Posted: 5/21/12

MINUTES OF THE MEETING
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE
February 1, 2012

The Academic Policies & Procedures Committee met on Wednesday, February 1, 2012 in the William C. Strickland Conference Room of I.G. Greer Hall (Room 224).

Committee members present: Mr. Kern Maass **(Chair),** Dr. Jon Beebe, Dr. Karen Caldwell, Dr. Dinesh Davé, Dr. Lisa Curtin Grizzard, Dr. Ellie Hoffman, Dr. Joe Klein, Dr. Jeff McBride, Dr. Ben Powell, Dr. Ray Russell, Dr. René Salinas, Dr. Derek Stanovsky, Mrs. Betsy Williams, Dr. Chris Yang, Mr. Joe Gill, and Mr. Travis Gable.
Committee member excused: Dr. Jesse Taylor (Parliamentarian).
(Note: Two undergraduate student voting members will be appointed ASAP by the SGA.)

At 3:07 p.m., Kern Maass noted that we have a quorum and he called the meeting to order. He introduced and welcomed the following student members: Mr. Travis Gable, Ms. Savannah Bower, and Mr. John Secrest (Ms. Bower's and Mr. Secrest's appointments to the AP&P Committee will be confirmed by the SGA before our next meeting).

ANNOUNCEMENTS:
The General Education Council, at its meeting on January 20, 2012, approved the following items. These approvals are presented to the AP&P Committee FOR INFORMATION ONLY:

(EFFECTIVE: FALL, 2012, unless otherwise noted)

GEN ED: Aesthetic Perspective (Theme: "Expressions of Belief")
COM 3533/COM 3315. Political Communication (3).On Demand.
REL 2010. Old Testament: The Jewish Scriptures (3).F;S.

GEN ED: Historical and Social Perspective (Theme: "Revolutions and Social Change")
IDS 2200. Race and Resistance: Perspectives on African Americans in the Jim Crow South (3).S.

GEN ED: Historical and Social Perspective (Theme: "This American Life")
IDS 2000. This Grand Experiment: An Introduction to American Studies (3).F.

GEN ED: Historical and Social Perspective (Theme: "Understanding Culture Through Social Practice")
WGC 3103. Junior Seminar: Japanese Literature and Identity (3 s.h.) (WGC 3100-3199)

GEN ED: Local to Global Perspective (Theme: "Empire, Colonialism and Globalization")
HIS 3823/MSL 3823. American Military History (3).F;S.Odd-numbered years.(SS1.Even-numbered years.)

GEN ED: Local to Global Perspective (Theme: "Global Resources")
IDS 3010. H2O: We are Water (3).F;S.

GEN ED: Local to Global Perspective (Theme: "Identity, Culture and Media")
MUS 2018. Introduction to World Music (3).F;S.
MUS 2615. Music and Propaganda (3).S.Alternate years.
MUS 2616. Cuban Music and Culture (3).S.Alternate years.

GEN ED: Local to Global Perspective (Theme: "Performance of Culture")

DAN 2030. Dance, Media and Culture (3).On Demand.

GEN ED: Local to Global Perspective (Theme: "Sustainability and Global Change")

(EFF: Summer, 2012 only)

BUS 2535. Selected Topics: Business and Society in Costa Rica: Sustainability (BUS 2530-2549)

GEN ED: Science Inquiry Perspective (Theme: "Contemporary Science")

Delete the "Contemporary Science" theme and delete the following associated courses:

GSP 1010. Contemporary Physics (2).F;S.
GSC 1020. Contemporary Chemistry (2).F;S.
GSG 1030. Contemporary Geology (2).F;S.
GSB 1040. Contemporary Biology (2).F;S.

GEN ED: Historical Studies Designation

HIS 3823/MSL 3823. American Military History (3).F;S.Odd-numbered years.(SS1.Even-numbered years.)
IDS 2200. Race and Resistance: Perspectives on African Americans in the Jim Crow South (3).S.

GEN ED: Fine Arts Designation

DAN 2030. Dance, Media and Culture (3).On Demand.
MUS 2615. Music and Propaganda (3).S.Alternate years.
MUS 2616. Cuban Music and Culture (3).S.Alternate years.

GEN ED: Literary Studies Designation

WGC 3103. Junior Seminar: Japanese Literature and Identity (3 s.h.) (WGC 3100-3199)

GEN ED: Junior Writing in the Discipline (WID) *(Effective: Fall, 2012)*

Delete the **Junior Writing in the Discipline (WID)** attribute from the following courses:

ART 3610. Asian Art (3).On Demand. (ART 4730 changed to ART 3610)
SD 3000. Science for Sustainability (4).F;S. (SD 3000 changed to SD 2600)

Add the **Junior Writing in the Discipline (WID)** attribute, add the **W (Writing)** special designator (if not already included), and add the "Prerequisite: ENG 2001 or its equivalent" to the following courses:

ART 3650. Art of Late Antiquity (3).On Demand. (WRITING)
"Prerequisites: ART 2030 or consent of the instructor and ENG 2001 or its equivalent."

ART 3705. Contemporary Art of Africa (3).On Demand. (WRITING)
"Prerequisite: ENG 2001 or its equivalent."

ART 3710. Ancient Egyptian Art (3).On Demand. (WRITING)
"Prerequisites: ART 2030 or permission of the instructor and ENG 2001 or its equivalent."

ART 3750. History of Roman Art (3).On Demand. (WRITING)
"Prerequisites: ART 2030 or consent of the instructor and ENG 2001 or its equivalent."

ART 3810. Photography and Culture (3).On Demand. (WRITING)
"Prerequisites: ART 2130 or permission of the instructor and ENG 2001 or its equivalent."

ART 3820. History of Museums and Collecting (3).On Demand. (WRITING)
"Prerequisites: ART 2130 or permission of the instructor and ENG 2001 or its equivalent."

ART 4040. Seminar in Art History (3).F;S. (WRITING)
"Prerequisites: ART 2030, ART 2130 and ENG 2001 or its equivalent."

IND 3701. Product Design Studio I (4).F. (WRITING)
"Prerequisites: IND 1010, IND 2120, ENG 2001 or its equivalent, IND 2411 or IND 2421, and declared major in Industrial Design."

TEC 3005. Professional Photographic Practices (3).F;S. (WRITING)
"Prerequisites: ENG 2001 or its equivalent and TEC 2022."

TEC 3638. Foundations of Appropriate Technology (3).F;S. (WRITING)
"Prerequisites: TEC 2029 and TEC 2601, or permission of the instructor, and ENG 2001 or its equivalent."

REL 4015. Biblical Interpretation (3).S. (WRITING)
"Prerequisites: REL 2010 or REL 2020 and junior or senior standing, or permission of the instructor, and ENG 2001 or its equivalent."

GEN ED: Capstone Experience

SD 4550. Senior Seminar (3).F;S.
TEC 4432. Photographic Portfolio (3).F;S.

FYI Items:

*COM 2112**. e-Democracy: Engaging Society with New Media (title change to "Online Public Discourse")
GEN ED: Local to Global Perspective (Theme: "Democracy and Personal Life")
*(*NOTE: to be offered as COM 3530-3545: Selected Topics: Online Public Discourse - the new course, COM 2112 is contingent on approval by AP&P.)*

TEC 2601. Energy Issues and Technology (3).F;S. (TEC 3601 changed to TEC 2601)
GEN ED: Local to Global Perspective (Theme: "Global Resources")

NEW BUSINESS:

Dr. Susan Roggenkamp presented the proposals from the College of Health Sciences for the Departments of Communication Sciences and Disorders; and Health, Leisure and Exercise Science.

