

MINUTES OF THE MEETING  
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE  
February 5, 2003

The Academic Policies and Procedures Committee held its regular monthly meeting on Wednesday, February 5, 2003 in Room 224 of I.G. Greer Hall beginning at 3:05 p.m.

Committee members present: Mr. John Abbott, Dr. Keith Davis, Dr. Michael Dotson, Dr. Ed Folts, Dr. Holly Hirst, Dr. Dan Hurley, Dr. Ron Marden, Dr. Margot Olson, Dr. Jim Young, Mr. Jeremy Engbretson, and Mr. Justin Moore.

Committee members excused: Ms. Marianne Adams and Dr. Jon Beebe.

Committee members absent: Mr. Lucas Pasley and Ms. Rachel Johnson.

The November 6, 2002 minutes were approved as distributed. (Dr. Parker noted that the December 11, 2002 minutes and the January 15, 2003 minutes will be distributed as soon as possible.)

VOTE 1                      YES 11                      NO 0                      ABSTAIN 0

**NEW BUSINESS:**

Proposals were presented from the College of Business for the Departments of Accounting; and Management.

Proposals ACC #1 through ACC #8 from the Department of Accounting were approved as amended as follows: (EFF. FALL, 2003)

1. **Course additions:**

(Note: ACC 5080 will be dual-listed with ACC 4580, Income Taxation of Corporations.)

**ACC 5080. Income Taxation of Corporations/(3).F;S.**

Concepts and methods of determining federal tax liability of corporations. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations, contemporary problems in corporate taxation and tax research. The student will also be introduced to estate, gift and partnership taxation. Prerequisite: ACC 3580 with a minimum grade of C-. [Dual-listed with ACC 4580.]

**ACC 5270. Current Issues in Technology and AIS/(3).S.**

A current-issues course designed to explore new developments in business technology and accounting information systems. Prerequisite: Graduate standing and permission of the instructor.

**ACC 5370. Analysis and Design of Accounting Systems/(3).SS.**

Focus is on the planning, analysis, and design of information systems. Topics include SDLC methodologies; feasibility analysis; project management; information-gathering techniques; use-case, structural, and behavioral modeling; computing architectures; security; user interface design; data storage techniques; and object approaches. Prerequisite: ACC 3570 or 5570.

**ACC 5780. Issues in Taxation/(3).S.**

This course examines issues the students are generally not exposed to in their other tax courses. Topics include: exempt organizations; advanced individual tax issues including nonrecognition transactions (like kind exchanges, involuntary conversions, sale of a personal residence), retirement plans, fringe benefits, deferred compensation, stock options and other compensation planning tools; selected corporate tax issues including business combinations and redemptions; the basic concepts in multistate and international tax. Prerequisite: ACC 3580.

2. Change the prerequisite for ACC 5280, Partnership and S Corporations, to read as follows: "Prerequisite: ACC 4580 or 5080 or 5180."

3. Change the title and course description of ACC 5380, State and Local Taxation, to read as follows:

**ACC 5380. Multijurisdictional Taxation/(3).On Demand.**

A study of state and local tax laws including income, franchise, property, sales and use and excise taxes. The state and local taxation of individual and business entities is covered and planning opportunities are discussed. Additionally, the course examines the U.S. laws of international taxation as well as tax issues affecting U.S. multinational companies. Prerequisite: ACC 3580.

4. Change the course title of ACC 5680, Estates, Trusts, and Gifts, to read as follows:

**ACC 5680. Wealth and Tax Planning/(3).F.**

5. Revise the course requirements for the General concentration (302C) under the M.S. degree in Accounting (302\*/52.0301) by deleting ACC 5350 as a required course; by adding ACC 5230 and 5270 as required courses; and by also requiring ACC 5080 (for students who have not taken ACC 4580 or an equivalent course). (The total number of hours required for the M.S. degree, 30 s.h., did not change.) [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]

VOTE 2                      YES   11                        NO   0                        ABSTAIN   0  

Proposals MGT 1 and MGT 2 from the Department of Management were approved as follows:  
(EFF. FALL, 2003)

1. Course deletion:  
MGT 5010. Organizational Behavior/(3).F.
2. Increase the credit hours for MGT 5900 from (4 s.h.) to (6.s.h.) as follows:  
**MGT 5900. Internship/(6).SS.**

VOTE 3                      YES   11                        NO   0                        ABSTAIN   0  

Proposals were presented from the Reich College of Education for the Doctoral program in Educational Leadership; and proposals were also presented from the Department of Language, Reading and

Exceptionalities.

Proposals #1-9 for the Doctoral program in Educational Leadership were approved as amended as follows (EFF. FALL, 2003):

