AGENDA
Meeting of the Academic Affairs Committee
Wednesday, September 18, 2013
University Center, Room 213

Committee Membership

Jose D’Arruda (Senator & Chair) Jeremy Sellers (Senator)
Cherry Beasley (Senator) Joanna Hersey (chair of General Education)
Jeff Bolles (Senator) Jaime Martinez (chair of Curriculum)
Rick Crandall (Senator) Lisa Mitchell (chair of Enrollment)
David Nikkel (Senator) Larry Arnold (chair of Academic Support)
Maria Pereira (Senator) Ken Kitts (Provost and VC for Academic Affairs)
Jesse Peters (Senator)

I. Call to Order

II. Approval of the Minutes of the April 17, 2013 Meeting (Appendix A)

III. Approval of the Agenda

IV. Report from the Chair

V. Reports from Subcommittees

A. Curriculum: Jaime Martinez, Chair

a) Actions Requiring only AA Chair Signature (Appendix B)

1. Proposals from the Department of Mass Communication

   5.1 Course Proposal: Revise title of PRN 2200
      Approved 12-0-0

   5.2 Course Proposal: Revise elective course options for the Minor in
      Journalism
      Approved 12-0-0

2. Proposals from the Department of English and Theatre, and Foreign
   Languages

   6.1 Course Proposal: Revise title and description of ENG 4550
   6.2 Course Proposal: Revise prerequisites for TESL 4890
   6.3 Course Proposal: Revise prerequisites for TESL 5890 PENDING
      APPROVAL FROM TEACHER EDUCATION COMMITTEE ON 9/11

All three Approved 12-0-0
3. **Proposals from the Department of Health, Physical Education, and Recreation**

   **7.2 Program Proposal:** Change title of M.A.T. with Physical Education Specialization to M.A.T. with Health and Physical Education Specialization. **PENDING APPROVAL FROM GRADUATE COUNCIL ON 9/16**
   Approved 12-0-0

4. **Proposals from the Department of History**

   **8.1 Course Proposal:** Delete AST 4010
   **8.2 Course Proposal:** Revise title and description of HST 3140
   **8.3 Course Proposal:** Revise title and description of HST 3150
   **8.4 Course Proposal:** Revise title of HST 4330
   All four Approved 12-0-0

b) **Actions Requiring AA Approval Only (Appendix C)-NONE**

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

1. **7.1 Program Proposal: Revise Exercise Physiology track of the Exercise and Sport Science degree**

   Currently in our Exercise Physiology track of our Exercise & Sport Science degree, we require six 1-hr coaching courses. We would like to now require those six coaching courses OR A 6-HOUR INTERNSHIP (HPER 4990).
   Approved 12-0-0

2. **10.1 Resolution:** The Curriculum subcommittee passed the following resolution to the Faculty Senate regarding removing courses from the catalog which are no longer being offered: 12 for, 0 against, 0 abstain.

   The Faculty Senate recommends that all department chairs and program directors review the list of courses offered by their programs and delete any which are no longer offered, revise any course descriptions which are in need of updating, and submit proposals for course deletion or course revision to the Curriculum subcommittee. This request is being made in the interest of providing accurate information to students and our accrediting agency as well as saving paper and printing costs.

   **Comments from Catalog Editor:**

   3. **10.2 Program Proposal: Add Four Courses to QEP**

   SOC 3610 Social Research—Writing Enriched
   SPN 3110 Spanish Composition and Review of Grammar—Writing Enriched
   SPN 3200 Literary Analysis and Criticism in Spanish—Writing in the Discipline
   SPN 3700 Advanced Spanish Grammar and Composition—Writing Enriched

   All four above Approved 12-0-0
B. Enrollment Management: Lisa Mitchell, Chair
C. General Education: Joanna Hersey, Chair
D. Academic Support Services: Larry Arnold, Chair
E. Old Business
F. New Business
   Curriculum Content Management-- Jaime Martinez (chair of Curriculum)
G. Announcements
H. Adjournment
Appendix A
MINUTES (Pending Approval)
Meeting of the Academic Affairs Committee
Wednesday, April 17 3:30
University Center, Room 213

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, Beasley, Brown, Curtis, Hersey, Jernigan, Kitts, Martinez, Nikkel, Peters, Rosenberg, and Sellers

Member Absent: Bolles


VI. Call to Order
The meeting was called to order at 3:30 pm. Jeremy Sellers served as secretary in rotation.

VII. Approval of the Minutes of the March 20 Meeting
The minutes were approved as submitted by consensus.

VIII. Approval of the Agenda
The agenda was approved by consensus.

IX. Report from the Chair
Dr. Peters discussed the Board of Governors meeting at UNCP and encouraged members to remain aware of and actively engaged in matters related to higher education in NC. Dr. Peters thanked the committee members for their efforts during the 2012-2013 academic year. On behalf of the committee, Dr. Brown thanked Dr. Peters for his work
chairing the committee during this year.

