

MINUTES OF THE MEETING  
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE  
February 3, 2010

The Academic Policies & Procedures Committee met on Wednesday, February 3, 2010 in the William C. Strickland Conference Room of I.G. Greer Hall (Room 224).

Committee members present: Dr. Jeff Butts (Chair), Dr. Jon Beebe, Mr. John Boyd, Dr. Dinesh Davé, Dr. James Ivory, Dr. Leslie Sargent Jones, Dr. Jeff McBride, Dr. Jon Saken, Dr. Jesse Taylor, Dr. Carol Truett, Ms. Rachel Stratton, Mr. Thomas Brigman (Parliamentarian), and Mr. P.A. Rowe.

Committee members excused: Mr. Kern Maass and Dr. Ron Marden

Committee member absent: Mr. Andy Ball.

At 3:04 p.m., Dr. Jeff Butts noted that we have a quorum and he called the meeting to order. Dr. Butts also asked and made sure that all voting members had access to one of the laptop computers provided by ITS because they were only able to bring 12 of the 15 computers that we requested for today's meeting.

MINUTES:

Dr. Butts noted that the minutes from the November, December, and January AP&P Committee meetings are not yet available, but they will be posted on-line as soon as possible.

ANNOUNCEMENTS:

The General Education Council, at its January 29, 2010 meeting, approved the following courses for inclusion in the General Education program. These approvals are presented as amended to the AP&P Committee FOR INFORMATION ONLY:

**GEN ED: Science Inquiry Perspective**

For true transfer students only, the General Education Council approved continuance of allowing two different lab sciences to meet the Science Inquiry Perspective requirement. This approval carries an indefinite time period.

**GEN ED: Aesthetic Perspective (Theme: "Creative Expressions of Culture")**

Add the "Creative Expressions of Culture" theme. (*Eff: Spring, 2011*)

**GEN ED: Historical and Social Perspective (Theme: "Understanding Culture Through Social Practice")**

Add the "Understanding Culture Through Social Practice" theme. (*Eff: Spring, 2011*)

**GEN ED: Historical and Social Perspective (Theme: "This American Life")**

SW 2020. The American Social Welfare System (3 s.h.) (*Eff: Fall, 2010*)

**GEN ED: Wellness Literacy**

PE 1709. Water Aerobics (1 s.h.) (*Eff: Fall, 2010*)

PE 1712. Swimming for Fitness (1 s.h.) (*Eff: Fall, 2010*)

CurricUNET Update:

Dr. Butts asked Mr. Toni Becvinovski to update the committee on what has already changed and what is in the process of changing in CurricUNET. Mr. Becvinovski noted that there are plans to

revise the “All Proposals” listing so that users will be able to request proposals that are filtered by college/school/department/program. He also pointed out that he has removed multiple icons and replaced them with one “review” icon because users were having difficulty knowing which icon to open. They have also made an “All forms” icon available that provides a quicker access to each course modification proposal; however, that icon is not available in the program or policy proposals. Members were also encouraged to provide feedback to Mr. Becvinovski or to Dr. Rose Reinhart regarding other problems or questions with CurricUNET.

Other:

Dr. Butts acknowledged that there are a number of people in attendance today who will want to speak regarding the proposals on today’s agenda from the Reich College of Education, and he explained that when we get to that part of the agenda, he will ask how many and who wish to address the committee. Each person will be allowed no more than two minutes to speak on that topic. Dr. Butts also noted that copies of two emails from faculty in the Department of Leadership and Educational Studies have been provided to all voting members with today’s vote sheet and announcements.

NEW BUSINESS - CURRICUNET PROPOSALS

Dr. Neva Specht presented proposals from the College of Arts and Sciences for the Departments of Biology, Geography and Planning, Geology, Government and Justice Studies, History, Physics and Astronomy, Psychology, and Social Work.

Proposals from the Department of Biology were approved as amended as follows:  
(EFFECTIVE: FALL, 2010)

1. Course additions:

**BIO 4518. Honors Research (3).On Demand.**

Initiation of a research project in the laboratory, field, or classroom under the supervision of a biology faculty member. At least one semester prior to the start of the research project, the student must formally confer with a thesis advisor and must also submit and have approved a formal research proposal. Prerequisite: admission to the Biology Honors Program.

**BIO 4519. Biology Honors Thesis (3).On Demand.**

*GEN ED: Capstone Experience*

Work, under the supervision of a biology faculty member, on the project begun in BIO 4518 (Honors Research). An oral report on the project will be presented in a public seminar. A written thesis will be approved by a committee comprised, at minimum, of the thesis advisor and another faculty member. (Note: If a student is using the Biology Honors Thesis to fulfill the requirements for University Honors, one member of the committee must be from outside the Department of Biology.) A student who completes the thesis with a grade of “B” or higher will be eligible for “Honors in Biology.” Prerequisite: BIO 4518 with a grade of “B” or higher.

**GS 4404. The Meaning and Nature of Science (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

The goal of this course is to help students develop a sound understanding of the nature of science, the process of scientific inquiry, and the reciprocal relationship between science and society through a critical examination of the history of science since the Renaissance. Lecture three hours. (WRITING)

2. Increase the credit hours for BIO 4551 from (3 s.h.) to (4 s.h.) and change the course description to read as follows:  
**BIO 4551. Ornithology (4).S.**  
The morphology, physiology, behavior, ecology and identification of birds. Early morning field trips are required. Extended field trips to a variety of habitats will be arranged. Lecture and laboratory will emphasize techniques of observing, recording and analyzing data using a research project format. Lecture three hours, laboratory three hours. [Dual-listed with BIO 5551.]
3. Increase the credit hours for BIO 5551 from (3 s.h.) to (4 s.h.) and change the course description to read as follows:  
**BIO 5551. Ornithology (4).S.**  
The morphology, physiology, behavior, ecology and identification of birds. Early morning field trips are required. Extended field trips to a variety of habitats will be arranged. Lecture and laboratory will emphasize techniques of observing, recording and analyzing data using a research project format. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4551.]

4. Add an Honors Program in Biology. The catalog description will read as follows:  
**Honors Program in Biology**  
The Department of Biology provides the opportunity for highly qualified students to graduate with departmental honors in Biology. In order to graduate with "honors in Biology," the student must have at least a 3.5 overall GPA; a GPA of at least 3.5 in the major (calculation includes cognate courses); and must have completed a minimum of 9 semester hours of honors courses in Biology, including BIO 4518 (Honors Research, 3 s.h.) and BIO 4519 (Biology Honors Thesis, 3 s.h.).

Admission to the Biology Honors Program - Students must apply for admission to the honors program in Biology. Applications will be considered by the department's Scholarship Committee and by the faculty director of the Biology Honors Program. A student is eligible to apply for admission into the Biology honors program if she or he:

1. Has completed at least 45 semester hours of course work with a minimum of 15 semester hours completed at Appalachian State University;
2. Is majoring in one of the degree programs in the Department of Biology;
3. Has completed BIO 2400 or BIO 2700 with a grade of "B" or higher;
4. Has an overall GPA of at least 3.5 and a GPA of at least 3.5 in the major; and
5. Has identified a Biology faculty member who has agreed to direct the student's Honors Research (BIO 4518) and Biology Honors Thesis (BIO 4519).

Space in the Biology Honors Program is limited, and not all students meeting the application criteria may be accepted into the Biology Honors Program.

5. Revise the course requirements for the Bachelor of Science degree in Biology, Secondary Education (209A/13.1322)[T] by deleting RE 4630 (3 s.h.) and add GS 4404 (3 s.h.) as a required course. (The total number of hours required for the degree, 128 s.h., did not change.) The revised catalog description will read as follows:

**The Bachelor of Science degree in Biology, Secondary Education (209A/13.1322)[T] (Teaching)**

In addition to the general objectives of the department, this degree is designed for students intending to pursue careers in teaching. Students successfully completing this degree will meet the North Carolina Department of Public Instruction requirements to teach biology full-time in grades 9-12 and will be eligible for a North Carolina Secondary General Science teaching license.

The Bachelor of Science degree in Biology, Secondary Education (Teaching) requires 128 s.h. including the biology core (BIO 1801 and BIO 1802) and completion of the following: BIO 2400, BIO 2410, BIO 3436, BIO 3301 or BIO 4555, BIO 3312, BIO 3521, BIO 3800; one course from Area D (listed below) (3 s.h. minimum);

CHE 1101, CHE 1110, CHE 1102, CHE 1120, CHE 2101, CHE 2203, MAT 1110, STT 2810, PHY 1103 and PHY 1104, GLY 1101, GS 4403 and GS 4404 (minimum grade of "C" required in GS 4403 and GS 4404); plus course work required by the Reich College of Education for teacher licensure. The student should consult the requirements for licensure listed under the Department of Curriculum and Instruction.

VOTE 1                      YES 12                      NO 0                      ABSTAIN 0

Proposals from the Department of Geography and Planning were approved as amended as follows:  
(EFFECTIVE: FALL, 2010)

1. Change the course numbering of PLN 3431 to PLN 3432, decrease the credit hours from (5 s.h.) to (4 s.h.), delete the lecture/lab statement, add the following prerequisite statement, and change the course description to read as follows: [DELETE PLN 3431 and ADD PLN 3432.]  
**PLN 3432. Planning Techniques (4).F.**  
*GEN ED: Junior Writing in the Discipline (WID)*  
The course helps students develop skills and knowledge of planning methods and learn techniques that planners use to accomplish tasks in the planning office. The class combines formal lectures, discussion, and in-class exercises. Prerequisites: PLN 2410 and GHY 2812 or PLN 2812. (WRITING; SPEAKING; NUMERICAL DATA; COMPUTER) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)
2. Change the course description of PLN 3730, change the semester offering from S. to F;S., and add the following prerequisite statement:  
**PLN 3730. Land Use Regulations (3).F;S.**  
This course teaches students about the uses and limitations of land use regulations at the local government level. Topics include: the U.S. system of land use controls and constitutional limitations on public control of private property; the structure of local zoning and subdivision ordinances; legal and administrative perspectives on land use regulations in local government decision-making; landowner rights and concerns; the site review process; environmental land use regulations; and planning ethics. Prerequisite: PLN 2410.
3. Change the title and course description of PLN 4700. Project Management, delete the lecture/lab statement and the W (WRITING) and S (SPEAKING) special designators, and remove the "Dual-listed with PLN 5700." statement. The course description will read as follows:  
**PLN 4700. Planning Studio (3).S.**  
This advanced undergraduate studio course helps planning majors apply planning knowledge and skills through a project that addresses a current planning concern. Under faculty supervision, students follow a formal planning process; locate and exchange information for project development and support; follow organizational, analytical, participatory, and interpretive procedures for developing and implementing project phases; practice presentation skills; and produce written and visual materials appropriate to the planning field. Open to planning majors; others by permission of the instructor.
4. Change PLN 5700. Project Management by removing the "Dual-listed with PLN 4700." statement from the course description.
5. Revise the course requirements for the Bachelor of Science degree in Community and Regional Planning (218A/04.0301) to reflect changes in required courses and the restructuring of electives. (The total number of hours required for this degree, 122 s.h., did

not change.) The revised catalog description will read as follows:

**The Bachelor of Science degree in Community and Regional Planning (218A/04.0301)** consists of a minimum of 70 semester hours. Required courses (37 semester hours) include: GHY 1010, GHY 1020 or GHY 1040, GHY 2310, GHY 3812, PLN 2410, PLN 2812, PLN 3432, PLN 3730, PLN 3800, PLN 4830, and PLN 4900 ( 6 s.h.). The program also requires 18 semester hours of planning and geography electives, including 6 semester hours from each of the following three areas: Environmental Planning, Urban and Economic Development, and Planning Methods. The electives must be 3000/4000 level planning or geography courses. In addition, the student must take a minimum of 15 semester hours in approved planning or related elective courses at the 3000 or 4000 level.

**VOTE 2**                      **YES**   12                        **NO**   0                        **ABSTAIN**   0  

One proposal from the Department of Geology was approved as amended as follows:  
(EFFECTIVE: FALL, 2010)

1. Change the semester offering of GLY 4510 from S. to F;S. and change the course description to read as follows:  
**GLY 4510. Senior Honors Thesis (3).F;S.**  
Work, under the supervision of a geology faculty member, on the project begun in GLY 4501 (Senior Research). An oral report on the project is required and will be presented in a fall or spring geology seminar. This course also requires a minimum of five hours laboratory or field work per week. A written thesis will be presented to the department. A student who completes the thesis with a grade of "B" or higher and who graduates with a GPA of 3.5 in geology courses will be eligible to graduate with "honors" in geology. A student who completes the thesis with a grade of "A" and who graduates with a GPA of at least 3.7 in geology courses will be eligible to graduate with "highest honors" in geology. Prerequisite: GLY 4501; senior geology majors with a minimum GPA of 3.25 in geology courses. (WRITING)

**VOTE 3**                      **YES**   12                        **NO**   0                        **ABSTAIN**   0  

Proposals from the Department of Government and Justice Studies were approved as amended as follows: (EFFECTIVE: FALL, 2010)

1. Course addition:  
**CJ 4510. Senior Honors Thesis (3).F;S.**  
An opportunity for undergraduates to perform independent research on a topic of their choosing, with the approval of the honors committee. Work will be supervised by a member of the criminal justice faculty. Feedback will be provided as the honors thesis develops. Enrollment is limited to qualified criminal justice majors. (WRITING)
2. Revise the program description for the Master of Science degree in Criminal Justice and Criminology (120A/43.0104) by eliminating the written comprehensive exam requirement from the "thesis option." Change the graduate catalog statement to read as follows:  
**Other Requirements for the MS in Criminal Justice and Criminology:**
  - Comprehensive: During the final semester of course work, students not pursuing the thesis option must pass a written examination.