Proposals from the Department of Communication Sciences and Disorders (3 proposals) were approved as amended as follows (EFFECTIVE: FALL, 2012):

1. Course deletion:
   CSD 5563*.Disorders of Articulation and Phonology (3).F;S.
   *(*NOTE: The dual-listed course, CSD 4563, was deleted at AP&P on 1/18/12.)*

2. Course additions:
   CSD 4850. Adult Language Disorders (3).F;S.
   GEN ED: Capstone Experience
   Description, assessment, differential diagnosis and management of acquired neurogenic language disorders, including aphasia, right hemisphere disorder, traumatic brain injury, and dementia. Emphasis is given to neurological bases, characteristics, etiologies, and clinical management within the framework of the International Classification of Function. Prerequisite: admission to the Communication Sciences and Disorders program. Prerequisite or corequisite: CSD 4766 or permission of the department chair. (Meets ASHA IIIC-G) (WRITING) [Dual-listed with CSD 5850.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

CSD 5850. Adult Language Disorders (3).F;S.
Description, assessment, differential diagnosis and management of acquired neurogenic language disorders, including aphasia, right hemisphere disorder, traumatic brain injury, and dementia. Emphasis is given to neurological bases, characteristics, etiologies, and clinical management within the framework of the International Classification of Function. Prerequisite: permission of the department chair. (Meets ASHA IIIC-G) [Dual-listed with CSD 4850.]

3. Update the prerequisite statement for CSD 5565. Clinical Practicum II due to the deletion of CSD 5564 (approved by AP&P on 12/7/11). The revised prerequisite statement will read as follows: "Prerequisite: CSD 5561."

4. Update the prerequisite statements for CSD 4662 and CSD 5662. Management of Hearing Disorders due to the number change of CSD 3364 to CSD 4364 (approved by AP&P on 1/18/12). The revised prerequisite statement for CSD 4662 will read as follows: "Prerequisites: CSD 4364 and admission to the Communication Sciences and Disorders program." The revised prerequisite statement for CSD 5662 will read as follows: "Prerequisite: CSD 4364/CSD 5364 (Audiology)."

5. Revise the major requirements on the program of study and change the name of the Bachelor of Science in Communication Disorders (494A/51.0201) to a Bachelor of Science in Communication Sciences and Disorders (xxxA/51.0201). **(CONTINGENT UPON APPROVAL BY THE UNC-GENERAL ADMINISTRATION.)** The major requirements changed from 49 s.h. to 52-53 s.h. to reflect CSD and other course changes: the addition of STT 1810 or STT 2810 or STT 2820, and the deletion of COM 2101 and FDN 4600 from the list of required courses. (The total number of hours required for this degree, 122 s.h., does not change.)

6. Update the prerequisite statements for the following courses to reflect the degree title change as noted in number 5. above:

    - The prerequisite statement for CSD 2361. Phonetics will read as follows: "Prerequisite: admission to the Communication Sciences and Disorders program."

    - The prerequisite statement for CSD 2464. Basic Speech and Hearing Science will read as follows: "Prerequisite: admission to the Communication Sciences and Disorders program. Corequisite: CSD 2465."

    - The prerequisite statement for CSD 2465. Basic Speech and Hearing Science Laboratory will read as follows: "Prerequisite: admission to the Communication Sciences and Disorders program. Corequisite: CSD 2464."

    - The prerequisite statement for CSD 3660. Audiology Seminar and Practicum will read as follows: "Prerequisite: admission to the Communication Sciences and Disorders program."

    - The prerequisite statement for CSD 4662. Management of Hearing Disorders will read as follows: "Prerequisites: CSD 4364 and admission to the Communication Sciences and Disorders program."

- The prerequisite statement for CSD 4766. Neuroanatomy and Physiology will read as follows: "Prerequisites: CSD 2260 and admission to the Communication Sciences and Disorders program

VOTE 1 YES …16… NO …0… ABSTAIN …0…

Proposals from the Department of Health, Leisure and Exercise Science (6 proposals for the Physical Education Teacher Education Program) were approved as follows (EFFECTIVE: FALL, 2012):

1. Course deletions:
   PE 1560. Grade A Physical Education (1).F;S.
   PE 3009. Planning, Implementation, and Assessment of Dance and Rhythms (3).F;S.
   PE 3031. Planning, Implementation, and Assessment of Invasion Tactics (3).F;S.

2. Course additions:
   PE 3012. Survey of Sports and Activities (3).F;S.
   This is a survey course designed to provide general content and pedagogical knowledge for a variety of traditional, alternative, and non-traditional sports and activities. Accordingly, it is expected that prospective physical education teachers enrolled in this course will develop the knowledge, skills, and dispositions required to effectively research, instruct, and assess a wide variety of sports and activities. Prospective physical education teachers enrolled in this course will develop content related materials that will assist in the future planning, implementation, and assessment of such sports and activities in the educational setting. Prerequisites: PE 2015, PE 2115, PE 2116, PE 3002 and ES 2010 with a grade of "C" or higher in each.

   PE 3032. Planning, Implementation, and Assessment of Sports and Activities (3).F;S.
   This course will focus on the planning, implementation, and assessment of model-based instruction for teaching sports and activities to school-aged learners. Prospective physical education teachers enrolled in this course will design comprehensive and coherent units of instruction utilizing a combination of instructional models including but not limited to sport education, peer teaching, cooperative learning, direct instruction, and tactical games. Instructional model design will require students to simultaneously account for learning theory, long-term learning goals, instructional context, content, classroom management, teaching strategies, and assessment of student learning. Prerequisites: PE 2015, PE 2115, PE 2116, PE 3002 and ES 2010 with a grade of "C" or higher in each.

3. Revise the major requirements on the program of study for the Bachelor of Science in Physical Education Teacher Education, K-12 (564A/13.1314)[T] as follows: 1) Add PE 3012 and PE 3032 to the list of major requirements; 2) Delete PE 1560, PE 3009, and PE 3031; and, 3) Remove Biology and Natural Science from the "Second Academic Concentration Requirement" leaving Human Studies and Psychology as the options. (The total number of hours required for this degree changed from 128 s.h. to 126-128 s.h.)

VOTE 2 YES …16… NO …0… ABSTAIN …0…

Dr. Dru Henson presented the proposals from the College of Arts and Sciences for the Departments of Anthropology, Biology, History, and Psychology, and one proposal from the College to delete the General Science GSB, GSC, GSG, GSP, and GSA prefixes and courses.

Proposals from the Department of Anthropology (8 proposals) were approved as follows (EFFECTIVE: FALL, 2012):

1. Course additions:

ANT 3320. Primatological Field Methods (3).On Demand.
An introduction to the planning, conduct, and presentation of scientific research in the field of primatology. This course will familiarize students with field methods used in primate ethology and tropical ecology (including field and laboratory methods), and students will receive hands-on field research training in field methods used in habitat and trail mapping, primate censuses and surveys, collection of behavioral data, collection of botanical data, and monitoring of ecological variables. Each student will design and conduct, and present an independent research project on a topic of their choice related to primate behavior and ecology. Course may be taught as a field course in Costa Rica, Indonesia, or other primate habitat countries.

ANT 3350. Primate Behavior and Ecology (3).On Demand.
An overview of primate diversity and the ways in which primates adapt physically and behaviorally to their environments. Relevant theoretical developments in ecology, evolution, and primatology will be discussed and critically analyzed. Topics include primate diversity and phylogeny, morphology, diets and feeding adaptations, anti-predator strategies, social organization and mating systems, life histories, competition and cooperation, cognition, communication, and conservation biology.

ANT 4235. Epistemology and Praxis (3).S.
Representation and the epistemological problems inherent to it are key anthropological problems of the 21st century. Instead of studying identifiable, rooted communities, anthropologists have turned their attention to the rhetorical construction underpinning the very ideas and practices sustaining the experiences of rootedness and group identity. In a world marked more than ever by the politics of identity, access to resources is often predicated on establishing a clear membership in recognizable groups. This seminar will offer students a critical understanding of the construction of 'truth' which bolsters or provides obstacles to claims of membership and includes a discussion of the precarious nature of engagement which disrupts the balance between academic rigor and solidarity.