1. Course deletion:  
EDL 7070. Program Evaluation and Organizational Renewal/(3).SS.
2. Course addition:  
**EDL 7170. Program Evaluation and Policy Analysis/(3).S.**  
This course provides a broad survey of educational evaluation theory and practice, and the relationship of evaluation to educational policy analysis, along with practical experience in designing educational evaluations and policy studies. The course begins with an examination of the historical underpinnings of educational evaluation and policy analysis, their role in improving education, their points of distinction from other forms of systematic inquiry, and the origins of the variety of alternative conceptions of evaluation and policy analysis in practice today. This examination is followed by an in-depth study of a variety of evaluation and policy analysis models.
3. Change the course description of EDL 7011 to read as follows:  
**EDL 7011. Multi-Disciplinary Seminar on Emerging Issues I/(3).F.**  
A multi-disciplinary seminar to examine current and emerging issues in society and their impact on public education. The course draws upon readings from a variety of disciplines for students to examine and to reflectively explore fundamental questions about: the nature and purpose of education; how educators conceive of and understand teaching and learning in schools and classrooms; and how educational leaders conceive of and understand the complex relations between schools, teachers, learners, and curriculum.
4. Change the title and course description of EDL 7040, Computer Applications and Administrative Practice, to read as follows:  
**EDL 7040. Educational Organizations and Technology/(3).F.**  
Students in this course will develop strategies for forming and implementing a vision for incorporating computer and communications technologies into educational settings. They will have an opportunity, as current and future educational leaders, to investigate examples of these technologies in schools and other educational settings. These experiences, combined with appropriate leadership skills, will enable current and future educational leaders to successfully plan for and implement computer and communications technologies into their respective educational settings.
5. Change the course description of EDL 7099 as follows; and change the current grading system for this course from “A-F” to “Graded on an S/U basis only.”  
**EDL 7099. Professional Seminar/(1).F;S.**  
The purpose of this seminar is to provide doctoral students an opportunity to discuss topics arising from course work; to report on internships and research assistantships; and to explore possible dissertation topics. Individual faculty and faculty panels will, from time to time, join the seminar to discuss their research. Seminar students will develop a portfolio reflecting the development of dissertation topics. The portfolio will provide students a means by which they can present evidence of their progress for consideration by advisors and other faculty. Students should expect to

maintain the portfolio throughout their course work. Graded on an S/U basis only. (Students are required to take EDL 7099, Professional Seminar, for three semesters, for a total of three credit hours.)

6. Revise the Ed.D. degree in Educational Leadership by changing this degree from being a degree with no concentration (701A/13.0401)[T], to being a degree with a required concentration (702\*/13.0401). Add a concentration in Educational Leadership, Licensure (702B)[T]; and add a concentration in Educational Leadership, General (702C).

Change the course requirements for the Ed.D. in Educational Leadership (702\*/13.0401) by deleting the current “Research Core” and the “General Knowledge Core” and by adding a new list of “Required Core Courses” that will be required for both of the concentrations.

Delete the following doctoral level minors: Curriculum & Instruction (703); Curriculum & Instruction/Special Education (704); Management (705); Reading (706); and Special Education (707). The correlated minors will no longer be needed for the Ed.D. in Educational Leadership since the establishment of the two concentrations allows for a more focused program based on students’ career goals.

Change the “Admission to Candidacy” for doctoral students from that currently required of all graduate students (see Page 37 of the 2001-2003 GRADUATE BULLETIN) to a requirement that doctoral students may apply for admission to candidacy only after satisfactory completion of the Qualifying Exam and Prospectus.

The total number of hours required for the Ed.D. degree in Educational Leadership, 60 s.h. minimum, did not change. (NOTE: A copy of the revised graduate catalog description for this degree and the two new concentrations is on file in the Office of Academic Affairs.)

VOTE 4                      YES   11                        NO   0                        ABSTAIN   0  

Proposals LRE #1-6 from the Department of Language, Reading and Exceptionalities were approved as amended as follows (EFF. FALL, 2003):

1. Course additions:

**CD 5566. Clinical Practicum III/(3).F;S.**

Supervised third level practicum in evaluation and therapy techniques in speech-language pathology and audiology. Specific clinical assignments will depend on coursework in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. Students may have an off-campus placement. (Meets ASHA III-B). Prerequisite: completion of CD 5565 or by permission.

**CD 5567. Clinical Practicum IV/(3).F;S.**

Supervised fourth level practicum in evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on coursework completed in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. Students may have an off-campus placement. (Meets ASHA III-B).

Prerequisite: completion of CD 5566, its equivalent, or by permission.

**CD 5569. Clinical Practicum in the Schools/(6).F;S.**

Supervised student teaching practicum involving evaluation and therapy techniques in speech-language pathology in the schools. Specific clinical assignments will depend on coursework in the disorders areas. Students will be assigned to three full days in the schools. (Meets ASHA III-B). May replace CD 5566 or 5567, or may be taken concurrently with CD 5900.

2. Change the title of CD 5564, Clinical Practicum II; decrease the credit hours from (6 s.h.) to (3 s.h.); and change the course description and prerequisites to read as follows:

**CD 5564. Clinical Practicum I/(3).F;S.**

Supervised entry level practicum in evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on coursework in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. (Meets ASHA III-B). Prerequisites: completion of CD 5563, 5666, 5864, and 5865 or equivalents; and completion of required observation.

3. Change the title of CD 5565, Clinical Practicum III; decrease the credit hours from (6 s.h.) to (3 s.h.); and change the course description and prerequisites to read as follows:

**CD 5565. Clinical Practicum II/(3).F;S.**

Supervised second level practicum in evaluation and therapy techniques in speech-language pathology and audiology. Specific clinical assignments will depend on coursework in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. Students may have an off-campus placement. (Meets ASHA III-B). Prerequisite: completion of CD 5564 or by permission.

