

# The University of North Carolina at Pembroke

## Faculty Senate Agenda

Wednesday, February 28, 2007 @ 3:30 pm  
213 Chavis University Center

David Zeigler, Chair  
Holden Hansen, Secretary

Members:

Allen C. Meadors, Chancellor, Ph.D., FACHE

Charles F. Harrington, Provost & Vice Chancellor for Academic Affairs

<b>To 2009</b>	<b>To 2008</b>	<b>To 2007</b>
<b>ART</b> Tim Altman	<b>ART</b> Cindy Saylor	<b>ART</b> Holden Hansen
<b>EDN</b> Susan Edkins	<b>EDN</b> Irene Aiken	<b>EDN</b> Jane Huffman
<b>LET</b> Anthony Curtis	<b>LET</b> Charles Beem	<b>LET</b> Liliana Wendorff
<b>NSM</b> Deok-Hyun Hwang	<b>NSM</b> David Zeigler	<b>NSM</b> Andy Ash
<b>SBS</b> John Parnell	<b>SBS</b> Ottis Murray	<b>SBS</b> Elizabeth Denny
At-Large Paul Flowers	At-Large Susan Cannata	At-Large Lillian Brewington
At-Large Sara Simmons	At-Large Ann Horton-Lopez	At-Large Betty Brown
At-Large Beverly King	At-Large Lee Phillips	At-Large Bonnie Kelley

### Order of Business

- A. Roll Call
- B. Adoption of Agenda
- C. Approval of Minutes of the Dec. 6, 2006 Meeting
- D. Reports from Administration
  - a. Chancellor Meadors
  - b. Provost Harrington

E. Report on **SPARC** & announcement of Senate Breakfast, March 15—D. Zeigler (would like to take a count by show of hands on those who will attend—though not a final count at this time, please give it some thought so that you might be ready to RSVP with this handcount)

F. Reports from Operations Committees:

(1) Executive Committee:

(2) Committee on Committees & Elections: B. Kelley

Faculty Awards Committee: Tracey Wiggins (ARTS), Liliana

Wendorf (LETT), Brooke Kelly (S&BS)

Promotion & Tenure: Monika Brown (LETT), Irene Aiken (EDU)

Candidates for Faculty Awards at Large Position: Mitu Ashraf, Stephen

Bukowy, & Stephen Robinson.

Candidates for Faculty Assembly Delegate: Eugene Douglass, Mario

Paparozzi, & Sara Simmons.

Upcoming elections: one-year replacement for Susan Cannata (Senator at

Large), Faculty Assembly alternate, Faculty Hearing, Faculty Grievance.

(3) Faculty Governance Committee: Tom Dooling. Minor change proposal

Chapter 11-1, Article V. Section 4. The Senate shall elect from its **voting**

membership a Secretary to serve for a period of one year. The Secretary shall

serve as the Secretary of the General Faculty.

(4) Health, Safety, & Environment Committee: Richard Vela

## G. Reports from **Standing Committees:**

### (1) Academic Affairs Committee:

\*\* General Education Subcommittee: (attachment B)

\*\* Curriculum Subcommittee: (below **&** attachments)

\*\* Enrollment Management

\*\* Academic Support Services

### (2) Faculty & Institutional Affairs Committee: **recommends** the following policy on instructional use of copyrighted material created by a faculty member, which represents a modification of the Faculty Handbook:

#### **6-4.B. Faculty Publications Policies**

##### **6-4.B.1. General**

There is no prohibition against the use of published material in a faculty member's classes (with the collection of related royalties), provided that the textbook, CD, or other material

1. has been produced and copyrighted by an independent, third-party publisher at its own expense
2. has been made available for open sale

##### **6-4.B.2. Course Packs**

[Maintain wording of former **6-4.B.**] This section states:

The following policy, approved by the Chancellor, covers the sale of course packs written by faculty:

1. The use of a faculty-written course packs or copyrighted course packs as required or recommended reading for students must be approved by the Departmental Chair.
2. All course packs will be submitted to the UNCP Bookstore along with the appropriate paperwork. The forms filled out are dependent upon whether there are copyrighted materials within the course packs, or if it is solely the work of the instructor. The Textbook Manager will forward the materials to UNC Chapel Hill Course Pack Department. The materials are accurately checked for copyright

clearance before printing. This process will protect the University from violating any copyright laws. Orders submitted for printed manuals are to be for the current or upcoming term only.

