

**Agenda**  
**Subcommittee on Curriculum**  
**Thursday, December 1, 2016**  
**3:30 PM Room 251 University Center**

**Members:** Mary Ash (NS&M to 2018), Monika Brown (LETT to 2017), Jaime Martinez, Chair (LETT to 2018), Emily Neff-Sharum (S&BS to 2017), Elizabeth Normandy (VC of AA Designee), Gretchen Robinson (EDUC to 2018), Lourdes Silva (Registrar), Jack Spillan (S&BS to 2018), Roland Stout (NS&M to 2017), Nathan Thomas (ARTS to 2018), Joseph Van Hassel, Secretary (ARTS to 2017), Marian Wooten (EDUC to 2017)

**Members TBD:** SGA Secretary, SGA Senator

**1. Call to Order**

**2. Adoption of Agenda**

**3. Approval of Minutes of November 3, 2016** (See Appendix A: Minutes (unapproved) of November 3, 2016)

**4. Proposal from the Graduate School**

**4.1 Course Proposal:** create GRD 5001 Graduate Continuous Enrollment

**5. Proposal from the Department of Sociology and Criminal Justice**

**5.1 Course Proposal:** create CRJ 4550 Victimology

**6. Proposals from the Department of Elementary Education**

**6.1 Course Proposal:** revise prerequisites for ELE 5700 Language, Literacy, & Diversity

**6.2 Course Proposal:** revise prerequisites for ELE 5750 Curricula Design and Choices

**6.3 Course Proposal:** revise prerequisites for ELE 5775 Development, Diversity, and Differentiated Instruction

**6.4 Course Proposal:** revise prerequisites for ELE 5800 Advanced Elementary Mathematics and Science

**6.5 Course Proposal:** ELE 5850 Advanced Elementary Social Studies and Language Arts

**6.6 Program Proposal:** add an Elementary specialization to the current Master of Arts in Teaching degree

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

**7.1 Program Proposal:** Revise advanced history options for B.A. in History

**7.2 Program Proposal:** Revise advanced history options for B.A. in History with Social Studies Education

**8. Proposals from the Department of Economics and Decision Sciences**

**8.1 Course Proposal:** remove cross-listing from ECN 3300

**8.2 Course Proposal:** revise course description of DSC 2090

**8.3 Course Proposal:** create DSC 5090 Data Analytics for Business

**9. Unfinished Business**

**10. New Business**

**11. Announcements**

**12. Adjournment**

#### **4. Proposal from the Graduate School**

##### **4.1 Course Proposal:** Create GRD 5001 Graduate Continuous Enrollment

\*We will begin offering this course in Spring 2017

**Rationale:** It is a commonly accepted best practice that students need to be enrolled in a university the semester they graduate. They use resources, etc, and how can one graduate from a university in which she is not registered as she can't even use the library or gym.

Background: UNC Grad School Deans emailed about this issue and brought it to light. We found that most schools have such a requirement (not clear if any of them don't have this requirement). Usually it is a one-hour, can be online, course through the graduate school. Can be used for thesis, portfolio, incomplete course work or other program work that a student needs to complete their degree requirements. This will also encourage students to complete their requirements.

Dept vote: N/A

Affect others: Yes and No—it is for all graduate programs to use as needed

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

#### **NEW COURSE INFORMATION:**

GRD 5001 Graduate Continuous Enrollment

Hours: 1.0

Prerequisites: permission of Graduate School

Required: no

Course description: This course is available for graduate students who have no program of study courses remaining, but have unfinished requirements and need to be registered for the purposes of graduation or other campus/library access. This course does not count towards a degree, is graded P/F and permission of the Graduate School is required (1 hr).

Course title: Graduate Continuous Enroll

Code: IND

Grading: P/F

Syllabus: N/A

## **5. Proposal from the Department of Sociology and Criminal Justice**

**5.1 Course Proposal:** Create CRJ 4550 Victimology. The purpose of this proposal is to create a course that explores victimology in the criminal justice system. This includes theoretical perspectives, special topics in victimology (i.e. homicide, child abuse), and victim's rights.

**Rationale:** This is a topic that is noticeably missing from our current curriculum. Given the important role that victims play in the CJ system, and their ever-increasing existence in this system, a course is needed to discuss their particular needs.

Dept vote: 14-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

### **NEW COURSE INFORMATION:**

CRJ 4550 Victimology

Hours: 3.0

Prerequisites: SOC/CRJ 2400, or instructor permission

Required: no

Course description: This course is designed to introduce students to the topic of victimology, the scientific study of victims. In this course, students will examine the field of victimology, including its scope and development, review of the problems associated with victimization, examine the relationship between the victim and the offender, the victim and the criminal justice system, and the victim and society.