4. Change the prerequisites for CD 5900, Internship to read as follows: "Prerequisites: completion of CD 5567 or its equivalent and permission of the Communication Disorders faculty."
5. Revise the course requirements for the M.A. degree in Communication Disorders (non-teaching) (493A/51.0201) by changing the titles and credit hours of CD 5564 and 5565 as noted above; and by adding CD 5566 and CD 5567 to the list of required courses. (The total number of hours required for this degree, 57 or 60 s.h., did not change.) (NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.)
6. Revise the course requirements for the M.A. degree in Communication Disorders (489A/51.0201)[T] (which leads to NCDPI Advanced Licensure) by changing the titles and credit hours of CD 5564 and 5565 as noted above; by adding CD 5566 and/or 5567 to the list of required courses; replace CI 5900 with CD 5569 as a requirement; and change the number of semester hours required for CD 5900 from 6 s.h. to 6-9 s.h. (The total number of hours required for this degree, 57 or 60 s.h., did not change.) (NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.)
7. Revise the B.S. degree in Communication Disorders (494A/51.0201) by reducing the number of elective hours required from 15 s.h. to 14 s.h. (The total number of hours required for this degree changed from 123 s.h. to 122 s.h.) [Note: A copy of the revised degree description is on file in

the Office of Academic Affairs.]

VOTE 5

YES 11

NO 0

ABSTAIN 0

Dr. Richard Henson presented proposals from the College of Arts and Sciences for the Departments of Foreign Languages and Literatures; Interdisciplinary Studies; and Psychology.

Proposals FLL-1 through FLL-22 from the Department of Foreign Languages and Literatures were approved as amended as follows (EFF. FALL, 2003):

1. Course deletions:

FRE 5020. French Literature to 1500/(3).SS Only.

FRE 5022. French Romance and Novel/(3).SS Only.

FRE 5024. French Philosophical Literature/(3).SS Only.

SNH 5020. Spanish Literature to 1500/(3).SS Only.

SNH 5021. Literature of the Golden Age/(3).SS Only.

SNH 5022. Realism and Naturalism in Hispanic Fiction/(3).SS Only.

SNH 5025. 20<sup>th</sup> Century Novels in Spanish/(3).SS Only.

2. Course additions:

**FL 5525. Product of Learning/(3).On Demand.**

An on-going research/pedagogical project in thesis or portfolio form. Graded on an S/U basis only.

**FL 5590. Issues in Teaching Foreign Languages and Cultures/(3).S.**

An examination of current methodologies for teaching and research in second language learning across varied instructional settings, with practical applications that reflect an evolving standard of professionalism for foreign language teachers. A textbook along with recent publications on the National Standards for Language Teaching are the core readings for the course, with additional articles placed on reserve in the Library.

**FRE 5001. Francophone Children's and Adolescent Literature/(3).S.**

This course will investigate the history and development of children's and adolescent literature in France and in the francophone world. Study of roles and perceptions of the child and adolescent as these appear in fictional and (auto)biographical writings, and various mass media. Readings may vary.

**FRE 5002. Masterpieces of Francophone Art and Literature/(3).F.**

A study of French and Francophone plastic, performance, and verbal art from various historical periods and geographic origins. The course offers a pluridisciplinary exploration of relationships between artistic works and the cultures that produce them. Readings may vary.

**FRE 5003. French Women Writers/(3).F.**

An examination of French women writers and their works from the Middle Ages to the present.

The survey will consider examples of many genres women have created, used, or adapted. Primary sources chosen for important themes will be complemented by historical and critical readings. Selection of authors and works will vary from semester to semester.

**FRE 5004. The French Media/(3).F.**

The course explores the historical evolution, vehicles of diffusion, purposes, and importance of French media from traditional print to innovative hypertext, and from rudimentary radio to digital broadcasting of the “information age.” Coursework includes theoretical readings that complement a “hands-on” investigation and manipulation of these various media.

**SNH 5001. Hispanic Children’s and Adolescent Literature/(3).F.**

Commented readings of literary works in different genres written for children and adolescents. Study of the evolution and theory of children’s and adolescent literature in Latin America and Spain. Special focus on the cultural background, cross-cultural ties, and pedagogy of children’s and adolescent literature.

**SNH 5002. Masterpieces of Hispanic Art and Literature/(3).S.**

Study of seminal works in Spanish and Latin American art and literature, and their literary and cultural impact. Cross-disciplinary approach, taking into account the social, cultural, political, and historical context and impact of texts and objects. Barring duplication of content, the course may be repeated once.

**SNH 5003. Hispanic Short Fiction/(3).S.**

A study of the short story in Hispanic literature, which will examine the genre from a cultural and literary perspective. Readings and commentary of selected short stories, especially by women and ethnic authors, will trace the history of the genre and explore its main themes. Primary sources will be complemented by literary historical and critical readings.

3. Change the title, semester offering, and course description of FL 5601, Second Language Acquisition, to read as follows:

**FL 5601. Bilingualism and Second Language Acquisition/(3).F.**

An examination of competing views of second language acquisition which inform the way foreign languages are taught. Introduction to a variety of research methods and practices typically used to study and assess student learning. The course culminates in the design of a second-language acquisition project by the student.

4. Change the title, semester offering, and course description of FRE 5021, French Poetry, to read as follows:

**FRE 5021. Poetry of French Expression/(3).F.**

Comprehensive overview of poetic form, function, and analysis as these pertain to the French-speaking world and French and Francophone literary history. Commented readings of representative poetic texts as products of culture and as tools for language learning.

5. Change the title, semester offering, and course description of FRE 5023, French Theatre, to read as follows:

**FRE 5023. Theater and Performance in French/(3).F.**

Study of a variety of aspects pertaining to theatricality and theatrical genres from traditional venues to pop culture icons. Primary texts will be complemented by theoretical works, film adaptations, and other media presentations. Readings may vary.