3. The Bookstore will print the quantity requested by the department. Any copies needed after classes begin will be printed on a rush basis, with the approval of the department chair.
4. Only course packs published by the UNC-CH Custom Publishing Department will be sold by the UNCP Bookstore. Professors requesting a royalty from course packs will receive a 20% commission on the number sold at the end of the term. Faculty course packs must consist entirely of their own composition in order to receive a royalty.
5. All unsold course packs not to be used again will be billed back to the appropriate department at Bookstore cost, unless other arrangements are previously agreed upon by both the departmental chair and the bookstore.

**Recommends** the following change and addition to Part-Time Faculty Policies:

### **3-10.A. Appointment of Part-Time Faculty**

The only change to this section would be:

All part-time faculty must meet ~~the same~~ requirements for professional, experiential, and scholarly preparation as **comparable to those of** their full-time counterparts who teach in the same discipline. [Paragraph 2]

### **3-10.B. Orientation of Part-Time Faculty**

A third paragraph would be added to this section, reading as follows:

Part-time faculty should be informed of meetings of their department, which they are welcome to attend as non-voting members—though there should be no requirement or expectation that they attend.

For information purposes, the section currently states:

The department chair is responsible for conducting an orientation for the part-time faculty member, including an introduction to departmental colleagues and staff; information about relevant University policies and departmental policies such as grading procedures, attendance, etc.; curriculum information; secretarial services; learning resources, office space, etc.

The department chair should also make clear to the part-time faculty that students must have appropriate access to part-time faculty for conferences, questions, make-up work, etc. The part-time faculty member is expected to be available either one-

half hour before or after each class and to let students know in what manner that access will be provided.

- H. Student Affairs and Campus Life Committee: Ottis Murray
- I. Promotion and Tenure Review Subcommittee
- J. UNC Faculty Assembly Report—Bonnie Kelley
- K. Teacher Education Committee
- L. Graduate Council
- M. Other Committees
- N. Unfinished Business
- O. New Business
- P. Announcements
- Q. Adjournment

## Attachments from Academic Affairs:

### Instructions for Curriculum Change Forms

General Instructions: Proposing Departments/Schools are to consult the Faculty Handbook (Section 4; Curriculum Development and Revision) with regard to proposal construction and process.

An electronic version of the proposal (without signatures) in Word must reach the Chair, Subcommittee on Curriculum, at least **1 week prior** to a meeting. This will be used as part of the Agenda.

A completed typed/wordprocessed hard copy of the proposal (with all signatures) must reach the Chair, Subcommittee on Curriculum, at least **3 days prior** to a meeting, if this is not received, the item will be removed from the agenda.

#### 1. Program Proposal Form:

- a. This form is used for creating, deleting, or modifying a **program** (i.e., a major, minor, or a degree program e.g., MS in Physics).
- b. A copy of the new or revised program as it will appear in the catalog must be attached to the proposal form.
- c. If the proposal needs approval from a body outside UNC-Pembroke (e.g. Office of the President, etc.), then it is the responsibility of the proposing department to monitor and obtain that approval. Approval or failure to obtain approval by the end of the academic year **must** be communicated to the Faculty Senate by the proposing department for forwarding to Registrar or recall of the proposal. Proposing department must also arrange to update the catalog when approval is received.
- d. **Part 2 Signatures** – It is the responsibility of the proposing department to obtain all required signatures prior to submission to the Subcommittee on Curriculum. This also includes signatures from Chairs of other Departments or other programs that may be affected by the change.
- e. **Part 3 Abstract**—Use this section to describe briefly but completely what the change involves.
- f. **Part 4 Rationale** – Use this section to describe why the change is being requested.
- g. If the form is being used for a very minor change to the program the Subcommittee can recommend that the proposal, if passed, be sent directly to the Registrar's Office for action. This will be done if the Chair of the Academic Affairs Committee agrees. If not the proposal will then be heard by the Academic Affairs Committee and later the Faculty Senate.