Course title: Victimology

Code: LEC

Syllabus: Appendix B: CRJ Syllabus

## **6. Proposal from the Department of Elementary Education**

**6.1 Course Proposal:** Revise prerequisites for ELE 5700: remove EDN 5490 and replace with EDN 5440 or EDN 5660.

**Rationale:** students will complete either research course and complete EDN 5490 during phase II

Dept vote: 9-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

### COURSE INFORMATION:

ELE 5700: Language, Literacy, & Diversity

Hours: 3.0

Prerequisites: ~~EDN 5490~~ EDN 5440 or 5660

Required: yes

Course description: The purpose of this course is to provide a focus on contexts and processes through which language develops including attainment of second languages, and the cognitive, social/emotional, and cultural aspects of language. This foundation will provide the framework to differentiate curricula, instruction and assessment in listening, speaking, reading, writing, and viewing through the use of culturally diverse and appropriate literature. Students will demonstrate collaboration skills with families and specialists within the school settings.

Course title: Language Lit & Diversity

Code: LEC

**6.2 Course Proposal:** Revise prerequisites for ELE 5750 from EDN 5490 to EDN 5440 or 5660.

**Rationale:** Students may take either research course and will complete EDN 5490 in Phase II

Dept vote: 9-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

### COURSE INFORMATION:

ELE 5750 Curricula Design and Choices

Hours: 3.0

Prerequisites: ~~EDN 5490~~ EDN 5440 or 5660

Required: yes

Course description: The purpose of this course is to assist teachers in developing comprehensive understanding and ability to implement curriculum frameworks in the 21st century classroom.

Teachers will use philosophical viewpoints to inform decisions related to organization, structure and sequence of curriculum, selection of resources, approaches to engaging learners in inclusive, supportive environments and assessment of learner outcomes.

Course title: Curricula Design & Choices

Code: LEC

**6.3 Course Proposal:** Revise prerequisites for ELE 5775 from EDN 5490 to EDN 5440 or 5660

**Rationale:** Students may take either research course and will complete EDN 5490 in Phase II

Dept vote: 9-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE INFORMATION:

ELE 5775 Development, Diversity, and Differentiated Instruction

Hours: 3.0

Prerequisites: ~~EDN 5490~~ EDN 5440 or 5660

Required: yes

Course description: The purpose of this course is to assist teachers in developing a contextual perception of diverse learners and their educational needs based on information about children's family life, culture, and stages of development. Teachers will assess children's development, align curriculum, design instruction to accommodate developmental and cultural differences, and establish respectful learning environments. Teachers will also explore ways to nurture and motivate family involvement in the education process.

Course title: Develop, Div & Dif Instruct

Code: LEC

**6.4 Course Proposal:** Revise prerequisites for ELE 5800 from EDN 5490 and 5660 to EDN 5440 or 5660

**Rationale:** students may take either research course and may be concurrently enrolled in EDN

5490

Dept vote: 9-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

**COURSE INFORMATION:**

ELE 5800 Advanced Elementary Mathematics and Science

Hours: 3.0

Prerequisites: ~~EDN 5490 and 5660~~ EDN 5440 or 5660

Required: yes

Course description: The purpose of this course is to assist teachers in deepening their understanding of mathematics and science in facilitating student learning. Emphasis will be placed on a constructivist approach to learning, and incorporating research as it translates to instructional practices. Practices will include: skillful structure in sequence of curriculum, approaches to learner motivation and content engagement, establishing routines for managing the learning environment, appropriate methods for assessing resources and student outcomes, differentiation of instruction for students with special needs (environmental and cultural), and establishing collaborative efforts with colleagues and resource specialists in schools and community.

Course title: Adv Elem Math & Science

Code: LEC

**6.5 Course Proposal:** Revise prerequisites for ELE 5850 from EDN 5490 and 5660 to EDN 5440 or 5660

**Rationale:** students may take either research course and may be concurrently enrolled in EDN 5490

Dept vote: 9-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

**COURSE INFORMATION:**

ELE 5850 Advanced Elementary Social Studies and Language Arts

Hours: 3.0

Prerequisites: ~~EDN 5490 and 5660~~ EDN 5440 or 5660

Required: yes

Course description: The purpose of this course is to provide opportunity for teachers to improve student learning in social studies and language arts through systematic analysis and reflection on the cycles of teaching and learning. A primary focus is placed on connecting curriculum and instructional design, desired learning outcomes, content, diverse learners, instructional resources and assessment measures, in the context of developing global understandings and multiple literacies.