6. Change the title, semester offering, and course description of FRE 5025, Topics of French Culture, to read as follows:  
**FRE 5025. French Cultural Studies/(3).S.**  
A study of various artifacts, historic events, and cultural practices and theories that have shaped the private and public spheres of social and institutional development in France. Readings may vary.
7. Change the title, semester offering, and course description of FRE 5026, Francophone Culture and Literature, to read as follows:  
**FRE 5026. Francophone Cultures/(3).S.**  
This course consists of an in-depth study of selected literary texts and other cultural artifacts (such as films, newspapers, magazines) that underline the traditional and contemporary aspects of Francophone culture. Laboratory work will be mandatory.
8. Change the titles, semester offering, and course descriptions of FRE 4565/5565, Advanced Writing in French, to read as follows:  
**FRE 4565. Advanced French Expression/(3).F.**  
**FRE 5565. Advanced French Expression/(3).F.**  
Students will have the opportunity to advance their oral and written proficiencies by examining and using different registers of contemporary spoken French as well as analyzing different written genres. Their oral work will be based on reading and discussing current articles from newspapers and periodicals; their written work will be modeled on selected literary and cultural narratives written by experienced French writers. Prerequisites: Senior or graduate standing and FRE 3080, or consent of the instructor. (WRITING) [Dual-listed with FRE 5565/4565.]
9. Change the semester offering and course description of SNH 5023 to read as follows:  
**SNH 5023. Poetry in Spain and Latin America/(3).F.**  
A study of Hispanic poetry which will examine the formal and thematic characteristics of the genre through some of the most meaningful texts by Spanish and Latin American poets. The course includes readings and commentaries of poems as vehicles of cultural diversity and self-expression. Special focus is on the pedagogical potential of poetry in the second language learning process.
10. Change the title, semester offering, and course description of SNH 5024, 20<sup>th</sup> Century Plays in Spain and Latin America, to read as follows:  
**SNH 5024. Theater and Performance in the Hispanic World/(3).S.**  
The course offers an examination of Latin American and Spanish plays and performances from an interdisciplinary perspective, and within the context of Hispanic culture and history. Students will study Hispanic plays and performances as texts, spectacles, and learning tools.
11. Change the title, semester offering, and course description of SNH 5026, History of Ideas in the Spanish-Speaking World, to read as follows:  
**SNH 5026. Hispanic Cultural Studies/(3).F.**  
Reading and analysis of articles, books, comics, movies and songs which enable understanding of



historical and current cultural issues. The course offers a critical analysis of common definitions and concepts of Hispanic culture, and will provide the opportunity to gain new perspectives relative to literary and cultural artifacts.

12. Change the semester offering and course description of SNH 5027 to read as follows:  
**SNH 5027. The Media in Latin America and Spain/(3).S.**  
Study of newspapers, magazines, music, TV programs, and films as products and producers of culture in Spain and Latin America. The course will provide students with the opportunity to acquaint themselves with theoretical approaches to media, and will allow them to develop practical applications of various media in the instructional process.
13. Change the semester offerings for FRE 5000 and SNH 5000, Research and Critical Theory, from **SS Only.** to **F.On Demand.**
14. Revise the catalog description of the graduate minor in **Romance Languages/French** (222/16.0999) to read as follows:  
**Graduate Minor in Romance Languages/French (222)**  
A graduate (M.A.) minor in Romance Languages/French consists of 8 to 12 semester hours selected from French offerings numbered 5000 or above, except FRE 5989.
15. Revise the catalog description of the graduate minor in **Romance Languages/Spanish** (223/16.0999) to read as follows:  
**Graduate Minor in Romance Languages/Spanish (223)**  
A graduate (M.A.) minor in Romance Languages/Spanish consists of 8 to 12 semester hours selected from Spanish offerings numbered 5000 or above, except SNH 5989.
16. Revise the course requirements for the following degrees to reflect the curriculum and state-mandated program changes as noted above:
  - - M.A. degree in Romance Languages, French (222A/16.0999)
  - - M.A. degree in Romance Languages, French (Teaching) (223\*,223B[T],223C/16.0999)
  - - M.A. degree in Romance Languages, Spanish (228A/16.0999)
  - - M.A. degree in Romance Languages, Spanish (Teaching) (229\*,229B[T],229C/16.0999)(NOTE: A copy of the revised graduate catalog descriptions for the degrees listed above is on file in the Office of Academic Affairs.)
17. Delete the concentration in **French, Education (G Certification)** (223B)[T] from the M.A. degree in Romance Languages, French (Teaching) (223\*/16.0999); and replace it by adding a concentration in **French, K-12 Teaching (M Level Licensure)** (223D)[T]. (CONTINGENT UPON APPROVAL FROM THE UNIVERSITY OF NORTH CAROLINA'S OFFICE OF THE PRESIDENT; AND CONTINGENT UPON APPROVAL BY THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION.)
18. Delete the concentration in **Spanish, Education (G Certification)** (229B)[T] from the M.A. degree in Romance Languages, Spanish (Teaching) (229\*/16.0999); and replace it by adding a

concentration in Spanish, K-12 Teaching (M Level Licensure) (229D)[T]. (CONTINGENT UPON APPROVAL FROM THE UNIVERSITY OF NORTH CAROLINA'S OFFICE OF THE PRESIDENT; AND CONTINGENT UPON APPROVAL BY THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION.)

VOTE 6

YES 11

NO 0

ABSTAIN 0

Proposals IDS-1 through IDS-7 from the Department of Interdisciplinary Studies were approved as amended as follows (EFF. FALL, 2003):

1. Course deletions:

IDS 3100. Interdisciplinary Approaches to Contemporary Issues/(3).F. (**WRITING; CROSS-DISCIPLINARY**)

IDS 3101. Research in the Professions/(1).F;S.