#### 2. Course Proposal Form:

- a. This form is used for adding, deleting, or revising a course (e.g., change the meaning or content of a course). Only changes to one course should be on each form.
- b. All course Prefixes and Numbers have to be approved by the Registrar's Office prior to submission of the proposal to the subcommittee.
- c. If a course is going to be cross-listed, the prefix for the primary department has to be first.
- d. List all prerequisites and whether or not this proposed course is required for a major, minor, or program and if so, name the major, minor or program.
- e. Provide a course description. This will be the description used for the catalog. Also, for new courses, attach a prospective syllabus.
- f. Only 27 characters can be used for the course title, this includes counting spaces between words.
- g. In the block for course activity codes, fill-in the three letter abbreviation for the primary methodology for delivering the course. Activity codes and descriptions are at the end of this document.
- h. **Part 2 Signatures** – It is the responsibility of the proposing department to obtain all required signatures prior to submission to the Subcommittee on Curriculum. This also includes signatures from Chairs of other Departments or other programs that may be affected by the change.
- i. Does the proposed change affect any articulation agreements? If so, list the affected agreements and how this proposal will affect them.
- j. **Part 3 Abstract** – Provide a brief but complete statement concerning what is the nature of the proposal.
- k. **Part 4 Rationale** -- Provide a brief but complete statement as to why this proposal is being requested.
- l. If the form is being used for a very minor change to the program the Subcommittee can recommend that the proposal, if passed, be sent directly to the Registrar's Office for action. This will be done if the Chair of the Academic Affairs Committee agrees. If not, the proposal will then be heard by the Academic Affairs Committee and later the Faculty Senate.

### **Course Activity Codes**

These codes are for the expected usual or normal means of conducting the course. For example, if the course is normally a lecture with 25 students but only 6 sign up for a particular section, the instructor may conduct it more as a seminar but it is still considered a lecture.

ACT - *Activity* – A structured course in which students participate in learning a physical activity such as playing a sport.

DIR - *Directed Study* – A course in which a student pursues research under the guidance of a faculty member to: 1) pursue in-depth an

area covered more generally in another course, or 2) to explore a topic not normally covered in the curriculum. The student identifies the topic.

- FWK - *Field Work* – Similar to an internship but generally at a social service agency. Provides students with the opportunity to experience practical applications of social work under the direction of an agency supervisor.
- IND - *Independent Study* – Academic work chosen or designed by the student with the approval of the department concerned, under an instructor’s supervision, and usually taken outside the regular classroom structure.
- INT - *Internship* – A structured and significant education experience that takes place in an approved agency, school, community organization, or business, under the supervision of a site administrator and the guidance of the student’s department. Provides an opportunity to apply concepts and develop professional skills in an actual practice setting. The work can be full-time or part-time, on-or off-campus, paid or non-paid.
- LAB - *Laboratory* – An instructor-supervised class, usually associated with a lecture class, in which students carry out exercises of investigation, observation, and/or experimentation. Lab exercises allow students to apply concepts from the lecture class.
- LEC - *Lecture* - A course that is primarily a communication of prepared material from the instructor to students. Students may take notes, ask questions and participate in discussions.
- MST - *Master’s Thesis* – Preparation of the Master’s Thesis.
- PRC - *Practicum* – Placement for observation and/or application of content in an education setting.
- PRF - *Performance* – A course in which students participate in one of the university’s musical performance groups.
- PRL - *Private Lesson* – Students work one on one with the instructor, usually developing skills with musical instruments.



SEM - *Seminar* – A small class designed for information exchange and discussion on a specialized topic, under the supervision and leadership of a faculty member.

STU - *Studio* – A course in which students engage in hands on application of artistic or musical principles that introduce or reinforce techniques and repertoire and which lead students to become performing musicians or practicing artists.

