

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

The Academic Policies & Procedures Committee met on Wednesday, March 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. Ron Marden, Dr. Jeff McBride, Dr. Jon Saken, Dr. Jesse Taylor, Dr. Carol Truett, Mr. Thomas Brigman (Parliamentarian), and Mr. P.A. Rowe.

Committee members excused: Mr. Kern Maass and Ms. Rachel Stratton.

Committee member absent: Mr. Andy Ball.

At 3:03 p.m., Dr. Jeff Butts noted that we have a quorum and he called the meeting to order.

MINUTES:

Dr. Butts noted that he has discussed the minutes from the November 4, 2009, December 2, 2009, and January 13, 2010 AP&P Committee meetings with Provost Aeschleman. They will be posted on-line as soon as possible.

ANNOUNCEMENTS:

The General Education Council, at its February 26, 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: Local to Global Perspective (Theme: “Regions in Global Context”)

HIS 1520. Honors: Patterns of Global History (3 s.h.) (*Eff: Fall, 2010*)

HIS 1525. Honors: Problems in Global History (3 s.h.) (*Eff: Fall, 2010*)

GEN ED: Historical Studies Designation

HIS 1520. Honors: Patterns of Global History (3 s.h.) (*Eff: Fall, 2010*)

HIS 1525. Honors: Problems in Global History (3 s.h.) (*Eff: Fall, 2010*)

MUS 2611. Music History and Style I (2 s.h.) (*Eff: Fall, 2010*)

MUS 2612. Music History and Style II (2 s.h.) (*Eff: Fall, 2010*)

MUS 3611. Music History and Style III (2 s.h.) (*Eff: Fall, 2010*)

GEN ED: Fine Arts Designation

MUS 2023. Music and Gender (3 s.h.) (*Eff: Fall, 2010*)

GEN ED: Quantitative Literacy

ECO 2100. Business and Economic Statistics (3 s.h.) (*Eff: Fall, 2010*)

GEN ED: Junior Writing in the Discipline (WID)

GS 4404. The Meaning and Nature of Science (3 s.h.) (WRITING) (*Eff: Fall, 2010*)

NUT 4200. Advanced Nutrition I (3 s.h.) (WRITING) (*Eff: Fall, 2010*)

PLN 3432. Planning Techniques (4 s.h.) (WRITING) (*Eff: Fall, 2010*)

[Note: PLN 3431 changed to PLN 3432 due to credit hour decrease (5 s.h.) to (4 s.h.)]

GEN ED: Capstone Experience

- BIO 4519. Biology Honors Thesis (3 s.h.) (*Eff: Fall, 2010*)
- HCM 4950. Seminar in Health Care Management (*Eff: Fall, 2010*)
- NUT 4900. Internship (1-12 s.h.) (*Eff: Fall, 2010*)

GEN ED: Policies

- 44 semester hour core requirements for RN to BSN extension students
- Transition plan for ASU native 4-year BSN students
- One year continuation (through Summer Session II of 2011) of exception that allows a 3 hour math class and CIS 110, both taken at a North Carolina community college, to fulfill Quantitative Literacy.

NEW BUSINESS - CURRICUNET PROPOSALS

Dr. Heather Hulburt Norris presented one proposal from the Walker College of Business.

Proposal MGT 02.0910 from the Department of Management was approved as follows
(EFFECTIVE: FALL, 2010):

1. Delete the Graduate Certificate program in Human Resource Management (330A/52.1001).
(Note: This deletion was approved as submitted by the Graduate Council on 1/25/10.)

VOTE 1 **YES 11** **NO 0** **ABSTAIN 0**

Dr. Neva Specht presented proposals from the College of Arts and Sciences for the Departments of English, Mathematical Sciences, and Physics and Astronomy.

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

1. Change the title and course description of ENG 2010. English Literature to read as follows:
ENG 2010. English Literature I (3).F;S.
A survey of major writers from the beginning of British literature through the eighteenth century. Recommended for English majors and minors only. Prerequisite: ENG 1000. (WRITING) (CORE: HUMANITIES/LITERATURE)
2. Change the title and course description of ENG 2020. English Literature to read as follows:
ENG 2020. English Literature II (3).F;S.
A survey of major British writers from the Romantics through the present. Recommended for English majors and minors only. Prerequisite: ENG 1000. (WRITING) (CORE: HUMANITIES/LITERATURE)
3. Change the course description of ENG 2050 to read as follows:
ENG 2050. Studies in British Literature (3).F;S.
GEN ED: Literary Studies Designation; Aesthetic Perspective (Theme: "Traditions and Innovations")
A study of selected works of British Literature. Course content will vary and may concentrate on poetry, fiction, drama, or a combination. ENG 2050 will not fulfill British literature core for BA in English or BS in English, Secondary Education majors. Prerequisite: ENG 1000.

