

Minutes (approved 9/1/2016)
Subcommittee on Curriculum
Thursday, April 7, 2016
3:30 PM Room 251 University Center

Members Present: Victor Bahhouth (S&BS to 2016), Chiuchu (Melody) Chuang (EDUC to 2016), Jaime Martinez, Chair (LETT to 2016), Elizabeth Normandy (VC of AA Designee), Maria Santisteban (NS&M to 2016), Lourdes Silva (Registrar), Emily Tobey (Acting Secretary), Joseph Van Hassel (ARTS to 2017), Marian Wooten (EDUC to 2017)

Members Absent: Brian Edwards (SGA), Emily Neff-Sharum (S&BS to 2017), José Rivera, Secretary (ARTS to 2016), Roland Stout (NS&M to 2017),

Guests: Jeff Bolles (HHP), Susan Edkins (Nursing), Jennifer Twaddell (Nursing), Rebekah Hazlett-Knudsen (Social Work), Mark Milewicz (Honors College), Thomas Dooling (Chem/Phys), Jose D'Arruda (Chem/Phys), Younsuk Chae (ETFL), Stephen Bukowy (Acct), Jesse Rouse (Geol & Geog), Bryan Winters (HHP), Chery Beasley (Nursing), Darin Nelson (Geol & Geog)

1. **Call to Order 3:31 p.m.**
2. **Adoption of Agenda by acclamation**
3. **Approval of Minutes of March 3, 2016 by acclamation**

4. Proposal from the Department of Music (see pp. 5-6)

4.1 Program Proposal: revise requirements for B.M. in Music Education, Keyboard Emphasis

4.1 approved 8-0-0

4.1 will be forwarded to Academic Affairs Committee and Senate for their vote

5. Proposals from the Department of Aerospace Studies (Air Force ROTC) (see p. 7)

5.1 Course Proposal: revise title and description of ARS 2110 and 2120

Was not considered because representative was absent.

6. Proposal from the Department of English, Theatre, and Foreign Languages (see p. 8).

6.1 Program Proposal: add 7 existing courses to list of elective options for Minor in English

6.1 approved 8-0-0

6.1 will be forwarded to Academic Affairs Committee and Senate for their vote

7. Proposals from the Honors College (see pp. 9-10 and Appendix B)

7.1 Course Proposal: Create HON 2520 Mathematical Concepts and Applications

7.2 Course Proposal: Delete HON 2510 Horizons in Math and Computer Science

7.1-7.2 approved 8-0-0

7.1 will be forwarded to Academic Affairs Committee for their vote

7.2 will be forwarded to Chairs of Academic Affairs and Senate for their signatures

8. Proposal from the Department of History (see pp. 11-12)

8.1 Program Proposal: delete CSC 4050 from requirements for B.S. in History, Social Studies Education Middle Grades Concentration and B.S. in History, Social Studies Education Secondary Concentration

8.1 approved 8-0-0

8.1 will be forwarded to Academic Affairs Committee and Senate for their vote

9. Proposals from the Department of Accounting and Finance (see pp. 13-14)

9.1 Course Proposal: revise prerequisites for ACC 2270 Financial Accounting

9.2 Course Proposal: revise prerequisites for FIN 3100 Business Finance

9.1-9.2 approved 8-0-0

9.1-9.2 will be forwarded to Chairs of Academic Affairs and Senate for their signatures

10. Proposals from the Department of Nursing (see pp. 15-18 and Appendix C)

10.1 Course Proposal: create NUR 2020 Critical Thinking in the Nursing Discipline

10.2 Program Proposal: replace NUR 2000 with NUR 2020 in requirements for Pre-Licensure BSN and RN-BSN Completion

10.3 Course Proposal: delete NUR 2000 Introduction to Health Technology and Informatics

10.4 Course Proposal: revise prerequisites for NUR 5100 Research Methods for Evidence-Based Practice

10.1-10.4 approved 8-0-0

10.1 will be forwarded to Academic Affairs Committee for their vote

10.2 will be forwarded to Academic Affairs Committee and Senate for their vote

10.3-10.4 will be forwarded to Chairs of Academic Affairs and Senate for their signatures

11. Proposals from the Department of Geology and Geography (see pp. 19-23 and Appendix D)

11.1 Course Proposal: create GGY 4610 GTC Capstone

11.2 Program Proposal: create an interdisciplinary Minor in Sustainability out of existing courses

11.3 Program Proposal: create an undergraduate certificate in Geospatial Technologies

11.1-11.3 approved 8-0-0

11.1 will be forwarded to Academic Affairs Committee for their vote

11.2-11.3 will be forwarded to Academic Affairs Committee and Senate for their vote

12. Proposals from the Department of Chemistry and Physics (see pp. 24-26 and Appendices E and F)

12.1 Program Proposal: create 3+2 dual degree program in Applied Physics (UNCP) and Electrical Engineering (NCSU)

12.2 Program Proposal: create 3+2 dual degree program in Applied Physics (UNCP) and Mechanical Engineering (NCSU)

12.1-12.2 approved 8-0-0

12.1-12.2 will be forwarded to Academic Affairs Committee and Senate for their vote

13. Proposal from the Department of Social Work (see p. 27)

13.1 Course Proposal: revise prerequisites for SWK 4600 Social Justice and Practice Ethics

13.1 approved 8-0-0

13.1 will be forwarded to Chairs of Academic Affairs and Senate for their signatures

14. Proposals from the Department of Health and Human Performance (see pp. 2858 and Appendices G and H)

14.1 Course Proposal: revise prerequisites for HLTH 3650

14.2 Course Proposal: revise prerequisites for HLTH 4100 and 4700

14.3 Course Proposal: change prefix for HLTH 4920 to HHP 4920

14.4 Course Proposal: change prefix for HPER 3270, 4990 to HPP 3270, 4990

14.5 Course Proposal: change prefix for PED 3400, 4120 to EXPH 3400, 4120

14.6 Course Proposal: change prefix and course number for PED 3480 to EXPH 3450

14.7 Course Proposal: change prefix and course number for PED 3490 to EXPH 2100

14.8 Course Proposal: change prefix and course number for PED 4110 to EXPH 4100

14.9 Course Proposal: change prefix for PED 4030, 4150 to HHP 4030, 4150

14.10 Course Proposal: change prefix for PED 4750 to RSA 4750

14.11 Course Proposal: change prefix and course number for REC 3000 to RSA 2010

14.12 Course Proposal: change prefix for REC 3320, 4000, 4160, 4250, 4400 to RSA 3320, 4000, 4160, 4250, 4400

14.13 Course Proposal: change prefix and title for RECS 4xxx Special Topics in Recreation to RSAS 4xxx Special Topics in Recreation and Sport Administration

14.14 Course Proposal: revise course descriptions for ATHL 2040, 2050, and ATH 3010, 3300, and 4000

14.15 Course Proposal: create ATHL 2045 Lower Extremity Assessment Lab

14.16 Course Proposal: create ATHL 2055 Upper Extremity Assessment Lab

14.17 Course Proposal: create ATH 3310 Exercise and Nutrition Prescription

14.18 Course Proposal: create ATH 4110 Clinical Education IV

14.19 Course Proposal: create ATH 4220 Clinical Education V

14.20 Course Proposal: create EXPH 2110 Anatomy and Physiology I Lab

14.21 Course Proposal: create EXPH 2200 Anatomy and Physiology II

14.22 Course Proposal: create EXPH 2210 Anatomy and Physiology II Lab

14.23 Course Proposal: create EXPH 3460 Kinesiology Lab

14.24 Course Proposal: create EXPH 3500 Motor Behavior

14.25 Course Proposal: create EXPH 3510 Motor Behavior Lab

14.26 Course Proposal: create EXPH 4110 Biomechanics Lab

14.27 Course Proposal: create EXPH 4130 Exercise Physiology Lab

14.28 Course Proposal: create EXPH 4200 Advanced Exercise Prescription

14.29 Course Proposal: create HHP 4000 Applied Research

14.30 Course Proposal: create HHP 4160 Leadership in Health and Human Performance

14.31 Course Proposal: create HLTH 2100 Applied Nutrition

14.32 Course Proposal: create HLTH 3660 Health Advocacy

14.33 Course Proposal: create HLTH 3670 Health Care Ethics

14.34 Course Proposal: create PED 3100 Adapted Physical Education

14.35 Course Proposal: create RSA 2000 Introduction to Sport Administration

14.36 Program Proposal: revise B.S. in Athletic Training to incorporate new Core departmental courses, delete courses that are being phased out, and maintain correct credit hours

14.37 Program Proposal: revise Core course requirements for B.S. in Exercise and Sport Science, revise Health Promotion track and Exercise Physiology track, delete Recreation track and Sport Management track, and create new Recreation and Sport Administration track

14.38 Program Proposal: revise B.S. in Health & Physical Education to incorporate new departmental Core courses

14.39 Program Proposal: create new Minor in Sport Leadership

14.40 Program Proposal: delete Professional Concentration in Human Performance and Minors in Athletic Coaching and Physical Education

14.1-14.40 approved 8-0-0

14.1-14 will be forwarded to Chairs of Academic Affairs and Senate for their signatures

14.15-35 will be forwarded to Academic Affairs Committee for their vote

14.36-40 will be forwarded to Academic Affairs Committee and Senate for their vote

15. Proposal from the Writing Across the Curriculum Committee (see pp. 59-61)

15.1 Program Proposal: add four courses to Writing Across the Curriculum Program

15.1 approved 8-0-0

15.1 will be forwarded to Academic Affairs Committee and Senate for their vote

16. Unfinished Business

16.1 Report from University Registrar

- Registrar reports some proposed changes to catalog language to reflect best practices for course substitutions, application for graduation, minors, and enrollment after graduation.
- These changes will be sent to the appropriate subcommittees (Curriculum and/or Enrollment Management) in Fall 2016

16.2 Report on Electronic Catalog and Curriculum Proposal Workflow

17. New Business

17.1 Curriculum Procedures for Faculty Handbook (see pp. 62-64)

17.1 approved 8-0-0

17.1 will be forwarded to Academic Affairs Committee and the Senate for their vote

18. Announcements

19. Adjournment 4:57 pm

4. Proposal from the Department of Music

4.1 Program Proposal: The Department of Music proposes replacing one semester of MUS 3351 (Accompanying) with one semester of MUSP 1171 (Private Improvisation) for students earning the Bachelor of Music Education, Keyboard Emphasis degree.

Rationale: In the past, music education piano majors have used one of the three required semesters of MUS 3351 to work on basic improvisation skills. We feel that it makes sense that the course title for that one semester reflects what students actually work on. It also helps meet the improvisation standard set by the National Association of Schools of Music, our accrediting organization.

Dept vote: 11 for; 1 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Catalog Entry:

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: José Rivera

Upon successful completion of the program of study in Music Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(39)*
Content Courses —Select one Emphasis (*6 semester hours may count toward General Ed)	63

Vocal Emphasis:

7 hours of a Major Ensemble (at least 4 hours of MUS 1001 and up to 3 hours of MUS 1381)
 MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021,
 MUS 2810 or MUSP 1021
 MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
 MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
 2930², 3290, 3301, 3340, 3970, 4040

Instrumental Emphasis

MUS 1001; 7 hours of MUS 1161 or 1411
 MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021,
 MUS 2810 or MUSP 1021
 MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
 MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
 2930², 3290, 3301, 3340, 3970, 4040

Keyboard Emphasis (Vocal Orientation):

4 hours of a Major Ensemble (at least 2 hours of MUS 1001 and up to 2 hours of MUS 1381)
 3 hours of MUS 3351, 1 hour of MUSP 1171
 MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
 MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
 2930², 3290, 3301, 3340, 3970, 4040, 4250

Keyboard Emphasis (Instrumental Orientation):

MUS 1001; 4 hours of MUS 1161 or 1411
 3 hours of MUS 3351, 1 hour of MUSP 1171
 MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
 MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940¹,
 2930², 3290, 3301, 3340, 3970, 4040, 4250

All students: Applied Music (MUSP) 14 hours	
Professional Studies Core	9
EDN 2100, 3150, SED 3310	
Content Pedagogy	17
MUS 4000, 4490, 4750	
MUS 4050 (Vocal Emphasis and Keyboard Emphasis [Vocal Orientation])	
MUS 4200 (Instrumental Emphasis and Keyboard Emphasis [Instrumental Orientation])	
	Total: 128

¹MUS 2940 fulfills the Fine Arts requirement in General Education.

²MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

5. Proposals from the Department of Aerospace Studies (Air Force ROTC)

5.1 Course Proposal: revise title and description of ARS 2110 and 2120

Rationale: The current title in Braveweb and description in the catalog do not match the approved US Air Force curriculum. The catalog does contain the correct course titles.

Dept vote: 4 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

ARS 2110 and 2120 **The Evolution of USAF Air and Space Power** ~~The Air Force Way~~

Hours: 1.0

Prerequisites:

Required: yes

Course description: ~~This is a survey course designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Air Force heritage and leaders, Quality Air Force, an introduction to ethics and values, introduction to leadership, group leadership problems, and continuing application of communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with their first opportunity for applied leadership experiences discussed in class. Credit, 1 semester hour each semester.~~

The ARS 2110/ARS 2120 curriculum provides a survey course designed to help you evolve from an AFROTC General Military Course (GMC) cadet to an AFROTC Professional Officer Course (POC) cadet (or officer candidate). This course will examine general aspects of air and space power through a historical perspective. Using this perspective, the course covers a period from the first balloons and dirigibles to the space-age global positioning systems of today. The course provides historical examples to extrapolate the development of Air Force capabilities (previously referred to as core competencies) and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension (e.g., Principles of War and Tenets of Air and Space Power). As a whole, this course provides you with a knowledge level understanding of the general elements and employment of air and space power from an institutional, doctrinal, and historical perspective. In addition, we will discuss the Air Force Core Values, using operational examples. You will conduct writing and briefing exercises that will introduce you to Air Force communication skills requirements. A mandatory Leadership Laboratory (LLAB) complements this course by providing leadership and followership experiences, giving students the opportunity to apply the leadership and followership principles of this course. Credit, 1 semester hour each semester.

