

MINUTES OF THE MEETING
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE
February 2, 2005

The Academic Policies and Procedures Committee held its regular monthly meeting on Wednesday, February 2, 2005 in Room 224 of I.G. Greer Hall beginning at 3:05 p.m.
Committee members present: Dr. Jeff Butts (Chair), Mr. John Abbott, Dr. Jon Beebe, Mr. John Boyd, Ms. Eleanor Cook, Dr. Ron Marden, Dr. Martha McCaughey, Dr. Diana Quealy-Berge, Ms. Sammye Sigmann, Mr. Karl Lutterloh, and Ms. Sarah Moncelle.
Committee members excused: Dr. Mike Dotson, Dr. Gayle Weitz, and Mr. Merlin Tilley.
Committee member absent: Mr. Thomas Shook.

MINUTES:

The December 1, 2004 minutes were approved as distributed, with the following contingencies met:

1. (Page 8, #11.) The request to change the title of the B.S.B.A degree in Information Systems (336A/52.1201) to a B.S.B.A. degree in COMPUTER INFORMATION SYSTEMS was approved by the University of North Carolina's Office of the President on January 25, 2005.
2. (Page 13, #2.) The request to change the title of the B.S. degree in Physical Education, K-12 (with teacher licensure) (568A/13.1314)[T] to a B.S. degree in Physical Education Teacher Education, K-12 (with teacher licensure) was approved by the University of North Carolina's Office of the President on January 25, 2005.

VOTE 1 **YES** 10 **NO** 0 **ABSTAIN** 0

The January 12, 2005 minutes were approved as distributed, with the following contingencies met:

1. (Page 2, #1.) The request to delete the course ART 3330 (Core: Humanities credit) was approved by the Core Curriculum Council on January 28, 2005.
2. (Page 3, #8.) The request to revise the course requirements for the B.S. degree in Art Education (K-12) was approved by the Teacher Education Council on January 20, 2005.
3. (Page 7, #3.) The request to change the title of ACC 5555 was approved by the Graduate Council on January 24, 2005.
4. (Page 9, #1.) The request to delete the course LAW 5640 was approved by the Graduate Council on January 24, 2005.

VOTE 2 **YES** 9 **NO** 0 **ABSTAIN** 1

NEW BUSINESS:

Dr. Bill Harbinson presented one proposal from the Hayes School of Music.
Proposal Music #6-0405 was approved as follows (EFF. SPRING, 2006):

1. Change the course description of MUS 1042 to read as follows:
MUS 1042. Guitar Class I/(1).F;S.
Group instruction in the fundamental principles of playing the nylon string classical guitar. Lecture and demonstration two hours.
2. Change the course description of MUS 1043 to read as follows:
MUS 1043. Guitar Class II/(1).S.
Group instruction in intermediate level nylon string classical guitar playing. Lecture and demonstration two hours. Prerequisite: MUS 1042 or equivalent background.

VOTE 3 **YES** 10 **NO** 0 **ABSTAIN** 0

Dr. Mark Estepp presented proposals from the College of Fine and Applied Arts for the Departments of Communication; and Family & Consumer Sciences.

Proposal COM-FAA-2004-2 from the Department of Communication was approved as follows (EFF. SPRING, 2006):

1. Course addition:
[Note: COM 3910 has been approved for the **MC (MULTI-CULTURAL)** special designator.]
COM 3910. International Experience/(3).On Demand.
This course is designed to assist students in the department's international internship program as they prepare themselves for the experience of completing an international internship. Prerequisite: Open only to students participating in the department's international internship program. (MULTI-CULTURAL)

VOTE 4 **YES** 10 **NO** 0 **ABSTAIN** 0

Dr. Mark Estepp noted that the two proposals from the Department of Family and Consumer Sciences had been distributed after the submission deadline. He asked for permission to waive the 25-day submission requirement in order to consider those two proposals at today's meeting. A motion was then approved to consider proposals FCS-FAA-2004-1 and FCS-FAA-2004-2.

