

The University of North Carolina at Pembroke
Faculty Senate Agenda
 Wednesday, April 1, 2015, at 3:30 p.m.
 213 Chavis University Center

Scott Hicks, Chair
 Roger Guy, Secretary

Members of the Senate:

To 2015	To 2016	To 2017
ART June Power	ART Aaron Vandermeer	ART Jonathan Maisonpierre
EDN Marisa Scott	EDN Susan Edkins	EDN Joe Sciulli
LET Susan Cannata	LET Polina Chemishanova	LET Cynthia Miecznikowski
NSM Maria Pereira	NSM Dena Evans	NSM Tom Dooling
SBS Mike Spivey	SBS Rick Crandall	SBS Brooke Kelly
At-Large Dorea Bonneau	At-Large Jeff Bolles	At-Large Scott Hicks
At-Large Jesse Peters	At-Large Jose D'Arruda	At-Large David Nikkel
At-Large Sailaja Vallabha	At-Large Roger Guy	At-Large Sara Simmons
Chancellor Kyle Carter		
Acting Provost and Vice Chancellor for Academic Affairs William Gash		

Order of Business

- A. Roll Call**
- B. Approval of Minutes** ([Appendix A](#))
- C. Adoption of Agenda**
- D. Reports from Administration**
 - 1. Chancellor—Kyle Carter
 - 2. Acting Provost and Vice Chancellor for Academic Affairs—William Gash
- E. Reports of Committees**
 - 1. Operations Committees
 - a. Executive Committee—Scott Hicks
 - b. Committee on Committees & Elections—Susan Cannata
 - 2. Standing Committees
 - a. Academic Affairs Committee—Jose D'Arruda
 - 1. Proposal from the Department of English, Theatre & Foreign Languages to revise the Academic Concentration in Spanish (Approved by AAC, 10-0-0) ([Appendix B](#))
 - 2. Proposal from the Department of Geology & Geography to revise the Bachelor of Science in Geo-environmental Studies and expand elective options in the minors in

geography and geology (Approved by AAC, 10-0-0) ([Appendix C](#))

3. Proposal from the Department of Health, Physical Education & Recreation to revise prerequisites, admission standards, and satisfactory progress policy for the Bachelor of Science in Athletic Training (Approved by AAC, 10-0-0) ([Appendix D](#))
4. Proposal from the Bachelor of Interdisciplinary Studies Program to revise requirements for BIS in Applied Professional Studies, Applied Information Technology, Criminal Justice, Hospitality, and Public & Nonprofit Administration (Approved by AAC, 10-0-0) ([Appendix E](#))
5. Proposal from the QEP Committee to designate courses as Writing Enriched or Writing in the Discipline (Approved by AAC, 10-0-0) ([Appendix F](#))
6. Proposal to amend Academic Standing & Appeals policies (Approved by AAC, 11-0-0) ([Appendix G](#))
7. Proposal to amend Attendance policy (Approved by AAC, 11-0-0) ([Appendix H](#))

b. Faculty & Institutional Affairs Committee—Sara Simmons

c. Student Affairs & Campus Life Committee—Brooke Kelly

3. Special Committees

F. UNC Faculty Assembly Report

G. Teacher Education Committee ([Appendix I](#))

H. Graduate Council ([Appendix J](#))

I. Other Committees

J. Unfinished Business

K. New Business

L. Announcements

M. Adjournment

Appendix A

**The University of North Carolina at Pembroke
Faculty Senate Minutes**

Wednesday, March 11, 2015 at 3:30 p.m.

213 Chavis University Center

Scott Hicks, Chair

Roger Guy, Secretary

Members of the Senate:

To 2015	To 2016	To 2017
ART June Power	ART Aaron Vandermeer	ART Jonathan Maisonpierre
EDN Marisa Scott	EDN Susan Edkins	EDN Joe Sciulli
LET Susan Cannata	LET Polina Chemishanova	LET Cynthia Miecznikowski
NSM Maria Pereira	NSM Dena Evans	NSM Tom Dooling
SBS Mike Spivey	SBS Rick Crandall	SBS Brooke Kelly
At-Large Dorea Bonneau	At-Large Jeff Bolles	At-Large Scott Hicks
At-Large Jesse Peters	At-Large Jose D'Arruda	At-Large David Nikkel
At-Large Sailaja Vallabha	At-Large Roger Guy	At-Large Sara Simmons
Chancellor Kyle Carter		
Acting Provost and Vice Chancellor for Academic Affairs William Gash		

Members Present: Susan Cannata, Kyle Carter, Polina Chemishanova, Rick Crandall, Jose D'Arruda, Tom Dooling, Susan Edkins, Dena Evans, William Gash, Roger Guy, Scott Hicks, Brooke Kelly, Jonathan Maisonpierre, Cynthia Miecznikowski, David Nikkel, Maria Pereira, Joe Sciulli, Sara Simmons, Mike Spivey, **Sailaja Vallabha**, Aaron Vandermeer

Members Absent: Dorea Bonneau, Jesse Peters, June Power, Marisa Scott

Guests: Beverly Justice, Elizabeth Normandy, Melissa Schaub, Jack Spillan

Order of Business

- A. Roll Call**
- B. Approval of Minutes – The Minutes were approved 18-0-0**
- C. Adoption of Agenda The agenda was adopted as amended (see agenda) 18-0-0**
- D. Reports from Administration**
 - 1. Chancellor—Kyle Carter

Dr. Carter announced that “48 Hours of Giving” had doubled the goal set for this year. He also stated that the Board of Governors would not consider the “Border Tuition” proposal. He also discussed the upcoming replacements on the Board of Governors and the Board of Trustees. He announced the transitions on the administration. Meredith Storms would serve as the interim Dean of the College of Arts and Sciences, and William Gash would remain as Acting Provost until April 13th when Zoe Locklear would assume that position. He supported the two resolutions on shared governance and budget reduction on the agenda.

2. Acting Provost and Vice Chancellor for Academic Affairs—William Gash

Dr. Gash announced that NCATE IR was written and submitted with the help of Teacher Education faculty and staff. There will be an on-site visit in November. Dr. Gash also announced that the Criminal Justice program made the 2015 Affordable Colleges Foundation list as one of the best programs in the United States. Several faculty also recently received awards. Jose D’Arruda (Chemistry and Physics) received the John Hubisz Award for Outstanding Service to the North Carolina Section of the American Association of Physics Teachers. Velinda Worix (Biology) was awarded a Sequoyah Fellowship in the American Indian Science and Engineering Society (AISES). The lifetime membership was gifted by the Agricultural Research Service of the US Department of Agriculture as a tribute to years of service with the Graduate Student Research Program.

E. Reports of Committees

1. Operations Committees

a. Executive Committee—Scott Hicks

Dr. Hicks announced that the Enrollment Management Subcommittee and Academic Affairs Committee are considering revision of the university’s class attendance policy, a policy that the chancellor wishes to bring to the Board of Trustees at its April meeting. The Subcommittee on Faculty Development & Welfare and Faculty & Institutional Affairs Committee will consider revisions to handbook policy on chairs’ terms, appointments, reappointments, and evaluations, revisions that seek to align best practice and policy and advance shared governance.

He also reported that that the Faculty Research Advisory Board has convened, selecting Rita Hagevick and Ryan Anderson as chair and secretary, respectively. The board has begun a good conversation about what research means at the university, and he looks forward to seeing their work develop.

He also urged the Senate to stay apprised of actions under consideration at the Board of Governors, including greater BOG involvement in campus matters, such as centers and institutes, chancellor searches, and “rightsizing.”

1. Resolution on Shared Governance at UNCP - **Motion Passed 19-0-0**

2. Resolution on Budget Cuts and Reversions - **Motion Passed 19-0-0**

b. Committee on Committees & Elections—Susan Cannata
Dr. Cannata reported the results of recent and up-coming elections, and announced that CC&E would soon send a preference poll for non-elected committee positions

2. Standing Committees

a. Academic Affairs Committee—Jose D'Arruda

1. Proposal from the Department of Economics & Decision Sciences: Create a new minor in Quantitative Economics, intended for students majoring in quantitative fields (such as mathematics, accounting, applied physics, biology, biotechnology, computer science, and geo-environmental studies) who want to analyze markets for products and services connected to those fields (Department approved, 6-0-0; Curriculum Committee approved, 10-0-0; Academic Affairs Committee approved, 13-0-0) **Motion Passed 19-0-0**

b. Faculty & Institutional Affairs Committee—Sara Simmons
Dr. Simmons reported on the progress of the subcommittees of FIAC.

c. Student Affairs & Campus Life Committee—Brooke Kelly
Dr. Kelly reported on the Interim Suspension Policy, and announced that the Student Code of Conduct was being updated by the Office of the Vice Chancellor of Student Affairs.

3. Special Committees

- F. **UNC Faculty Assembly Report** (see agenda)
- G. **Teacher Education Committee** (see agenda)
- H. **Graduate Council** (see agenda)
- I. **Other Committees** - No other committees.
- J. **Unfinished Business** - No unfinished business
- K. **New Business** - No new Business
- L. **Announcements**
- M. **Adjournment**

Motion to adjourn passed 19-0-0

Meeting adjourned 4:07 p.m.

Respectfully Submitted

Roger Guy, Secretary

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Appendix B

Proposals from the Academic Affairs Committee

4. Proposal from the Department of English, Theatre, and Foreign Languages

4.1 Program Proposal: Revise Elective Course requirements for Academic Concentration in Spanish to require at least one literature course instead of a 4000-level course.

Rationale: The prerequisite for all our 4000-level courses is the SPN 3700 Advanced Grammar and Composition. The majority of those 4000-level courses stated: ““C” or better in SPN 3700”. However, the SPN 3700 is not part of the “Required Courses” of the Spanish Concentration; therefore we cannot expect the students to take a 4000-level course and to succeed without the proper foundation. Some students will easily meet that demand, but it is our job to act on behalf of the best interest of the student and to provide them with an articulate program.

Dept vote: 34 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Creation of New Courses: No

Revisions to Existing Courses: No

Additional Resources: no

Additional Resources required:

Attached: Catalog Entry

Requirements for an Academic Concentration in Spanish	Sem. Hrs.
1. Required Courses SPN 2310 and 2320 or SPN 2330; 3110 and 3120; 3150 and 3200	18
2. Elective Courses: choose two courses (including at least one 4000-level literature course) from the following: SPN 3210, 3220, 3310, 3320, 3360, 3510, 3610, 3620, 3700, 3710, 4550, 4700, 4130, 4140, 4150, 4230, 4240, 4250	6
	Total: 24

Proposal 4.1 passed: 10 for, 0 against, 0 abstain; 4.1 will go to the Academic Affairs committee for their consideration and then, if approved, to Faculty Senate.

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Appendix C

5. Proposals from the Department of Geology and Geography

5.1 Program Proposal: Revise Bachelor of Science in Geo-Environmental Studies

- Remove PLS 4225 from core requirements
- Increase free electives from 16-17 to 19-20
- Add GEO 3800 World Prehistory to list of options in Geography Track

Rationale: PLS 4225 is rarely offered. GEO 3800 is a new course approved by Academic Affairs Committee in January 2015.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: Political Science

Affected Chair:

Cross listing: No

Articulation: No

Creation of New Courses: No

Revisions to Existing Courses: No

Additional Resources: no

Additional Resources required:

Catalog Entry: see pp. 5-6

5.2 Program Proposal: Add GGYS 2xxx, GGY 3800, and GGY 4700 to options for students completing a minor in Geography.

Rationale: Expanding options to take advantage of new courses.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair:

Cross listing: No

Articulation: No

Creation of New Courses: No

Revisions to Existing Courses: No

Additional Resources: no

Additional Resources required:

Catalog Entry: see pp. 5-6

5.3 Program Proposal: Add GLY 4040, 4150, and 4700, and GLYS 2xxx, to the list of options for a Minor in Geology.

Rationale: Expanding options to take advantage of new courses.

Dept vote: 7 for; 0 against; 0 abstain
 Affect others: No
 Departments affected and how:
 Affected Chair:
 Cross listing: No
 Articulation: No
 Creation of New Courses: No
 Revisions to Existing Courses: No
 Additional Resources: no
 Additional Resources required:

Attached: Catalog Entries

BACHELOR OF SCIENCE IN GEO-ENVIRONMENTAL STUDIES

Requirements for a Bachelor of Science Degree in Geo-Environmental Studies		Sem. Hrs.
Freshman Seminar		1
General Education Requirements*		44(29)
Core Major Requirements		
BIO 1000, 3040	7	
CHM 1100, 1300	4	
GGY 1010 or 1020, 2500, 4100	9	
GLY 1000 or 1150, GLYL 1150, GLY 2620	7	
MAT 2100	3	
PLS 1000, 4225	6 3	
GLY 4010 or GGY 4010 or approved field course**	3	
Core Total		39 36
Courses Required for Track		34-35
Geoscience Track		
Geography Track		
Electives		16-17 19-20
		Total: 120

*Fifteen hours of General Education courses are listed separately above as specific core requirements.

** e.g., UNC-CH MAS 472, ECU Geol 4000

Geoscience Track CHM 1110, 1310, 2300	8	
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GLY 1250, 3100, 3110, GLYL 1250	8	
MAT 2150 or 2210	4	
Choose 6 credits from 3000 or higher-level GGY or GLY	6	
Choose 9 credits from 2000 or higher-level BIO, ENV, CSC, CHM, PHY, EGR, GLY, GGY; or MAT 2220 or 3000 or higher-level MAT	9	
Geoscience Track Total		35

Geography Track		
GGY 2000, 2460, 2700	10	
Choose 6 credits from regional courses GGY 3700, 3720, 3770, 3780, 3790, 3800	6	
Choose 6 credits from 3000 or higher-level GGY or GLY	6	
Choose 12 credits from 2000 or higher-level AIS, ENV, SOC, CRJ, HST, PLS, WLS, GLY, or GGY	12	
Geography Track Total		34

MINORS

Required Courses for a Minor in Geography	Sem. Hrs.
GGY 1020 or 1010, and GGY 2500	
Choose 2 courses from the following: GGY 1150, 2000, 2060, 2460, 2620, 2700, GGYS 2xxx	
Choose 2 courses from the following: GGY 3290, 3700, 3720, 3770, 3780, 3790, 3800, 4010, 4040, 4100, 4700, GGYS 4xxx	
	Total: 18-19

Required Courses for a Minor in Geology	Sem. Hrs.
GLY 1000 & GLYL 1000 or GLY 1150 & GLYL 1150; GLY 1250 & GLYL 1250	
Choose 4 courses from the following: GLY 2260, 2460, 2620, 3100, 3250, 3660, 4040, 4150, 4250, 4700; GLYS 2xxx, 4xxx; GGY 2500	
	Total: 20

Proposal 5.1-5.3 passed: 10 for, 0 against, 0 abstain; 5.1-5.3 will go to the Academic Affairs committee for their consideration and then, if approved, to Faculty Senate.

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Appendix D

7. Proposals from the Department of Health, Physical Education, and Recreation (see pp. 10-20 and Appendix A for proposal detail)

7.3 Program Proposal: revise pre-requisites, admission standards, and satisfactory progression policy for the Bachelor of Science in Athletic Training
Proposal 7.3 passed: 10 for, 0 against, 0 abstain; 7.3 will go to the Academic Affairs committee for their consideration and then, if approved, to Faculty Senate.