2. Course additions:

[Note: IDS 3000 has been approved for the **W (WRITING)**, **MC (MULTI-CULTURAL)**, and **CD (CROSS-DISCIPLINARY)** special designators.]

**IDS 3000. Histories of Knowledges/(3).F;S.**

This course introduces central concerns of interdisciplinary studies through analyses of histories of knowledge production, definition, and categorization, cultural derivations and influences on what we know, the significance of paradigms and media, and the importance of perspective and situation in shaping what we define as knowledge. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY)

[Note: IDS 3150 has been approved for the **W (WRITING)** and **CD (CROSS-DISCIPLINARY)** special designators.]

**IDS 3150. Interdisciplinary Praxis/(3).F;S.**

This course provides an overview of interdisciplinary praxis by means of selected readings in theories and philosophies of interdisciplinarity and in interdisciplinary practices. It moves from a broad investigation to students' application of them to both their concentrations and the portfolio each IDS major must complete for graduation. The course will introduce the concepts and requirements for the portfolio and assist students in preparing a plan to satisfy the portfolio requirement. (WRITING; CROSS-DISCIPLINARY)

[Note: IDS 3300 has been approved for the **S (SPEAKING)** and **CD (CROSS-DISCIPLINARY)** special designators.]

**IDS 3300. Seminar I/(3).F;S.**

This course is designed as an intensive investigation of a question, theme, problem, theory, process, or analytic framework, the study of which requires interdisciplinary, transdisciplinary, and/or multi-disciplinary approaches to understanding. Method and other techniques of knowledge production will be explicitly addressed and applied in the context of the course topic. The topic of this course will vary, and barring duplication of subject matter, a student may repeat the course for credit. Prerequisites (required for IDS majors only): IDS 3000 (Histories of Knowledges) and IDS 3150 (Interdisciplinary Praxis). (SPEAKING; CROSS-DISCIPLINARY)

[Note: IDS 3700 has been approved for the S (SPEAKING) and CD (CROSS-DISCIPLINARY) special designators.]

**IDS 3700. Seminar II/(3).F;S.**

This course is designed as an intensive investigation of a question, theme, problem, theory, process, or analytic framework, the study of which requires interdisciplinary, transdisciplinary, and/or multi-disciplinary approaches to understanding. One or more transdisciplinarity will be explicitly defined and applied in the context of the course topic. The topic of this course will vary, and barring duplication of subject matter, a student may repeat the course for credit. Prerequisites (required for IDS majors only): IDS 3000 (Histories of Knowledges) and IDS 3150 (Interdisciplinary Praxis). (SPEAKING; CROSS-DISCIPLINARY)

3. Change the semester offering, course description, and prerequisites for IDS 4550 as follows:

[Note: IDS 4550 has been approved for the W (WRITING) and C (COMPUTER) special designators. The S and CD special designators were previously approved for this course.]

**IDS 4550. Senior Seminar/(3).F;S.**

In this class, students will have the opportunity to draw together the diverse strands of their interdisciplinary studies, reflect on the connections among these strands, and produce an in-depth senior project focusing on their concentration within the major. Students will have the opportunity to reflect on methodology - how one brings together data, methods and practices from diverse disciplines, both academic and non-academic. Students will be asked to present and discuss aspects of projects in class and present their final projects in a public forum to students and faculty. The final portfolio is to be turned in to the student's Senior Seminar professor before the end of the student's last semester. Prerequisites: Senior standing and IDS 3000 and 3150. Corequisite or prerequisite: IDS 3300 or 3700, or consent of the instructor. (WRITING; SPEAKING; CROSS-DISCIPLINARY; COMPUTER)

4. Revise the interdisciplinary core course requirements for the B.A. degree in Interdisciplinary Studies (250\*/24.0101) by deleting the current core (IDS 3100, 3101, 3200, 4550, and 4100 or 4200); and by adding a new list of core course requirements (IDS 3000, 3150, 3300, 3700 and 4550). (The number of hours required for the core changed from 13 s.h. to 15 s.h.; however, the total number of hours required for the degree, 122 s.h., did not change.) The revised catalog description will read as follows:

**INTERDISCIPLINARY MAJORS**

The general features of the **B.A. degree in Interdisciplinary Studies** are: (1) a series of core courses which give all IDS majors a firm grounding in interdisciplinary perspectives and methods, and link them with the student's study in their concentration; and (2) a set of fifteen concentrations.

**All majors in interdisciplinary studies require a minimum of 122 semester hours for the degree. A minor is required. In addition to core curriculum, major, and minor requirements, electives must be taken to meet the total required minimum hours.**

1. The interdisciplinary core courses are as follows (15 s.h.):

IDS 3000, Histories of Knowledges (3 s.h.)

IDS 3150, Interdisciplinary Praxis (3 s.h.)

IDS 3300, Seminar I (3 s.h.)

IDS 3700, Seminar II (3 s.h.)

IDS 4550, Senior Seminar (3 s.h.)

2. The concentrations: Students are required to take one of the following concentrations and to meet the requirements of the concentrations as stated. In all concentrations, students may select other courses with the consent of an IDS advisor. **Courses taken for core curriculum credit may not be counted toward the major.**

VOTE 7                      YES   11                        NO   0                        ABSTAIN   0  

Proposals PSY 2002-28 through PSY 2002-57 from the Department of Psychology were approved as amended as follows (EFF. FALL, 2003):

1. Course deletions:

PSY 5560. Child Psychology/(3).On Demand.

PSY 5564. Child Psychotherapy/(3).S.

PSY 5590. Evaluation of Exceptional Children/(3).On Demand.