**VOTE 4**                      **YES**   12                        **NO**   0                        **ABSTAIN**   0  

Proposals from the Department of History were approved as amended as follows (Contingent on the General Education Council's approval of HIS 1520 and HIS 1525 for GEN ED credit):

[Note: HIS 1520 and HIS 1525 were approved by the General Education Council on 2/26/10 as noted below.] (EFFECTIVE: FALL, 2010)

1. Course additions:

**HIS 1520. Honors: Patterns of Global History (3).F;S.**

*GEN ED: Historical Studies Designation; Local to Global Perspective (Theme: "Regions in Global Context")*

An honors course examining selected themes in global history with an emphasis on the historical context of global issues, processes, trends, and systems as they have affected local regions. HIS 1520 cannot be repeated for credit and does not count toward the requirements for a History major or minor. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

**HIS 1525. Honors: Problems in Global History (3).F;S.**

*GEN ED: Historical Studies Designation; Local to Global Perspective (Theme: "Regions in Global Context")*

An in-depth examination of selected events, issues, systems, processes, or developments in global history, and their relationship to and effect upon local regions. Particular emphasis will be given to development of critical thinking skills appropriate to historical inquiry. HIS 1525 cannot be repeated for credit and does not count toward the requirements for a History major or minor. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

2. Change the course numbering of HIS 3000 to HIS 2800 as follows:

[DELETE HIS 3000 and ADD HIS 2800.]

**HIS 2800. Writing History (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course is required for all History majors. The courses uses a variety of primary and secondary sources to explore the ways history is researched and written. (WRITING)

3. Revise the course requirements for the Bachelor of Arts degree in History (254A/54.0101) to reflect the number change of HIS 3000 to HIS 2800. (The total number of hours required, 122 s.h., did not change.) The revised catalog description will read as follows:

**The Bachelor of Arts degree in History (254A/54.0101)** consists of 36 semester hours in history beyond general education history courses which must include: six semester hours in United States history; six semester hours in European history; six semester hours in World/Non-Western history; HIS 2800, Writing History; HIS 4000, Senior Colloquium; HIS 4100, Senior Seminar ("C" minimum required); plus 9 additional semester hours of history. One 3 s.h. 2000-level course must be taken before any 3000-level course may be taken, and one 3000-level course must be taken before any 4000-level course may be taken. No more than 12 semester hours may be taken at the 2000-level.

History majors seeking the BA degree are also required to take six semester hours of a foreign language at the intermediate level or higher, and must also complete a minor in a related discipline. A candidate for the Bachelor of Arts degree in History may count no more than a total of 46 semester hours above general education requirements in history.

4. Revise the course requirements for the Bachelor of Science degree in History (non-teaching) (246\*/54.0101) with the following concentrations: Applied and Public History (246B) and Multidisciplinary (246C) to reflect the number change of HIS 3000 to HIS 2800. (The total number of hours required, 122 s.h., did not change.) The revised catalog description will read as follows:

**The Bachelor of Science degree in History (non-teaching)(246\*/54.0101) with a concentration in Applied and Public History (246B)** consists of 63 semester hours, including a minimum of 36 semester hours in

history and a minimum of 27 semester hours in the concentration. The 36 semester hours in history beyond general education history courses must include: six semester hours in United States history; six semester hours in European history, six semester hours in World/Non-Western history; HIS 2800, Writing History, HIS 4000, Senior Colloquium; HIS 4100, Senior Seminar (“C” minimum required); plus 9 additional semester hours of history. One 3 s.h. 2000-level course must be taken before any 3000-level course may be taken, and one 3000-level course must be taken before any 4000-level course may be taken. No more than 12 semester hours may be taken at the 2000-level. The concentration in Applied and Public History (246B) consists of a minimum of 27 semester hours drawn from various departments or disciplines. No more than three semester hours of this career-oriented concentration may be taken at the 1000-level, and must be from the department-approved list of 1000-level course offerings. The concentration must include 15 s.h. at the 3000-4000 level. This concentration is available to students who seek career preparation in public service fields such as cultural resources management, historic site interpretation, architectural preservation, planning, and cultural journalism. Careers in public history require a thorough grounding in local, social, and cultural history; an understanding of public policy; and performance skills in areas such as planning, preservation and conservation techniques, records management, historical interpretation, and grantsmanship. Career concentrations are designed by students in consultation with a faculty advisor and must be approved by the departmental chair.

**The Bachelor of Science degree in History (non-teaching) with a Multidisciplinary concentration (246C)** consists of 63 semester hours, including a minimum of 36 semester hours in history and a minimum of 27 semester hours in a career-oriented concentration. The 36 semester hours in history beyond general education history courses must include: six semester hours in United States history; six semester hours in European history; six semester hours in World/Non-Western history; HIS 2800, Writing History; HIS 4000, Senior Colloquium; HIS 4100, Senior Seminar (“C” minimum required); plus 9 additional semester hours of history. One 3 s.h. 2000-level course must be taken before any 3000-level course may be taken, and one 3000-level course must be taken before any 4000-level course may be taken. No more than 12 semester hours may be taken at the 2000-level. The Multidisciplinary concentration (246C) consists of a minimum of 27 semester hours drawn from various departments or disciplines. No more than three semester hours of this career-oriented concentration may be taken at the 1000-level, and must be from the department-approved list of 1000-level course offerings. The concentration must include 15 s.h. at the 3000-4000 level. This concentration is available to students interested in various history-related career areas. Examples of general areas of career-concentration, around one of which the student may design a program, are: business, government service, public history, and other fields related to specific career interests. Career concentrations are designed by students in consultation with a faculty advisor and must be approved by the departmental chair.

5. Revise the course requirements for the Bachelor of Science degree in History, Social Studies Education (116A/13.1328)[T] (with teacher licensure) to reflect the number change of HIS 3000 to HIS 2800. (The total number of hours required for this degree, 122 s.h., did not change.) The revised catalog description will read as follows:

**The Bachelor of Science degree in History, Social Studies Education (116A/13.1328) [T] (with teacher licensure)** consists of 39 semester hours in history beyond general education history courses. Majors must take: HIS 2201 and HIS 2204, plus six semester hours in European history; six semester hours in Non-Western history (Latin America, Asia, Africa); HIS 2800, Writing History; HIS 4000, Senior Colloquium; HIS 4100, Senior Seminar (“C” minimum required); and an additional 9 semester hours of history electives. One 3 s.h. 2000-level course must be taken before any 3000-level course may be taken, and one 3000-level course must be taken before any 4000-level course may be taken. No more than 12 semester hours may be taken at the 2000-level. This degree also requires 18 semester hours in related social studies disciplines, plus the professional education course requirements (24 s.h.), and CI 3100 (3 s.h.). Licensure is in both history and social studies. For the requirements in teacher education, refer to the Department of Curriculum & Instruction in this catalog.

VOTE 5

YES 12

NO 0

ABSTAIN 0

Proposals from the Department of Physics and Astronomy were approved as amended as follows:  
(EFFECTIVE: FALL, 2010)

1. Course additions:

**PHY 5845. Nanoscience and Technology (3).S.**

A survey of the current state of nanoscience and nanotechnology from both a theoretical and practical standpoint. Topics include, but are not limited to, nano-fabrication, tools (e.g. SEM, STEM, FIB, STM, AFM, etc.), nanomechanics, nanomaterials, Buckyballs and nanotubes, thin films, nano self-assembly, nano-scale heat transfer, thermoelectric devices, and nano-optics. Where applicable, content will be enhanced through direct experience with the available instrumentation. [Dual-listed with PHY 4845.]

*(NOTE: The request to add the dual-listed course, PHY 4845, was approved at the 1/13/10 AP&P meeting.)*

**PHY 5860. Physical Principles of Electron Microscopy (3).F.**

This course provides an overview of the fundamental principles of scanning electron microscopy, including all electron optical components (electron sources and guns, electron lenses, deflectors, and stigmators) and complete electron optical system physics. This overview is complemented by a thorough investigation of the electron beam-solid interaction physics and the resulting measurable signals. Image formation physics and a wide range of applications including qualitative and quantitative analysis techniques are fully developed in this course. PHY 5860 is accompanied by a required laboratory course (Corequisite: PHY 5861). [Dual-listed with PHY 4860.]

*(NOTE: The request to add the dual-listed course, PHY 4860, was approved at the 1/13/10 AP&P meeting.)*

**PHY 5861. Physical Principles of Electron Microscopy Laboratory (1).F.**

This laboratory provides an introduction to the instrumentation and methods of scanning electron microscopy, including all electron optical components (electron sources and guns, electron lenses, deflectors, and stigmators). Electron beam-solid interaction physics and the resulting measurable signals are investigated. Image formation physics and a wide range of applications including qualitative and quantitative analysis techniques are fully developed in this course. PHY 5861 is accompanied by a required lecture section (Corequisite: PHY 5860). [Dual-listed with PHY 4861.]

*(NOTE: The request to add the dual-listed course, PHY 4861, was approved at the 1/13/10 AP&P meeting.)*

2. Revise the course requirements for the Bachelor of Science degree in Physics, Secondary Education (266A/13.1329)[T] to reflect changes in the general education curriculum plus revisions to teacher education requirements. (The total number of hours required for this degree increased from 122 s.h. to 127 s.h.) The revised catalog description will read as follows:

**The Bachelor of Science degree in Physics, Secondary Education (266A/13.1329) [T] (with teacher licensure)** requires a minimum of 32 semester hours in physics (including PHY 1103-PHY 1104 or PHY 1150-PHY 1151, PHY 2010-PHY 2020, PHY 2210, PHY 3210, PHY 3400, PHY 3520, PHY 4210, and two to four semester hours of physics electives, plus BIO 1801, GLY 1101, CHE 1101, CHE 1110 and CHE 1102, CHE 1120, MAT 1110, MAT 1120, MAT 2130, six semester hours of cognate courses (PHY 3521, GS 4403, and RE 4630 - minimum grade of "C" required in GS 4403 and RE 4630), and three additional semester hours of courses in AST, MAT, PHY or STT. Prior to CI 4900 (Student Teaching), PRAXIS II - Physics (Area Exam) must be taken. Passing the Area Exam is not required by North Carolina for initial licensure, although it is required for being deemed Highly Qualified and for subsequent licensure. Graduates of this program have North Carolina secondary science licensure (Grades 9-12) and are licensed to teach both physics and physical science.

VOTE 6

YES 13

NO 0

ABSTAIN 0

Proposals from the Department of Psychology were approved as amended as follows:  
(EFFECTIVE: FALL, 2010)

1. Course additions:

**PSY 3010. Psychology Applied to Teaching (3).F;S.**

This course provides an overview of the development of the student and an analysis of the principles of classroom learning, classroom management, and behavioral guidance. Research-based theories of child and adolescent development and major concepts, theories, and research in the acquisition of knowledge and interpersonal social skills and in the guidance and management of student behavior in the classroom are examined and critiqued. The course introduces students to research and theory on group and individual differences; various types of diversity, including characteristics of students with disabilities and students from culturally and linguistically diverse backgrounds; and foundational concepts and principles of educational assessment and accountability, including the Response to Intervention model. Applications and implications for teaching and learning are emphasized. Forty (40) hours of field experiences are required. PSY 3010 may be taken prior to or after admission to teacher education. Prerequisite or corequisite: CI 2300. (MULTI-CULTURAL; CROSS-DISCIPLINARY)

**PSY 5703. Psychoeducational Assessment for Intervention II (3).S.**

As the second in a two-course sequence, this course extends students' knowledge and skills in school-based assessment for intervention. Students will have the opportunity to learn historical and theoretical foundations of intelligence as well as characteristics of and methods of assessing various educational disabilities. Students will demonstrate competency in the administration, scoring, and interpretation of results of the most commonly used measures of cognitive abilities, perceptual-motor integration, and adaptive behaviors and learn to integrate assessment data from multiple measures into comprehensive written reports with associated recommendations for interventions. Emphasis will be placed on the integration of assessment skills and methods attained during PSY 5702, Psychoeducational Assessment for Intervention I, as well as the application of assessment data to address instructional problems. Practice laboratory sessions are required. Prerequisites: PSY 5702 and admission to the School Psychology graduate program.

2. Change the course description of PSY 5555 to read as follows:

**PSY 5555. Advanced Educational Psychology (3).On Demand.**

This course provides an advanced examination of psychological concepts, theories, and research relevant to teaching and learning; critical issues and organizational models in general and special education; and public policy development and practices that foster effective learning environments for all students and that facilitate positive family involvement.

3. Change the course numbering and title of PSY 5691. Psychoeducational Assessment to PSY 5702, change the course description, and add a prerequisite statement to read as follows: [DELETE PSY 5691 and ADD PSY 5702.]