VOTE 5 **YES** 10 **NO** 0 **ABSTAIN** 0

Proposals FCS-FAA-2004-1 and FCS-FAA-2004-2 from the Department of Family and Consumer Sciences were approved as follows (EFF. FALL, 2005):

1. Revise the course requirements for the **B.S. degree in Family and Consumer Sciences, Secondary Education (526*/13.1308)[T]** with a concentration in Consumer Education (**526D)[T]** by adding CI 3010 (1 s.h.) as a required course; and by deleting FCS 4609 (1s.h.) from the list of required major courses. (The total number of hours required for this degree, 127 s.h., did not change.) The revised catalog description will read as follows:
Family and Consumer Sciences, Secondary Education
A Bachelor of Science degree in Family and Consumer Sciences, Secondary Education with teacher licensure consists of the following: 8 s.h. of a science sequence in chemistry or biology, and ECO 2030 for core curriculum; FDN 3800, CI 2800/SPE 2800, CI 4900, PSY 3000, and CI 3850/FDN

3850/RE 3850 in Professional Education; and a concentration in consumer education:

Consumer Education - 61 semester hours which consists of FCS 1000, FCS 1001, FCS 1202, FCS 1300, FCS 1400, FCS 2000, FCS 2101, FCS 2103, FCS 2104, FCS 2202, FCS 2204 OR FCS 4610 (not both), FCS 2600, FCS 3106, FCS 3700, FCS 4131/CI 4131, FCS 4400, FCS 4450, FCS 4701, ART 1011, COM 2101, FDN 3100, CI 3010, and 3 s.h. of family and consumer sciences electives.

2. Revise the course requirements for the M.A. degree in Family and Consumer Sciences, Education (527A/13.1308)[T] as follows: add FDN 5220 (3.s.h.); delete CI 5630 (3 s.h.); and delete the Comprehensive Examination requirement. (The total number of hours required for this degree, 36 s.h., did not change.) [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]

VOTE 6 **YES** 10 **NO** 0 **ABSTAIN** 0

Dr. Richard Henson presented proposals from the College of Arts and Sciences for the Departments of Interdisciplinary Studies; Political Science/Criminal Justice; and Psychology.

Dr. Henson noted that the proposal (ANT #2, 2004-05) from the Department of Anthropology is being postponed from consideration at today's meeting because this proposal has not been presented to the Graduate Council. The AP&P Committee members were asked to HOLD their copies of proposal ANT #2, 2004-05 until the March 2, 2005 A&P Committee meeting.

Proposal IDS-3 from the Department of Interdisciplinary Studies was presented **FOR INFORMATION ONLY** as follows (EFF. FALL, 2005):

1. Add a Graduate Certificate Program in Women's Studies (12 s.h.). It was noted that this graduate certificate program was amended, and received final approval from the Graduate Council at their meeting on January 24, 2005. (NOTE: Copies of the course requirements for all Graduate Certificate Programs are on file in the Graduate Studies & Research Office.)

A motion was approved to consider the remaining two proposals (IDS-4 and IDS-5) from the Department of Interdisciplinary Studies as a package.

VOTE 7 **YES** 11 **NO** 0 **ABSTAIN** 0

Proposals IDS-4 and IDS-5 from the Department of Interdisciplinary Studies were approved as follows (EFF. FALL, 2005):

1. Course additions:
IDS 5600. Feminist Perspectives on Pedagogy and Academe/(3).On Demand.
This course examines the feminist project in university education: the history of women's studies; the equality of women and members of other marginalized groups; gendered power within academic contexts; women in academic and administrative positions; tensions between various groups with emancipatory knowledge seeking projects; and feminist pedagogical practices. Students will examine autobiographical and other materials about the history, place, and progress of women in teaching, research, and administrative positions at

American universities. Students will reflect on their own disciplines through an interdisciplinary scholarly lens. Students will be introduced to both professional opportunities and tensions in women's studies specifically and in academia more broadly.

IDS 5650. Feminist Theories/(3).On Demand.

This course surveys a wide range of contemporary feminist theories explaining the origins, dynamics, and transformation of gender-based inequalities. It examines the intellectual roots of modern feminist theories as well as feminist attempts to overhaul its intellectual roots. Students will be introduced to the connections between feminist theories and other academic debates, and they will study political movements that reach beyond the oppression of women *per se*. This course examines not only the feminist revisions of and impact on academic discourse but also related intellectual trends and political movements such as postmodernism, deconstruction, poststructuralist theory, postcolonial theory, and critiques of liberalism, humanism, and Marxism.