PSY 5710. Behavior Therapy/(3).F.

PSY 5712. Psychotherapy with Adults/(3).F.

2. Course additions:

**PSY 5040. Applied Psychological Research and Evaluation/(3).S.**

This course provides students with the opportunity to acquire skills necessary to perform independent research and evaluation in field settings. It continues the content of PSY 5020 for those students who will be employed in applied settings (e.g., schools, hospitals, and governmental agencies). Prerequisite: PSY 5020.

**PSY 5250. Pro-Seminar III: Biopsychology and Developmental Psychology/(3).S.**

This course includes a critical evaluation of current issues and research in biopsychology and developmental psychology, and provides a historical account of important developments in these areas.

**Add** (reinstate) **PSY 5661** as a cross-listed course with **MGT 5661**.

Change the title and course description of MGT 5661, Measurement of Work Performance and Attitudes. The course descriptions for PSY 5661 and MGT 5661 will read as follows:

**PSY/MGT 5661. Performance Management/(3).S.**

The study of methods used to describe and measure work behavior. Specific attention is given to developing competencies in job analysis and performance management in order to facilitate the evaluation of employee contributions to organizational success. (Same as MGT/PSY 5661.)

**PSY/MGT 5672. Advanced Organizational Psychology/(3).F.**

An examination of theory and research focused on individual and social processes in organizations. Topics include organizational research methods, job attitudes, mood, work stress, motivation, leadership, work groups and teams, prosocial behaviors, organizational culture and climate, and organizational theory and structure. (Same as MGT/PSY 5672.)

**PSY 5714. Psychotherapy Interventions I/(3).S.**

A critical evaluation of the current major approaches to and research concerning

psychotherapeutic behavior change with adults. A systematic review of empirically verified treatments for the most prevalent disorders will be provided.

**PSY 5715. Psychotherapy Interventions II/(3).F.**

A critical evaluation of the current treatments for bipolar disorder, schizophrenia, trauma-based disorders, personality disorders, and sexual dysfunctions. The empirical literature will be reviewed, and students will have the opportunity to learn to apply empirically verified treatment techniques for these disorders.

**PSY 5716. Cognitive, Behavioral, and Systematic Interventions with Children/(3).S.**

The main emphasis in the class will be on developing the necessary knowledge to effectively implement empirically supported interventions for children and adolescents in clinical and school settings. An in-depth review of the treatments for the most common childhood disorders will be provided.

**PSY 5717. Preschool and Low Incidence Assessment/(3).F.**

Advanced, practice-based study of psychoeducational assessment and intervention for preschoolers and children with low-incidence disabilities. Pertinent legal, ethical, and diversity issues and relevant federal regulations will be examined. Supervised practice with actual cases will be provided.

**Add PSY 6620** (to be cross-listed with the current course, **HPC 6620**). The course descriptions for PSY 6620 and HPC 6620 will read as follows:

**PSY/HPC 6620. School-Based Consultation/(3).S;SS.**

For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress. (Same as HPC/PSY 6620.)

3. Change the title and course description of PSY 5150, Pro-Seminar I: Biopsychology and Learning, to read as follows:

**PSY 5150. Pro-Seminar I: Learning and Cognition/(3).F.**

This course includes a critical evaluation of current issues and research in cognition and learning, and provides a historical account of important developments in these areas.

4. Change the title and course description of PSY 5200, Pro-Seminar II: Social and Developmental Psychology; and delete the course prerequisite. The course description will read as follows:

**PSY 5200. Pro-Seminar II: Social and Personality Psychology/(3).S.**

This course includes a critical evaluation of current issues and research in social and personality psychology, and provides a historical account of important developments in these areas.

5. Change the title of PSY 5580, Principles of Health Psychology Practice, to read as follows:

**PSY 5580. Foundations and Ethics of Health Psychology/(3).S.**

6. Change the title and course description of PSY 5705, Fundamentals of Psychotherapy, to read as follows:  
**PSY 5705. Psychotherapy: Foundations and Ethics/(3).F.**  
This course involves learning fundamental clinical skills including interviewing and basic clinical interventions. Legal and ethical principles in the practice of clinical psychology are considered.
7. Change the title of PSY 5765, School-Based Assessment of Emotional, Behavioral, and Social Functioning, to read as follows:  
**PSY 5765. Emotional/Behavioral Assessment in Schools/(3).S.**
8. Change the title and course description of PSY 5810, Functions of the School Psychologist, to read as follows:  
**PSY 5810. Functions and Ethics of the School Psychologist/(3).F.**  
As an introduction to the profession of school psychology, this course will review the history of the field and important current theoretical, legal, and ethical aspects of the practice of school psychology.
9. Increase the number of credit hours for PSY 5998 from (2 s.h.) to (3 s.h.).  
**PSY 5998. Thesis Proposal/(3).F;S.**
10. Increase the number of credit hours for PSY 5999 from (2 s.h.) to (3 s.h.).  
**PSY 5999. Thesis/(3).F;S.**
11. Change the course description of PSY 6900, Internship; change the credit hours from (4-6 s.h.) to (6 s.h.); change the Industrial/Organizational title under PSY 6900; and increase the Indus/Org credit hours from (4 s.h.) to (6 s.h.). The course descriptions will read as follows:  
**PSY 6900. Internship/(6).F;S.**  
Internships are required for students in the Clinical, School, and Health programs and are an option for students in the Industrial-Organizational Psychology and Human Resource Management (I/O-HRM) program. It is anticipated that students will spend a minimum of 75 contact hours in the field for each earned hour of credit. The requirements are listed below. Graded on an S/U basis.  
  
