

MINUTES OF THE MEETING
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE
March 7, 2007

The Academic Policies & Procedures Committee met on Wednesday, March 7, 2007 in the William C. Strickland Conference Room of I.G. Greer Hall.

Committee members present: Dr. Jeff Butts (Chair), Dr. Jon Beebe, Mr. John Boyd, Ms. Eleanor Cook, Dr. Dinesh Dave, Dr. Rodney Duke, Dr. Dan Hurley, Mr. Mark Malloy, Dr. Kay Taylor, and Ms. Beth Todd.

Committee member(s) excused: Dr. Julie Horton (Parliamentarian), Dr. Ron Marden, and Ms. Amanda Cardell.

Committee member(s) absent: Mr. Brad Allen and Mr. Greg Pittman.

Dr. Jeff Butts noted that he had invited Dr. Sue Keefe to attend today's AP&P Committee meeting to bring the committee up-to-date on the progress of the General Education Task Force and the development of the General Education Model. Dr. Butts also reported that, in response to the questions from the February 7, 2007 AP&P Committee meeting, he asked the Provost for clarification on AP&P's role in that process. Who will be the final approving body when the General Education Task Force has delivered its final report? Dr. Butts read the email response from the Provost: "The following is my understanding of the process as determined by the *Faculty Handbook* (Chapter II on Academic Governance): The task force reports to me. I will discuss the report with the Deans' Council, and that body will make its recommendation to AP&P. Members of AP&P serve as representatives for the faculty and students, and AP&P is the recommending body to me for my approval. I believe that circumventing AP&P through some other process (e.g., a referendum) would violate *Faculty Handbook* academic governance policies. It is my understanding that this is the process that was followed during the previous revision of the general education curriculum."

At 3:06 p.m., Dr. Butts announced that we now have a quorum, and he called the meeting to order.

MINUTES:

The January 10, 2007 AP&P Committee Minutes were approved as distributed.

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

The February 7, 2007 AP&P Committee Minutes were approved as distributed.

VOTE 2 **YES** 10 **NO** 0 **ABSTAIN** 0

ANNOUNCEMENT(S):

1. The request from the Department of Communication to change the title of the Bachelor of Science degree in Communication, Organizational/Public (588*) (CIP 23.1001) to a Bachelor of Science degree in Communication Studies (585A) (CIP 09.0101) was approved by the UNC-General Administration, per letter dated 2/19/07. (See page 5 of the November 29, 2006 AP&P Committee meeting minutes.) (EFF. FALL, 2007)

NEW BUSINESS:

Dr. Rainer Goetz presented one proposal from the College of Arts and Sciences (CAS-3); and additional proposals from the College of Arts and Sciences for the Departments of Foreign Languages and Literatures; Geography and Planning; Political Science/Criminal Justice; and Psychology.

Proposal CAS-3 from the College of Arts and Sciences was approved as amended as follows: (EFF. FALL, 2007*)

(*NOTE: As requested by Dr. Rainer Goetz, the motion to approve this proposal included the approval of a Fall, 2007 effective date which was an exception to the effective date policy.)

1. Course deletions:
CEP 1000. Cooperative Education Program/(0).F;S.
CEP 2000. Cooperative Education Program/(0).F;S.
CEP 3000. Cooperative Education Program/(0).F;S.
CEP 4000. Cooperative Education Program/(0).F;S.
2. Delete the "Cooperative Education Program" (Pages 85-86 of the *Undergraduate Bulletin 2005-2007*, under the College of Arts and Sciences).

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

Dr. Rainer Goetz noted that proposals FLL-06-16 and FLL-06-18 from the Department of Foreign Languages and Literatures must be delayed from consideration at today's meeting because these two proposals have not been considered for approval by the Council on Teacher Education. The AP&P Committee members were asked to please hold their copies of proposals FLL-06-16 and FLL-06-18 until the April 4, 2007 AP&P Committee meeting.

Proposals FLL-06-14, FLL-06-15, FLL-06-17, FLL-06-19 and FLL-06-20 from the Department of Foreign Languages and Literatures were approved as amended as follows (EFF. FALL, 2007):

1. Change the semester offering of FL 5590. Issues in Teaching Foreign Languages and Cultures from S. to F.Alternate years. and add the following statement to the course description: "Offered alternate years with FL 5601."
2. Change the semester offering of FL 5601. Bilingualism and Second Language Acquisition from F. to F.Alternate years. and add the following statement to the course description: "Offered alternate years with FL 5590."
3. Add a graduate certificate program in French (18 s.h.) CIP 16.0999. This graduate certificate program received final approval from the Graduate Council at their meeting on February 19, 2007. (NOTE: Copies of the course requirements for all Graduate Certificate Programs are on file in the Cratis D. Williams Graduate School.)