X. **Reports from Subcommittees**

I. **Curriculum: Jaime Martinez, Chair**

**Actions Requiring only AA Chair Signature**

1. **Proposals from the Department of Psychology**
   
   1.1 **Course Proposal:** Remove PSY 3750 from prerequisites for PSY 4170
   
   1.2 **Course Proposal:** Delete PSY 2040 Animal Behavior

2. **Proposals from the Department of English and Theatre**
   
   2.1 **Course Proposal:** Delete THE 4210 Performing Arts Administration
   
   2.2 **Course Proposal:** Change name of THE 1620 from Play Production to Theatre Practicum: Introduction

3. **Proposal from the Department of Accounting and Information Technology**

   **Course Proposal:** Revise Prerequisites for ACC 2270

4. **Proposal from the Department of Economics, Finance, and Decision Sciences**

   **Course Proposal:** Revise Prerequisites for ECN 4070

5. **Proposal from the Department of Foreign Languages**

   **Program Proposal:** Remove SPN 4400 Methods of Teaching Spanish from list of electives for B.A. in Spanish
Actions Requiring AA Approval Only

1. **Proposal from the Department of Psychology**
   
   **Course Proposal:** Create PSY 2060 Animal Cognition and Behavior  
   AA approved 9-0-0

2. **Proposals from the Department of English and Theatre**
   
   2.1 **Course Proposal:** Create THE 2020 Theatre Practicum (Wardrobe/Makeup Crew)  
   2.2 **Course Proposal:** Create THE 2040 Theatre Practicum (Production Crew)  
   2.3 **Course Proposal:** Create THE 2060 Theatre Practicum (Lighting Crew)  
   2.4 **Course Proposal:** Create THE 2080 Theatre Practicum (Assistant Stage Manager/Stage Manager)  
   2.5 **Course Proposal:** Create THE 2100 Theatre Practicum (Acting)  
   2.6 **Course Proposal:** Create THE 4020 Senior Capstone  
   2.1-2.6 Voted on together- AA approved 9-0-0

3. **Proposal from the School of Business**
   
   **Course Proposal:** Create BUS 2000 Introduction to Business  
   *Departmental vote from Curriculum minutes was corrected to read “Approved 17-4-6”*  
   AA approved 9-0-0

4. **Proposal from the Department of Economics, Finance, and Decision Sciences**
   
   **Course Proposal:** Create ECN 4800 Economics Internship
Proposals from the Department of Educational Specialties

5.1 Course Proposal: Create RDG 2000 Reading Foundations and Language Acquisition

5.2 Course Proposal: Create SED 3040 Working with Families of Diverse Students with Disabilities

5.3 Course Proposal: Create SED 4030 Collaboration in School and Community for School Professionals

5.1-5.3 Voted on together- AA approved 9-0-0

Proposals from the Department of Professional Pedagogy and Research

6.1 Course Proposal: Create EDN 2100 Introduction to Education

6.2 Course Proposal: Create EDN 3130 Content Area Reading

6.3 Course Proposal: Create EDN 3140 Aspects of Human Development and Educational Psychology for Grades 6-12

6.4 Course Proposal: Create EDN 3150 Developmental Perspectives of Educational Psychology for Grades K-12

6.1-6.4 Voted on together- AA approved 9-0-0

Actions Requiring AA Approval and to be sent to Senate

1. Proposals from the Department of Sociology and Criminal Justice

1.1 Program Proposal: Make CRJ 4230 a required course in the Minor in Terrorism Studies, replacing PLS 4170

AA approved 9-0-1

1.2 Program Proposal: Revise Minor in Gender Studies, adding HST 4120 and giving students more flexibility when completing the program

AA approved 10-0-0
2. **Proposals from the Department of English and Theatre**
   
   **2.1 Program Proposal:** Revise Theatre Major to better match standard practices in UNC system
   
   **2.2 Program Proposal:** Revise Theatre Minor to divide practicum courses into categories
   
   2.1-2.2 Voted on together- AA approved 10-0-0

3. **Proposal from the School of Education**
   
   **Program Proposal:** Replace Educator Preparation Core with Professional Studies Core
   
   *Curriculum vote count corrected to read “Approved 8-1-0.” Some discussion ensued regarding how this would affect current students.*
   