# Course Proposal Form

(Revised August 2007---Only one course per sheet)

Department/School/Program \_\_\_\_\_ Date \_\_\_\_\_  
Contact Person \_\_\_\_\_ Phone # \_\_\_\_\_

## Part 1—Catalog Information

\_\_\_\_ New Course: Complete all sections below; attach detailed course outline and/or syllabus

\_\_\_\_ Course Revision: Complete the sections below as you wish them to appear

\_\_\_\_ Course Deletion: Complete all sections below as they now appear in the catalog

Course Prefix & Number: \_\_\_\_\_ Course Title \_\_\_\_\_  
Prerequisites: \_\_\_\_\_ Required for \_\_\_\_\_

New or Revised Catalog Course Description (for Deletion, Current description)

Credit: \_\_\_\_ Semester Hours Term(s) offered: \_\_\_\_\_

What is the date for this change to be put into effect? \_\_\_\_\_

For New courses, print the title in the box below (use only 27 characters, count letters, numbers, and spaces, for long titles, please use abbreviations)

Abcdefghijklmnopqrstuvwxyz1

For new courses, use the code in the instructions to indicate the kind of course it is:

I.E.C

## Part 2 --- Required Signatures

Dept Chair \_\_\_\_\_ Date \_\_\_\_\_ Agree Yes/No

Dept Vote: #For \_\_\_\_ #Against \_\_\_\_ #Abstain \_\_\_\_ Date \_\_\_\_\_

Dean \_\_\_\_\_ Date \_\_\_\_\_ Agree Yes/No

Registrar \_\_\_\_\_ Date \_\_\_\_\_

Provost \_\_\_\_\_ Date \_\_\_\_\_ Agree Yes/No

Supplemental Signatures as Needed:

Other Affected Dept Chair(s)(Name & Dept/Program) \_\_\_\_\_

Chair, Gen Ed Subcommittee \_\_\_\_\_ Date \_\_\_\_\_

Chair, Teacher Ed Subcommittee \_\_\_\_\_ Date \_\_\_\_\_

Dean, Graduate Studies \_\_\_\_\_ Date \_\_\_\_\_

### Part 3—Abstract of Proposal

Nature of Request: Add \_\_\_\_ Delete \_\_\_\_ Modify \_\_\_\_ Other \_\_\_\_ (specify below)

Are additional resources required? \_\_\_\_ (If yes, explain below)

Does the Change Affect the Articulation Agreement? \_\_\_\_ ( If yes, explain how below)

Brief Statement of what is being proposed:

### Part 4 --- Rationale for Proposal

### Part 5 Action Taken:

By Subcommittee on Curriculum Vote: #For \_\_\_\_ #Against \_\_\_\_ #Abstain \_\_\_\_  
Chair \_\_\_\_\_ Date \_\_\_\_\_

Curriculum Recommends Sending Directly to Registrar:

If Checked, Does Chair of Academic Affairs Agree: Yes/No

By Academic Affairs Committee Vote: #For \_\_\_\_ #Against \_\_\_\_ #Abstain \_\_\_\_  
Chair \_\_\_\_\_ Date \_\_\_\_\_

By Faculty Senate Vote: #For \_\_\_\_ #Against \_\_\_\_ #Abstain \_\_\_\_  
Chair \_\_\_\_\_ Date \_\_\_\_\_

# Program Proposal Form

(Revised August 2007)

Department/School/Program \_\_\_\_\_ Date \_\_\_\_\_  
Contact Person \_\_\_\_\_ Phone # \_\_\_\_\_

## Part 1—Catalog Information

Name of the Program \_\_\_\_\_

NEW \_\_\_\_ MODIFICATION \_\_\_\_\_ DELETION \_\_\_\_\_

ATTACH THE NEW OR REVISED PROGRAM AS IT WILL APPEAR IN THE CATALOG

What is the date for this change to be put into effect? \_\_\_\_\_

## Part 2 --- Required Signatures

Dept Chair \_\_\_\_\_ Date \_\_\_\_\_ Agree Yes/No

Dept Vote: #For \_\_\_\_\_ #Against \_\_\_\_\_ #Abstain \_\_\_\_\_ Date \_\_\_\_\_