**PSY 5702. Psychoeducational Assessment for Intervention I (3).F.**

As the first in a two-course sequence, this course introduces students to the foundations of psychoeducational assessment, including psychometrics and measurement; legal, ethical, historical, family, and diversity issues; and various methods and models for assessing students within the school context. Students will demonstrate competency in the administration, scoring, and interpretation of results of the most commonly used tests of academic achievement and learn to integrate results into comprehensive written reports with associated recommendations for interventions. Emphasis will be placed on the application of assessment data to address academic needs. Practice laboratory sessions are required. Prerequisite: admission to the School Psychology graduate program.

4. Change the course numbering and title of PSY 5765. Emotional/Behavioral Assessment in Schools to PSY 5704, change the course description, and add a corequisite statement to read as follows: [DELETE PSY 5765 and ADD PSY 5704.]  
**PSY 5704. Emotional/Behavioral Assessment for Intervention (3).S.**  
This course examines current models and methods of school-based assessment of the emotional, behavioral and social functioning of children and adolescents, as well as pertinent legal, ethical, historical, family, and diversity issues and relevant federal and state regulations. Supervised practice with a school-based case will be provided, and students will learn to integrate emotional-behavioral assessment results into a comprehensive written report with associated recommendations for interventions. Corequisite: PSY 5902, Practicum II (School Psychology).
5. Change the course description of PSY 5810 and add the following prerequisite statement:  
**PSY 5810. Functions and Ethics of the School Psychologist (3).F.**  
As an introduction to the profession of school psychology, this course reviews historical foundations, current practices, and emerging models in the field. Students critically consider current roles and functions of school psychologists, relevant state and federal laws and regulations, important ethical and professional issues, and the school psychologist's relationships with parents, students, other school personnel, and relevant community resources. The course is designed to be a catalyst in the development of the student's professional identity as a school psychologist. Prerequisite: admission to the School Psychology graduate program.
6. Change the title and course description of PSY 5820. Psychoeducational Prevention/Interventions and add the following prerequisite statement:  
**PSY 5820. Psychoeducational Prevention and Intervention (3).F.**  
This course is designed to teach school psychology graduate students evidence-based prevention and intervention strategies that promote the mental health and physical well-being of children and adolescents. Students learn how to collaborate effectively with other professionals and are trained in crisis prevention and preparedness using a curriculum developed by the National Association of School Psychologists. Prerequisite: admission to the School Psychology graduate program.
7. Change the course description of PSY 6900 by deleting the statement regarding the minimum number of contact hours per credit hour for the generic psychology internship description and add detail about the minimum number of internship contact hours required specific to each graduate program as follows:  
**PSY 6900. Internship (1-6).F;S.**  
Internships are required for students in the Clinical Health Psychology and School Psychology programs and are an option for students in the Industrial-Organizational Psychology and Human Resource Management (I/O-HRM) program. The requirements are listed below. Graded on an S/U basis.
  - **Clinical Health Psychology:** Placement in a mental health setting practicing psychology to include experience administering psychological evaluations, individual or group psychotherapy and behavior change, and consultation with relevant professionals and community agencies, supervised by a psychologist. Students must complete a minimum of 600 hours per North Carolina Psychology Board licensure requirements and many sites require 1,000+ hours. Prerequisite: approval of the internship instructor and the Clinical Health Psychology program director. Graded on an S/U basis. May be repeated for a total

credit of six semester hours.

- **School Psychology:** Placement in a school setting under appropriate professional supervision for 1,200 hours, on a full-time basis over two consecutive semesters (6 credit hours per semester), or on a half-time basis over four consecutive semesters (3 credit hours per semester); to include experience with psychoeducational problem solving and assessment; individual and group counseling; collaborative consultation with parents, teachers, interdisciplinary teams, and community agencies; behavior change strategies; in-service training; and applied research. Successful completion of the internship is required of all students enrolled in the School Psychology program. Graded on an S/U basis.
- **Industrial-Organizational Psychology and Human Resource Management:** Placement in an applied setting in which students can gain experience in various aspects of human resource management and development. Students will develop skills in personnel selection and placement, performance, appraisal, attitude measurement, motivation of employees, training and development of change within organizations. Student should enroll in MGT 5900 and are expected to complete a minimum of 400 hours over a period of ten weeks. Graded on an S/U basis.

8. Revise the Master of Arts degree in Clinical Health Psychology (115A/42.0201) to add the following statement related to admission requirements:

Successful admission will be contingent upon completion of a Criminal Background Check (CBC) that will be reviewed by the Clinical Health Admissions Committee and the Graduate School. The Criminal Background Check is required for licensure as a psychologist and because psychology trainees are placed in professional agencies with policies regarding criminal histories.

9. Revise the Master of Arts degree in Industrial-Organizational Psychology and Human Resource Management (258A/42.0901) to change the comprehensive examination requirements as follows:

**Comprehensive:** Each candidate will satisfactorily complete both a comprehensive oral exam administered by program faculty and a psychology subject exam (either the GRE subject test or the ACAT).

10. Revise the Master of Arts/Specialist in School Psychology (125A/42.1701)[T] as follows:

- a) Add the following statement related to program requirements:  
Candidates will be subject to Criminal Background Checks (CBCs) prior to participation in required training experiences in the public schools. Continued enrollment in the program requires that CBCs reveal no criminal offenses that would preclude employment in the public schools of North Carolina.
- b) Revise the course requirements to include: PSY 5555, PSY 5702 (was PSY 5691), PSY 5703, and PSY 5704 (was PSY 5765) as required courses; and delete PSY 5700 as a required course. (The total number of hours required for this degree, 72 s.h., will not change.) The revised graduate catalog description will read as follows:

Minimum required hours: 72 semester hours

Required courses (63 s.h.):

PSY 5020: Research Methods in Psychology (3)

PSY 5150: Pro-Seminar I: Learning and Cognition (3)

PSY 5250: Pro-Seminar III: Biopsychology and Developmental Psychology (3)

PSY 5555: Advanced Educational Psychology (3)  
PSY 5702: Psychoeducational Assessment for Intervention I (3)  
PSY 5703: Psychoeducational Assessment for Intervention II (3)  
PSY 5704: Emotional/Behavioral Assessment for Intervention (3)  
PSY 5713: Child Psychopathology (3)  
PSY 5716: Interventions for Children and Adolescents (3)  
PSY 5800: Applied Behavior Management (3)  
PSY 5810: Functions and Ethics of the School Psychologist (3)  
PSY 5820: Psychoeducational Prevention and Intervention (3)  
PSY 5901: Practicum I (3)  
PSY 5902: Practicum II (3)  
PSY 6900: Internship (6 s.h. in Fall + 6 s.h. in Spring = 12)  
HPC 5220: Counseling Theory and Techniques (3)  
HPC 6620/PSY 6620: School-Based Consultation (3)  
RE 5715: Reading Assessment and Correction (3)

Thesis Option (Choose one) (9 s.h.):

Thesis:

- PSY 5030: Quantitative Methods in Psychology (3)
- PSY 5998: Thesis Proposal (3)
- PSY 5999: Thesis (3)

OR

Non-Thesis:

- PSY 5040: Applied Psychological Research and Evaluation (3)
- 6 s.h. of approved graduate electives

**VOTE 7**                      **YES**   12                        **NO**   0                        **ABSTAIN**   0  

One proposal from the Department of Social Work was approved as amended as follows:  
(EFFECTIVE: FALL, 2010)

1. Revise the Master of Social Work degree (135\*/44.0701) with concentrations in Community and Organizational Practice (135B) and Individuals and Families (135C) to list the following as the new requirements for admission with advanced standing:

**Entry with Advanced Standing:** Applicants who are graduates of Council on Social Work Education-accredited Bachelor of Social Work degree programs during the seven years preceding application and who have earned average grades of 3.2 or greater in their undergraduate social work course work may apply, by letter, for Advanced Standing in the MSW program. Only graduates of such Bachelor of Social Work programs are eligible for Advanced Standing. The prerequisites and basic admissions criteria for Advanced Standing are the same as those for admission to the two-year program. Those admitted as Advanced Standing students are not required to complete the required foundation courses (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240.)

**VOTE 8**                      **YES**   12                        **NO**   0                        **ABSTAIN**   0  

Dr. Heather Hulburt Norris presented proposals from the Walker College of Business. Proposals from the Master of Business Administration Program were approved as amended as follows (EFFECTIVE: FALL, 2010):

1. Course additions:  
**ACC 5240. Accounting for Sustainable Practice (3).On Demand.**

This course focuses on the critical role of accounting in helping managers address sustainability issues and measure sustainability performance. Because traditional models in accounting and financial reporting may be difficult to apply when measuring sustainability performance, frameworks such as the Triple Bottom Line concept or the Balanced Scorecard have been developed to accommodate the measurement of a firm's performance on 3 levels: economic prosperity, environmental impact, and social justice. This course focuses on the challenges faced by managers and accountants in using traditional accounting techniques to measure and report on sustainable activities, and offers guidance on how to overcome these challenges. The course will also examine the ethical issues associated with sustainability measurement and disclosure, critical effects of tax policy on sustainable practice management, and current issues in sustainability reporting and assurance. (Same as MBA 5240.)

**MBA 5240. Accounting for Sustainable Practice (3).On Demand.**

This course focuses on the critical role of accounting in helping managers address sustainability issues and measure sustainability performance. Because traditional models in accounting and financial reporting may be difficult to apply when measuring sustainability performance, frameworks such as the Triple Bottom Line concept or the Balanced Scorecard have been developed to accommodate the measurement of a firm's performance on 3 levels: economic prosperity, environmental impact, and social justice. This course focuses on the challenges faced by managers and accountants in using traditional accounting techniques to measure and report on sustainable activities, and offers guidance on how to overcome these challenges. The course will also examine the ethical issues associated with sustainability measurement and disclosure, critical effects of tax policy on sustainable practice management, and current issues in sustainability reporting and assurance. Prerequisites: admission to the MBA Program or permission of the program director and MBA 5320 or ACC 2110 (Principles of Accounting II) or equivalent. (Same as ACC 5240.)

**MBA 5311. Communication in Conflict Management (3).On Demand.**

This is a course designed to provide the opportunity for students and the instructor to examine and research the central role of communication in resolving conflict within various organizational entities. The course will focus on conflict resolution and negotiation skills required in such environments as management and labor, public administration, families, and education. A particular area of concentration will be selected each semester. Prerequisite: admission to the MBA Program or permission of the program director. (Same as COM 5311.)

*[NOTE: See VOTE 10 on the next page for the approval and course description of the cross-listed course, COM 5311.]*

2. Revise the course requirements for the Master of Business Administration (305\*/52.0201) by adding ACC 5240/MBA 5240 to the elective list under the Sustainable Business concentration (305D), and by adding COM 5311/MBA 5311 to the elective list under the General Management concentration (305B).  
*(NOTE: Refer to pages 7 and 8 of the November 4, 2009 AP&P Minutes for a copy of the graduate catalog description of the MBA degree that reflects these changes.)*
3. Revise the Master of Science degree in Accounting (302\*/52.0301) by adding ACC 5240/MBA 5240 as a graduate elective course for this degree.  
*(NOTE: The graduate catalog description will not change.)*

VOTE 9

YES 12

NO 0

ABSTAIN 0

Dr. Glenda Treadaway presented proposals from the College of Fine and Applied Arts for the Departments of Art; Communication; Family and Consumer Sciences; Health, Leisure and Exercise Science, and Theatre and Dance.

*NOTE: The proposals from the Department of Art to add two new courses, ART 3521 and ART 3522, were withdrawn from consideration at today's meeting.*

Proposals from the Department of Communication were approved as amended as follows:  
(EFFECTIVE: FALL, 2010)

1. Course additions:

**COM 5152. Advanced Organizational Communication (3).On Demand.**

Application of communication methodology to the analysis of organizational communication processes. Students study methods of communication consulting, facilitation, and training. Prerequisite: admission to a certificate program, a graduate program, or permission of the instructor. [Dual-listed with COM 4152.]

*NOTE: As a result of adding COM 5152, the course, COM 4152 must also be changed by adding the [Dual-listed with COM 5152.] statement to the course description.*

**COM 5311. Communication in Conflict Management (3).On Demand.**

This is a course designed to provide the opportunity for students and the instructor to examine and research the central role of communication in resolving conflict within various organizational entities. The course will focus on conflict resolution and negotiation skills required in such environments as management and labor, public administration, families, and education. A particular area of concentration will be selected each semester.

Prerequisite: admission to a certificate program, graduate program, or permission of the instructor. (Same as MBA 5311.)

VOTE 10

YES 12

NO 0

ABSTAIN 0

Proposals from the Department of Family and Consumer Sciences were approved as amended as follows (EFFECTIVE: FALL, 2010):

1. Course additions:

**FCS 3107. Variations in Development: Birth through Kindergarten (3).F.**

This course will examine the variations in development that occur during early childhood. Students will explore the range of developmental outcomes in young children and how development results from characteristics within children and/or from the environment. A strengths-based approach will be taken in exploring strategies for intervention in meeting the needs of young children. Prerequisites: FCS 2101 and FCS 2104.