7.3 Program Proposal: make following revisions to B.S. in Athletic Training

1. Delete ATH 4900 Evidence-Based Practice.
2. Add ATH 2900 Evidence-Based Practice as a required course for the BS Athletic Training degree.
3. Activate the Pre-Athletic Training degree designation within Banner. (It was created prior to the arrival of Sharon Kissick as Registrar, but not activated).
4. Add ENG 1050 and 1060 and MAT 2100 as pre-requisites for admission to the AT Program.
5. Change the Bachelor of Science in Athletic Training on page 353 of the catalog to reflect the additions to pre-requisites and put the pre-requisite courses in bold. Add a statement about the bold courses being pre-requisite courses.
6. Strike the word "Education" from the program description in Athletic Training Education Program.
7. Add the Objectives to the Student Learning Outcomes on pg. 362 of the catalog.
8. Change the Admission Requirements on page 363 of the catalog to include the new pre-requisite courses. Also clean up some of the wording.
9. Replace the existing Satisfactory Progression Policy with the new proposed Satisfactory Progression Policy on page 364 of the catalog.
10. Add the wording "cost associated with taking the Board of Certification exam" to the Associated Program Fees on page 364 of the catalog.
11. Change "Disability Support Services" to "The Accessibility Resource Center" on page 365 of the Catalog.

Rationale:

1. Students take this course in the spring of the sophomore year. We want to delete this course and replace it with ATH 2900 to better reflect the level of the course. The content of the course is not changing.
2. The new number will reflect that this required course is taken in the sophomore year.
3. Students cannot graduate from UNCP with a BS Athletic Training degree unless they are admitted to the AT Program. Currently students can declare ATH as a degree prior to being admitted. Having the PATH designation will assist with advising and help students to understand that they must apply to the AT Program.
4. Students who make a higher grade in ENG 1050 and 1060 have a higher first time pass rate on the BOC exam. MAT 2100 will give students a foundation that will help them understand the concepts taught in ATH 4900 Evidence-Based Practice.

5. Make it clear to students which courses are pre-requisites for admission to the AT Program.
6. CAATE is requiring AT Programs to drop the word "Education" because they feel it is redundant.
7. Required by CAATE to have the learning objectives stated in the catalog.
8. To include the new pre-requisite courses and make the wording more clear or accurate to current practice.
9. We are not currently meeting the CAATE standard of the minimal first time pass rate on the BOC exam. Strengthening our Satisfactory Progression Policy should have a positive effect on the first time pass rate.
10. Make it clear to students and parents that students have to pay to take their Board of Certification exam. Students often cite lack of money as a reason they do not take the BOC exam.
11. Make the catalog accurately reflect the new name of the office.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair:

Cross listing: No

Articulation: No

Creation of New Courses: No

Revisions to Existing Courses: No

Additional Resources: no

Additional Resources required:

Attached: Catalog Entry

BACHELOR OF SCIENCE IN ATHLETIC TRAINING

Requirements for a Bachelor of Science Degree in Athletic Training

Sem. Hrs.

Freshman Seminar

1

General Education Requirements (*see specific Gen. Ed. Requirements*)

44

Specific General Education Requirements:

BIO 1000 or 1030; ENG 1050 and 1060; MAT 1070 and 2100

~~Other Mandated Requirements:~~

~~MAT-2100~~

Department Required Courses:

ATH 1040, 2000, 2010, 2040, 2050, 2900, 3000, 3010, 3040, 3050,
3200, 3300, 4000, 4050, 4100, 4200, 4900, 4970, 4980

ATHL 2040, 2050, 3040, 3050

HLTH 1060

PED 2060, 2070, 3480, 3490, 4110, 4120

70

Bold courses are pre-requisites that must be completed or in progress with a C or higher prior to the student applying for admission to the AT Program.

*Details on the Athletic Training ~~Education~~ Program, including admission requirements, technical standards, and program evaluation, are included at the end of this section.

COURSES

ATHLETIC TRAINING (ATH, ATHL)

ATH 1040. Introduction to Athletic Training (3 credits)

An introductory course to the field of athletic training for potential athletic trainers and HPER

students; topics include professional development, risk management, pathology of sports injuries, management of athletic injuries, etc. Required for admission to AT~~E~~P.

ATH 2000. Clinical Education I (2 credits)

This course is the first in the Clinical Education sequence of courses. It is the cornerstone of the clinical skill acquisition in athletic training. The clinical focus of this course is wound care, vital signs, environmental monitoring, and taping, bracing, and padding. PREREQ: Admission to the AT~~E~~P.

ATH 2010. Clinical Education II (3 credits)

This course is the second in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is clinical examination and diagnosis of the lower extremity using evidence-based practice, taping, bracing, and padding. PREREQ: C or better in ATH 2000.

ATHL 2040. Lower Extremity Assessment Lab (2 credits)

This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for lower extremity assessment. PREREQ: Enrollment in or credit for ATH 2040.

ATH 2050. Upper Extremities Assessment (3 credits)

A course in athletic injury evaluation of the major joints of the upper body, head, neck and thorax including location of bony and soft tissues landmarks, special tests, assessment techniques, etc.

ATHL 2050. Upper Extremity Assessment Lab (2 credits)

This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for upper extremity assessment. PREREQ: Enrollment in or credit for ATH 2050.

ATH 2900. Evidence-Based Practice (3 credits)

This course introduces students to the concepts of evidence-based practice, as well as the role of research in the field of athletic training. Acquisition of knowledge and skills in these areas will provide the building blocks necessary for becoming an evidence-based practitioner. PREREQ: Admission to the Athletic Training Program.

ATH 3000. Clinical Education III (3 credits)

This course is the third in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is acute care of injury and illness, clinical examination and diagnosis of the upper extremity injuries, and therapeutic exercise using evidence-based practice. PREREQ: C or better in ATH 2010.

ATH 3010. Clinical Education IV (3 credits)

This course is the fourth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is therapeutic modalities and prevention and health promotion using evidence-based practice. PREREQ: C or better in ATH 3000.

ATH 3040. Therapeutic Modalities (3 credits)

An advanced course designed to cover the physical basis and physiological effects of agents and modalities commonly used in the treatment of athletic injuries; emphasis will be placed on establishing a foundation for selecting a treatment protocol for an injury. PREREQ: Enrollment in or credit for ATHL 3040 and admission to the ATP.

ATHL 3040. Therapeutic Modalities Lab (1 credit)

This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic modalities. PREREQ: Enrollment in or credit for ATH 3040.

ATHL 3050. Therapeutic Exercise Lab (1 credit)

This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic exercise. PREREQ: Enrollment in or credit for ATH 3050.

ATH 3200. Emergency Procedures (3 credits)

Students will learn to recognize and assess the acute injuries and illnesses of the physically active, prevent disease transmission, employ critical thinking skills when

dealing with an emergency situation, and implement the appropriate acute care techniques required of the situation.

ATH 3300. Exercise and Nutrition Prescription (3 credits)

Study of body mass regulation including the understanding of food, digestion, metabolism, and different intervention strategies such as diet and exercise. Students learn assessment and prescription principles and techniques.

ATH 4000. Clinical Education V (4 credits)

This course is the culmination of the clinical education series of courses. It requires the student to use critical thinking and problem solving skills to demonstrate mastery of the clinical integration proficiencies in the five domains of athletic training. The learning focus of this course is psychosocial intervention skills.

PREREQ: C or better in ATH 3010.

ATH 4050. Organization & Administration of Athletic Training (3 credits)

Designed to provide the advanced athletic training student with organizational skills and an understanding of the management and administrative responsibilities of the certified athletic trainer; also to include resource management, facility design and legal considerations.

ATH 4100. General Medical Conditions and Pharmacology I (2 credits)

This course provides the senior athletic training student with a background of the general medical evaluation and an introduction to pharmacokinetics and pharmacodynamics. In addition, students will learn to recognize the common medical conditions of the respiratory system, cardiovascular system, gastrointestinal system, and genitourinary and gynecological systems along with the common medications used to treat those conditions.

ATH 4200. General Medical Conditions and Pharmacology II (2 credits)

This course is a continuation of General Medical Conditions and Pharmacology I. Students will learn to recognize the common medical conditions of the eye, ear, nose, throat, and mouth, neurological system, systemic disorders, infectious diseases, dermatological conditions, musculoskeletal disorders, psychological and substance abuse disorders, and the common medications used to treat those conditions. In addition, working with special populations will be addressed.

PREREQ: C or better in ATH 4100.

~~**ATH4900. Evidence-Based Practice (3 credits)**~~

~~This course introduces students to the concepts of evidence-based practice, as well as the role of research in the field of athletic training. Acquisition of knowledge and skills in these areas will provide the building blocks necessary for becoming an evidence-based practitioner. PREREQ: Admission to the Athletic Training Education Program.~~

ATH 4970. BOC Preparation I (2 credits)

A seminar designed to prepare senior athletic training majors for the entry-level Board of Certification examination. PREREQ: senior standing in Athletic Training ~~Education~~ Program.

ATH 4980. BOC Preparation II (1 credit)

A continuation of ATH 4970 designed to prepare the senior athletic training majors for the entry level Board of Certification examination.

ATHLETIC TRAINING ~~EDUCATION~~ PROGRAM DETAILS

Program Overview

The Athletic Training ~~Education~~ Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). In order to sit for the Board of Certification (BOC) exam, students must graduate from a CAATE-accredited Athletic Training ~~Education~~ Program. Once a student passes the BOC exam and graduates from the CAATE-accredited ATEP, he/she will hold the credential of certified athletic trainer (AT). The ATEP provides the educational and clinical foundation to prepare students to successfully challenge the BOC exam; however, successful completion of the program does not guarantee that a student will pass the BOC exam. The program provides students with the knowledge and skills necessary to work with all aspects of injury, illness, and performance associated with physically active populations.

Students apply for acceptance into the ATEP during the fall of their sophomore year. Once accepted into the program, students begin the professional phase of the program. Students are required to be in the professional phase of the program for a minimum of five semesters. Because the program is structured with required courses only offered in certain semesters and each semester's content builds on the previous semester(s), students must progress through the program following the designated sequence.

Each semester students take a clinical education course which includes clinical rotations either on- or off-campus. During the first semester in the program students will complete three five-week rotations. In the remaining four semesters, students are assigned to rotations for a sport season in addition to completing rotations in a physical therapy clinic and physician office. Rotations are assigned to ensure that each student is exposed to a variety of pathologies and populations (i.e., upper extremity injuries, lower extremity injuries, equipment intensive sports, contact, non-contact sports, adolescents, general population, etc.).

Many students elect to pursue graduate studies after graduation from the program. It is recommended that students wishing to pursue graduate studies maintain a 3.5 QPA or higher. Students are responsible for determining what prerequisites are needed for a given graduate program and should understand that those courses would be considered university-wide electives. Furthermore, elective courses/labs cannot conflict with required clinical rotations or courses. As a result, an additional semester(s) and/or summer school may be needed to complete electives after completion of the ATEP.

ATEP Mission Statement

It is the mission of the Athletic Training ~~Education~~ Program (ATEP) at The University of North Carolina at Pembroke to develop competent entry-level athletic trainers capable of addressing the health-care needs of the physically active in a global society. Our distinctly diverse student body and multi-ethnic region prepare our graduates to provide quality healthcare to diverse populations in many different healthcare settings.

The UNCP ATEP faculty strives to integrate technology in the classroom to encourage active student learning, critical and creative thinking, and public service. The faculty is committed to personalized teaching in order to promote the intellectual and personal growth of each student. Our small class size allows for individualized learning where the incorporation of evidence-based medicine creates a foundation for clinical practice. Spacious modern facilities, unlike any other in the region, provide the clinical setting for student skill development and patient interaction.

This exposure to evidence-based medicine concepts will provide students with the tools needed to become evidence-based practitioners who value research and possess the ability to think critically. The foundational behaviors of the athletic trainer create a framework for the comprehensive competency-based didactic and clinical education components of the program. The mission of the ATEP is aligned with the overall mission of The University of North Carolina at Pembroke.

Student Learning Outcomes and Objectives

1. Students will model ethical and professional behavior in the delivery of health care services.
 - 1.1 Abide by the Standards of Practice established by the Board of Certification.
 - 1.2 Abide by all State laws governing the practice of athletic training.
 - 1.3 Abide by the NATA Code of Ethics.
 - 1.4 Provide culturally competent athletic training care
 - 1.5 Understand how athletic training principles are applied in a variety of clinical environments with diverse patient populations

2. Students will demonstrate the ability to communicate effectively with patients, peers, athletic staff, and other health care providers.
 - 2.1 Demonstrate effective and professional oral communication.
 - 2.2 Demonstrate effective and professional written communication.
 - 2.3 Incorporate the correct use of medical terminology in all forms of communication.

3. Students will demonstrate active professional development and involvement through membership in professional organizations and foster an appreciation for life-long learning.
 - 3.1 Actively participate in the UNCP ATSA.
 - 3.2 Maintain membership to the NATA, MAATA and NCATA.

- 3.3 Attend professional development opportunities.
4. Students will provide patient-centered care that is rooted in ethical behavior and evidence-based decision making.
 - 4.1 Develop relevant clinical questions using accepted methods (ie PICO). (Classroom)
 - 4.2 Understand levels of evidence with regard to study types, clinical practice guidelines and critically appraised topics. (Classroom)
 - 4.3 Successfully locate and critically appraise a variety of healthcare related literature from appropriate electronic databases and online libraries. (Classroom)
 - 4.4 Understand methods of assessing patient status and progress with clinical outcomes assessments. (Classroom)
 - 4.5 Utilize current evidence based concepts in all aspects of patient care. (Clinical Education)
 - 4.6 Incorporate patient-centered outcome measures to evaluate the quality of care provided. (Clinical Education)
 5. Students will demonstrate problem-solving and critical thinking skills in providing the best possible care.
 - 5.1 Integrate knowledge, skills and decision making with regard to prevention and health promotion (CIP 1-3).
 - 5.2 Integrate knowledge, skills and decision making with regard to clinical assessment and diagnosis/acute care/therapeutic intervention (CIP 4-6).
 - 5.3 Integrate knowledge, skills and decision making with regard to psychosocial interventions and referrals (CIP 7-8).
 6. Students will demonstrate competence in the athletic training skills and knowledge required to manage the health care needs of the physically active population.
 - 6.1 Demonstrate proficiency in wound care, vital signs assessment, environmental monitoring, and taping/bracing/wrapping techniques through the completion of established clinical proficiencies.
 - 6.2 Demonstrate proficiency in the clinical examination and diagnosis of lower extremity injuries through the completion of established clinical proficiencies.
 - 6.3 Demonstrate proficiency in the clinical examination and diagnosis of upper extremity injuries and therapeutic exercise through the completion of established clinical proficiencies.
 - 6.4 Demonstrate proficiency in prevention and health promotion and the application of therapeutic modalities through the completion of established clinical proficiencies.

Admission Requirements

Admission to the ATP is competitive and the number of applicants accepted and enrolled into the Athletic Training Education Program is limited and is based on

the applicants predicted ability to succeed in the strenuous professional program. The admission process is non-discriminatory with respect to race, color, creed, gender, sexual orientation, age, disabling conditions (handicaps), and national origin. Depending on the number of applicants, it is possible that not all applicants who meet the minimum requirements will be admitted. Consistent with university policy, the ATEP offers admission to applicants whose credentials present the best qualifications among those who meet the minimum requirements.

Students who meet the minimum requirements may apply for acceptance to the ATEP in the fall of their sophomore year. Transfer students should contact the Program Director as soon as possible prior to transferring for information on the application process. Applicants must meet the following minimum academic requirements as well as submit a completed Athletic Training Education Program application packet:

1. Cumulative QPA of 2.8 or higher in all college course work;
2. Successful completion (C or better) of the following pre-requisite courses:
 - **Biology BIO 1000 OR 1030**
 - **ENG 1050**
 - **ENG 1060**
 - PED 3490 Anatomy and Physiology
 - MAT 1070 College Algebra
 - **MAT 2100 Introduction to Statistics**
 - ATH 1040 Introduction to Athletic Training • HLTH 1060 Safety and First Aid • PED 2060 Nutrition • PED 3480 Kinesiology • PED 4120 Exercise Physiology
3. Completion of a formal letter of application addressed to Mrs. Susan Edkins, Program Director. Applicants should indicate their reasons for applying to the ATEP and include a statement of their career goals upon completion of the B.S. in Athletic Training degree;
4. Completion of the ATEP Application available from the Program Director;
5. Signed copy of the Technical Standards (available on the website at www.uncp.edu/hper/training);
6. Physical examination to be completed at Student Health Services (form available from the Program Director);
7. Verification of Immunizations to be completed by Student Health Services;
8. Completed Academic **Recommendation** and Clinical **Evaluation Recommendation** forms;
9. A formal interview with the Athletic Training Admissions Committee;
10. Completion of a minimum of 50 hours of clinical observation and the Pre-Professional Observation **assignments Packet** with a certified athletic trainer **on campus (documentation form available from the Program Director)**.