Course title: Evolution of USAF

Code: LEC

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

6.1 Program Proposal: Add the following courses to Options for additional coursework for the Minor in English: ENG 2450 Introduction to Rhetoric; ENG 2760 Writing Creative Nonfiction I; ENG 2900 Film and New Media Criticism; ENG 3650 Writing in Digital Environments; ENG 3720 Writing for the Public Sphere; ENG 3760 Writing Creative Nonfiction II; ENG 4210 Grant Writing

Rationale: Leaving these courses out of the Minor in English was an oversight when they were added to curriculum; we presently include all of other 2000, 3000, and 4,000 level courses as Options for a Minor in English. These courses offer education majors with a concentration in another field an opportunity for a secondary area. While the other Minors that we offer allow students to focus in a specific area, the Minor in English allows students to have a broad base in English, which is more accommodating for transfer students who need to graduate in a limited number of semesters.

Dept vote: 35 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Catalog Entry:

MINOR PROGRAMS

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in English

Required: ENG 3040;

Options for 15 additional hours: ENG 2010, 2020, 2030, 2050, 2060, 2080, 2090, 2100, 2180, 2190, 2200, 2230, 2240, 2410, 2450, 2470, 2480, 2760, 2780, 2790, 2900, 2990, 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3250, 3420, 3430, 3440, 3460, 3470, 3540, 3560, 3570, 3580, 3590, 3650, 3660, 3670, 3680, 3700, 3710, 3720, 3740, 3750, 3760, 3900, 4020, 4210, 4230, 4240, 4250, 4260, 4500, 4570, 4810, 4830, 4850, 4890; ENGS 2xxx, 33xx, 4xxx, 4090-4129

7. Proposals from the Honors College

7.1 Course Proposal: create a new honors seminar in mathematics, HON 2520, which will replace the current course, HON 2510.

Rationale: This course replaces HON 2510. The new course reflects the course as it is now taught: as a mathematics course. Also, it conforms to other honors seminar course descriptions in that it allows for faculty innovation in meeting general education objectives.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: Faculty from the Department of Mathematics and Computer Science will teach the course, as is current practice. This affects them in that they are involved (and department chair helped construct the proposal) but does not change what they are currently doing or their course loads.

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

HON 2520 Mathematical Concepts and Applications

Hours: 3

Prerequisites: Honors College students only

Required: no

Replaces/Equivalent To: HON 2510 Horizons in Math and Computer Science

New Course description: Current approaches to mathematical concepts and applications will be examined. The course will introduce selected topics in mathematics in a seminar format. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics.

Course title: Math Concepts/Applications

Code: SEM

Syllabus: See Appendix B

7.2 Course Proposal: Delete HON 2510 Horizons in Math and Computer Science

Rationale: The course title combines mathematics computer science, which are no longer combined fields. Also, the course description is outmoded and too specific.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No
Additional Resources: No
Affects Articulation Agreement: No
Affects Degree Pathway: No
Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

~~HON 2510 Horizons in Math and Computer Science~~

~~Hours: 3~~

~~Prerequisites: Honors College students only~~

~~Required: no~~

~~Course description: Current approaches to mathematical modeling, data acquisition, and data analysis with respect to natural systems, emphasizing microcomputer applications to scientific problems. Students will gain experience in the use of available computational resources, including commercial software, microcomputers, and mainframe facilities. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics.~~

~~Course title: Horizons in Math and CS~~

~~Code: SEM~~

8. Proposals from the Department of History

8.1 Program Proposal: The current requirement for the Bachelor of Arts Degree in History—Social Studies Education is 126 hours. The History Department wishes to remove the course CSC 4050 from the degree requirement. It is currently listed within a series of courses labeled “Content Pedagogy.” The degree will now require 123 hours.

The course description is as follows: CSC 4050. Current Topics in Computers in Education (3 credits) The application of computer software in the classroom, including integration of software with lesson plans. Additional topics include matching software to the most appropriate hardware. This course is designed as a preservice course for teachers and may not be used as an advanced MAT or CSC requirement. It is not to be counted toward the Mathematics Concentration at the Graduate level. PREREQ: Permission of instructor

Rationale: The CSC 4050 course is only scheduled to be offered once per year. For the coming academic year it will only be offered in the Spring, 2017 academic semester. This will require Social Studies Education majors to postpone their Spring 2017 classroom teaching internships and graduate a semester later than planned.

Furthermore, the primary skills developed in CSC 4050 are already being developed in a series of required courses including **SSE 3000 and SSE 3650**. The course descriptions read as follows:

SSE 3000: Introduction to Teaching Social Studies (3 credits): A survey of past and present trends in social studies education; an introduction to the social studies curriculum and **instructional technology, including current computer applications**; and a minimum of 25 hours of early field experiences for prospective social studies teachers. PREREQ: EDN 2100 and 15 semester hours in history and social sciences with a minimum QPA of 2.5. Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.

SSE 3650: Content and Techniques of Social Studies (3 credits) A comprehensive study of the nature, scope, objectives, source materials, and methodologies of the social sciences that comprise social studies education (anthropology, economics, geography, history, political science, and sociology). **The student is required to review representative print, audio, and software curriculum materials and integrate the concepts, sources, methods, and technologies** appropriate for the 6-9 or 9-12 social studies curriculum. PREREQ: EDN 2100 , fifteen semester hours in history and social sciences with a minimum QPA of 2.5, and formal admission to the Teacher Education Program or permission of the instructor. Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.

The skills are already being developed and assessed and the burden of completing an extra course is only adding time and expense to the degree process.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: Yes—chair of Department of Mathematics and Computer Science has approved plan

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Catalog Entry:

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12, 6-9)

Coordinator: Serina Cinnamon

Upon successful completion of the program of study in Social Studies Education and related requirements, graduates are eligible for a Standard Professional license to teach secondary or middle grades social studies in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	45 (27)*
Essential Standards (*18 semester hours of Social Sciences and History may also count toward General Ed) Basic History HST 1010, 1020, 1140, 1150 Seminar in History HST 3000 Advanced History (all must be at the 3000 or 4000 level) HST 3170; HSTS 4xxx or HST 4510; United States & Canadian History - 6 hours; Asian, African & Latin American History – 6 hours; European History – 6 hours Social Sciences ECN 1000; SOC 1050; SOC 2090 or PSY 1010; GGY 1010, 1020, or 2000; PLS 1010 Social Science Guided Electives – 6 hours	60
Professional Studies Core EDN 2100, 3130, 3140; SED 3310	12
Content Pedagogy SSE 3000, 3650, 4000, 4480, 4490; CSC-4050	24-21
General Electives	3
	Total: 126 123

NOTE: Students who desire teacher licensure in Social Studies Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

9. Proposals from the Department of Accounting and Finance

9.1 Course Proposal: Remove as a prerequisite for ACC 2270 Financial Accounting: DSC 2090 or 1590. MAT 1070 will remain as a prerequisite.

Rationale: The prerequisite was added two years ago with expectations of improving student retention and passing ACC 2270 with a “C” or better. Experience has now shown it creates scheduling problems with little or no improvement in student performance.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: Yes: Economics & Decision Sciences, Management, Marketing & International Business, Entrepreneurship, BIS. All of these departments have programs that require ACC 2270 and the prerequisite deletion may affect when their students will schedule the course.

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

ACC 2270 Financial Accounting

Hours: 3

Prerequisites: ~~DSC 2090 or 1590 and~~ MAT 1070 or higher mathematics course

Required: yes

Course description: Introduction to accounting. A study of the basic accounting equation, transaction analysis, and financial statements. Credit, 3 semester hours. PREREQ: ~~DSC 2090 or 1590 and~~ MAT 1070 or higher mathematics course.

Course title: Financial Accounting

Code: LEC

9.2 Course Proposal: Add DSC 2090 Spreadsheet and Database Management or DSC 1590 Technology Enabled Decision Making or equivalent as a prerequisite for FIN 3100 Business Finance.

Rationale: Many of the calculations done in the Business Finance course (i.e. Present Value, Future Value, Annuities, Internal Rates of Return, Net Present Value, etc.) are built-in functions of most spreadsheet programs including Excel. Having students already familiar with Excel allows the professor to teach the class more effectively and the students to do the calculations more efficiently by using the built-in functions rather than laboriously calculating them by hand. This also prepares them for the workplace which would expect them to use the functions available on calculators and spreadsheets.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: Yes: Economics & Decision Sciences, Management, Marketing & International Business, Entrepreneurship, BIS. All of these departments have programs that require FIN 3100 and the prerequisite addition may affect when their students will schedule the course

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

FIN 3100 Business Finance

Hours: 3

Prerequisites: **DSC 2090 or 1590 or equivalent and a A “C”** or better in ACC 2270, DSC 3130 or equivalent statistical course, and MAT 1070 or a higher-level mathematics class

Required: Yes

Course description: Principles of financial management as they apply to American business organizations. The role of finance and the financial manager, risk, return and interest rates, longterm investment decisions, cost of capital, and short and long term financing decisions.

Credit, 3 semester hours. PREREQ: **DSC 2090 or 1590 or equivalent and a A “C”** or better in ACC 2270, DSC 3130 or equivalent statistical course, and MAT 1070 or a higher-level mathematics class.

Course title: Business Finance

Code: LEC

10. Proposal from the Department of Nursing

10.1 Course Proposal: The Department of Nursing is requesting approval of a new one credit pre-requisite course to the nursing program that is focused on the concept of critical inquiry and use of the APA writing style. Will replace NUR 2000 – Introduction to Health Technology and Informatics.

Rationale: The proposed new course, Critical Thinking in the Nursing Discipline will focus on the concept of critical inquiry. It is important that nursing students are able to validate observations and assumptions; thus, the need to develop skills in questioning and writing that encourages deeper understanding and distinguishes relevant from irrelevant information is required for effective reasoning. Have found that students need to have a clear understanding of the concept of critical inquiry from a nursing perspective prior to entering the nursing program so that faculty can build on this throughout the nursing curriculum.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: Yes

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

NUR 2020 Critical Thinking in the Nursing Discipline

Hours: 1

Prerequisites: Minimum of sophomore classification; declared nursing majors only

Required: yes

Equivalent to/Replaces: NUR 2000

New Course description: This course provides students with an overview of the concept of critical inquiry. The importance of validation of observations and assumptions about the world and the process of critical thinking is examined to help students develop the habits of effective reasoning through a variety of teaching approaches. Application of the critical inquiry process is accomplished through the use of case studies reflecting the worldview of the nursing discipline.

Course title: Crit Thinking in Nsg Disc

Code: LEC

Syllabus: See Appendix C

10.2 Program Proposal: replace NUR 2000 with NUR 2020 in requirements for Pre-Licensure BSN and RN-BSN Completion

Rationale: NUR 2020 addresses skills we have deemed more crucial for new nursing students. It is important that nursing students are able to validate observations and assumptions; thus, the need to develop skills in questioning and writing that encourages deeper understanding and distinguishes relevant from irrelevant information is required for effective reasoning. Have found that students need to have a clear understanding of the concept of critical inquiry from a nursing perspective prior to entering the nursing program so that faculty can build on this throughout the nursing curriculum. NUR 2000 focuses on the integration of computer and information science to support the practice of healthcare professionals. The majority of this course content is integrated throughout the nursing curriculum; thus, is not needed as pre-requisite.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

Catalog Entry:

PRE-LICENSURE BSN OPTION DESCRIPTION

Requirements for Pre-licensure BSN Option		Sem. Hrs.
General Education and Support Courses		62
Composition: ENG 1050, 1060	6	
Arts and Humanities: restricted selection*, PHI 1000, 1010, or 2040 required	12	
General Education Electives:	3	
Social Sciences: PSY 1010, SOC 1020, restricted selection*	9	
Natural Sciences/Math: CHM 1100, 1110, 1300, 1310; MAT 1050 or higher	11	
Physical Education: restricted selection*	2	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Biology: BIO 1000	3	
Statistics: PSY 2080, SOC 3600, or MAT 2100	3	
Critical Thinking in the Nursing Discipline: NUR 2020 Health Technology and Informatics: NUR 2000	1	
Required Nursing Courses		62
NUR 3010, 3030, 3040, 3050, 3100, 3150, 3200, 3250, 3450, 3500, 4000, 4120, 4150, 4350, 4450, 4510		
		Total: 124

RN-BSN COMPLETION OPTION DESCRIPTION

Requirements for a Bachelor of Science in Nursing (BSN) Degree for RNs (RN-BSN Completion Option)		Sem. Hrs.
General Education and Support Courses		58
Composition: ENG 1050, 1060	6	
Arts and Humanities: restricted selection*, PHI 1000, 1010, or 2040 required	12	
General Education Program Elective, restricted selection*	3	
Social Sciences: PSY 1010, SOC 1020, restricted selection*	9	
Natural Sciences/Math: CHM 1100, 1110, 1300, 1310; MAT 1050 or higher	11	
Physical Education: restricted selection*	1	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Statistics: MAT 2100, PSY 2080, or SOC 3600	3	
Critical Thinking in the Nursing Discipline: NUR 2020 Health Technology and Informatics: NUR 2000	1	
Validation of Previous Nursing Experience		30
Required Nursing Courses		31
NUR 3000, 3100, 3200, 3250, 3300, 4000, 4120, 4350, 4550		
General Electives		5
		Total: 124

10.3 Course Proposal: The Department of Nursing is requesting to delete NUR 2000 – Introduction to Health Technology and Informatics as a pre-requisite course to the nursing program.