4. Revise the catalog description for the Master of Arts degree in Romance Languages, French (222A/16.0999) as follows: change the admissions requirements and the application deadlines; clarify the graduation requirements regarding the comprehensive exam; and correct the catalog copy to reflect that FL 5590 (not FRE 5000) can be waived for students who are not holding teaching assistantships. [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs, and in the Cratis D. Williams Graduate School.]
5. Revise the catalog description for the Master of Arts degree in Romance Languages, Spanish (228A/16.0999) as follows: change the admissions requirements and the application deadlines; and clarify the graduation requirements regarding the comprehensive exam. [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs, and in the Cratis D. Williams Graduate School.]
6. Revise the narrative description in the *Graduate Bulletin* for the Department of Foreign Languages and Literatures. Reorder and rephrase the relevant information that students need to obtain for all program options, and clarify the procedures required for graduate students wishing to study abroad. [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs, and in the Cratis D. Williams Graduate School.]

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

Proposals GHY/PLN 2006-1 through GHY/PLN 2006-5 from the Department of Geography and Planning were approved as amended as follows (EFF. FALL, 2007):

1. Course additions:
PLN 5400. Planning Theory and Process/(3).F.
Foundations of community and regional planning, including linkages with planning theory and growth management, comprehensive planning steps, and how practicing planners use various planning aspects and applications to address contemporary urban and regional issues. (Same as GHY 5400.)

PLN 5420. Human Settlements and Planning History/(3).On Demand.
Foundations of community and regional planning relating to the growth and development of cities and historical aspects of planning. Examination of how design and form impact the built environment, to include prominent planners who have influenced planning over time. This course focuses on the American city, but some examples may be from European and Asian countries and colonial practices.

PLN 5431. Planning Methods and Techniques/(3).On Demand.
Foundations of community and regional planning relating to skills, knowledge, and abilities that practicing planners use to develop a better understanding of place. Scope of research includes components of plan-making (e.g., public opinion surveying; meeting facilitation; and demographic, economic, social, environmental, housing, land use, circulation, and community facilities studies).

PLN 5730. Land Use Controls, Planning Law, and Ethics/(3).On Demand.

Foundations of community and regional planning relating to plan implementation, including a spectrum of land use controls, the legal and constitutional framework of land use controls, and planning ethics.

2. Change the title and course description of GHY 5400. Planning Process, and add the cross-listing of PLN 5400. The revised course description will read as follows:

GHY 5400. Planning Theory and Process/(3).F.

Foundations of community and regional planning, including linkages with planning theory and growth management, comprehensive planning steps, and how practicing planners use various planning aspects and applications to address contemporary urban and regional issues. (Same as PLN 5400.)

3. Add a graduate certificate program in Planning (18 s.h.) CIP 45.0701. This graduate certificate program received final approval from the Graduate Council at their meeting on February 19, 2007. (NOTE: Copies of the course requirements for all Graduate Certificate Programs are on file in the Cratis D. Williams Graduate School.)

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

Proposals PS/CJ 2006-3 and PS/CJ 2006-4 from the Department of Political Science/Criminal Justice were approved as amended as follows (EFF. FALL, 2007):

1. Course additions:

PS 5670. Advanced Environmental Politics/(3).S.

This course examines the role that politics and government play in dealing with environmental issues. Its focus is primarily on the U.S. approach to environmental protection, but some attention will be devoted to international environmental relationships such as the Kyoto Protocol. The course will cover the history of environmental policy, the legal and institutional arrangements for environmental protection, major environmental controversies and global environmental concerns.

PS 5723. International Political Economy/(3).F.Alternate years.

An examination of the relationship between political and economic activity, the way actors use one to manipulate the other, and the normative choices involved in doing so.

Prerequisite: permission of the instructor. [Dual-listed with PS 4723.]

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

Proposals MPA 2006-01 through MPA 2006-07 from the Department of Political Science/Criminal Justice were approved as amended as follows (EFF. FALL, 2007):

1. Course additions:

PA 5000. Research Methods/(3).F.

The goal of this course is the development of the analytical abilities that will be needed by the student as a practicing public administrator. The foundations of inquiry, the various approaches to the study of social phenomena, and several analytical techniques are presented, discussed, and practiced. Prerequisite: an undergraduate statistics course.

PA 5010. Field-Based Research/(3).On Demand.