Dean \_\_\_\_\_ Date \_\_\_\_\_ Agree Yes/No

Registrar \_\_\_\_\_ Date \_\_\_\_\_

Provost \_\_\_\_\_ Date \_\_\_\_\_ Agree Yes/No

### Supplemental Signatures as Needed

Other Affected Depts/Pgms Chair(s) (Name & Position) \_\_\_\_\_

\_\_\_\_\_

Chair, Teacher Education \_\_\_\_\_ Date \_\_\_\_\_

Dean, Graduate Studies \_\_\_\_\_ Date \_\_\_\_\_

**Part 3—Abstract of Proposal**

Nature of Request: Add \_\_\_ Delete \_\_\_ Modify \_\_\_ Other \_\_\_ (specify below)

Are additional resources required? \_\_\_\_\_ (If yes, explain below)

Brief Statement of what is being proposed:

**Part 4 --- Rationale for Proposal**

**Part 5 Action Taken:**

By Subcommittee on Curriculum Vote: #For \_\_\_\_\_ #Against \_\_\_\_\_ #Abstain \_\_\_\_\_

Chair \_\_\_\_\_ Date \_\_\_\_\_

Curriculum Recommends Sending Directly to Registrar:

If Checked, Does Chair of Academic Affairs Agree: Yes/No

By Academic Affairs Committee Vote: #For \_\_\_\_\_ #Against \_\_\_\_\_ #Abstain \_\_\_\_\_

Chair \_\_\_\_\_ Date \_\_\_\_\_

By Faculty Senate Vote: #For \_\_\_\_\_ #Against \_\_\_\_\_ #Abstain \_\_\_\_\_

Chair \_\_\_\_\_ Date \_\_\_\_\_

1. Proposals from the Social Work Department

- 1.1 Change the Social Work Major Program by requiring a “C” or better for all Social Work requirements (SWK 200, 245, 345, 348, 371, 380, 385, 391, 445, 448, 450, 480, and 491). Approved by the Department 6-0-0.
- 1.2 Change the Social Work Program by changing the QPA from 2.25 to 2.5 in order to be admitted to the Social Work Program and to Graduate with a BSW. Approved by the Department 6-0-0.
2. Proposals from the Sociology and Criminal Justice Department
  - 2.1 Remove SOC 465 and Soc 490 from the “Sociology Electives” section of the BA degree in Sociology and replace with SOC 461 Addiction and Women, total hours stay the same. Approved by the Department 12-0-1.
  - 2.2 Delete the course SOC 376 Medical Ethics. PHI 376 is not being deleted. Approved by the Department 12-0-1 and by the Philosophy and Religion Department.
  - 2.3 Delete both courses SOC/SAB 465 Addiction and Community. Approved by the Department 12-0-1.
  - 2.4 Delete the course SOC 490 Senior Seminar on Sociology Concepts. Approved by the Department 12-0-1.
  - 2.5 Delete SOC 377/Drug Use and Abuse. HLTH/SAB 377 Drug Use and Abuse are not being deleted. Approved by the Department 12-0-1 and by the Health and PE Department.
  - 2.6 Create a new 3 credit hour course SOC 369 Sociology of Mental Disorders. Prerequisites—None. Course Description—Social Factors in the definition, incidence, etiology, and treatment of mental disorders are examined. Topics include the social role of the mental patient, societal views toward and responses to mental disorders and the development of mental health policy. Approved by the Department 12-0-1.
  - 2.7 Create a new 3 hour course SOC 378 Sociology of Drug Use. Prerequisites—None. Course Description—A sociological analysis of historical and contemporary drug use. Topics include demographic, occupational, social and health correlates of drug use, drugs and the economy, societal and legal responses to drug use, drugs and crime, therapeutic and educational responses to drug use and drug policy initiatives. Approved by the Department 12-0-1
  - 2.8 Create a new 3 hour course SOC 379 Substance Abuse Prevention. Prerequisites—None. Course Description—A sociological analysis of primary, secondary and tertiary approaches to preventing substance use and abuse. Topics include socio-cultural issues affecting the initiation of substance use and the role of the family, health professionals and the community in responding to substance abuse. Approved by the Department 12-0-1.
  - 2.9 Delete the International Sociology Minor. Approved by the Department 12-0-1.
  - 2.10 Modify the Medical Sociology Minor by deleting SAB/SWK 270, SOC/SWK/CRJ 360, SOC/CRJ 361, SOC 376, SOC/SAB/HLTH 377, MGT 306, PSY 216, and BIO 103 from the elective part of the program and add SOC 369 and SOC 378 to the elective part of the program. The revised program will now read as follows: SOC 280 and SOC 301, and 12 hours chosen from the following: AIS 460, PHI 376, SOC 369, SOC 373, SOC 375, SOC 378, SWK 304, SWK 384. Recommended University-wide elective SAB/SWK 270 Recommended General Education elective BIO 103. Approved by the Department 12-0-1.
  - 2.11 Modify the Substance Abuse Minor by deleting SOC 377 and by adding the following SOC 378, SOC 379, and SWK 380. The revised program will now read as follows: SAB/CRJ 283 or SWK 380, HLTH/SAB 377, SWK/SAB 455, SOC 378 or SOC/SAB 461 and 8-9 hours chosen from CRJ/SOC 367, CRJ/SWK 350, SAB/SWK 270, SOC 209, SOC 303, SOC/SWK 245, SOC 379. Approved by the Department 12-0-1.