ANT 4350. Human Reproduction from an Evolutionary Perspective (3).S.Alternate years.
This course will examine human reproduction from an evolutionary perspective. We will discuss topics ranging from the origins of sexual reproduction to human fertility and sexuality and the biological, social, and political implications of childbirth practices, assisted reproduction, and parental care. In the course, students will become familiar with the anatomy and physiology of the human reproductive system and the biological and cultural processes that regulate reproduction in humans, and students will learn to critically evaluate representations of sexual selection, human sexuality, and parenting behavior.

ANT 4360. Primate Conservation (3).On Demand.
An overview of the effects of human activities on wild nonhuman primate populations, including critical analysis of strategies being employed to ensure the persistence of wild primates in their natural habitats. Students will be introduced to fundamental principles and practices in conservation biology using primate case studies. Specific topics include setting conservation priorities, the roles of in situ and ex situ conservation, human-wildlife conflict, genetic issues and population management, the roles of local, national, and international stakeholders in both

creating and ameliorating threats to the persistence of wild primates, and the potential impacts of conservation programs on human communities living in habitat countries.

ANT 4530-4549. Selected Topics (1-4).On Demand.
An opportunity to study a special topic or combination of topics not otherwise provided for in the anthropology curriculum. May be repeated for credit when content does not duplicate.

2. Remove the dual-listing statements from ANT 4600 and ANT 5600 and change the semester offering for ANT 5600 from F. to On Demand. as follows:

ANT 4600. Medical Anthropology (3).F.
An examination of health, illness, and the treatment of disease from a cross-cultural perspective. Includes discussion of various theories of illness, types of healers, and the empirical basis for folk medicine and alternative forms of therapy. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY)

ANT 5600. Medical Anthropology (3).On Demand.
An examination of health, illness, and the treatment of disease from a cross-cultural perspective. Includes discussion of various theories of illness, types of healers, and the empirical basis for folk medicine and alternative forms of therapy.

3. Revise the major requirements on the program of study for the concentration in Biological Anthropology (201C) under the Bachelor of Science in Anthropology (201*/45.0201) by restructuring the curriculum to include the following: (The total number of hours required for this degree, 122 s.h., does not change.)
    - Required (18 s.h.): ANT 2215, ANT 2221, ANT 2230, ANT 3220, ANT 3405, ANT 4550
    - Required theory course (3 s.h. selected from ANT 3600, ANT 3625, ANT 3670)
    - Required methods course (3 s.h. selected from ANT 3300, ANT 3320, ANT 3530-3549)
    - Choose 6 s.h. from the following: ANT 3350, ANT 3530-3549, ANT 4320, ANT 4330, ANT 4340, ANT 4350, ANT 4360
    - 6 s.h. of ANT electives (3 s.h. must be at the 2000-level and 3 s.h. must be at the 4000-level)
    - 21 s.h of cross-disciplinary work (STT 2810 plus 18 s.h. minimum of relevant elective courses chosen from the following disciplines: BIO, CHE, CJ, ES, GHY, GLY, MAT, STT)
    - 21 s.h. of electives must be taken to total 122 s.h. required for the degree.

VOTE 3 YES …16… NO …0… ABSTAIN …0…

One proposal from the Department of Biology was approved as amended as follows: (EFFECTIVE: FALL, 2012)

1. Course additions:
BIO 4572. Virology (3).F.
The objective of this course is to introduce students to the principles of virology as related to the structure, biochemistry, replication, pathogenesis and control of viruses. There will be an emphasis on disease processes and the interaction of animal viruses. General topics include the chemical and physical properties of viruses, virus classification, cultivation and assay of viruses, pathogenesis, persistent infections, biotechnology, and viruses as a cause of neoplasia. The students' analytical and intuitive skills will be challenged by analyzing figures and data from journal articles in class discussions. Lecture three hours. Prerequisite: BIO 2600. [Dual-listed with BIO 5572.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

BIO 5572. Virology (3).F.
The objective of this course is to introduce students to the principles of virology as related to the structure, biochemistry, replication, pathogenesis and control of viruses. There will be an emphasis on disease processes and the interaction of animal viruses. General topics include the chemical and physical properties of viruses, virus classification, cultivation and assay of viruses, pathogenesis, persistent infections, biotechnology, and viruses as a cause of neoplasia. The students' analytical and intuitive skills will be challenged by analyzing figures and data from journal articles in class discussions. Lecture three hours. [Dual-listed with BIO 4572.]

VOTE 4 YES …16… NO …0… ABSTAIN …0…

Proposals from the Department of History (4 proposals) were approved as amended as follows (EFFECTIVE: FALL, 2012):

1. Course addition:
   HIS 5587. Philosophy of Historic Preservation (3).F.Odd-numbered years.
   This course will cover the fundamentals of historic preservation, providing a foundation in the field's history, methods and practices. The course introduces current techniques for the preservation of historic sites and complexes, interpretive archaeological sites and historical ruins. Conservation assessment methods of analyzing building form structure, state of deterioration and historic integrity are included. Students will learn about the dating of historic buildings and the analysis of additions and alterations as well as historic construction methods and the social history of habitations and settlement patterns.

2. Change the course numbering and title of HIS 5585. Historic Preservation to HIS 5586, change the semester offering from SS. to F.Even-numbered years., and change the course description to read as follows:
   [DELETE HIS 5585 and ADD HIS 5586.]
   HIS 5586. Introduction to Historic Preservation (3).F.Even-numbered years.
   Historic preservation, internationally known as heritage conservation, is the identification, protection, and enhancement of historic resources. This course introduces current programs and techniques utilized for the preservation of historic buildings, landscapes, and sites. Students will learn about governmental, non-profit, and for-profit organizations involved in historic preservation and their importance in determining the direction of the field. Preservation advocacy, education, legality, and sustainability will be studied and applied to current preservation challenges and opportunities.

3. Delete the Master of Arts in Public History (283A/54.0105). *(As approved by the Board of Governors on February 11, 2011 and previously noted as an announcement at the AP&P Committee meeting on March 2, 2011.)*

4. Revise the course requirements for the Master of Arts in History (255A/54.0101) and change it from being a degree without a concentration to a degree that requires a concentration (255*/54.0101).

   Add the following three concentrations: 1) General History (255B), 2) Historic Preservation (255C), and 3) Public History (255D). (The total number of hours required for this degree will be 30 s.h. with a Thesis, and 36 s.h. without a Thesis for the General

History concentration; and 36 s.h. for the Historic Preservation and the Public History concentrations.)

Course Requirements for the MA in History with a Concentration in General History (255B)
Semester Hours Required (minimum): 30 with Thesis; 36 without Thesis
Required course: HIS 5000 (3 s.h.)
and
CHOOSE ONE: Thesis Option or Non-Thesis Option

- Thesis Option (27 s.h.):
  - Choose at least 6 s.h. from the Research Seminars: HIS 5107, HIS 5207, HIS 5209, HIS 5307
  - Choose at least 6 s.h. from the Readings Seminars: HIS 5106, HIS 5206, HIS 5208, HIS 5306, HIS 5406
  - HIS 5998 (3 s.h.), HIS 5999 (3 s.h.), and 9 s.h. of graduate electives: may be satisfied by enrolling in other History courses or in relevant courses in other departments with advice and approval of the advisor.
- Non-Thesis Option (33 s.h.):
  - Choose at least 9 s.h. from the Research Seminars: HIS 5107, HIS 5207, HIS 5209, HIS 5307
  - Choose at least 9 s.h. from the Readings Seminars: HIS 5106, HIS 5206, HIS 5208, HIS 5306, HIS 5406
  - 15 s.h. of graduate electives: may be satisfied by enrolling in other History courses or in relevant courses in other departments with advice and approval of the advisor.

