration (Economics, Finance, Management, International Business, Information Technology Management or Marketing concentrations) or Accounting program within the School of Business.

Students are allowed to register for the Internship for three credits. The student must work 40 hours per semester credit hour.

**Application Procedures**

The student will:

- Meet with the Assistant Dean, School of Business to discuss the internship and learning outcomes.
- Obtain an Internship Application and "Permit to Enter Closed Section" card from the department secretary in BA 102 and complete it. Assuming the internship is
allowed, the student must return the completed application package, including his/her resume, to the Assistant Dean, School of Business.

- Obtain final approval from the Assistant Dean, School of Business and then register for MKT 4800 - Internship.

No internship credit will be granted for work already in progress or completed.

11-4 Employer Responsibilities

As the most important person the student will contact during his/her internship, the on-site supervisor will make several important decisions during the experience. Consequently, both the Intern and the Assistant Dean, School of Business must have a good working relationship with the supervisor.

The intern will assume both an employee and a student role simultaneously. As an employee, the intern must perform assigned duties satisfactorily. All company regulations, health and safety conditions, and legal requirements apply, and any company policy violations should be handled in the usual way. Also classified as a UNCP student, the intern is subject to all applicable university regulations.

Though we have tried to minimize employer responsibilities, feedback to the student and to the program itself is an integral part of the internship. Therefore, required contacts among Intern, Supervisor, and Assistant Dean, School of Business have been built into the process.

The supervisor will:

- Approve job responsibilities and outcomes, which the intern has developed cooperatively with the Assistant Dean, School of Business and the supervisor.
- Provide ongoing, informal feedback to the student about his/her work performance.
- Complete a final evaluation of the student's internship using either the organization's own evaluation form or one that the university provides. The evaluation should include a face-to-face meeting between the supervisor and intern, and a copy of the evaluation form should be sent to the Assistant Dean, School of Business.

11-5

11-6 Assistant Dean, School of Business Responsibilities

- Schedule a personal visit whenever possible or a telephone conference with the work supervisor to review goals and methods, identify the student's strengths and areas for improvement, and evaluate his/her progress. This meeting should occur whenever needed but usually is scheduled near the middle of the experience.
- Ensure that the internship program satisfies UNC Pembroke’s academic regulations.
- Evaluate the student's reports and the supervisor's evaluation of the student's work performance, determine the student's grade, and submit it to the Registrar's Office at the end of the internship.

To promote a mutually beneficial relationship, the Student, Assistant Dean, School of Business, and Supervisor should maintain close contact throughout the semester. If questions or concerns arise, the Supervisor is urged to communicate with the Assistant Dean, School of Business. Such contact is welcomed and appreciated.

11-7

11-8 Student Responsibilities

The School of Business’s internship program gives students opportunities and requires them to fulfill responsibilities. They gain experience, apply skills acquired in college, and make business contacts. Students are expected to seize opportunities to maximize the internship's learning potential.
In addition, as envoys of their school, students must act professionally. This means always being punctual, performing work effectively and efficiently, and behaving in a way that demonstrates ability and interest in the sponsoring company’s work. Students must realize that their performance reflects on the School of Business and on UNC Pembroke and may affect internship opportunities for future students.

The student will:

- Prepare job responsibilities and outcomes for the internship, which should be developed cooperatively with input from the Assistant Dean, School of Business, and Supervisor.
- Complete and file all required internship reports on time.
- Maintain contact with the Assistant Dean, School of Business, as appropriate, throughout the internship.

The student must approach this experience with maturity and a commitment to excellence, knowing his or her ethical responsibilities.

12

13 The Internship Status Report and Journal

Students must submit a bi-weekly status report and journal to their employment supervisor and Assistant Dean, School of Business by the close of business every other Friday beginning the second week of school. Status Reports/Journals may be delivered or e-mailed. Save a copy of these Status Reports/Journals for later input into your final report. All reports must include the following three parts:

1. Update on the interns progress in achieving his/her Internship Objectives
2. Any issues or concerns the student might have about the internship
3. Research on the firm and it’s industry as identified below

Status Report/Journal (Week 2)

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and it’s industry including the following information:

- Industry related web search (career specific)
- Internship search strategy
- Copies of letters sent to potential internship supervisors
- Copies of informational Interview reports
- Contact log of all interviews, correspondence, telephone calls, e-mails, etc.

Status Report/Journal (Week 4)

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and it’s industry including the following information:

- History of the company
- Company Structure
- Leadership/Senior Management

Status Report/Journal (Week 6)

In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and it’s industry including the following information:

- Management style and tools
- Company culture
- Decision-making processes
**Status Report/Journal (Week 8)**
In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and it’s industry including the following information:
- Human Resource management
- Personnel policies and procedures
- Personnel Benefits

**Status Report/Journal (Week 10)**
In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and it’s industry including the following information:
- Company’s industry analysis and competitive environment
- Social/public constituencies (i.e. Public agencies, community relations, special interest groups, social responsibilities)

**Status Report/Journal (Week 12)**
In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and it’s industry including the following information:
- Operational planning process
- Financial planning and budget process
- Strategic Forecasting process

**Status Report/Journal (Week 14)**
In addition to a status report on your Internship Objectives and work progress, Interns are to provide research on their firm and it’s industry including the following information:
- Strategic Management process
- Long range planning
- Capital Budgeting
- Industry and Company Ethical controls and practices
MKT 4850: Marketing Internship
Student Internship Application Form

You will need to print out and complete all sections to apply for the internship program. Please make sure to turn in this application along with the Employer Internship Agreement Form at time of enrollment.