**FCS 4680. Kindergarten Curriculum (3).F.** (Same as CI 4680/SPE 4680.)

**CI 4680. Kindergarten Curriculum (3).F.** (Same as FCS 4680/SPE 4680.)

**SPE 4680. Kindergarten Curriculum (3).F.** (Same as FCS 4680/CI 4680.)

Designed for both birth-kindergarten and elementary education majors, this course provides

information on the history of the kindergarten movement, an overview of development of five and six year olds, classroom organization and management, as well as specific, developmentally appropriate assessments and methods for teaching children in kindergarten. Lecture three hours. Prerequisite: admission to teacher education. (Same as CI 4680/FCS 4680/SPE 4680.)

2. Increase the credit hours for FCS 4553/CI 4553/SPE 4553 from (1 s.h.) to (3 s.h.). The course descriptions will not change.

**FCS 4553. Issues in Transdisciplinary Service Delivery (3).S.**

**CI 4553. Issues in Transdisciplinary Service Delivery (3).S.**

**SPE 4553. Issues in Transdisciplinary Service Delivery (3).S.**

3. Change the course numbering of FCS 4554/CI 4554/SPE 4554 to FCS 4556/CI 4556/SPE 4556 and decrease the credit hours from (4 s.h.) to (3 s.h.). The course descriptions will continue to read as follows:

[DELETE FCS 4554, CI 4554, SPE 4554, and ADD FCS 4556, CI 4556, SPE 4556.]

**FCS 4556. Infant/Toddler Curriculum (3).F.**

**CI 4556. Infant/Toddler Curriculum (3).F.**

**SPE 4556. Infant/Toddler Curriculum (3).F.**

The purposes of this course are (1) to apply the principles of developmentally appropriate practice to planning, implementing, and evaluating curriculum experiences for infants and toddlers; and (2) to develop strategies for integrating a range of developmental needs and disabilities within the planned curriculum. Prerequisites: FCS 2101 and SPE 3273, or consent of the instructor. (Same as CI 4556/FCS 4556/SPE 4556.)

4. Change the course numbering and title of FCS 4600/CI 4600/SPE 4600. Curriculum and Instruction for Young Children: Three through Kindergarten to FCS 4602/CI 4602/SPE 4602 and decrease the credit hours from (4 s.h.) to (3 s.h.). The course descriptions will continue to read as follows:

[DELETE FCS 4600, CI 4600, SPE 4600, and ADD FCS 4602, CI 4602, SPE 4602.]

**FCS 4602. Preschool Curriculum and Instruction (3).F.**

**CI 4602. Preschool Curriculum and Instruction (3).F.**

**SPE 4602. Preschool Curriculum and Instruction (3).F.**

The purposes of this course are (1) to apply the major cognitive, language, affective, social and physical development theories to curriculum planning and implementation for all young children; and (2) to develop strategies for integrating a range of learning needs and disabilities into the planning and implementation of an early childhood curriculum. Emphasis will be on education services in public schools and other settings serving young children with typical and atypical needs. Prerequisite: SPE 3272, or consent of the instructor. (Same as CI 4602/FCS 4602/SPE 4602.)

5. Revise the course requirements for the Bachelor of Science degree in Child Development: Birth Through Kindergarten (524A/13.1209)[T]. (The total number of hours required for this degree, 122 s.h., did not change.) The revised catalog description will read as follows:

**The Bachelor of Science degree in Child Development: Birth Through Kindergarten (524A/13.1209)[T] (teacher licensure)** consists of 44 semester hours of general education courses and 24 semester hours of the following professional education requirements: CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, and CI 4900. The major consists of 47 semester hours to be taken in family and consumer sciences (child development), curriculum and instruction (preschool education)

and language, reading and exceptionalities (early childhood special education). The required major courses include: FCS 2101, FCS 2102, FCS 2104, FCS 3107; NUT 2201; CI 4200; SPE 3272, SPE 3273; CI 4553/FCS 4553/SPE 4553, CI 4556/FCS 4556/SPE 4556, CI 4602/FCS 4602/SPE 4602, CI 4680/FCS 4680/SPE 4680; RE 3902; and 2 (two) practica: FCS 3104/CI 3104/SPE 3104 and FCS 3105/CI 3105/SPE 3105. PSY 1200 is required and may also count toward general education requirements.

Seven to ten semester hours of free electives outside the major discipline (to total a minimum of 122 semester hours) are also required for the degree.

A minimum grade of "C" (2.0) is required in all courses listed as major requirements with the exception of FCS 3104/CI 3104/SPE 3104 and FCS 3105/CI 3105/SPE 3105 (Graded on an S/U basis).

6. Revise the course requirements for the concentration in Consumer Education (526D)[T] under the Bachelor of Science degree in Family and Consumer Sciences, Secondary Education (526\*/13.1308)[T]. (The total number of hours required for this degree, 127 s.h., did not change.) The revised catalog description will read as follows:

**The Bachelor of Science degree in Family and Consumer Sciences, Secondary Education (526\*/13.1308)[T] (teacher licensure)** consists of the following: eight semester hours of a science sequence in chemistry or biology to fulfill general education requirements; 24 semester hours of professional education requirements: CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, and CI 4900; and a concentration in Consumer Education (526D)[T].

**Consumer Education concentration (526D)[T]** - 61 semester hours which includes: FCS 1000, FCS 1001, FCS 1300, FCS 1400, FCS 2000, FCS 2101, FCS 2103, FCS 2104, FCS 2600, FCS 3106, FCS 3700, FCS 4131/CI 4131, FCS 4400, FCS 4450, FCS 4701, ART 1011, CI 3010, COM 2101, NUT 1202, NUT 2202, and 8 semester hours of FCS electives.

**VOTE 11**

**YES 13**

**NO 0**

**ABSTAIN 0**

Proposals from the Department of Health, Leisure and Exercise Science were approved as amended as follows (EFFECTIVE: FALL, 2010):

1. Change the title and course description of ES 5555. Nutritional Aspects of Exercise and Sports, change the semester offering from F;S. to S., delete the prerequisite and corequisite statements, change the cross-listing from FCS to NUT 5555, and remove the "Dual-listed with ES 4555." statement. The course description will read as follows:  
**ES 5555. Advanced Nutritional Aspects of Exercise and Sports (3).S.**  
A study of nutrition specific to physical activity and sport performance. The course utilizes reading, presentation, and discussion of published research on carbohydrate, protein, and fat consumption; digestion; and metabolism to demonstrate the importance of diet in exercise performance. A special concentration on ergogenic aids is provided. (Same as NUT 5555.)
2. Change the course description of ES 5600 to read as follows, and delete the prerequisite statement:  
**ES 5600. Survey of Sports Performance (3).S.**  
This course is designed to acquaint the student with a variety of non-Olympic, Summer and Winter Olympic sports. An overview of each sport will be presented, including sport rules, physiological and biomechanical requirements, and other performance characteristics.

Typical resistance training programs for each sport will also be discussed. [Dual-listed with ES 4600.]

3. Change ES 5621. Exercise Physiology I: Cardiopulmonary and Metabolic Aspects by deleting the “Prerequisite: ES 2010 or equivalent.” statement. The course description will not change.
4. Change the course description of ES 5622 to read as follows, and delete the prerequisite statement:  
**ES 5622. Exercise Physiology II: Neuromuscular and Endocrinological Aspects (3).S.**  
A study of the effects of exercise and training throughout the life cycle on the neural, muscular, skeletal, and endocrine systems.
5. Change ES 5625. Concepts of Clinical Exercise Testing by deleting the “Prerequisites: ES 2010 and ES 3450 or similar coursework.” statement. The course description will not change.
6. Change ES 5635. Electrocardiographic Interpretation by deleting the “Prerequisite: ES 3450 or equivalent.” statement. The course description will not change.
7. Change ES 5645. Cardiopulmonary Pathophysiology and Rehabilitation by deleting the “Prerequisites: ES 2005 and ES 3450 or equivalent.” statement. The course description will not change.
8. Change the title and course description of ES 5650. Theoretical and Practical Aspects of Strength/Power Conditioning, delete the prerequisite statement, and remove the “Dual-listed with ES 4000.” statement. The course description will read as follows:  
**ES 5650. Theoretical and Practical Aspects of Strength and Conditioning (3).F.**  
A comprehensive study of training theory and methods with an emphasis on the development of maximal strength, power, and anaerobic capacity. Also included is a brief review of neuromuscular, musculoskeletal, endocrine, and bioenergetic aspects of exercise and training, as well as hands-on experience in lifts, drills, and testing procedures.
9. Change the course description of ES 5660 to read as follows, and delete the prerequisite statement:  
**ES 5660. Exercise Prescription and Chronic Disease Management (3).S.**  
A comprehensive overview of the physical, physiological and metabolic responses of the human body to exercise testing and training in healthy individuals and in those with metabolic, cardiovascular and/or pulmonary disease. The student will gain an understanding of the processes involved in prescribing safe and effective therapeutic exercise in healthy individuals as well as patients with cardiovascular, metabolic, pulmonary, and musculoskeletal diseases/disorders. An overview of environmental and legal considerations in the prescriptive process will also be discussed. [Dual-listed with ES 4660.]
10. Change the course description of ES 5710 to read as follows, and delete the prerequisite statement:  
**ES 5710. Biomechanics (3).F.**  
This represents an advanced graduate course in the science of human motion with emphasis on theory and application of quantitative analysis techniques. Skills will be developed in

both kinetic and kinematic sampling, recording, and interpretation procedures.

11. Revise the course requirements for the Master of Science degree in Exercise Science (562\*/31.0505) with concentrations in Research (562B) and Strength and Conditioning (562D); change the title of the concentration in Clinical/Cardiopulmonary Rehabilitation (562C) to a concentration in Clinical Exercise Physiology (562E); and move this degree from the College of Fine and Applied Arts to the College of Health Sciences. (The total number of hours required for this degree, 42 s.h., did not change.) The revised graduate catalog description will read as follows:

**Program of Study for the Master of Science in Exercise Science (562\*/31.0505)**

Required courses (20 s.h.):

ES 5000: Introduction to Research Principles and Design (3)  
ES 5200: Exercise Science Seminar (1+1=2)  
ES 5591: Biomechanical and Physiological Laboratory Assessment (3)  
ES 5592: Data Analysis in Sport and Exercise Science (3)  
ES 5621: Exercise Physiology I: Cardiopulmonary and Metabolic Aspects (3)  
ES 5622: Exercise Physiology II: Neuromuscular and Endocrinological Aspects (3)  
ES 5710: Biomechanics (3)

Electives (0-16 s.h.):

0-16 s.h. of graduate electives chosen with the advisor's approval

Concentration (CHOOSE ONE) (6-22 s.h.):

**562E: Clinical Exercise Physiology**

ES 5625: Concepts of Clinical Exercise Testing (3)  
ES 5635: Electrocardiographic Interpretation (3)  
ES 5645: Cardiopulmonary Pathophysiology and Rehabilitation (3)  
ES 5660: Exercise Prescription and Chronic Disease Management (3)  
ES 5670: Clinical Exercise Practicum I (1-2)  
ES 5680: Clinical Exercise Practicum II (1-2)  
Choose one of the following options (6 s.h.):  
    ES 5900: Internship (6)  
    ES 5900: Internship (3) AND ES 5560: Research Project (3)  
    ES 5999: Thesis (6)

OR

**562B: Research**

ES 5999: Thesis (6)

OR

**562D: Strength and Conditioning**

ES 5060: Practicum: Strength and Conditioning (3)  
ES 5555: Advanced Nutritional Aspects of Exercise and Sports (3)  
ES 5600: Survey of Sports Performance (3)  
ES 5650: Theoretical and Practical Aspects of Strength and Conditioning (3)  
ES 5900: Internship (3)  
Choose one of the following:  
    ES 5560: Research Project (3)  
    ES 5999: Thesis (6)

12. Course additions:  
**PE 1709. Water Aerobics (1.F;S).** (CORE: PHYSICAL ACTIVITY/WELLNESS)  
*GEN ED: Wellness Literacy*

**PE 1712. Swimming for Fitness (1).F;S.** (CORE: PHYSICAL ACTIVITY/WELLNESS)  
*GEN ED: Wellness Literacy*

**RM 2100. Leisure in Society (3).F;S.**

*GEN ED: Historical and Social Perspective (Theme: "Individual and Society")*

This course focuses on relationships between the individual and society in the context of leisure. It examines both the biological and cognitive foundations of individual leisure behavior and the cultural forces that influence personal experience. Emphasis is on how an individual's leisure simultaneously shapes and is shaped by diverse group, organizational and social contexts. (WRITING; CROSS-DISCIPLINARY) (CORE: SOCIAL SCIENCES)

**RM 3222. Lifeguarding Instructor (3).S.** (EFFECTIVE: SPRING, 2011)

A course designed to teach the skills and knowledge necessary to teach Lifeguarding, Waterfront Lifeguarding and Shallow Water Attendant, Lifeguard Management, CPR/AED for the Professional Rescuer, Adminstrating Emergency Oxygen, Bloodborne Pathogens Training: Preventing Disease Transmission, and Basic Water Rescue courses.