VOTE 8 **YES** 10 **NO** 0 **ABSTAIN** 1

Proposals PS/CJ #1 and PS/CJ #31 from the Department of Political Science/Criminal Justice were approved as follows (EFF. SPRING, 2006):

1. Change the course description of CJ 2430 to read as follows:
CJ 2430. Corrections/(3).F;S.
The course provides a comprehensive overview of the origins of correctional systems in the United States and abroad and an introduction to the philosophical ideas with which specific correctional approaches are associated. Includes an assessment of organization and theory of correctional systems, institutional operations, management of inmates and staff, programmatic possibilities, alternatives to incarceration, and current and future issues.
Prerequisite: CJ 1100 or permission of the instructor.
2. Course addition:
PS 4225. International Security/(3).S.
This course examines the diverse theoretical perspectives within international relations and security studies. The class analyzes each of these perspectives critically, to evaluate their strengths and weaknesses, and to help students formulate their own understanding and explanation of the dynamics of global politics and international security.

VOTE 9 **YES** 11 **NO** 0 **ABSTAIN** 0

The following **FOR INFORMATION ONLY** items were presented from the Department of Psychology (EFF. FALL, 2005):

1. Change the course numbering of PSY 2510 to PSY 3511.
[DELETE PSY 2510, and ADD PSY 3511.]
PSY 3511. Honors Colloquium/(3).F. (WRITING)
2. Change the course numbering of PSY 3510 to PSY 3512.
[DELETE PSY 3510, and ADD PSY 3512.]
PSY 3512. Honors Colloquium/(3).S. (WRITING)

Proposal PSY #2 from the Department of Psychology was approved as follows (EFF. FALL, 2005):

1. Change the title of the **M.A./C.A.S. (Certificate of Advanced Study) in School Psychology (278A/42.1701)[T]** to a **M.A./Specialist in School Psychology (S.S.P.)**. [THIS DEGREE TITLE CHANGE IS CONTINGENT UPON APPROVAL FROM THE UNIVERSITY OF NORTH CAROLINA'S OFFICE OF THE PRESIDENT.]
The degree requirements do not change; however the prerequisite statement was revised to read as follows: "Prerequisites: A baccalaureate degree from an accredited college or university; completion of an approved Psychological Tests & Measurements course or demonstrated competence in the area." (The total number of hours required for this degree, 72 s.h., did not change.) [NOTE: A copy of the graduate catalog description of this degree is on file in the Office of Academic Affairs.]

VOTE 10

YES 11

NO 0

ABSTAIN 0

Dr. Charles Duke presented proposals from the Reich College of Education for the Department of Human Development & Psychological Counseling; the Doctoral Program in Educational Leadership; the Department of Curriculum & Instruction; and the Department of Leadership & Educational Studies.

Proposals HPC #1 through HPC #11 from the Department of Human Development and Psychological Counseling were approved as amended as follows (EFF. FALL, 2005):

1. Course deletions:
HPC 5750. Legal and Ethical Issues in Counseling and Student Development/(3).F;S.
HPC 6450. Seminar/(3).
HPC 6450. Seminar in Community Counseling/(3).S.
HPC 6450. Seminar in School Counseling/(3).SS.
2. Course additions:
HPC 5751. Ethics and Law in Professional Practice/(3).S.
A study of current legal and ethical issues confronting the college student development specialist or counselor in practice. Topics include authority and environment of ethics and law, ethical decision analysis, and topical issues such as student safety, liability, confidentiality, privacy, libel and slander, due process, and other related ethical and legal concepts. The course goal is to provide future practitioners with a working knowledge of ethical and legal issues so as to inform good practice.

HPC 5752. Legal and Ethical Issues in Community Counseling/(3).F.
A study of legal and ethical issues confronting community agency, mental health and rehabilitation counselors. Topics include moral reasoning, tort liability, confidentiality, privacy, libel, slander, due process, federal and state rules, regulations, and statutes, and other important concepts and actions resulting in legal and ethical questions.

HPC 5753. Legal and Ethical Issues in Marriage and Family Therapy/(3).F.
A contextual study of legal and ethical issues related to the profession of marriage and family therapy. Topics include professional identity, scope of practice, professional

organizations, licensure, ethical codes, confidentiality, legal responsibility and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

HPC 5754. Legal and Ethical Issues in Professional School Counseling/(3).S.

An exploration of ethical and legal standards, and applications specific to professional school counseling. General topics will include the ethical decision-making process, confidentiality, privileged communication, informed consent, duty to warn, dual relationships, record keeping, parental rights, the rights of minors, testifying in court, and testing. Special topics and the needs of special populations will be examined.

