

MINUTES OF THE MEETING
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE
April 6, 2005

The Academic Policies and Procedures Committee held its regular monthly meeting on Wednesday, April 6, 2005 in Room 224 of I.G. Greer Hall beginning at 3:15 p.m.
Committee members present: Dr. Jeff Butts (Chair), Mr. John Abbott, Dr. Jon Beebe, Mr. John Boyd, Ms. Eleanor Cook, Dr. Mike Dotson, Dr. Ron Marden, Dr. Diana Quealy-Berge, Ms. Sammye Sigmann, and Mr. Thomas Shook (Parliamentarian).
Committee members excused: Dr. Martha McCaughey and Dr. Gayle Weitz.
Committee members absent: Mr. Merlin Tilley, Ms. Sarah Moncelle, and Mr. Karl Lutterloh.

MINUTES:

The March 2, 2005 minutes were approved as distributed.

VOTE 1 YES 10 NO 0 ABSTAIN 0

ANNOUNCEMENTS:

1. Listed below are the **SPECIAL DESIGNATOR** course changes that received final approval from the Core Curriculum Council at their March 25, 2005 meeting. These items are presented FOR INFORMATION ONLY (**EFF. SPRING, 2006**):

Delete the **W (WRITING)** special designator from the following courses:

CHE 2210. Quantitative Analysis/(4).F;S.

MAT 1010. Introduction to Mathematics/(4).F;S.

Add the **CD (CROSS-DISCIPLINARY)** special designator to the following course:

MAT 1010. Introduction to Mathematics/(4).F;S.

2. DEPARTMENT OF THEATRE AND DANCE - FOR INFORMATION ONLY (**EFF. SPRING, 2006**):

Change the course numbering of DAN 4430 to DAN 4480.

[DELETE DAN 4430, and ADD DAN 4480.]

DAN 4480. Pilates Conditioning II/(2).F;S.

Change the course numbering of DAN 5430 to DAN 5480.

[DELETE DAN 5430, and ADD DAN 5480.]

DAN 5480. Pilates Conditioning II/(2).F;S.

3. DEPARTMENT OF HEALTH, LEISURE AND EXERCISE SCIENCE
The request to delete the M.A. degree in Sports Management (547A/31.0504) was approved by the UNC Board of Governors on February 11, 2005. (See Page 14 of the December 1, 2004 AP&P Committee Meeting minutes.) (**EFF. FALL, 2005**)

4. DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
The request to change the title of the M.A. degree in School Counseling (417*/13.1101)[T] to an M.A. degree in Professional School Counseling was approved by the University of North Carolina's Office of the President on March 16, 2005. (See Page 7 of the February 2, 2005 AP&P Committee Meeting minutes.) (EFF. FALL, 2005)

NEW BUSINESS:

Dr. Charles Duke presented proposals from the Reich College of Education for the Department of Language, Reading and Exceptionalities.

Proposals LRE-1 and LRE-2 from the Department of Language, Reading and Exceptionalities were approved as amended as follows (EFF. SPRING, 2006):

1. Change the course description for CD 2464 by revising the ASHA outcomes statement; and change the prerequisite/corequisite statement by deleting CD 2361 as a prerequisite. The revised course description will read as follows:
CD 2464. Basic Speech and Hearing Science/(3).F;S.
An introduction to speech and hearing science theory, instrumentation, and measurement. Emphasizes normal speech perception and production to establish a reference for pathological deviations. Corequisite: CD 2465. (Meets ASHA III-B)
2. Change the course description for CD 2465 by revising the ASHA outcomes statement; and change the prerequisite/corequisite statement by deleting CD 2361 as a prerequisite. The revised course description will read as follows:
CD 2465. Basic Speech and Hearing Science Laboratory/(1).F;S.
This laboratory is designed to provide students with hands-on experiences with instrumentation in the speech and hearing sciences. Through these experiences, students will apply concepts of speech perception, acoustic phonetics, and speech production in laboratory and clinical settings. Corequisite: CD 2464. (Meets ASHA III-B)
3. Change the titles of CD 4602/CD 5602, Communication Problems of the Aged; change the semester offerings from F. to On Demand.; and change the course descriptions to read as follows:
CD 4602. Communication and Aging/(3).On Demand.
The dynamics of normal communicative processes in the geriatric population and the psychobiological changes that occur as human beings age. Prerequisite: Senior status or permission of the instructor. Enrollment is not restricted. (Meets ASHA III-B) (WRITING; CROSS-DISCIPLINARY; MULTI-CULTURAL) [Dual-listed with CD 5602.]