Intensive research is conducted under faculty supervision on a topic related to the student's current or prospective employment and/or professional experience.

PA 5500. Independent Study/(1-3).F;S.

PA 5530-5549. Selected Topics/(1-4).On Demand.

PA 5558. Capstone Research/(1).S.

Capstone Research is a course which involves the completion of a significant research paper under the direction of a major professor selected by the student from among the Master of Public Administration faculty. Corequisite: PA 5559. Graded on an S/U basis.

PA 5800. Directed Research/(3).On Demand.

Directed research on a topic selected by the student in consultation with the instructor. Student is expected to write a major research paper on this topic. May not be repeated for credit. Prerequisite: PA 5000.

PA 5900. Internship in Public Administration/(3-6).F;S.

Field work in government, community, professional offices, and agencies; and involvement in problem solving in these offices and agencies. Graded on an S/U basis.

PA 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 and specialist's levels. Graded on an S/U basis. PA 5989 does not count toward a degree.

2. Change the prefix of PS 5559 to PA 5559, reduce the credit hours from (3 s.h.) to (2 s.h.), change the course description, and add a corequisite statement. The revised course description will read as follows:

[DELETE PS 5559 and ADD PA 5559.]

PA 5559. Capstone in Public Administration/(2).S.

This seminar integrates the theoretical and practical perspectives of public administration as a discipline. The capstone course involves students in management problem-solving as well as the following activities: development of executive skills; refinement of presentation skills; discussions of likely ethical situations; and securing public sector employment. Corequisite: PA 5558. Students present findings from their Capstone Research project at a capstone conference. Successful completion of the course fulfills the requirement for a comprehensive examination.

3. Change the prefix of PS 5060 to PA 5060.

[DELETE PS 5060 and ADD PA 5060.]

PA 5060. Seminar in Public Administration/(3).F.

Change the prefix of PS 5140 to PA 5140.

[DELETE PS 5140 and ADD PA 5140.]

PA 5140. Emergency Management Systems/(3).F.Alternate years.

Change the prefix of PS 5160 to PA 5160.

[DELETE PS 5160 and ADD PA 5160.]

PA 5160. Topics in Public Administration/(3).S.

Change the prefix of PS 5260 to PA 5260.

[DELETE PS 5260 and ADD PA 5260.]

PA 5260. Organization Theory and Behavior/(3).F.

Change the prefix of PS 5270 to PA 5270.

[DELETE PS 5270 and ADD PA 5270.]

PA 5270. Not-for-Profit Organizations/(3).S.Alternate years.

Change the prefix of PS 5271 to PA 5271.

[DELETE PS 5271 and ADD PA 5271.]

PA 5271. Grants Strategies and Preparation/(3).F.Alternate years.

Change the prefix of PS 5360 to PA 5360.

[DELETE PS 5360 and ADD PA 5360.]

PA 5360. Public Personnel Administration/(3).S.

Change the prefix of PS 5460 to PA 5460.

[DELETE PS 5460 and ADD PA 5460.]

PA 5460. Budgeting and Fiscal Administration/(3).S.

4. Change the prefix of PS 5180 to PA 5180, and change the prerequisite statement for PA 5180 to read as follows: "Prerequisite: PA 5000."

[DELETE PS 5180 and ADD PA 5180.]

PA 5180. Public Policy Analysis and Program Evaluation/(3).S.

Change the cross-listing statement for CJ 5180. Public Policy Analysis and Program Evaluation to read as follows: "(Same as PA 5180)."

5. Change the prefix of PS 5560 to PA 5560, and change the dual-listing statement for PA 5560 to read as follows: "[Dual-listed with PA 4560]."

[DELETE PS 5560 and ADD PA 5560.]

PA 5560. Local Government Administration/(3).S.

6. Change the prefix of PS 5665 to PA 5665, and change the dual-listing statement for PA 5665 to read as follows: "[Dual-listed with PA 4665]."

[DELETE PS 5665 and ADD PA 5665.]

PA 5665. Public Management/(3).S.

7. Revise the catalog description of the Master of Public Administration (M.P.A.) degree (279*/44.0401) with concentrations in: Administration of Justice (279D); Emergency Management (279E); Not-for-Profit Management (279F); Public Management (279B); and Town, City and County Management (279C) to reflect the appropriate prefix and course changes as noted in numbers 1. through 6. above. (The total number of hours required for

this degree, 42 s.h., did not change.) [NOTE: A copy of the revised graduate catalog description of the M.P.A. degree is on file in the Office of Academic Affairs, and in the Cratis D. Williams Graduate School.]