3. Proposals from the Psychology and Counseling Department
  - 3.1 Modify PCN 500 Professional Counseling by changing the description to read:  
“Introduction to the profession of counseling including a study of the principles, professional organizations, ethics, and delivery of counseling, consulting and referral services. Students will learn the functions, organization, and administrative procedures of counseling, consulting and client services in schools, colleges, and agencies. They will demonstrate the ability to identify the basic services, to identify the role and function of the counselor, and to analyze case studies. Approved by the Department 7-0-0, the Department of Education and by Grad Council
  - 3.2 Delete the Course PCN 575 The Professional School Counselor: Practices and Administration. Approved by the Department 7-0-0, the Department of Education, and by Grad Council.

Attachment B  
UNCP General Education Goals and Objectives

SKILLS	Goal	Objectives
Communication	The UNCP graduate will communicate effectively in writing, speaking, and listening.	The student will <ul style="list-style-type: none"> <li>○ use written and oral language appropriate to various audience purposes.</li> <li>○ develop logical arguments that are defended by supporting points in part by locating material from appropriate sources and by correctly using and documenting those sources, and</li> <li>○ listen to, understand, and evaluate the communication and communicative contexts of diverse speakers and writers.</li> </ul>
Critical Thinking	The UNCP graduate will read and think critically.	The student will <ul style="list-style-type: none"> <li>○ distinguish between facts and opinions, judgments and inferences, inductive and deductive arguments, and reliable and invalid sources of information,</li> <li>○ successfully apply critical reading skills to a wide range of materials, and</li> <li>○ demonstrate the ability to apply critical thinking skills to the interpretation and analysis of information from a variety of sources.</li> </ul>
Problem Solving	The UNCP graduate will be a creative problem-solver.	The student will be able to <ul style="list-style-type: none"> <li>○ identify and define a problem,</li> <li>○ collect and organize information necessary to solve a problem,</li> <li>○ select and conduct appropriate analysis to solve a problem, and</li> <li>○ make decisions based on evidence and reasoning.</li> </ul>
Mathematics	The UNCP graduate will use quantitative methods and mathematical principles to recognize and solve problems, interpret data, and perform basic computation.	The student will <ul style="list-style-type: none"> <li>○ express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic forms in solving a variety of problems.</li> <li>○ apply basic math principles to practical situations, and</li> <li>○ be able to demonstrate mathematical literacy</li> </ul>
Technology	The UNCP graduate will understand the role of	The student will <ul style="list-style-type: none"> <li>○ demonstrate knowledge of current/modern technologies,</li> <li>○ use appropriate technology in the evaluation, analysis and synthesis of information, and</li> </ul>



	technology, have the skills necessary to use it, and be able to recognize and adapt to new technologies.	<ul style="list-style-type: none"> <li>o collaborate with others using technology tools.</li> </ul>
<b>KNOWLEDGE</b>		
Arts, Literature, History, and Ideas	The UNCP graduate will demonstrate knowledge of, appreciation for, and understanding of contributions to society of the fine and performing arts, literary works, world civilizations and their histories, and philosophic and religious belief systems.	<p>The student will</p> <ul style="list-style-type: none"> <li>o recognize the contribution of the fine, performing and literary arts to the human experience; identify the contributions of diverse artists; and evaluate the significance of their works,</li> <li>o identify how historical forces influence current events; demonstrate an understanding of the historical context of contemporary issues; and identify one major historical trend in a major world region, and</li> <li>o demonstrate knowledge of the religious traditions and philosophical ideas that have shaped individuals and societies</li> </ul>