Section I: Demographic Information

<table>
<thead>
<tr>
<th>Enter Information in this Column</th>
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</thead>
<tbody>
<tr>
<td>Name (Last, First, Middle Initial):</td>
</tr>
<tr>
<td>Social Security Number:</td>
</tr>
<tr>
<td>Campus/Local Address:</td>
</tr>
<tr>
<td>City, State, Zip Code</td>
</tr>
<tr>
<td>Campus/Local Phone:</td>
</tr>
<tr>
<td>Home/Permanent Address:</td>
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<tr>
<td>City, State, Zip Code</td>
</tr>
<tr>
<td>Home/Permanent Phone:</td>
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<tr>
<td>UNCP E-mail Address:</td>
</tr>
<tr>
<td>Other E-mail Address:</td>
</tr>
<tr>
<td>Do you have your own transportation? (check one): yes no</td>
</tr>
<tr>
<td>Major:</td>
</tr>
<tr>
<td>Second Major:</td>
</tr>
<tr>
<td>Minor:</td>
</tr>
<tr>
<td>Second Minor:</td>
</tr>
<tr>
<td>Overall GPA :</td>
</tr>
</tbody>
</table>

Section II: Relevant Coursework, Experience, and Extracurricular Activities
List coursework relevant to the internship positions that you are considering.
List specific computer hardware and software with which you have worked.

List any work experience that might be relevant to the internship positions that you are considering.

List the clubs, organizations, fraternities, sororities, sports teams, or other activities that you currently participate in or have previously participated in. Indication offices, positions held, if any.

Special talents and interests (e.g. sports, crafts, hobbies, art, music, etc.).

Section III: Internship Information

<table>
<thead>
<tr>
<th>Enter Information in this Column</th>
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<tbody>
<tr>
<td>Semester/Session of Internship:</td>
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<tr>
<td>(check one)</td>
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<tr>
<td>____Fall  ____Spring  ____Summer</td>
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<tr>
<td>Year of Internship:</td>
</tr>
<tr>
<td>20______</td>
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</tbody>
</table>

_________________________  ____________________
Student Intern                      Date

_________________________  ____________________
Assistant Dean, School of Business  Date

Contact Information:

W. Stewart Thomas, PhD, CPA.CITP
Assistant Dean, School of Business
16 Student Intern Responsibilities/Expectations

- Obtain faculty approval of the proposed internship
  - Register properly
  - Prepare a resume for the prospective employer
  - Complete the Internship Agreement Form
- Comply with the employer’s rules and regulations
  - Report for work on time
  - Complete assignments to best of ability
  - Maintain a professional attitude and appearance
  - Use initiative to create value for the employer
- Report progress toward achieving learning objectives by submitting
  - Bi-weekly status report and journal
  - Monthly time sheet
  - Supervisor’s mid-semester, final and subjective evaluation
  - Mid-semester Internship Evaluation
  - Semester total time sheet
  - Internship Written Assignments
- Immediately notify the Assistant Dean, School of Business if any difficulties are experienced with the internship site, employer, or work assignments.

__________________________________________
Student Intern’s Signature

__________________________________________
Date

18 Employer Guidelines for Supervision of Student Intern

UNC Pembroke and the Business Faculty want to thank you for investing in our students. Your time, wisdom, experience, and resources will have a significant impact on the student as he/she begins to develop their career strategy. The Management Internship is the most important professional program the student will experience in the undergraduate years. Your contributions will make this experience invaluable and bring to life the many principles and theories the students have been studying in their class work and textbooks. If there are any questions or ways that we might contribute to the success of the internship experience for you or the student, please
contact us. We appreciate your comments and commitment to the success of the Intern’s education.

W. Stewart Thomas, PhD, CPA.CITP  William.thomas@uncp.edu
Assistant Dean, School of Business
School of Business
UNC Pembroke
(910) 521-6859

The guidelines below are provided to assist the intern supervisor in developing the student’s work assignments:

- Develop a detailed job description for the student intern on the Internship Agreement Form. Discuss requirements with student intern.
- Inform internal managers/supervisors of the objectives of the Internship Program.
- Provide an orientation for the student. Introduce the student to the organization, the employees, the physical layout, and the order of responsibility.
- Give the intern the opportunities to apply education and skills. Assign projects that include such elements as planning, designing, evaluating and researching.
- Give the intern responsibility to complete specific project(s) with identifiable outputs. Not more than 10% of intern’s duties should consist of clerical work (typing, filing, etc.).
- Provide opportunities for the intern to ask questions and discuss progress.
- Allow phone contact and/or a site visit from the Assistant Dean, School of Business.
- Provide an evaluation of the student’s performance. An evaluation form will be provided for you at the midpoint and the end of the semester. Verify employment and hours worked per month on the evaluation form. Take some time to review the evaluation with the student intern.
- Suggest a consistent work schedule, avoiding conflicts with class times.

_______________________________  _______________________
Internship Employer’s Signature       Date

MKT 4850: Management Internship
Employer Internship Agreement Form

A. Registration Information (to be completed by student intern):
Student Intern ___________________________ Student ID# ________________
Address ____________________________ Phone ______________________
E-mail Address ____________________________
Major (with Concentration) ________________ Semester ________________

B. Internship Employment Information (to be completed by student intern and internship employer):
Company Name ____________________________ Phone ______________________
Address ____________________________ City __________ ZIP __________
Supervisor ____________________________ Title ____________________________
E-mail Address ____________________________
Company Web Address ____________________________
Start Date _______________ End Date _______________ Hours per Week __________

Title of Internship Position __________________________

Is the Internship position paid: Yes __________ No __________

List key words that describe the major functions of this internship.

Briefly describe the Organization/Program.

Describe how an intern fits into your organization. Provide historical context as appropriate. Indicate whether this is a new or ongoing internship placement.

Describe not only what the intern will do, but also what the intern will learn.

Describe the office environment, including dress expectations.

Describe the characteristics that you feel are important for an intern in your company; include character traits as well as skills, knowledge, and academic preparation.

Describe the orientation, training and supervision that you will provide the intern.

Describe a tentative work schedule that the intern will work.
C. Agreements and Signatures

• **Internship Employer:** I have discussed this internship with the student intern and we have agreed upon the assigned work components appearing above. To help the student intern achieve his/her learning objectives, I agree to provide: assistance as required, necessary training and consultation, an orientation concerning our organizational policies, and regular meetings to provide guidance. I also agree to perform a mid-semester and final evaluation of the student intern using forms he/she will provide.