VOTE 7 **YES** 10 **NO** 0 **ABSTAIN** 0

Dr. Rainer Goetz noted that proposals PSY 3 through PSY 7 from the Department of Psychology must be delayed from consideration at today's meeting because these proposals have not been considered for approval by the Graduate Council. The AP&P Committee members were asked to please hold their copies of proposals PSY 3 through PSY 7 until the April 4, 2007 AP&P Committee meeting.

Dr. Charles Duke presented proposals from the Reich College of Education for the Departments of Human Development and Psychological Counseling; and Language, Reading and Exceptionalities.

Proposals HPC 1 and HPC 2 from the Department of Human Development and Psychological Counseling were approved as amended as follows: (EFF. FALL, 2007)

1. Course addition:
HPC 6272. Marital and Couples Therapy/(3).F.
This seminar examines key issues associated with effective marital and couples therapy. Emphasis is given to an overview of fundamental theoretical models of intimate relationships and models for effecting healing and growth in such relationships.
2. Revise the course requirements for the Master of Arts degree in Marriage and Family Therapy (468A/51.1505) as follows: 1) Add HPC 6272, HPC 6340, HPC 6350, and HPC 6730 to the list of optional courses under the "Assessment and Treatment in Marital and Family Therapy" area; and 2) Add HPC 5210 to the list of optional courses under the "Human Development and Family Studies" area. (The total number of hours required for this M.A. degree, 52 s.h. with a thesis or 48 s.h. without a thesis, did not change.)
[NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs, and in the Cratis D. Williams Graduate School.]

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

Proposal LRE 1 from the Department of Language, Reading and Exceptionalities was approved as amended as follows (EFF. FALL, 2007*):

(*NOTE: As requested, the motion to approve this proposal included the approval of a Fall, 2007 effective date which was an exception to the effective date policy.)

1. Course addition:
RE 1010. Power Reading/(1).F;S.
This course is an elective course designed to provide college students with strategies and applied practice to read different types of texts as efficiently as possible. Effective readers must adjust and adapt their reading speed and strategies to fit the purpose of the reading. Students practice methods to scan and skim as well as reading comprehension strategies to

help them when they need to read closely to retain more complex material. RE 1010 may be repeated for a total credit of two semester hours.

VOTE 9 **YES 10** **NO 0** **ABSTAIN 0**

Dr. Mark Estepp presented proposals from the College of Fine and Applied Arts for the Departments of Technology; and Theatre and Dance.

Proposals TEC-FAA-2006-AP1 through TEC-FAA-2006-AP3 from the Department of Technology were approved as amended as follows (EFF. FALL, 2007*):

*(*NOTE: As requested, the motion to approve these proposals included the approval of a Fall, 2007 effective date which was an exception to the effective date policy.)*

1. Course additions:

[Note: TEC 4711 was approved for the C (COMPUTER) special designator at the January 26, 2007 Core Curriculum Committee meeting.]

TEC 4711. Computer Modeling of Renewable Energy Systems/(3).F.

This course will introduce students to a variety of software packages for modeling the performance of renewable energy systems, and will help them develop proficiency in their use. Software packages may include Excel, FChart, PVFChart, BLCC, HOMER, WindCAD, RETScreen, and ARCReader. Students will study how to predict the performance of a variety of solar heating technologies, photovoltaics, wind turbines, and solar house designs. The economics and environmental benefits of renewable energy systems will also be explored. File formats and memory allocation schemes, as they relate to understanding data storage, will be discussed. Effective problem solving skills will be emphasized throughout the course. Prerequisite: TEC 3601. (COMPUTER) [Dual-listed with TEC 5711.]

TEC 5711. Computer Modeling of Renewable Energy Systems/(3).F.

This course will be an in-depth investigation of a variety of software packages for modeling the performance of renewable energy systems. Software packages may include Excel, SAS, FChart, PVFChart, BLCC, HOMER, WindCAD, RETScreen, and ARCReader. Students will use these programs to predict the performance of a variety of solar heating technologies, photovoltaics, wind turbines, and solar house designs. The economics and environmental benefits of renewable energy systems will also be explored. File formats and memory allocation schemes, as they relate to understanding data storage, will be discussed. Effective problem solving skills will be emphasized throughout the course. [Dual-listed with TEC 4711.]