HPC 6451. Community Counseling Seminar/(3).F.

An examination of current issues and trends in mental health, agency and rehabilitation counseling focusing on the transition from clinical trainee to entry level practitioner in areas such as psychosocial assessment, prevention/education/intervention techniques, administration of programs, and supervision.

HPC 6452. Seminar in Professional School Counseling/(3).F.

This course is designed to provide opportunities for students to further develop knowledge and skills in order to deliver a comprehensive and developmental school counseling program. A wide variety of topics currently addressed in professional school counseling literature will be studied. Prerequisite: HPC 5310.

3. Change the title and course description of HPC 5270, Theories of Marriage and Family Counseling I, to read as follows:

HPC 5270. Theories of Marriage and Family Therapy I/(3).F.

A study from the systemic perspective of the historical development, theoretical and empirical foundations, and current issues in marriage and family therapy. Major models of marriage, couple and family therapy are surveyed.

4. Change the title and course description of HPC 5271, Theories of Marriage and Family Counseling II, to read as follows:

HPC 5271. Theories of Marriage and Family Therapy II/(3).S.

A study of a selected number of theories concerning marriage and family therapy. Class will involve role play, group discussion, and demonstration of marriage and family therapy. Prerequisite: HPC 5270.

5. Change the title and course description of HPC 6271, Theories of Marriage and Family Counseling III, to read as follows:

HPC 6271. Theories of Marriage and Family Therapy III/(3).SS.

A comprehensive survey of major models of marriage and family therapy with emphasis on the relationship of theory to practice.

6. Revise the course requirements for the M.A. degree in Community Counseling (405*/13.1102) to reflect the above course changes. Delete HPC 5750 and HPC 6450; and add HPC 5752 and HPC 6451 as required courses. (The total number of hours required for this degree, 54 or 60 s.h., did not change.) [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]

7. Revise the course requirements for the concentration in Expressive Arts Therapy (405F) under the M.A. degree in Community Counseling (405*/13.1102) by reducing the number of electives from 6 s.h. to 3 s.h., by adding HPC 6370 as a required course, and by adding the list of elective course choices to the catalog description. (The total number of hours required for this concentration, 9 s.h., did not change.) [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]
8. Add a concentration in Body Centered Therapy (9 semester hours) to the M.A. degree in Community Counseling (405*/13.1102). (The total number of hours required for this degree is 54 or 60 s.h..) [NOTE: A copy of the graduate catalog description is on file in the Office of Academic Affairs.]
9. Revise the course requirements for the M.A. degree in College Student Development (496*/13.1102) to reflect the above course changes. Delete HPC 5750; and add HPC 5751 as a required course. (The total number of hours required for this degree, 42 or 48 s.h., did not change.) [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]
10. Revise the course requirements for the M.A. degree in Marriage and Family Therapy (468A/51.1505) to reflect the above course changes. Delete HPC 5750; and add HPC 5753 as a required course. (The total number of hours required for this degree, 49 or 48 s.h., did not change.) [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]
11. Change the title of the M.A. degree in School Counseling (417*/13.1101)[T] to an M.A. degree in Professional School Counseling; and revise the course requirements to reflect the above course changes. Delete HPC 5750 and HPC 6450; and add HPC 5754 and HPC 6452 as required courses. (The total number of hours required for this degree, 42 or 48 s.h., did not change.) [THIS DEGREE TITLE CHANGE IS CONTINGENT UPON APPROVAL FROM THE UNIVERSITY OF NORTH CAROLINA'S OFFICE OF THE PRESIDENT.] NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.

VOTE 11 YES 11 NO 0 ABSTAIN 0

Proposal HPC #12 from the Department of Human Development and Psychological Counseling was approved as follows (EFF. FALL, 2005):

(NOTE: This motion included the approval of allowing a Fall 2005 effective date which was an exception to the Spring, 2006 effective date as noted on the agenda for today's meeting.)

1. Course addition:
[Note: HPC 3150 has been approved for the S (SPEAKING) special designator.]
HPC 3150. Peer Leader Seminar/(3).F.
This seminar course prepares Peer Leaders for their role in the Freshman Seminar class (US 1150) and provides important skills that can be applied in any leadership setting. Focuses on public speaking and group facilitation skills, leadership, and helping skills. Open only to Freshman Seminar Peer Leaders. (SPEAKING)

VOTE 12 YES 11 NO 0 ABSTAIN 0

Proposals HPC #13 through HPC #19 from the Department of Human Development and Psychological Counseling were approved as follows (EFF. FALL, 2006*):

Dr. Lee Baruth, Chair of the Department of Human Development and Psychological Counseling noted that this proposed new M.A. degree in Rehabilitation Counseling will require three new faculty positions, funding for library periodicals, and additional resources. The department will need a commitment from the Provost before they move forward with the Intent to Plan and the Request to Establish this new degree.