13. Change the course prefix, number, and title for PE 1501. Officiating Volleyball, Football and Soccer to RM 3236, and change the course description to read as follows:  
[DELETE PE 1501 and ADD RM 3236.]

**RM 3236. Sports Officiating I (3).F.**

A study of the rules and rule interpretations of volleyball, football and soccer with emphasis on the proper techniques of officiating. Lecture two hours, laboratory two hours (a minimum of 32 hours of field experience is required per semester without pay and with supervision).

14. Change the course prefix, number, and title for PE 1502. Officiating Basketball, Softball, Baseball, Track and Field to RM 3237, and change the course description to read as follows:  
[DELETE PE 1502 and ADD RM 3237.]

**RM 3237. Sports Officiating II (3).S.**

A study of the rules and rule interpretations of basketball, softball, baseball, and track and field with emphasis on the proper techniques of officiating. Lecture two hours, laboratory two hours (a minimum of 32 hours of field experience is required per semester without pay and with supervision).

15. Change the course prefix and numbering for PE 1719 to RM 3223, and add the following course description:  
[DELETE PE 1719 and ADD RM 3223.]

**RM 3223. Aquatics/Water Safety Instructor (3).F;S.**

The purpose of this certification course is to train students to teach courses and presentations in the American Red Cross Swimming and Water Safety program by developing their understanding of how to use the course materials, how to conduct swim training sessions and how to evaluate swim participant's progress. Each student must demonstrate proficiency in the basic swim strokes as a prerequisite to the class.

16. Change RM 3154. Outdoor Experiential Education Laboratory by adding a "Prerequisite or corequisite: RM 2410." statement to the course description.

17. Change the title of RM 3210. Special Recreation to read as follows:

**RM 3210. Inclusive Recreation (3).F;S.**

18. Change RM 4140. Outdoor Leadership by adding RM 2410 to the prerequisite statement as follows: “Prerequisites: RM 2110, RM 2220, RM 2410, RM 3154, and approval of the instructor.”
19. Change the course numbering and title of RM 4561. Leisure Service Promotions to RM 3561. The course description will continue to read as follows:  
[DELETE RM 4561 and ADD RM 3561.]  
**RM 3561. Leisure Services Promotions (3).F;S.**  
Development of the ability to promote and coordinate public, not-for-profit, private and commercial recreation programs, services, resources and activities. Development of the specialized promotions knowledge and skills necessary for managing leisure service businesses and agencies. Covers working with print and electronic media. Special emphasis on promotions analysis and services promotion. Prerequisites: RM 2310, RM 2410 or approval of the instructor.

VOTE 12                      YES   13                        NO   0                        ABSTAIN   0  

Proposals from the Department of Theatre and Dance were approved as amended as follows:  
(EFFECTIVE: FALL, 2010)

1. Course deletion:  
THR 3733. Pre-Modern Theatre History and Literature (3).F.  
(CORE: HUMANITIES) (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY)
2. Course additions:  
**DAN 2600. Floor Barre (1).On Demand.**  
A study of the innovative technique based on the teachings of originator and founder, Zena Rommett. This class will help develop correct alignment, maximum turn-out, and improve balance as well as refine movement skills and increase vitality. May be repeated one time for credit. Prerequisite: permission of the instructor.  
  
**DAN 2610. Pointe (1).On Demand.**  
An intermediate to an advanced level study of the art of pointe work in the area of classical ballet technique, facilitating pointe skill in allegro and adagio work with an emphasis on developing line, style, placement and musicality. Focus will be on expanding the dancer’s artistry through the development of footwork while strengthening ankles and legs with movement articulation, precision and conditioning. May be repeated one time for credit. Prerequisite: concurrent enrollment in a technique class or permission of the instructor.
3. Change the title of THR 2214. Technical Production Basics to read as follows:  
**THR 2214. Dance Production Basics (3).F.**
4. Change THR 2635. Stage Combat by adding the “Prerequisite: THR 2605.” statement to the course description.
5. Change THR 3070. Teaching Theatre, 9-12 (Same as CI 3070.) by adding the “Prerequisite: THR 4356.” statement to the course description.  
and  
Change CI 3070. Teaching Theatre, 9-12 (Same as THR 3070.) by adding the “Prerequisite:

THR 4356.” statement to the course description.

6. Change the prerequisite statement for THR 3520. Instructional Assistance to read as follows: “Prerequisite or corequisite: THR 3070/CI 3070.”
7. Change the prerequisite statement for THR 3600. Dialects for the Stage to read as follows: “Prerequisite: Thr 2600 or consent of the instructor.”
8. Change the prerequisite statement for THR 3630. Theatre Directing Techniques I to read as follows: “Prerequisites: THR 2009 and THR 2620.”
9. Change the course description of THR 3735 and add the following prerequisite statement. The course description will read as follows:  
**THR 3735. Modern Theatre History and Literature (3).S.**  
*GEN ED: Junior Writing in the Discipline (WID)*  
This course explores the history, literature, and criticism of the theatre in the modern period through the present. The course will focus predominantly on American and European theatre, but will also include studies of some African, South American, and Asian theatre. Prerequisites: THR 2005 and THR 3730. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES)
10. Change the prerequisite statement for THR 4220. Stage Costume Design to read as follows: “Prerequisites: THR 2009 and THR 2220.”
11. Revise the course requirements for the Bachelor of Arts degree in Dance Studies (581A/50.0301). The revised catalog description will read as follows:

**The Bachelor of Arts degree in Dance Studies (581A/50.0301)** consists of 45 semester hours. Required courses include: DAN 2106, DAN 2107, THR 2214, IDS 3000, DAN 3420, DAN 3430, DAN 3450, DAN 4420, DAN 4460, DAN 4830 (requires a “C” minimum), and DAN 4840. An additional 12 semester hours, 6 of which must be above the 2000 level, are required from: DAN 1400\*, DAN 1410\*, DAN 1420\*, DAN 2400\*, DAN 2410\*, DAN 2420\*, DAN 2600, DAN 2610, DAN 3280\*, DAN 3400, DAN 3405, DAN 3480\*, DAN 3580\*, or DAN 4480. Also, 3-7 semester hours of theatre and dance electives must be taken to total 45 s.h. in the major. (Note: DAN 3430, which is required for the major, may count toward general education requirements, and \* indicates that courses will meet the general education wellness literacy requirement). A minor of 12-18 semester hours is required. Six semester hours of a second year foreign language or higher are required. In addition, a minimum of two semester hours of free electives outside the major discipline is required. A candidate for the Bachelor of Arts degree in Dance Studies may count no more than a total of 46 semester hours above general education requirements in dance studies.

12. Revise the course requirements for the Bachelor of Arts degree in Theatre Arts (591\*/50.0501) with concentrations in General Theatre (591B); Performance (591C); and Theatre Design/Technology (591D). The revised catalog description will read as follows:

**The Bachelor of Arts degree in Theatre Arts (591\*/50.0501)** consists of 43-46 semester hours above the 1000 level. This includes a common theatre core consisting of: THR 2005, THR 2007, THR 2009, THR 2101, THR 2620, THR 3730, THR 3735, THR 4840; two of the following three courses: THR 2220, THR 2230, THR 2240; and a minimum of 16 semester hours in one of the following concentrations: General Theatre (591B), Performance (591C), or Theatre Design/Technology (591D) (listed below). A minor of 12-18 semester hours is required. Six semester hours of a second year foreign language or higher are required. In addition, a minimum of two semester hours of free electives outside the major discipline is required. A candidate for the Bachelor of Arts degree in Theatre Arts may count no more than a total of 46 semester hours above general education

requirements in theatre arts.

**General Theatre concentration (591B):** In addition to the theatre core requirements, students must take an additional 16-18 semester hours of other THR course electives (subject to prerequisites) with a minimum of nine semester hours from theatre courses at the 3000 level or above.

**Performance concentration (591C):** In addition to the theatre core requirements, students must take: THR 2108\*, THR 2600\*, THR 2605\*, THR 2635\*, THR 2680\*, THR 3600\*, THR 3620\*, THR 3650\*, and a minimum of 3 semester hours selected from the following: THR 2225, THR 2617\*, THR 3630, THR 3640, THR 3656, THR 4320\*, and DAN 1400 or DAN 1410 is required as a general education wellness literacy requirements. Courses noted with an \* require a minimum grade of "B-" in each, and for this concentration, THR 2007\* and THR 2620\* from the theatre core also require a minimum grade of "B-".

**Theatre Design/Technology concentration (591D):** In addition to the theatre core requirements, students must take: THR 2108\* and THR 2225\*, and a minimum of eleven semester hours selected from the following: THR 2250\*, THR 2445\*, THR 3225\*, THR 3630, THR 4220\*, THR 4230\*, THR 4235\*, THR 4240\*. Students may also choose up to six semester hours selected from Art, Technology, or Family and Consumer Sciences that are theatre production related courses with the approval of the advisor. Courses noted with an \* require a minimum grade of "B-" in each, and for this concentration, THR 2009\*, THR 2101\*, THR 2220\*, THR 2230\*, and THR 2240\* from the theatre core also require a minimum grade of "B-".

13. Revise the course requirements for the Bachelor of Science degree in Teaching Theatre Arts, K-12 (589A/13.1324)[T]. The revised catalog description will read as follows:

**The Bachelor of Science degree in Teaching Theatre Arts, K-12 (589A/13.1324)[T]** consists of 61 semester hours above the 1000 level. Required courses include: Theatre core (THR 2005, THR 2007, THR 2009); Performance (THR 2600, THR 2605, THR 2620); Pedagogy courses must be taken in the following sequence: (THR 3856\*, THR 4356\*, THR 3070\*/CI 3070\*, THR 3520\*); History/Literature (THR 3730, THR 3735, THR 3670); Technical (THR 2101, THR 2220, THR 2225, THR 2230, THR 2240); Management/Play Production (THR 2250, THR 2445, THR 3630, THR 4330); and three semester hours of major electives must be chosen from the following: THR 2017, THR 2020, THR 2610, THR 3620, THR 3656, THR 4220, THR 4230, THR 4240. Two semester hours of free electives outside the major discipline are required. For the requirements in teacher education, see the Department of Curriculum and Instruction. An overall 2.0 GPA is required in the major; however, a cumulative GPA of 2.50 is required for graduation and teacher licensure. Courses noted with an \* require a "C" minimum.

14. Revise the course requirements for the undergraduate minor in Dance (515/50.0301). (The total number of hours required for this minor changed from 18-19 s.h. to 17-18 s.h.) The revised catalog description will read as follows:

**A minor in Dance (515/50.0301)** consists of 17-18 semester hours including DAN 3430 and 0-1 semester hours of DAN 2106 or DAN 2107. Choose two of the following three courses: DAN 3420, DAN 3450, or DAN 4460. Also required (one of the following courses must be taken at the 2000 level) are: DAN 1400 or DAN 2400, DAN 1410 or DAN 2410, and DAN 1420 or DAN 2420. Two additional elective hours in dance must also be taken to complete this minor.

VOTE 13

YES 13

NO 0

ABSTAIN 0

That concluded the items of "New Business" using CurricUNET proposals for today's meeting. Before we moved on to the paper proposals, Dr. Dave Haney introduced Dr. Fred Whitt as the Founding Dean of the new College of Health Sciences. (Note: At the end of today's meeting, Dr. Whitt distributed copies of a summary he has drafted that details which programs and/or departments will be moving to the new College of Health Sciences as of July 1, 2010 (for budget

matters) and effective Fall Semester, 2010 (for curriculum changes).

Dr. Butts noted that the following two documents were distributed to AP&P Committee members:

- A letter of “Concerns and questions to accompany LES action on the proposed FDN 2400 and Undergraduate Teacher Education Core” from Dr. Michael Dale, Dr. Gayle Turner, Dr. Tom Jamison, and Dr. PJ Nelsen in the Department of Leadership and Educational Studies.
- A letter “To whom it may concern” from Dr. Tom Jamison, Professor in the Department of Leadership and Educational Studies.

*(NOTE: Copies of both letters are on file in the Office of Academic Affairs.)*

Dr. Butts opened the floor to the visitors at today’s meeting who wish to speak regarding the proposals that will be presented next on the agenda from the Reich College of Education.

Dr. Tom Jamison spoke very briefly and explained that the lengthy document/letter that was submitted by him is his own process, noting that he is not speaking for the department.

#### NEW BUSINESS - PAPER PROPOSALS

Dr. Charles Duke presented proposals from the Reich College of Education for the Teacher Education Professional Core and proposals from the Department of Curriculum and Instruction.