CD 5602. Communication and Aging/(3).On Demand.
The dynamics of normal communicative processes in the geriatric population and the psychobiological changes that occur as human beings age. Prerequisite: Senior status or permission of the instructor. Enrollment is not restricted. (Meets ASHA III-B) [Dual-listed with CD 4602.]

VOTE 2

YES 10

NO 0

ABSTAIN 0

Dr. Richard Henson presented proposals from the College of Arts and Sciences for the Departments of Chemistry and History.

Proposals CHE 2004-05-01 through CHE 2004-05-04 from the Department of Chemistry were approved as amended as follows (EFF. SPRING, 2006):

1. Change CHE 2210, Quantitative Analysis (4 s.h.) by separating the laboratory component out of CHE 2210. Add a separate course number for the lab: CHE 2211.
 - a) Decrease the credit hours for CHE 2210 from (4 s.h.) to (2 s.h.); delete the **W (WRITING)** special designator; and change the course description to read as follows:
CHE 2210. Quantitative Analysis/(2).F;S.
An introduction to analytical chemistry, including a rigorous examination of facets of homogeneous and heterogeneous equilibrium; electrochemical, spectrophotometric, gravimetric, and chromatographic analysis; and evaluation of data. Lecture two hours. Prerequisites: CHE 1102 and CHE 1120. Corequisite or prerequisite: CHE 2211.
 - b) Course addition:
[NOTE: CHE 2211 has been approved for the **W (WRITING)** special designator.]
CHE 2211. Quantitative Analysis Laboratory/(2).F;S.
An introduction to analytical chemistry techniques of volumetric, gravimetric, potentiometric, chromatographic, and spectroscopic analysis. The basic methods of quantitative analysis are introduced and practiced with laboratory unknowns. Laboratory six hours. Corequisite or prerequisite: CHE 2210. (WRITING)
2. Change the course number of CHE 4560 to CHE 3560; and separate the laboratory component out of CHE 3560 by adding a separate course number for the lab: CHE 3561.
 - a) Course deletion:
CHE 4560. Instrumental Methods of Analysis/(4).F. **(WRITING)**
 - b) Course additions:
CHE 3560. Instrumental Methods of Analysis/(3).S.
A study of some of the modern instrumental methods of analysis including electrochemistry, atomic and molecular spectroscopy, magnetic resonance spectrometry, mass spectrometry and gas chromatography. Lecture three hours. Prerequisite: CHE 3301. Corequisite or prerequisite: CHE 3561.

[NOTE: CHE 3561 has been approved for the **W (WRITING)** special designator.]
CHE 3561. Instrumental Methods of Analysis Laboratory/(1).F;S.
Experimental investigations involving spectroscopic, electrochemical, and chromatographic measurements to enhance the understanding of sampling, sample preparation, data reduction, use of analytical instrumentation and data interpretation. Computational techniques for data reduction and modeling will be required. Laboratory three hours. Corequisite or prerequisite: CHE 3560. (WRITING)

- c) The dual-listed course, CHE 5560. Instrumental Methods of Analysis/(4).F. is not being changed at this time. Remove the "Dual-listed with CHE 4560." statement from that course description.