Rationale: This course focuses on the integration of computer and information science to support the practice of healthcare professionals. The majority of this course content is integrated throughout the nursing curriculum; thus, is not needed as pre-requisite.

Dept vote: 15 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: Yes

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~NUR 2000 Introduction to Health Technology and Informatics~~

~~Hours: 1~~

~~Prerequisites: Minimum of sophomore classification; declared nursing majors only~~

Required: yes

~~Course description: This course provides students interested in nursing and other human science professions with an opportunity to acquire and apply knowledge and skills from information and computer science to the healthcare field. The course introduces students to applications of information systems in healthcare practice, education, and research. Hardware, software, databases, communications applications, computer developments, and associated legal and ethical issues are addressed. Students learn how healthcare providers can assess, develop, and use information systems to work more efficiently, allocate resources more effectively, and improve consumer health care. Pre-Requisite: Required of all pre-nursing majors.~~

~~Course title: Intro Health Tech~~

~~Code: LEC~~

10.4 Course Proposal: The Department of Nursing would like to change NUR5010 from being a co-requisites with NUR5000. Instead NUR5010 should have NUR5000 as a pre-requisite or by permission of instructor.

Rationale: This will provide more flexibility for students who prefer to begin graduate studies initially with one course. In addition, this will provide for more effective use of faculty resources.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: N/A

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

COURSE DESCRIPTIONS:

NUR 5010 Research Methods for Evidence-Based Practice

Hours: 3

Co-requisite: ~~NUR-5000~~ PREREQ: NUR5000 or permission of instructor

Required: yes

Course description: This course focuses on the development of skills needed to analyze, critique, and conduct nursing research for scientific and clinical merit to promote evidence-based nursing practice. Students will build on their knowledge of the research process and conduct an in-depth analysis of research methods as a framework for studying clinical issues. Emphasis will be on the use of descriptive and inferential statistics, qualitative and quantitative research methods, and application and utilization of research related to advanced nursing practice. ~~Co-requisite(s): NUR 5000~~ PREREQ: NUR5000 or permission of instructor

Course title: Research Methods

Code: LEC

11. Proposal from the Department of Geology and Geography

11.1 Course Proposal: Create GGY 4610, a capstone course for the proposed Geospatial Technologies Certificate.

Rationale: This course will allow students to demonstrate their proficiency in the use of the concepts and skills acquired during the coursework required for the Geospatial Technologies Certificate. The course will be project based and will address a real world question and use case decided on by the student in conjunction with the instructor.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: ?

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

GGY 4610 GTC Capstone

Hours: 1

Prerequisites: permission of instructor

Required: yes (for new certificate program)

New Course description: Practical demonstration of knowledge through the development and completion of a real word project using appropriate geospatial data and technologies. PREREQ:

Permission of instructor

Course title: GTC Capstone

Code: RES

Syllabus: See Appendix D

11.2 Program Proposal: Establish a new Sustainability Minor that will be housed in the Department of Geology of Geography. The minor will be an interdisciplinary program that utilizes existing courses related to sustainability, including Environmental Science, Geology & Geography, American Indian Studies, and other departments.

Rationale: The UNC Sustainability Policy 600.6.1 (Adopted 2009; Amended 2013) states all UNC schools are to, among other things, "systematically incorporate sustainability throughout the institution by integrating the policy goals into the institution's processes, administration, teaching, research, and engagement." In addition, being a signatory of the Appalachian Energy Summit in 2012, UNCP publically agreed to, among other things, "educate our students to be leaders of tomorrow through our active and demonstrative pursuit of the initiative's goals; position the University of North Carolina system and our Private University colleagues as

national leaders in sustainability education; create a culture of environmental and economic sustainability across the UIC system through administrative leadership, student involvement, curricula development, campus operations, and new partnerships between the university, its benefactors and industry." UNCP's signatory commitments to the American College and University Presidents' Climate Commitment in 2014, also agreed to, among other things, "take actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students."

Therefore, the goal of the sustainability minor is to establish an academic pathway for students and the University of North Carolina at Pembroke to become regional and national leaders in sustainability. Currently the minor is being proposed to utilize courses that are already being taught here on campus. We have confidence that the minor will receive support from the student body and faculty so that the program will grow. For example, the campus has already suggested that sustainability is an important topic for our students and our faculty as seen in a survey sent out to campus in Sept 2015 (an IRB-approved survey through the Office of Sustainability). The survey suggested that 95% of respondents (789) support academic courses, research, and service learning opportunities that would prepare individuals to resolve social, environmental, and economic issues in the world today.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: Yes

- Departments of English, Theater, and Foreign Languages & American Indian Studies will house one of the core courses required for the minor (AIS/ENG 2410)
- Department of Biology will house one of the core courses for the minor and two of the courses that students can select (ENV 1100, ENV 2450, and ENV 4100)
- Department of Philosophy and Religion will house a course that the students can select (PHI 3300).
- Department of Management, Marketing, and International Business will also house a course that the students can select (MGT 4310). Department of Sociology and Criminal Justice will also house a course that the students can select (SOC 4430).
- The Office of Sustainability will be working with us to approve and schedule seminars for the minor.

New Courses: No

Additional Resources: No

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

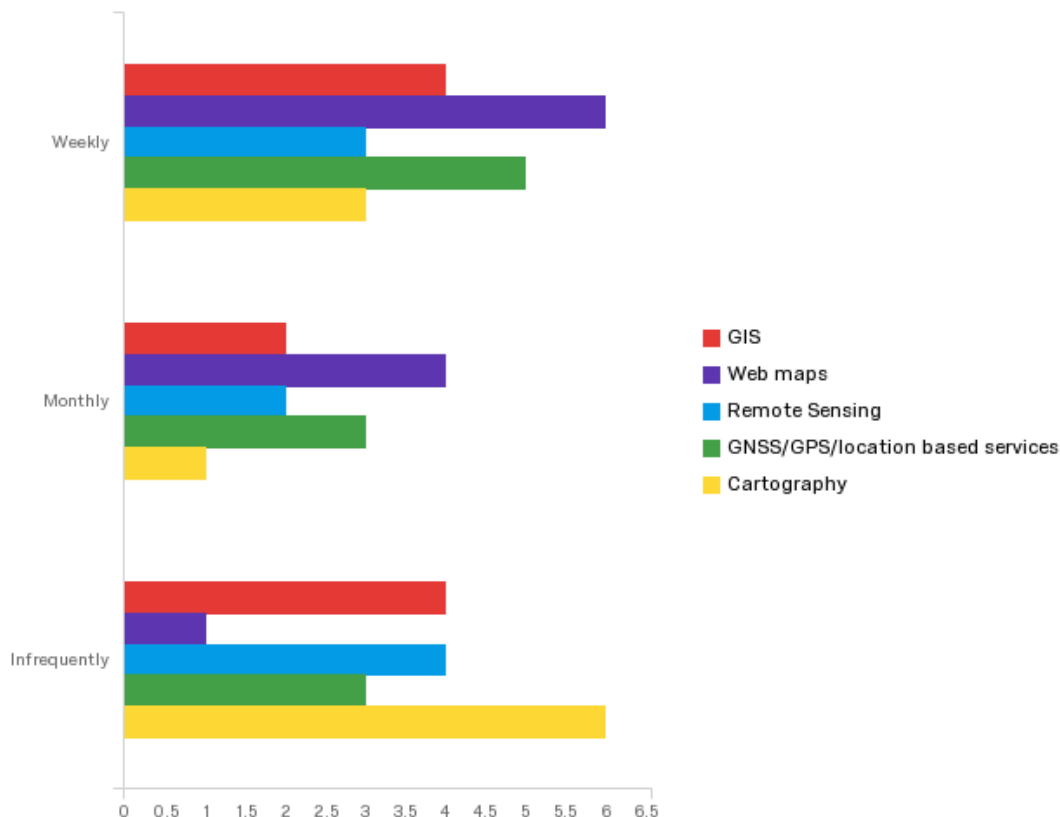
11.3 Program Proposal: Create a 12 hour undergraduate certificate in Geospatial Technologies to support students who face the continued growth in the workplace of Geographic Information Systems (GIS), Remote Sensing, web-based mapping, location based services, and related

geospatial technologies in a variety of fields from Environmental Science to Business and from Public History to Sociology.

Rationale: The proposed Geospatial Technologies Certificate aligns with the Department of Geology and Geography's existing course offerings. The core classes (GGY2500, GGY2700, & GGY4040) are all taught regularly and are required by either the Geo-Environmental Studies or the Environmental Science majors so that none of the existing classes are low enrollment courses. The only new course will be the capstone project that is being proposed in conjunction with the certificate proposal and is expected to work more as an independent study at the outset of the certificate.

A short survey of past and current students in GGY2500 (Intro to Cartography), GGY2700 (Intro to GIScience), and GGY4040 (Remote Sensing) resulted in 13 respondents, two UNCP alumni and eleven current UNCP students. These students represented a number of majors including Geo-Environmental Studies, Environmental Science, History, Mass Communications, and Education. Both of the alumni responded that geospatial technologies are significant to their careers, using certain technologies monthly or even weekly. Both alumni felt a geospatial technologies certificate would have been desirable and suggested they would have pursued the certificate if it had been available. In addition, they felt such a certificate would have helped in their job search.

Of the eleven current students who responded, seven suggested they would pursue a geospatial technologies certificate and the other four provided a response of 'maybe'. When asked if they would pursue the certificate if it could be completed largely within their major requirements (which is currently possible in both the Geo-Environmental Studies and Environmental Science majors), the number of affirmative responses rose to ten. None of the students gave a direct 'No' response regarding interest. The respondents also suggested that outside of the related classes they are already utilizing geospatial technologies (e.g. for internships, other classes, volunteer activities) as shown in the results below (p. 21). While a survey such as this will inevitably find a favorable audience both through selecting classes where students have experience with the course and by the students' choice to complete the survey, the survey shows that there is interest just within this small sample of approximately 70 students.



To gain a broader perspective from campuses in the system that maintain a comparable certificate, I spoke with faculty at Appalachian State University (ASU) and East Carolina University (ECU). ASU maintains the 12 hour undergraduate *Certificate in Geographic Information Systems*. I spoke with Dr. Jeff Colby who was very supportive of a geospatial technologies certificate. He stated that over 100 students have completed ASU's certificate. Since the application for the certificate generally happens at the completion of the course work they do not have a way to officially track current students in the certificate. Using a single current upper-level class, Advanced GIS, Dr. Colby was able to say that all 34 undergraduates in the course were working toward the certificate and that the majority were from other departments, not completing one of the degrees offered by the Department of Geography & Planning. Based on informal conversations and interactions at the NC GIS conference, held every other February, Dr. Colby has found that many students who have completed ASU's certificate are working in the industry with firms located in NC directly from graduation, however, he did not have specific numbers.

ECU maintains the 15-hour undergraduate *Certificate Program in Geographic Information Science*. I spoke with Scott Wade, the current certificate advisor. Mr. Wade was also supportive of a geospatial technologies certificate. ECU has students fill out an intent form for the certificate in order to keep track of interest and they currently have 15 students going through the certificate from a variety of disciplines. They have had around 80 students complete the certificate to date. They have found that non-traditional undergraduates have had a strong interest in the certificate from their work experience.

Faculty at both schools, as well as from the survey of UNCP students, suggest that the certificate would draw widely from the natural sciences, especially Geology, Biology, and Environmental Science, the social sciences, Sociology, Political Science, and Anthropology/archaeology, and even the humanities such as public history. Geospatial technologies play a role in the job expectations of a wide range of disciplines.

Fayetteville State University has also recently established the Geospatial Intelligence Certificate Program; however, due to its nature as an accredited certificate through the US Geospatial Intelligence Foundation it requires a minimum of 21 hours and a mix of geospatial technologies and intelligence courses. In addition, NorthCarolina.edu shows UNC Wilmington as having an undergraduate certificate, though, their website only shows a graduate certificate.

In discussions with national geospatial technology firms and software companies such as Esri and Hexagon Geospatial, these employers have generally agreed that a certificate shows that a student has at least a basic knowledge of geospatial technologies which can provide a basis for training for their specific corporate needs.

Overall, the certificate is meant to address the Department of Labor's *Geospatial Technology Competency Model* (<http://www.careeronestop.org/competencymodel/competency-models/geospatial-technology.aspx>). As proposed, the certificate would address Tiers 1-4 and begin to touch on specific areas in Tier 5. The proposed certificate also looks to the National Geospatial Technology Center of Excellence's model certificate document for direction (http://www.geotechcenter.org/uploads/2/4/8/8/24886299/model_certificate_and_course_descriptions_final_jan_12_2013.pdf). However, as the document was built for community colleges and for certificates including 15 or more course hours to complete, strict adherence to the model certificate recommendations is not viable for our proposed certificate. The main difference is that the internship is dropped from the core courses and certain aspects from suggested courses are already combined in our current course offerings.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: Yes

New Courses: Yes

Additional Resources: ?