Satisfactory Progression Policy

The following requirements must be met in order to progress in the Athletic Training (AT) Program:

1. Achieve a grade of C or higher in each required course (ATH, ATHL, PED) in order to proceed to the next semester of required courses.
 - a. Failure to earn a C or higher in a required course will result in suspension from the AT Program until the course is repeated.
 - b. Failure to earn a C or higher in more than one required course (ATH, ATHL, PED) in a given semester will result in automatic dismissal from the AT Program.
 - c. Only one required course (ATH, ATHL, PED) may be repeated one time during progression in the AT Program.
 - d. Failure to earn a C or higher when repeating a required course (ATH, ATHL, PED) will result in dismissal from the AT Program.
2. Maintain current CPR for the Professional Rescuer, NATA membership, and professional liability insurance while enrolled in the AT Program.
3. Adhere to all policies of the University, the Athletic Training Program and the CAATE.

~~In order to remain in the professional phase of the ATEP, students are required to earn a C or better in all ATH, ATHL, and PED courses. Failure to earn a C or higher in a course will result in the student having to repeat the course at the next available offering.~~

~~Based on the sequential course of study, students will be suspended from the ATEP until the deficient course is successfully completed in the following circumstances:~~

- ~~• Failure to earn a C or higher in an ATHL course (2040, 2050, 3040, 3050)~~
- ~~• Failure to earn a C or higher in a Clinical Education course (ATH 2000, 2010, 3000, 3010, or 4000)~~
- ~~• Failure to earn a C or higher in ATH 4900~~

~~Students will be dismissed from the ATEP (and not permitted to major in Athletic Training) in the following circumstances:~~

- ~~• Failure to earn a C or higher in more than one ATH course in one semester~~
- ~~• Failure to earn a C or higher when repeating an ATH, ATHL, or PED course~~
- ~~• Being placed on probation from the ATEP in two consecutive semesters~~

~~In addition to the coursework, students are required to maintain the following items each year~~

~~in order to remain in the professional phase of the ATEP:~~

- ~~• Current certification in CPR for the Professional Rescuer~~
- ~~• NATA Membership~~
- ~~• Professional Liability Insurance~~

Transfer Students

Transfer students will be allowed to formally apply to the program the semester before entering the University. It is the student's responsibility to contact the ATEP Program Director and obtain the necessary forms/documents to complete the application process. Each student will be expected to complete the same requirements as the prospective UNC Pembroke ATEP students. After formal acceptance into the program, the transfer student will be allowed to enroll immediately in clinical and professional courses and to begin supervised clinical assignments. Any clinical work completed by the transfer student before acceptance into UNCP's ATEP will not be accepted towards course substitution in regards to clinical rotations. Students are not permitted to receive transfer credit for ATH courses other than ATH 1040.

Associated Program Fees

The student is responsible for the following additional costs associated with the Athletic Training Education Program: professional liability insurance; transportation to off-campus rotation sites; uniform items; NATA Membership; UNC Pembroke Athletic Training Student Association dues; **costs associated with taking the Board of Certification exam**; and any additional costs associated with moving into campus housing early during pre-season clinical rotations. The ATEP provides students with the other necessary supplies.

Technical Standards for the Athletic Training Education Program

The Athletic Training Education Program at the University of North Carolina at Pembroke is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer as well as CAATE standards. All students admitted to the ATEP must meet the abilities and expectations outlined below. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection must demonstrate:

1. The ability to assimilate, analyze, synthesize, integrate concepts and problem-solve to
formulate assessment and therapeutic judgments and to be able to distinguish deviations
from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to
perform appropriate physical exams using accepted techniques, and accurately, safely, and

efficiently use equipment and materials during the assessment and treatment of patients;

3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
4. The ability to record physical exam results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well, during periods of high stress;
6. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection into the program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The University of North Carolina at Pembroke is committed to providing an accessible and supportive environment for students with disabilities. ~~Disability Support Services~~ [The Accessibility Resource Center](#) will evaluate a student who states he/she could meet the program's technical standards with accommodations and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all coursework, clinical education, and clinical experiences deemed essential to graduation.

ATH 2900 Evidence Based Practice (Writing Enhanced)

Instructor: Beverly Justice

Office: 1225, ATR

Phone: 910 521-6273

Email: Beverly.justice@uncp.edu

Office Hours: 9:30 – 10:45am TR and 2:00-3:00pm MW

Course Description: In this course, the student will be introduced to the basic knowledge and skills related to Evidence-Based Practice (EBP). While EBP

implementation for the student will not occur until later semesters in the program, the role of EBP in athletic training will be introduced. The importance of using EBP concepts and principles to improve patient outcomes is being emphasized throughout the health care system. Among the skills learned will be a systematic approach to ask and answer clinically relevant questions that affect patient care by using review and application of existing research evidence. Specifically, a five-step approach will be learned: 1) creating a clinically relevant question; 2) searching for the best evidence; 3) critically analyzing the evidence; 4) integrating the appraisal with personal clinical expertise and patients' preferences; and 5) evaluating the performance or outcomes of the actions.

Required Text: Evidence-Based Rehabilitation. 3rd Edition. Law and MacDermid. Slack Books.

ISBN 1-61711-021-3

Course Objectives:

1. Demonstrate understanding of written research in Athletic Training and related fields, including purpose for and interpretation of research.
2. Define evidence-based practice as it relates to athletic training clinical practice (EBP-1).
3. Explain the role of evidence in the clinical decision making process (EBP-2).
4. Describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence (EBP-3).
5. Describe a systematic approach (eg, five step approach) to create and answer a clinical question through review and application of existing research (EBP-4).
6. Develop a relevant clinical question using a pre-defined question format (eg, PICO = Patients, Intervention, Comparison, Outcomes) (EBP-5).
7. Demonstrate skill in assessing, evaluating, and utilizing information from research and literature resources including databases and online critical appraisal libraries that can be used for conducting clinically-relevant searches (EBP-6).
8. Conduct a literature search using a clinical question relevant to athletic training practice using search techniques and resources appropriate for a specific clinical question (EBP-7).
9. Describe the difference between narrative reviews, systematic reviews, and meta-analyses (EBP-8).
10. Use standard criteria or developed scales to critically appraise the structure, rigor and overall quality of research studies in writing (EBP-9).
11. Demonstrate skill in critiquing scholarly works, including published research, self-appraisal and review of peer work.
12. Acquire a confident disposition towards research and scholarly writing that results in appropriate use of vocabulary, format, and documentation appropriate to research associated with healthcare.
13. Explain the theoretical foundation of clinical outcomes assessment (eg, disablement, health-related quality of life) and describe common methods of outcomes assessment in athletic training clinical practice (generic, disease-

- specific, region-specific, and dimension-specific outcomes instruments) (EBP-11).
14. Describe the types of outcomes measures for clinical practice (patient-based and clinician-based) as well as types of evidence that are gathered through outcomes assessment (patient-oriented evidence versus disease-oriented evidence). (EBP-12)
 15. Understand the methods of assessing patient status, progress, and change using psychometrically sound outcome instruments. (EBP-13)
 16. Identify and describe the measures used to monitor injury prevention strategies (eg, injury rates and risk, relative risks, odds ratios, risk differences, numbers needed to treat/harm). (PHP-2)
 17. Explain how the effectiveness of a prevention strategy can be assessed using clinical outcomes, surveillance, or evaluation data. (PHP-4)

Writing Enhanced Objectives:

1. Adopt appropriate voice, tone and level of formality with attention to appropriate audience. Exhibit skills in style and fluency, including voice and vocabulary appropriate to audience, discipline and task.
2. Understand a writing assignment as a series of tasks, involving finding, analyzing, evaluating, and synthesizing appropriate primary/secondary sources.
3. Exhibit ability to access, evaluate, and utilize information from a variety of sources and media.
4. Constructively develop their own ideas in relation to those of others.
5. Exhibit critical thinking by applying principles and strategies of analysis and argumentation.
6. Learn the interrelationships among critical thinking, critical reading, and writing in the relevant discipline.
7. Exhibit ability to synthesize research in writing appropriate to the discipline.
8. Learn to critique their own and others' work (according to the discipline).
9. Appropriately document their work. Students will demonstrate the ability to incorporate research appropriately and to cite sources accurately.
10. Appropriately use specialized vocabulary, format, and documentation in the relevant discipline. Use syntax, terminology, and technical language appropriate to the selected discipline's overall style.
11. Write in the forms and genres of writing required by the discipline (i.e., conference papers and research articles).
12. Exhibit confidence in the emerging writing skills and cognitive abilities needed to communicate in the disciplines.
13. Exhibit less apprehension about scholarly writing.

Course Requirements:

Regular attendance
Satisfactory completion of assignments
Satisfactory quiz scores
Satisfactory test scores
Satisfactory cumulative written final exam score

Elements of Evaluation:

Quizzes (announced and unannounced)
Written tests
Assignments
Cumulative written final exam

Grading:

Quizzes		10%
Written tests (3-4)	30%	
Assignments/projects		35%
Cumulative Written Final Exam		25%

***The instructor reserves the right to make changes to course content and grading if deemed necessary. Students will be informed of any changes in a timely manner.**

Assignments (incomplete list):

EBP Tutorial
Concept Map EBP
Critical appraisals/Peer Review (3)
AMA Citations
Annotated Bibliography

Expectations of the Student

It is my hope that you appreciate the privilege of being enrolled in this course, in this ATP, and in this university. If so, you will demonstrate the characteristics of a good course citizen. Should you lack the appreciation for the privilege you have to be here, know that you are still expected to demonstrate the characteristics of a good course citizen.

A good course citizen...Feels pride of membership on a team of learners

...Assumes responsibility for his/her own learning

...Questions and analyzes information and ideas

...Contributes to learning of classmates by respectful

collaborative

behavior

...Shows enthusiasm and interest in course material

...Seeks opportunities for learning beyond course requirements

...Applies learning throughout/within course and among all courses

Inappropriate Classroom Behavior

- 🍏 Disruptive (arriving late, leaving early, eating, drinking, conducting side conversations, complaining, use of cell phones, etc.)
- 🍏 Aggressive (defiant, menacing, harassing, intimidating, etc.)
- 🍏 Bullying

- ☛ Immature (overly emotional, making inappropriate comments, not being prepared, etc.)
- ☛ Apathetic (putting head on desk, checking/sending texts, staring at wall, seeming disinterested, etc.)
- ☛ Lack of preparation (not having book, writing utensils, paper, inappropriate dress, etc.)

Religious Holiday Policy Statement

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 Statement

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link:
<http://www.uncp.edu/arc>

Alternative Format Statement (required on all university publications, including syllabi)

This publication is available in alternative formats upon request. Please contact the

Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

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.

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>.

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.

Departmental Grading Scale:

94-100 A	80-82 B-	67-69 D+
90-93 A-	77-79 C+	63-66 D
87-89 B	73-76 C	60-62 D-
83-86 B	70-72 C-	0-59 F

[Return to Agenda](#)

Appendix E

8. Proposals from the Bachelor of Interdisciplinary Studies Program (see pp. 21-40 for proposal detail)

8.1 Program Proposal: revise requirements for B.I.S. in Applied Professional Studies, including adjustments to core courses, Economic Development track, Financial Administration track, and Office Administration track, and the creation of a General track

1. Minor changes in the descriptive opening paragraph wording for the BIS in Applied Professional Studies to reflect curriculum changes referenced below.
2. ADD SOC 1020 Introduction to Sociology as a specified General Education Requirement to the BIS Major in Applied Professional Studies and DELETE ECN 1000 Economics of Social Issues, ENG 1050 Composition I, ENG 1060 Composition II, PED 1010 Wellness and Fitness, and PLS 1010 Introduction to American National Government as specified General Education Requirements from the BIS Major in Applied Professional Studies.
3. ADD MGT 3030 Business Communication as an optional required class and SOC 3000 Sociological Writing/Rhetoric as a required class to the Core Requirements of the BIS Major in Applied Professional Studies. DELETE the optional class list specification that reads “And 6 additional hours from the following” from the Core Requirements of the BIS Major in Applied Professional Studies. Remove MGT 3090 Organizational Leadership entirely from the Core Requirements of the BIS Major in Applied Professional Studies and leave MGT 3060 Organizational Management, MKT 3120 Principles of Marketing, and SOC 4250 Organizations in Society as non-optional, required classes in the Core Requirements of the BIS Major in Applied Professional Studies.
4. ADD a General Track to the BIS Major in Applied Professional Studies (see Catalog Entry for a complete description of the General Track in Applied Professional Studies).
5. ADD ECN 3010 Managerial Economics to and DELETE ECN 3300 Public Finance and ECN/FIN 3500 Survey of Ethics in Economics and Finance from the Economic Development Track of the BIS Major in Applied Professional Studies.
6. ADD FIN 4180 Investment Analysis and Portfolio Management to and DELETE FIN 3050 Risk Management from the Financial Administration Track of the BIS Major in Applied Professional Studies.
7. DELETE the entire Health Promotion Track from the BIS Major in Applied Professional Studies.
8. ADD MCM 2400 Writing for the Media and DELETE the parenthetical phrase that reads “(or MGT 4080 Human Resource Management),” PRE 2200 Introduction to Public Relations, and PRE 3500 Organizational Communications from the list of required classes under the Office Administration Track of the BIS in Applied Professional Studies. INCREASE

the credit hours for the optional class list specification from 3 to 6. ADD MGT 4080 Human Resource Management, PRE 2200 Introduction to Public Relations, and PRE 3500 Organizational Communications to the optional class list for the Office Administration Track of the BIS Major in Applied Professional Studies.

9. REDUCE the number of Electives in the BIS Major in Applied Professional Studies from ten (10) to seven (7).

Rationale:

- A.1: Minor changes in the descriptive opening paragraph wording necessary to reflect curriculum changes within the specific BIS Major.
- A.2: DELETIONS to the specified General Education course lists reduce redundancy where deleted courses are clearly listed as requirements for graduation elsewhere in the catalog. ADDITIONS reflect changes in pre-requisites for higher level classes within the specified BIS Major or Track necessary because of the addition of classes to the Major or Track or because of pre-requisite changes made to an already included class by its originating department.
- A.3: CORE classes have been either ADDED or DELETED in order to recognize curriculum and graduation requirement changes made by UNCP Academic Departments, Faculty Senate, and Administration and improve the ability of students to complete their undergraduate education in a more timely fashion. Specifically, courses that are less likely to meet existing Writing Intensive Program Requirement, offered less often, or offered less frequently online have been replaced by courses that are more likely to help the student complete their undergraduate degree in a timely manner by either fitting the Writing Intensive Program Requirement, being offered with greater frequency, or being offered more frequently online.
- A.4: The addition of a General Track provides the student pursuing the BIS Major in Applied Professional Studies the ability to craft a specialization (Track) from a list of specified classes that will best fit their educational aspirations. This approach has worked well in the BIS Major in Public and Non-Profit Administration and have attracted many students to that degree option.
- A.5, A.6, and A.8: Classes have been either ADDED or DELETED in order to recognize curriculum changes made by UNCP Academic Departments and improve the ability of students to complete their undergraduate education in a more timely fashion. Specifically, courses that are less likely to meet existing Writing Intensive Program Requirement, offered less often, or offered less frequently online have been replaced by courses that are more likely to help the student complete their undergraduate degree in a timely manner by either fitting the Writing Intensive Program Requirement, being offered with greater frequency, or being offered more frequently online.
- A.7: The Health Promotion Track within the BIS Major in Applied Professional Studies has not been chosen as options since being originally placed in the

Catalog. So, we are proposing the deletion of this Track because of the lack of student interest/demand.