VOTE 3

YES 10

NO 0

ABSTAIN 0

Proposals HIS 1-2004/5 through HIS 32-2004/5 from the Department of History were approved as follows [EFF. FALL, 2006, with one exception: HIS 5585 (EFF. SUMMER, 2006)]:

1. Course deletions:

HIS 5004. Seminar in Policy History/(3).On Demand.

HIS 5104. Philosophy of History/(2).S.

HIS 5204. Interpreting American History/(3).SS.

HIS 5550. Tsarist Russia/(3).F.

[Note: The dual-listed course, HIS 4550, is NOT being deleted.]

HIS 5552. The Soviet Union and Russia/(3).S.

[Note: The dual-listed course, HIS 4552, is NOT being deleted.]

HIS 5564. History of Canada/(3).S.

[Note: The dual-listed course, HIS 4564, is NOT being deleted.]

2. Course additions:

HIS 5107. Research Seminar in European History/(3).F;S.

Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of European history, and methodological problems and issues.

HIS 5207. Research Seminar in American History/(3). F;S.

Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of American history, and methodological problems and issues.

HIS 5307. Research Seminar in Latin American History/(3). F;S.

Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of Latin American history, and methodological problems and issues.

HIS 5460. World History: Concepts and Content/(3).On Demand.

Reading seminar is designed to introduce students to the important theories, themes, concepts and methods in the field of world history.

HIS 5576. Cultural Resource Management/(3).S.

Cultural Resource Management (CRM) is integral to the fields of historic preservation, cultural site management, and public history. Areas of study include environmental review law, CRM business practices, and the management, preservation, and conservation of cultural resources, including historical and archaeological sites. Effective stewardship of

culturally significant properties is a major focus of this course. A grounding in current CRM practices is provided including laws and procedures enacted to protect and preserve these resources. Effective methods of site management, facilities operations/funding and CRM project management are covered.

HIS 5577. Historical Documentation/(3).S.

Historical documentation teaches the formal recording of the history and physical characteristics of historic sites, structures and buildings required for preservation, planning and environmental mitigation. This course introduced the methodology and requirements of the National Register of Historic Places, the Historic American Building Survey and the Historic American Engineering Survey. Skills utilized by public historians and cultural resources specialists, including local history research, historical context, photographic documentation, mapping and spatial analysis techniques are included.

HIS 5578. Architectural History/(3).F.

A foundation in architectural history is an essential component of public history and cultural resource management education. The course will cover the evolution of architecture from early indigenous habitats and early American vernacular buildings to modern architectural styles. A useful course for managers, interpreters and documenters of historic and historic archaeological sites.

HIS 5579. Oral History/(3). On Demand.

A survey of the history, philosophy and techniques of recovering and developing primary historical source materials by means of carefully interviewing, recording and converting the memories of selected individuals into history. The course focus is primarily on U.S. history but can include topics and issues from other countries. The class format is discussion with some lectures and documentary films. The course will teach skills such as interview transcriptions from audio-tape, background research, and oral history interviews.

HIS 5580. Studies in Material Culture/(3). On Demand.

This course provides a broad introduction to the multidisciplinary field of material culture studies. The course introduces ways of looking at and learning from objects and examines how practitioners from a variety of disciplines have approached the study of material culture.

HIS 5581. Records and Society/(3).S.

The history of archival management and its evolution into the digital age is essential to the understanding and use of archival systems. Types of archives and records encountered by historians in the course of their research will be discussed. The evolution of the methodology behind the development of archival collections will be included. Different media utilized from ancient times to the present will be examined in light of the preservation and collection problems they present for the archivist or researcher. This course is designed to provide a fuller understanding of the history and evolution of historical archives and collections.

HIS 5582. Public History Practicum/(3).S.

An applied history course concerning the effective use of historic research topics for heritage tourism and historical interpretation. Maintaining historical context and accuracy is emphasized. Topics include the development of a variety of promotional and interpretive

materials utilizing original historical research. Portfolio creation, critiques and a class public history event are included.