_____________________________  _____________
Internship Employer's Signature    Date

• **Student Intern:** I concur with and accept the academic and work assignments indicated above. I understand and will adhere to the internship registration procedure. I will complete all work and academic assignments to the best of my ability. I will treat any proprietary information provided by my employer with strict confidentiality, will familiarize myself with and adhere to the organization's policies and procedures, and will adhere to the highest standards of ethical conduct. I will notify the Assistant Dean, School of Business of any problems that arise in connection with this internship.

_____________________________  _____________
Student Intern                     Date

• **Assistant Dean, School of Business:** I have discussed the academic component of this internship with the student intern. We have reached agreement on the learning objectives indicated above. I further agree to correspond regularly with the student intern to discuss the internship experience; I will assess the student's performance and award the final course grade.

_____________________________  _____________
Signature                         Date

18-1

19 MKT 4850: Management Internship

**Student Internship Timesheets**

Internships timesheets must be submitted to Dr. W. Stewart Thomas WEEKLY by e-mail (as a Word attachment) by fax, or through the mail. Remember that completed timesheets ARE a part of your final grade! Please make sure to provide detailed information regarding your activities/duties during each day, as well as any problems that you encountered. Please make sure to complete these timesheets, since other students pursuing this opportunity in the future will use the information in this document.
MKT 4850: Management Internship

Assignment 1 - Goals/Objectives and Self-Reflection Essay
This first assignment will require you to complete two short projects; first, you will be required to explain the personal, academic, and professional goals you have for the experience. The second project will require you to complete a self-reflection essay - what kind of person you are and would like to be. Details for each are listed below; each part should be in essay format and can either be: (1) sent to me via e-mail as a Microsoft Word attachment, (2) turned in to me at BA 116, or (3) left with the departmental secretary in BA 114. This assignment must be typed; the first assignment is due on or before [Insert Date]

Part 1: Goals/Objectives of Internship Experience
Specifically describe the goals you plan to set and how you will achieve these goals. Please use concrete examples; avoid general statements. In developing your goals, please focus on these three areas:
I. Personal Goals - The specific ways the internship could help to make or verify a career goal, a specific skill you want to learn or develop.
II. Academic Goals - The specific skills or concepts that you have learned or want to learn or build from your studies that you could try out in a work environment.

III. Professional Goals - The things you could do at your workplace - specific tasks that may help develop your career in this area.

Within these three areas, please focus your answers for each section on the questions below:

- Is this goal realistic?
- Does this goal stretch you and move you? Is it something you can already do easily?
- Can you attain this goal in the time available?
- Does one goal consider and take into account other goals you have set?
- Does your goal relate to specific skills and abilities - personal, professional, and academic discipline?
- Does your goal take into account for limitations or situations that could interfere with your accomplishing it?
- Are you able to measure and evaluate this goal?
- Do all of your goals represent everything you want to accomplish in your internship?

Part 2: Self-Reflection Essay

The Self-Reflection Essay will require you to think about you and your life. Take some time to think about the impact this experience - as well as your college experience in general - may have on you as a person.

- What am I excited about life right now?
- What am I most grateful about in my life thus far?
- What is it I have not yet done that I truly desire to do before I die?
- What are the most important things to me in my life right now?
- What are the activities that you love and enjoy most today?
- What do you really think should be changed in the world?
- What might be my purpose or destiny in life?
- What do you most want to be remembered for at the end of your life?

There is no minimum or maximum length for this paper. Remember that this paper is due on or before (Insert Date).

19-2

19-3 MKT 4850 - Management Internship

Assignment 2 - Interview with Workplace Supervisor/Colleague

The second assignment will require you to select at least one person to interview in the workplace of your internship. Select someone who has been working in the industry/area for several years and has knowledge and experience of more than one workplace (if possible). This usually means someone who is in middle management or administrator to a number of people in the office. Ask to speak with this person for about one-half hour during or after work to discuss their professional background altogether. You will be required to write an essay on the information gathered from the interview. This assignment can either be: (1) sent to me via e-mail as a Microsoft Word attachment, (2) turned in to me at BA 116, or (3) left with the departmental secretary in BA 114.

This assignment must be typed and is due on or before (Insert Date).

Interview Questions (must report on at least 12 of the 16 questions):

1. What sort of academic background - credentials, degree, license - do you have and what sort of academic training and credentials do you think are needed for this sort of work?
2. What skills, talents and what areas of knowledge does someone starting out in this career area need to acquire?
3. How have you developed the skills needed to carry out your work/run your business/work with others, etc.?
4. How does your company differ from its competitors?
5. At what point in your life did you find out or know that this sort of work was for you and can you well me how that became clear or obvious to you?
6. What different sorts of work are available in this "industry/career?" How do people find out about these jobs?
7. What professional associations/organizations are related to this field?
8. How has this profession/area of work developed since you joined it?
9. What has been the most difficult problem(s) you've faced?
10. What do you find most rewarding about your work?
11. In a given day, what do you spend most of your time doing?
12. Are there ways that you would suggest to me as to how to develop my career? Are there people I need to meet/get to know to help me?
13. What advice would you give me about choosing a job and a lifestyle? Have you ever made a job change because of lifestyle?
14. If you couldn't find a job in your field, what other line of work would be open to you?
15. How well suited is my background and approach to this kind of work?
16. Have you any other comments and/or suggestions for me based on your experience in the field?

Again, this second assignment must be completed on or before (insert date)!

MKT 4800: Management Internship
Assignment 3 - Final Report
The Assignment 3 - The Final Report - must be turned in by (Insert Date). There is no minimum page amount for the Report; however, the content and depth of your answers do have an impact on you passing the internship. A poorly written paper will not be accepted under ANY circumstances (and will be returned to you for revisions and re-writing)! Your Final Report should include the following:

I. Cover Page
   - Student Name and title of position (e.g. student intern)
   - Name of company/organization
   - Internship Supervisor's Name
   - Address, and telephone number of company/organization
   - Current Date

II. Executive Summary
The summary is one of the most important elements of the report and can be the most difficult aspect to write. It is best written after the body of the report is completed, as that provides an overview on which summary is to be based. The purpose of the summary is to give the first-time reader an idea of what the report is about. It also can serve as a reminder of others not able to read the entire report in detail, but who might have a general interest in such a report such as your Academic Dean, Department Head, Advisor, or Interviewer for a later job.