Course Requirements for the MA in History with Concentrations in Historic Preservation (255C) and Public History (255D)
Semester Hours Required (minimum): 36
Required courses (15 s.h.): HIS 5000 (3 s.h.), HIS 5900 (6 s.h.), and Choose at least 6 s.h. from the Readings Seminars: HIS 5106, HIS 5206, HIS 5208, HIS 5306, HIS 5406
and
CHOOSE ONE: Historic Preservation Concentration (255C) or Public History Concentration (255D)

- Historic Preservation Concentration (21 s.h.)
  - HIS 5577 (3 s.h.), HIS 5578 (3 s.h.), HIS 5586 (3 s.h.), HIS 5587 (3 s.h.), and 9 s.h. of graduate electives
- Public History Concentration (21 s.h.)
  - 21 s.h. of graduate courses from the following Public History courses; OR students may select from other graduate courses upon approval by the coordinator of the Public History program and the Director of Graduate Studies in History (HIS 5575, HIS 5576, HIS 5577, HIS 5578, HIS 5579, HIS 5580, HIS 5581, HIS 5582, HIS 5583, HIS 5584, HIS 5586, HIS 5587, HIS 5610, HIS 5640, HIS 5650, HIS 5660, HIS 5998, HIS 5999)

VOTE 5 YES …16… NO …0… ABSTAIN …0…

One proposal from the Department of Psychology was approved as follows (EFFECTIVE: FALL, 2012):

1. Change the course description of PSY 4562, change the prerequisite statement by eliminating the prerequisite of PSY 3100, and delete the **W (WRITING)** special designator from PSY 4562. The revised course description will read as follows:
   PSY 4562. Psychology of Adulthood and Aging (3).F;S.
   Overview of the Psychology of Aging, with coverage of sensory, cognitive, and socio-emotional changes relevant to applied professions. Emphasis will be on applications of existing theory and research, and on encouraging an understanding of how to understand and interact with adults of all ages. Prerequisite: PSY 1200. [Dual-listed with PSY 5562.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Change the course description of PSY 5562, and change the semester offering from (S.) to (F;S.). The revised course description will read as follows:
PSY 5562. Psychology of Adulthood and Aging (3).F;S.
Overview of the Psychology of Aging, with coverage of sensory, cognitive, and socio-emotional changes relevant to applied professions. Emphasis will be on applications of existing theory and research, and on encouraging an understanding of how to understand and interact with adults of all ages. Graduate students will be expected to become involved in an area of research. [Dual-listed with PSY 4562.]

VOTE 6 YES …16… NO …0… ABSTAIN …0…

One proposal from the College of Arts and Sciences (CAS_GSX_2011_01) was approved to delete the General Science Biology (GSB), Chemistry (GSC), Geology (GSG), Physics (GSP), and Astronomy (GSA) course sequence and prefixes: (EFFECTIVE: FALL, 2012)

1. Course deletions:
   GSP 1010. Contemporary Physics (2).F;S. (NUMERICAL DATA) (CORE: NATURAL SCIENCES)
   GEN ED: Science Inquiry Perspective (Theme: "Contemporary Science")

   GSA 1010. Contemporary Astronomy (2).F;S. (NUMERICAL DATA) (CORE: NATURAL SCIENCES)

   GSC 1020. Contemporary Chemistry (2).F;S. (NUMERICAL DATA) (CORE: NATURAL SCIENCES)
   GEN ED: Science Inquiry Perspective (Theme: "Contemporary Science")

   GSG 1030. Contemporary Geology (2).F;S. (NUMERICAL DATA) (CORE: NATURAL SCIENCES)
   GEN ED: Science Inquiry Perspective (Theme: "Contemporary Science")

   GSB 1040. Contemporary Biology (2).F;S. (NUMERICAL DATA) (CORE: NATURAL SCIENCES)
   GEN ED: Science Inquiry Perspective (Theme: "Contemporary Science")

2. Delete the following course prefixes:
   - GSA (General Science Astronomy)
   - GSB (General Science Biology)
   - GSC (General Science Chemistry)
   - GSG (General Science Geology)
   - GSP (General Science Physics)

VOTE 7 YES …15… NO …0… ABSTAIN …1…

Dr. Heather Hulburt Norris presented the proposals from the Walker College of Business for the Department of Computer Information Systems and the MBA Program.

One proposal from the Department of Computer Information Systems was approved as follows (EFFECTIVE: FALL, 2012):

1. Change the course description of CIS 3610, and change the semester offering from (On Demand.) to (F;S.). The revised course description will read as follows:

CIS 3610. Project Management (3).F;S.
This introductory course will prepare the student for the practice of professional project management. Students will plan and manage projects through the use of hands-on experiences, case studies and computer-based project management tools. Students will address many important issues such as: estimation, scheduling, budgeting, version control, progress tracking, change, risk and crisis management, resource management, motivation, and leadership. (COMPUTER)

VOTE 8 YES …16… NO …0… ABSTAIN …0…

Proposals from the Walker College of Business (3 proposals for the MBA Program) were approved as follows (EFFECTIVE: FALL, 2012):

1. Course addition:
   MBA 5870*. Analytical Models for Supply Chain Management (3).On Demand.
   Analytical models for supply chain management focuses on the applications and development of modeling tools for the supply chain. This course introduces students to important supply chain problems and solution methodologies including optimization, simulation, and other analytical methods. The objective of the course is to develop valuable modeling skills that students can appreciate and use effectively in their careers. Prerequisite: admission to the MBA Program or permission of the instructor. [Dual-listed with SCM 4870.]
   *(*NOTE: The dual-listed course, SCM 4870, was approved by AP&P on 1/18/12.)*

2. Revise the program of study for the concentration in General Management (305B) under the Master of Business Administration (MBA) degree (305*/52.0201) by adding MBA 5870 to the list of approved electives. (The total number of hours required, 36 s.h., does not change.)

3. Revise the program of study for the Master of Business Administration (305*/52.0201) as follows: 1) Add a global issues requirement to graduate to ensure that the MBA graduates have the skills necessary to lead organizations in a complex global world; and, 2) Add a work experience requirement to graduate from the MBA program. The revised "Candidacy" requirements will read as follows:
   Other Requirements for the MBA:
   - **Thesis**: Optional
   - **Proficiency**: Not required
   - **Candidacy**: Required
     - Students must demonstrate knowledge and exposure to international business and culture before completion of the degree program, through approved activities such as short term study abroad, completion of a course with an international theme, international internship, practicum with an international theme, or other activities as approved by the program director.
     - Students must document valid work experience before the completion of the degree program, through approved activities such as business practicum, internship, documented previous work experience, or other activities approved by the program director.
   - **Comprehensive**: Not required
   - **Product of Learning**: Not required

VOTE 9 YES …16… NO …0… ABSTAIN …0…

Dr. David Wiley presented the proposals from the Reich College of Education for the Departments of Curriculum and Instruction; Leadership and Educational Studies; and Family and Consumer Sciences.

Proposals from the Department of Curriculum and Instruction (11 Elementary Education proposals) were approved as amended as follows (EFFECTIVE: FALL, 2012):

1. Change the title and course descriptions of CI 3000/SPE 3000. Learner Diversity to read as follows:

   CI 3000. Learner Diversity: Teaching English Language Learners (3).F;S.
   This course examines current literature and instructional practices related to working with English language learners (ELLs) in mainstream classrooms, especially in the areas of understanding cultural differences, and developing language and content learning. Emphasis is placed on developing positive dispositions towards and empathy for the challenges faced by linguistically diverse students and their families. Instructional strategies and interventions will be observed, modeled, discussed, and analyzed. Coursework is integrated with K-6 field experiences to provide real-world contexts for classroom instruction and discussion. (Same as SPE 3000.)

   SPE 3000. Learner Diversity: Teaching English Language Learners (3).F;S.
   This course examines current literature and instructional practices related to working with English language learners (ELLs) in mainstream classrooms, especially in the areas of understanding cultural differences, and developing language and content learning. Emphasis is placed on developing positive dispositions towards and empathy for the challenges faced by linguistically diverse students and their families. Instructional strategies and interventions will be observed, modeled, discussed, and analyzed. Coursework is integrated with K-6 field experiences to provide real-world contexts for classroom instruction and discussion. (Same as CI 3000.)