Affects Degree Pathway: N/A

Affects CAA Degree Plan: N/A

Catalog Entry:

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
Required Courses for a Minor in Sustainability	Sem. Hrs.
ENV 1100, GLY 2620*, AIS/ENG 2410	9
Choose 1 of the following courses: ENV 2450, MGT 4310	3-4
Choose 2 of the following courses: GGY 3290, PHI 3300, ENV 4100, SOC 4420	6
	Total: 18-19
*Prerequisite: GLY 1000 or 1150	

SUSTAINABILITY MINOR

Coordinator: Daren Nelson

Sustainability is commonly defined as meeting the needs of our present generation without compromising the ability of future generations to meet their goals. The sustainability minor is an 18-credit interdisciplinary program that is designed to assist students who are interested in pursuing a career that involves practicing sustainable practices. The minor focuses on how individuals can focus on these sustainable practices within the environment and how these practices impact both economic and social issues within local, national, and international contexts. The minor will be applicable to students from all majors due to the focus on how these sustainability principles can be applied to all academic disciplines and professional fields

GEOSPATIAL TECHNOLOGIES CERTIFICATE

The Geospatial Technologies Certificate provides UNCP students in good standing from all majors the opportunity to learn and apply the conceptual knowledge and technical skills needed to be proficient within a fast growing industry. The Geospatial Technologies Certificate consists of 12 hours of course work. The first course, *Introduction to Cartography* (GGY 2500), provides a broad view of modern mapping technologies. The second course, a choice of either *Introduction to Geographic Information Science* (GGY 2700) or *Remote Sensing* (GGY 4040), focuses on industry standard practices and technologies. The next four to five hours are made up of one or more methods based classes chosen, with departmental approval, to focus on the student's interest in geospatial technologies or related fields. The last course, a capstone (GGY 4610), demonstrates the student's proficiency with geospatial technologies by developing and completing a real world project. A Geospatial Technologies Certificate will be granted after the successful completion of the program provided the student has a "C" average in the Geospatial Technologies Certificate courses.

Requirements for the Geospatial Technologies Certificate
Hrs.

Sem.

GGY 2500, GGY 2700 or GGY 4040, and GGY 4610

Four to five hours of methods-based classes, with departmental approval

Total: 12

12. Proposals from the Department of Chemistry and Physics (see p)

12.1 Program Proposal: We propose to offer a “3+2” Dual Degree Program combining applied physics at University of North Carolina Pembroke with electrical engineering at North Carolina State University. Students spend 3 years at UNCP studying an Applied Physics program. Students meeting applicable transfer admission requirements are accepted to NCSU’s Electrical Engineering Program, which can be completed in 2 years. Upon completion of both programs, the student will receive two degrees, a Bachelor of Science in Applied Physics degree from UNCP and a Bachelor of Science in Electrical Engineering from NCSU, all within five years.

Rationale: Presently, UNCP has a 2+2 program, where students spend 2 years, usually majoring in applied physics, taking basic engineering prerequisites such as Calculus, Chemistry and Laboratory and Calculus Physics with Laboratory. Student then transfer to either NCSU, NCA&T, or UNCC and spend 2 years earning a degree from one of those universities. The Chemistry/Physics Department at UNCP does not get to count these students as earning a degree in Applied Physics. In the 3+2 Dual Degree Program, UNCP will be able to record that these students are earning a degree in our applied physics program.

A joint Physics/Electrical Engineering degree is valued in the marketplace, where a strong command of physics fundamentals, together with practical engineering training, is advantageous in developing novel electronic device components that help to fuel the many technological advances in our society.

Dept vote: 15 for; 0 against; 1 abstain

Affect others: No

New or Revised Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Catalog Entry: see pp. 24-25

12.2 Program Proposal: We propose to offer a “3+2” Dual Degree Program combining applied physics at University of North Carolina Pembroke with mechanical engineering at North Carolina State University. Students spend 3 years at UNCP studying an Applied Physics program. Students meeting applicable transfer admission requirements are accepted to NCSU’s Mechanical Engineering Program, which can be completed in 2 years. Upon completion of both programs, the student will receive two degrees, a Bachelor of Science in Applied Physics degree from UNCP and a Bachelor of Science in Mechanical Engineering from NCSU, all within five years.

Rationale: Presently, UNCP has a 2+2 program, where students spend 2 years, usually majoring in applied physics, taking basic engineering prerequisites such as Calculus, Chemistry and Laboratory and Calculus Physics with Laboratory. Student then transfer to either NCSU,

NCA&T, or UNCC and spend 2 years earning a degree from one of those universities. The Chemistry/Physics Department at UNCP does not get to count these students as earning a degree in Applied Physics. In the 3+2 Dual Degree Program, UNCP will be able to record that these students are earning a degree in our applied physics program.

A joint Physics/Mechanical Engineering degree is valued in the marketplace, where a strong command of physics fundamentals, together with practical engineering training, is advantageous in developing, creating and designing new efficient and useful mechanical system to help society deal with problems in the 21st century.

Dept vote: 15 for; 0 against; 1 abstain

Affect others: No

New or Revised Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Catalog Entry:

BACHELOR OF SCIENCE IN APPLIED PHYSICS

Requirements for a Bachelor of Science Degree in Applied Physics	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44 (32)
Major Requirements	
PHY 2000, 2010, 2060, 2070, 2180, 2560, 3000, 3200, 3260, 3560, 4200, 4990	32
CHM 1100, 1110, 1300, 1310	8
CSC 2050	3
MAT 2210, 2220, 3150, 3310, 3320	18
Electives (total elective hours dependent on distribution of General Education courses)	18-32
	Total: 124

*Twelve hours of General Education courses are listed separately as specific core requirements

...

PRE-ENGINEERING PROGRAMS

General PreEngineering Program

The Department of Chemistry and Physics is able to offer a preengineering program to selected students. Students selected into this program complete two years of a prescribed program at UNC Pembroke. Upon successful completion of this program, these students can transfer into their junior year at one of the engineering schools mentioned below.

Admission to the program is through a formal interview with the Committee on Preengineering. Requests for interviews can be made any time with the departmental secretary. Additional information may be obtained from the chair of the Chemistry and Physics Department.

This two-year program prepares students for entry into an engineering program at North Carolina A & T University, North Carolina State University, and the University of North Carolina at Charlotte. However, completion of the UNCP program does not guarantee acceptance into the engineering school at one of these institutions. The student must also satisfy admission requirements for transfer students, and these usually include an acceptable grade point average. Thus, a student should know the admission requirements of the school he or she expects to attend.

Requirements for the Pre-Engineering Program	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	18
Major Requirements	
CHM 1100, 1110, 1300, 1310	8
PHY 2000, 2010, 2060, 2070	8
MAT 2210, 2220, 3150, 3310, 3320	18
CSC 2050	3
EGR 2000, 2010, 2050	8
	Total: 64

Dual Degree Program at UNCP and NCSU

In this Dual Degree program, also known as a 3+2, students complete the requirements for a bachelor's degree in applied physics at the University of North Carolina Pembroke followed by a bachelor's degree in engineering at North Carolina State University. Students who enter this program may choose to major in Mechanical Engineering or Electrical Engineering at NCSU.

The program consists of three years at UNCP and two years at the NCSU engineering school. Students who wish to enter the program should have completed a minimum mathematics level of pre-calculus before entering UNCP, since Calculus 1 and Calculus 2 must be taken in the freshman year. By the end of the junior year at UNCP, the student must have completed all of the General Education and Major Requirements for UNCP's Bachelor of Science in Applied Physics (see program requirements listed earlier in this catalog). The cooperative program is very intensive, and it will be necessary for the student to take certain required courses during the summer or at the NCSU engineering school. Both degrees (Bachelor of Science in Applied Physics and Bachelor of Science in Engineering) are awarded at the end of the five-year period.

The departments of chemistry/physics have designed a three-year schedules of study. The student must follow this schedule exactly to retain membership in the cooperative engineering program at UNCP and to guarantee admission to the NCSU engineering school. The student must also maintain a 2.5 cumulative grade point average and a 3.0 grade point average in mathematics and science courses.

At the beginning of the spring semester of the junior year, the student must submit to the program coordinator, Dr. Jose D'Arruda, an application for admission to NCSU engineering school. Official transcripts must also be forwarded at this time. Students who choose to exit the program may remain at UNCP in their chosen major.

During the UNCP freshman orientation, a special session is held for the 3 - 2 Dual Degree program in engineering. All students interested in the program are expected to attend this session.

13. Proposal from the Department of Social Work

13.1 Course Proposal: The Department of Social Work would like to add a 2.5 GPA requirement to the course prerequisites listed in the academic catalog course description for the newly approved SWK 4600: Social Justice and Practice Ethics course and make a few minor wording changes.

Rationale: The course description changes are being made to clarify that students may enroll in the course only if they have been formally accepted into the BSW Program and have a current QPA of 2.5. These changes should add to the clarity of course and program requirements for social work majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 4060 Social Justice and Practice Ethics

Hours: 3

Prerequisites: SWK 2000, SWK 2450, SWK 3450, SWK 3480, SWK 3600, SWK 3710, SWK 3800, & SWK 3850; formal acceptance into the BSW Program; **and a minimum overall QPA of 2.5**

Required: yes

Course description: This course provides students with the opportunity to explore and apply ethics, values, policies and theories of organization that are important for understanding ethical social work decision making and social and economic justice. Students will integrate theory and practice by reviewing ethical dilemmas, value conflicts, and social injustices related to social work practice and populations. A central focus of this course is the examination and analysis of the relationship between social forces (e.g. politics, social inequities, socioeconomic status) and populations at risk. **PREREQ: SWK 2000, SWK 2450, SWK 3450, SWK 3480, SWK 3600, SWK 3710, SWK 3800, & SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA of 2.5.**

Course title: Soc Justice and Prac Ethics

Code: LEC

14. Proposals from the Department of Health and Human Performance

14.1 Course Proposal: make HLTH 3060, 3070, and 3080 prerequisites for HLTH 3650
Epidemiology of Human Diseases

Rationale: The requiring of prerequisites will ensure that students taking HLTH 3650 will be better prepared for the course material.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HLTH 3650 Epidemiology of Human Diseases

Hours: 3

Prerequisites: [HLTH 3060, 3070, and 3080](#)

Required: yes

Course description: Study of the disease process including causes, effects, and control of selected diseases with emphasis on disease prevention and health promotion. This course emphasizes the understanding of disease surveillance through the manipulation of data to determine appropriate rates of infection.

Course title: Epidemiology Human Diseases

Code: LEC

14.2 Course Proposal: make completion of 90 credit hours and 2.0 GPA prerequisites for HLTH 4100 and 4700

Rationale: The requiring of prerequisites will ensure that students taking HLTH 4100 and 4700 will be better prepared for the course material.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HLTH 4100 Health and Fitness Behavior Changes

Hours: 3

Prerequisites: 90 credit hours passed and a 2.0 GPA

Required: yes

Course description: This course provides students with the foundations necessary to develop a theoretical basis for the analysis and interpretation of specific health and fitness behaviors. This foundation will assist them in planning, implementing and evaluating behavioral change program for individuals or groups.

Course title: Health/Fitness Behavior Ch

Code: LEC

COURSE DESCRIPTIONS:

HLTH 4700 Planning, Administration and Evaluation of Programs

Hours: 3

Prerequisites: 90 credit hours passed and a 2.0 GPA

Required: yes

Course description: This course will provide an indepth examination of programplanning and evaluation in areas of health, fitness, leisure activity, etc. Emphasis will be placed on the overall planning processes for developing a variety of wellness settings.

Course title: Plan, Admin, Eval Programs

Code: LEC

14.3 Course Proposal: change prefix for HLTH 4920 to HHP 4920

Rationale: This proposal is to change the course prefix and course number to match the new department name, Health and Human Performance.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~HLTH~~ HHP 4920 Three-Credit Internship

Hours: 3

Prerequisites: declared major and 2.0 QPA

Required: no

Course description: A practical work experience in a health promotion setting, e.g., hospital, public health agency or industry supervised by an onsite supervisor and a UNCP faculty member. Majors must have at least a 2.0 QPA within the major to be eligible for the internship.

Course title: 3-Credit Internship

Code: INT

14.4 Course Proposal: change prefix for HPER 3270, 4990 to HPP 3270, 4990

Rationale: This proposal is to change the course prefix and course number to match the new department name, Health and Human Performance.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~HPER~~ **HHP** 3270 Funding and Grant Writing

Hours: 1

Prerequisites:

Required: yes

Course description: Practical experience in researching and writing grant proposals, fund-raising, etc., as it applies to possible avenues for funding from a variety of potential sources to support a variety of exercise, fitness, recreational, sport, and other human movement activities.

Course title: Funding & Grant Writing

Code: LEC

~~HPER~~ **HHP** 4990 Internship

Hours: 6

Prerequisites: approval of Program Director

Required: yes

Course description: Intern will be assigned practical, related field/work experience and be supervised by an on-site supervisor. The intern must get all arrangements satisfied with the program coordinator early in the semester before the internship begins.

Course title: Internship

Code: INT

14.5 Course Proposal: change prefix for PED 3400, 4120 to EXPH 3400, 4120

Rationale: The change of the prefix will align the course with the new degree name and course sequences as set forth in the program proposal.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No
 Additional Resources: No
 Affects Articulation Agreement: No
 Affects Degree Pathway: Yes
 Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~PE~~ **EXPH** 3400 Sport and Exercise Psychology

Hours: 3

Prerequisites:

Required: yes

Course description: A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport.