4. Change the title and course description of ENG 2310. American Literature to read as follows:
ENG 2310. American Literature I (3).F;S.
A survey of major writers from the beginning of American literature through the Romantics. Recommended for English majors and minors only. Prerequisite: ENG 1000. (WRITING) (CORE: HUMANITIES/LITERATURE)
5. Change the title and course description of ENG 2320. American Literature to read as follows:
ENG 2320. American Literature II (3).F;S.
A survey of major American writers from the beginning of realism through the present. Recommended for English majors and minors only. Prerequisite: ENG 1000. (WRITING) (CORE: HUMANITIES/LITERATURE)
6. Change the course description of ENG 2350 to read as follows:
ENG 2350. Studies in American Literature (3).F;S.
GEN ED: Literary Studies Designation; Historical and Social Perspective (Theme: "This American Life")
A study of selected works of American literature. Course content will vary and may concentrate on poetry, fiction, drama, or a combination. ENG 2350 will not fulfill American literature core for BA in English or BS in English, Secondary Education majors. Prerequisite: ENG 1000.
7. Change the course description of ENG 3090 to read as follows:
ENG 3090. Introduction to Professional Writing (3).F;S.
A required course for students who concentrate in Professional Writing under the BA in English. A study of the history, theories, concepts, practices, and genres of professional writing. Topics: audience analysis, professional writing situations, ethics and communication, workplace culture, research methods, data collection strategies and analysis. Prerequisite: ENG 1000. (WRITING; SPEAKING)
8. Change the course description of ENG 3100 and remove the prerequisite statement "ENG 3090 is recommended as preparation for ENG 3100." The course description will read as follows:
ENG 3100. Business Writing (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
Focus on business writing concepts, ethics, and research. Emphasis on applied genres: specialized letters and memoranda, resumes, proposals, analytical and fact-finding reports, and other essential forms of professional communication. Prerequisite: ENG 1000. (WRITING; SPEAKING)
9. Change the course description of ENG 3700 and add a prerequisite statement to read as follows:
ENG 3700. Technical Writing (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
Focus on technical writing concepts, usability, ethics, and research. Emphasis on applied genres: instructions, process descriptions, abstracts, definitions, technical reports, and various electronic forms. Prerequisite: ENG 3090 or permission of the instructor. (WRITING; SPEAKING)

10. Change the title and course description of ENG 4100. Documentation and change the prerequisite statement to read as follows:
ENG 4100. Writing for the Web (3).F.
Gain literacy in writing for electronic media by investigating both the theoretical and practical aspects of the print to electronic media shift. Analysis and creation of electronic media including converting print to web, creating a client website, and conducting a usability test. Prerequisite: ENG 3090 or permission of the instructor. (WRITING; SPEAKING; COMPUTER)
11. Change the semester offering of ENG 4200 from S. to F;S. and change the course description to read as follows:
ENG 4200. Editing (3).F;S.
Concepts, principles, and methods of editing. Includes editing processes, electronic editing, levels of edit, management, and production in the document life cycle. Prerequisite: ENG 3090 or permission of the instructor. (WRITING; SPEAKING)
12. Change the semester offering of ENG 4300 from F. to S. and change the course description to read as follows:
ENG 4300. Seminar in Professional Writing (3).S.
GEN ED: Capstone Experience
Emphasis on refining writing and presentation skills for the workplace. Students will complete a client-based project and an e-portfolio. Prerequisites: ENG 3090, plus six semester hours of credit in the Professional Writing concentration under the BA in English. (WRITING; SPEAKING)

VOTE 2 YES 11 NO 0 ABSTAIN 0

One proposal from the Department of Mathematical Sciences was approved as amended as follows (EFFECTIVE: SPRING, 2011):

1. Change MAT 3030/CI 3030 by increasing the credit hours from (3 s.h.) to (4 s.h.), and change the course description to read as follows:
MAT 3030/CI 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 CI 3030.) (WRITING)
(NOTE: The request to change the cross-listed course, CI 3030, was approved at the 2/3/10 AP&P meeting.)