A.9: ELECTIVES are being adjusted to maintain the TOTAL number of credit hours to complete this Major at 120.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how:

Sociology and Criminal Justice - Added Classes to BIS Major in Applied Professional Studies

Economics and Decision Sciences -- Added Classes to BIS Major in Applied Professional Studies

Mass Communication - Added Class to BIS in Applied Professional Studies General and Office

Administration Tracks

Management, Marketing and International Business– Added Classes to BIS Major in Applied

Professional Studies

Accounting and Finance– Added Classes in BIS Major in Applied Professional Studies

Affected Chairs: yes

Cross listing: No

Articulation: No

Creation of New Courses: No

Revisions to Existing Courses: No

Additional Resources: no

Additional Resources required:

Catalog Entries: see pp. 28-39

8.2 Program Proposal: revise requirements for B.I.S. in Applied Information Technology

1. Minor changes in the descriptive opening paragraph wording for the BIS in Applied Information Technology to reflect curriculum changes referenced below.
2. DELETE ENG 1050 Composition I and ENG 1060 Composition II as specified General Education Requirements from the BIS Major in Applied Information Technology.
3. ADD MGT 3030 Business Communication as an optional required class and MGT 3090 Organizational Leadership as a required class to the Core Requirements of the BIS Major in Applied Information Technology. DELETE the ITM 3500 Database Management Systems from the Core Requirements of the BIS Major in Applied Information Technology. Reorganize list under Core Requirements in Applied Information Technology so that courses are in alphanumeric order.

4. CHANGE Track name from “Operations Management” to “Industrial Administration.
5. ADD MGT 4010 Fundamentals of Project Management and SOC 4250 Organizations in Society to and DELETE ITM 4400 Project Management and MGT 4420 Supply Chain Management from the Operations Management Track of the BIS Major in Applied Information Technology

Rationale:

- B.1: Minor changes in the descriptive opening paragraph wording necessary to reflect curriculum changes within the specific BIS Major.
- B.2: DELETIONS to the specified General Education course lists reduce redundancy where deleted courses are clearly listed as requirements for graduation elsewhere in the catalog. ADDITIONS reflect changes in pre-requisites for higher level classes within the specified BIS Major or Track necessary because of the addition of classes to the Major or Track or because of pre-requisite changes made to an already included class by its originating department.
- B.3: CORE classes have been either ADDED or DELETED in order to recognize curriculum and graduation requirement changes made by UNCP Academic Departments, Faculty Senate, and Administration and improve the ability of students to complete their undergraduate education in a more timely fashion. Specifically, courses that are less likely to meet existing Writing Intensive Program Requirement, offered less often, or offered less frequently online have been replaced by courses that are more likely to help the student complete their undergraduate degree in a timely manner by either fitting the Writing Intensive Program Requirement, being offered with greater frequency, or being offered more frequently online.
- B.5: Classes have been either ADDED or DELETED in order to recognize curriculum changes made by UNCP Academic Departments and improve the ability of students to complete their undergraduate education in a more timely fashion. Specifically, courses that are less likely to meet existing Writing Intensive Program Requirement, offered less often, or offered less frequently online have been replaced by courses that are more likely to help the student complete their undergraduate degree in a timely manner by either fitting the Writing Intensive Program Requirement, being offered with greater frequency, or being offered more frequently online.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how:

Management, Marketing and International Business– Added Classes to BIS Major in Applied Information Technology

Affected Chairs: yes

Cross listing: No

Articulation: No

Creation of New Courses: No

Revisions to Existing Courses: No
Additional Resources: no
Additional Resources required:

Catalog Entries: see pp. 28-39

8.3 Program Proposal: revise requirements for B.I.S. in Criminal Justice, including adjustments to the core courses, the Applied Information Technology track, and the Forensics track, and the creation of a Substance Abuse track

1. Minor changes in the descriptive opening paragraph wording for the BIS in Criminal Justice to reflect curriculum changes referenced below.
2. DELETE MAT 1050 Introduction to College Mathematics as a specified General Education Requirement under "*For all Tracks,*" ADD MAT 1070 College Algebra as a specified General Education Requirement under "*For the Forensics Track only,*" and ADD "*For the Applied Information Technology Track only: MAT 1070 College Algebra*" under specified General Education Requirements in the BIS Major in Criminal Justice.
3. ADD CRJ 3010 Criminal Justice Writing/Rhetoric as a required class to and DELETE CRJS 4xxx Special Topics in Criminal Justice from the Core Requirements of the BIS Major in Criminal Justice. CHANGE the phrase "3 additional hours of courses with a CRJ prefix or cross-listed with CRJ" to the phrase "3 additional hours of 4000 level courses with a CRJ prefix or cross-listed with CRJ" under the Core Requirements of the BIS Major in Criminal Justice.
4. ADD DSC 3130 Business Statistics I, DSC 3140 Business Statistics II, and MGT 4010 Fundamentals of Project Management to and DELETE ITM 3500 Database Management Systems, ITM 4400 Project Management, and ITM 4600 Systems Security, Reliability, & Privacy from the Applied Information Technology Track of the BIS Major in Criminal Justice. Reorganize list under Applied Information Technology Track of the BIS Major in Criminal Justice so that courses are in alphanumeric order
5. ADD CHM 2270 Analytical Chemistry, CHM 3210 Biochemistry II, CHM 3240 DNA Analysis Laboratory, and CHM 4200 Forensic Chemistry to and DELETE BIO 3710 Cell Biology, BTEC 3220 Biotechnology I, and MAT 1070 College Algebra from the Forensics Track of the BIS Major in Criminal Justice. ADD BIO 3710 Cell Biology and BTEC 3220 Biotechnology I to and DELETE CHM 2270 Analytical Chemistry from the Additional Recommended Courses list for the Forensics Track of the BIS Major in Criminal Justice.
6. ADD a Substance Abuse Track to the BIS Major in Criminal Justice with 21 hours of courses including: CRJ 2830 Interviewing Skills or CRJ 3610 Social Research; HLTH 3770 Drugs, Society, and Behavior; SOC 3780 Sociology of Drug Use; SOC 3790 Substance Abuse Prevention; SOC 4610 Addiction and Women; and 6 hours chosen from: CRJ 3500 Offender Rehabilitation, CRJ

3670 Social Deviance, SOC 3690 Sociology of Mental Disorders, or SOC 4530 Family Violence.

7. INCREASE the RANGE of TOTAL credits required for the BIS Major in Criminal Justice from 122-127 to 122-128.

Rationale:

- C.1: Minor changes in the descriptive opening paragraph wording necessary to reflect curriculum changes within the specific BIS Major
- C.2: DELETIONS to the specified General Education course lists reduce redundancy where deleted courses are clearly listed as requirements for graduation elsewhere in the catalog. ADDITIONS reflect changes in pre-requisites for higher level classes within the specified BIS Major or Track necessary because of the addition of classes to the Major or Track or because of pre-requisite changes made to an already included class by its originating department.
- C.3: CORE classes have been either ADDED or DELETED in order to recognize curriculum and graduation requirement changes made by UNCP Academic Departments, Faculty Senate, and Administration and improve the ability of students to complete their undergraduate education in a more timely fashion. Specifically, courses that are less likely to meet existing Writing Intensive Program Requirement, offered less often, or offered less frequently online have been replaced by courses that are more likely to help the student complete their undergraduate degree in a timely manner by either fitting the Writing Intensive Program Requirement, being offered with greater frequency, or being offered more frequently online.
- C.4 and C.5: Classes in these two Tracks have been either ADDED or DELETED in order to recognize curriculum changes made by UNCP Academic Departments and improve the ability of students to complete their undergraduate education in a more timely fashion. Specifically, courses that are less likely to meet existing Writing Intensive Program Requirement, offered less often, or offered less frequently online have been replaced by courses that are more likely to help the student complete their undergraduate degree in a timely manner by either fitting the Writing Intensive Program Requirement, being offered with greater frequency, or being offered more frequently online.
- C.6: TRACKS proposed to be added in response to perceived demand. The new track in Substance Abuse proposed in both the BIS in Criminal Justice and Public and Non-Profit Administration responds to a need for professionals entering these fields to have a greater understanding of the issues connected with substance use and abuse by members of the communities which they serve.
- C.7: The RANGE of the TOTAL number of credits required for the BIS Major in Criminal Justice has been increased by one (1) credits because of the change in the total number of credits necessary to complete the Track in Forensics.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how:

Sociology and Criminal Justice - Added Classes to BIS Major in Criminal Justice

Chemistry and Physics – Added Classes to BIS in Criminal Justice Forensics Track

Health, Physical Education, and Recreation – Added Class to BIS in Criminal Justice Substance Abuse Track

Management, Marketing and International Business– Added Classes to BIS Major in Criminal Justice

Affected Chairs: yes

Cross listing: No

Articulation: No

Creation of New Courses: No

Revisions to Existing Courses: No

Additional Resources: no

Additional Resources required:

Catalog Entries: see pp. 28-39

8.4 Program Proposal: DELETE ENG 1050 Composition I and ENG 1060 Composition II as specified General Education Requirements from the BIS Major in Hospitality.

Rationale: DELETIONS to the specified General Education course lists reduce redundancy where deleted courses are clearly listed as requirements for graduation elsewhere in the catalog. ADDITIONS reflect changes in pre-requisites for higher level classes within the specified BIS Major or Track necessary because of the addition of classes to the Major or Track or because of pre-requisite changes made to an already included class by its originating department.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chairs:

Cross listing: No

Articulation: No

Creation of New Courses: No

Revisions to Existing Courses: No

Additional Resources: no

Additional Resources required:

Catalog Entries: see pp. 28-39

8.5 Program Proposal: revise requirements for B.I.S. in Public and Non-Profit Administration, including adjustments to core courses and the Public Management track, the creation of a Substance Abuse track, and the deletion of the Communications and Spanish tracks

1. Minor changes in the descriptive opening paragraph wording for the BIS in Public and Non-Profit Administration to reflect curriculum changes referenced below.
2. ADD ECN 1000 Economics of Social Issues and ECN 2030 Principles of Macroeconomics optional specified General Education Requirements under "*For all Tracks,*" ADD "*For the Public Management Track only:* PLS 1010 American National Government," and MOVE the parenthetical about "Students interested in the Spanish Track or taking Spanish Courses..." from bottom of General Education List to the bottom of the GENERAL TRACK course list for the BIS in Public and Non-Profit Administration (DELETE the words "the Spanish Track or" from the repositioned parenthetical.
3. ADD SOC 3000 Sociological Writing/Rhetoric and CRJ 3010 Criminal Justice Writing/Rhetoric as a pair of interchangeable requirements and DELETE the parenthetical statement under the Core Requirements of Requirements in the BIS Major in Public and Non-Profit Administration.
4. ADD ACC, BLAW and MKT to the list of Business Course prefixes included in parenthetical alluding to restrictions applied to the General Track of the BIS Major in Public and Non-Profit Administration.
5. ADD BLAW 2150 Legal Environment of Business; HLTH 3770 Drugs, Society, and Behavior; MCM 2400 [Writing for the Media](#); SOC 3610 Social Research; SOC 3780 Sociology of Drug Use; SOC 4610 Addiction and Women to and DELETE SWK 3830 Child Welfare Services from the list of classes under the General Track of the BIS Major in Public and Non-Profit Administration.
6. DELETE the entire Communications Track from the BIS Major in Public and Non-Profit Administration.
7. ADD PAD 3440 Intro to Budgeting and Financial Management and PAD 2330 Introduction to Public Administration Methodology as optional courses and PAD 2100 Introduction to Public Administration as required course in the Public Management Track of the BIS Major in Public and Non-Profit Administration. DELETE PLS 1010 Introduction to American National Government from the Public Management Track in the BIS Major in Public and Non-Profit Administration.
8. ADD a Substance Abuse Track to the BIS Major in Public and Non-Profit Administration with 18 hours of courses including: CRJ 2830 Interviewing Skills or CRJ 3610 Social Research; HLTH 3770 Drugs, Society, and Behavior; SOC 3780 Sociology of Drug Use; SOC 3790 Substance Abuse Prevention; SOC 4610 Addiction and Women; and 3 hours chosen from: CRJ 3500 Offender Rehabilitation, CRJ 3670 Social Deviance, SOC 3690 Sociology of Mental Disorders, or SOC 4530 Family Violence.

9. DELETE the entire Spanish Track from the BIS Major in Public and Non-Profit Administration.
10. CHANGE the range of ELECTIVE credits from 4-7 to 3-6 required for the BIS Major in Public and Non-Profit Administration.
11. INCREASE the TOTAL credits required for the BIS Major in Public and Non-Profit Administration from 120 to 122.

Rationale:

- E.1: Minor changes in the descriptive opening paragraph wording necessary to reflect curriculum changes within the specific BIS Major.
- E.2: DELETIONS to the specified General Education course lists reduce redundancy where deleted courses are clearly listed as requirements for graduation elsewhere in the catalog. ADDITIONS reflect changes in pre-requisites for higher level classes within the specified BIS Major or Track necessary because of the addition of classes to the Major or Track or because of pre-requisite changes made to an already included class by its originating department.
- E.3: CORE classes have been either ADDED or DELETED in order to recognize curriculum and graduation requirement changes made by UNCP Academic Departments, Faculty Senate, and Administration and improve the ability of students to complete their undergraduate education in a more timely fashion. Specifically, courses that are less likely to meet existing Writing Intensive Program Requirement, offered less often, or offered less frequently online have been replaced by courses that are more likely to help the student complete their undergraduate degree in a timely manner by either fitting the Writing Intensive Program Requirement, being offered with greater frequency, or being offered more frequently online.
- E.4: Minor change in the wording necessary to clarify a pre-existing restriction to the General Track in the BIS Major in Public and Non-Profit Administration.
- E.5 and E.7: Classes in these Tracks have been either ADDED or DELETED in order to recognize curriculum changes made by UNCP Academic Departments and improve the ability of students to complete their undergraduate education in a more timely fashion. Specifically, courses that are less likely to meet existing Writing Intensive Program Requirement, offered less often, or offered less frequently online have been replaced by courses that are more likely to help the student complete their undergraduate degree in a timely manner by either fitting the Writing Intensive Program Requirement, being offered with greater frequency, or being offered more frequently online.
- E.6 and E.9: The Health Promotion Track within the BIS Major in Applied Professional Studies and the Communications and Spanish Tracks have not been chosen as options since being originally placed in the Catalog. So, we are proposing the deletion of these Tracks because of the lack of student interest/demand

- E.8: TRACKS proposed to be added in response to perceived demand. The new track in Substance Abuse proposed in both the BIS in Criminal Justice and Public and Non-Profit Administration responds to a need for professionals entering these fields to have a greater understanding of the issues connected with substance use and abuse by members of the communities which they serve.
- E.10: ELECTIVES are being adjusted to keep from adding more credits to the TOTAL number of credit hours to complete the major.
- E.11: The TOTAL number of credit hours required for the BIS Major in Public and Non-Profit Administration increased because of the increase in Core Requirement Credits, adding a Writing Intensive Program Writing in the Discipline Class.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how:

Sociology and Criminal Justice - Added Classes to BIS Major in Public and Non-Profit Administration

Economics and Decision Sciences -- Added Classes to BIS Major in Public and Non-Profit Administration

Health, Physical Education, and Recreation – Added Class to BIS in Public and Non-Profit Administration General and Substance Abuse Tracks

Mass Communication - Added Class to BIS in Public and Non-Profit Administration General Track

Management, Marketing and International Business– Added Classes to BIS Major in Public and Non-Profit Administration

Political Science and Public Administration- Added Classes to BIS Major in Public and Non-Profit Administration

Accounting and Finance– Added Classes in BIS Major in Public and Non-Profit Administration

Affected Chairs: yes

Cross listing: No

Articulation: No

Creation of New Courses: No

Revisions to Existing Courses: No

Additional Resources: no

Additional Resources required:

Proposal 8.1-8.5 passed: 10 for, 0 against, 0 abstain; 8.1-8.5 will go to the Academic Affairs committee for their consideration and then, if approved, to Faculty Senate.