Course title: Sport/Exercise Psychology

Code: LEC

~~PE~~ **EXPH** Exercise Physiology

Hours: 3

Prerequisites: EXPH 2100 and 2200

Required: yes

Course description: An analytical, practical study of how exercise affects the various physiological systems of the human body both positively and negatively. Sport and athletic physiology will be addressed as well.

Course title: Exercise Physiology

Code: LEC

14.6 Course Proposal: change prefix and course number for PED 3480 to EXPH 3450

Rationale: This proposal is to change the course prefix, course number, and prerequisites to align with new a departmental plan.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~PE~~ ~~3480~~ **EXPH 3450** Kinesiology

Hours: 3

Prerequisites: EXPH 2100

Required: yes

Course description: A structural study of the muscular system of the human body with emphasis on, and biomechanical analysis of, kinetic applications/movements relative to physical education, sport, and human movement.

Course title: Kinesiology

Code: LEC

14.7 Course Proposal: Change prefix, course number, and title of PED 3490 Anatomy and Physiology to EXPH 2100 Anatomy and Physiology I.

Rationale: This course will be the first of two anatomy and physiology courses offered in the department. The two courses, in addition to two one-hour laboratory classes, will provide departmental majors with the knowledge necessary to be successful in the fields associated with the human movement sciences. This course will serve as the department's introductory course in anatomy and physiology, which will serve the needs of students who require a basic study in human anatomy and physiology.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~PED 3490~~ EXPH 2100 Anatomy and Physiology I

Hours: 3

Prerequisites:

Required: yes

Course description: This course is the department's introductory course in anatomy and physiology, which serves the needs of students who require a basic study in human anatomy and physiology. Fundamental concepts of anatomical and physiological functions, parts, and processes of the various systems of the human body, including the study of cells, tissues, organs, and structures.

Course title: Anatomy & Physiology I

Code: LEC

14.8 Course Proposal: change prefix, course number, and prerequisites for PED 4110 Biomechanics to EXPH 4100 Biomechanics.

Rationale: This proposal is to change the course prefix, course number, and add prerequisites to align with new a departmental plan.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~PED 4110~~ EXPH 4100 Biomechanics

Hours: 3

Prerequisites: EXPH 2100 and EXPH 2200 or 3450

Required: yes

Course description: 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.

Course title: Biomechanics

Code: LEC

14.9 Course Proposal: change prefix for PED 4030, 4150 to HHP 4030, 4150

Rationale: This proposal is to change the course prefix and course number to match the new department name, Health and Human Performance.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

~~PED~~ HHP 4030 Facilities Design

Hours: 3

Prerequisites:

Required: yes

Course description: Course will provide an introduction to planning, designing, architecture, budgeting, and construction of both indoor and outdoor facilities for PE, recreation, health,

athletic training, gymnasiums, playing fields, etc. Design and construction areas such as aquatics, dance, ball fields, playgrounds, handicap accessibility, etc., will be addressed.

Course title: Facilities Design in HHP

Code: LEC

~~PE~~ ~~HHP~~ 4150 Organization and Administration of Physical Education and Athletics

Hours: 3

Prerequisites:

Required: yes

Course description: A study of the organization and administration of physical education and athletics with particular reference to management, logistics, legal issues, budgeting, facilities, etc.

Course title: O&A in PE and Athletics

Code: LEC

14.10 Course Proposal: change prefix for PED 4750 to RSA 4750

Rationale: This does not change the content of the to-be-deleted course (PED 4750) but updates the course prefix and course number to align with the new Recreation and Sport Administration track (to replace the existing Recreation and Sport Management tracks) within the Exercise and Sport Science degree program.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

~~PE~~ ~~RSA~~ 4750 Sport Business and Administration

Hours: 3

Prerequisites: none

Required: yes

Course description: Course covers the sports administration and management industry to include economics, finance, budgeting, marketing, promotion, public relations, business administration, athletic enterprise, business ethics, situational analysis, decision-making, sponsorship, licensing, etc. Credit, 3 semester hours.

Course title: Sport Business Admn

Code: LEC

14.11 Course Proposal: change prefix and course number for REC 3000 to RSA 2010

Rationale: This does not change the content of the deleted course (REC 3000) but updates the course prefix and course number to align with the new Recreation and Sport Administration track (to replace the existing Recreation and Sport Management tracks) within the Exercise and Sport Science degree program. While REC 3000 currently is an upper-level course by designation, it is taught as an introductory course, so changing the course to a 2000-level course would better reflect both its content and intent.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

~~REC 3000~~ RSA 2010 Introduction to Community Recreation

Hours: 3

Prerequisites: none

Required: yes

Course description: An introduction to the basic concepts of organized recreation including its philosophy, history, organizational patterns, programs, facilities, and leadership. Credit, 3 semester hours.

Course title: Intro to Community Rec

Code: LEC

14.12 Course Proposal: change prefix for REC 3320, 4000, 4160, 4250, 4400 to RSA 3320, 4000, 4160, 4250, 4400

Rationale: This does not change the content of the courses but updates the course prefixes and course numbers to align with the new Recreation and Sport Administration track (to replace the existing Recreation and Sport Management tracks) within the Exercise and Sport Science degree program..

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:**REC RSA 3320 Recreation Programming**

Hours: 3

Prerequisites: none

Required: Yes

Course description: Explores the purpose and functions of programs, planning principles, objectives, organizational behavior, and evaluation. Translates program plans into practical situations. Credit, 3 semester hours.

Course title: Recreation Programming

Code: LEC

REC RSA 4000 Introduction to Therapeutic Recreation

Hours: 3

Prerequisites: none

Required: yes

Course description: Course is a survey of the history, philosophy, concepts and trends in therapeutic recreation services; types of individuals served, settings and services provided, and the roll of the therapeutic recreation specialist. The course is designed to provide an overview of therapeutic recreation services as a leisure service delivery system and the impact of a disability on the individual as well as personal and societal responses to people with disabilities. Credit, 3 semester hours.

Course title: Therapeutic Recreation

Code: LEC

REC RSA 4160 Outdoor Recreation Service

Hours: 3

Prerequisites: none

Required: yes

Course description: Provides basis for understanding the administrative process related to the delivery of leisure services. Explores legal foundations, management systems and principles, organizational behavior, political systems, and evaluation. Credit, 3 semester hours.

Course title: Outdoor Recreation

Code: LEC

REC RSA 4250 Leisure and Wellness for Older Adults

Hours: 3

Prerequisites: none

Required: yes

Course description: The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adulthood related to fitness and leisure activities utilizing a theoretical and practical approach. Credit, 3 semester hours.

Course title: Leisure for Older Adults

Code: LEC

REC RSA 4400 Tourism and Commercial Recreation

Hours: 3

Prerequisites: none

Required: yes

Course description: Examines the principles, practices, and philosophy of the travel industry. Explores the diversity of commercial recreation enterprises, general trends, and personal attributes associated with a career in these fields. Credit, 3 semester hours.

Course title: Tourism & Commercial Rec

Code: LEC

14.13 Course Proposal: change prefix and title for RECS 4xxx Special Topics in Recreation to RSAS 4xxx Special Topics in Recreation and Sport Administration

Rationale: This does not change the content of the deleted course (RECS 4xxx) but updates the course prefix to align with the new Recreation and Sport Administration track (to replace the existing Recreation and Sport Management tracks) within the Exercise and Sport Science degree program.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:**RECS RSAS 4xxx** Special Topics in Recreation and Sport Administration

Hours: 1-3

Prerequisites: none

Required: no

Course description: Investigations into special topics in health, physical education, recreation and sport management, and exercise physiology.

Course title: Special Topics

Code: LEC

14.14 Course Proposal: revise course descriptions for ATHL 2040, 2050, and ATH 3010, 3300, and 4000.

Rationale: These courses are being phased out but need to remain in the catalog as part of our teach-out plan. We are adding a sentence to each description to clarify which group of students

needs to enroll in these specific courses. (NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.)

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

ATHL 2040 Lower Extremity Assessment Lab

Hours: 2

Course description: 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. **NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.**

ATHL 2050 Upper Extremity Assessment Lab

Hours: 2

Course description: 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. **NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.**

ATH 3010 Clinical Education IV

Hours: 4

Course description: 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. **NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.**

ATH 3300 Exercise and Nutrition Prescription

Hours: 3

Course description: 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. PREREQ: junior standing in the AT Program **NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.**

ATH 4000 Clinical Education V

Hours: 4

Course description: 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. **NOTE:** This course is required for ATH majors who entered in fall 2015 or earlier.

14.15 Course Proposal: create ATHL 2045 Lower Extremity Assessment Lab

Rationale: An additional Anatomy and Physiology class has been added that will cover some of the content previously covered in this lab. That class will be taught in Spring 2017 to students who would be admitted to the AT Program in Spring 2018 and would at that time take ATHL 2045 Lower Extremity Assessment Lab.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

ATHL 2045 Lower Extremity Assessment Lab

Hours: 1

Co/Prerequisite: ATH 2040

Required: yes

Replaces: ATHL 2040

New Course description: 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. **NOTE:** This course is required for students who enter in fall 2016 or later.

Course title: Lower Extremity Lab

Code: LAB

Syllabus: see Appendix G

14.16 Course Proposal: create ATHL 2055 Upper Extremity Assessment Lab

Rationale: An additional Anatomy and Physiology class has been added that will cover some of the content previously covered in this lab. That class will be taught in Spring 2017 to students who would be admitted to the AT Program in Spring 2018 and would at that time take ATHL 2055 Upper Extremity Assessment Lab in the Fall 2018 semester

Dept vote: 8 for; 0 against; 0 abstain
 Affect others: No
 Cross-Listing: No
 Additional Resources: No
 Affects Articulation Agreement: No
 Affects Degree Pathway: Yes
 Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

ATHL 2055 Upper Extremity Assessment Lab

Hours: 1

Co/Prerequisite: ATH 2050

Required: yes

Replaces: ATHL 2050

New Course description: 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. NOTE: This course is required for ATH majors who enter in fall 2016 or later.

Course title: Upper Extremity Lab

Code: LAB

Syllabus: see Appendix G

14.17 Course Proposal: create ATH 3310 Exercise and Nutrition Prescription

Rationale: The addition of HLTH 2100 (3 credit hour Nutrition class) allows this course to focus on the application of the knowledge gained previously so the credit hours can be reduced.

Dept vote: 8 for; 0 against; 0 abstain
 Affect others: No
 Cross-Listing: No
 Additional Resources: No
 Affects Articulation Agreement: No
 Affects Degree Pathway: Yes
 Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

ATH 3310 Exercise and Nutrition Prescription

Hours: 2

Prerequisite: junior standing in AT Program

Required: yes

Equivalent To/Replaces: ATH 3300

New Course description: 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. PREREQ: junior standing in the AT Program NOTE: This course is required for ATH majors who enter in fall 2016 or later.

Course title:

Code: LAB

Syllabus: see Appendix G

14.18 Course Proposal: create ATH 4110 Clinical Education IV

Rationale: Since the additional foundation knowledge courses have been added earlier in the program, the hours for this course can be reduced in order to keep the total number of hours required to 120 hours. This change in hours will make Clinical Education II, III, IV and V consistent in the number of credit hours.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

ATH 4110 Clinical Education IV

Hours: 3

Prerequisite: C or better in ATH 3000

Required: yes

Equivalent To/Replaces: ATH 3010

New Course description: 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. NOTE: This course is required for ATH majors who enter in fall 2016 or later.

Course title: Clinical Education IV

Code: LAB

Syllabus: see Appendix G

14.19 Course Proposal: create ATH 4220 Clinical Education V

Rationale: Since the additional foundation knowledge courses have been added earlier in the program, the hours for this course can be reduced in order to keep the total number of hours required to 120 hours. This change in hours will make Clinical Education II, III, IV and V consistent in the number of credit hours.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

ATH 4220 Clinical Education V

Hours: 3

Prerequisite: C or better in ATH 4110

Required: yes

Equivalent To/Replaces: ATH 4000

New Course description: 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 4110. NOTE: This course is required for ATH majors who enter in fall 2016 or later.

Course title: Clinical Education V

Code: LAB

Syllabus: see Appendix G

14.20 Course Proposal: create EXPH 2110 Anatomy and Physiology I Lab

Rationale: This course will be the first of two anatomy and physiology laboratory courses offered in the department. The two laboratory courses, in addition to two three-hour lecture classes, will provide departmental majors with the knowledge necessary to be successful in the fields associated with the human movement sciences. This laboratory will provide students with exposure to basic laboratory study of the cells, tissues, and structures of the human body.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 2110 Anatomy and Physiology I Lab

Hours: 1

Co-requisites: EXPH 2100

Required: yes

Course description: This laboratory will provide students with exposure to basic laboratory study of the cells, tissues, and structures of the human body.

Course title: Anatomy & Physiology I Lab

Code: LAB

Syllabus: see Appendix G

14.21 Course Proposal: create EXPH 2200 Anatomy and Physiology II

Rationale: This course will be the second of two anatomy and physiology courses offered in the department. The two courses, in addition to two one-hour laboratory classes, will provide departmental majors with the knowledge necessary to be successful in the fields associated with the human movement sciences. This course will provide students with the advanced knowledge and application of anatomy and physiology that is necessary for professions that include exercise physiology, cardiac rehabilitation specialist, physical therapist, occupational therapist, and physician's assistant.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 2200 Anatomy and Physiology II

Hours: 3

Prerequisites: EXPH 2100 and 2110

Required: yes

Course description: This course will provide students with the advanced knowledge and application of anatomy and physiology that is necessary for professions that include exercise physiology, cardiac rehabilitation specialist, physical therapist, occupational therapist, and physician's assistant. Advanced concepts of anatomical and physiological integration and interaction of systems will be the primary focus.