2. Course additions:

   CI 3554. Investigating the Past and Present through the Experiences of Children (3).F;S.
   Students will strengthen their own content knowledge as well as develop perspectives on events children and young adolescents have experienced in the past and the present. Students will explore and compare experiences of how children around the world lived in the past and how children live today. Using children's literature, primary and secondary sources, and current events, students will investigate the resilience of young people experiencing war, oppression, natural disaster, and other hardships both in the past and in the present. Students will conduct a service project directed toward children who are experiencing major challenges such as social injustice, poverty, or natural disaster.

   CI 5041. Assessment to Improve Learning and Inform Teaching (3).F;S.
   This course, designed for classroom teachers, focuses on the evaluation of student performance to improve teaching and learning. Teachers will examine the theoretical foundations of assessment and evaluation and investigate research-based assessment practices. They will apply this knowledge to select and design assessments that meet curriculum goals and elicit quality student work, interpret assessment data, evaluate student learning, and identify implications for teaching. Teachers will develop their leadership skills in the area of assessment by facilitating collaborative analysis of student work with a team of educators to foster improved student learning in their classrooms and schools.

   CI 5922. Number Systems and Operations: K-5 Mathematical Tasks (3).F;S.
   Analysis and construction of effective mathematical tasks in teaching number systems and operations at the K-5 level; attention is also given to the expansion of content knowledge.

NOTE: CI 5923/MAT 5923, CI 5924/MAT 5924, and CI 5925/MAT 5925 were approved as new courses at the 12/07/11 AP&P Committee meeting. Please refer to the 12/07/11 minutes for a copy of those course descriptions:

- ***CI 5923/MAT 5923. Geometry & Spatial Visualization: K-5 Assessment (3).F;S.***
- ***CI 5924/MAT 5924. Algebraic Reasoning: K-5 Discourse & Questioning (3).F;S.***
- ***CI 5925/MAT 5925. Data Analysis and Measurement: K-5 Classroom Interactions (3).F;S.***

CI 5926. Rational Numbers and Operations: K-5 Learning Trajectories (3).F;S.
Focus on rational number concepts through learning trajectories at the K-5 level; attention also given to problem solving and content knowledge. Prerequisite: CI 5922.

CI 5927. Mathematical Modeling: K-5 Leadership (3).F;S.
Generating mathematical representations and making explicit connections between concepts. Pedagogy designed to equip elementary teachers to become mathematics teacher-leaders in school settings; focus given to topics integrated within mathematical strands. Prerequisites: CI 5922, CI 5923/MAT 5923, CI 5924/MAT 5924, CI 5925/MAT 5925, and CI 5926.

3. Revise the major requirements on the program of study for the Bachelor of Science in Elementary Education (441A/13.1202)[T] by adding CI 3554 to the course options under the "Directed Elective (3 s.h.)" requirement. (The total number of hours required for this degree, 128 s.h., does not change.)

4. Add a graduate certificate program in Elementary Mathematics Education (711A) (CIP 13.1202) as follows:
Graduate Certificate in Elementary Mathematics Education (711A/13.1202)
Admission Requirements: Baccalaureate degree or master's degree from an accredited college or University and a clear initial or master's level NC elementary education license; complete application to the Graduate School.
Location: On Campus/Off Campus
Semester Hours Required (minimum): 18
Required Courses*:
   - CI 5922: Number Systems and Operations: K-5 Mathematical Tasks (3)
   - CI 5923/MAT 5923: Geometry & Spatial Visualization: K-5 Assessment (3)
   - CI 5924/MAT 5924: Algebraic Reasoning: K-5 Discourse & Questioning (3)
   - CI 5925/MAT 5925: Data Analysis and Measurement: K-5 Classroom Interactions (3)
   - CI 5926: Rational Numbers and Operations: K-5 Learning Trajectories (3)
   - CI 5927: Mathematical Modeling: K-5 Leadership (3)

   *Required courses must be completed with a "B" or better to obtain the elementary mathematics add-on license.

5. Revise the program of study for the Master of Arts in Elementary Education (422A/13.1202)[T] by updating the list of "Required Courses (27 s.h.) as follows: 1) Add the option of choosing CI 5041 or RES 5560, and delete CI 5055 from the list of required courses. CI 5055 is NOT being deleted from the catalog. [The total number of hours required, 39 s.h. (minimum), does not change.]

Course Requirements for the Master of Arts in Elementary Education (Code: 422A)
Required Courses (27 s.h.)
   - CI 5045/SPE 5045: Advanced Topics in Diversity (3)
   - CI 5130: Recent Trends and Issues in Education (3)
   - CI 5525: Product of Learning (1+1+1=3)
   - CI 5585/LSA 5585: Teacher Leadership and School Improvement (3)
   - CI 5591: Advanced Curriculum Design in Elementary Education (3)
   - CI 5630: Instructional Technology (3)

- Choose one course from the two below:
  - CI 5040/RE 5040/RES 5040/SPE 5040: Teacher as Researcher (3)
  - RES 5000: Research Methods (3)
- Choose one course from the two below:
  - CI 5041: Assessment to Improve Learning and Inform Teaching (3)
  - RES 5560: Classroom Assessment (3)
- Choose one course from the two below:
  - FDN 5840: Social and Philosophical Foundations of Education (3)
  - PSY 5555: Advanced Educational Psychology (3)

VOTE 10 YES …16… NO …0… ABSTAIN …0…

One proposal from the Department of Curriculum and Instruction (for Middle Grades Education) was approved as follows (EFFECTIVE: FALL, 2012):

1. Revise the major requirements on the programs of study for the concentration in Science (470D)[T] under the Bachelor of Science in Middle Grades Education (470*/13.1203)[T] by adding GS 3300 (Educational Applications of Science Concepts, 3 s.h.) to the list of course requirements for this concentration. (The total number of hours required for this degree, 128 s.h., does not change.)

VOTE 11 YES …16… NO …0… ABSTAIN …0…

Proposals from the Department of Leadership and Educational Studies (3 Master of School Administration proposals) were approved as follows (EFFECTIVE: FALL, 2012):

1. Course additions:
   LSA 5650. Ethical and Humane Dimensions of Educational Leadership (3).F;S.
   This course addresses the broad range of humane and ethical issues, perspectives, and obligations (legal, moral, and aspirational) that collectively relate to individual and organizational purposes. Students will consider aims and values that should guide such things as academic mission and objectives, educational policies and practices, school culture, and human relations and supervision; all related to ethical dimensions of leadership. Students are expected to think critically about a broad and difficult range of issues and dilemmas, requiring the use and development of effective analytical skills, dialog, and processes.

   RES 5080. Data-Driven School Leadership (3).F;S.
   Prospective school executives will have the opportunity to gain skills in using a variety of data sources to inform their decision-making processes. These skills include using Excel and other statistical programs available, freely, on the web to analyze data; analyzing and interpreting a variety of sources of school-related data; interpreting standardized tests, and classroom assessments; constructing useful survey and opinion instruments; and testing empirical hypothesis related to school and teacher effectiveness.

2. Revise the program of study for the Master of School Administration (433A/13.0409)[T] as follows: 1) Delete RES 5560 from the list of course requirements; 2) Add LSA 5650 as a required course under the "Leadership Practice and Theory" section; 3) Add RES 5080 as a required course under the "Research and Data-Informed Decision-Making" section; 4) Decrease the required number of electives from 6 s.h. to 3 s.h.; and 5) Increase the

total hours of "Required Courses" from 30 s.h. to 33 s.h. (The total number of hours required, 36 s.h., does not change.)

VOTE 12 YES …16… NO …0… ABSTAIN …0…

[NOTE: The three proposals from the Department of Leadership and Educational Studies (for Instructional Technology/Computers), COE_LES_ITC_2011_1 (to add a graduate certificate program in Teaching and Learning in Virtual Environments), COE_LES_ITC_2011_2 (to add ITC 5800), and COE_LES_ITC_2011_3 (to add ITC 5820) were withdrawn from the agenda on 1/23/12.]