2. Revise the course requirements for the Bachelor of Science degree in Appropriate Technology (578A/15.0505) by adding TEC 4711 to the list of optional courses under the "Technical Specialization" area in the major requirements. (The total number of hours required for this degree, 122 s.h., did not change.) The revised catalog description will read as follows:

A Bachelor of Science degree in Appropriate Technology consists of 70-77 semester hours including 24-27 s.h. of introductory technology coursework: TEC 2029, and seven courses selected from IND 1001, IND 2011, IND 2201, TEC 1023, TEC 2004, TEC 2005, TEC 2708, TEC 2718,

TEC 3039, TEC 3728, and GRA 2102; 9-11 s.h. of interdisciplinary coursework selected from: ANT 4570, BIO 3312, ECO 3620, IDS 2440, IDS 3251, IDS 4251, MGT 3010, PHL 2015, PHY 3140, and PLN 2410 or other courses offered in sustainable development, appropriate technology or environmental topics approved by the advisor; and 22-24 s.h. of technical specialization courses selected from: TEC 3520, TEC 3601, TEC 4604, TEC 4605, TEC 4606, TEC 4607, TEC 4608, TEC 4618, TEC 4628, TEC 4708, and TEC 4711; 3 s.h. of a senior project/thesis - TEC 4638 [a minimum grade of "C" (2.0) is required]; and 12 s.h. of technology electives/internship. MAT 1020 or higher is required in the core curriculum. Two semester hours of free electives outside the major discipline are required. (No minor is required.)

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

Proposal TD-FAA-2006-1 from the Department of Theatre and Dance was approved as follows:
(EFF. FALL, 2007)

1. Course additions:
 DAN 5500. Independent Study/(1-4).F;S.

 DAN 5530-5549. Selected Topics/(1-4).On Demand.

VOTE 11 **YES** 10 **NO** 0 **ABSTAIN** 0

Proposals TD-FAA-2006-2 and TD-FAA-2006-3 from the Department of Theatre and Dance were approved as amended as follows (EFF. FALL, 2007*):

(*NOTE: As requested, the motion to approve these proposals included the approval of a Fall, 2007 effective date which was an exception to the effective date policy.)

1. Change the course description of THR 2445. Arts Management and Promotion, increase the credit hours from (2 s.h.) to (3 s.h.), delete the prerequisite statement, and delete the cross-listing with MUS 2445. The revised course description will read as follows:
 THR 2445. Arts Management and Promotion/(3).F.
 The theory and practice of business management, promotion and publicity, fund raising, ticket sales, and box office management as applied to the performing arts. Lecture and demonstration three hours.

 Change the course description of MUS 2445. Arts Management and Promotion by deleting the cross-listing with THR 2445.
2. Revise the course requirements for the Bachelor of Science degree in Teaching Theatre Arts, K-12 (589A/13.1324)[T] as follows: 1) Add THR 2445 and THR 3520 to the list of required courses; 2) Add the following list of seven elective courses (THR 3530-3549, THR 3656, THR 4220, THR 4230, THR 4240, THR 4320, and THR 4330) from which students must select 3 semester hours; 3) Delete THR 2210 and THR 2101-2108 from the list of major requirements; and 4) Change THR 4230, THR 4240, THR 4320, and THR 34330 from required to elective courses. (The total number of hours required for this degree decreased from 125 s.h. to 122 s.h.) The revised catalog description will read as follows:

The Bachelor of Science degree in Teaching Theatre Arts, K-12 consists of 58 semester hours above the 1000 level. Required courses include: Performance - THR 2600, THR 2605, THR 2620, THR 3620, THR 3640; Technical - THR 2216, THR 2220, THR 2225, THR 2230, THR 2240; Management/Play Production - THR 2250, THR 2445, THR 3630, THR 3670/ENG 3670; History/Criticism - THR 3730, THR 3733, THR 3735, Teaching Methods - THR 3070/CI 3070 ("C" minimum), THR 3520, THR 3856, THR 4356; and three semester hours of major electives must be chosen from the following: THR 3530-3549, THR 3656, THR 4220, THR 4230, THR 4240, THR 4320, or THR 4330. In addition, students must pass the SENIOR PRESENTATION. 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 is required in the major; however, a cumulative GPA of 2.50 is required for graduation and teacher licensure.

VOTE 12 **YES** 10 **NO** 0 **ABSTAIN** 0

Dr. Bill Harbinson presented one proposal from the Hayes School of Music.

Proposal # MUS 12-0607 was approved as follows (EFF. FALL, 2007):

1. Change the prerequisite statement for MUS 4060. Clinical Piano Improvisation to read as follows: "Prerequisites: MUS 3073 or MUS 4071, MUS 2041 or AMU 2402, and 2 s.h. of MUS 3900, all with a minimum grade of "C" (2.0)."