VOTE 3 YES 11 NO 0 ABSTAIN 1

One proposal from the Department of Physics and Astronomy was approved as amended as follows:

1. (EFFECTIVE: SUMMER SESSION II, 2010 - 201030)
Change the credit hours range for PHY 5900 from (3-12 s.h.) to (1-12 s.h.). The course description will continue to read as follows:
PHY 5900. Internship (1-12).F;S.
Supervised work in applied physics in an industrial or other laboratory setting. Students must obtain approval of the departmental internship coordinator prior to enrolling. Graded on an S/U basis.
2. (EFFECTIVE: FALL, 2010 - 201040)
Add the following new concentration to the Master of Science degree in Engineering Physics (113*/40.0801): Professional Science Master's (PSM) in Nanoscience for Advanced Materials (113D). (The total number of hours required for this degree is 41 or 42 s.h.) The graduate catalog description will read as follows:

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN ENGINEERING PHYSICS WITH A PROFESSIONAL SCIENCE MASTER'S CONCENTRATION IN NANOSCIENCE FOR ADVANCED MATERIALS (Major Code: 113*/40.0801; Concentration Code: 113D)

Required Courses (19 s.h.)

PHY 5002: Applied Physics Literature (1)
PHY 5010: Applied Physics Colloquium (1)
PHY 5620: Optics (4)
PHY 5740: Sensors and Transducers (4)
PHY 5845: Nanoscience and Technology (3)
PHY 5860: Physical Principles of Electron Microscopy (3)
PHY 5861: Physical Principles of Electron Microscopy Laboratory (1)
PHY 5900: Internship (1)
PHY 5910: Professional Science Colloquium (1)

Related Electives (10-11 s.h.)

CHE 5560: Instrumental Methods of Analysis (4)
TEC 5530-5549: Selected Topics (3) when the topic is Materials Science OR other approved elective
PHY 5020: Computational Methods in Physics and Engineering (3) OR PHY 5530-5549: Selected Topics (3-4) when topic is Materials Processing

Professional Core (12 s.h.)

9 s.h. of graduate courses in Business chosen in consultation with the PSM advisor
3 s.h. of graduate courses in Writing or Communication chosen in consultation with the PSM advisor

Total Semester Hours Required for the Master of Science in Engineering Physics with a Professional Science Master's concentration in Nanoscience for Advanced Materials (113D): 41 or 42

VOTE 4 YES 12 NO 0 ABSTAIN 1

Dr. Holly Hirst presented a proposal from the Cratis D. Williams Graduate School to modify the policies regarding dual-listed courses. Proposal GS200910-03 was presented for approval and a lengthy discussion followed that included an explanation of the proposed changes as well as a number of questions and concerns.

As stated in the rationale under #2. on the AP&P proposal form:

The graduate education task force found that graduate students were not satisfied with dual-listed courses. Further probing into this issue revealed a number of concerns and complaints explaining the dissatisfaction:

- *Students who are not yet seniors are being permitted to enroll and are often not prepared, causing a perceived “dumbing down” of the course.*
- *Graduate students pay more per credit hour for these courses and feel that they are not getting the “value added” they deserve over and above the undergraduate students.*
- *Often the nature or value of the required “additional work” is unclear to the graduate students.*

In addition to this requirement change, the Graduate Council strongly suggests that dual-listed courses have a single syllabus that clearly states the learning outcomes for both constituencies, as well as identifying any differences in the assessments. If separate syllabi are presented, both should include the expectation for both types of students.

Dr. Hirst noted that students want to know what is expected of both kinds of students (different expectations for graduate students and for undergraduate students) in dual-listed courses . She also pointed out that they didn't want to eliminate the policy of dual-listing courses at the senior/graduate levels. New graduate students and seniors do benefit from being in the same class.

Dr. Leslie Sargent Jones noted that having two syllabi is important and she asked why the Graduate School needs to see the undergraduate syllabi? Dr. Hirst replied that someone needs to make sure they are different and that it must be done for accreditation requirements. It does not matter if departments or faculty prefer to use a single syllabus or two syllabi in the class as long as the learning outcomes are stated for both undergraduate and graduate levels.

Dr. Edelma Huntley spoke about the cost issue especially for lower enrollment graduate programs and about her concern for graduate students and their surprise of walking into a graduate class that is being taught with undergraduate students.

Dr. Hirst noted that having seniors and graduate students in the same class is not always a big difference but that allowing freshmen and graduate students in the same class does make a big difference.

Dr. Jon Saken agreed with the graduate students' complaints about being in classes with lower level undergraduate students and he expressed his support for this proposal.