Proposals from the Department of Family and Consumer Sciences (6 proposals) were approved as amended as follows (EFFECTIVE: FALL, 2012):

1. Course addition:
   FCS 3110. Enriching Experiences and Programming for School-Age Children (3).F.
   Planning, developing, and implementing developmentally enhancing experiences to meet the total needs of children, 5-12 years of age, in a variety of programs, including after school programs, summer camps and institutes, YMCAs, etc. Lecture two hours, laboratory two hours per week. Prerequisite: FCS 3109.

2. Change the prerequisite statement for FCS 2102. Child Study and Guidance to read as follows: "Prerequisite: FCS 2104."

3. Change the prerequisite statement for FCS 3101. Enriching Experiences for Young Children to read as follows: "Prerequisite: FCS 2102."

4. Change the prerequisite statement for FCS 3102. Family, Child and Professional Interactions: A Focus on Young Children *[GEN ED: Junior Writing in the Discipline (WID)]* to read as follows: "Prerequisites: FCS 2103, FCS 2104, and ENG 2001 or its equivalent."

5. Change the semester offering of FCS 3522. Introduction to Birth-Kindergarten from (F;S.) to (On Demand.).

6. Change the semester offering of FCS 3901. Practicum from (F;S.) to (On Demand.).

7. Change the prerequisite statement for FCS 4102. Critical Issues: Stressors in Child and Family Development to read as follows: "Prerequisites: FCS 2103 and FCS 2104."

8. Add a prerequisite statement to FCS 4701 and delete the required two hours of laboratory from this course. The course description will read as follows:
   FCS 4701. Educational Methods for Family and Consumer Sciences (3).F.
   A study of the principles of teaching and learning applied to family and consumer sciences content. The course will address instructional methods appropriate for formal and non-formal educational settings, focusing on specific oral strategies and computer applications. Prerequisite: FCS 3700 or approval of the instructor. (SPEAKING)

9. Revise the requirements for the undergraduate minor in Child Development (510/19.0706) as follows: 1) Delete FCS 3101 from the list of required courses; 2) Add FCS 3109 to the list of required courses; and 3) Change the elective options by deleting FCS 3901 and add FCS 3107 and FCS 3110 to that list of courses. (The total number of hours required for this minor, 17-18 s.h., does not change.)

   Child Development Minor (510/19.0706)
   Required (12 s.h.):
   FCS 2102, FCS 2103, FCS 2104, FCS 3109
   Plus at least two from the following (5-6 s.h.):
   NUT 2201, FCS 2101, FCS 3102, FCS 3106, FCS 3107, FCS 3110, FCS 4102, FCS 4450, FCS 4610, FCS 4611

10. Delete the concentration in Psychology (510D) under the Bachelor of Science in Child Development (510*/19.0706) from the academic program inventory and from the *Undergraduate Bulletin* as noted in the Departments of Psychology and Family and Consumer Sciences.

11. Revise the major requirements on the program of study for the concentration in Family and Consumer Sciences (510F) under the Bachelor of Science in Child Development (510*/19.0706) as follows: 1) Change the major requirements from 78 s.h. to 73-77 s.h. which includes: a Child and Family Studies Core (41 s.h.), a Professional Core (18 s.h.), a Related Core (8 s.h.), and students must also select one of the five new Focus areas that range from 6 to 10 semester hours each; 2) Add the following areas of focus within the major: Infant/Toddler Focus (6 s.h.), PreK/Kindergarten Focus (9 s.h.), Middle Childhood Focus (8-9 s.h.), Child Life Focus (7 s.h.), and Child Development Research Focus (10 s.h.); 3) Delete FCS 4102, SPE 3100, NUT 1202, NUT 2202, BIO 1102, BIO 1102 and SOC 1000 as required general education courses within the major; and, 4) Increase the GPA requirements so that students must earn a minimum of a "C-" (1.7) in each course required in the major [the requirement of an overall "C" (2.0) GPA within the major remains]. (The total number of hours required for this degree, 122 s.h., does not change.)

VOTE 13 YES …16… NO …0… ABSTAIN …0…

Dr. Glenda Treadaway presented the proposals from the College of Fine and Applied Arts for the Departments of Technology and Environmental Design; and Theatre and Dance.

Proposals from the Department of Technology and Environmental Design (15 proposals for the Appropriate Technology Program) were approved as follows (EFFECTIVE: FALL, 2012):

1. Change the course numbering of TEC 4604 to TEC 3604, change the course description, add a prerequisite statement, and remove the dual-listing with TEC 5604. The revised course description will read as follows:
   [DELETE TEC 4604 and ADD TEC 3604.]
   TEC 3604. Sustainable Transportation (3).F;S.
   This course will introduce students to emerging technologies and strategies for creating sustainable transportation systems. Specific topics may include: public transportation strategies, bicycle technologies, electric vehicles, energy efficient transportation options, and alternative fuels such as biodiesel, alcohol, natural gas, and hydrogen. The environmental, social, economic,

and technological aspects of these options will be explored. Students will complete a significant independent project. Lecture three hours. Prerequisites: TEC 2601 and TEC 3638, or permission of the instructor.

2. Change the course numbering of TEC 4605 to TEC 3605, change the semester offering from (F;S.) to (F.), change the course description, add a prerequisite statement, and remove the dual-listing with TEC 5605. The revised course description will read as follows:
   [DELETE TEC 4605 and ADD TEC 3605.]
   TEC 3605. Sustainable Resource Management (3).F.
   This course will introduce students to material efficiency strategies, recycling, composting, and the concept of life cycle design. A range of resource management philosophies, technologies and techniques will be discussed and analyzed. Students will complete a significant independent project. Lecture three hours. Prerequisite: TEC 2029 or permission of the instructor.

3. Change the course numbering of TEC 4606 to TEC 3606, change the semester offering from (F;S.) to (S.), change the course description, add a prerequisite statement, and remove the dual-listing with TEC 5606. The revised course description will read as follows:
   [DELETE TEC 4606 and ADD TEC 3606.]
   TEC 3606. Sustainable Water and Wastewater Technology (3).S.
   This course will introduce students to both traditional and alternative water and wastewater treatment methods and technologies. Students will study how to analyze the water cycle and how to develop water management strategies which are both economically and environmentally sustainable. Topics may include water availability, water quality and purification techniques, water quality assessment, water pumping, efficiency, grey water, composting toilets, "living machines", and water policy. Students will complete a significant independent project. Lecture three hours. Prerequisite: TEC 2029 or permission of the instructor.

4. Change the prerequisite statement for TEC 4607. Wind and Hydro Power Technology and update the dual-listing statement by removing "juniors may enroll with permission of the department" from this course description. The revised prerequisite statement will read as follows:
   "Prerequisites: TEC 1728, TEC 2029, TEC 2601, TEC 2708, TEC 2718, and TEC 3638 or permission of the instructor. [Dual-listed with TEC 5607.] Dual-listed courses require senior standing."

5. Change the prerequisite statement for TEC 4608. Photovoltaic System Design and Construction and update the dual-listing statement by removing "juniors may enroll with permission of the department" from this course description. The revised prerequisite statement will read as follows:
   "Prerequisites: TEC 1728, TEC 2029, TEC 2601, TEC 2708, TEC 2718, and TEC 3638 or permission of the instructor. [Dual-listed with TEC 5608.] Dual-listed courses require senior standing."

6. Add a prerequisite statement to TEC 4628. Solar Thermal Energy Technology and update the dual-listing statement by removing "juniors may enroll with permission of the department" from this course description. The prerequisite statement will read as follows:
   "Prerequisites: TEC 1728, TEC 2029, TEC 2601, TEC 2708, TEC 2718, and TEC 3638 or permission of the instructor. [Dual-listed with TEC 5628.] Dual-listed courses require senior standing."

7. Add a prerequisite statement to TEC 4700. Biofuels Technology and update the dual-listing statement by removing "juniors may enroll with permission of the department" from this course description. The prerequisite statement will read as follows:
"Prerequisites: TEC 2601 and TEC 3638, or permission of the instructor. [Dual-listed with TEC 5700.] Dual-listed courses require senior standing."