The summary must be both descriptive and action-centered and less than a full page in length. The material in the summary need not necessarily follow the order of the report itself. The emphasis is on facts and results. A helpful way to look at the decision about what is important to include in the summary is to think about being forced to reduce your report to a half a page, and what should be saved in the light of the expectations listed below. You should consider including the following:

A. Description of the Company/Organization
• Brief history of company
• Purpose/mission of the company/organization
• Approximate number of people working and number of departments
• Brief description of customers/clients/people served
• How the work is divided - departments, sections, etc.
• Specific brief description of department in which you worked

B. Actions Taken
• Title/Role played during placement/internship experience
• Reason for selecting internship
• Results of project or specific work completed for company
• Benefit to you, the student intern

III. Body of Paper
A. Section I (Similar to information for Assignment 1)
• Presentation of your goals and objectives for your internship. Explain to what extent these goals and objectives were achieved and reasons why (if any) they were not achieved.
• Description of the company/organization's role in the context of the current U.S. economy. Analyze the structures and state of the company - it's attitudes and politics. Describe competitors and the world in which these companies/organizations produce/deal with similar product(s)/issue(s).

B. Section II
• In depth description of job/role performed in Internship (including work accomplished). If you were given a project, describe in detail its nature, purpose, and your conclusions and recommendations along with an analysis of the methodology used. Discuss and analyze your contribution to the workplace.
• Analyze your strengths and weaknesses in carrying out the work.

C. Section III
• Description and analysis of roles of all people with whom you worked in the context of the company's organization and structure, explaining how the department of your placement relates to the overall structure.
• Discuss what you learned from fellow workers - personally and professionally.

D. Section IV
• Discuss, compare, and contrast your perceptions and expectations at the beginning and end of your internship.
• Analyze skills, ideas, and knowledge learned from the placement; indicate which are needed most in this field and why.
• Discuss how the skills learned and this internship may influence your academic decisions and career focus/choices for the near future.

IV. Self Reflection Questions
The last part of this paper will require you to answer the following self-reflection questions:
• What action could I take today that would lead me to my dream life?
• What would I want for myself if I knew I could have it any way I wanted?
• What would be your ideal work environment today?
• How would your ideal workday go today?
• How would you define success today?
• How do you want to be perceived by your friends? Co-workers? Parents? Significant other? Teachers?
• What magazine would you most like to be featured in for your tremendous accomplishments in 10 years?
• What would you like to be the best in the world at?

This assignment can either be: (1) sent to me via e-mail as a Microsoft Word attachment, (2) turned in to me at BA 111, or (3) left with the departmental secretary in BA 114. This assignment must be typed and is due on or before (Insert Date)

2. Proposals from the Advising Center

2.1 Course Proposal: We request a non credit bearing course to allow learning communities to schedule community time in Braveweb.

Rationale: Students that are enrolled in learning communities on our campus are typically first year students that are not as savvy at creating class schedules. At this point, the learning community coordinators are asking students to remember the community time when they arrive at NSO and not schedule courses during that time. It is also a challenge in the second semester because it is not on their Braveweb schedule as they register.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

FRS 1010 Learning Community

Hours: 0
Prerequisites: Admission to the Learning Community

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

New Course description: FRS 1010 is a non credit bearing course that allows members of a learning community to receive additional information regarding their community, interact with community members and attend events that will strengthen their academic and social integration at UNCP.

Course title: Learning Community

Code: SEM

Attached: Syllabus

19-3.A.1

19-3.A.2 Career Quest Learning Community

19-3.A.2(a) The University of North Carolina at Pembroke
19-3.A.2(b) Mondays, 3:30 p.m. - 5:00 p.m.
19-3.A.2(c) Pine Hall Lounge

<table>
<thead>
<tr>
<th>ADVISORS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Pruett, Ph.D.</td>
<td>Mallory Bower, M.A.</td>
<td>Beth Froeba, M.A.</td>
</tr>
<tr>
<td>Director of Career Services</td>
<td>Assistant Director of Career Services</td>
<td>Center for Academic Excellence</td>
</tr>
<tr>
<td><a href="mailto:karen.pruett@uncp.edu">karen.pruett@uncp.edu</a></td>
<td><a href="mailto:mallory.bower@uncp.edu">mallory.bower@uncp.edu</a></td>
<td><a href="mailto:elizabeth.froeba@uncp.edu">elizabeth.froeba@uncp.edu</a></td>
</tr>
</tbody>
</table>

OFFICE LOCATION AND HOURS

| The Career Center         | Available by appointment Monday through Friday, 8:00 a.m. to 5:00 p.m. |
| Suite 210 Chavis University Center | Drop-in meetings are welcome on Wednesdays. |
| (910) 521-6270            | http://www.uncp.edu/career |

PURPOSE

The mission of Career Quest is to enhance students’ learning experience by providing a supportive and educational living-learning environment that facilitates the career exploration process for first-year students at UNCP.