Thomas Brigman noted that we should consider what is best for our students and that if we don't consider these policy changes, then the results might be more severe.

Dr. Jeff McBride noted that he also wants to see this pass because North Carolina doesn't have the money to provide financial backing for all graduate programs without using dual-listed courses when they are needed. This proposal is not just a patch. It is a good approach and a good compromise to protect graduate programs and courses.

Dr. Huntley also noted that this proposal is not from the Graduate School, but that it is from the Graduate Council (composed of faculty members) and from the Graduate Education Task Force. They collected data from the graduate faculty members' perspective and from the graduate students' perspective.

Proposal GS200910-03 was approved with an amended effective date as follows:
(EFFECTIVE: FALL, 2011)

1. Require that dual-listed courses at the 4000 level have a prerequisite of senior standing or special permission of the department if the student is a junior. Require that departments submit to the graduate school the syllabi for dual-listed courses each time offered. Syllabi should list the learning outcomes for both levels so that students understand the differing expectations.
 - a) Revise the course descriptions in the *Undergraduate Bulletin* for all current 4000 level dual-listed courses by adding the prerequisite statement to read as follows: **[Dual-listed with XXX 5xxx.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.**
 - b) Revise the policy statement regarding “Dual-Listed Courses” in the Academic Regulations section of the *Undergraduate Bulletin* to read as follows:
Dual-Listed Courses. Selected courses are noted as being dual-listed. Each undergraduate dual-listed course has a concurrent graduate equivalent and students in the two courses meet in one classroom. Graduate students who are enrolled in a dual-listed course are expected to complete extra assignments above and beyond those that are assigned to the undergraduates in the class. The syllabus for a dual-listed course will clearly state the learning outcomes for both constituencies, as well as identifying any differences in the assessments. Undergraduate participation in these courses is restricted to seniors. Juniors may petition the department for permission to enroll in these courses. Dual-listed courses are noted in the course descriptions as follows: “[Dual-listed with XXX 5xxx.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.”
 - c) Revise the policy statement regarding “Dual-Listed Courses” in the Academic Regulations section of the *Graduate Bulletin and Course Catalog* to read as follows:
Dual-Listed Courses
Some courses are noted as being dual-listed. Each dual-listed course has a concurrent undergraduate equivalent, and students in the two courses meet in one classroom. Graduate students who are enrolled in a dual-listed course are expected to complete extra assignments above and beyond those that are assigned to the undergraduates in the class. The syllabus for a dual-listed course will clearly state the learning outcomes for both constituencies, as well as identifying any differences in the assessments. Undergraduate participation in these courses is restricted to seniors. Juniors may petition the department for permission to enroll in these courses.

No more than 12 semester hours of dual-listed courses may be included in a student’s program of study for a 36 semester hour or longer program. Students in a program of less than 36 semester hours are limited to nine (9) semester hours. Dual-listed courses are noted in the course descriptions as follows: “[Dual-listed with XXX 4xxx.]”

VOTE 5 **YES** 9 **NO** 4 **ABSTAIN** 0

ADJOURNMENT:

There being no further business, the AP&P Committee members voted to adjourn at 4:05 p.m.

VOTE 6 **YES** 13 **NO** 0 **ABSTAIN** 0

ACADEMIC POLICIES AND PROCEDURES COMMITTEE
March 3, 2010
 Vote Record

VOTE SYMBOLS	y (YES)						N (NO)	A (ABSTAIN)
	1	2	3	4	5	6		

Committee Members

Jon Beebe	y	y	y	y	y	y		
John Boyd	y	y	y	y	y	y		
Jeff Butts	y	y	y	y	N	y		
Dinesh Davé	y	y	y	y	y	y		
James Ivory	y	y	y	y	y	y		
Leslie Sargent Jones	y	y	A	y	N	y		
Kern Maass	-	-	-	-	-	-		
Ron Marden	y	y	y	y	y	y		
Jeff McBride	y	y	y	y	y	y		
Jon Saken	y	y	y	A	y	y		
Jesse Taylor	y	y	y	y	y	y		
Carol Truett	y	y	y	y	y	y		
Rachel Stratton	-	-	-	-	-	-		
Andy Ball	-	-	-	-	-	-		
Thomas Brigman	-	-	y	y	N	y		
P.A. Rowe	-	-	-	y	N	y		

 The recommendations of the Academic Policies and Procedures Committee, at its
 March 3, 2010 meeting are approved.

Stanley R. Aeschleman
 Stanley R. Aeschleman
 Provost and Executive Vice Chancellor

6/15/10
 Date