HIS 5583. American Environmental History/(3).On Demand.

An overview of Americans' interaction with the natural world from colonization to the present. Emphasis on: Native Americans' relationship to the land; the environmental effects of European settlement; the growth of agriculture and industry; conservation and preservation; atomic energy; chemical pesticides, and the modern environmental movement. The course is of particular interest to public historians, cultural resource managers, planners and environmental specialists.

HIS 5584. America's National Parks/(3).On Demand.

A survey of the history of America's national parks from the nineteenth century to the present. Emphasis on: Americans' changing ideas about wilderness preservation, the early history of Yosemite and Yellowstone, the role of railroads in park promotion, removal of Native Americans and white settlers from park sites, establishment of the National Park Service, the impact of the automobile on tourism, the creation of national parks in the eastern U.S., wildlife policy, overcrowding and other problems facing the parks.

(EFF. SUMMER, 2006)

HIS 5585. Historic Preservation/(3).SS.

This course will cover the fundamentals of historic preservation, providing a foundation in the field's history, methods and practices. The course introduces current techniques for the preservation of historic sites and complexes, interpretive archaeological sites and historical ruins. Conservation assessment methods of analyzing building form structure, state of deterioration and historic integrity are included. Students will learn about the dating of historic buildings and the analysis of additions and alterations as well as historic construction methods and the social history of habitations and settlement patterns.

HIS 5650. Museum Education/(3).On Demand.

An examination of how teaching in museums is achieved through interpretive and education programs. Students will study a variety of museum environments and teaching strategies by engaging in case studies, class discussion, student presentations and field trips. The course will introduce and prepare history, cultural resource management, public history, and education students for the growing field of museum education. Topics covered include museum orientation and interpretation, museum promotion, grant-writing, educational psychology, media and technology and educational outreach, among others.

HIS 5998. Thesis Research/(3).F.

Students carry out principal research for a thesis topic, meet regularly with a thesis advisor, and revise and defend the thesis prospectus. First half of a two-semester thesis requirement; students must also complete HIS 5999. Graded on an S/U basis only.

3. Change the title and course description of HIS 5000, Bibliography and Research, to read as follows:

HIS 5000. Varieties and Methodologies of History/(3).F.

An introduction to the study of history at the graduate level, with attention to the history of the discipline, important theoretical and methodological debates in the field, and examination of methods of research practiced in historical sub-disciplines. Required of all

History graduate students in their first year of study.

4. Change the title of HIS 5106, Studies in European History; change the credit hours from (2-9 s.h.) to (3 s.h.); and change the course description to read as follows:
HIS 5106. Readings Seminar in European History/(3).F;S.
Variable content. Course will emphasize significant fields of historical study in the area of European history. Strong emphasis will be placed on current scholarship and bibliography.
5. Change the title of HIS 5206, Studies in American History; change the credit hours from (2-9 s.h.) to (3 s.h.); and change the course description to read as follows:
HIS 5206. Readings Seminar in American History/(3).F;S.
Variable content. Course will emphasize significant fields of historical study in the area of American history. Strong emphasis will be placed on current scholarship and bibliography.
6. Change the title and course description of HIS 5306, Studies in Latin American History, to read as follows:
HIS 5306. Readings Seminar in Latin American History/(3).On Demand.
Variable content. Course will emphasize significant fields of historical study in the area of Latin American history. Strong emphasis will be placed on current scholarship and bibliography.
7. Change the title, the semester offering (from F. to On Demand.), and the course description of HIS 5406, Studies in Asian History, to read as follows:
HIS 5406. Readings Seminar in Asian History/(3).On Demand.
Variable content. Course will emphasize significant fields of historical study in the area of Asian history. Strong emphasis will be placed on current scholarship and bibliography.
8. Decrease the credit hours for HIS 5999, Thesis, from (4 s.h.) to (3 s.h.); change the semester offering (from F;S. to S.); and change the course description to read as follows:
HIS 5999. Thesis/(3).S.
Students participate in monthly meetings of a research colloquium involving all students completing theses. In the meetings, student present their research in successive stages and receive critiques of their written work. Second half of a two-semester thesis requirement; students must first complete HIS 5998. Graded on an S/U basis only.
9. Delete the concentration in Community College Teaching (248B) from the M.A. degree in History, Education (248*/13.1328).
10. Revise the course requirements for the M.A. degree in History, Education (248*/13.1328) with a concentration in Secondary School Teaching (248S)[T] to reflect the overall changes in the M.A. program. (The total number of hours required for this M.A. degree changed from 36 or 37 s.h. to 36 s.h.) [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]
11. Revise the course requirements for the M.A. degree in History (255A/54.0101) to reflect the overall changes in the M.A. program. (The total number of hours required for this M.A. 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.]