Attachment: Catalog Entry

Bachelor of Interdisciplinary Studies Program

Director: James W. Robinson

Associate Director: Victor Bahhouth

INTERDISCIPLINARY STUDIES COUNCIL

Mark Canada Kevin S. Freeman Jessica Godsey Jamie Litty
Edwin "Cliff" Mensah ~~John Parnell~~ ~~Jeremy Sellers~~ John E.
Spillan
Charles Tita Scott Turner

The Bachelor of Interdisciplinary Studies (BIS) program is exclusively designed for learners with at least two years of transferable credit from institutions other than UNCP, who hold either Associate in Applied Arts or Associate in Applied Science degrees. The program serves adult students, in particular, who seek a broad, more flexible degree program to help them to advance or become more established in their careers or to improve their understanding of the world around them.

The BIS is intended for a set of diverse students who bring to the university many academic, personal, and work-related experiences. They may choose the BIS program because (1) they are aware that they are more employable in many occupations with the degree, (2) that learning in the arts and sciences and in a field of specialization leads to understanding and empowerment, and (3) they review their personal plans and recognize that they can effectively meet their most important goals for a bachelor's degree through the BIS.

BIS Completion Requirements

The Bachelor of Interdisciplinary Studies degree requires that a student:

1. Hold an Associate in Applied Arts or an Associate in Applied Science degree from a two year institution upon program admission.
2. Meet The University of North Carolina at Pembroke's general education core requirements.
3. Complete a course of study in a specific Interdisciplinary Studies Major with an earned average grade point of 2.0 or better for the courses taken. At least 25 per cent of the total credit requirements for any particular Interdisciplinary Studies Major must be taken from one or more Academic Departments at The University of North Carolina at Pembroke (UNCP). Only 60 credit hours may be transferred from two-year institutions (including 30 hours credit awarded for completion of Applied Associate degree from such institution). The number of credit hours permitted from any department, school, or college of UNCP will be restricted by discipline specific accreditation standards.
4. Transfer or take a balance of elective or support courses to meet the total credit requirements of any particular Interdisciplinary Studies Major.
5. Complete all other requirements for baccalaureate graduation at The University of North Carolina at Pembroke.
6. Two thirds of all Major and Track courses taken toward the BIS degree must be from UNCP.
7. College credit in lieu of lifelong learning/experiential learning will not be granted.

B.I.S. IN APPLIED PROFESSIONAL STUDIES

The Bachelor of Interdisciplinary Studies in Applied Professional Studies prepares graduates with core competencies necessary for successful careers in for-profit business. Combined with solid training in communication and writing skills, these competencies include basic understandings of economics, finance, statistics, decision sciences, management, and marketing. Beyond these core competencies, students **may craft a specialization to fit their future career goals or choose to receive training in one of ~~six~~ five areas of specialization: Advertising, Allied Health Leadership, Economic Development, Financial Administration, ~~Health Promotion~~, or Office Administration.**

Similar to other majors within the Bachelor of Interdisciplinary Studies Degree program, the BIS in Applied Professional Studies is intended for those interested in obtaining a highly relevant and practical degree that provides advancement opportunities in their current employment, and for those who are starting or interested in changing their professional careers. The program of study for the BIS in Applied Professional Studies consists of five components: General Education Requirements (44 hours); Core Requirements (~~21~~–24 hours), Track Requirements (15 hours), 30 hours upon verification of the student's holding an Applied Associate Degree, and Electives (~~10~~–7 hours).

Requirements for a Bachelor of Interdisciplinary Studies Degree:
Sem. Hrs.

Major in Applied Professional Studies

General Education Requirements, including:

44

~~ECN 1000 Economics of Social Issues~~

ECN 2030 Principles of Macroeconomics

~~ENG 1050 Composition I~~

~~ENG 1060 Composition II~~

MAT 1070 College Algebra

MAT 2100 Statistics I

SOC 1020 Introduction to Sociology

~~PED 1010 Wellness and Fitness~~

~~PLS 1010 Introduction to American National Government~~

Core Requirements:

21–24

DSC 2090 Spreadsheet and Database Management

ECN 2020 Principles of Microeconomics

ENG 3580 Professional Writing **or** MGT 3030 Business Communication

FIN 2400 Foundations of Finance

~~FIN 3000 Finance for Small and Entrepreneurial Businesses~~

~~And 6 additional hours from the following:~~

MGT 3060 Organization & Management

~~MGT 3090 Organizational Leadership~~

MKT 3120 Principles of Marketing

SOC 3000 Sociological Writing/Rhetoric

SOC 4250 Organizations in Society

Tracks (Choose one of the six tracks below):

15

General: (15 hours from the following list of courses without other specific Track; at least 9 hrs must be at the 3000-4000 level. Only 12 hours taken from this list may be courses that have ACC, BLAW, ECN, FIN, MGT, or MKT prefixes. No more than 6 of the 15 hours may come from any single academic discipline.)

ACC 2270 Financial Accounting
ACC 2280 Managerial Accounting
BLAW 2150 Business Law and Ethics
BUS 2000 Introduction to Business
ECN 3010* Managerial Economics
ECN 3070 Internet Economics
ECN 3080 Environmental Economics
ECN 3300* Public Finance
ECN 3500 Survey of Ethics in Economics and Finance
ECN 3740 Health Economics
ECN 4020 Industrial Organizations
ECN 4070 Labor Economics
ECN 4080 Economic Development
ENV 4100 Environmental Laws and Regulations
FIN 3000 Finance for Small and Entrepreneurial Businesses
FIN 3100* Business Finance
FIN 4100* Financial Management
MGT 3010 Organizational Crisis Management
MGT 3030 Business Communications
MGT 3090 Organizational Leadership
MGT 3150 International Management
MGT 4010 Fundamentals of Project Management
MGT 4070 Organizational Theory
MGT 4080 Human Resource Management
MGT 4100 Small Business Management
MGT 4300 Business Ethics and Social Responsibility
MGT 4310 Sustainability and Corporate Social Responsibility
MKT 3130 International Marketing
MKT 3200 Consumer Behavior
MKT 4050 Retail Management
MKT 4200 Personal Selling and Sales Management
MKT 4300 Integrated Marketing Communications
MKT 4800 Marketing Strategy
MCM 2100 Introduction to Mass Communication
MCM 2400 Writing for the Media
MCM 3600 Media and Culture
PHI 2040 Introduction to Ethics

PHI 4430 Business Ethics
PRE 2200 Introduction to Public Relations
PRE 3500 Organizational Communications
PSY 2160 Social Psychology
PSY 2700 Industrial/Organizational Psychology
PSY 3160 Psychology of Leadership
SOC 3130 The Community
SOC 3180 Community Development
SOC 3540 Gender and Society
SOC 4250 Organizations in Society
SOC 4400 Conflict Management
SOC 4620 Sociological Social Psychology
**Students who take this course must also take additional prerequisites,
which will add credit hours to their program.*

Advertising:

MCM 2100 Introduction to Mass Communication
MCM 2400 Writing for the Media
PRE 2700 Introduction to Advertising or MKT 4300 Integrated
Marketing Communications
MKT 3200 Consumer Behavior
And 3 additional hours from the following:
BRD 3130 Broadcast Advertising
PRE 4150 Advertising Media
(also recommended: ART 2500 Intermediate Digital Arts)

Allied Health Leadership:

ECN 3740 Health Economics
PHI 3760 Medical Ethics
SOC 2800 Health & Society
SOC 3010 Community Health Organizations & Society
SOC 3730 Health Promotions and Wellness

Economic Development:

ECN 4080 Economic Development
~~ECN 3300 Public Finance or ECN/FIN 3500 Survey of Ethics in
Economics and Finance~~
ECN 3010 Managerial Economics
SOC 3180 Community Development
SOC 4250 Organizations in Society
SOC 4420 Community Resource Development

Financial Administration:

ACC 2270 Financial Accounting
ACC 2280 Managerial Accounting
~~FIN 3050 Risk Management~~
FIN 3100 Business Finance
FIN 4100 Financial Management
FIN 4180 Investment Analysis and Portfolio Management

Health Promotion:

~~HLTH 2000 Principles of Health & Fitness Promotion~~
~~HLTH 3300 Health Promotion & Fitness Skills~~
~~HLTH 4100 Health and Fitness Behavior Changes~~
~~HLTH 4700 Planning, Administration, Evaluation of Program~~
~~SOC 3120 Sport and Contemporary Society~~
~~(Additional recommended course: HLTH 1090 Healthful Living)~~

Office Administration:

MCM 2100 Introduction to Mass Communication
MCM 2400 Writing for the Media
MGT 3090 Organizational Leadership ~~(or MGT 4080 Human Resource Management)~~
~~PRE 2200 Introduction to Public Relations~~
~~PRE 3500 Organizational Communications~~
And ~~3~~ 6 additional hours from the following:
MGT 4080 Human Resource Management
PRE 2200 Introduction to Public Relations
PRE 3500 Organizational Communications
SOC 4250 Organizations in Society
SOC 4400 Conflict Management

Validation of Applied Associate Degree

30

Electives

~~10~~ 7

Total: 120

B.I.S. IN APPLIED INFORMATION TECHNOLOGY

The Bachelor of Interdisciplinary Studies in Applied Information Technology builds upon computer programming skills as core requirements, and augments such proficiencies with management of information technology and communication skills. Courses ~~in decision sciences~~ such as operations management, statistics, and project management enhance these skills. Graduates will be ready for a variety of practical careers requiring application of computers and computing/statistical skills to managerial decision-making. The program of study for the BIS in Applied Information Technology consists of five components: General Education Requirements (44 hours); Core Requirements (27 hours), Track Requirements (18 hours), 30 hours upon verification of the student's holding an Applied Associate Degree, and Electives (~~3-6~~ hours).

Requirements for a Bachelor of Interdisciplinary Studies Degree:

Sem. Hrs.

Major in Applied Information Technology

	General Education Requirements, including:
44	ENG 1050 Composition I ENG 1060 Composition II MAT 1070 College Algebra
	Core Requirements:
	27
	CSC 1750 Introduction to Algorithms
	CSC 1760 Introduction to Programming
	CSC 2050 Introduction to Programming C
	DSC 2090 Spreadsheet and Database Management
	ENG 3580 Professional Writing or MGT 3030 Business Communications
	ITM 3010 Management Information Systems
	MGT 3060 Organization & Management
	MGT 3090 Organizational Leadership
	ITM 3010 Management Information Systems
	ITM 3500 Database Management Systems
	SOC 2200 Computers and Society
	Track:
18	Operations Management Industrial Administration:
	DSC 3130 Business Statistics I
	DSC 3140 Business Statistics II
	ITM 4400 Project Management
	MGT 4010 Fundamentals of Project Management
	MGT 4410 Operations Management
	MGT 4420 Supply Chain Management
	SOC 4250 Organizations in Society
	SOC 4400 Conflict Management
	Validation of Applied Associate Degree
	30
	Electives
6	
	Total: 122

B.I.S. IN CRIMINAL JUSTICE

The Bachelor of Interdisciplinary Studies in Criminal Justice prepares graduates for a variety of criminal justice careers, including traditional police, courts, and corrections jobs in the public sector and ever expanding opportunities in the private sector. This major gives students an overall understanding of the organization and administration of the American criminal justice system and an

academic concentration to enhance specific knowledge and skills in one of ~~three~~ **four** areas: Applied Information Technology, Forensics, ~~or~~ Sociology, or Substance Abuse. The program of study for the BIS in Criminal Justice consists of four components: General Education Requirements (44 hours); Core Requirements (27 hours); Track Requirements (~~24~~ **21** hours for Applied Information Technology, ~~26~~ **27** hours for Forensics, ~~or~~ 24 hours for Sociology, or **21** hours for Substance Abuse); and 30 hours upon verification of the student's holding an Applied Associate Degree.

Requirements for a Bachelor of Interdisciplinary Studies Degree:

Sem. Hrs.

Major in Criminal Justice

General Education Requirements, including:

44

For all Tracks:

~~MAT 1050 Introduction to College Mathematics~~

SOC 1020 Introduction to Sociology

For the Applied Information Technology Track only:

MAT 1070 College Algebra

For the Forensics Track only:

BIO 1000 Principles of Biology

MAT 1070 College Algebra

CHM 1300 General Chemistry I

CHM 1310 General Chemistry II

PSY 1010 Introductory Psychology

Core Requirements:

27

CRJ 2000 Introduction to Criminal Justice

CRJ/SOC 2400 Criminology

CRJ 3000 Criminal Law

CRJ 3010 Criminal Justice Writing/Rhetoric

CRJ 3150 Criminal Investigation

CRJ/SOC/SWK 3600 Social Statistics

CRJ/SOC 3610 Social Research

CRJ 4000 Criminal Procedure

~~CRJS 4xxx Special Topics in Criminal Justice~~

3 additional hours of **4000 level** courses with a CRJ prefix
or cross-listed with CRJ

Tracks (Choose one of the ~~three~~ **four tracks below):**

21-~~26~~27

Applied Information Technology:

DSC 2090 Spreadsheet and Database Management

DSC 3130 Business Statistics I

DSC 3140 Business Statistics II

ITM 3010 Management Information Systems

MGT 3060 Organization and Management

MGT 3090 Organizational Leadership

MGT 4010 Fundamentals of Project Management

~~ITM 3010 Management Information Systems~~

~~ITM 3500 Database Management Systems~~

~~ITM 4400 Project Management~~

~~ITM 4600 Systems Security, Reliability, & Privacy~~

Forensics:

BIO 3180 Principles of Genetics

~~BIO 3710 Cell Biology~~

BIOL 1000 Principles of Biology Lab

~~BTEC 3220 Biotechnology I~~

CHM 1100 & 1110 General Chemistry Laboratory I & II

CHM 2500 Organic Chemistry I

CHM 2270 Analytical Chemistry

CHM 3110/3120 Biochemistry I & Experimental Methods in Biochemistry

CHM 3210 Biochemistry II

CHM 3240 DNA Analysis Laboratory

CHM 4200 Forensic Chemistry

~~MAT 1070 College Algebra~~

(Additional Recommended Courses: BIO 1020 General Zoology,

BIO 3710 Cell Biology and BTEC 3220 Biotechnology I ~~CHM 2270~~

~~Analytical Chemistry~~)

Sociology:

SOC 2090 Social Problems in Modern Society

SOC 3210 Social Inequalities

SOC/CRJ 3680 Law and Society

SOC/CRJ 4400 Conflict Management

12 additional hours at the 3000-4000 level of courses with a SOC prefix or cross-listed with SOC

Substance Abuse:

CRJ 2830 Interviewing Skills or CRJ 3610 Social Research

HLTH 3770 Drugs, Society, and Behavior

SOC 3780 Sociology of Drug Use

SOC 3790 Substance Abuse Prevention

SOC 4610 Addiction and Women

And 6 hours chosen from:

CRJ 3500 Offender Rehabilitation

CRJ 3670 Social Deviance

SOC 3690 Sociology of Mental Disorders

SOC 4530 Family Violence

Validation of Applied Associate Degree

30

Total: 122-

~~127~~128

B.I.S. IN HOSPITALITY

The Bachelor of Interdisciplinary Studies in Hospitality prepares students for a variety of rewarding careers in the growing hospitality industry. Equipped with entrepreneurial skills in addition to management, marketing, and strong communication proficiencies, graduates will be well-positioned for employment at managerial ranks in resorts and spas as well as restaurant and hotels. The program of study for the BIS in Hospitality consists of five components: General Education Requirements (44 hours), Core Requirements (30 hours), Track Requirements (16 hours), and 30 hours upon verification of the student's holding an Applied Associate Degree.

Requirements for a Bachelor of Interdisciplinary Studies Degree:

Sem. Hrs.