   AA approved 10-0-0

4. **Proposals from the Department of Educational Specialties**
   
   **4.1 Program Proposal:** Replace 18-hour Academic Concentrations for B.S. in Special Education with 3 Content Area Options (students select one)
   
   **4.2 Program Proposal:** Revise program requirements for B.S. in Birth-Kindergarten Education to accommodate new Professional Studies Core
   
   **4.3 Program Proposal:** Revise program requirements for B.S. in Special Education to accommodate new Professional Studies Core
   
   **4.4 Program Proposal:** Revise Professional Concentration in Special Education
   
   4.1-4.4 Voted on together- AA approved 10-0-0

5. **Proposal from the Department of Elementary Education**
   
   **Program Proposal:** Revise program requirements for B.S. in Elementary Education to accommodate new Professional Studies Core
   
   AA approved 10-0-0

6. **Proposal from the Department of Health, Physical Education, and Recreation**
Program Proposal: Revise program requirements for B.S. in Physical Education to accommodate new Professional Studies Core
AA approved 10-0-0

7. Proposal from the Department of History
   Program Proposal: Revise program requirements for B.A. in History: Social Studies Education to accommodate new Professional Studies Core
   AA approved 10-0-0

8. Proposal from the Department of Foreign Languages
   Program Proposal: Revise program requirements for B.A. in Spanish with Teacher Licensure to accommodate new Professional Studies Core
   AA approved 10-0-0

9. Proposal from the Department of Music
   Program Proposal: Revise program requirements for B.M. in Music Education to accommodate new Professional Studies Core
   AA approved 10-0-0

10. Proposal from the Department of Art
    Program Proposal: Revise program requirements for B.A. in Art Education to accommodate new Professional Studies Core
    AA approved 10-0-0

11. Proposals from the Department Marketing, Management, and International Business
   11.1 Program Proposal: Revise Minor in Marketing

   11.2 Program Proposal: Create Minor in Management

   11.3 Program Proposal: Revise International Business track in the B.S. in Business Administration

   11.1-11.3 Voted on together- AA approved 10-0-0
12. **Recommended Change to Section 5 of Faculty Handbook** (curriculum procedures, p. 111)

"Curriculum proposals are reviewed and must be approved by the department faculty and signed by the Department Chair. The faculty of any other department affected by the program development or revision must also review and approve and the Chair signs the proposal."

"Clean" version: “Curriculum proposals must be approved by the department faculty and signed by the Department Chair. The faculty of any other department affected by the program development or revision must also approve and the Chair signs the proposal.”

Substantial discussion ensued from members and guests.

AA voted 3-6-1. Recommendation failed.

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

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

   ART 3080 Art Education Methods and Field Experience for Grades 6-12—WD
   MGT 3150 International Management—WE
   MGT 4080 Human Resource Management—WE
   PRE 4070 Public Relations Media—WD

   AA approved 10-0-0

J. Enrollment Management: Melinda Rosenberg, Chair
   1. **Posthumous Degree Policy**

   Some discussion ensued but no modifications or amendments were proposed.

   AA approved 10-0-0

   Dr’s Rosenberg and Hersey also mentioned their participation in a Common Articulation Agreements meeting of the UNC System schools. Some discussion ensued. No proposal or recommendations were offered in the meeting.

K. General Education: Joanna Hersey, Chair
   1. **Proposals from the Department of History**

   **Program Proposal:** Add HST 1030: Introduction to African American
History, to the General Education Curriculum

The committee offered two friendly amendments to the proposal. The first was to add the course to sections II.A.3 and IV of the General Education courses. The second was to have the change put into effect for the 2013-2014 academic catalog. The proposing departmental representative agreed to these amendments.

AA Approved 10-0-0

L. Academic Support Services: Larry Arnold, Chair
   -No action items were introduced.
   
   Dr. Arnold informed the committee that DoIT reported that Blackboard course templates would change. Some discussion on Blackboard ensued. Some members informally requested Dr. Arnold to request further information from DoIT regarding online testing through Blackboard.