Course title: Adv Elem Soc St & Lang Arts

Code: LEC

**6.6 Program Proposal:** add an Elementary specialization to the current Master of Arts in Teaching degree

**Rationale:** The MAT with a specialization in Elementary Education would be a track added to the current MAT programs at UNCP. This program would be helpful in our teacher preparation program for those who complete an undergraduate degree and come to UNCP for teacher licensure K-6. Currently, those students take undergraduate courses as Licensure Only students. Kelly Ficklin (Elementary), Roger Ladd (MAT/English) and Debra Singletary (Graduate School) have all indicated there has been a desire from prospective students for a MAT that leads to K-6 licensure.

Over the past 5 years, 81 students have applied for a plan of study for licensure only in Elementary Education and 60 of those would possibly be eligible for a MAT program. We have requested additional data from IR.

This program would align with the other MAT programs on campus, supporting the current enrollment in EDN courses and also increase enrollment in ELE graduate courses and other courses listed as elective choices. In expanding our graduate program offerings and those for EDN courses, we would expect to need additional faculty support for teaching depending on program growth.

In this program overview, I've included information aligning the program with current MAT practices and talked with Val Ford, Kim Sellers and Roger Ladd about opportunities within the MAT courses and other graduate course opportunities. The Department of Elementary Education also discussed this possible program at our January 27, 2016 meeting and offered suggestions.

We have tried to use current courses offered within the School of Education to grow student enrollment while meeting the needs of teacher candidates preparing for a K-6 classroom. We envision as this program grows, to change with the needs of students, classrooms, state and national initiatives and licensure requirements.

Dept vote: 9 for; 0 against; 0 abstain  
 Affect others: yes  
 New Courses: no  
 Additional Resources: not immediately  
 Affects Degree Pathway: no  
 Affects CAA Degree Plan: no

PROGRAM INFORMATION: MAT with Specialization in Elementary Education

**MAT ELE Phase I**

Educator Preparation Core (12 semester hours)

EDN 5040 An Introduction to the Basics Tenets of Education

EDN 5120 Advanced Study of Exceptionality in Children

EDN 5440 Survey of Educational Research

or

EDN 5660 Applied Educational Research

EDN 5450 Introduction to Curriculum Design and Best Practices

EDN 5460 Field Experience

Pedagogical Expertise (9 semester hours)

EDN 5470 Advanced Classroom Management

ELE 5700 Language, Literacy, and Diversity

ELE 5775 Development, Diversity, and Differentiated Instruction

Professional Development (3 semester hours)

(Required if the student has not provided appropriate documentation of successful teaching experience in the licensure area.)

EDN 5810 Internship

\*see MAT Handbook for Internship policies

**MAT ELE Phase II**

Professional Development (6 semester hours)

EDN 5490 Effective Educational Leadership

Elective: Select one 3-credit hour graduate course with Program Director approval and guidance to support candidate development.

Academic Specialization (9 semester hours)

ELE 5800 Advanced Elementary Mathematics and Science

ELE 5850 Advanced Elementary Social Studies and Language Arts

ELE 5900 Professional Development and Leadership Seminar

\*\*EDN 5810 is required if the student has not provided appropriate documentation of successful

K-6 public school teaching experience in the licensure area.

\*\*\*We also work with other departments to offer elective courses each summer for our ELE MA Ed students. Examples listed of possible elective courses already offered within the School of Education. EDNS courses will vary each semester with different topics offered. Can be taken multiple times with different course numbers. Check with the program director prior to registering.

\*\*\*\*Candidates will also compile electronic portfolios as part of the completion of both Phase I and Phase II. See MAT Program Handbook and Elementary Education Handbook for additional information.

## **7. Proposals from the Department of History**

**7.1 Program Proposal:** In the B.A. in History, remove History Topics course or HST 4510 requirement from Advanced History and replace with a second course in Asian, African, or Latin American History. In addition, eliminate Program Option 2.

### **Rationale:**

1. Topics courses do not have a consistent identity distinguishing them from other advanced history courses, so there is no compelling reason to require students to take them.
2. HST 4510 has not been offered in at least a decade.
3. Option 1 provides sufficient variety and choice that students do not need an Option 2.
4. History majors need more exposure to the world outside of Europe and North America than can be provided in a single advanced course. Asking them to take a second course outside of these categories is a step in the right direction. It also helps align our History and Social Studies Education program requirements.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: no

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

PROGRAM INFORMATION: Major Requirements: 39 Semester Hours

Basic History: 12 Sem. Hrs.