Individual and Society	The UNCP graduate will demonstrate knowledge of human behavior, cultures, and societies as well as social, political and economic institutions and relationships.	<p>The student will</p> <ul style="list-style-type: none"> <li>o describe the methods used by social scientists to gather, analyze, and draw conclusions from data as they seek to understand individual and group behaviors,</li> <li>o identify how the results of social science research is critically evaluated to gain an informed understanding of contemporary social issues, and</li> <li>o apply social science principles and theories to understand significant American &amp; world economic, cultural, political, and social phenomena and trends.</li> </ul>
Science and Nature	The UNCP graduate will understand the fundamental principles of the natural sciences	<p>The student will</p> <ul style="list-style-type: none"> <li>o describe the methods used by natural scientists to gather and analyze data</li> <li>o critically evaluate data using the scientific method,</li> <li>o identify and explain the basic concepts, terminology and theories of the natural sciences,</li> <li>o apply selected natural science concepts and theories to</li> </ul>

	as well as the purpose, methods and principles of scientific inquiry.	contemporary issues and acknowledge the developing nature of science, and <ul style="list-style-type: none"><li>○ demonstrate an understanding of how human activity affects the natural environment and make informed judgments about science-related topics and policies.</li></ul>
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<b>DISPOSITIONS</b>		
Lifelong Learning	The UNCP graduate will be aware of the importance of life-long learning and demonstrate the skills necessary to support continued personal and professional growth after graduation.	<p>The student will</p> <ul style="list-style-type: none"> <li>○ demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development,</li> <li>○ demonstrate the ability to access, select, and use information to answer questions relevant to personal and professional situations</li> <li>○ take advantage of opportunities to continue learning in a variety of venues, and</li> <li>○ comprehend the changing nature of society and work, and be able to cope with change through self-education.</li> </ul>
Health and Wellness	The UNCP graduate will identify factors and know how to make choices that promote health, wellness, and longevity.	<p>The student will</p> <ul style="list-style-type: none"> <li>○ assess current lifestyle behaviors and understand the impact of these behaviors on the quality and longevity of life,</li> <li>○ identify and analyze health-related choices such as movement, nutrition, stress, and leisure as they influence personal wellness and</li> <li>○ explain how personal health and lifestyle choices affect society at large and how social and cultural factors affect personal health and lifestyle choices.</li> </ul>
Social Responsibility	The UNCP graduate will have an understanding of civic duty and a concern for the well-being of individuals, society and the environment.	<p>The student will</p> <ul style="list-style-type: none"> <li>○ demonstrate global awareness, environmental sensitivity, and an appreciation of cultural diversity, and</li> <li>○ prepare for citizenship by identifying personal, social, and political avenues for civic action.</li> </ul>
Diversity	The UNCP graduate will demonstrate knowledge of and respect for the rights and views of diverse individuals and cultures.	<p>The UNCP graduate will</p> <ul style="list-style-type: none"> <li>○ analyze similarities and differences between their own and other cultures that affect values, beliefs, and behaviors,</li> <li>○ discuss cultural strengths and important contributions made to society by individuals from diverse groups,</li> <li>○ discuss the benefits of diversity for individuals, groups, and institutions, and</li> <li>○ define prejudice and discrimination; explain their consequences; identify ways to reduce them.</li> </ul>

Values and Ethics	The UNCP graduate will be able to make informed choices in the light of ethical, moral and practical concerns, assess the consequences of those choices, and understand alternative perspectives.	The student will <ul style="list-style-type: none"><li>○ distinguish fact from value and explain how values influence decision making,</li><li>○ acknowledge a plurality of cultural and personal values, demonstrate respect for the right of others to express different viewpoints, and</li><li>○ analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue, take a position on this issue, and defend it with logical arguments.</li></ul>
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