M. Old Business  - None
N. New Business  - None
O. Announcements
   Dr. Peters reminded the committee of the upcoming General Faculty meeting on Friday, May 3 at 3:30 in Moore Hall and the Faculty Awards Dinner on Friday, April 26 at 5:30 in the UC Annex.
   Dr. Beasley mentioned the work of the Calendar Committee and encouraged faculty to note the changes to the calendar beginning in Fall 2013.

P. Adjournment  - Meeting adjourned at 4:48pm
Appendix B
Actions Requiring only AA Chair Signature

5. Proposals from the Department of Mass Communication

5.1 Course Proposal: The department wishes to change the title of PRE 2200 from "Public Relations" to "Introduction to Public Relations."

Rationale: The course is consistently referred to in department literature as "Introduction to Public Relations." The department is requesting the name change to correct the name so that it will be consistent from the catalog to our department materials and literature

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:
PRN 2200 Introduction to Public Relations
Hours: 3
Prerequisites: none
Required: Yes (already required in Public Relations track)
Course description: An introduction to public relations as a part of mass communications, with emphasis on the publicity process, especially writing for newspapers and broadcasting stations. Credit, 3 semester hours.
Course title: Intro to Public Relations
Code: LEC

5.2 Program Proposal: The department wishes to remove a course and replace it with another in the electives for the Journalism minor. JRN4050 will be removed. MCM3100 will replace it as an elective option for the minor.

Rationale: Digital convergence continues to change the nature of journalism. The department feels that replacing "Magazine Writing and Editing" with an overview of the uses of "New Media" will better prepare students minoring in Journalism for current and future trends in the field.

Dept vote: 5 for; 2 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
### Requirements for a Minor in Journalism

<table>
<thead>
<tr>
<th>Required Courses: MCM *2100, *2400; JRN 3010, 3060, 3400</th>
<th>Sem. Hrs.</th>
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</thead>
<tbody>
<tr>
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<td>15</td>
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<tr>
<td>Elective: 3 additional hours from the following: JRN 3050, 3090, 3170, 3200, 3250, 4050, 4100, 4200, 4600; MCM 3100</td>
<td>3</td>
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<td><strong>Total:</strong> 18</td>
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</tbody>
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*MCM majors must take an additional 6 hours of BRD, JRN, or PRE courses, depending upon the minor, to compensate for MCM 2100 and 2400 already applied to their major.

### 6. Proposals from the Department of English

#### 6.1 Course Proposal:

**Change title of ENG 4550 Directed Studies Seminar to Directed Studies in English and revise course description.**

**Rationale:** Academic Affairs requested clarification of independent study courses and guidelines. For ENG 4550, the department planning committee created a set of guidelines along with a revised course title and description that fits the guidelines.

Dept vote: 32 for; 0 against; 0 abstain
Affect others: No
Departments affected and how: 
Affected Chair: Off
Cross listing: No
Articulation: No
Additional Resources: no

**COURSE DESCRIPTIONS:**

**ENG 4550 Directed Studies Seminar in English**

Hours: 3.0
Prerequisites: Permission of Instructor
Required: No

Revised Course description: *An independent study project culminating in a substantive research project resulting in a major paper or comparable project or original work. The program of studies is designed and carried out by the student in cooperation with a faculty member in the department. The project is designed by the student and his/her research director.* Credit, 3 semester hours. PREREQ: permission of instructor.

Course title: Directed Studies Seminar in English
Code: IND

#### 6.2 Course Proposal:

Add “or permission of instructor” to prerequisites for TESL 4890.

**Rationale:** TESL 4890 is offered once every two years. As a result, completing all prerequisite courses before taking TESL 4890 can present practical challenges for prospective students of this course. For this reason, we propose that students be allowed to take TESL 4890 at the discretion of the instructor.

Dept vote: 33 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:
TESL 4890 Applied Pedagogy of Teaching English as a Second Language
Hours: 3.0
Prerequisites: ENG 3460, 3710, 4810, 4830, and 4850, or Permission of Instructor
Required: No
Revised Course description: Following a review of the pedagogical fundamentals grounded in
cognitive, affective, and linguistic principles of second language acquisition, this course will
focus on the practical realities of the language classroom, including curriculum development,
lesson planning, evaluation of students and programs, and classroom management. Credit, 3
semester hours. PREREQ: ENG 3460, 3710, 4810, 4830, 4850, or permission of instructor.
Course title: Teaching ESL
Code: LEC

6.3 Course Proposal: Add “or permission of instructor” to prerequisites for TESL 5890.
Rationale: TESL 5890 is offered once every two years. As a result, completing all prerequisite
courses before taking TESL 5890 can present practical challenges for prospective students of
this course. For this reason, we propose that students be allowed to take TESL 5890 at the
discretion of the instructor.