Following a lengthy discussion, proposals RCOE (CI, LRE, LES) #1, RCOE/CI #2, RCOE/LES #3, RCOE/LRE #4, and RCOE/CI #5 from the Reich College of Education for the Teacher Education Professional Core were approved as follows (with the amended effective dates as noted below):

1. Course deletions:

(EFFECTIVE: FALL, 2010)

CI 2800. Teachers, Schools, and Learners (3).F;S. (WRITING; COMPUTER)

SPE 2800. Teachers, Schools, and Learners (3). F;S. (WRITING; COMPUTER)

(EFFECTIVE: SPRING, 2011)

FDN 3800. Foundations of American Education (3).F;S. (CROSS-DISCIPLINARY)

(EFFECTIVE: FALL, 2010)

CI 3850. Literacy, Technology and Instruction (3).F;S. (COMPUTER)

FDN 3850. Literacy, Technology and Instruction (3).F;S. (COMPUTER)

RE 3850. Literacy, Technology and Instruction (3).F;S. (COMPUTER)

2. Course additions:

(EFFECTIVE: SUMMER, 2010 - 201020 and 201030)

**CI 2300. Teaching and Learning in the Digital Age (2).F;S.**

This course will examine how emerging technologies are transforming our society and schools, as well as the implications these changes have for teaching and learning. Strategies for building teacher education candidates’ critical habits of mind with respect to new technologies and media will be developed in the context of a broad definition of literacy that includes traditional and emerging literacies. As teacher education candidates learn to integrate technology into their teaching and to produce media themselves, the ethical, legal, and pedagogical issues related to technology creation and use will be emphasized.

Throughout the course, teacher education candidates will explore the institutional context for the use of technology in schools and will develop skills at identifying and addressing the

constraints and contradictions implicit in using technology creatively in public school classrooms. A grade of “C” (2.0) or higher must be earned. Must be taken prior to admission to teacher education. FDN 2400 and/or PSY 3010 may be taken concurrently with this course. Prerequisite: sophomore status with identified intended or declared major in teacher education. (COMPUTER)

(EFFECTIVE: FALL, 2010)

**CI 3400. Policies and Practices in Educational Assessment (2).F;S.**

Prospective teachers will critically examine factors that influence assessment practices and policies in districts, schools, and classrooms. They will consider how formative and summative data are and can be used to evaluate student learning and improve teacher instruction. They will design and develop a variety of assessments for student learning. Prospective teachers will analyze accountability systems, standardized testing, and high-stakes decision making. A grade of “C” (2.0) or higher must be earned. Prerequisites: CI 2300, FDN 2400, PSY 3010, and admission to teacher education. (COMPUTER)

(EFFECTIVE: FALL, 2010)

**FDN 2400. Critical Perspectives on Learning and Teaching (2).F;S.**

Learning and teaching and the relations between learners and teachers are inherently moral, intellectual, and emotional. Beginning with the deceptively simple questions *Why Learn?* and *Why Teach?*, this course provides students with the opportunity to explore such questions in the context of what education should mean for democratic life. Examining schooling from the perspective of the reflective practitioner, the course helps students inquire into and voice understandings of the varied ways that social, cultural, and political issues impact teaching and learning, especially the intersections of race, class, gender, sexuality and religion. Students and professors will work together to develop specific questions that will guide students as they engage in an inquiry project in a school or in the community. The ability to ask and answer questions is fostered throughout the course and is put into practice in the inquiry project. Lecture two hours, laboratory one hour. Must be taken prior to admission to teacher education. Prerequisite or corequisite: CI 2300. May also be taken concurrently with PSY 3010. (CROSS-DISCIPLINARY)

(EFFECTIVE: FALL, 2010)

**SPE 3300. Creating Inclusive Learning Communities (3).F;S.**

This course will prepare 21<sup>st</sup> century teacher education candidates in all disciplines and grade levels to create inclusive learning communities for all students. 21<sup>st</sup> century teacher education candidates will recognize and accommodate the individual needs of students from differing abilities, backgrounds, and cultures. The course will inform teacher education candidates of the legal requirements and issues, evaluation procedures, individualized instruction, assessment, and strategies for including students with disabilities and from diverse backgrounds in inclusive education environments, with an emphasis on Universal Design for Learning, self-determination, and assessing student progress. A grade of “C” (2.0) or higher must be earned. Forty (40) hours of field experiences are required. Prerequisites: CI 2300, FDN 2400, PSY 3010, and admission to teacher education. (WRITING)

3. (EFFECTIVE: FALL, 2010) - Change the undergraduate teacher education professional core (24 s.h.) requirements to meet the new state standards (NC Standards for Teacher Preparation, NCATE Standards, and best practices in the field) as follows:

- a) Delete the following 12 semester hours of courses from the professional education requirements: CI 2800+/SPE 2800+ (3 s.h.), CI 3850\*+/FDN 3850\*+/RE 3850\*+ (3 s.h.), FDN 3800\*+ (3 s.h.), and PSY 3000+ (3 s.h.)
- b) Add the following 12 semester hours of professional education requirements:  
CI 2300. Teaching and Learning in the Digital Age (2 s.h.)  
FDN 2400. Critical Perspectives on Learning and Teaching (2 s.h.)  
PSY 3010. Psychology Applied to Teaching (3 s.h.)  
SPE 3300. Creating Inclusive Learning Communities (3 s.h.)  
CI 3400. Policies and Practices in Educational Assessment (2 s.h.)
- c) Plus, CI 4900. Student Teaching (12 s.h.) will continue to be required to complete the 24 semester hours total of professional education requirements.

VOTE 14

YES 8

NO 3

ABSTAIN 2

Proposals CI 1 through CI 5 from the Department of Curriculum and Instruction were approved as amended as follows (with the amended effective dates as noted below):

1. Course additions:

(EFFECTIVE: FALL, 2010)

**CI 3551. Teacher, Leader, Citizen (3).F;S.**

The purpose of this course is to prepare pre-service teachers for their roles as civic leaders, educational leaders, and role models in their classrooms. Through a series of readings, class discussions, and service activities, future teachers will be encouraged to play an active role in their society and local community.

(EFFECTIVE: FALL, 2010)

**CI 3552. Environmental Literacy in 21<sup>st</sup> Century Schools and Society (3).F;S.**

This course focuses on developing field-based instructional strategies for integrating current science and real-life scientific problem solving with the range of curricula covered by the North Carolina Standard Course of Study. During the course, preservice teachers will explore multi-faceted ecological issues in their community, developing teaching approaches that bring together science content with math, technology, literacy, and social studies tools.

2. (EFFECTIVE: SPRING, 2011)

Change CI 3030/MAT 3030 by increasing the credit hours from (3 s.h.) to (4 s.h.), and change the course description to read as follows:

**CI 3030/MAT 3030. Investigating Mathematics and Learning (4).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course prepares prospective teachers to construct a comprehensive understanding of effective mathematics instruction in grades K-6 with selected instructional activities designed for implementation during field placement experiences. The course includes content, methods, and materials of elementary school mathematics instruction. Topics include the content strand number and operations and process strands connections, communication, problem solving, reasoning and proof, and representation. The course emphasizes instructional design principles for teaching number and operation. Effective communication of mathematical ideas is a focal point of the course. Prerequisite: MAT

2030. (Same as MAT 3030.) (WRITING)

(NOTE: The request to change the cross-listed course, MAT 3030, was approved at the 3/3/10 AP&P meeting.)

3. (EFFECTIVE: SPRING, 2011)

Change CI 3750 by increasing the credit hours from (2 s.h.) to (3 s.h.), and change the course description to read as follows:

**CI 3750. Integrating Media and Technology into Teaching (3).F;S.**

Prospective elementary education teachers gain experience integrating media and technology into instruction. This course focuses on using a variety of media to enhance content area instruction, while meeting the needs of diverse learners. Prospective teachers learn skills for designing and producing quality materials using media forms such as photography and video, the Microsoft Office Suite of programs, online resources, and emerging technologies. (COMPUTER)

4. (EFFECTIVE: FALL, 2010)

Revise the course requirements for the Bachelor of Science degree in Elementary Education (441A/13.1202)[T] as follows:

**Bachelor of Science degree in Elementary Education (441A/13.1202)[T] (Grades K-6 licensure)**

Students preparing to teach in the elementary grades (K-6) must be proficient in math, must complete the following 24 semester hours of professional education requirements (CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, and CI 4900) and must also complete the following courses: GHY 1020\*#@; HIS 1200\*#@; PS 1100\*#@; HIS 3728\*#@+ or GHY 3013\*#@+; ART 2022\*#@ and/or MUS 2022\*#@ and/or THR 2022\*#@ (2 of 3 required); ART 3021\*#+@ or CI 3021\*#+@ or MUS 2021\*#+@ or THR 3856\*#+@; CI 3551\*#+@ or CI 3556\*#+@ or CI 3530-3549\*#+@; CI 3000\*+@/SPE 3000\*+@; CI 3110\*+@; CI 3750\*+@; CI 4000\*+@; CI 4030\*+@; MAT 2030\*+@; MAT 3030\*+@/CI 3030\*+@; ENG 3240\*+@/RE 3240\*+@; RE 3030\*+@; RE 4030\*+@; PE 3556\*+@; HED 3645\*+@; GS 4401\*+@. A second academic concentration is required for all elementary education majors. Majors preparing for grades K-6 are required to take PRAXIS II Elementary Education: Curriculum, Instruction, and Assessment; and Content Area Exercises for licensure. Majors are required to demonstrate curriculum and instruction, and technology competencies in a performance-based format and document 40 hours of community service and service learning.

+ Must be completed with a grade of "C" (2.0) or better.

\* May not be taken on pass-fail option.

# Must be completed before Block II.

@ Must be completed before student teaching.

VOTE 15

YES 13

NO 0

ABSTAIN 0

Dr. Glenda Treadaway presented proposals from the College of Fine and Applied Arts for the Department of Family and Consumer Sciences.

Proposals FCS 917, 918, 937-939, 950, and 952 (*the graduate level Nutrition proposals*) from the Department of Family and Consumer Sciences were approved as amended as follows:

(EFFECTIVE: FALL, 2010)

1. Course additions:

**NUT 5000. Research Methods in Nutrition and Foods (3).F.**

Examination of research methodologies in nutritional sciences and food systems, familiarization with the relevant research literature, utilization of statistical techniques, collection and interpretation of data, and preparation of reports. Research proposals will be prepared. Prerequisite: a 3 s.h. graduate statistics course at the level of ES 5592 (Data

Analysis in Sport and Exercise Science).

**NUT 5500. Independent Study (1-4).F;S.**

Graduate students may broaden or intensify their program through individual research and involvement in a given area of nutrition.

**NUT 5530-5549. Selected Topics (1-4). On Demand.**

An opportunity to study a special topic or a combination of topics not otherwise provided in the nutrition curriculum. May be repeated for credit when content does not duplicate.

**NUT 5900. Internship (3-12).F;S.**

A structured field experience supervised by department faculty. A proposal is to be submitted to the graduate committee and must be approved the semester prior to beginning the experience. No credit will be given for experience not previously approved. Prerequisite: 15 s.h. of graduate courses toward degree program and approved proposal. Graded on an S/U basis.

**NUT 5901. Research Project (1-4).F;S.**

Implementation of an approved research proposal: collection and analysis of data, preparation of report(s) and presentation of project. NUT 5901 may be repeated for a total credit of four semester hours. Prerequisite: NUT 5000 and proficiency in statistics. Graded on an S/U basis.

**NUT 5989. Graduate Research (1-9).F;S.**

This course is designed to provide access to university facilities for continuing graduate research at the master's level. Graded on an S/U basis. NUT 5989 does not count toward a degree.

**NUT 5999. Thesis (1-4).F;S.**

Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

2. Change the course prefix of FCS 5205 to NUT 5205, change the semester offering from S.Even-numbered years. to F., and change the prerequisite statement to read as follows: [DELETE FCS 5205 and ADD NUT 5205.]

**NUT 5205. Maternal and Child Nutrition (3).F.**

An in-depth study of nutritional needs and problems from conception through adolescence, both nationally and internationally. An examination of current trends in dietary intake, nutrition education during pregnancy and childhood, and the role of nutrition in child development. Prerequisite: NUT 2202 (Nutrition and Health) or equivalent.

3. Change the course prefix of FCS 5210 to NUT 5210 and change the semester offering from S.Odd-numbered years. to F. The course description will read as follows: [DELETE FCS 5210 and ADD NUT 5210.]

**NUT 5210. Nutrition for the Elderly (3).F.**

An overview of the physiology, nutritional needs and nutritional status of the elderly and the interaction of nutrition, disease and medication. Lecture three hours. Prerequisite: graduate level status.

4. Change the course prefix and title of FCS 5220. Nutritional Assessment to NUT 5220. Advanced Concepts in Nutrition and Assessment. The course description will read as follows: [DELETE FCS 5220 and ADD NUT 5220.]

**NUT 5220. Advanced Concepts in Nutrition and Assessment (3).S.**

A study of the techniques used to measure and evaluate the nutritional status of individuals and populations. Development of the techniques and skills to initiate and maintain dietary changes. Prerequisite: consent of the instructor.

5. Change the course prefix of FCS 5250 to NUT 5250. The course description will read as follows: [DELETE FCS 5250 and ADD NUT 5250.]

**NUT 5250. Dietetic Practice I (3).F.**

A seminar class designed for students enrolled in the AP4 program (pre-professional practice) to enhance and supplement supervised practice learning activities. Ethical issues and professional standards will be discussed. Instructors and guest speakers will present and discuss current research relevant to health care in the clinical setting including nutrition assessment, nutrition education, health promotion, medical nutrition therapies, and relationships of clinical care with other systems. Students will be responsible for case presentations and discussion. Graded on an S/U basis.

6. Change the course prefix of FCS 5255 to NUT 5255. The course description will read as follows: [DELETE FCS 5255 and ADD NUT 5255.]