Major in Hospitality

General Education Requirements, including:

44

ECN 1000 Economics of Social Issues

~~ENG 1050 Composition I~~

~~ENG 1060 Composition II~~

PSY 1010 General Psychology

MAT 2100 Statistics I

Core Requirements:

30

ENG 3580 Professional Writing

ENTR 2000 Innovation

ENTR 2100 Growth and Sustainability

FIN 3000 Finance of Small and Entrepreneurial Businesses

MGT 3060 Organization and Management

MGT 4080 Human Resource Management

MKT 3120 Principles of Marketing

MKT 4300 Integrated Marketing Communications

PSY 2700 Industrial/Organizational Psychology

SPE 2000 Interpersonal Communication

Track:

Resort, Hotel and Restaurant Administration

16

ENTR 4000 Planning and Strategy

HLTH 2060 Nutrition

MKT 4200 Personal Selling and Sales Management

REC 4400 Tourism and Commercial Recreation

SOC 4250 Organizations in Society

SOC 4400 Conflict Management

Validation of Applied Associate Degree

30

Total: 120

B.I.S. IN PUBLIC AND NON-PROFIT ADMINISTRATION

The Bachelor of Interdisciplinary Studies in Public and Non-Profit Administration prepares graduates for a variety of careers in local, state, and national government and a variety of not-for-profit organizations, like social service agencies, hospitals, schools, religious organizations, and philanthropic foundations. This major gives students an overall understanding of the organization and administration of public and non-profit organizations and their relations with other local, state, national, and international entities. Beyond this foundation, students may craft a specialization to fit their future career goals or choose to receive training in one of ~~five~~ **four** pre-set areas of specialization: Allied Health Administration, ~~Communication~~, Financial Administration, Public Management, or ~~Substance Abuse Spanish~~. The program of study for the BIS in Public and Non-Profit Administration consists of five components: General Education Requirements (44 hours); Core Requirements (~~24~~ **27** hours); Track Requirements (18 hours ~~for General, Accountancy, Communication, or Spanish; 15 hours for Public Management~~); 30 hours upon verification of the student's holding an Applied Associate Degree; and ~~4~~ **3** hours for Electives.

Requirements for a Bachelor of Interdisciplinary Studies Degree:

Sem. Hrs.

Major in Public and Non-Profit Administration

44 **General Education Requirements**, including:

For all Tracks:

ECN 1000 Economics of Social Issues

or ECN 2020 Principles of Microeconomics or ECN 2030 Principles of Macroeconomics

PLS 1000 Introduction to Political Science or PLS 1010 American National Government

SOC 1020 Introduction to Sociology

For the Financial Administration Track only:

MAT 1070 College Algebra

MAT 2100 Introduction to Statistics

For the Public Management Track only:

PLS 1010 American National Government

~~(Students interested in the Spanish Track or taking Spanish courses under the~~

General Track who are not placed into one of the intermediate Spanish courses based on transferred credits or testing must also take the beginning SPN 1310/1320 Spanish sequence.)

Core Requirements:

2427

MGT 3060 Organization and Management
MGT 3080 Organizational Leadership
MKT 3120 Principles of Marketing
PLS 2010 American State Government
or PLS 2020 Local Government in the U.S.
SOC 2090 Social Problems in Modern Society
SOC 3000 Sociological Writing/Rhetoric
or CRJ 3010 Criminal Justice Writing/Rhetoric
SOC 4180 Voluntary Associations and Non-Profit Organizations
SOC 4420 Community Resource Development
SOC 4850 Internship or MGT 4800 Management Internship
or PLS 3600 Introductory Internship in Political Science (3 hrs.)
~~(Additional recommended courses: ENG 3700 Advanced Composition or ENG 3580 Professional Writing, and ENG 4090-4129 Special Topics in Composition and Rhetoric)~~

Tracks (Choose one of the five tracks below):

15-18

General: (18 hours from the following list of courses without other specific Track; at least 12 hrs must be at the 3000-4000 level. Only 12 hours taken from this list may be courses that have ACC, BLAW, ECN, FIN, ~~or~~ MGT or MKT prefixes.)

ACC 2270 Financial Accounting
ACC 2280 Managerial Accounting
ACC 4500 Governmental and Not-for-Profit Accounting
AIS 4020 Federal Policy and the American Indian
AIS 4600 American Indian Health
BLAW 2150 Legal Environment of Business
ECN 3070 Internet Economics
ECN 3080 Environmental Economics
ECN 3300* Public Finance
ECN 3500 Survey of Ethics in Economics and Finance
ECN 3740 Health Economics
ECN 4070* Labor Economics
ECN 4080* Economic Development
ENV 4100 Environmental Laws and Regulations
HLTH 3770 Drugs, Society, and Behavior
FIN 3100* Business Finance
MGT 3010 Organizational Crisis Management
MGT 3030 Business Communications
MGT 4070 Organizational Theory

MGT 4080 Human Resource Management
MGT 4300 Business Ethics and Social Responsibility
MCM 2100 Introduction to Mass Communication
MCM 2400 Writing for the Media
MCM 3600 Media and Culture
PAD 2100* Introduction to Public Administration
PHI 2040 Introduction to Ethics
PHI 4430 Business Ethics
PRE 2200 Introduction to Public Relations
PRE 3500 Organizational Communications
PLS 3010* Political Parties and Interest Groups in the United States
PLS 3800 International Organizations
PSY 2160 Social Psychology
PSY 2700 Industrial/Organizational Psychology
PSY 3160 Psychology of Leadership
SOC 3010 Community Health Organizations and Services
SOC 3030 The Family
SOC 3130 The Community
SOC 3140 Collective Behavior and Social Movements
SOC 3180 Community Development
SOC 3210 Social Inequalities
SOC 3240 Sociology of Poverty
SOC 3540 Gender and Society
SOC 3610 Social Research
SOC 3670 Social Deviance
SOC 3690 Sociology of Mental Disorders
SOC 3730 Health Promotions and Wellness
SOC 3750 Death and Dying
SOC 3780 Sociology of Drug Use
SOC 3790 Substance Abuse Prevention
SOC 4250 Organizations in Society
SOC 4400 Conflict Management
SOC 4530 Family Violence
SOC 4610 Addiction and Women
SOC 4620 Sociological Social Psychology
SPN 2310 Intermediate Spanish I or SPN 2320 Intermediate Spanish II
or SPN 3120 Spanish Conversation
SPE 3580 Discussion and Debate
SWK 3830 Child Welfare Services

**Students who take this course must also take additional prerequisites,
which will add credit hours to their program.*

*(Students interested in the or taking Spanish courses under the General
Track who are not placed into one of the intermediate Spanish courses
based on transferred credits or testing must also take the beginning SPN
1310/1320 sequence.)*

Allied Health Administration:

ECN 3740 Health Economics
PHI 3760 Medical Ethics
SOC 2800 Health & Society
SOC 3010 Community Health Organizations & Society
SOC 3730 Health Promotions and Wellness
SOC 3750 Death and Dying

Communications:

~~SPE 2000 Interpersonal Communication~~
~~SPE 2010 Fundamentals of Speech~~
~~MCM 2100 Introduction to Mass Communication~~
~~PRE 2200 Introduction to Public Relations~~
~~And 6 additional hours from the following:~~
~~MGT 3030 Business Communication, BRD 3130* Broadcast Copywriting,~~
~~SPE 3580 Discussion and Debate, PRE 3500 Organizational~~
~~Communications,~~
~~-or ENG 3250 Language in Society.~~
**Students who take this course must also take MCM 2400, which will add 3 credit hours to their program.*

Financial Administration:

ACC 2270 Financial Accounting
ACC 2280 Managerial Accounting
ECN 3300 Public Finance or ECN/FIN 3500 Survey of Ethics in
Economics and Finance
FIN 3050 Risk Management
FIN 3100 Business Finance
FIN 4100 Financial Management

Public Management:

ECN 3300 Public Finance or PAD 3440 Intro to Budgeting
and Financial Management
~~PLS 1010 Introduction to American National Government~~
PAD 2100 Introduction to Public Administration
PLS 2330 Introduction to Theory and Methodology or PAD 2330
Intro to Public Administration Methodology
PLS 3010 Political Parties and Interest Groups in the United States
PLS 3020 Administration of Municipal Government in the U.S.

Substance Abuse:

CRJ 2830 Interviewing Skills or CRJ 3610 Social Research
HLTH 3770 Drugs, Society, and Behavior
SOC 3780 Sociology of Drug Use
SOC 3790 Substance Abuse Prevention
SOC 4610 Addiction and Women
And 3 hours chosen from:
CRJ 3500 Offender Rehabilitation
CRJ 3670 Social Deviance
SOC 3690 Sociology of Mental Disorders
SOC 4530 Family Violence

Spanish:

~~SPN 2310* and 2320* Intermediate Spanish I & II; or SPN 2330* Spanish for Heritage Speakers plus 3 additional hours from the elective list below SPN 3110 Spanish Composition and Review of Grammar SPN 3120 Spanish Conversation~~

~~And 6 additional hours from the following:~~

~~SPN 3150 Analytical Skills and Critical Aspects of Spanish, SPN 3200 Literary Analysis and Criticism in Spanish, SPN 3210 Survey of Spanish-American Literature I, SPN 3220 Survey of Spanish-American Literature II, SPN 3310 Survey of Literature of Spain I, SPN 3320 Survey of Literature of Spain II, SPN 3360 History of Spanish Language, SPN 3610 Civilization and Culture of Spanish~~

~~America, SPN 3620 Civilization and Culture of Spain, SPN 3700 Advanced Grammar and Composition, SPN 3710 Business Spanish, or SPN 4510 Study Abroad~~

**Students who are not placed into one of the intermediate Spanish courses based on transferred credits or testing must take the beginning SPN 1310/1320 sequence, which will add 6 credit hours to their program.*

**Validation of Applied Associate Degree
Electives**

**30
4-7**

3-6

Total:

120122

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Appendix F

10. Proposal from the QEP Committee (see pp. 44-46 for proposal detail)

10.1 Program Proposal: add 8 courses to the Writing Across the Curriculum Program

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.

ENG 2480 British Literature After 1790—Writing Enriched

A survey of British literature from the Romantics to the contemporary, including Colonial and Postcolonial literatures in several genres. Authors may include Blake, Wordsworth, Shelley, the Brontes, Hopkins, Yeats, Joyce, Pinter, Amis, Coetze, Rushdie, and Naipaul. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

- Informal Writing: in-class exercises, drafts, online discussion forum (16 pages, 30% of course grade)
- Formal Writing: formal papers, essay exam, website (18 pages, 70% of course grade)
- Discipline-Specific Elements: recognizing literary elements, building and supporting claims through literary details, summarizing literary theory

GGYS 4140 Urban Geography—Writing Enriched

Urban Geography considers the development, patterns, and systems that have led to our modern cities and will look at the economic, planning, and social processes that continue to change our cities today. A broad range of issues and opportunities will be covered including land use, environmental perception, concepts of space and

place, and planning. In addition, the importance of the urban-rural relationship in modern cities will be considered

- Informal Writing: drafts, in-class writing exercises (10 pages, 10% of course grade)
- Formal Writing: essay exams, short papers, annotated bibliography, research essay (20 pages, 80% of course grade)
- Discipline-Specific Elements: APA and AAG citation styles, field observation, report writing

HST 2140 Introduction to British Studies—Writing Enriched

This course offers an inter-disciplinary study of the broad topic of British Studies. It examines and discusses a number of texts concerned with and describing the religious, cultural, literary, and social evolution of Great Britain within the context of an historical survey. Credit, 3 semester hours.

- Informal Writing: essay quizzes (10 pages, 20% of course grade)
- Formal Writing: essay exams, book review, film review (25 pages, 60% of course grade)
- Discipline-Specific Elements: writing summary and narrative, research and citation methods, effective self-evaluation, revision

HST 3700 Introduction to Public History—Writing in the Discipline

A hands-on introduction to the work of public historians, including physical and digital preservation and exhibition, archives management, historical editing and publishing, historical site management, marketing and public relations, and securing grants and donors. Credit, 3 semester hours. PREREQ: C or better in HST 3000.

- Informal Writing: blog posts, source summaries, exhibit plan and summary, evaluation plan, mock grant application (25 pages, 37.5% of course grade)
- Formal Writing: press releases, exhibit texts, teaching materials, website, final evaluation essay (15 pages, 37.5% of course grade)
- Discipline-Specific Elements: connecting writing style to different audiences (scholars, K-12 students, general public, potential donors) and purposes (advertising, overview, explanation); all formal writing will be shared with some portion of the public

HST 3270 History of Early Modern Europe—Writing Enriched

A survey of European history from the Renaissance to the French Revolution. Credit, 3 semester hours.

- Informal Writing: essay quizzes (10 pages, 20% of course grade)
- Formal Writing: essay exams, book review, film review (35 pages, 60% of course grade)
- Discipline-Specific Elements: writing summary and narrative, research and citation methods, effective self-evaluation, revision

HST 4129 History of Sexuality—Writing Enriched

This course explores the historical construction of prescribed notions of gender and sexuality, and can be focused on American, European, Asian, and other non-western societies or a combination of the above. By examining a variety of written, video, and audio textual sources, the course objectives consist of gaining a greater understanding of how prescribed sexual norms have been socially constructed and how these ideals defining acceptable and respectable sexual behavior have changed over time and vary among distinct social groupings. The course will also explore the intersection of class, race, and gender by examining how these have blended together to shape sexual behavior and attitudes. Credit, 3 semester hours.

- Informal Writing: drafts, reflective essays (30 pages, 30% of course grade)
- Formal Writing: book review, film review, essay exams (40 pages, 40% of course grade)
- Discipline-Specific Elements: ethics of word choice and power relations, narrative and chronology, effective peer review

PED 4110 Biomechanics—Writing Enriched

A qualitative and quantitative study of the mechanical factors related to human movement. The study of biomechanical principles that govern effectiveness of human kinetic movement and skills. Human movement as related to the laws of physics and biomechanics. Human biomechanical movement analysis will be explored as well as kinematic concepts. Credit, 3 semester hours.

- Informal Writing: drafts, online discussion forum (8 pages, 8% of course grade)
- Formal Writing: lab reports (12 pages, 20% of course grade)
- Discipline-Specific Elements: research tools, lab report style and format

PLSS 3070 Regional Area Studies: Europe—Writing Enriched

This course offers an overview of politics in both Eastern and Western Europe and a chance to consider several of the most important problems of these countries in depth. We will begin by considering the Europe as a whole, focusing on the geography and history of the contemporary nations, as well as the two critical features differentiating them: the sharply varying levels of economic development and the patterns of ethnic and religious division. We will then analyze the nature, bases, and variety of democracy across the European systems, focusing especially on the mutual expectations of citizens and policymakers in democracies, on political organizations and their roles within the democratic process, and on the main constitutional arrangements and policymaking processes in European democracies.

- Informal Writing: in-class reflection essays, outlines, drafts (16 pages, 15% of course grade)
- Formal Writing: article summaries, research prospectus, research paper, essay tests (25 pages, 75% of course grade)

Discipline-Specific Elements: recognizing and analyzing scholarly arguments, comparing and evaluating different scholars' approaches, developing clear analytical writing, citation styles

Proposal 10.1 passed: 10 for, 0 against, 0 abstain; 10.1 will go to the Academic Affairs committee for their consideration and then, if approved, to Faculty Senate.

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Appendix G

Proposal to Amend Academic Standing and Appeals Policies

Enrollment Management Subcommittee, Chair Anita Guynn

The Enrollment Management Subcommittee proposes the following changes to the university's handling of academic standing and academic and financial aid appeals:

1. Create a new academic standing category ("progress warning") for students whose earned-to-attempted pass rate is below 67%, so that their enrollment will not be restricted to 13 credit hours.
2. Abolish the ban on students transferring in credit hours earned from other institutions while not in good standing at UNCP (GPA below 2.0).
3. Abolish the practice of suspending first-semester undergraduates who achieve below a 1.5, and allow them to have a semester of probation with required additional academic support.
4. Clarify that students whose appeal is denied cannot appeal again unless their academic record has changed (e.g. through grade replacements, completion of incompletes, successful completion of courses at other institutions, etc.).