Dept vote: 33 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:
TESL 5890 Applied Pedagogy of Teaching English as a Second Language
Hours: 3.0
Prerequisites: ENG 3460, 3710, 5810, 5830, and 5850, or Permission of Instructor
Required: No
Revised Course description: Following a review of the pedagogical fundamentals grounded in
cognitive, affective, and linguistic principles of second language acquisition, this course will
focus on the practical realities of the language classroom, including curriculum development,
lesson planning, evaluation of students and programs, and classroom management. Credit, 3
semester hours. PREREQ: ENG 3460, 3710, 5810, 5830, 5850, or permission of the instructor.
Course title: Teaching ESL
Code: LEC
7. Proposals from the Department of Health, Physical Education, and Recreation

7.2 Program Proposal: Currently we offer a Masters of Arts in Physical Education and a Master of Arts in Teaching with Physical Education Specialization...we would now like to change the program titles to a Masters of Arts in Health and Physical Education and a Master of Arts in Teaching with Health and Physical Education Specialization, and update our program requirements as listed in the catalog to reflect course changes made last year to add health education content.

Rationale: The state of North Carolina now requires that if you are licensed to teach in K-12 in PE, you must also be licensed in Health as well.

Dept vote: 35 for; 0 against; abstain

Affect others: No
Departments affected and how:
Affected Chair: Off
Additional Resources: No
Additional Resources required: health education content added to M.A. courses last year

H E A L T H a n d P H Y S I C A L E D U C A T I O N (M.A.)

Two Concentrations of Study
36 Total Semester Hours for Each Concentration

Director: Danny Davis

Program Description
To enhance the physical educator’s understanding and knowledge of human movement, the graduate program in Health and Physical Education seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to teach it. The graduate program must be broader than the undergraduate’s physical education preparation, and to that end, will be a multi-disciplinary study that aims to help inservice teachers prepare for the teaching of physical education at all levels of learning and curriculum preparation. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to teacher-effectiveness.

Program Goals
The graduate program in Health and Physical Education is designed
1. to prepare physical educators in the field of human movement physiology as it relates in the teaching of physical education, athletics, and leisure activities;
2. to extend the graduate student’s understanding of the basic principles of educational management, supervision, leadership, and/or administration;
3. to help the graduate student to understand the role of educational psychology in teaching, coaching, and administration;
4. to stress the importance of a sound understanding of legal issues in schools, athletes, recreation, and any movement education facility;
5. to help the graduate student to construct curriculum design in various phases of health, wellness, fitness, physical education, recreation, etc. ;
6. to provide an expanded grasp of research trends in the teaching of human movement and healthful living;
7. to help the graduate student to understand the principles of facilities, finances, budgeting, funding, etc., in a variety of sectors;
8. to help the graduate student to develop the ability to objectively review educational issues affecting students, families, sports, and schools.

### Requirements for a Master of Arts in Health and Physical Education: Physical Education Licensure Concentration

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Sem. Hrs.</th>
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<tbody>
<tr>
<td>EDN 5470 Advanced Classroom Management*</td>
<td>36</td>
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<tr>
<td>EDN 5480 Advanced Foundations of American Education *</td>
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<tr>
<td>EDN 5490 Effective Educational Leadership*</td>
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<tr>
<td>EDN 5660 Applied Educational Research*</td>
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<tr>
<td>EXER 5010 Health, Fitness, and Exercise Physiology</td>
<td></td>
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<tr>
<td>EXER 5020 Exercise, Sport, and Coaching Psychology</td>
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<tr>
<td>EXER 5030 Advanced Teaching Methodologies in Health/PE</td>
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<tr>
<td>EXER 5050 Health, Wellness, and Fitness Administration</td>
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<tr>
<td>EXER 5060 Current Issues and Trends in Health, PE, and Sport</td>
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<tr>
<td>EXER 5070 The Law in PE and Sport</td>
<td></td>
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<tr>
<td>EXER 5080 Facility Design and Management</td>
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<tr>
<td>EXER 5990 Capstone Study</td>
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<td><strong>Total (minimum):</strong> 36</td>
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*For EDN course descriptions, see listings in M.A.Ed. program.