LEARNING OUTCOMES
After successfully completing this program, students will be able to:

- Identify career interests, values, skills, and abilities
- Conduct research to inform career and life decisions
- Commit to decisions about careers and/or academic majors
- Set career goals based on self-assessments and research
- Design a personal career development plan
- Connect with classmates, faculty, staff, alumni, and employers
- Engage in campus organizations, job shadowing, and volunteer activities

**EXPECTATIONS**

Career Quest students are expected to:

- Live in the LLC Community on the first floor of Pine Hall
- Participate in bi-weekly community seminars (Mondays, 3:30 - 5:00 p.m.)
- Attend exclusive events with access to UNCP alumni and employers
- Take select classes with other first year Career Quest LLC students
  - Fall 2012: (FRS 1000, ENG 1050)
  - Spring 2013: (CAR1010)
- Write reflections and blog posts reflecting on learning community experiences

**FALL COMMUNITY MEETING SCHEDULE**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Daily Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 13</td>
<td>Move-in and welcome reception</td>
</tr>
<tr>
<td>Monday, August 20</td>
<td>Building Community</td>
</tr>
<tr>
<td>Monday, August 27</td>
<td>Exploring Possibilities and Setting Goals</td>
</tr>
<tr>
<td>Monday, September 3</td>
<td>No meeting: Labor Day Holiday</td>
</tr>
<tr>
<td>Monday, September 17</td>
<td>First Impressions and Reputation</td>
</tr>
<tr>
<td>Monday, October 1</td>
<td>Programming Yourself for Success: Focusing on Strengths</td>
</tr>
<tr>
<td>Monday, October 15</td>
<td>Midterm Check-in</td>
</tr>
<tr>
<td>Monday, October 29</td>
<td>Making Decisions</td>
</tr>
<tr>
<td>Monday, November 12</td>
<td>Assessing Goals</td>
</tr>
<tr>
<td>Monday, November 19</td>
<td>Community Celebration</td>
</tr>
<tr>
<td>Monday, November 26</td>
<td>End of Semester Check-In</td>
</tr>
</tbody>
</table>

*Guest speakers and trips will be announced throughout the semester. Schedule is subject to change.*
2.2 Course Proposal: Create a one hour credit bearing non mandatory class for transfer students that offer them the opportunity to learn UNCP policies and procedures, connect with the campus community and adjust to the changes that they will experience at a new university.

Rationale: More first year students are enrolling at least 15 but as much as 60 hours of course credit from dual enrollment or Early College High Schools. These students have transitional concerns but are waived or have credit for FRS 1000. Traditional transfer students could benefit from the class as well.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how:

Affected Chair: Agree

Cross listing: No

Articulation: No

Additional Resources: yes

Additional Resources required: The Transfer Transition office and the Advising Center will provide the staff to teach the course. Their time away from the office and planning will be the resources needed.

COURSE DESCRIPTIONS:

TRS 1000 New Transfer Seminar

Hours: 1

Prerequisites:

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

New course description: A general introduction to the university consisting of policies, procedures and resources. Students will also reflect on their academic study skills, the way they view change, and utilization of information technology.

New Course title: New Transfer Seminar
Code: SEM

Attached: Syllabus

Transfer Student Seminar
Dept/Course #/Section #

Instructor(s) information:
April Whittemore Locklear, MA, MS
Jacobs Hall, Suite H
(910) 521-6614
april.whittemore_locklear@uncp.edu
Office Hours: Monday through Friday, 8am to 5 pm

Bridget Dimery, MA
Jacobs Hall, Suite H
(910) 521-6269
bridget.dimery@uncp.edu
Office Hours: Monday through Friday, 8am to 5pm

Transfer Transition Office, Jacobs Hall Suite H, 910.521.6693
The Transfer Transition Office provides pre-advise support, one on one peer mentoring, learning enhancement centers, promoting undergraduate students' academic preparation, transition, and progress toward graduation. Through collaboration with internal and external constituencies, the office provides a sense of community for Transfer Students.

Goals and Objectives of the course
The purpose of Transfer Student Seminar is to help immerse transfer students into the Academic life and Social life here at UNC Pembroke. This course aims to give students the know-how on how to not only navigate the campus at UNC Pembroke, but to also become familiar with the Academic and University policies here on campus. And to familiarize students with the resources that UNC Pembroke has to offer students. In addition, Transfer Seminar will assist you with:

- Understanding the Transfer Process
- Developing a sense of Campus Community
- Cultivating strong relationships between students and the Instructors
- Inspire independent thinking and self-awareness regarding their college career, including adapting to new environments
- Understanding academic policies
- Initiate critical thinking and personal accountability daily
- Understanding graduation requirements
- Offering referrals to academic departments and other offices
- Enjoy the Arts on and off campus

Meeting Times: TBD

Meeting Location: TBD

Grading Scale
A  95-100%  C+  77-79%
A-  90-94%  C  74-76%
B+  87-89%  C-  70-73%
B  84-86%  D  66-69%
B-  80-83%  F  65% or lower

 Grades (percentages)
 Course Requirements
 • Attendance  10%
 • Participation  20%
 • Class Assignments  40%
 • Final Project  30%

 Final Project: The final project will be based on the reading, Who Moved My Cheese? Think about a time in your life when you faced an obstacle and how it parallels to the characters in the story. From this parallel, you will produce a creative project that can be in the form of your choosing (poem, song, power point, diorama, 3D art, etc.) that encompasses your experience. You will then give a 10 minute presentation to the class, sharing your project and talking about your experience and how you overcame it.

 Attendance policy
 Students are expected to attend class regularly. A student will lose 3 points per absence and will lose 1 point for being late for class.

 Required Texts
 • UNCP Catalog (Online)
 • UNCP Student Handbook (Online)

 Schedule
 (This schedule is subject to change, pending your first assignment requests and your needs as we see fit)

 Week 1
 Meeting 1
 Introductions
 Overview of syllabus
 Assignment: Write a list of 5 (five) things that you hope to learn from this class and turn into instructor

 Meeting 2
 Overcoming Transfer Shock
 History of UNCP
 UNCP Mission Statement

 Week 2
Meeting 3
Catalog Tutorial
UNCP policies

Meeting 4
Catalog Tutorial
UNCP policies
Assignment: Quiz on UNCP policies

Week 3
Meeting 5
Academic Honesty and the repercussions of Academic Dishonesty
Guest Speaker from Student Conduct Office

Meeting 6
Academic Support Services Offered on Campus
Guest Speaker from Student Academic Support and Retention

Week 4
Meeting 7
E-mail etiquette
Connecting with your advisor

Meeting 8
Tour of UNCP
Assignment: Pretest for Library

Week 5
Meeting 9
Tour of Library

Meeting 10
DoIT Services
Guest speaker from DoIT
Assignment: Post test for Library

Week 6
Meeting 11
Guest Speaker from the Counseling and Testing Center

Meeting 12
Guest Speaker from the Career Center
Assignment: Turn in a copy of your resume

Week 7
Meeting 13
Guest Speaker from Student Involvement and Leadership

Meeting 14
Discussion of *Who Moved My Cheese?*

**Week 8**  
**Meeting 15**  
Final Projects Presentations

**Meeting 16**  
Final Projects Presentations

**Student Academic Honor Code**  
Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type and grades in this course therefore should be and will be adversely affected by academic dishonesty.

Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student. More information can be found at [www.uncp.edu/sa/pol_pub/honor_code.htm](http://www.uncp.edu/sa/pol_pub/honor_code.htm).

**Plagiarism**  
*All written material submitted must be your own intellectual work. To avoid any misunderstanding as to what does and does not constitute plagiarism, please visit [http://www.csub.edu/ssricrem/howto/plagiarism.htm](http://www.csub.edu/ssricrem/howto/plagiarism.htm).*

*NOTE: The penalties for engaging in any of these acts of academic misconduct will be determined on a case-by-case basis, but will follow general university guidelines as to severity.*

**Student Academic Honor Code: Students have the responsibility to know and observe the UNCP Academic Honor Code. This code is available in the UNCP Academic Catalog.**

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

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

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

ADAAA ACADEMIC ACCESS STATEMENT:
Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107 or call 910-521-6695.

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

3. Proposal from the Mary Livermore Library

Course Proposal: Create LIB 1000 Introduction to Academic Research

This proposed course explores all of the major facets of the academic research process. We will discuss the nature of information (how it is created, how it is organized, why it is useful—both academically and in everyday life, etc.). We will discuss the benefits and limitations of different resource types. We will cover topic development, the creation and use of effective search strings, the use of catalogs and databases, the use of discipline-specific information sources, the use of government and statistical sources, critical evaluation of sources, plagiarism and how to avoid it, and citation styles as they relate to specific disciplines. Students can approach this course as a general introduction to important academic skills, or they can also use it as a form of companion course for other courses, in which there is a significant research-based academic assignment.

Rationale: The acquisition of information literacy skills is generally recognized as being crucial for success in college. UNCP places an emphasis on developing academic writing skills, so developing requisite academic research skills will help to improve the quality of that writing. When looking at UNCP’s general education requirements, the ability to locate, critically evaluate, and effectively use information is an important skill-set for all UNCP graduates. Typically, UNCP students only receive a single 50-minute or 75-minute instructional session, which is not adequate for acquiring these valuable skills. A 1-credit course will allow students to be more thoroughly immersed into the study of these
concepts and skills. Students will learn in an environment that combines theory and effective work-shopping of research assignments.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

LIB 1000 Introduction to Academic Research

Hours: 1

Prerequisites:

Required: no (If yes, need Program Proposal Form) New course description: This general elective course will introduce students to the basic information literacy skills necessary to locate, critically evaluate, and ethically use information for academic research assignments. It is ideal for both new students and transfer students. Credit, 1 semester hour

New Course title: Intro to Academic Research

Code: LEC

Attached: Syllabus
I. COURSE DESCRIPTION

This one-credit general elective course will introduce students to the basic information literacy skills necessary to locate, critically evaluate, and ethically use information for academic research assignments. This course is ideal for new students, but can be valuable for students at any level, including seniors working on capstone projects.

II. COURSE OBJECTIVES

1. Understands that there are a variety of source types and how information is generated
2. Identifies keywords, synonyms and related terms for the information needed
3. Selects controlled vocabulary specific to the discipline or information retrieval source
4. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
5. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
6. Implements the search using investigative protocols appropriate to the discipline
7. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
8. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias

III. COURSE MATERIALS

Required Texts: Alewine, M. & Canada, M. (2013). *Information literacy for students and professionals: A step-by-step guide to finding, evaluating, using, and citing sources for all kinds of research*. This text is in development, so all chapters will be provided for you electronically.

Students are required to select a style guide (e.g., APA, ASA, CBE, Chicago, MLA, etc.) preferably related to their major, and purchase the print form of the guide. All print guides should be available via the UNCP Bookstore or online at Abebooks, Half.com, or Amazon. As you will not need the style guide until October, you will have plenty of time to secure a copy.

IV. ASSIGNMENTS

1. Class Participation (20 points): As we only have a limited number of class sessions, your attendance, your preparedness in terms of course readings and homework assignments, as well as your active participation in class discussions, are all crucial. Therefore, the class participation grade is significant. Not showing up, being late, or not being prepared, will necessitate the deduction of points from your class participation grade.
2. **Homework Assignments (50 points)**: There will be 10 homework assignments worth 5 points each. Each assignment builds upon the next. You must complete each assignment in order to do well in this course.

3. **Citation Styles Assignment (10 points)**: You will select a style based upon your own academic interests (e.g., your major, intended major, or simply a discipline that interests you). Once you select a style for this course, you must stick with it. This assignment will be the precursor to your Annotated Bibliography assignment. You will complete your initial literature review. You will be required to include a variety of sources types (e.g., academic journals, books, government documents, pamphlets, and World Wide Web resources). You will create a bibliography of sources and arrange them according to the requirements of the citation style that you have selected. You will also put together a one-page guide for students that explains how to do in-text citations in a variety of situations. See attached assignment sheet.

4. **Annotated Bibliography Assignment (20 points)**: This is the capstone project for this course. This annotated bibliography is based on the topic that you have developed throughout this course and can be used for a research assignment in another course. See attached assignment sheet.