**Industrial/Organizational-Human Resource Management/(6).F;S.**  
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. Graded on an S/U basis.
12. Increase the number of credit hours for MGT 5900 from (4 s.h.) to (6 s.h.) as follows:  
**MGT 5900. Internship/(6).SS.**  
A full-time work experience for a minimum of ten weeks in a setting expected to provide meaningful and challenging exposure to issues of human resource management. Prerequisites: Admission to candidacy in the interdisciplinary masters program in Industrial-Organizational Psychology and Human Resource Management, and permission of the internship coordinator.

Graded on an S/U basis.

13. Change the “General Psychology Core” course requirements for all graduate programs in the Department of Psychology specifying that students must complete a 12 semester hour core; and, change the criterion for meeting language proficiency from completion of PSY 5030 to completion of PSY 5020. The revised catalog description will read as follows:  
(Page 206 of the GRADUATE BULLETIN, the 1<sup>st</sup> paragraph under the Dept of Psychology):  
Graduates from the Clinical, Health, and School Psychology programs are eligible to apply for licensure as a Psychological Associate in North Carolina. Students enrolled in all programs are required to complete a 12-hour core sequence of courses in general psychology and research methods, earn a passing score on a comprehensive exam, and score above the 60<sup>th</sup> percentile on the GRE Psychology Subject Test or Academic Concentration Achievement Test (ACAT) prior to graduation. The 12-hour core includes: PSY 5020, Research Methods in Psychology, and either three pro-seminar courses (PSY 5150, Pro-Seminar I: Learning and Cognition, PSY 5200, Pro-Seminar II: Social and Personality Psychology, and PSY 5250, Pro-Seminar III: Biopsychology and Developmental Psychology) or two pro-seminar courses and PSY 5030, Quantitative Methods in Psychology or PSY 5040, Applied Psychological Research and Evaluation. The language proficiency will be met by completion of PSY 5020.
14. Revise the course requirements for the M.A. degree in Clinical Psychology (217A/42.0201) by: incorporating the appropriate course changes noted above; making the thesis an option rather than a requirement; substituting PSY 5250 for PSY 5200 as a requirement; allowing students to choose either PSY 5200 or 5030; and substituting an approved elective for HPC 5270. (The total number of hours required for this degree changed from 52 s.h. to 54 s.h.) (NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.)
15. Revise the course requirements for the M.A. degree in Health Psychology (296A/51.2310) by: incorporating the appropriate course changes noted above; substituting PSY 5250 for PSY 5200 as a requirement; allowing students to choose either PSY 5200 or 5030; adding a “Clinical Core” of 18 s.h. required; and revise the “Health Psychology Core” of 21 s.h. required. (The total number of hours required for this degree changed from 48-49 s.h. to 51 s.h.) (NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.)
16. Revise the course requirements for the M.A. degree in Industrial-Organizational Psychology and Human Resource Management (258A/42.0901) by incorporating the appropriate course changes noted above; by deleting the “Management Core”; and by deleting PSY 5500 as a required course. (The total number of hours required for this degree changed from 46 s.h. to 48 s.h.) (NOTE: A copy of the revised graduate catalog description to be included in the Departments of Psychology and Management is on file in the Office of Academic Affairs.)
17. Change the catalog description of the Psychology, General Experimental program (the introductory paragraph on Page 207 of the GRADUATE BULLETIN). The revised catalog description will read as follows:  
**Psychology, General Experimental (Major Code: 226A):** The primary purpose of the Master of Arts in Psychology, General Experimental is to provide a sound program of intensive course work and independent research beyond the bachelor’s degree. The General Experimental program is based on a mentoring model with student-faculty academic and research relationships as a central

component. Upon completion of this program, the student is prepared to pursue various scientific and applied activities. Most students choose to pursue doctoral work at other institutions. The Master of Arts in Psychology, General Experimental consists of 33 semester hours including a thesis.

18. Revise the course requirements for the M.A. degree in Psychology, General Experimental (226A/42.0101) by requiring students to complete three pro-seminar courses; by moving PSY 5030 from the "General Psychology Core" to the "Research Core" of required courses; and by changing the semester hour requirements for the Selected Topics courses, the Thesis Proposal, the Thesis, and the Approved Electives. (The total number of hours required for this degree changed from 31 s.h. to 33 s.h.) (NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.)
19. Revise the course requirements for the M.A. degree and the C.A.S. in School Psychology (278A/42.1701)[T] by: incorporating the appropriate course changes noted above; substituting PSY 5250 for 5200 as a requirement; allowing students to choose PSY 5030 or 5040; removing PSY 5555 as a requirement; and increasing the number of electives from 6 to 9 s.h. (The total number of hours required for this degree, 72 s.h., did not change.) (NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.)

VOTE 8                      YES 11                      NO 0                      ABSTAIN 0

**OLD BUSINESS:**

Dr. Kay Smith presented proposals FLL-34 and FLL-35 from the Department of Foreign Languages and Literatures. (FLL-34 is requesting to change the number of credit hours for CI/FL 3120 from 3 s.h. to 6 s.h.; and FLL-35 is requesting to delete RE 4630 as a requirement for the B.S. and for licensure in French/Spanish K-12.) At the 1/15/03 AP&P meeting, a motion was approved to delay action on these two proposals until they had been considered by the Teacher Education Council.

Dr. Smith noted that the Teacher Education Council approved these proposals on February 4 (with a revised syllabus for FLL-34), however, they are to be considered by the Department of Curriculum and Instruction on February 7.