### MASTER OF ARTS IN TEACHING WITH HEALTH AND PHYSICAL EDUCATION SPECIALIZATION

Graduate Physical Education Director: Danny Davis

#### Requirements for Master of Arts in Teaching with Health and Physical Education Specialization

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>Sem. Hrs.</th>
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<tbody>
<tr>
<td><strong>Professional Core</strong></td>
<td>12</td>
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<tr>
<td>EDN 5040 Basic Tenets of Education (3)</td>
<td></td>
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<tr>
<td>EDN 5120 Advanced Study of Exceptionality in Children (3)</td>
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<td>EDN 5440 Survey of Educational Research (3)</td>
<td></td>
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<tr>
<td>EDN 5450 Introduction to Curriculum Design and Best Practices (3)</td>
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<tr>
<td>EDN 5460 Field Experience (0)</td>
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<td><strong>Professional Development</strong>*</td>
<td>3</td>
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<tr>
<td>EDN 5810 Internship</td>
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<tr>
<td><strong>Pedagogical Expertise</strong></td>
<td>3</td>
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<tr>
<td>EXER 5030 Advanced Teaching Methodologies in Health/PE</td>
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<tr>
<td><strong>PHASE II</strong></td>
<td>(21)</td>
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<tr>
<td><strong>Physical Education Specialty Area</strong></td>
<td>21</td>
</tr>
<tr>
<td>EXER 5010 Health, Fitness, and Exercise Physiology</td>
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<td>EXER 5020 Exercise, Sport, and Coaching Psychology</td>
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<td>EXER 5050 Health, Wellness, and Fitness Administration</td>
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<td>EXER 5060 Current Issues and Trends in Health, PE, and Sports</td>
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<td><strong>Total: 36-</strong></td>
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8. Proposals from the Department of History

8.1 Course Proposal: Delete AST 4010 American Studies Senior Seminar
Rationale: The American Studies program was revised two academic years ago and this class was removed from the required courses. It was left in the catalogue to grandfather in students who began the program when it was included. Those students have graduated.

Dept vote: 11 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:

8.2 Course Proposal: Change the descriptive title of HST-3140 from "The Gilded Age and Progressivism" to "The Gilded Age and Progressive Era." The catalogue description should change from "In the years 1877 to 1929 . . . " to "In the years between 1877 and 1919 . . . ".
Rationale: The current course title is not parallel, and both the title and time period currently included overlap significantly with HST 3150. It was most likely written to be taught in a topically specific fashion. The proposed course title is generic/flexible and the time period can be taught according to faculty strength.

Dept vote: 11 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:
HST 3140 The Gilded Age and Progressivism Progressive Era
Hours: 3
Prerequisites:
Required: Off (If yes, need Program Proposal Form)
Course description:
In the years 1877-1929, the United States initiated a rapid transition from an agricultural nation to an industrialized one. This course will examine the construction of railroads, the rise of business tycoons, eruptions of labor unrest, and the arrival of millions of European immigrants. Two significant political movements, Populism and Progressivism, emerged to grapple with these changes and greatly influenced subsequent political ideas. Credit, 3 semester hours.
Course title: Gilded Age/Progressivism-Progressive Era
Code: LEC

8.3 Course Proposal: Change the descriptive title of HST 3150 from "War, Prosperity, and Depression, 1912-1945" to "Interwar America," and revise title to include more information about likely course content, keeping the focus on the years between the World Wars.
**Rationale:** The current course title and description overlaps significantly with HST 3140 and HST 4220. It was most likely written to be taught in a topically specific fashion. The proposed course title is generic/flexible and the time period can be taught according to faculty strength.

Dept vote: 11 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:**

HST 3150 War, Prosperity, and Depression, 1912-1945 Interwar America
Hours: 3
Prerequisites:
Required: Off (If yes, need Program Proposal Form)
Course description:
An analysis of political, economic, and social conditions from 1912-1945. This class explores how America dealt with the challenges facing a newly modernized nation between the First World War and the Second World War. Included in this conversation are political developments and a new role in global affairs; the creation of a mass society, culture, and economy; confronting the problems of consumer society's prosperity and its collapse into the Great Depression; and debating what role, if any, America must play in the larger world in the face of World War II. Credit, 3 semester hours.
Course title: War, Prosperity, Depression Interwar America
Code: LEC

8.4 Course Proposal: Change the title of HST 4330 from "A History of Russia Since 1917" to "The Russian Empire and the Soviet Union in the Twentieth Century."
**Rationale:** new title more accurately reflects the nature of HST 4330