V. **EVALUATION OF COURSE OUTCOMES**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (this includes attendance)</td>
<td>20</td>
</tr>
<tr>
<td>Homework Assignments (5 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Citation Styles Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Annotated Bibliography Assignment</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
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Final grades will be based on the following scale:

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
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</table>

VI. **TENTATIVE COURSE SCHEDULE** *(subject to change)*

<table>
<thead>
<tr>
<th>DATE</th>
<th>COURSE ACTIVITIES/READING</th>
<th>COURSE OBJECTIVES</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Pretest</td>
<td></td>
<td>***</td>
</tr>
<tr>
<td></td>
<td>Course Introduction</td>
<td></td>
<td>***</td>
</tr>
<tr>
<td></td>
<td>For next class: Chapter 1</td>
<td></td>
<td>***</td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to Information</td>
<td>1</td>
<td>Homework Assignment</td>
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<td></td>
<td>For next class: Chapter 2</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>For next class: Homework Assignment 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Developing Topics</td>
<td>1, 2</td>
<td>Homework Assignment</td>
</tr>
<tr>
<td></td>
<td>For next class: Chapter 3</td>
<td></td>
<td></td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Homework Assignment</td>
<td></td>
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<tr>
<td>4</td>
<td>Developing Search Strategies</td>
<td>1,2,3,4</td>
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<td></td>
<td>For next class: Chapter 4</td>
<td></td>
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<td></td>
<td>For next class: Homework Assignment 3</td>
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<td>5</td>
<td>Source Types</td>
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<td></td>
<td>For next class: Chapter 5</td>
<td></td>
<td></td>
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<td></td>
<td>For next class: Homework Assignment 4</td>
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<td>6</td>
<td>Reference Sources</td>
<td>1,2,3,4,5,7</td>
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<td></td>
<td>For next class: Chapter 6</td>
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<td></td>
<td>For next class: Homework Assignment 5</td>
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<td>7</td>
<td>Online Catalogs</td>
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<td>For next class: Chapter 7</td>
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<td></td>
<td>For next class: Homework Assignment 6</td>
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<td>8</td>
<td>Article Databases</td>
<td>1,2,3,4,5,6,7</td>
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<td></td>
<td>For next class: Chapter 8</td>
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<td></td>
<td>For next class: Homework Assignment 7</td>
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<td>9</td>
<td>World Wide Web Resources</td>
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<td></td>
<td>For next class: Chapter 9</td>
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<td></td>
<td>For next class: Citation Styles Assignment</td>
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<td>10</td>
<td>Government Information</td>
<td>1,2,3,4,5,7</td>
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<tr>
<td></td>
<td>Citation Styles Assignment Due</td>
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<td></td>
<td>For next class: Chapter 10</td>
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<td></td>
<td>For next class: Homework Assignment 8</td>
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<td>11</td>
<td>Statistical Information</td>
<td>1,2,3,4,5,7</td>
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<td></td>
<td>For next class: Chapter 12</td>
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<td>For next class: Homework Assignment 9</td>
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<td>12</td>
<td>Evaluating Sources</td>
<td>7,8</td>
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<tr>
<td></td>
<td>For next class: Chapter 11</td>
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<tr>
<td></td>
<td>For next class: Homework Assignment 10</td>
<td></td>
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<tr>
<td>13</td>
<td>Workshop In Library</td>
<td>1,2,3,4,5,6,7,8,9</td>
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<tr>
<td>14</td>
<td>Workshop In Library</td>
<td>1,2,3,4,5,6,7,8,9</td>
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<tr>
<td>15</td>
<td>Workshop In Library</td>
<td>1,2,3,4,5,6,7,8,9</td>
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<tr>
<td>16</td>
<td>Annotated Bibliography Due</td>
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<td></td>
<td>Posttest</td>
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<tr>
<td></td>
<td>Course Evaluation</td>
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VII. CLASS POLICIES

**Grading:** The grading scale is outlined in the syllabus.
**Late Assignments:** You must contact me before an assignment is submitted late. I will make a determination whether I will allow an assignment to be turned in late or not, but I will not accept any late assignments where I was not contacted before the due date.

**Classroom Etiquette:** Students are expected to act civilly to each other. When someone is talking, the entire class is listening. No cell phones. Disturbances of any kind will not be tolerated and will effect a 5-point deduction from your classroom participation grade for each incidence. However, if there are repeated incidences, you will be removed from the classroom and will receive a failing grade.

**Academic Honor Code:** By accepting admission to the University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. You are expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University.

**Attendance and Participation Policy:** Class participation is critical to the learning and integration of materials.

**Students with Disabilities:** Any student with a documented disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107, or call 910-521-6695 for an appointment.

This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, Room 197, or call 521-6695.

### VIII. REQUIRED READINGS


4. Proposal from the School of Business Entrepreneurship Program

Course Proposal: This course is designed to encourage students to pursue invention and new product development. The course will include product testing and safety, protection of intellectual property rights, licensing of new technology, and marketing inventions.

Rationale: With more students in the entrepreneurship program, the arts, and the sciences coming up with new products and product improvements, UNCP needs a course to help inventors and new product developers in bringing this new technology to market.

Dept vote: 28 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

ENTR 2200 Invention and New Products

Hours: 3

Prerequisites:

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

New Course description: This course provides a basis for new product development including product testing and safety, protection of intellectual property rights, licensing procedures, and marketing inventions.

New Course title: Invention and New Products

Code: LEC
Attached: Course Syllabus

INVENTION AND NEW PRODUCTS
ENTR 2200

Professor: Michael L. Menefee, Ph.D.
Thomas Family Center for Entrepreneurship
(910) 775-4210
michael.menefee@uncp.edu

Required Textbook: Entrepreneurship for Scientists and Engineers by Kathleen Allen
Optional Textbook: Inventing Entrepreneurs by Gerard George and Adam J. Bock

Course Objective: The objective of this course is to encourage students to pursue invention and new product development. The course will include product design, product testing and safety, protection of intellectual property, licensing of new technology, and marketing inventions.