(1000 and 2000 level courses)

Four courses from

HST 1010 American Civilizations to 1877

HST 1020 American Civilizations since 1877

HST 1030 Introduction to African-American History

or

HST 1100 History of the American Indian to 1865

or

HST 1110 History of the American Indian since 1865

HST 1140 World Civilizations to 1500

HST 1150 World Civilizations since 1500

Advanced History: 27 Sem. Hrs.

(3000 and 4000 level **HST and/or HSTS** courses)

**HST 3000 Historical Practice and Theory**

**8 additional advanced HST or HSTS courses:**

- 2 courses from the North American area
- 2 courses from the European area
- 2 courses from the Latin American, Asian, or African area
- 2 electives from any geographic area

#### Option 1

~~HST 3000 Historical Practice and Theory~~

~~Two courses each from the American and European areas~~

~~two courses from the Asian, African, or Latin American areas~~

~~Topics course (HSTS) or~~

~~HST 4510 Senior Seminar~~

~~and two electives~~

#### Option 2

~~Approval of Contract by the Chair~~

~~HST 3000 Historical Practice and Theory~~

~~Topics course (HSTS)~~

~~HST 4510 Senior Seminar~~

~~6 approved 3000-4000 level electives~~

**7.2 Program Proposal:** Revise B.A. in History with Social Studies Education Content Courses by replacing HSTS 4xxx or HST 4510 requirement with a list of advanced HST options designed to help students better meet NC Standards 1 and/or 4 for Social Studies teachers.

#### **Rationale:**

1. HSTS courses do not have a consistent identity that justifies making them a program requirement.
2. HST 4510 has not been offered in at least a decade.
3. It is part of the North Carolina *Standards for Social Studies Teacher Candidates* that teachers can “know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture” (standard one) and “know and can facilitate learning about how individual and collective identities are shaped by groups and institutions” (standard 4). Our teacher candidates would benefit from taking a content course that specifically focuses on culture and identity. In doing so, candidates will be exposed to primary sources and a depth of understanding specifically focused on cultural factors. This learning will also better prepare our social studies teacher candidates to better meet their mission to prepare global citizens and develop awareness of socio-cultural diversity in their students.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: no

New Courses: no

Additional Resources: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

PROGRAM INFORMATION: [note: this listing shows History requirements only—SSE students also have requirements in Education and Social Sciences, but nothing about those course requirements will change]

**Basic History**

HST 1010 Amer Civ to 1877

HST 1020 Amer Civ since 1877

HST 1140 World Civ to 1500

HST 1150 World Civ since 1500

HST 3000 Historical Theory & Practice

**Advanced History (all must be at the 3000 or 4000 level)**

HST 3170 History of North Carolina

~~HSTS 4xxx or HST 4510 Senior Seminar~~

6 courses at the 3000 or 4000 level, spread across the following geographic areas:

- United States or North American History (2 courses)
- European History (2 courses)
- Asian, African, or Latin American History (2 courses)

And one of the following courses:

HST 3260 Indians of the Southeast

HST 3370 Modern European Economic and Social History

HST 3610 African–American History to 1863

HST 3620 African–American History Since Emancipation

HST 3730 Comparative Asian Civilizations

HST 3800 Women and the Development of U.S. Society

HST 3820 Growing Up American

HST 3850 Indians of Latin America

HST 4070 Women in U.S. History Since 1870

HST 4120 History of Sexuality

HST 4230 Indigenous Women

HST 4270 Modern European Cultural History

HST 4430 History of the British Empire

HST 4650 Indian Residential and Boarding School Narratives

\*HSTS 4xxx Topics in History (HSTS 4xxx may only be used to fill this requirement with the permission of the Social Studies Education program coordinator.)

## **8. Proposals from the Department of Economics and Decision Sciences**

**8.1 Course Proposal:** remove cross-listing of PSPA 3310 from ECN 3300

**Rationale:** the course PSPA 3310 no longer exists in the current catalog

Dept vote: 5-0-0

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

### COURSE INFORMATION:

ECN 3300/~~PSPA 3310~~ Public Finance

Hours: 3.0

Prerequisites: ECN 2020 or 2030

Required: no

Course description: A descriptive and analytical study of government revenues and government expenditures. Includes federal, state, and local levels of government. PREREQ: ECN 2020 or 2030.

Course title: Public Finance

Code: LEC

**8.2 Course Proposal:** revise course description of DSC 2090

**Rationale:** the revisions better reflect content coverage

Dept vote: 25-0-0

Affect others: Yes: This course is part of the Common Body Knowledge courses in the School of Business. They will affect the Department of Accounting & Finance, and Department of Management, Marketing, & International Business, Entrepreneurship track in Entrepreneurship Program, Bachelor of Interdisciplinary Studies (BIS) program.