Dept vote: 11 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:**

HST 4330 The Russian Empire and the Soviet Union in the Twentieth Century
Hours: 3
Prerequisites:
Required: Off (If yes, need Program Proposal Form)
Course description: An examination of Russia’s development from the 1917 revolution to the present day, with special emphasis on Leninism, Stalinism, and post-Stalinism. Credit, 3 semester hours.
Course title: Russia since 1917 Russia/USSR in 20th Cent
Code: LEC
Appendix C
Actions Requiring AA Approval Only

Return to Agenda

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

7.1 Program Proposal: Currently in our Exercise Physiology track of our Exercise & Sport Science degree, we require six 1-hr coaching courses. We would like to now require those six coaching courses OR A 6-HOUR INTERNSHIP (HPER 4990).

Rationale: Not all of our exercise physiology majors are going into coaching; this proposal will give a practical internship option to those who wish to go into other areas of Exercise Physiology such as cardio rehab, exercise prescription, etc. Program hours of 120 will remain the same.

Dept vote: 35 for; 0 against; abstain

Affect others: No
Departments affected and how:
Affected Chair: Off
Additional Resources: No
Additional Resources required:

BACHELOR OF SCIENCE IN EXERCISE AND SPORT SCIENCE

<table>
<thead>
<tr>
<th>Requirements for a Bachelor of Science Degree in Exercise and Sport Science</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>44</td>
</tr>
<tr>
<td>Core Courses: HLTH 1060, 3770; HPER 3270; PED 1340, 2060, 2070, 3480, 3490, 4030, 4150</td>
<td>20</td>
</tr>
<tr>
<td>*Track Option (see listings below)</td>
<td></td>
</tr>
<tr>
<td>*Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise Physiology Track</td>
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<tr>
<td>ATH 1040</td>
<td></td>
</tr>
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Total: 120
10. New Business

10.1 Comments from Catalog Editor

To: Curriculum Subcommittee of the UNCP Faculty Senate
From: Sara Oswald, Catalog Editor
Date: 5 September 2013

Proposals for 2014-15 Catalog:

1. Change the format for listing the number of credits for each course so that it is consistent throughout the entire catalog for both undergraduate and graduate courses.

Currently, most undergraduate course listings have this information at the end of the course description:

   ENG 1050. Composition I
   Provides students with a foundation in critical reading and writing practices by introducing different types of texts and ways of working with them; students will recognize and interpret differing perspectives and will analyze and synthesize others' work, producing several texts of moderate length. Credit, 3 semester hours. PREREQ: Placement into ENG 1050 or “C” grade or better in ENG 0104.

Most graduate course listings have it at the end of the course name:

   EXER 5080. Facility Design and Management (3)
   Course will examine basic principles and practices of planning, designing, managing, operation of, maintenance of, security for, scheduling, crowd/risk management, adaptive barriers for, etc of facilities for PE, sport, recreation, health, fitness, etc.

I would like to list the number of credit hours at the end of the course name for ALL listings.

2. Eliminate course listings that are no longer needed.

I would like to ask each department/graduate program to review its course listings and delete ones that are no longer needed (or revise those whose course descriptions are out of date). I would provide a Word file to each dept. chair/program director containing all the current listings, together with notes on the ones that I think might be deleted. If the review could be completed this semester, that would leave enough time to submit proposals and have them approved before work on the 2014-15 catalog begins. Could this be approved as a charge from a Senate committee, or from the Senate?

3. Send final version of each course/curriculum proposal to the catalog editor as soon as it is approved by Academic Affairs or the Senate, as applicable.

I don’t know where these forms currently go once they are approved, but if I could be added as a recipient, it would make my job a lot easier.

4. Create a job description for the catalog editor, including responsibilities of other University faculty and staff to provide information for each year’s catalog.
Long-Term Proposal:
Switch to a database management system for curriculum proposals and other catalog-related information.