Rather than approve these proposals with a contingency, the AP&P committee members discussed their preference to wait until the proposals could be considered by the Department of Curriculum and Instruction. Dr. Smith was asked to distribute copies of the revised syllabus for FLL-34 before the next AP&P meeting. Following discussions concerning the Department's request that these actions need to be included in the new catalog, **a motion was approved to waive the deadline for the implementation date of proposals FLL-34 & 35 so that they can be EFFECTIVE: FALL, 2003 (if they are approved at the March 5 AP&P Committee meeting.**

VOTE 9                      YES 11                      NO 0                      ABSTAIN 0

**A motion was then approved to table proposals FLL-34 and FLL-35 until the March 5, 2003 AP&P Committee meeting.**

VOTE 10                      YES 11                      NO 0                      ABSTAIN 0



**OTHER:**

Mr. Don Rankins, University Registrar presented two proposals from the University Advising Council. Proposals REG 1 and REG 2 were approved as amended as follows (EFF. FALL, 2003):

1. Change the period of time a grade of "T" (Incomplete) defaults to a grade of "F" or "U" from one year to one semester.

The revised UNDERGRADUATE BULLETIN description (Page 44) will read as follows:

- I Incomplete, assigned only because of sickness or some other unavoidable cause. An "T" becomes an "F" or "U" if not removed within the time designated by the instructor, not to exceed one semester, except that all incompletes must be removed at the time of graduation. An incomplete is not given merely because assignments were not completed during the semester.

The revised GRADUATE BULLETIN description (Page 45) will read as follows:

- I Incomplete, assigned only because of sickness or some other unavoidable cause. An "T" becomes an "F" or "U" if not removed within the time designated by the instructor, not to exceed one semester, except that all incompletes must be removed at the time of graduation. An incomplete is not given merely because assignments were not completed during the semester.

- IP In Progress grade assigned for graduate thesis courses (5999-6999) or produce of learning courses.

2. Change the repeat policy to eliminate the exclusion for "T" grades. Indicate the specifics of the repeat policy and when notification is required of selected repeats.

The revised UNDERGRADUATE BULLETIN description (Page 45) will read as follows:

**GRADE-POINT AVERAGE AND REPEAT POLICY**

The grade-point average (GPA) is a general measure of the student's academic achievement while at Appalachian. The GPA is determined by dividing the total number of quality points earned by the total number of quality hours attempted ("quality points" and "quality hours" are derived from courses graded A-F or WF). The GPA is computed only on the basis of coursework taken at Appalachian.

Students may, for a variety of reasons, elect to repeat a course. If a student so elects, the following policies will govern the awarding of credit and the computation of her or his GPA:

- 1) Credit hours earned in a particular course will not be awarded more than one time; i.e., if a course in which credit hours have been earned is repeated with a passing grade, additional credit hours will not be awarded. If, however, a course in which credit hours have been earned is repeated with a grade of "F," "U," or "WF," the hours earned initially will be subtracted from the student's total.
- 2) When a course is repeated, the grade earned in the **initial attempt** can be excluded from computation in the student's GPA for a maximum of five (5) courses. (Note: If a grade is excluded from GPA computation when repeated, it remains on the academic transcript.)
- 3) The student must indicate to the Registrar's Office, in writing, which courses are to be excluded from GPA computation under this policy. A repeat form must be submitted to the Registrar's Office no later than the last day of the final exam period during the term in which the course is repeated.
- 4) A course may not be repeated if the content has changed substantially, or if the number of credit hours has been reduced.

- 5) If neither the number nor the title of a course has changed but the content has changed substantially, it will be the responsibility of the chairperson of the department in which the course is offered to notify the Registrar that a student who took the course prior to the change in content may not repeat the course for credit.

VOTE 11                      YES 11                                      NO 0                                      ABSTAIN 0

The AP&P Committee members voted to adjourn at 4:30 p.m.

VOTE 12                      YES 11                                      NO 0                                      ABSTAIN 0

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

February 5, 2003

Vote Record

VOTE SYMBOLS	y (YES)				N (NO)				A (ABSTAIN)			
	1	2	3	4	5	6	7	8	9	10	11	12
<hr/>												
<u>Committee Members</u>												
John Abbott	y	y	y	y	y	y	y	y	y	y	y	y
Marianne Adams	-	-	-	-	-	-	-	-	-	-	-	-
Jon Beebe	-	-	-	-	-	-	-	-	-	-	-	-
Keith Davis	y	y	y	y	y	y	y	y	y	y	y	y
Michael Dotson	y	y	y	y	y	y	y	y	y	y	y	y
Ed Folts	y	y	y	y	y	y	y	y	y	y	y	y
Holly Hirst	y	y	y	y	y	y	y	y	y	y	y	y
Dan Hurley	y	y	y	y	y	y	y	y	y	y	y	y
Ron Marden	y	y	y	y	y	y	y	y	y	y	y	y
Margot Olson	y	y	y	y	y	y	y	y	y	y	y	y
Jim Young	y	y	y	y	y	y	y	y	y	y	y	y
Lucas Pasley	-	-	-	-	-	-	-	-	-	-	-	-
Jeremy Engbretson	y	y	y	y	y	y	y	y	y	y	y	y
Rachel Johnson	-	-	-	-	-	-	-	-	-	-	-	-
Justin Moore	y	y	y	y	y	y	y	y	y	y	y	y

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The recommendations of the Academic Policies and Procedures Committee, at its February 5, 2003 meeting are approved.

Harvey R. Durham  
Harvey R. Durham  
Provost and Executive Vice Chancellor

3/02/03  
Date

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