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

### COURSE INFORMATION:

DSC 2090 Spreadsheet & Database Management

Hours: 3.0

Prerequisites: none

Required:

Course description: A comprehensive **course in** advanced ~~level course in~~ spreadsheet analysis and **the fundamentals of** database management. The focal point in this course will be on the use of spreadsheet analysis and database management to address contemporary business problems. Students should have experience using spreadsheets.

Course title: Spreadsheet & Database Mgt

Code: LEC

**8.3 Course Proposal:** This is a proposal for a new course for MBA students: DSC 5090 – Data Analytics for Business. It is proposed to be an elective course for MBA students.

**Rationale:** Data analytics is an important tool in modern business practice, having applications in marketing, management, finance, accounting, and other fields of business. This course is designed to provide MBA students with the essential programming skills. After completing this course, students will be able to familiarize themselves with the windowing structures and basic features such as those in R and Python, be able to work with different types of data, be able to write simple programs, and to conduct data analyses using software packages.

Dept vote: 24-0-0

Affect others: yes: MBA Program

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

#### **NEW COURSE INFORMATION:**

DSC 5090 Data Analytics for Business

Hours: 3.0

Prerequisites: DSC 5050

Required: no

Course description: Data Analytics for Business (3 credits). Covers basic programming procedures such as those in R, Python, and other comparable analytic software. Topics include importing and exporting different types of data, managing data frame, writing basic scripts, debugging, reading from and writing to files, and conducting data analyses in business.

PREREQ: DSC 5050 or equivalent.

Course title: Data Analytics for Business

Code: LEC

Syllabus: See Appendix C: Decision Sciences Syllabus



**Appendix A: Minutes (unapproved) of November 3, 2016**

**Minutes (pending approval)  
Subcommittee on Curriculum  
Thursday, November 3, 2016  
3:30 PM Room 251 University Center**

**Members Present:** Mary Ash (NS&M to 2018), Monika Brown (LETT to 2017), Jaime Martinez, Chair (LETT to 2018), Elizabeth Normandy (VC of AA Designee), Gretchen Robinson (EDUC to 2018), Lourdes Silva (Registrar), Roland Stout (NS&M to 2017), Nathan Thomas (ARTS to 2018), Joseph Van Hassel, Secretary (ARTS to 2017), Marian Wooten (EDUC to 2017)

**Members Absent:** Emily Neff-Sharum (S&BS to 2017), Jack Spillan (S&BS to 2018)

**Guests:** Jennifer Twaddell (Nursing), Shenika Jones (Educational Leadership & Counseling), Polina Chemishanova (ETFL)

**1. Call to Order 3:32**

**2. Adoption of Agenda by acclamation**

**3. Approval of Minutes of October 6, 2016 by acclamation** (see Appendix A: Minutes (unapproved) of November 3, 2016)

**4. Proposal from the Graduate School**

**4.1 Course Proposal:** create GRD 5001 Graduate Continuous Enrollment

4.1 Hold for next meeting (no representative present)

**5. Proposals from the Department of Nursing**

**5.1 Course Proposal:** delete NUR 5200 Issues in Community Health for Rural Populations

**5.2 Course Proposal:** revise NUR 5220 Care Environment and Clinical Outcomes Management

**5.3 Program Proposal:** revise requirements for M.S. in Nursing Clinical Nurse Leader concentration

**5.4 Program Proposal:** create a Post-Master Certificate in Nursing Education

5.1-5.2 10-0-0 Will be forwarded to Chairs of Academic Affairs Committee and Senate for their signatures

5.3 10-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote

5.4 10-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote  
--Department is communicating with Institutional Research Office for Coding in Banner

Final Grades:

	<b>A</b> = 93 – 100%	or 837 – 900 points	
	<b>A-</b> = 90 – 92%	or 810 – 836 points	
<b>6. Proposal from the Department of Education</b>	<b>B+</b> = 87 – 89%	or 783 – 809 points	ndary
<b>6.1 Program Proposal:</b> create a Certificate in Academic Success	<b>B</b> = 83 – 86%	or 747 – 782 points	
	<b>B-</b> = 80 – 82%	or 720 – 746 points	
6.1 9-0-1 Will be forwarded to Senate and Academic Affairs Committee	<b>C+</b> = 77 – 79%	or 693 – 719 points	
--Department is communicating with Institution	<b>C</b> = 73 – 76%	or 657 – 692 points	
	<b>C-</b> = 70 – 72%	or 630 – 656 points	
	<b>D+</b> = 67 – 69%	or 603 – 629 points	
	<b>D</b> = 63 – 66%	or 567 – 602 points	
<b>7. Proposal from the Department of Sociology</b>	<b>D-</b> = 60 – 62%	or 540 – 566 points	
<b>7.1 Course Proposal:</b> create CRJ 4550 Victimology			