Return to 10.1 Resolution

10.2 Add Four Courses to 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.

SOC 3610 Social Research—Writing Enriched
SPN 3110 Spanish Composition and Review of Grammar—Writing Enriched
SPN 3200 Literary Analysis and Criticism in Spanish—Writing in the Discipline
SPN 3700 Advanced Spanish Grammar and Composition—Writing Enriched

SUMMARIES OF COURSE PROPOSALS
SOC 3610 Social Research—Writing Enriched

This course is designed to develop an understanding of the basic research methods available to social scientists. In this Writing Enhanced course, students will gain experience in the employment of strategic writing skills which meet the expectations of graduates from sociology and criminal justice. Informal writing: Students submit two ungraded drafts of their research proposal (6 pages—5% of grade). Formal writing: research proposal and evaluation of two research articles (22 pages—20% of grade). Students will learn discipline-specific writing practices by reading assign material from the text on constructing a research question and conducting a literature review. Students are introduced to a study that examines successful writing patterns found in sociology and Criminal justice. They learn to use this as a model for writing their research proposal. Students review how social scientists have been dishonest in their writing and the legal consequences of plagiarizing and other forms of cheating. Students receive feedback from the professor on the drafts of the research proposal. Students receive feedback from the professor and other students on the article reviews.

SPN 3110 Spanish Composition and Review of Grammar—Writing Enriched

This course consists of intensive practice in task-oriented compositions and comprehensive review of grammatical forms and usage. Students will prepare weekly critical responses to
assigned readings. For each assignment, students will write 1-2 paragraphs in response to some aspect of Latin American or Spanish culture or to grammar and vocabulary topics related to classroom materials (25% of the grade). Students will also be graded on a number of in-class activities and compositions. Students will receive feedback on a series of ungraded written exercises. The primary focus of each assignment will be the improvement of writing skills, while integrating an intensive grammar review along with speaking, reading, and vocabulary. Each assignment has been designed to give each student the opportunity to write in a variety of settings and contexts along with varying methods in which to practice and develop their writing skills. (Informal writing: 15-20 pages—45% of the grade). Students will write a formal final paper and give a presentation based on the final paper. In the final paper, students will focus on the process of writing, polishing their work through guided steps that will lead to outlines, rough drafts, and the final draft. (Formal writing: 5 pages—30% of the grade). Students will receive instruction on writing practices by the provision of examples of writing to model for their own work.

**SPN 3200  Literary Analysis and Criticism in Spanish—Writing in the Discipline**

This course focuses on the discussion and practical application of different approaches to the critical reading of literary texts. It also concerns the study of basic concepts and problems of literary theory as well as strategies for research and academic writing in Spanish. Informal writing will consist of a variety of graded activities designed to exercise theoretical content. Students will write two ungraded drafts per final analysis report, totaling twelve, two-page drafts that will be shared in the classroom peer reviewed and corrected. Students will practice all aspects of writing in Spanish about literary works. Students will produce meaningful analysis of literary works through the correct organization of ideas, punctuation, correct use of grammatical structures, and verb tenses, as well as properly apply the professional conventions of the discipline. (Informal writing: 25 pages—30% of the grade.) Formal writing activities will include six structured literary reports or essays about short stories, one ten-page, phased and guided final project what will consist of an extended literary analysis of a Spanish novel, poetry or play, or original creative literary piece created by the students. Students will show evidence of the correct use of professional writing conventions in Spanish language as well as evidence of correct application of the standards in the discipline to produce structured professional literary analysis. (Formal writing: 16 pages—30% of the grade.) Students will learn by applying their knowledge of literary analysis to practical exercises, short written essays, and a major final project.

**SPN 3700  Advanced Spanish Grammar and Composition—Writing Enriched**

This course focuses on the refinement of Spanish writing skills through exercises which enhance control of grammar, expand vocabulary, and promote greater awareness of rhetoric and critical reading. Informal writing activities may involve activities that will emphasize writing as a skill that needs to be mastered (writing phrases, sentences, brainstorming, listing, class work exercises, short stories, descriptions, journal writing, free writing, and hypothetical writing.) (Informal writing: 8-12 pages—20% of the grade). Students will learn different styles of writing, punctuation, interrogative, exclamation, and capitalization rules of the Spanish language. Students will develop the skill of using ideas to support their opinions and the organization of their thoughts. Formal writing activities will include writing memos, letters, and the creation of lyric redaction of biographies. They will create short stories, articles, reports, and critical literature essays. (Formal writing: 16 pages—30% of the grade). Students should demonstrate the use of correct interior documentation and bibliography, be able to clearly state the main idea or thesis of their documents, be able to support the main idea or thesis of their essays, develop their thoughts around the main idea stated, and show evidence of critical thinking. Students will show a clear and logical organization of the written papers with the use of standard grammar, punctuation, and orthography. Refinement of Spanish writing skills will occur through exercises which enhance control of grammar, expand vocabulary, and promote greater awareness of
rhetoric, critical reading, and writing. Students will revise, edit, and polish successive drafts of the written work based on the suggestions for revision and correction from the instructor.