VOTE 13 **YES** 10 **NO** 0 **ABSTAIN** 0

Dr. Jeff Butts noted the time (4:10 p.m.) and he entertained a motion to change the order of the agenda so that "Item 5.A. Update from the General Education Task Force" could be presented before "Item 4.A. Report from the AP&P SUBCOMMITTEE FOR ANNUAL REVIEW OF POLICIES AND PROCEDURES." Dr. Butts noted that Dr. Sue Keefe attended today's meeting at his request, and she is prepared to provide the AP&P Committee members with an update from the General Education Task Force. The motion was approved to reorder the agenda.

VOTE 14 **YES** 9 **NO** 0 **ABSTAIN** 0

OTHER:

Dr. Butts introduced Dr. Sue Keefe, Chair of the General Education Task Force (GETF), and he thanked her for agreeing to attend today's AP&P Committee meeting to bring us up-to-date on the work of the Task Force. Dr. Keefe started out by asking how many members had attended the Task Force's Open Forum which was held on February 23, 2007. She said that her report today includes some of the information that was provided at that Open Forum.

Dr. Keefe was pleased to report that a lot had been accomplished since the last time she had reported to the AP&P Committee, which was on October 25, 2006. She reported that the educational goals and learning outcomes that were being developed at that time have been approved. As soon as that step was completed, the GETF turned their attention to developing a model for the general education curriculum.

The update that Dr. Susan Keefe presented from the General Education Task Force to the AP&P Committee members on March 7, 2007 is provided below **in bold print**, with additional comments and questions from the meeting noted in *italics*:

Susan Keefe, AP&P, March 7, 2007
Update from the General Education Task Force

I. Process

The process that the Task Force will follow is clearly stated in the *Faculty Handbook*. The Task Force was appointed by the Provost and we will be delivering our final report to him at the end of this semester. According to the *Faculty Handbook* (Ch.2), AP&P was established by the Faculty Senate for the purpose of curriculum approval. Proposed changes in the curriculum must be submitted to the AP&P Committee by any of the following four ways: Deans' Council; Faculty Senate; SGA; or a department/college/school. The Provost will decide how to pursue the approval of the new curriculum once he has had the opportunity to examine our report and consider its implications.

Dr. Keefe: The Provost will analyze the report, particularly regarding the budgetary implications.

A. Fall 2007 - Spring 2009

This will be a period of transition. Certainly, pieces of the old core curriculum might be in place for several years in order to allow students to complete requirements for the catalog year when they entered the university.

Once the new general education has been approved by AP&P, implementation can begin. The GETF intends to make recommendations concerning the administrative structure and faculty oversight of the curriculum. This process will take some time to implement. However, I imagine that the administrative structure will be established next year and approval of most courses will be accomplished by the end of Fall 2008.

Once the administrative structure is in place, the process of receiving applications for the new curriculum can begin. All courses in the new general education will have to go through this process of approval.

Curriculum approved by Fall 2008 will be part of the new curriculum put into place by Fall of 2009 (as it will take a year for academic advisors and faculty advisors to be trained).

Dr. Keefe: She stressed that the implementation of the new general education will be a phased-in process.

II. The Revised Model

A. Learning for New Global Century

The Task Force has been at work this year creating a model that represents the best practices and recommendations of experts in the field of general education. I recommend that you look at the recent publication, College Learning for the New Global Century (AAC&U, 2007), which is on our website: http://www1.appstate.edu/orgs/gen_ed/ under "Resources and Reports." In that publication, they list the kinds of things to take into consideration when designing general education. It mirrors the learning outcomes underlying the model our Task Force has been developing this year. There is concern with "big questions, both contemporary and enduring." Also, there is the need to practice skills "across the curriculum" and in "progressively more challenging" ways. And, there is special emphasis on "Integrative Learning" with synthesis across general and specialized studies. This has been foremost in our minds as we have worked to find a model that encourages integration in four different perspectives (formerly called clusters).

B. The Model (See handout.*)

* [Copies of the handout of the General Education Model that was distributed at the March 7, 2007 AP&P Committee meeting are available upon request from felkerlr@appstate.edu. The information is also available in powerpoints for the GETF forums on January 26 and February 23 on the website: http://www1.appstate.edu/orgs/gen_ed/. For further information, contact Dr. Sue Keefe, Chair of the GETF at keefese@appstate.edu.]

- **First Year Seminar and First Year Writing overlap to indicate significant linkages.**

Dr. Keefe: The first year seminar is not the same as the current Freshman Seminar course. The first year seminar will be taught by full-time faculty, with an interdisciplinary approach. Plans are to integrate some of the aspects from Freshman Seminar that introduce students to college life.