7.1 Hold for next meeting (no representative present)

**8. Proposal from the Writing Intensive Committee**

**8.1 Program Proposal:** add HST 4430 History of the British Empire (WE), THE 4030 Senior Capstone I (WD), and THE 4040 Senior Capstone II (WD) as options to the Writing Intensive program

8.1 10-0-0 Will be forwarded to Senate and Academic Affairs Committee for their vote

**9. Unfinished Business**

**10. New Business**

**11. Announcements**

**12. Adjournment 3:57**

## Appendix B: CRJ Syllabus

### CRJ 4550 Victimology Fall 2016

**Instructor:** Renee D. Lamphere, Ph.D.  
**Email:** renee.lamphere@uncp.edu

**Office:** 213 Sampson Hall  
**Office Phone:** (910) 775-4084

#### Fall 2016 Office Hours:

Monday: 11a-12p

Wednesday: 11a-12p; 2:30p-4:30p

Friday: 11a-12p

Also by Appointment

*“Forgiveness has nothing to do with absolving a criminal of his crime. It has everything to do with relieving oneself of the burden of being a victim--letting go of the pain and transforming oneself from victim to survivor.”*

-C.R. Strahan, American Author

Course Description: This course is designed to introduce students to the topic of victimology, the scientific study of victims. In this course, students will examine the field of victimology, including its scope and development, review of the problems associated with victimization, examine the relationship between the victim and the offender, the victim and the criminal justice system, and the victim and society.

#### Course Objectives:

Students will:

- Develop a basic understanding of issues relating to defining the broad concepts of aggression, violence and victims.
- Acquire an appreciation for the nature and scope of the problems posed by aggression and violence.
- Gain a general understanding of the methods used to study aggression and violence.
- Acquire a basic familiarity with and understanding of the different theoretical perspectives that have been employed in explaining aggression and violence.
- Gain an appreciation for specific issues relating to aggression and violence, as well as the treatment of crime victims in our culture.

Required Text: Wallace, H., & Roberson, C. (2015). Victimology: Legal, Psychological, and Social Perspectives (4<sup>th</sup> ed.). Pearson.

Course Requirements: The course objectives will be measured with a variety of written and oral assignments. This variety of assignments will allow the instructor to determine the degree to which students have achieved the objectives outlined.

Attendance: All students are required to attend class. Attendance will be taken daily. **Each student is permitted to have 3 unexcused absences.** After 3 unexcused absences, points will be deducted from your final attendance grade in 5 point increments; for example, a student who has 5 unexcused absences in a semester will receive an attendance score of 90 out of 100 points (3 unexcused absences that do not count against the score, and 2 unexcused absences that does count against the score). In addition, **ANY STUDENT WHO MISSES MORE THAN 20 CLASS SESSIONS IN THE COURSE OF THE SEMESTER WILL RECEIVE AN OVERALL GRADE OF “F” FOR THE COURSE.** This policy will be strictly enforced.

Excused absences will not count against you, but are limited to recognized excused absences which include (but are not limited to): illness, serious family emergency, special curricular requirements (e.g., field trips, conferences), military service, religious observances and participation in official university activities (e.g., athletics). The final decision on excused absences is left to the professor’s discretion. **In most circumstances, in order for an absence to be excused you will be required to provide written documentation.**

**THE BOTTOM LINE: You will not do well in this course if you do not attend; therefore it is imperative that you come to each class. You can earn up to 100 points for attendance in this course.**

Exams: You must complete four examinations during the semester. The exams will NOT be cumulative. All of your exams will be taken on Blackboard. You will have one attempt, and the amount of time you have to complete the exam will be announced in class. The exams may include multiple-choice, true/false, fill-in, and short answer, among other formats deemed appropriate by the instructor. A tentative exam schedule is found below. **The exams are worth 100 points each, for a total of 400 points toward your final grade.**

Informal Writing Assignments: There will be a variety of informal writing assignments over the course of the semester. The assignments and their point value will be announced on Blackboard. **You can earn up to 250 points for completing all assignments.**

**\*Please Note:**

- Make sure your assignments are submitted in .doc(x) or .rtf format.** I do much of my grading on my iPad, which does not open files in other formats. If I cannot grade your assignment because I cannot open it you will receive a zero for that assignment. Therefore, be sure that your assignments are submitted in the proper format.
- At the end of each assignment there will be details regarding submission requirements. This includes things like length of assignment and other general formatting requirements. I will take off points if your paper is not formatted according to the assignment instructions. Please format all papers correctly to ensure you earn full credit