8. Change the course numbering of TEC 4708 to TEC 3748, change the course description, and remove the dual-listing with TEC 5708. The revised description will read as follows:
[DELETE TEC 4708 and ADD TEC 3748.]
TEC 3748. Building Science (3).F;S.
This course introduces students to the complex ways in which buildings interact with their environment. Topics may include indoor air quality, building durability, energy efficiency, and client comfort. Students will use building diagnostic equipment to test for house and duct leakage, indoor air quality, humidity, and air flow. The course also emphasizes interpreting and translating these findings into concise summaries as well as comprehensive written reports. Prerequisites: TEC 2708 and TEC 2718, MAT 1020 or higher, or permission of the instructor. (WRITING; CROSS-DISCIPLINARY; NUMERICAL DATA) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

9. Change the prerequisite statement for TEC 4711. Computer Modeling of Renewable Energy Systems, change the semester offering from (F.) to (F;S.), and update the dual-listing statement by removing "juniors may enroll with permission of the department" from this course description. The revised prerequisite statement will read as follows:
"Prerequisites: TEC 2601 and TEC 3638, or permission of the instructor. (COMPUTER) [Dual-listed with TEC 5711.] Dual-listed courses require senior standing."

10. Change the prerequisite statement for TEC 5607. Wind and Hydro Power Technology to read as follows:
"Prerequisites: TEC 1728 (Architectural Graphics and Computer Modeling), TEC 2029 (Society and Technology), TEC 2601 (Energy Issues and Technology), TEC 2708 (Construction Technology and Building Codes), TEC 2718 (Building Mechanical Systems), and TEC 3638 (Foundations of Appropriate Technology) or permission of the instructor. [Dual-listed with TEC 4607.]"

11. Change the prerequisite statement for TEC 5608. Photovoltaic System Design and Construction to read as follows:
"Prerequisites: TEC 1728 (Architectural Graphics and Computer Modeling), TEC 2029 (Society and Technology), TEC 2601 (Energy Issues and Technology), TEC 2708 (Construction Technology and Building Codes), TEC 2718 (Building Mechanical Systems), and TEC 3638 (Foundations of Appropriate Technology) or permission of the instructor. [Dual-listed with TEC 4608.]"

12. Add a prerequisite statement to TEC 5628. Solar Thermal Energy Technology as follows:
"Prerequisites: TEC 1728 (Architectural Graphics and Computer Modeling), TEC 2029 (Society and Technology), TEC 2601 (Energy Issues and Technology), TEC 2708 (Construction Technology and Building Codes), TEC 2718 (Building Mechanical Systems), and TEC 3638 (Foundations of Appropriate Technology) or permission of the instructor. [Dual-listed with TEC 4628.]"

13. Add the following prerequisite statement to TEC 5700. Biofuels Technology and change the semester offering from (S.) to (F;S.):
"Prerequisites: TEC 2601 (Energy Issues and Technology) and TEC 3638 (Foundations of Appropriate Technology), or permission of the instructor. [Dual-listed with TEC 4700.]"

14. Change the course description of TEC 5708, change the semester offering from (F;S.) to (On Demand.), and remove the dual-listing with TEC 4708. The revised course description will read as follows:
TEC 5708. Building Science (3).On Demand.
This course introduces students to the complex ways in which buildings interact with their environment. Particular issues include how moisture problems occur, how to protect building occupants from poor health due to indoor air quality, how to prevent building durability problems, and how to provide more energy efficient and comfortable building for clients. The course shows students how to use diagnostic equipment, such as blower doors, duct leakage testing devices, indoor air quality measurement devices, and air flow detection equipment. Students will be required to conduct a field-based project that includes building science diagnostic testing, analysis of technical data, and preparation of comprehensive written reports. Prerequisites: TEC 2708 (Construction Technology and Building Codes), MAT 1020 (College Algebra with Applications) or higher, or permission of the instructor.

15. Change the course description of TEC 5711, change the semester offering from (F.) to (F;S.), and add a prerequisite statement to this course. The revised course description will read as follows:
TEC 5711. Computer Modeling of Renewable Energy Systems (3).F;S.
This course will introduce students to a variety of software packages for modeling the performance of renewable energy systems, and will help them develop proficiency in their use. Software packages may include Excel, FChart, PVFChart, BLCC, HOMER, WindCAD, RETScreen, and ARCReader. Students will study how to predict the performance of a variety of solar heating technologies, photovoltaics, wind turbines, and solar house designs. The economics and environmental benefits of renewable energy systems will also be explored. File formats and memory allocation schemes, as they relate to understanding data storage, will be discussed. Effective problem solving skills will be emphasized throughout the course. Prerequisites: TEC 2601 (Energy Issues and Technology) and TEC 3638 (Foundations of Appropriate Technology), or permission of the instructor. [Dual-listed with TEC 4711.]

VOTE 14 YES …16… NO …0… ABSTAIN …0…

Proposals from the Department of Technology and Environmental Design (7 proposals for the Graduate Program) were approved as amended as follows (EFFECTIVE: FALL, 2012):

1. Course additions:
TEC 5410. Integrated Design Studio (6).S.
In this course, students will participate as members of a multidisciplinary design team with a goal of generating comprehensive plans for low-impact, high-performance buildings. The integrated design studio setting will emphasize the ways in which design and construction are intertwined by focusing on "buildable" designing, planning, and estimating using building information modeling (BIM). Emphasis will also be placed on incorporation of energy efficiency strategies, renewable energy systems, and alternative construction systems. In addition, students will employ design innovation and research strategies, with a goal of creating unique systems that might result in development of intellectual property.

TEC 5420. Sustainable Design/Build Laboratory (3).SS.
In this course, students will transition from creation of digital design models to construction of physical components. Construction administration design activities will include creation of shop drawings for fabrication of components as well as design revisions. In addition, management activities such as final cost estimation, final planning and scheduling, permitting, and site preparation will occur.

TEC 5430. Project Site Administration (3).F.
Students will serve in leadership roles on final implementation of a sustainable building project, which may include pre-fabrication of building components and/or on-site assembly. As team managers, students will oversee all facets of project administration, including monitoring budgets, subcontractors, and site logistics. The overall goal of the project is construction that minimizes environmental impact in all aspects of the design/build process.

2. Change the course description of TEC 5604, change the semester offering from (F;S.) to (On Demand.), and remove the dual-listing with TEC 4604. The revised course description will read as follows:
TEC 5604. Sustainable Transportation (3).On Demand.
This course focuses on emerging technologies and strategies for creating sustainable transportation systems. Specific topics may include: public transportation strategies, bicycle technologies, electric vehicles, energy efficient transportation options, and alternative fuels such as biodiesel, alcohol, natural gas, and hydrogen. The environmental, social, economic, and technological aspects of these options will be explored. Students will complete a significant independent project. Lecture three hours.

3. Change the course description of TEC 5605, change the semester offering from (S.) to (On Demand.), and remove the dual-listing with TEC 4605. The revised course description will read as follows:
TEC 5605. Sustainable Resource Management (3).On Demand.
This course focuses on material efficiency strategies, recycling, composting, and the concept of life cycle design. A range of resource management philosophies, technologies, and techniques will be discussed and analyzed. Students will complete a significant independent project. Lecture three hours.

4. Change the course description of TEC 5606, change the semester offering from (F.) to (On Demand.), and remove the dual-listing with TEC 4606. The revised course description will read as follows:
TEC 5606. Sustainable Water and Wastewater Technology (3).On Demand.
Traditional and alternative water and wastewater treatment methods and technologies will be addressed in this course. Students will study how to analyze the water cycle and develop water management strategies that are both economically and environmentally sustainable. Topics may include water availability, water quality and purification techniques, water quality assessment, water pumping, water use efficiency, grey water, composting toilets, "living machines," and water use policies. Students will complete a significant independent project. Lecture three hours.

5. Revise the Master of Science in Technology (599*/15.0612) as follows: 1) Delete the concentration in Building Energy Engineering (599C); 2) Add a concentration in Sustainable Design and Construction (599G); and 3) Revise the concentration in Renewable Energy Engineering (599F) by changing the number of approved Appropriate Technology electives allowed from 6 s.h. to 6-9 s.h. (The total number of hours required for this degree, 36 s.h., does not change.)