Catalog revisions to effect these changes are included below.

Rationale:

Establish the "progress warning" category:

UNC General Administration has mandated that we establish a separate category for students whose pass rate (earned hours / attempted hours at UNCP) falls below 67% but whose cumulative GPA is 2.0 or higher. No penalty is required for this category. This new classification is called "progress warning."

Good standing: cumulative GPA 2.0 or higher; pass rate 67% or higher (no change)

Probation or suspension: cumulative GPA less than 2.0. Restrictions to enrollment (13 hours) apply, and students are not in good standing.

Progress warning: pass rate less than 67%. No restrictions on enrollment, but students are not in good standing.

"Progress warning" status would allow students with low pass rates but higher GPAs to take the final 14 or 16 credits they need in one semester. Students would be informed of their status each semester, but no enrollment restrictions would apply.

Since students who have lower than a 67% pass rate but a GPA higher than 2.0 are often in that situation because of withdrawals, there is no academic benefit to restricting the number of hours they take—they could be very good students who had car accidents—and restricting their hours simply slows down their academic progress. If a student's GPA goes below 2.0, indicating academic risk, the status of

probation will trump the status of progress warning.

Permit students to take a course at another university while not in good standing at UNCP:

Currently, students must have at least a 2.0 to take courses elsewhere and transfer those credits to UNCP. This effectively discourages students who are suspended from or on probation at UNCP from taking courses during their suspension. And, if students do enroll elsewhere and complete courses successfully, the policy encourages them to complete their education at the community college or transfer to another four-year institution rather than come back to UNCP, since very few schools in the area have this restriction. We have thus ironically made it less likely that the very students we would most want to readmit will actually return.

Students' performance does change when their circumstances change. A semester at home, going to a local institution, may motivate a student to do well in order to return to UNCP. We now say to students "go away, work on your study skills, and come back," while offering them no realistic avenues to improve those academic skills. Since the other requirements for taking courses at other institutions would not change (permission of the academic advisor, C or better required, and so forth), it is not realistic to fear that our academic standards would be compromised. We routinely accept transfer credits from students who may have had a semester below 2.0 at another institution, but whose cumulative transfer GPA is 2.0; if we deny the same opportunity to students who began with us, we are creating inequity. This change offers suspended students another avenue to get back on track.

The attached PowerPoint, compiled by the Academic Support Center, tracks the choices and success of suspended first-time freshmen and transfer students. The Center's findings include that, for this group, students who do not appeal their suspension are unlikely to readmit after their suspension period. Offering those students an additional pathway back to UNCP, by taking a course at another institution, could increase student success/retention. While these data include only first-time students, returning students who are allowed to transfer in a course from another institution might also be more likely to return to and persist at UNCP.

Discontinue suspending first-semester undergraduates who achieve a GPA <1.5 and allow a semester of probation with required academic support:

Current policy treats first-semester students differently from all other students. If a freshman earns a term GPA below 1.5 in his or her second semester, s/he will be allowed a semester of probation like any other student. This is both unjust and illogical, because the fewer credits a student has attempted, the more quickly it is possible to bring the GPA back up to 2.0. The policy was put in place with the idea that it would increase fall-to-fall retention rates, because a student suspended in the first fall would finish the suspension and return in time to be counted in our retention percentage the next fall. However, after exhaustive data analysis by the Academic Support Center, it is clear that this is not what has been happening

(see attached spreadsheet). First-semester students who are suspended almost never return unless they successfully appeal. Even students who successfully appeal a suspension are disadvantaged because they lose their class schedule and have to re-enroll at the last minute after their appeal is decided, so that they are less likely to be in classes they can complete successfully. For these reasons, the data show clearly that a substantial percentage do not reenroll at all after a first-semester suspension, and those who do are often not successful.

This issue is particularly important for UNCP because the Academic Support Center's tracking of first-time students shows that for all years considered, African-American males and Native American females were somewhat overrepresented in the suspension group (see PowerPoint). It is easy for students, particularly first-generation students (a breakdown not provided in the data) to think that they do not belong in the university setting. First-generation and minority students who lack what psychologists Angela Duckworth and Carol Dweck call "grit" or a "growth mindset" are likely to take a suspension as a final judgment on their potential, and never return.

An additional semester of attendance on probation, with required academic support designed for this group of students, would make it more likely that these students could find their bearings in higher education, persist, and succeed. The Academic Support Center has reorganized its probation and suspension programs and now has the capacity to serve every new student who is below a 2.0 after the first semester, which was not previously the case, so the time is right to make the change. Academic support for these students would advance the university's mission of providing access to higher education for historically underserved groups.

2014-15 Catalog p. 60:

PERMISSION TO TAKE A COURSE AS A VISITOR AT ANOTHER UNIVERSITY

Students who wish to enroll in courses at other institutions to apply toward a degree at UNCP must adhere to the following policies:

1. Have written approval from their UNCP advisor.
2. Have written approval from their UNCP Department Chair if the course is part of their major curriculum.
3. Have written approval from the UNCP Registrar.
4. Have a minimum QPA of 2.0.
5. Be in good social standing.
6. Have an official transcript submitted to the UNCP Office of the Registrar immediately upon completion of the course.
7. ~~Courses accepted for transfer credit will be evaluated in terms of UNCP's academic policies, curriculum and the student's proposed program at UNCP. Fractional credit will not be granted for partial~~

~~completion of any course.~~

8. **Credit hours will transfer for courses in which the student earns a "C" or better. Grades earned at other institutions are not used to compute UNCP's quality point average.**
9. Permission will not be granted to repeat a course at another institution. Students may elect to repeat any course if the original course and the repeat course are taken at UNCP.

2014-15 Catalog p. 62-63:

Academic Standing

A student's academic standing during any term is determined by the cumulative grade point average (GPA) earned on the total quality hours. To be in good standing, a cumulative GPA of 2.0 and a 67% or greater earned-to-attempted pass rate must be maintained. Individuals with less than a cumulative 2.0 GPA are placed on probation or suspension. Individuals with ~~or~~ less than a 67% earned-to-attempted pass rate are placed on either ~~probation or suspension~~ progress warning.

Students are advised of their academic status at the end of every regular semester via email, Braveweb, and mail sent to their address on record. It is the student's responsibility to know his or her academic standing status and to ensure that an accurate mailing address is on file with the Registrar.

Progress Warning

A student is placed on Progress Warning when his or her pass rate falls below 67%, but the cumulative GPA is 2.0 or higher. The pass rate is calculated by dividing the number of earned hours by the number of hours attempted at UNCP. Students on Progress Warning are not in good standing, and will be advised of their status each semester until their pass rate reaches 67%.

Academic Probation

Continuing Students: A continuing student is placed on Academic Probation when his/her cumulative GPA falls below 2.0 ~~or the earned-to-attempted pass rate falls below 67% at the end of any term (fall/spring/summer).~~

Students on academic probation are eligible to attend the University under specified provisions but are not in good standing. Enrollment for the probationary term will be limited to a maximum of 13 semester hours. At the end of the probationary term, students must achieve one of the following:

1. Raise the cumulative GPA to a minimum of 2.0, or
2. Earn a minimum GPA of 2.3 on at least 12 semester hours, excluding FRS 1000 and PE activity courses, for the probationary term.

Failure to meet one of the conditions above will result in suspension from UNCP for one semester. ~~Students continue on probation as long as their earned-to-attempted pass rate remains below 67%.~~

First-Semester Freshmen and First-Semester Transfer Students: In addition to the requirements above, first-semester freshmen and first-semester transfer students who earn between 1.5 and 1.99 at the end of their first semester are placed on probation for one term and must participate in the Academic Support Center's program for probation students. First-semester freshmen and first-semester transfer students who earn below a 1.5 at the end of their first semester are placed on probation for one term and must participate in the Academic Support Center's program for suspended students. Such programs may include a required course. Failure to participate in the appropriate support program will result in a hold being placed on the student's record. ~~meet the following to continue:~~

- ~~1. Develop a Success Contract with a member of the Academic Support Center and adhere to guidelines established.~~
- ~~2. Meet monthly with their academic advisors.~~
- ~~3. Attend a minimum of three academic success seminars offered by the Academic Support Center.~~

~~First-semester freshmen and first-semester transfer students who earn between 1.5 and 1.99 and are placed on probation must agree to participate in the above activities during the second semester or they are ineligible to return to UNCP for one semester.~~ Additionally, these students must earn a minimum GPA of 2.3 or achieve good academic standing status at the end of the second term. Failure to meet one of these grade criteria will result in a one-semester suspension.

Academic Suspension

~~_____~~ **Continuing Students:** If a ~~continuing~~ student does not meet the above GPA requirement(s) during the probationary semester, he/she will be suspended for one semester and can apply for readmission after the suspension semester (see Registrar's Website).

Following an initial suspension of one semester and being readmitted to the University on probation, failure to meet the GPA requirements at the end of the semester will result in a suspension for two semesters. After two semesters, the student may apply for readmission to UNCP (see Registrar's Website).

Students failing to meet the GPA requirements for continuation after the second suspension and readmission to UNCP will be suspended from the University for a minimum of three academic years.

~~NOTE: From time to time, students on suspension enroll at another institution to strengthen academic and study skills.~~

~~While this can be a very beneficial use of the suspension semester, no credits earned while on suspension are transferrable to UNCP when~~

readmitted.

~~First-Semester Freshmen and First-Semester Transfer Students: First-semester freshmen and first-semester transfers earning less than a 1.5 at the end of the first term of enrollment are placed on suspension and are ineligible to return to the University for one semester. They can apply for readmission after the suspension semester (see Registrar's Website). If readmitted, students will return on academic probation.~~

Suspension Appeals

A student who wishes to appeal his/her suspension must appeal to the Suspension Appeals Committee at least five (5) work days prior to the first day of classes of the semester for which enrollment is sought. Specific deadlines for each term can be found on the appeals form on the Web sites of the Academic Support Center and the office of Financial Aid. Appeals are coordinated by the staff of the Academic Support Center. Individuals wishing to appeal a suspension should contact the Center to schedule a meeting with a counselor to develop an appeals packet. Complete appeals packets include, at a minimum, letter of appeal, Success Contract, supporting documents of personal/medical reasons for performance, and statement of strategies/support programs that will be utilized during the semester to attain good academic standing status. No appeals will be heard if received after the deadline, and the decision of the Suspension Appeals Committee is final. Students whose appeal has been denied may not appeal again before the end of their suspension period unless there has been a material change to their academic record.

2014-15 Catalog p. 76:

RE-ENROLLING STUDENTS

Students who have interrupted their course of study for at least two semesters must apply for readmission through the Office of the Registrar (\$25 readmission fee). Students who are seeking readmission to UNC Pembroke after completing additional work at another institution must reapply through the Office of the Registrar. Transcripts of any academic work completed in the interim at any other institution must be provided prior to approval for readmission, along with an application, \$25 application fee, and university questionnaire from the last school attended if other than UNCP. ~~Students who complete classes at another institution while they are suspended from UNCP will not be allowed to transfer any credit earned while under suspension.~~

Catalog p. 96:

Financial Aid Probation – If a student does not meet satisfactory academic progress, s/he will be denied his/her financial aid. The student will be allowed to appeal this decision by submitting an appeal which should include an attached academic plan that, if followed, will ensure that the

student is able to meet this SAP policy by a specific point in time. A staff member from the Student Academic Support and Retention division will meet with the student to complete the Financial Aid Academic Progress Improvement Plan that outlines how tutoring or other support services provided by the University will be used to help assure academic improvement in the future, and will report on the student's compliance with the plan at the end of the probationary semester(s). Appeals must include a detailed description of the extenuating circumstances that occurred during the semester in which the student failed to meet this policy. The appeal must also include all necessary documentation to support the existence of the circumstances described and evidence that the circumstances have been resolved. The appeal must include the Financial Aid Academic Progress Improvement Plan as a written plan for academic success in the coming academic term(s).

Events/circumstances that merit an appeal include, but are not limited to:

- Personal or family emergency
- Death or extended illness of an immediate family member which results in greater family responsibilities for the student
- Unanticipated, serious medical difficulty (excluding chronic conditions – students are responsible for properly balancing school work with known chronic conditions)
- Serious psychological difficulty

The appeals and all attached documentation will be reviewed by a committee. If a student's appeal is approved, s/he is subject to the probation requirements as follows:

- a. No earned grades below a C (including a C-)
- b. No withdrawals (grades of W)
- c. No incompletes (grades of I)

Students seeking to reestablish eligibility for financial aid by submitting an appeal remain ineligible for financial aid or deferment of payment until the appeals process is complete and a decision has been determined by the Committee. Students should be prepared to pay tuition, fees and other educational expenses until s/he has been approved to receive financial aid.

If a student's appeal is not approved, that student will not be eligible for financial aid for one academic year. One academic year is defined as two consecutive semesters of fall/spring or spring/fall. A student whose financial aid is suspended for a spring/fall period will not be eligible for financial aid during summer sessions occurring between the spring/fall semesters.

Students whose appeal has been denied may not appeal again before the end of their probation period unless there has been a material change to their academic record.

Approved unanimously (11-0-0)

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Appendix H

Proposal to Revise Attendance Policy

Rationale: In the course of an academic year, UNCP has an estimated 800 or more students who represent the University formally and officially in academic, student governmental, research, co-curricular, athletic, and cultural capacities. While the vast majority of professors and instructors work with students to allow participation in these opportunities and to make up missed assignments, too often students are faced with a choice to represent the university in an official capacity or be penalized for missing a class and assignment. Most peer institutions have created attendance policies which recognize the value of these experiences and provide reasonable accommodations to miss occasional classes and complete missed assignments without academic penalty. UNCP put together a working group formed by Scott Hicks and the Provost to try to find a practical solution consistent with minimizing missed class time and allowing students to take advantage of various opportunities that are consistent with the traditions of university life. The draft created is a middle path consistent with policies in operation at peer and state institutions of similar size.

The Working Group included participation from English, Nursing, History, and Athletic Training. Various drafts were written and rewritten to find a working compromise. Additional suggestions were incorporated after the working group's draft was submitted to Enrollment Management.

Student Class Attendance Policy (Revised)

Students are expected to attend class, be prepared for engaged learning, and be aware of the policies outlined in every course syllabus. Professors and instructors should communicate clear expectations regarding attendance, participation, and make-up of any missed exams and assignments. These expectations should be included in the written course syllabus and explained during the first day of each semester.

Professors and instructors teaching general education courses will keep accurate attendance records and notify the Academic Support Center when a student's attendance patterns become counterproductive to academic progress. Excessive absences may result in course failure and any student who does not attend any class can be administratively withdrawn by the university. Faculty and staff are encouraged to offer reasonable accommodations to students with documented illnesses, family or medical emergencies, bereavement, or official legal proceedings.

If a student is representing the University in an official capacity at a university-sanctioned event, ~~that absence will be considered excused and, when pedagogically feasible,~~ it is recommended that, **when pedagogically feasible, 1) the student not be penalized and 2) reasonable accommodations of time and access—not more than**

three university business days after the student returns to campus—be provided to allow the students to complete missed work. Given that missing more than 10% of class time significantly compromises a student's ability to succeed in a course, any student who anticipates missing more than 10% should not enroll in a course without prior approval from the instructor. ~~When pedagogically feasible, it is recommended that reasonable accommodations of time and access—not more than three university business days after the student returns to campus—be provided to allow the student to complete missed work.~~

It remains the responsibility of the student to communicate accurately and regularly with the professor or instructor about a missed class due to any reason, including for university sanctioned events. During the first week of each semester, students must provide official documentation of relevant university sanctioned events already scheduled that will result in excused absences.

Approved unanimously (11-0-0)

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Appendix I



**Teacher Education Committee Meeting
Minutes
February 11, 2015
3:00 p.m., room 1106, Jones Athletic Building**



“Preparing professional educators who are committed, collaborative, and competent.”