1. Add a **Master of Arts degree in Rehabilitation Counseling (CIP 51.2310).**
[*CONTINGENT UPON APPROVAL FROM THE UNIVERSITY OF NORTH CAROLINA'S OFFICE OF THE PRESIDENT.] (The total number of hours required for this M.A. degree will be 49 s.h. with a thesis or 48 s.h. without a thesis.)
NOTE: Copies of the graduate catalog description of this new degree are on file in the Office of Academic Affairs.

2. *(NOTE: The addition of the following new courses is contingent upon the approval of the proposed M.A. degree in Rehabilitation Counseling as noted in # 1. above.)*

Course additions:

HPC 5150. Introduction to Rehabilitation Counseling/(3).F.

This course provides a comprehensive introduction to the profession of rehabilitation counseling and to the role of rehabilitation counselors as human service providers in public and private organizations. Students will examine and analyze philosophical, historical, legislative and organizational structures; rehabilitation and related programs; referral and service delivery systems; the rehabilitation counseling process; and professional and ethical issues.

HPC 5350. Medical and Psychosocial Aspects of Disability/(3).F.

This course is designed to prepare rehabilitation counselors and social workers to become interpreters of medical information concerning major disabilities, and to provide an understanding of the psychosocial factors encountered by persons with disabilities. Focus will be on how these factors affect adjustment to a disability, and on professional practice with persons who have disabilities. Topics include concepts of medical and psychosocial aspects of disability which relate to societal attitudes, family dynamics, sexuality, and mental health issues. This course will address medical and psychosocial issues related to learning and sensory impairments, bodily disfigurement, and selected catastrophic diseases.

HPC 5650. Rehabilitation Services and Resources/(3).S.

This course is designed to provide an overview of the various agencies involved in the rehabilitation process of persons with disabilities. The scope of services, staffing patterns, and funding resources of individual agencies will be discussed. Also, the relationship among agencies in terms of overlapping services will be highlighted.

HPC 6455. Seminar in Rehabilitation Counseling/(3).S.

This course will provide participants with a broad overview of best practices, societal issues, trends, and developments as they relate to the role of rehabilitation counseling in the provision of services and educational attainment of persons with disabilities and their families. Prerequisite: HPC 5150.

3. Add the following Internship in Rehabilitation Counseling to the existing list of HPC 6900 Internships:
HPC 6900. Internship in Rehabilitation Counseling/(6).F;S.
Supervised practice in the use of counseling skills will be emphasized through placement of students in appropriate rehabilitation agencies. Graded on an S/U basis only. Prerequisites: HPC 5140, HPC 5150, HPC 5210, HPC 5220, HPC 5350, HPC 5650, HPC 5900, HPC 6720, and approval of the departmental chair.

VOTE 13

YES 11

NO 0

ABSTAIN 0

Proposals EDL 1 through EDL 4 from the Doctoral Program in Educational Leadership were approved as follows (EFF. FALL, 2005):

1. Course deletions:
EDL 7060. Public and Interpersonal Communication/(3).SS.
EDL 7140. Advanced Experimental Design/(3).On Demand.
2. Course additions:
EDL 7065. Writing for the Professional Educator/(3).S.
This course is designed for professional educators seeking to gain knowledge and skill in using writing effectively as a major component of leadership and management in educational settings. Topics include understanding the writing process in professional settings, tailoring messages for audience and purpose, using different forms of writing in the profession, applying technology tools for writing, and understanding the relationship between writing and speaking in developing communication effectiveness as a leader.