Victimology Issue Presentation: Students will work in groups of 5-6 to research a prominent victimology related topic & develop a PowerPoint presentation to inform your classmates on this topic. Each group member will be given a chance to evaluate the other group members' contributions to the presentation. You will be allowed to choose from a list of topics during the second week of class, and presentations will be held in the final weeks of class. Please note that once groups are formed and topics are chosen, you will not be permitted to switch groups or change topics. In addition to the final presentation, each group will also turn in a packet of supplemental information regarding the group process, as well as a reference page. Specific, detailed guidelines regarding this assignment will be handed out in class and will be available on the course Blackboard page. **This assignment is worth 150 point (100 for the final presentation, 50 points for the reference page & supplemental information).**

**Grading:**

The grading breakdown is as follows:

Attendance:	100 points
Exams:	400 points
Informal Writing Assignments:	250 points
Correctional Issues Pres:	150 points
<b>TOTAL:</b>	<b>900 points</b>

Class Policies: The following is a list of classroom policies. This is a general list of things I expect from you as participants in this classroom.

Make-up Exams and Late Assignments: If you miss an exam or assignment you will be permitted to take a make-up exam or assignment if you can provide proof of a compelling reason for missing the exam, such as a serious illness or emergency. To be permitted to take a make-up, you must provide written documentation for your absence. Please make all efforts to contact me prior to the day of the exam or the assignment that you will be missing or within 48 hours following the exam to schedule a make-up. Forgetting your assignment in your room/home/car is not a legitimate excuse and this work will not be accepted

**BOTTOM LINE: Submit all work on time to ensure you receive full credit!**

Student Technology Responsibilities: It is your responsibility as a student to check your UNCP email and the course Blackboard page on a regular basis. I receive A LOT of email as I have A

LOT of students. It is important that when you email me the following information is included in the subject line: Your Name, Course Number-Section Number, and Brief Description of Question. Here is an example of what I expect to see in an email subject line:

“Corrections – Questions about Chapter 3”

**In addition, all of your emails to me should include a greeting, a body, and a salutation.** It is NOT acceptable to start an email with “Hey you”, or “Yo, Renee”. Always sign your full name on the end of an email. Please send all emails to my UNCP email account. I will not be checking the Blackboard messaging system (meaning if you send a message there, I will not read it). All correspondence to me should come from your official university email address (For example, [AAA111@bravemail.uncp.edu](mailto:AAA111@bravemail.uncp.edu)).

Classroom Civility: Due to the controversial nature of many topics that will be covered in this class, there are bound to be a number of conflicting opinions among students. Despite these differences, it is absolutely important and necessary that students are respectful of others’ opinions. You are expected, and required to be courteous to others in this class, including the instructor. In addition, I reserve the right to excuse you from my classroom at any point if you are being disruptive towards me or other classmates. This includes not only overtly obnoxious disruptions, but also things like whispering, texting, and sleeping in class. Please be advised that **TOBACCO USE IS PROHIBITED DURING CLASS TIME**. This policy will be strictly enforced.

**BOTTOM LINE: Incivility in the classroom will not be tolerated, under any circumstances.** Feel free to contact me if you have any questions regarding this policy.

Academic dishonesty: Any student found guilty of academic dishonesty (including, but not limited to, cheating and copying/ allowing copying another student’s assignment) will be subject to disciplinary actions as described in the student catalog. The penalties for academic dishonesty are severe and students with any questions on the topic should consult their catalog. In this course, any student found guilty of academic dishonesty will receive a zero for the exam/ assignment in question. Further action may be taken at the discretion of the instructor. The Academic Honor Policy can be found at the following website: <http://www.uncp.edu/catalog/>

**\*\*NOTE\*\*** I take academic honesty very seriously. Any violations of the academic honesty code will result in a grade of zero for the assignment in question, a possible grade of F for the course, and submission of formal documentation with the university. Please, if you feel the need to be dishonest then you need more help with this course. Contact me if you need help with course material!

Retention of Student Work: The instructor may retain studentwork as documentation of the course or as examples for future students. No evaluative commentary or grade information from the instructor will be included with student work (if the work includes information identifying its creator). Students’ copyrights in their work shall be governed by the UNC Pembroke Copyright Policy.