TEC Members Present: S. Averette, A. Bryant, D. Davis, R. Bullard-Dillard, M. Edwards, I. Falls, P. Faulk, D. Feikema, K. Ficklin, K. Granger, R. Hagevik, A. Horton-Lopez, E. Jeon, M. Klinikowski, R. Ladd, C. Lara, T. Lightfoot, Z. Locklear, L. Mabe, A. McDonald, J. Rivera, M. Scott, D. Scruton, S. Simmons

Staff: L. Mitchell, S. Opat, B. Winters

Guest: V. Ford, S. Hunt

1. The meeting was called to order at 3:03 p.m.
2. The minutes of the November 12, 2014 meeting were approved as presented.
3. Three “Good News” items were presented:
 - a. Recognition of Service – Dr. Patricia Faulk, Assistant Superintendent for Bladen County Schools and central office representative on the TEC, was recognized with a gift and card for her many years of service on the TEC. Dr. Faulk is retiring from the public schools of NC after almost 40 years of employment.
 - b. Dr. Angela McDonald, Chair for the Department of Educational Leadership and Counseling, was presented a certificate on behalf of the Professional School Counseling and Clinical Mental Health Counseling Programs for the recently awarded CACREP extension of accreditation status of these two programs until March 31, 2021. Dr. McDonald was largely responsible for writing the Interim Accreditation Report during fall 2014.
 - c. Dr. Karen Stanley, Chair and Graduate Program Director for the Department of Elementary Education, was recognized for the accomplishments of the online graduate program in Elementary Education for being ranked by U.S. News & World Report as a “Top 100 Online Graduate Education Programs in the U.S.” Also, Dr. Stanley was presented with a congratulatory letter from N.C. Representative Charles Graham.
4. **Curriculum proposals:**
 - a. Educator Preparation Courses (EPC) courses – On behalf of Dr. Betty Brown, Chair for the Department of Educational Specialties, Dr. Marisa Scott presented a proposal to eliminate the following EPC courses from the catalog. These courses are no longer offered by the School of Education and have been

replaced with other courses under the EDN banner. Delete: EPC 2020, 2030, 2040, 2460, 3010, 3020, 3030, 3460, and 4540. Proposal approved.

5. Action Items:

- a. All of the students as presented for admission into the Teacher Education Program by Ms. Aku Opata, Licensure Officer, were approved.
- b. On behalf of Ms. Mary Ash, Program Coordinator for the Comprehensive Science Education Program, Dr. Rita Hagevik presented a proposal to change the In-Focus Plan of Study (POS) requirements for Science Education Middle Grades (6-9) Concentration and Science Education High School (9-12) Concentration licensure-only and/or lateral entry students to include a requirement that “the student must meet the state established scores on the Praxis Core Academic Skills for Educator tests, the SAT, or the ACT before a POS will be issued. Proposal approved.

6. Teacher Recruitment and Retention (R&R) Activities Report – Ms. Karen Granger reported on the following items:

- a. Ms. Granger is serving as a member of the UNC Teacher Recruitment Website Advisory Committee which has plans to launch a new statewide informational website about teacher education and the teaching profession. The website should go live in late spring/early summer.
- b. Ms. Granger presented information about the NC Forgivable Education Loans for Service (FELS) Program which provides financial assistance to qualified students who are enrolled in an approved education program and are committed to working in critical employment shortage professions in NC. The NC State Education Assistance Authority provides administration for the program.
- c. Dr. Zoe Locklear reported on the participation of several faculty and staff in the January and February Region 4 PANC meetings specifically to discuss regional recruitment and retention activities. Dr. Alisa Chapman and Mr. Al Meyers from UNC General Administration also participated in these meetings as well as representatives from the regional public and private IHEs. The intent is to work collaboratively to develop a regional R&R plan.
- d. Dr. Locklear and Ms. Granger will be working to establish a Recruitment and Retention Subcommittee for the TEC.

7. Middle Grades Report – Dr. Scott Billingsley will continue to work with faculty and Dr. Liz Normandy on next steps.

8. Praxis PLUS Update – Ms. Melissa Edwards presented an update as to the current efforts of the Praxis PLUS Program, which has included providing tutorial support and test fee reimbursement to several students. This program continues to provide value-added initiatives to the Teacher Education Program.

9. Report from the Office of University-School Partnerships – Dr. Bryan Winters reported on the following items:

- a. The list of 2014-15 Professional School Counseling Practicum and Intern Students were presented for information only. Dr. Winters and Dr. McDonald stated that Dr. Nicole Stargell is doing an outstanding job coordinating these field placements.
- b. The week of January 12 was spent providing orientation and instructional seminars for the spring 2015 interns as indicated on the spring 2015 Internship Calendar of Events. The week was very successful.
- c. The MSA Leadership Conference is scheduled for January 28, 2015 with Dr. Frank Till as keynote speaker. A session will also be provided on the “teacher working conditions survey”.
- d. Praxis II Preparation Workshops are scheduled for Saturday, February 21, 2015 beginning at 9:00 a.m. in room 222 of the SOE. These workshops are provided at no cost to UNCP students and regional public school teachers and are delivered by UNCP TEP faculty and/or regional public school content specialists. The Praxis II exam is now required for all licensure areas.
- e. The first of 3 Elementary & Special Ed NCTEL Exam Preparation Workshops will be provided on Saturday, March 14. These workshops are being provided for our Elementary and Special Education majors, as well as regional public school teachers, to assist them with the new NC licensure exams in Reading, Mathematics, and Multi-Subjects. The workshops will be delivered by Dr. Claudia Nicholson (Reading), Ms. Melissa Edwards (Mathematics), and Ms. Kelly Ficklin (Multi-Subjects).
- f. To assist students with test anxiety, “Mindfulness Workshops” will be offered throughout the spring 2015 semester. Students are encouraged to attend these sessions.
- g. Dr. Val Ford presented the handout for the “Praxis Core Preparation Workshops” to be offered throughout the spring 2015 semester. Dr. Ford has received very positive feedback from students who participated in the fall workshops.
- h. Intern seminars are scheduled for Tuesday, February 24 on: “Working with Students of Poverty” with Dr. Tammy Palowski from Francis Marion University; “Instructional Strategies for ESL Students” with Dr. Mabel Rivera; and “Working with Students in EC Programs” with Dr. Gretchen Robinson.
- i. An intern seminar is scheduled for Wednesday, March 25 with the NC State Teacher of the Year (TOY) and the Teacher Education Fair. The NC TOY presentation will be made at 9:00 a.m. in room 222 of the SOE and the Fair will convene at 10:00 a.m. in the UC Annex. To date, 19 school districts have preregistered to participate in the Fair.
- j. Early Field Experience placement confirmations are coming in daily from the regional school districts and faculty are being notified once students are cleared to go to the district offices and/or the schools. Several districts require

criminal background checks and local Board approval before students can begin to work with any P-12 students.

- k. Dr. Locklear stated that at the end of the fall semester, some of the BK students completing the ECE 4500 course wanted to participate in the Pinning Ceremony. These are licensure-only and/or lateral entry teachers who are completing this course for licensure purposes. It includes a modified internship requirement that the students, who are typically teaching in a public early children setting, are able to complete while maintaining full-time employment. The students were allowed to participate, but Dr. Locklear would like to get clarification from the TEC as to the purpose of the Pinning Ceremony. She will bring this item back to the TEC at a later date.
- l. A handout was distributed indicating the new SBE/DPI Education Districts that were created by the General Assembly. These districts are effective April 2015. If implemented, the Harnett and Lee school districts would no longer be in the UNCP service region for school partnerships, but the Clinton City and Sampson County school districts would be included. Dr. Winters and Dr. Locklear will provide additional information as it becomes available from DPI.
- m. Dr. Winters distributed a list of the “Field Experience Survey Courses for Spring 2015” for which his office will need to collect dispositional feedback from the teachers for all students completing early field requirements in these courses. Following discussion, a few changes were made to this list. Dr. Winters will email an amended list to respective faculty.

10. Report - NCATE/Accreditation – Dr. Roger Ladd reported on the following items:

- a. The on-site accreditation visit is now confirmed and scheduled for November 8-10, 2015. Additional information will be provided throughout the summer and fall.
- b. The Institutional Report (IR) is due on or before March 6, 2015. Dr. Ladd, Ms. Mary Klinikowski, and others will be working daily to prepare the responses and evidences for this report. Dr. Ladd encouraged faculty and staff, especially program coordinators and directors, to respond in a timely manner when information requests are made. For example, Mary K. has sent survey requests regarding faculty qualifications and how diversity is taught in all programs. These surveys need to be completed and returned immediately. Once the IR has been submitted, we will receive feedback in a month or so and additional edits and program changes will be made during the summer. The edited IR will be resubmitted in August or September prior to the November campus visit.
- c. Dr. Ladd reminded all program coordinators and directors to submit specialty area and content pedagogy syllabi for their programs for the fall 2014 and spring 2015 semesters to Audria Cummings, Administrative Assistant in the SOE.

- 11. Report - Director of Assessment** – Ms. Mary Klinikowski reported on the following items:
- a. In December and January, a Faculty Qualifications Survey was sent to those individuals who were identified by program coordinators and directors as program faculty. Responses are coming in, but more are needed. Mary K. will be sending reminder emails.
 - b. In January, a Diversity Survey was sent to program coordinators and directors asking for information as to how diversity is taught in each program. This survey needs to be completed immediately.
 - c. Mary K. has posted Intern Seminar Evaluations and Fall 2014 Exit Survey information on the TEC BB site. Program coordinators and directors are reminded to review this information with program faculty in order to inform and guide decisions for program changes.
 - d. Mary K. referred to the web link for information on the recently released NC Report Cards. Specifically, she provided information for our UNCP partner school districts. This information has been posted to the TEC BB site.
 - e. Mary K. referred to the web link for information on the recently released NC School Finance Study. Specifically, she provided information on our regional counties, noting a high level of poverty in the majority of the counties in the UNCP service region. This information has been posted to the TEC BB site.
 - f. Mary K. mentioned that she will soon be contacting faculty and staff as she works to completed additional required reports, including PEDS, Title II, and the IHE Performance Report.
- 12. Technology Report** – Dr. Lisa Mitchell reported on the following items:
- a. Dr. Mitchell described the problems that have occurred with the SOE “TV” and how she is working with DOIt to identify a solution.
 - b. Dr. Mitchell has assisted several program coordinators and directors with the development and improvement of their individual program websites/web pages. She remains available to assist others, as needed.
- 13. Report - Office of Teacher Education/Dean’s Office** – Dr. Zoe Locklear reported on the following items:
- a. Dr. Locklear reported that Dr. Sara Simmons would like for the program coordinators to consider agreeing that the undergraduate “professional EDN core courses” be taught in hybrid format. Currently, based on previous input gathered from the program coordinators, these courses are only taught as face-face sections. One online section of each course is taught, but enrollment is restricted to students in the BK program and other students with extenuating circumstances. Dr. Locklear will convene a meeting of the program coordinators for discussion of this item.
 - b. Program coordinators and directors are reminded to submit revised and current program check sheets to Audria Cummings, Administrative Assistant in the SOE.

- c. The Licensure Office has identified at least 3 students who took the “old” Praxis I Exam prior to July 31, 2014. These scores will no longer be accepted by the Department of Public Instruction and the students will be required to take the new Praxis Core Exam for TEP admission. Dr. Locklear will contact the program coordinators and advisors for these students making them aware of this situation.
- d. The Licensure Office reports that the revised Interview Procedures now being implemented for TEP admission are going well with few problems. Approximately 100 students have been admitted to the TEP following these new procedures.
- e. Dr. Locklear made comments regarding the recently released “UNC BOG Recommendations on Teacher and School Leader Quality”. She described the BOG Summit that took place on January 27 at SAS Institute. Additional information will be provided as the BOG moves to implement these recommendations over the next year or so.
- f. Dr. Locklear reviewed the document “New Graduate Students Admitted: 2008 Fall Semester – 2015 Spring Semester” making comments as to the decreased numbers of students enrolled in our graduate Education programs. Program directors are encouraged to work with the Office of Graduate Studies and Research toward recruitment initiatives.
- g. Dr. Locklear reviewed the document “UNC Education Program Enrollment by Institution: Fall 2010 – Fall 2014” making comments as to the decreased numbers of students enrolled in Education programs across the UNC system – including UNCP. It is anticipated that approximately 1300 fewer teachers will be produced by the UNC system during the next academic year. NC public school districts hire approximately 10,000 new teachers each summer for the upcoming academic year.
- h. Dr. Locklear referred to the “Subcommittee Assignments Sign-Up Sheet” and asked for additional volunteers for those committees that still need membership.

14. Announcements:

- a. “Beyond Informational Texts”, A One-Day Conference for English/Language Arts Teachers - Thursday, February 12, 8:30 a.m., COMtech
- b. Majors’ Meetings – Monday, February 23, 5:00 p.m., SOE room 222 and Tuesday, February 24, 10:00 a.m., SOE room 223
- c. Winter Open House – Saturday, February 28, 8:30 a.m.
- d. “Teach Like a Pirate” Workshop – Wednesday, March 11, 5:30 p.m., GPAC
- e. Graduate School Information Fair – Saturday, March 21, 11:00 a.m., UC Annex
- f. Drive-In Conference for Regional Counselors – Friday, March 27, 2015
- g. Graduate Poster Session – Tuesday, March 31, 2015 – UC Annex
- h. Reminder - April TEC Meeting Date: April 1, 2015
- i. “5th Annual Collaborative Conference for Student Achievement” - March 30-April 1, 2015, Greensboro

- j. NC-ACTE Spring Forum – Friday, May 1, Friday Institute for Educational Innovation, NCSU, Raleigh

Dr. Rebecca Bullard-Dillard made comments relative to item 14.e. – the Graduate School Information and Enrollment Fair now scheduled for Saturday, March 21 in the Chavis Center Lobby. Graduate program directors and faculty are strongly urged to participate. Dr. Bullard-Dillard also shared information regarding the action that was recently taken by the Graduate Council to allow undergraduate students to take up to 6 semester hours of graduate course credit that can be applied toward a graduate degree at UNCP. Please contact the Graduate School for additional information.

15. Information/Handouts: none

16. The meeting was adjourned at 5:05 p.m.

Reminder: The next meeting of the TEC is scheduled for Wednesday, March 11, 2015, 3:00 p.m., Jones Building, room 1106.

Respectfully submitted,
Sherry Hunt

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Appendix J

Faculty Senate Report **Graduate Council** **April 1, 2015**

Office for Graduate Studies

The Graduate Council met on March 16, 2015 in the UC Annex, Room 203. The following information may be particularly relevant to the Faculty Senate.

- At the March 16 meeting, six faculty were awarded graduate status (three full and three adjunct) and 32 graduate faculty statuses were renewed resulting in 173 graduate faculty (150 full, 16 adjunct and 7 professional affiliate).
- For the spring semester, there are 23 in-state and 2 out-of-state Graduate Assistants funded by Academic Affairs and 13 others funded by departments or grants.
- The first ever Graduate School Visitation Day was held on Saturday, March 21.
- The Graduate Student Research Poster Session and Open House will be held March 31, 2015 from 5:30 to 7:00, UC Annex. All BOT are invited to attend.

Proposals: The following proposals from the MSW program were considered and approved:

SWK: updating Advanced Standing summer bridge courses to better align the content with needs of beginning students in the program. Adding two courses (**SWK 5330:** Advanced Standing Bridge Course I—4 hr and **SWK 5340:** Advanced Standing Bridge Course II—4 hr) and eliminating four courses (SWK 5110; SWK 5120; SWK 5130; SWK 5140 --two hours each—eight hours total. Add new course to electives: **SWK 6600:** Advanced Social Work Practice in Integrated Healthcare—3 hr.

Next Graduate Council Meeting: Monday, April 20, 2015, 3:00 pm, UC Annex Room 203

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