Course title: Anatomy & Physiology II

Code: LEC

Syllabus: See Appendix G

14.22 Course Proposal: create EXPH 2210 Anatomy and Physiology II Lab

Rationale: This course will be the second of two anatomy and physiology laboratory courses offered in the department. The two laboratory courses, in addition to two three-hour lecture classes, will provide departmental majors with the knowledge necessary to be successful in the fields associated with the human movement sciences. This laboratory will provide students with opportunities for advanced application of laboratory procedures and cell, structure and landmark identification.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 2210 Anatomy and Physiology II Lab

Hours: 1

Co-requisites: EXPH 2200

Required: yes

Course description: This laboratory will provide students with opportunities for advanced application of laboratory procedures and cell, structure and landmark identification.

Course title: Anatomy & Physiology II Lab

Code: LAB

Syllabus: See Appendix G

14.23 Course Proposal: create EXPH 3460 Kinesiology Lab

Rationale: This course will provided students with the opportunity to experience advanced laboratory applications in the mechanics of the human body manipulating forces to provide motion. The lab will focus on levers; origins, insertions and lines of pull of muscles; and the manipulation of angles in a practical sense. This course is essential to the advanced knowledge of those students who will be seeking admission to graduate programs or professions that emphasize human movement performance.

Dept vote: 8 for; 0 against; 0 abstain
 Affect others: No
 Cross-Listing: No
 Additional Resources: No
 Affects Articulation Agreement: No
 Affects Degree Pathway: Yes
 Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 3460 Kinesiology Lab

Hours: 1

Co-requisites: EXPH 3450

Required: yes

Course description: This course will provide students with the opportunity to experience advanced laboratory applications in the mechanics of the human body manipulating forces to provide motion. The lab will focus on levers; origins, insertions and lines of pull of muscles; and the manipulation of angles in a practical sense.

Course title: Kinesiology Lab

Code: LAB

Syllabus: See Appendix G

14.24 Course Proposal: create EXPH 3500 Motor Behavior. This proposal is to replace PED 2000, Motor Learning and Development, a one-credit class, with EXPH 3500, Motor Behavior, a three-credit class.

Rationale: PED 2000 has long been insufficient in depth of content to satisfy the needs of UNCP HPER graduates who are continuing their education in graduate school or obtaining jobs in health, exercise physiology, physical education and athletic training. PED 2000 will be replaced by a new three-hour course, EXPH 3500, Motor Behavior. This course will provide students with in-depth study of the mechanisms of developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

Dept vote: 8 for; 0 against; 0 abstain
 Affect others: No
 Cross-Listing: No
 Additional Resources: No
 Affects Articulation Agreement: No
 Affects Degree Pathway: Yes
 Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 3500 Motor Behavior

Hours: 3

Prerequisites: none

Required: yes

Course description: This course will provide students with in-depth study of the mechanisms of developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

Course title: Motor Behavior

Code: LEC

Syllabus: See Appendix G

14.25 Course Proposal: create EXPH 3510 Motor Behavior Lab

Rationale: This will provide laboratory support to the newly developed EXPH 3500 Motor Behavior course, which is replacing PED 2000. This lab will provide students with opportunities to apply the techniques associated with developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 3510 Motor Behavior Lab

Hours: 1

Co-requisites: EXPH 3500

Required: yes

Course description: This lab will provide students with opportunities to apply the techniques associated with developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

Course title: Motor Behavior Lab

Code: LAB

Syllabus: See Appendix G

14.26 Course Proposal: create EXPH 4110 Biomechanics Lab

Rationale: This course will provide students with the opportunity to experience advanced laboratory applications in determining how forces act with and against the human body. This course is essential to the advanced knowledge of those students who will seek to analyze how body position, joint angles, and forces affect human movement. This lab is a critical component for those seeking graduate school admission as well as employment in higher profile training facilities.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 4110 Biomechanics Lab

Hours: 1

Co-requisites: EXPH 4100

Required: yes

Course description: This course will provide students with the opportunity to experience advanced laboratory applications in analyzing how body position, joint angles, and forces affect human movement.

Course title: Biomechanics Lab

Code: LAB

Syllabus: See Appendix G

14.27 Course Proposal: create EXPH 4130 Exercise Physiology Lab

Rationale: This course will provide students with the opportunity to experience advanced laboratory applications for testing the human body's response to exercise demands. This course is paramount to those students who are pursuing advanced degrees or who are seeking employment in cardiac rehab facilities, advanced training centers, or hospitals.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes
 Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 4130 Exercise Physiology Lab

Hours: 1

Co-requisites: EXPH 4120

Required: yes

Course description: This course will provide students with the opportunity to experience advanced laboratory applications for testing the human body's response to exercise demands.

Course title: Exercise Physiology Lab

Code: LAB

Syllabus: See Appendix G

14.28 Course Proposal: create EXPH 4200 Advanced Exercise Prescription

Rationale: Exercise physiology students who are applying for graduate programs in clinical exercise physiology as well as the American College of Sports Medicine's Cardiac Rehabilitation Specialist credential are being denied, as they are lacking an advanced exercise prescription course. This lecture course will merge the concepts of the prerequisite courses together to provide the students with practical, applied knowledge on how to prescribe exercise for normal, clinical, and elite clientele.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

EXPH 4200 Advanced Exercise Prescription

Hours: 3

Prerequisites: EXPH 4100 and 4120

Required: yes

Course description: This lecture course will merge the concepts of the prerequisite courses together to provide the students with practical, applied knowledge on how to prescribe exercise for normal, clinical, and elite clientele.

Course title: Advanced Exercise Rx

Code: LEC

Syllabus: See Appendix G

14.29 Course Proposal: create HHP 4000 Applied Research

Rationale: Undergraduate students in this academic discipline are lacking the appropriate tools to produce quality research in their graduate pursuits. Additionally, students are increasingly demonstrating interest in participating in the PURC Symposium, and there are several departmental students in the Maynor Honors College each year. This course will provide those students with the tools necessary to generate research interests, develop appropriate research methods, collect data, test hypotheses through the manipulation of that data, and generate critical evaluations of their findings relevant to the industry.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HHP 4000 Applied Research

Hours: 3

Prerequisites: 90 credit hours passed

Required: yes

Course description: This course will provide students with the tools necessary to generate research interests, develop appropriate research methods, collect data, test hypotheses through the manipulation of that data, and generate critical evaluations of their findings relevant to the industry

Course title: Applied Research

Code: LEC

Syllabus: See Appendix G

14.30 Course Proposal: create HHP 4160 Leadership in Health and Human Performance

Rationale: The addition of this course will provide a much needed concept course to a curriculum that is heavily content oriented. This course will provide students with an increased opportunity to apply the content knowledge they have received, in other departmental courses, in a more theoretical model of instruction. In this course, students will analyze leadership through experience-based learning, investigate various styles of leadership and communication, and examine techniques for planning large and small group meetings.

Dept vote: 8 for; 0 against; 0 abstain
 Affect others: No
 Cross-Listing: No
 Additional Resources: No
 Affects Articulation Agreement: No
 Affects Degree Pathway: Yes
 Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HHP 4160 Leadership in HHP

Hours: 3

Prerequisites: none

Required: yes

Course description: In this course, students will analyze leadership through experience-based learning, investigate various styles of leadership and communication, and examine techniques for planning large and small group meetings.

Course title: Leadership in HHP

Code: LEC

Syllabus: See Appendix G

14.31 Course Proposal: create HLTH 2100 Applied Nutrition (to replace PED 2060)

Rationale: PED 2060 has long been insufficient in depth of content to satisfy the needs of UNCP HPER graduates who are continuing their education in graduate school or obtaining jobs in health, exercise physiology, physical education and athletic training. The new course, HLTH 2100, will provide an overview of basic nutrition (micronutrients and macronutrients) as well as applied work relevant to metabolic disorders, specialty diets for different comorbidities, performance nutrition, and dispelling diet myths.

Dept vote: 8 for; 0 against; 0 abstain
 Affect others: No
 Cross-Listing: No
 Additional Resources: No
 Affects Articulation Agreement: No
 Affects Degree Pathway: Yes
 Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HLTH 2100 Applied Nutrition

Hours: 3

Prerequisites: EXPH 2100

Required: yes

Course description: This course will provide an overview of basic nutrition (micronutrients and macronutrients) as well as applied work relevant to metabolic disorders, specialty diets for different comorbidities, performance nutrition, and dispelling diet myths.

Course title: Applied Nutrition

Code: LEC

Syllabus: See Appendix G

14.32 Course Proposal: create HLTH 3660 Health Advocacy

Rationale: This course will provide students with a concentrated study of the techniques and reasons for advocating for changes in health policy, practice, and legislation. Health advocacy is a cornerstone of the health education profession and a core component of the industry's credentials, the Certified Health Education Specialist and the Master Certified Health Education Specialist.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HLTH 3660 Health Advocacy

Hours: 3

Prerequisites: HLTH 3060, 3070, and 3080

Required: yes

Course description: Health advocacy is a cornerstone of the health education profession. This course will provide students with a concentrated study of the techniques and reasons for advocating for changes in health policy, practice, and legislation.

Course title: Health Advocacy

Code: LEC

Syllabus: See Appendix G

14.33 Course Proposal: create HLTH 3670 Health Care Ethics

Rationale: This course will provide students with a concentrated study of the basic ethics principles and precedents in health care, with heavy emphasis on case study. Health care ethics are a foundational unit of health education, public health, and health administration. As well,

ethics training is a core component of the industry's credentials, the Certified Health Education Specialist and the Master Certified Health Education Specialist.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

HLTH 3670 Health Care Ethics

Hours: 3

Prerequisites: HLTH 3060, 3070, and 3080

Required: yes

Course description: This course will provide students with a concentrated study of the basic ethics principles and precedents in health care, with heavy emphasis on case study. Health care ethics are a foundational unit of health education, public health, and health administration.

Course title: Health Care Ethics

Code: LEC

Syllabus: See Appendix G

14.34 Course Proposal: create PED 3100 Adapted Physical Education as a 3 credit course, replacing the previous 1 credit course, PED 2040.

Rationale: One credit of Adapted Physical Education is not providing enough content or opportunity for students to gain the skill required to work with adapted students. Changing the course to a 3 credit course will allow students to complete more detailed assignments as well as have opportunities for field experiences.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

COURSE DESCRIPTIONS:

PED 3100 Adapated Physical Education

Hours: 3

Prerequisites: none

Required: yes

Course description: This course is concerned with the role of physical education in providing services to students with disabilities. Particular areas of knowledge will focus upon growth and development, motor learning and the psycho-social factors affecting students with disabilities. In addition, this course will deal with planning, operating, teaching and evaluation of students with disabilities as well as focus on the various disorders, their etiology and pathology, as they relate to the kinds of intervention strategies that may be provided.

Course title: Adapted PE

Code: LEC

Syllabus: See Appendix G

14.35 Course Proposal: create RSA 2000 Introduction to Sport Administration. It will cover topics related to the role of sports and sports management in contemporary US society by addressing topics, such as: what is sport management; history of sports and sports administration in America; sports and national identity; the role of sports in socialization, economics, health, and community development; current issues; the future of the field; and job opportunities in sports management.

Rationale: At present such a course does not exist, and its addition would strengthen the recreation and sports management curriculum and serve as a parallel course to REC 3000 (Introduction to Community Recreation). This course would enable students who choose to major in Exercise and Sport Science and select the Recreation and Sport Administration track the opportunity, early in the college career, to learn more about the chosen field, its history, its potential, and job opportunities. This foundational course would acquaint students with the major and prepare them for higher-level course offerings.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

RSA 2000 Introduction to Sport Administration

Hours: 3

Prerequisites: none

Required: yes

Course description: This course introduces students to the field of sport management and its role within contemporary American society.