Eleanor Cook: The proposed first year seminar sounds something like Freshman Seminar, but the current Freshman Seminar is not required for all students because we don't have the resources to do that. Will we have the resources needed to require the first year seminar for all students?

Dr. Keefe: The first year seminar will be required. The Provost will be examining budget implications.

- **Quantitative Literacy (Math) has been added. It can function as a stand-alone course or it can be integrated into themes (e.g. Science Inquiry).**
- **The term "Perspectives" has been adopted as the term for the clustering of coursework into metadisciplinary areas.**
- **The number of hours in the Perspectives has been reduced in our second draft to accommodate the addition of the First Year Seminar and maintain 44 semester hours total.**

Dr. Keefe: Please note within the Perspectives block of the General Education Model, that the "Science Inquiry" requires eight semester hours, which is the same number of semester hours as the current core curriculum.

Dr. Keefe also noted that the "Local to Global" requirement stems from the GETF's third educational goal. For example, a course could have a theme of world perspectives in the arts.

- **We have suggested two semester hours for Wellness, although we have not discussed this at length yet.**
- **We have yet to decide on the form and semester hours of the Information and Communication Technology (ICT) Literacy component. That is to come.**
- **We have provided definitions for both "Perspective" and "Theme." The science departments have made a strong argument that sequences within a discipline are an important means of learning science, so we have allowed that as an exception to otherwise interdisciplinary themes. However, we don't see it as the only legitimate method of learning science, so interdisciplinary themes are also included as options.**
- **The guidelines for the Perspectives requirements and the Course Requirements (historical studies, literary studies, fine arts) are attached. (See handout.*)**

C. There are some limitations that have been discussed in implementing the themes:

- **Themes will be limited to a maximum of four courses (hard to systemically integrate more than four).**
- **A course can be integrated into a maximum of two themes (again, hard to systemically integrate a course into more than two).**
- **Student must complete all requirements for a theme. If they want to switch themes**

after taking one course, they will have extra coursework in general education. (Same policy as for sequence of science courses currently.) Exceptions could be granted to individual students on appeal, just as they are now.

The Task Force has been working with groups of faculty outside the GETF on the learning outcomes for both Wellness and ICT (Information and Communication Technology). We have also been soliciting input from faculty outside the task force in creating guidelines for the four Perspectives and for the historical studies, literary studies, and fine arts requirements. These guidelines will be useful when faculty committees are appointed to oversee these areas. They will be issued at the next forum.

Dr. Keefe: She noted that the "Senior Capstone Experience in the Major" is not counted in the 44 semester hours. Individual departments could handle that requirement differently (allowing flexibility). The majority of our majors already require capstones. However, this will require changes in some of our majors.

Dr. Keefe noted the following corrections which should clarify some of the rumors that have been circulating.

II. Corrections

A. Overlap of general education and the major

We need to clarify our recommendation: only two courses from the major department can count toward the 29 semester hours in the Perspectives and toward the major. (For example, an Anthropology major can take only two anthropology courses in general education that also count toward the major.) Rationale: to encourage broad-based knowledge that complements rather than duplicates specific coursework in the major.

Dr. Keefe stressed that the proposed model is actually more flexible than our current core curriculum. We are moving away from a horizontal model (general education completed in the first two years) toward a more vertical model spanning all four years.

Dr. Rodney Duke: questioned the perspectives and the 1000-4000 level themes.

Dr. Kay Taylor: She noted that there is a University commitment that when a theme is adopted, the faculty will support those themes. Has the Task Force considered the number of themes that faculty might be required to support?

Dr. Keefe answered: That is not a decision for this Task Force. The administration will suggest the appropriate faculty oversight committees. There are still lots of nuts and bolts that will have to be worked out. That is why it is important to note the need for an administrator who will be responsible for General Education. That administrator must develop an organized way to put together these themes. There is no current structure for that on our campus. One suggestion was for the Council of Chairs to discuss this. In order for this to work, we will have to set aside territorial thinking. We need an administrative unit to guide that process. Yes, it will be a challenge to bring the process together. There will be impacts on departmental curriculum. In Anthropology, we are already using the general education goals and outcomes to look at revising our majors.

Dr. Jeff Butts: said that his question is detail-oriented. Look at the first year seminar with the number of freshmen. How many sections of seminar will be needed and can the faculty do it along

with their other commitments?

The resource issue will be a task for Academic Affairs, not the GETF.