Topics to be covered by week
Week One Scientists as Entrepreneurs
Week Two Recognizing and Screening Technology Opportunities
Week Three Designing the Product
Week Four Testing the Product and Building a Technology Team
Week Five The Concept of Intellectual Property
Week Six Patent, Trademark, and Copyright Strategies
Week Seven High Technology Product Development
Week Eight Technology Transition and Entry Strategies
Week Nine Technology Marketing Strategies including Licensing
Week Ten The Technology Business Model
Week Eleven Funding the Technology Start-Up
Week Twelve Funding Growth
Week Thirteen Technology Valuation
Week Fourteen Developing the Exit Strategy
Week Fifteen Presentation on the New Product

ADAAA Policy

1. Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 103 or call 910-521-6695.
2. As you may know, the Faculty Senate approved a religious holiday policy required by the GA. We all need to follow the procedure mentioned below and also to include the policy on our syllabi, just as we do with the ADAAA policy. Please address this on your syllabus.

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

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

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

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.
Appendix D
Actions Requiring AA Approval and to be sent to Senate

1. Proposals from the Department of Mass Communications

1.1 Program Proposal: Switch positions of JRN 3010 and PRE 4200 in electives and requirements for the Public Relations minor.

Rationale: PRE4200 deals with crisis communication problems and issues. This current requirement (JRN3010) teaches students news writing conventions as a way to understand the organizations they will work with as PR professionals. This change refocuses the issues of dealing with news organizations through the lens of public relations. It will better prepare students for the problems they will encounter when they enter the work force as PR practitioners.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

Attached: Program Requirements

<table>
<thead>
<tr>
<th>Requirements for a Minor in Public Relations Communication</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses: MCM *2100, *2400; JRN 3010; PRE 2200, 4070, 4200</td>
<td>15</td>
</tr>
<tr>
<td>Elective: 3 additional hours from the following:</td>
<td>3</td>
</tr>
<tr>
<td>PRE 2700, JRN 3010, 3200, PRE 3450, 3500, 4090, 4150, 4200, 4600</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 18</td>
<td></td>
</tr>
</tbody>
</table>
1.2 Program Proposal: Remove JRN 3010 from Public Relations major requirements and replace it with PRE 4200

Rationale: PRE 4200 deals with crisis communication problems and issues. This current requirement (JRN 3010) teaches students news writing conventions as a way to understand the organizations they will work with as PR professionals. This change refocuses the issues of dealing with news organizations through the lens of public relations. It will better prepare students for the problems they will encounter when they enter the work force as PR practitioners.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

Attached: Program Requirements

BACHELOR OF SCIENCE IN MASS COMMUNICATION

<table>
<thead>
<tr>
<th>Requirements for a Bachelor of Science Degree in Mass Communication</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Broadcasting, Journalism, Public Relations)</td>
<td></td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td>General Education Program</td>
<td>44</td>
</tr>
<tr>
<td>Core Major Courses: MCM 2100, 2400, 4050, 4130, 4360</td>
<td>15</td>
</tr>
<tr>
<td>Courses required for Track*</td>
<td>18-24</td>
</tr>
<tr>
<td>Electives</td>
<td>36-42</td>
</tr>
<tr>
<td>Total: 120</td>
<td></td>
</tr>
</tbody>
</table>

| Public Relations Track                                       |          |
| PRE 2200, **JRN 3010**, PRE 3500, 4070, 4090, **4200**, 4600 |          |
| Total: 18                                                    |          |

2. List of Courses for QEP

THE WRITING INTENSIVE PROGRAM

The Writing Intensive Program is an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and
appropriately in both general writing and professional writing in their disciplines. The program consists of Writing Enriched courses and Writing in the Discipline courses. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. It includes extensive and intensive instruction in writing. Writing in the Discipline courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course.

The courses listed below are approved to be offered as Writing Enriched or Writing in the Discipline courses. When these courses appear with the designation WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they can be taken to satisfy the writing intensive graduation requirement. The completion of ENG 1050 is a prerequisite for all Writing Enhanced or Writing in the Discipline courses.

BIO 3510 Research Strategies—Writing in the Discipline
ECN 4080 Economic Development—Writing in the Discipline
MGT 4660 Business Policy—Writing in the Discipline

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Appendix E
Actions Requiring AA Approval and to be sent to Senate

1. Proposals from the Department of Chemistry and Physics

**Course Proposal:** add a prerequisite grade of C- or better to the current prerequisite of CHM 1300

Department: Chemistry and Physics       Date: 9/24/2012
Contact Person: Dr. Mark McClure / Dr. Roland Stout
Course Information:
Check one: _____ Add New Course to General Education
          _____ Add Existing Course to General Education
          __X__ Revise Existing General Education Course
          _____ Delete Course from General Education
Course Prefix & Number: CHM1310
Course Title: General Chemistry II
Cross-listed as (include all course prefixes):
General Education curriculum section(s): (ex. III.c.4) Section IV (electives)
Credit Hours: 3       Term(s) offered: Fall, Spring Summer
What is the date for this change to be put into effect? Fall 2013
New or Revised Course Description (for Deletion, Current description):

Chemical reactivity, including properties of solutions, kinetics and equilibrium, acids and bases, and electrochemistry. Basic principles applied to organic, inorganic, and nuclear systems. Credit, 3 semester hours. PREREQ: Chemistry 1300 with a grade of C- or better.

(added text in bold)

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
   __X__ Area 8: Science & Nature
   ____ Area 9: Lifelong Learning
   ____ Area 10: Health & Wellness
   ____ Area 11: Social Responsibility
   ____ Area 12: Diversity
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.

**Attach proposed General Education Course Syllabus.**

- 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.

- See sample template for the first page of the syllabus

**Required Signatures:**

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<th>Department Chair(s)* [for cross-listed courses all department chairs must sign]</th>
<th>Signature</th>
<th>Date</th>
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Department vote**: [for all cross-listing departments]

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**General Education Chair**

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**Curriculum Chair:**

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**Academic Affairs Chair**

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**Faculty Senate Chair**

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Supplemental Signatures (indicating proposal review):
Other Affected Dept Chair(s)(Name & Dept/Program)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(General Education Course Template)

University of North Carolina at Pembroke
School of _________
Department of _________

Course Number and Title

Course Description:

General Education Goals and Objectives met in this course:

Methods for Assessing General Education Goals and Objectives:

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