Course title: Intro to Sport Admin

Code: LEC

Syllabus: See Appendix G

14.36 Program Proposal: revise B.S. in Athletic Training to incorporate new Core departmental courses, delete eliminated courses, and maintain correct credit hours

- Add EXPH 2100 (A&P I), EXPH 2110 (A&P I Lab), EXPH 2200 (A&P II), EXPH 2210 (A&P II Lab), EXPH 3450 (Kinesiology), EXPH 3460 (Kinesiology Lab), EXPH 4100 (Biomechanics), EXPH 4110 (Biomechanics Lab) and HLTH 2100 (Nutrition) as pre-requisites for the BS Athletic Training degree
- Delete PED 3490, 3480, and 4120 as pre-requisites for the BS Athletic Training degree
- Delete PED 4110 as a major requirement for the BS Athletic Training degree
- Add EXPH 4120 (Exercise Physiology) and 4130 (Exercise Physiology Lab) as major requirements for the BS Athletic Training degree
- Delete 6 hours of University-wide electives
- Decrease the credit hours of ATHL 2040 and ATHL 2050 from 2 to 1
- Decrease the credit hours of ATH 3300 from 3 to 2
- Decrease the credit hours of ATH 3010 and ATH 4000 from 4 to 3

Rationale: The above changes are necessary because of changes in the courses offered in the HPER Department and will strengthen the foundational knowledge students gain prior to being admitted to the AT Program. The foundational knowledge has been a weakness noted by students on program evaluations and senior exit surveys for many years. The program is currently not meeting the first time pass rate on the Board of Certification exam as required by the Commission on Accreditation of Athletic Training Education and these changes are part of our action plan to improve our first time pass rate.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: Yes

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

Catalog Entry: see pp. 54-57

*Please see Appendix H for the department's course crosswalk and teach-out plan for currently enrolled students in programs covered by proposals 14.36-14.40

14.37 Program Proposal: revise Core course requirements for B.S. in Exercise and Sport Science to incorporate new courses, revise Health Promotion track and Exercise Physiology track, delete Recreation track and Sport Management track, and create new Recreation and Sport Administration track

Changes to Core

- 1) Change the prefixes for HPER 3270 and 4990 to HHP in order to reflect the department's name change.
- 2) Change the prefix for HLTH 4920 to HHP 4920 in order to offer a 3-hour departmental internship.
- 3) Change the prefixes for PED 4030 and 4150 to HHP to reflect their status as departmental core classes.
- 4) Add a new course HHP 4000, Applied Research.
- 5) Delete HPER 3270 and 4990

Changes to Health Promotion Track

- 6) Add the following courses: EXPH 2100, HLTH 2100, HLTH 3660, HLTH 3670, and HHP 4000
- 7) Remove the following courses from the major requirements: HPER 3270, HPER 4990, PED 1340, PED 2060, PED 2070, PED 3480, PED 3490, PED 4030, and PED 4150.
- 8) Revise the following courses: HPER 3270 changes to HHP 3270, HPER 4990 changes to HHP 4990, and PED 4030 changes to HHP 4030
- 9) Add prerequisites to HLTH 3650, those prerequisites being HLTH 3060, 3070, and 3080.
- 10) Add prerequisites to HLTH 4100, those prerequisites being 90 earned hours and a 2.0 GPA
- 11) Add prerequisites to HLTH 4700, those prerequisites being 90 earned hours and a 2.0 GPA
- 12) Require an academic minor or concentration unless waived by the curriculum coordinator
- 13) Add the requirement to pass the Department of Health and Human Performance's Water Survival Test (WST) or pass PED 1340

Changes to the Exercise Physiology Track

- 1) Add the following courses: EXPH 2110, EXPH 2200, EXPH 2210, EXPH 3460, EXPH 3500, EXPH 3510, EXPH 4110, EXPH 4130, and EXPH 4200,
- 2) Add the departmental elective option of HHP 4160 or HLTH 4100
- 3) Delete the following courses: PED 2000, PED 2060, PED 3400, PED 3480, PED 3490, PED 4020, PED 4110, PED 4120, and PED 4150
- 4) Revise the course numbers for the following courses: PED 3490 changes to EXPH 2100, PED 3400 changes to EXPH 3400, PED 3480 changes to EXPH 3450, PED 4100 changes to EXPH 4100, PED 4120 changes to EXPH 4120,
- 5) Remove the following courses from the major requirements: ATH 1040, HLTH 3300, HLTH 4100, HPER 3270, HPER 4990, PED 1340, PED 2060, PED 2070, PED 3400,

PED 3480, PED 3490, PED 4020, PED 4030, PED 4110, PED 4120, PED 4150, and REC 4000

- 6) Delete the option to take six 1-hour coaching classes
- 7) Delete SPE 2010 as a required General Education course from the catalog (this course has not been required for years but was not deleted from the catalog)
- 8) Add the requirement to pass the Department of Health and Human Performance's Water Survival Test (WST) or pass PED 1340

Recreation and Sport Administration Track

This proposal is for the merging of two degree tracks within Exercise and Sport Science: Recreation and Sport Management. The new Recreation and Sport Administration track/degree would integrate current curriculum from both tracks and feature the addition of a new class and the requirement to obtain a minor. This would strengthen both existing programs. This includes the following graduation requirement: Pass the HHP Department's water survival test (WST) or pass PED 1340.

Rationale:

Core

The departmental name change should be reflected in the department's core courses, as listed in the above proposal. This is to eliminate the confusion that has been generated by having HPER core courses referenced with the Exercise and Sport Science Name in Braveweb. Braveweb should now reflect all Exercise and Sport Science Courses as Health and Human Performance Courses.

Health Promotion Track

Health promotion graduates are finding it increasingly difficult to be accepted for the industry credential the Certified Health Education Specialist (CHES). Letters of appeal must be filed regularly to 1) confirm that UNCP Health Promotion students do have a health education/promotion degree, 2) confirm that UNCP Health Promotion students meet the minimum requirements for credits earned in health education/promotion courses, and 3) confirm that UNCP Health Promotion students have all of the required competency training to sit for the exam.

The addition of HLTH 3660 and 3670 will add to the number of courses with HLTH prefixes as well as demonstrate specific training in the required competencies. The requirement for the academic minor or concentration provides the students with specialized training that will make them stand out from other students with health education and promotion programs.

The requirement for a department-wide water survival test is in an effort to provide an alternative to the mandatory requirement for passing PED 1340, while still ensuring that our students can demonstrate how to survive water emergencies.

Exercise Physiology Track

Exercise physiology graduates are finding it increasingly difficult to be accepted into their graduate exercise physiology programs of choice. Additionally, those desiring to earn the American College of Sports Medicine's Certified Rehabilitation Specialist credential are being denied entry to the exam due to not having the laboratory and clinical prescription coursework required.

Further, in adding the multiple layers of anatomy and physiology as well as the labs, students will be better prepared for pursuing advanced degrees in physical therapy, occupational therapy, and other more clinical fields. Making the major a stand alone major will provide graduates with the opportunity to align with the very specific discipline of exercise physiology and the related post-graduate opportunities that the discipline affords.

The requirement for a department wide water survival test is in an effort to eliminate the mandatory requirement for passing PED 1340, yet still ensuring that our students can demonstrate how to survive water emergencies.

Recreation and Sport Administration Track

Currently Recreation and Sport Management tracks have a number of overlapping courses and some courses that have been deemed outdated or not applicable. Merging the concentrations and in doing so removing some of the required courses for each track would strengthen the students' education at UNCP. Many sports management graduates have gone into sports management at the community recreation level and would benefit from a stronger focus on recreation during their undergraduate career. Similarly, the sport components of recreation are popular interests among recreation students. In addition the proposed curriculum changes, such as the addition of a research class, better prepare UNCP graduates for the future and are in keeping with current curricula at other universities. The requirement to select a minor would allow students to choose minors to help them achieve their future plans. For instance, a student who was interested in the business side of sports administration would benefit from a minor in business or marketing; whereas, a student with a community recreation focus would benefit from a minor in psychology or sociology.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

Catalog Entry: see pp. 54-57

*Please see Appendix H for the department's course crosswalk and teach-out plan for currently enrolled students in programs covered by proposals 14.36-14.40

14.38 Program Proposal: revise B.S. in Health & Physical Education to incorporate new departmental Core courses

Rationale: The department has voted to remove HLTH 3300, PED 4240, and all Coaching courses due to the content being repetitive and or not relevant. In addition, in order to increase rigor and provide adequate coverage of the content PED 2000, 2040, 2060 would become 3 credit courses and renamed EXPH 3500, PED 3100, HLTH 2100, A&P II and Motor Behavior Lab will be added to the Specialty Area courses, and Statistics will be a required General Education elective.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

Catalog Entry: see pp. 54-57

*Please see Appendix H for the department's course crosswalk and teach-out plan for currently enrolled students in programs covered by proposals 14.36-14.40

14.39 Program Proposal: Create a new minor in Sport Leadership, requiring HHP 4150, 4160, and 4920; HLTH 4700; RSA 3320; and one from: EXPH 4200, HLTH 3660, or RSA 4750

Rationale: The Minors in Athletic Coaching and Physical Education are under performing and becoming obsolete. The Minor in Sport Leadership will provide students with a broad spectrum of HHP courses while emphasizing the strengths of the former Minors in Athletic Coaching and Physical Education.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Catalog Entry: see pp. 53-57

*Please see Appendix H for the department's course crosswalk and teach-out plan for currently enrolled students in programs covered by proposals 14.36-14.40

14.40 Program Proposal: delete Professional Concentration in Human Performance and Minors in Athletic Coaching and Physical Education

Rationale: The Concentration in Human Performance was meant to be a general concentration that incorporated all areas of HHP, but the HHP faculty felt it was far too general. As well, the Minors in Athletic Coaching and Physical Education are under performing and becoming obsolete. However, the department felt the concentration was far too general and that a minor focused on leadership in sports and athletics would be more beneficial to our students. The HHP faculty determined that a Minor in Sport Leadership would meet the expectations for the deleted Concentration in Human Performance and Minors in Athletic Coaching and Physical Education.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: Yes

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

*Please see Appendix H for the department's course crosswalk and teach-out plan for currently enrolled students in programs covered by proposals 14.36-14.40

Catalog Entry:

HEALTH, PHYSICAL EDUCATION, AND RECREATION Health and Human Performance
Interim Chair: ~~Tommy Thompson~~ Bryan Winters

BACHELOR OF SCIENCE IN EXERCISE AND SPORT SCIENCE

Requirements for a Bachelor of Science Degree in Exercise and Sport Science	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Core Courses: HLTH 1060, 3770; HPER 3270; PED 1340, 2060, 2070, 3480, 3490, 4030, 4150 HHP 3270, 4000, 4030, 4990	2013
*Track Option (see listings below)	
*Electives	
	Total: 120

*B.S. in Exercise and Sport Science Track Option Course Requirements

Track	Sem. Hrs.
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<p>Health Promotion Track EXPH 2100 HLTH 1060, 2000, 2100, 3060, 3070, 3080, 3300, 3650, 3660, 3670, 3770, 4100, 4700 HPER 4999 Minor or Concentration chosen from the following list: African American Studies, American Indian Studies, American Studies, Exercise and Sport Science, Economics, Entrepreneurship, Gender Studies, Information Technology, International Sociology, Journalism, Legal Studies, Management, Marketing, Medical Sociology, Personnel and Organizational Leadership, Psychology, Public Policy and Administration, Social Welfare, Sociology, Spanish, Substance Abuse, Sustainable Agriculture, World Studies Electives All EXSS majors must pass the HHP Department's Water Survival Test (WST) as a requirement of graduation</p>	<p>2740 3 18-21 4-7 1-4</p>
<p>Track</p>	<p>Sem. Hrs.</p>
<p>Exercise Physiology Track ATH 1040 HLTH 3300, 4100 PED 3400, 4020, 4110, 4120, 4240, six Coaching courses REC 4000 EXPH 2100, 2110, 2200, 2210, 2400, 3450, 3460, 3500, 3510, 4100, 4110, 4120, 4130, 4200 HLTH 1060, 2100, 3770 RSM 4000 Departmental Elective: Pick one from HHP 4160 or HLTH 4100 Track Total Electives All EXSS majors must pass the HHP Department's Water Survival Test (WST) as a requirement of graduation</p>	<p>33 43 19 22</p>
<p>Track</p>	<p>Sem. Hrs.</p>
<p>Recreation and Sport Administration Track Track-Specific General Education requirements: ECN 1000, PSY 1010, SOC 1020, MAT 1070, MAT 2100 Track Requirements: PED 3040; EXPH 2100, 3400; RSM 2000, 2010, 3320, 4000, 4160, 4250, 4400; HHP 4150; HLTH 2100, 3770 Minor chosen from the following list: Business, Economics, Marketing, Psychology, Sociology, or advisor-approval Electives All EXSS majors must pass the HHP Department's Water Survival Test (WST) as a requirement of graduation</p>	<p>(15) 39 18-21 5</p>
<p>Track</p>	<p>Sem. Hrs.</p>

Recreation Track PED 1380, 2040, 4750 HPER 4999 MAT 2100 REC 2300, 3000, 3320, 4000, 4160, 4250, 4400 Track Total Electives	 33 22
Track	Sem.Hrs.
Sport Management Track ATH 4050 HLTH 2000, 4100, 4700 HPER 4999 PED 3120, 3400, 4750 REC 3320, 4400 Track Total Electives	 33 22

Bachelor of Science in Health & Physical Education (K-12)

Course Requirements

Sem.

Hrs.

Freshman Seminar and General Education

(should take PED 1380 for Gen. Ed.)