Student Workload Expectations: In its mission statement, UNCP aims to “promote excellence in teaching and learning... in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards” as well as maintaining a faculty “dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service.” Such rigor means that the foremost activity of UNCP students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

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

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

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

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

### **Tentative Class Schedule**

\*This class schedule is subject to change with notice\*

<b><u>Section</u></b>	<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Reading</u></b>
<b>Section 1</b>	Week 1: 8/17 – 8/21	Introduction: Syllabus & Course Requirements	
	Week 2: 8/22 – 8/28	Introduction and History of Victimology	Ch. 1
	Week 3: 8/29 – 9/4	Measurement of Crime and Its Effects	Ch. 3
	Week 4: 9/5 – 9/11	The Consequences of Victimization	Ch. 4
<b>Section 2</b>	Week 5: 9/12 – 9/18	Empowering Victims	Ch. 5
	Week 6: 9-19 – 9/25	Homicide Victims	Ch. 6
	Week 7: 9/26 – 10/2	Sexual Victimization	Ch. 7
<b>Section 3</b>	Week 8: 10/3 – 10/9	Intimate Partner Abuse	Ch. 8
	Week 9: 10/10 – 10/16	Child Abuse	Ch. 9
	Week 10: 10/17 – 10/23	Elder Abuse	Ch. 10
	Week 11: 10/24 – 10/30	Hate Crimes	Ch. 11
<b>Section 4</b>	Week 12: 10/31 – 11/6	Special Victim Populations	Ch. 12
	Week 13: 11/7 – 11/13	Compensation and Restitution of Victims	Ch. 15
	Week 14: 11/14 – 11/20	International Aspects of Victimology	Ch. 17
	Week 15: 11/21 – 11/27	<b>Thanksgiving Break In-Class Work Week</b>	
	Week 16: 11/28 – 12/4	<b>Final Presentation Week</b>	

### **Tentative Exam Schedule**

<b>Exam #</b>	<b>Chapters Covered</b>	<b>Opens on Blackboard</b>	<b>Closes on Blackboard</b>
Exam 1	Ch. 1, 3, & 4	9/9 (Fri.) @ 8am	9/11 (Sun.) @ 11:59pm
Exam 2	Ch. 5, 6, & 7	9/30 (Fri.) @ 8am	10/2 (Sun.) @ 11:59pm
Exam 3	Ch. 8, 9, 10, & 11	10/28 (Fri.) @ 8am	10/30 (Sun.) @ 11:59pm
Exam 4	Ch. 12, 15, & 17	11/18 (Fri.) @ 8am	11/20 (Sun.) @ 11:59pm

## **Appendix C: Decision Sciences Syllabus**

**DSC 5090**

**Data Analytics for Business  
Course Syllabus  
Submitted by Zhixin (Richard) Kang**

### **Course Description**

DSC 5090. Data Analytics for Business (3 credits). It covers basic programming procedures such as those in R, Python, and other comparable analytic software. Topics include importing and exporting different types of data, managing data frame, writing basic scripts, debugging, reading from and writing to files, and conducting data analyses in business. PREREQ: DSC 5050.

### **Recommended Textbooks**

R Programming for Data Science, Fourth Edition, Roger Peng, supplied by Lulu.com, 2016.

Python Programming for Beginners: An Introduction to the Python Computer Language and Computer Programming, Jason Cannon, CreateSpace Independent Publishing Platform, 2014. ISBN-10: 1501000861, ISBN-13: 978-1501000867

### **Software Requirement**

R and Python. These packages are free for downloading and installation.

### **Course Outlines**

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>
<b>1</b>	Syllabus; R Chapter 1 - History and Overview of R	Read R Chapter 1
<b>2</b>	R Chapter 2 – Getting started with R; R Chapter 3 – R nuts and bolts	Read R Chapters 2 and 3
<b>3</b>	R Chapter 3 – R nuts and bolts	Read R Chapter 3
<b>4</b>	R Chapter 4 – Getting data in and out of R	Read R Chapter 4
<b>5</b>	R Chapter 5 – Subsetting R Objects	Read R Chapter 5
<b>6</b>	R Chapter 6 - Managing Data Frames	Read R Chapter 6
<b>7</b>	R Chapter 7 – Control Structures	Read R Chapter 7
<b>8</b>	R Chapter 8 – Functions	Read R Chapter 8
<b>9</b>	Python Chapter 1 – Configuring the environment for Python	Read Python Chapter 1

<b>10</b>	Python Chapter 2 – Variables and Strings	Read Python Chapter 2
<b>11</b>	Python Chapter 3 – Numbers and Math	Read Python Chapter 3
<b>12</b>	Python Chapter 4 – Booleans and Conditionals	Read Python Chapter 4
<b>13</b>	Python Chapter 5 – Functions	Read Python Chapter 5
<b>14</b>	Python Chapter 6 – Lists	Read Python Chapter 6
<b>15</b>	Python Chapter 7 - Dictionaries	Read Python Chapter 7
<b>16</b>	Python Chapter 8 – Reading from and writing to files	Read Python Chapter 8