EDL 7190. Research Design in Education/(3).F.
This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. Topics will include conceptualizing educational research, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Students who successfully complete the course will be able to make proper decisions regarding appropriate designs and methods for investigating different research questions, and will be able to plan and implement a research project for their dissertations.
3. Revise the course requirements for the Ed.D. in Educational Leadership (702*/13.0401) with concentrations in Educational Leadership, Licensure (702B)[T], and Educational Leadership, General (702C) as follows: a) change EDL 7040 from an elective to a required core course; b) delete EDL 7060 and EDL 7140 from the list of electives under both concentrations; c) add EDL 7065 and EDL 7190 to the list of required core courses; d) increase the semester hours of required core courses from 27 s.h. to 36 s.h.; and e) decrease the number of semester hours required for a concentration from 21 s.h. to 12 s.h. (The total number of hours required for the Ed.D. degree, 60 s.h. minimum, did not change.) [Note: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]

VOTE 14

YES 11

NO 0

ABSTAIN 0

Proposals CI-1 through CI-5, and CI/MAT 1 from the Department of Curriculum and Instruction were approved as amended as follows (EFF. FALL, 2005):

(NOTE: This motion included the approval of allowing a Fall 2005 effective date which was an exception to the Spring, 2006 effective date as noted on the agenda for today's meeting.)

1. Course addition:

CI 3015/FDN 3015. Developing and Using Classroom Assessments/(2).F;S.

An overview of the basic concepts used in developing and using classroom assessments. Students are introduced to strategies used to set objectives and assess student learning including traditional, authentic, and performance techniques. Topics include: test item construction, test score statistics, item analysis, standardized tests, and grading and reporting to parents. Effective assessment strategies are modeled and applied to educational settings in North Carolina. Links quality assessment to effective teaching and effective schools. (Same as FDN 3015/CI 3015.)

2. Add CI 3015/FDN 3015 as a new course (as noted in # 1. above) and as a degree requirement for the B.S. degree in Elementary Education (441A/13.1202)[T]. (The total number of hours required for this degree, 128 s.h., did not change.) [Note: A copy of the revised catalog description is on file in the Office of Academic Affairs.]

3. Increase the credit hours for CI 3030/MAT 3030 from (2 s.h.) to (3 s.h.); and change the course descriptions to read as follows:

CI 3030/MAT 3030. Investigating Mathematics and Learning/(3).F;S.

A study of mathematics and learning related to K-6 students and prospective teachers. Topics include the content strand number and operations and process strands connections, communication, problem solving, reasoning and proof, and representation. Selected instructional activities will be designed for implementation with elementary students during field placement experiences (CI 3000/SPE 3000). Prerequisite: MAT 2030. (Same as MAT 3030/CI 3030.)

4. Change the title of CI 3100, Teaching High School Social Science; and change the course description to read as follows:

CI 3100. Teaching High School Social Studies/(3).F;S.

National, state, and program standards for the social studies, current research in social studies education, social studies content, and knowledge and abilities of the learner are used to build lessons and units in social studies. Constructing knowledge, understanding major social studies concepts, and developing skills based on the North Carolina Standard Course of Study are emphasized. Major topics include selecting materials and resources, instructional strategies, applying technology, assessing learning, and classroom management. Includes a 45 hour internship in a regional high school. Course is to be taken concurrently with RE 4630 the semester before student teaching.

5. Increase the credit hours for CI 3110 from (2 s.h.) to (3 s.h.); and change the course description to read as follows:

CI 3110. Social Studies in the Elementary School/(3).F;S.

National, state, and program standards for the social studies, current research in social studies education, social studies content, and knowledge of the learner are used to build lessons and units in social studies. Constructing knowledge, understanding major social studies concepts, developing skills, and connecting social studies to the broader elementary

curriculum is emphasized. Major topics include selecting materials and resources, instructional strategies, applying technology, integration with other subjects, and assessing learning. Coursework is integrated with the K-6 field internship and includes a service-learning component.

6. Increase the credit hours for CI 4000 from (3 s.h.) to (4 s.h.); and change the course description to read as follows:

CI 4000. Elementary School Curriculum and Instruction/(4).F;S.

An examination of the basic principles of curriculum, instruction, and assessment in relation to children in grades K-6. Topics focusing on classroom management, working with parents, and demonstrating performance on teaching standards will also be presented. Emphasis is placed on selecting, planning, and utilizing materials, strategies, and experiences based on the developmental needs of children and young adolescents. Students apply their knowledge when teaching and assessing elementary students in a K-6 field experience culminating in a full-time internship during the last five weeks of the semester. (WRITING; SPEAKING)

7. Increase the credit hours for CI 4030 from (2 s.h.) to (3 s.h.); and change the course description to read as follows:

CI 4030. Teaching Mathematics in the Elementary School/(3).F;S.