Dr. Keefe noted that there will need to be at least 105 first year seminars when this begins. We will have to have more full-time faculty assigned to teach that required course. How resources will be re-distributed will be determined later.

Dr. Keefe pointed out that most of our existing freshman courses are an introduction to a specific discipline or major. In the 21st century, this is not sufficient. We must come at topics from different perspectives and help students understand the contributions of various disciplines. To get students interested in your majors, I suggest dedicating faculty to the first year seminar. Each section must be taught from a cross-disciplinary perspective, but the faculty member's seminar topic will reflect their disciplinary interests.

Dr. Rodney Duke: Asked if examples of first year seminars are on the GETF website. He agrees with the educational goals.

Dr. Keefe responded: One of our faculty grants was for a freshman seminar. She also explained that some of the courses that we currently offer may remain in general education, but we will have to show how they can be successfully integrated into a theme (with other courses).

B. Team-teaching

The new model of general education does not require team-teaching of courses. But it can accommodate more than the current core curriculum.

Team teaching is not necessarily more expensive in resources. For example, instead of teaching two separate classes of 50 students, two instructors could team teach one class of 100 students.

C. NO diminution of science and math

Dr. Keefe emphasized that the rumors that math and science courses will be diminished is not true.

The model maintains 4 semester hours of quantitative literacy and 8 semester hours of science as we have in the current core curriculum. We expect that all the courses put forward by our science faculty and approved in the Science Inquiry Perspective will be rigorous academic coursework. In addition, we foresee additional opportunities for students to take coursework in math and science in the other three Perspectives (you'll see examples on our website in the themes we've drawn up for illustration).

What we are calling for is consideration of the BIG ISSUES in the science classes in general education. We'd like to see more interdisciplinary treatment of science topics. And, we'd also like to see consideration of new pedagogies, such as problem-based learning, in the sciences.

IV. Announce Summer Faculty Grants

Last September, the Task Force announced a \$40,000 initiative funded by the Provost to begin developing the new general education curriculum. In January, we selected the 20 recipients representing 17 departments. This will fund work in math and the sciences, the social sciences, wellness, the humanities, and the arts. Recipients will be putting their syllabus and course assessment data on our website to serve as models for the campus.

All 14 selected topics courses for the funded faculty grants were approved at the January 26, 2007 Core Curriculum Committee meeting for humanities/social science credit and special designators. They will help provide a bridge between the current core curriculum and the new general education.

Next year, we hope to have another round of grants that will encourage the development of themes in the four perspectives of the model.

This will help address one problem that I've heard from faculty and departments: How do we find courses outside our department to link up with in a theme? This will be part of the changing campus culture, as we find ways to make connections. There will be initiatives to help this happen (perhaps the Council of Chairs might address this in a retreat). In any case, the Task Force understands that there needs to be a systematic process for the development of themes.

That concluded the report from the General Education Task Force.

Dr. Butts thanked Dr. Keefe for attending our meeting today to provide this update.

OLD BUSINESS:

Dr. Jeff Butts noted that the next item on the agenda is to consider the report from the AP&P SUBCOMMITTEE FOR ANNUAL REVIEW OF POLICIES AND PROCEDURES; however, we lost our quorum at 5:00 p.m. so this item will be considered unfinished business and it will be first on the agenda for our next meeting which will be held on April 4, 2007.

Copies of the updated DRAFT of the AP&P Form and the Instruction Sheet were distributed, and members were asked to review those copies before April 4.

ADJOURNMENT:

The AP&P Committee adjourned at 5:00 p.m. without a motion to adjourn, due to the lack of a quorum.

ACADEMIC POLICIES AND PROCEDURES COMMITTEE
March 7, 2007
 Vote Record

VOTE SYMBOLS	y (YES)							N (NO)				A (ABSTAIN)			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
<hr/>															
<u>Committee Members</u>															
Jon Beebe	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
John Boyd	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
Jeff Butts	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
Eleanor Cook	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
Dinesh Dave	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
Rodney Duke	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
Julie Horton	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dan Hurley	y	y	y	y	y	y	y	y	y	y	y	y	y	y	-
Mark Malloy	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
Ron Marden	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kay Taylor	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
Brad Allen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Amanda Cardell	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Greg Pittman	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beth Todd	y	y	y	y	y	y	y	y	y	y	y	y	y	y	

The recommendations of the Academic Policies and Procedures Committee, at its March 7, 2007 meeting are approved.

Stanley R. Aeschleman

Stanley R. Aeschleman
 Provost and Executive Vice Chancellor

3/27/07

Date