**NUT 5255. Dietetic Practice II (3).S.**

A seminar class designed for students enrolled in the AP4 program (pre-professional practice) to enhance and supplement supervised practice learning activities. Faculty and guest lecturers will present and discuss current research relevant to the health care delivery system; administrative issues including foodservice delivery systems, quality management, nutrition care, and education in community settings; and the legislative process. Students will be responsible for case presentations and discussion. Graded on an S/U basis.

7. Change the course prefix of FCS 5552 to NUT 5552. (*See the January 13, 2010 AP&P Minutes for the prefix change of the dual-listed course FCS 4552 to NUT 4552.*) The course description will read as follows:

[DELETE FCS 5552 and ADD NUT 5552.]

**NUT 5552. Medical Terminology/Records (1).S.**

This course is designed to help students develop an understanding of the medical terminology and vocabulary utilized in medical records and health professions. Lecture one hour. [Dual-listed with NUT 4552.]

8. Change the course prefix and title of FCS 5555/ES 5555. Nutritional Aspects of Exercise and Sports to NUT 5555/ES 5555. Advanced Nutritional Aspects of Exercise and Sports, change the course description, delete the prerequisite and corequisite statements, and remove the "Dual-listed with FCS 4555." statement. (*See the January 13, 2010 AP&P Minutes for the prefix change of the cross-listed courses FCS 4555/ES 4555 to NUT 4555/ES 4555.*) The course description will read as follows: [DELETE FCS 5555 and ADD NUT 5555.]

**NUT 5555. Advanced Nutritional Aspects of Exercise and Sports (3).On Demand.**

A study of nutrition specific to physical activity and sport performance. The course utilizes reading, presentation, and discussion of published research on carbohydrate, protein, and fat consumption; digestion; and metabolism to demonstrate the importance of diet in exercise performance. A special concentration on ergogenic aids is provided. (Same as ES 5555.)

9. Revise the course requirements and change the degree (MA to MS), the degree title and the

CIP Code for the Master of Arts degree in Family and Consumer Sciences (529\*) (CIP Code 19.0101) with a concentration in Foods and Nutrition (529C) to a Master of Science degree in Nutrition (841A) (CIP Code 51.3101). The Master of Science in Nutrition will be a degree with no concentration required. [CONTINGENT UPON APPROVAL FROM THE UNC GENERAL ADMINISTRATION. (Note: The request to change the degree, title, and CIP code to an MS in Nutrition was approved by UNC General Administration, per letter dated June 23, 2010.)]

Delete the following concentrations: 1) Child and Family Studies (529B), Foods and Nutrition (529C), and General (529D); and revise the statements pertaining to the “Proficiency” requirements and the “Comprehensive” requirements in the graduate catalog description under “Other Requirements” for this degree. (The total number of hours required for this degree, 39 s.h., did not change.) The revised catalog description will read as follows:

**Program of Study for the Master of Science in Nutrition (841A/51.3101)**

Minimum required hours: 39 s.h.

NUT 5000: Research Methods in Nutrition and Foods (3)

NUT 5205: Maternal and Child Nutrition (3)

NUT 5210: Nutrition for the Elderly (3)

NUT 5220: Advanced Concepts in Nutrition and Assessment (3)

NUT 5250: Dietetic Practice I (3)

NUT 5255: Dietetic Practice II (3)

NUT 5900: Internship (12)

ES 5592: Data Analysis in Sport and Exercise Science (3)

Choose one of the following:

NUT 5999: Thesis (3-4)

NUT 5901: Research Project (3-4)

Select 2-3 semester hours of approved graduate electives.

Other Requirements for the MS in Nutrition:

**Thesis:** Optional

**Proficiency:** The statistics proficiency will be satisfied by completion of ES 5592 (Data Analysis in Sport and Exercise Science) or the equivalent.

**Comprehensive:** A written comprehensive examination will be administered by the graduate program director at the end of the first year. An oral defense of the thesis is required when selecting the thesis option.

**Product of Learning:** None required

**VOTE 16**

**YES 13**

**NO 0**

**ABSTAIN 0**

Dr. Bill Peltó presented proposals from the Hayes School of Music.

*[NOTE: The proposal, MUS 0910-10 (to modify the GEN ED: Science Inquiry Perspective requirements for the Bachelor of Music degree in Music Therapy, 553A/51.2305) was withdrawn from consideration at today’s meeting because it was not approved by the General Education Council at their meeting on January 29, 2010.]*

Proposals MUS 0910-11 through MUS 0910-21 were approved as amended as follows:  
(EFFECTIVE: FALL, 2010)

1. Course deletions:

MUS 1611. Global Perspectives of Musical Style (2).S.

(WRITING; MULTI-CULTURAL) (CORE: HUMANITIES/MUSIC MAJORS ONLY)

MUS 2020. Introduction to Creative Musicianship (3).F;S. (CORE: HUMANITIES)

2. As a result of deleting MUS 2020, change MUS 2021 by deleting the “Prerequisite: MUS 2020.” statement and revise the first sentence of the course description to read as follows:  
**MUS 2021. Music Methods for the Classroom Teacher (3).F;S.**  
The musical activities of listening, reading and writing music notation, and analyzing and creating music will be used in studying materials and methods in the elementary classroom. A variety of musical activities will be presented which are suitable for all ages of elementary children. Observation and participation in pre-school and public school settings are required. Lecture three hours.

3. Course additions:

**MUS 0900. Introduction to Music Theory (3).F.**

An introduction to music theory and requisite aural skills for music majors. Course counts as three hours credit toward course load and full-time student eligibility but does not count toward hours required for graduation (See “Institutional Credit”). Graded on an S/U basis.

**MUS 1139. Appalachian Repertory Orchestra (0-1).F;S.**

The Appalachian Repertory Orchestra is open to all students who have ability and experience in playing any orchestral instrument. Participation requires permission of instructor. An audition may be necessary. Emphasis is placed on level-appropriate repertoire with the goal of securing good ensemble as well as the technical, dynamic and interpretive demands of the compositions performed. The orchestra appears in concert several times during the year. During the fall semester, the Repertory Orchestra will be a full orchestra; in the spring, the Repertory Orchestra becomes a string orchestra. Rehearsal three hours.

**MUS 2072. Orchestration (2).S.Alternate years.**

The study of instrumental transposition, instrumentation and orchestration. Lecture two hours. Prerequisites: MUS 1001 and MUS 1007 with a minimum grade of “C-” (1.7) in each course.

4. Change the course description of MUS 1000, change the semester offering from F. to F;S., and delete the “Lecture and demonstration three hours.” statement. The course description will read as follows:

**MUS 1000. Elements of Music Theory (3).F;S.**

An introduction to music theory for non-music majors. This course carries credit toward the music minor and elementary education major but no credit toward music degrees.

5. Change the course description of MUS 1001 and add the following prerequisite statement:  
**MUS 1001. Music Theory I (2).F;S.**

A course in the fundamentals of music integrating basic materials and skills. The study of diatonic harmony is approached through part writing and analysis. Lecture and demonstration three hours. Prerequisite: successful completion of MUS 0900 or passing grade on entrance test.

6. Change the course description of MUS 1007 and add the following prerequisite statement:  
**MUS 1007. Aural Skills I (2).F;S.**

A course for the development of fundamental aural skills. The study of music fundamentals is approached through sight singing and ear training. Aural skills are developed through computer-assisted instruction. Lecture and demonstration two hours. Prerequisite: successful

completion of MUS 0900 or passing grade on entrance test. (COMPUTER)

7. Change the course description of MUS 1105 to read as follows:

**MUS 1105. Appalachian Symphony Orchestra (0-1).F;S.**

The Appalachian Symphony Orchestra is open to all students who have attained a high level of ability and experience in playing an orchestral instrument. Emphasis is placed on securing good ensemble as well as the technical, dynamic and interpretive demands of the composition performed. An audition is required. The orchestra appears in concert several times during the year. Rehearsal three hours with additional sectional rehearsals.

8. Change the title and course description of MUS 1106. Chamber Orchestra and add the following prerequisite statement:

**MUS 1106. Appalachian Philharmonia (0-1).F;S.**

The Appalachian Philharmonia is open to highly qualified students who have the ability to perform challenging repertoire under the demands of a professional-style rehearsal process. Faculty members and visiting professionals occasionally lead the individual orchestra sections in rehearsal and performance. Due to the small size of the ensemble, each musician must be prepared to play solo passages. The group appears in concert each semester. Rehearsal three hours. Prerequisite: permission of the instructor.

9. Revise the course requirements for the concentration in Composition and Theory (554C) under the Bachelor of Music degree in Music Performance (554\*/50.0903). (The total number of hours required for this degree, 122 s.h., did not change.) The revised catalog description will read as follows:

**The Bachelor of Music degree in Performance (554\*/50.0903)** is offered in the following concentrations: **Composition and Theory (554C)** consists of 79-81 semester hours of music in the following areas: music theory, 22 semester hours (MUS 1001-MUS 1002-MUS 1007-MUS 1008, MUS 2001-MUS 2002-MUS 2007-MUS 2008, MUS 3002, MUS 4600, MUS 4601); music history and literature, 9 semester hours (MUS 2018, MUS 2611, MUS 2612, MUS 3611); applied principal 14 semester hours, including AMU 4900 (2 s.h.); applied composition 16 semester hours, including AMU 4900 (2 s.h.); four semester hours of class piano for non-piano principles (MUS 1040-MUS 1041, MUS 2040-MUS 2041) with successful completion of the piano proficiency; MUS 1037 and MUS 2030 (for piano principles only); MUS 2072, MUS 3020, MUS 3021 or MUS 3022, MUS 3661; and a minimum of eight semester hours of appropriate ensembles. Two senior recitals are required, one being a full recital in composition and the other being a half recital in the applied principal. (MUS 1001-MUS 1002-MUS 1007-MUS 1008 and MUS 2001-MUS 2002-MUS 2007-MUS 2008 require a minimum grade of "C-".)

**VOTE 17**

**YES 12**

**NO 0**

**ABSTAIN 0**

Dr. Fred Whitt presented proposals from the College of Health Sciences for the Health Care Management program. Dr. Whitt also introduced Dr. Susan Roggenkamp as the program director. Dr. Roggenkamp noted that the HCM degree program (including the minor and all undergraduate and graduate level HCM courses) is being moved from the Department of Management under the Walker College of Business to the Department of Nutrition and Health Care Management under the College of Health Sciences.

Proposals HCM #1 through HCM #23 from the Health Care Management program were approved as amended as follows:

**(EFFECTIVE: FALL, 2010)**

1. Course additions:

**HCM 3570. Principles of Financial Management for Health Care (3).F;S.**

This course provides an introduction to the role of finance in the private and public sectors of the health services industry. Topics covered include corporate finance, financial markets, and sources of capital for healthcare organizations. Common tools for the financial analyses of healthcare firms are explored, and students should develop foundational knowledge of the financial concepts important to managerial decision-making in the health services industry. Prerequisites: ACC 2100 and MAT 1030.

**HCM 3590. Quality Management and Process Improvement in Health Care (3).S.**

This course is an overview of the fundamental theories and principles of quality management and performance improvement in US health care organizations. The course instructs students on techniques and tools currently used by health care organizations to monitor and improve the quality of their clinical and administrative functions. The course also instructs students regarding the leadership and management approaches and skills necessary to promote a culture of quality in a health services organization. Prerequisite: HCM 2110 or permission of the instructor.

**HCM 3630. Health Services Organization Behavior and Design (3).F;S.**

This course informs and instructs in the theories, principles and concepts of organization behavior and design particularly related to health care organizations. The course focuses on understanding behavior at the level of individuals, groups and teams, and the organization as a whole. Concepts of health care organizational structure and design are also covered in this course. The aim of the course is to develop skills, attributes and behaviors of managerial professionals working in the health services industry.

**HCM 3680. Human Resource Management in Health Service Organizations (3).F.**

This course provides an overview of human resource management, particularly the functions, structure, laws and principles of effective human resource management in the health services industry. Instruction emphasizes the management of health care personnel focusing on the unique nature of health care specialization, professional licensure, and employee productivity and satisfaction. Additionally, the course addresses current issues in human resource management, such as managing health labor shortages. Prerequisites: HCM 2110 and HCM 3130, or permission of the instructor.

**HCM 3700. Health Information Systems (3).F;S.**

This course is a general introduction to information technology and the management of information systems in complex organizations such as health services organizations. The course will instruct students in basic hardware/software concepts, communication and networking concepts, and the important considerations in planning strategically for information technology in health service organizations.

**HCM 3800. Professional Development I (1).F.**

This course provides an introduction to the professional environment in which health care supervisors and managers work. Students will be exposed to the skills and behaviors of professional health care managers and leaders. Students will also begin developing strategies for securing their internship in health care management. Graded on an S/U basis. Prerequisite: HCM 2110 or permission of the instructor.

**HCM 3810. Professional Development II (1).S.**

This course provides further instruction regarding the professional environment in which health care supervisors and managers work. Students will continue to learn the skills and behaviors of professional health care managers and leaders, with additional emphasis on written and verbal communication, how managers interact with other health professionals, and the educational requirements for health executive careers. Students will continue working toward securing their internship in health care management, as well as developing personal career goals. Graded on an S/U basis. Prerequisite: HCM 3800 or permission of the instructor.