Course Requirements for the Master of Science in Technology **Semester Hours Required (minimum): 36**		
Foundation Courses	• TEC 5139: Technology and Culture (3) • TEC 5670: Seminar (0)	3

Research Core	• TEC 5000: Research in Technology (3)
	• Choose one of the following courses:
	  o TEC 5809: Research and Development in Technical Areas (3)
	  o TEC 5999: Thesis (6)
		6 or 9

Concentration (CHOOSE ONE)	**Appropriate Technology Concentration (Code: 599B)**
	• 9 s.h. chosen from the graduate core:
	  o TEC 5119: Industrial Leadership, Organization, and Communication (3)
	  o TEC 5129: Project Management (3)
	  o TEC 5149: Entrepreneurship in Technology and Science (3)
	  o TEC 5900: Internship (3)
	  o Approved graduate-level discipline-related advanced computer modeling course (3)
	• 12 s.h. of approved coursework related to Appropriate Technology; see the Graduate Coordinator in the Department of Technology and Environmental Design for the specified list.
	• 3-6 s.h. of graduate electives
	OR
	Building Science Concentration (Code: 599D)
	• 9 s.h. chosen from the graduate core:
	  o TEC 5119: Industrial Leadership, Organization, and Communication (3)
	  o TEC 5129: Project Management (3)
	  o TEC 5149: Entrepreneurship in Technology and Science (3)
	  o TEC 5900: Internship (3)
	  o Approved graduate-level discipline-related advanced computer modeling course (3)
	• 12 s.h. of approved coursework related to Building Science; see the Graduate Coordinator in the Department of Technology and Environmental Design for the specified list.
	• 3-6 s.h. of graduate electives
	OR
	Graphic Arts and Imaging Technology Concentration (Code: 599E)
	• 9 s.h. chosen from the graduate core:
	  o TEC 5119: Industrial Leadership, Organization, and Communication (3)
	  o TEC 5129: Project Management (3)
	  o TEC 5149: Entrepreneurship in Technology and Science (3)
	  o TEC 5900: Internship (3)
	  o Approved graduate-level discipline-related advanced computer modeling course (3)
	• 12 s.h. of approved coursework related to Graphic Arts and Imaging Technology; see the Graduate Coordinator in the Department of Technology and Environmental Design for the specified list.
	• 3-6 s.h. of graduate electives
	OR
	Renewable Energy Engineering Concentration (Code: 599F)
	• Renewable Energy Engineering Courses:
	  o TEC 5210: Theory and Practice of Engineering Thermodynamics (3)
	  o TEC 5220: Theory and Practice of Thermal Fluid Systems (3)
	  o TEC 5260: Renewable Energy Engineering (3)
	  o TEC 5270: Advanced Computer Modeling of Renewable Energy (3)
		24 or 27

	• Science and Mathematics Cognate Courses: 6-9 s.h. of approved graduate courses in Physics, Chemistry, Biology, Mathematics or Statistics • 6-9 s.h. of approved Appropriate Technology courses; see the Graduate Coordinator in the Department of Technology and Environmental Design for the specified list. **OR** **Sustainable Design and Construction Concentration (Code: 599G)** • 6-9 s.h. chosen from the graduate core: o TEC 5119: Industrial Leadership, Organization, and Communication (3) o TEC 5129: Project Management (3) o TEC 5149: Entrepreneurship in Technology and Science (3) o TEC 5900: Internship (3) o Approved graduate-level discipline-related advanced computer modeling course (3) • Sustainable Design and Construction Courses: o TEC 5410: Integrated Design Studio (6) o TEC 5420: Sustainable Design/Build Laboratory (3) o TEC 5430: Project Site Administration (3) • Building Science Cognate Courses: o TEC 5618: Sustainable Building Design and Construction (3) o Choose one of: ▪ TEC 5708: Building Science (3) ▪ TEC 5380: Advanced Building Science (3)	

VOTE 15 YES …16… NO …0… ABSTAIN …0…

One proposal from the Department of Theatre and Dance was approved as follows (EFFECTIVE: FALL, 2012):

1. Change the course descriptions for DAN 4460/DAN 5460 to read as follows:
   DAN 4460. Somatics (3).F;S.
   GEN ED: Wellness Literacy
   This course will focus on functional anatomy and kinesiology to explore different approaches to therapeutic body-centered learning and current concepts in wellness. The course will be lecture and experiential in nature. (CORE: PHYSICAL ACTIVITY/WELLNESS) [Dual-listed with DAN 5460.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

   DAN 5460. Somatics (3).F;S.
   This course will focus on functional anatomy and kinesiology to explore different approaches to therapeutic body-centered learning and current concepts in wellness. The course will be lecture and experiential in nature. [Dual-listed with DAN 4460.]

VOTE 16 YES …15… NO …0… ABSTAIN …1…

Andrea Wawrzusin, University Registrar, presented a proposal from the Deans' Council to remove the *F (Administrative Failure) grading option. The proposal, Deans_Council_2011_4, was approved as follows: (EFFECTIVE: FALL, 2012):

1. Remove the *F (Administrative Failure) as a grading option and ask that faculty assign the earned grades for all students on their class roll, assigning an F to any students who

have not completed the course work to attain a higher grade. Until all faculty are accustomed to the new procedure, the Registrar's Office will assign a grade of F to any missing grades in the final grading process and provide a reminder message of this to faculty any time they submit a grade roll with missing grades.

The catalog descriptions on pages 42 and 43 of the current *2011-2012 Undergraduate Bulletin* under "Academic Regulations" will be revised as follows:

(p. 42) Delete *F from the section: **"Grades and Grade-Point Average"**

~~*F Administrative Failure – administratively assigned, given when the student did not formally withdraw from the University or drop the class~~

(p. 43) Delete *F from the list in number 1. of the section: **"Grade-Point Average and Repeat Policy"**

1. Credit hours earned in a particular course will not be awarded more than one time; i.e., if a course in which credit hours have been earned is repeated with a passing grade, additional credit hours will not be awarded. If, however, a course in which credit hours have been earned is repeated with a grade of "F", ~~"*F",~~ "U", or "WF", the hours earned initially will be subtracted from the student's total.

The catalog descriptions in the current *2011-2012 Graduate Bulletin and Course Catalog* under the "Academic Requirements and Regulations" section will be revised as follows:

Delete *F from the section: **"Grades and GPA"**

~~*F Administrative Failure (given in cases where a student has not properly withdrawn from a class)~~

There are no grades of "D" at the graduate level; any grade of "D" assigned by a faculty member will be changed to an "F." All grades of ~~"*F",~~ "F", "I", "IP", "NR", "U", "WF" and "WU" in courses on the approved graduate Program of Study must be removed at the time of graduation.

VOTE 17 YES …16… NO …0… ABSTAIN …0…

There were no other items of business.

ADJOURNMENT:
The AP&P Committee members voted to adjourn at 3:50 p.m.

VOTE 18 YES …15… NO …0… ABSTAIN …0…

ACADEMIC POLICIES AND PROCEDURES COMMITTEE
February 1, 2012
Vote Record

Vote Symbols: Y (Yes) N (No) A (Abstain)

AP&P Voting Members	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Jon Beebe	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Karen Caldwell	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dinesh Davé	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lisa Curtin Grizzard	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ellie Hoffman	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Joe Klein	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kern Maass	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jeff McBride	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ben Powell	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ray Russell	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
René Salinas	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Derek Stanovsky	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jesse Taylor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Betsy Williams	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chris Yang	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Joe Gill	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Travis Gable	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	-
(Vacant – TBA by SGA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(Vacant – TBA by SGA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

The recommendations from the February 1, 2012 Academic Policies and Procedures Committee meeting are approved.

Lori Stewart Gonzalez *5/11/12*
Lori Stewart Gonzalez Date
Provost and Executive Vice Chancellor