45(44)*

Content Courses

PED 1010, 1380 (also meets Gen Ed. Req.)*, 2000, ~~2040, 2060~~,
 2070, 3100, 3120, 3480, 3490, 4120, 4150, ~~4240; 2-1-hour~~
~~coaching course(s)~~,

EXPH 3500, 3510, 2200

HLTH 1060, 2100 ~~3300~~, 3650, 3770, 4100, 4700

40 44

Professional Studies Core

EDN 2100, 3130, 3150, SED 3310

12

Content Pedagogy

PED 3000, 3170, 3175, 3020, 4040, 4060; EDN 4490

20

General Electives

3

Total: 120

121

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

Department Required Courses:

ATH **1040**, 2000, 2010, 2040, 2050, 2900, 3000, ~~3010~~, 3040, 3050,
3200, ~~3300~~, ~~3310~~, ~~4000~~, 4050, 4100, ~~4110~~, 4200, ~~4220~~, 4970, 4980ATHL ~~2040~~, ~~2045~~, ~~2050~~, ~~2055~~, 3040, 3050**HLTH 1060, HLTH 2100**~~PED 2060, 3480, 3490, 4110, 4120~~**EXPH 2100, 2110, 2200, 2210, 3450, 3460, 4100, 4110, 4120, 4130**~~70-75~~~~Electives _____ 6~~**Total: 120****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****PROFESSIONAL CONCENTRATION IN HUMAN PERFORMANCE**

Requirements for a Professional Concentration in Exercise and Sport Science	Sem. Hrs.
Required: At least 18 hours of any combination of ATH, HLTH, PED, and/or REC prefixed courses that do not duplicate any present PE K-12 Licensure requirement.	
-	Total: 18

MINORS

Requirements for a Minor in Physical Education	Sem. Hrs.
ATH 1040,1090; HLTH 1060; PED 1340; 2070; 2300; 3120; 3190; 3320; 4150; two (2) 1hr. coaching courses	
-	Total: 20

Requirements for a Minor in Recreation	Sem. Hrs.
REC RSA 3000, 3320, 4000, 4160, 4250, and 4400	
	Total: 18

Requirements for a Minor in Health Promotion	Sem. Hrs.
HLTH 2000, 3300, 3650, 4100, and 4700; and either one from: HLTH 3060, 3070, 3080, 3660, 3670, or 3770	
	Total: 18

Requirements for a Minor in Athletic Coaching Requirements for a Minor in Sport Leadership	Sem. Hrs.
ATH 1040; HLTH 1060; REC 2300; PED 3260; 3400; 3480 or 3490; 4120; 4150; and four (4) 1hr. coaching courses HHP 4150, 4160, and 4920; HLTH 4700; RSA 3320; and one from: EXPH 4200, HLTH 3660, or RSA 4750	
	Total: 22 18

15. Proposal from the OEP Committee

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.

Courses to Add to List

CRJ 4520/	
SOC4520	Women and Crime—Writing Enriched
GGY 4100	Land Use Planning—Writing Enriched
HON 2010	The Humanistic Tradition II: From Baroque to the Present—Writing Enriched
HST 4420	History of Tudor and Stuart Britain—Writing Enriched

Proposal Summaries

CRJ 4520/SOC 4520 Women and Crime

This course is a study of the nature and extent of women's crime, theories of female criminality, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies.

Discussion Day Questions will be the type of informal writing assigned. There will be ten occasions throughout the semester where students will be required to complete a reading assignment and answer several discussion questions based upon the reading. Each one will be 400-500 words in length (Approximately 1-2 pages). The estimated number of pages of informal writing assigned in the course is twenty. The learning outcomes expected from the required informal writing are that students will exhibit confidence in their emerging writing skills and cognitive abilities needed to communicate in the disciplines and use appropriate syntax, grammar, punctuation, and spelling.

For formal writing, each student will be required to write a 8-10 page paper on a topic that relates to Women & Crime. In addition to the paper, each student will be required to give an individual presentation to the class at the end of the semester. The estimated number of pages of formal writing assigned in course is 10-12. The learning outcomes expected from the required formal writing are that students will be able to engage in formal writing assignments that require utilization of all stages of the writing process, develop content in which the central idea/purpose is clearly stated, understand a writing assignment as a series of tasks, involving finding, and choose and use a relevant pre-writing strategy that will help them to prepare for the assignment.

The percentage of the course grade determined by the informal writing assignments is 20% and the percentage determined by the formal writing assignments is 30% Students will receive help from the instructor as they draft, revise, and edit their polished written work. They will be able to engage in revision, proofreading, and teacher and/or peer conferences during any or all stages of the writing process

GGY 4100 Land Use Planning

This course is a study of the diverse factors affecting human use of the physical environment. The roles of topography, soils, groundwater, wastewater, stream flow, wetlands, and landscape ecology in environmental land use planning will be considered in detail.

In-class writing summaries, field/lab notes, ungraded drafts for critique writing assignments and the final project paper are the types of informal writing assigned. The estimated number of pages of informal writing in course is 15-20. The learning outcomes expected from the required informal writing is that the student will recognize the standard parts of land use planning documents and characterize key concepts in land use planning. The types of formal writing required in the course are short critiques of existing Land Use Plans and a final project paper. The estimated number of pages of formal writing in course is 20-30. The learning outcomes expected from the required formal writing are to critique existing land use planning documents, analyze existing land use and land cover in conjunction with community/project expectations to determine planning options, apply theoretical knowledge through the implementation of a real-world example, and recognize the role of policy, community, and the environment in Land Use Planning. The percentage of the course grade that is determined by the informal writing assignments is 15%, and the percentage determined by the formal writing assignments is 50%

Students receive instruction on discipline-specific writing practices through course content which will center around existing planning documents, allowing students to see how these documents are written and gain experience in writing portions of a planning document (per person) and collating the material into a single document (the class project). Students will receive help as they draft, revise, and edit their polished written work from instructor feedback and assistance from the Writing Center.

HON 2010 The Humanistic Tradition II: From Baroque to the Present

This course is an interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, film, and philosophy. It focuses on significant cultural legacies from the last 500 years..

Reading response papers and ungraded drafts of the term paper will be the types of informal writing assigned. Approximately 30 pages of informal writing will be assigned. The learning outcomes for informal writing include engaging students with reading and preparing students for class discussion and for more formal writing.

A term paper will be the type of formal writing assigned. The estimated number of pages for the term paper is ten. The learning outcomes expected from the required formal writing are to engage students deeply with a topic, using research, and developing analysis to put forward an argument. Forty percent of the course grade will be determined by the informal writing assignments, and forty percent will be determined by the formal writing assignments. Students will learn the types of writing valued in the Humanities during the drafting stage of the final paper. Peer and instructor feedback will be included in the class. Multiple drafts, peer workshops, instructor comments, and required conferences will be used to enable students to receive help as they draft, revise, and edit their polished written work.

HST 4420 History of Tudor and Stuart Britain

This course will examine a number of historical facets related to the development of Britain from the Battle of Bosworth (1485) until the death of Queen Anne (1714). It will examine a variety of texts on political history, fiction, gender and dynastic history, history "from the ground up," and primary texts. With these texts, this course will explore political/constitutional developments, cultural mores, gender studies, and the dynastic evolution of the British monarch..

Ten one-page quizzes will constitute the informal writing assigned. They will comprise one fifth of the total grade for the course. The learning outcome expected from the required informal writing is that students will learn to answer a question succinctly, on one double-spaced page, by providing evidence to support their assertions..

Two essay exams, a scholarly book review, and a ten page film review will constitute the formal writing assigned. The estimated number of pages of formal writing assigned is thirty-five. The learning outcome expected from the required formal writing is that students will learn to write a nine-hundred word scholarly book review and, for their film review, write an annotated bibliography, a succinct narrative of their film, and a scholarly discussion of the historical accuracy of their film, including citations from sources to back their assertions.

The percentage of the course grade determined by the informal writing assignments is one fifth, and the percentage for the formal writing assignments is three fifths. Students receive instruction on discipline-specific writing practices as part of the course from a plethora of writing aids for all aspects of the writing assignments. Significant amounts of class time will be devoted to

discussing the written instructions and writing aids with students so they are clear on the instructor's expectations. The instructions for the writing assignments also function as a rubric, and, while the instructor offers copious amounts of written comments on first drafts, the instructor also expects students to evaluate their own work using the rubrics.

17. New Business: Revisions to Curriculum Procedures in Faculty Handbook

From 2015-2016 Faculty Handbook

Curriculum Development and Revision Process

The University of North Carolina at Pembroke has a clearly defined process for the development of curriculum, including degree programs, tracks, concentrations, minors, and individual courses:

1. The UNC Board of Governors must approve proposals for new degree programs. These proposals must be prepared according to specified guidelines of the UNC Academic Program Development Procedures.
2. All graduate programs must be submitted to the UNC Graduate Council for review and approval and to the UNC Board of Governors for approval.
3. Curriculum development and revisions proposals are initiated by the faculty of the academic departments by completing one of ~~three~~ **five** standardized curriculum forms: **Course Revision/Deletion Forms**, **New Course Proposal Forms**, **General Education Course Proposal Forms**, **Program Revision/Deletion Forms**, and **New Program Proposal Forms**.
4. Curriculum proposals are reviewed by the department and **signed** by the Department Chair.
5. In the case of proposals affecting other departments, including the cross-listing of courses, the proposal form should be submitted by the originating department. The votes of affected departments are recorded, and the Chairs of affected departments also review and **sign** the proposal. If the cross-listed course affects a program in the affected department, the affected department ~~must~~ **may also need to** submit a program proposal ~~documenting~~ **addressing** the change to the program. Cross-listed course numbers must be approved by the Registrar's office.
6. If the development or change affects Teacher Education, the Teacher Education Committee reviews the proposal and the Chair of that Committee **signs** it. Graduate curriculum proposals and new graduate programs must first be approved by the Graduate Council before being submitted to the Curriculum Subcommittee. Graduate Teacher Education proposals should be submitted to the Teacher Education Committee before being submitted to the Graduate Council.
7. The Registrar, the appropriate Dean, and the Provost and Vice Chancellor for Academic Affairs must also **sign** the proposal.
8. ~~Proposals~~ **Course Revisions and New Course Proposals** involving any aspect of the General Education Program are submitted to the Curriculum Subcommittee before ~~being~~ **the General Education Course Proposal is** submitted to the General Education Subcommittee. The only exceptions are proposals involving existing courses with no modifications seeking inclusion in the General Education Program.
9. All other proposals are submitted only to the Curriculum Subcommittee.
10. ~~Proposals involving the creation of new courses, revisions to existing courses or course deletions are submitted on Course Proposal Forms.~~

10. Proposals involving new courses must attach sample syllabi to the electronic submission ~~only. (A hard copy of the syllabus is not required with the signed form.)~~ New course numbers must be approved by the Registrar's office.
11. Curriculum proposals should pass the Department Chair level of approval in the online curriculum management system at least 3 weeks prior to the meeting of the first committee that needs to review the proposal (Teacher Education, Graduate Council, or Curriculum—see #6 above for the order of committee approvals) to ensure inclusion on that committee's meeting agenda. This provides adequate time for Affected Department Chairs (if applicable), Deans, Registrar, and Provost's Office to review all proposals prior to their inclusion on meeting agendas. Committees may be able to accommodate proposals submitted on a shorter timeline, but will not guarantee that this accommodation can always be made. Meeting schedules for all committees will be made publicly available on the Faculty Senate web page.
- ~~11. In instances where an identical change is made to multiple courses, (i.e., deleting or adding prerequisites or changing credit hours for courses), one form may be used for multiple proposals. Otherwise, each course proposal requires a separate form.~~
- ~~12. Proposals involving one or more changes to degree programs, tracks, concentrations or minors, etc., are submitted on the Program Proposal Form. Program proposals involving changes to the catalog must attach a revised catalog description to the electronic submission. A hard copy of the revised catalog description must be attached to the signed form.~~
- ~~13. Electronic forms are due to the Chair of Curriculum 10 days (two Mondays) prior to the Curriculum meeting, which usually meets on the first Thursday of every month. (The Curriculum Committee does not meet in January and at times adjusts the March meeting date, depending on the spring break schedule.)~~
- ~~14. Signed hard copies are due to the Chair of Curriculum on the Monday before the Curriculum meeting. It is the responsibility of the proposing department to ensure that all signatures are acquired prior to delivering hard copies to the Chair of Curriculum.~~

A representative from the department submitting the proposals must be present at Curriculum Subcommittee meetings to address any questions or provisions that may arise. The proposal is reviewed and a vote is taken. If the proposal passes, the Chair of the Subcommittee on Curriculum forwards the curriculum matters to the appropriate office or committee.

The Curriculum Subcommittee is responsible for sending to the Academic Affairs Committee all information pertaining to each individual course that is necessary for the Banner System. The Curriculum Subcommittee shall make recommendations to the Academic Affairs Committee on their adoption, and proposals shall move forward based upon the following policies:

- A. The Subcommittee on Curriculum will treat as minor, and send to the Registrar without Academic Affairs Committee and Senate approval, the following types of proposals: course and program modifications involving changes to prerequisites, course descriptions, course titles, and course deletions; the addition or substitution of

- one or two electives to a program; and program modifications mandated by changes previously approved by Senate. These will be considered minor changes and forwarded to the Chair of the Academic Affairs Committee for his/her [signature](#), unless the Subcommittee on Curriculum has a compelling reason to forward said revisions to the Academic Affairs Committee.
- B. Approved program modifications involving the addition or deletion of tracks, required courses, or more than two elective options at a time will proceed to the Academic Affairs Committee.
 - C. All program modifications described in B, once approved by the Academic Affairs Committee, proceed to the Senate.
 - D. All new program proposals (including new degrees, academic majors, concentrations, minors, and certificates), deletions of above programs, new General Education course proposals, and General Education course deletions require Faculty Senate approval.
 - E. Individual new courses not part of General Education program require approval by the Academic Affairs Committee but not the Faculty Senate.
 - F. All curriculum items not requiring Academic Affairs Committee approval will be reported to the Academic Affairs Committee by the chair of the Subcommittee on Curriculum. All curriculum items not requiring Faculty Senate approval will be reported to the Senate by the chair of the Academic Affairs Committee.

A representative of the department whose proposal is being considered must be present at all committee meetings beyond the Curriculum Subcommittee level as necessary to address questions and concerns regarding their proposal.

This multilevel approval process is used to assess the curriculum and the process for curriculum development and revision. In addition, the curriculum and the process are evaluated as part of the institutional assessment made by the Southern Association of Colleges and Schools Commission on Colleges. Curricula of the various departments and the process used to develop curriculum are assessed by those agencies who accredit particular programs, e.g., at UNC Pembroke, the National Council for Assessment of Teacher Education, the State Department of Public Instruction, the National Association of Schools of Music, and the Council on Social Work Education.