**HCM 4630. Principles of Leadership for Health Service Organizations (3).F;S.**

This course informs and instructs in the theories, principles and concepts of leadership particularly applied to health service organizations. The aim of the course is to develop leadership skills, attributes and behaviors to enable graduates to lead successful health care organizations. Prerequisites: HCM 2110 and HCM 3130, or permission of the instructor.

**HCM 4710. Health Informatics (3).F;S.**

This course instructs students on how healthcare organizations can use information technology (IT) to achieve better operational performance and strengthen the quality of services offered to their patients. Topics covered include: using IT to transform clinical processes, integrating clinical and administrative work processes through IT, and aligning business and clinical strategies. The course will explore in detail electronic medical records, medical informatics, and privacy/security requirements for healthcare IT. Prerequisite: HCM 3700 or CIS 3050, or permission of the instructor.

**HCM 4930. Ethics in Health Care (3).F.**

This course will explore the role of ethics in management and leadership in today's healthcare environment through analysis of ethical and bioethical issues confronting the US health care delivery system. The course explores the use of moral reasoning applied to health care concerns encountered by health care leaders, managers and clinicians. Emphasis will be on critical thinking, real-world application, and decision-making in a professional environment.

2. Change the course numbering and title of HCM 3110. Health Care Organization and Administration to HCM 2110. Introduction to Health System Organization and change the course description to read as follows: [DELETE HCM 3110 and ADD HCM 2110.]

**HCM 2110. Introduction to Health System Organization (3).F;S.**

This course provides an overview of the organizational structure of health care services and the forces that influence the organization of health services in the United States. The perspectives of health and health status of Americans are examined in the context of cultural, economic, social and political forces. The course is designed to provide a foundation of knowledge regarding the issues of relevance to the future of health care delivery.

3. Change the course description and prerequisite statement for HCM 3130 to read as follows:

**HCM 3130. Managing Health Care Organizations (3).F;S.**

This course focuses on the structure, function, and interconnection of various health care organizations that make up the US health care system. Specific attention is paid to the unique challenges faced by health care managers, in addition to the unique challenges

of managing various health care professionals. The course instructs students on the attributes of key health care organizations, namely hospitals and integrated delivery systems, ambulatory care, managed care organizations and insurance firms, biopharmaceutical firms, and other health care organizations. Administrative and other principles are addressed within the healthcare setting. Prerequisite: HCM 2110 or permission of the instructor.

4. Change the title of HCM 3580. Health Services Program Evaluation and Research, change the semester offering from S. to F., and change the course description and prerequisite statement to read as follows:  
**HCM 3580. Health Services Research Methods (3).F.**  
This course involves an overview of the fundamentals of health services research, emphasizing how health care managers and administrators can apply fundamentals of scientific methods and research principles to management problems and decision-making. The course will also instruct students how to read and understand scientific literature and research, which is critical for lifelong learning in the health services. Prerequisites: ECO 2100 and HCM 2110, or permission of the instructor. (WRITING)
5. Change the course description and prerequisite statement for HCM 3900 to read as follows:  
**HCM 3900. Internship (6).SS.**  
A full-time work experience in health care management, limited to HCM majors in the College of Health Sciences. Six semester hours are granted for a ten week (400 hour) internship during the summer term in a health care facility, service or program. Graded on an S/U basis. Prerequisites: HCM 2110, HCM 3130, and permission of the HCM program director.
6. Change the course description of HCM 4510 to read as follows:  
**HCM 4510. Senior Honors Thesis (3).On Demand.**  
Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors and includes a formal presentation to the college faculty.
7. Change the prerequisite statement for HCM 4530-4549 and delete the “Dual-listed with HCM 5530-5549.” statement. The course description will read as follows:  
**HCM 4530-4549. Selected Topics (1-4).On Demand.**  
Prerequisite: HCM 2110 or permission of the instructor.
8. Change the title of HCM 4550. Health Care Policy, change the course description and prerequisite statement, and delete the “Dual-listed with HCM 5550.” statement. The course description will read as follows:  
**HCM 4550. Health Care Politics and Policy (3).On Demand.**  
The course will examine the process by which health care policy, laws and regulations are proposed, formulated, implemented, and modified. The political process and the role of constituencies of the health policy-making process will be examined. Specific examples of major health policy issues will be drawn from federal and state sectors focusing on costs, quality, and access to health care programs or services. Prerequisite: HCM 2110 or permission of the instructor.
9. Change the prerequisite statement for HCM 4560 and delete the “Dual-listed with HCM

5560.” statement. The course description will read as follows:

**HCM 4560. Managed Care (3).On Demand.**

This course describes the basic concepts and incentives of risk as applied to health insurance. The principles of third party payment and health insurance in the form of managed care are studied in detail. The course emphasizes how health care managers interact with managed care organizations to include contract negotiations, utilization review and reimbursement management. Prerequisite: HCM 2110 or permission of the instructor.

10. Change the title of HCM 4570. Health Care Financing, change the semester offering from F. to F;S., change the course description and prerequisite statement, and delete the “Dual-listed with HCM 5570.” statement. The course description will read as follows:

**HCM 4570. Health Services Financial Management (3).F;S.**

This course provides an overview of the organizational and operational aspect of fiscal management, control, and analysis of health care organizations. Because the role of third party payment is a distinct and unique characteristic of the health care industry, particular attention is given to public and private health insurers and managed care, as well as operational considerations for managing reimbursement, revenue and expenses, and for developing budgets in health service organizations. Prerequisites: ACC 2100 and ACC 2110, and HCM 3570 or FIN 3680, or permission of the instructor.

11. Change the title of HCM 4910. Health Law, change the course description and prerequisite statement, and delete the cross-listing “Same as LAW 4910.” statement. The course description will read as follows:

**HCM 4910. Health Law and Policy (3).S.**

This course is designed to provide students with a background in law and an introduction to health policy as applied to health care organizations and health professionals. The course will cover aspects of tort, contract, criminal, antitrust, and administrative law and civil procedure as they relate to health service organizations and health personnel. Prerequisite: HCM 2110 or permission of the instructor.

12. Course deletion:  
LAW 4910. Health Law (3).S.

13. Change the course description and prerequisite statement for HCM 4950 and delete the “Dual-listed with HCM 5950.” statement. The course description will read as follows:

**HCM 4950. Seminar in Health Care Management (3).F;S.**

*GEN ED: Capstone Experience*

This course integrates all HCM courses and other core courses through readings, case and scenario analyses, and small projects. The course requires students to apply the concepts of accounting, financial management, quality management, marketing, business planning, operations, strategic management, and public policy specifically to the unique environmental, regulatory, legal, ethical, and professional demands of the health care industry. Prerequisites: HCM 2110, HCM 3130, and final semester senior status, or permission of the instructor. (WRITING; SPEAKING)

14. Change HCM 5530-5549 by deleting the “Dual-listed with HCM 4530-4549.” statement.

Change HCM 5550 by deleting the “Dual-listed with HCM 4550.” statement.

Change HCM 5560 by deleting the “Dual-listed with HCM 4560.” statement.

Change HCM 5570 by deleting the “Dual-listed with HCM 4570.” statement.

Change HCM 5950 by deleting the “Dual-listed with HCM 4950.” statement.

15. Revise the course requirements and change the internal academic program inventory code for the undergraduate minor in Health Care Management from (328/51.0701) to (845/51.0701) and move this minor from the Department of Management in the Walker College of Business to the Department of Nutrition and Health Care Management (NHM) in the College of Health Sciences (HS). (The total number of hours required, 18 s.h., did not change.) The revised catalog description will read as follows:

**Undergraduate Minor in Health Care Management (845/51.0701)**

A minor in Health Care Management may be obtained by completing 18 semester hours of coursework from the following list. A minimum GPA of 2.0 is required for all coursework completed.

Required courses (15 s.h.):

ACC 1050. Survey of Accounting (3 s.h.)

ECO 2030. Principles of Economics - Price Theory (3 s.h.)

HCM 2110. Introduction to Health System Organization (3 s.h.)

HCM 3130. Managing Health Care Organizations (3 s.h.)

HCM 3570. Principles of Financial Management for Health Care (3 s.h.)

Electives - choose one of the following courses (3 s.h.):

HCM 3590. Quality Management and Process Improvement in Health Care (3 s.h.)

HCM 3680. Human Resource Management in Health Service Organizations (3 s.h.)

HCM 3700. Health Information Systems (3 s.h.)

HCM 4570. Health Services Financial Management (3 s.h.)

HCM 4630. Principles of Leadership for Health Service Organizations (3 s.h.)

HCM 4910. Health Law and Policy (3 s.h.)

HCM 4930. Ethics in Health Care (3 s.h.)

It is strongly recommended that HCM 2110, ACC 1050, and ECO 2030 be completed during the sophomore year. ECO 2030 may also be used as a Perspectives course in the general education requirements. Courses at the 3000 and 4000 level should be taken in the junior and senior years after the student has been admitted to one of the degree-granting colleges. It is strongly recommended that students choosing an HCM minor receive advising assistance from HCM faculty in selecting the elective course.

16. Revise the course requirements and change the Bachelor of Science in Business Administration (BSBA) degree in Health Care Management (328A/51.0701) to a Bachelor of Science (BS) degree in Health Care Management (845A/51.0701). [**CONTINGENT UPON APPROVAL FROM THE UNC GENERAL ADMINISTRATION. (Note: The request to change the BSBA to a BS degree was approved by the UNC General Administration, per letter dated March 24, 2010.)**] (EFFECTIVE: FALL, 2010)

Move the Health Care Management program from the Department of Management in the Walker College of Business to the Department of Nutrition and Health Care Management (NHM) in the College of Health Sciences (HS).

(The total number of hours required for this degree increases from 122 s.h. to 123-126 s.h.)  
The revised catalog description will read as follows:

**The Bachelor of Science in Health Care Management** educates students on the US health care system and

the management skills necessary for the effective and efficient operation of health services organizations. The Health Care Management program prepares students for graduate and continuing education and it also prepares students for careers in management or administration in a variety of health service organizational settings, such as: hospitals and hospital systems; medical group practices; outpatient facilities; long-term care facilities; public health organizations; managed care organizations and health insurers; federal, state and local agencies; and other health-related organizations. The Health Care Management program is a fully certified member of the Association of University Programs in Health Administration (AUPHA).

**The Bachelor of Science degree in Health Care Management (845A/51.0701)** may be obtained by completing 123-126 semester hours as follows:

1. Achieving a cumulative GPA of at least 2.0 and a GPA of 2.0 on courses in the major.
2. Completion of 44 semester hours of University-wide general education requirements. Students may count ECO 2030 (Perspective course), MAT 1030 (Quantitative Literacy course), and ENG 3100 or BE 3340 (Junior Writing in the Discipline courses) in both general education and major requirements.
3. Completion of the following required courses (50 semester hours):
  - HCM 2110. Introduction to Health System Organization (3 s.h.)
  - HCM 3130. Managing Health Care Organizations (3 s.h.)
  - HCM 3570. Principles of Financial Management for Health Care (3 s.h.)
  - HCM 3580. Health Services Research Methods (3 s.h.)
  - HCM 3590. Quality Management and Process Improvement in Health Care (3 s.h.)
  - HCM 3630. Health Services Organization Behavior and Design (3 s.h.)
  - HCM 3680. Human Resource Management in Health Service Organizations (3 s.h.)
  - HCM 3700. Health Information Systems (3 s.h.)
  - HCM 3800. Professional Development I (1 s.h.)
  - HCM 3810. Professional Development II (1 s.h.)
  - HCM 3900. Internship (6 s.h.)
  - HCM 4570. Health Services Financial Management (3 s.h.)
  - HCM 4630. Principles of Leadership for Health Service Organizations (3 s.h.)
  - HCM 4710. Health Informatics (3 s.h.)
  - HCM 4910. Health Law and Policy (3 s.h.)
  - HCM 4930. Ethics in Health Care (3 s.h.)
  - HCM 4950. Seminar in Health Care Management (3 s.h.)
4. Completion of 18 semester hours of coursework in other related areas: ACC 2100, ACC 2110, ECO 2100, ENG 3100 or BE 3340, HP 2200, and MKT 3050.
5. Completion of a 15-18 semester hour minor to be chosen in consultation with an HCM advisor.
6. Three semester hours of free electives outside the major discipline are also required.

**VOTE 18**

**YES 12**

**NO 0**

**ABSTAIN 0**

Dr. Fred Whitt distributed copies of a **“Transition Summary for Programs/Departments Moving to the New College of Health Sciences”**

Effective Date: July 1, 2010 for Budget and Fall Semester, 2010 for Curriculum Changes.

The College of Health Sciences (HS) will include the following five departments:

- Department of Communication Sciences and Disorders (CSD)
- Department of Health, Leisure and Exercise Science (HLE)
- Department of Nursing (NUR)
- Department of Nutrition and Health Care Management (NHM)
- Department of Social Work (S W)

ADJOURNMENT:

There being no further business, the AP&P Committee members voted to adjourn at 5:02 p.m.

**VOTE 19**

**YES 12**

**NO 0**

**ABSTAIN 0**