A study of mathematics and pedagogy for prospective K-6 teachers. Mathematical content strands include measurement and geometry and process strands connections, communication, problem solving, reasoning and proof, and representation with the integration of technology and assessment. Selected assessment and instructional activities will be designed for implementation with elementary students during field placement experiences. Prerequisites: MAT 2030 and CI 3030/MAT 3030.

VOTE 15

YES 11

NO 0

ABSTAIN 0

Proposals LES #1 and LES #2 from the Department of Leadership and Educational Studies were approved as follows (EFF. FALL, 2005):

1. Change the course description for LIB 5050 to read as follows:

LIB 5050. Information and Management Technology in Libraries and Educational Media Centers/(3).S.On Demand.

Examines the use and impact of library technology for administrative and instructional applications in libraries and media centers. Explores current and emerging technologies including computers, the Internet, digital video, electronic communication, interactive video, and multimedia, relating them to the instructional, bibliographic and administrative roles of the public librarian and the school library media specialist.

2. Delete the prerequisite statement from LIB 5140. The course description will read as follows:

LIB 5140. Electronic Research/(3).F.

Explores electronic reference and information sources in all available formats, including CD-ROM, DVD, and Internet databases available in schools and public libraries. Search engines, lesson plans, subject guides, online reference resources and web pathfinders are all explored through hands-on computer experience.

3. Revise the course requirements for the M.L.S. degree: Master of Library Science, General (465*/25.0101) with concentrations in School Libraries (465B)[T], and Public Libraries (465C) as follows: a) Change LIB 5050 from elective to a required course for both concentrations, which increases the required hours by 3 s.h.; b) Decrease the number of electives for the Public Libraries concentration from 12 s.h. to 9 s.h.; c) Change the elective options for both concentrations by listing LIB 5155, LIB 5170, and LIB 5180 as suggested electives; d) Under the School Libraries concentration, change the admission prerequisite of initial licensure "required" to initial licensure "preferred"; e) Under the School Libraries concentration, delete the 3 s.h. option of taking CI 5630 or FDN 5220 or FDN 5320 or FDN 5420 or LIB 5530-5549; f) Under the School Libraries concentration, add FDN/CI/RE/SPE 5040 as another 3 s.h. option to the already listed research courses. (The total number of hours required for the M.L.S. degree did not change; 39 s.h. required for the Public Libraries concentration; and 37-39 s.h. required for the School Libraries concentration.) [Note: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]

VOTE 16

YES 11

NO 0

ABSTAIN 0

OTHER:

- Dr. Butts noted item # 4.A. on the agenda. That list of SPECIAL DESIGNATOR "For Information Only" approvals will not be distributed at today's meeting. He explained that there was only one new designator approved at the January 28, 2005 Core Curriculum Council meeting. That designator approval was noted earlier at today's meeting. An "MC" special designator was approved for the new course, COM 3910 (see Page 2 of these minutes).
- Mr. John Abbott asked about the newly established Institute for Health and Human Services in regards to this committee. How far along are they with the plans for a nursing program at ASU, and will they present curriculum matters to the AP&P Committee? Dr. Butts referred to Dr. Tim Burwell to respond on behalf of the administration.

Dr. Burwell confirmed that, yes, when ready, the proposal for a nursing degree program will come forward to the AP&P Committee with the appropriate degree and course proposal forms. The details associated with the program and its academic home are still being worked out.

ADJOURNMENT:

The AP&P Committee members voted to adjourn at 4:05 p.m.

VOTE 17

YES 11

NO 0

ABSTAIN 0

ACADEMIC POLICIES AND PROCEDURES COMMITTEE
February 2, 2005
 Vote Record

VOTE SYMBOLS	y (YES)					N (NO)					A (ABSTAIN)						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<u>Committee Members</u>																	
John Abbott	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Jon Beebe	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
John Boyd	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Jeff Butts	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Eleanor Cook	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Mike Dotson	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ron Marden	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Martha McCaughey	-	-	-	-	-	-	y	A	y	y	y	y	y	y	y	y	y
Diana Quealy-Berge	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Sammye Sigmann	y	A	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Gayle Weitz	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Merlin Tilley	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Karl Lutterloh	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Sarah Moncelle	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Thomas Shook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

The recommendations of the Academic Policies and Procedures Committee, at its February 2, 2005 meeting are approved.

Stanley R. Aeschleman
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 Provost and Executive Vice Chancellor

2/23/05
 Date