12. Revise the course requirements for the M.A. degree in Public History (283A/54.0105). The changes to this masters degree program will provide graduate students with both the traditional skills of historians as well as the tools needed to seek positions within the rapidly growing fields of Cultural Resource Management, Museum Studies, Historic Preservation, and Public History. (The total number of hours required for this M.A. degree, 36 s.h, did not change.) [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]

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

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

Dr. Estepp presented proposal ART-FAA-2004-9 from the Department of Art. A motion was made and seconded to approve that proposal. In the absence of a representative from the Art Department, Dr. Estepp responded to the question of why this proposed new course has requested A-F letter grading rather than being graded on an S/U basis. He noted that the course and grading system were patterned after similar courses at other universities. There were concerns that this course could generate as much as 6 s.h. credit of A's. Ms. Sammye Sigmann made a motion to return this proposal to the college/originating department for reconsideration of the proposed grading system, however, that motion failed due to lack of a second.

There were no further questions regarding the proposal to add ART 1004. The original motion to approve proposal ART-FAA-2004-9 from the Department of Art was approved as follows: (EFF. SPRING, 2006)

1. Course addition:
ART 1004. Visual Arts Exhibition Guide/(1).F;S.
Students will familiarize themselves with current exhibitions of the Turchin Center for the Visual Arts, research aspects of the exhibitions, prepare educational materials, and give tours to groups and individuals. Open to art majors and non-art majors. Lecture/practicum one hour per week. May be repeated for a total of six semester hours credit.

VOTE 5 **YES** 9 **NO** 1 **ABSTAIN** 0

Proposals TEC-FAA-2005-1 and TEC-FAA-2005-2 from the Department of Technology were approved as amended as follows (EFF. SPRING, 2006):

1. Change the lecture/lab hours statement in the course description for TEC 2004. Introduction to Metals Technology/(3).F;S. from "Lecture one hour, laboratory four hours." to read as follows: "**Lecture two hours, laboratory two hours.**"
2. Change the grading system for TEC 4667. Housing and Home Furnishings Seminar/(1).F;S. from the A-F letter grading to "Graded on S/U basis."

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

Proposals TD-FAA-2004-3 through TD-FAA-2004-6 from the Department of Theatre and Dance were approved as follows (EFF. FALL, 2006):

1. Course deletion:
THR 2712. Survey of Dramatic Literature/(3).S. (**WRITING; MULTI-CULTURAL**) and (**CORE: HUMANITIES**)
2. Course addition:
[Note: THR 3733 has been approved for (**CORE: HUMANITIES**) credit; and for the **W (WRITING), MC (MULTI-CULTURAL), and CD (CROSS-DISCIPLINARY)** special designators.]
THR 3733. Theatre History, Literature, and Criticism II/(3).S.
This course explores the history, literature, and criticism of the theatre in the early modern and pre-modern periods. The course focuses predominantly on European theatre, but also includes studies of some American and non-western theatre. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES)
3. Change the title and course description of THR 3730, Classical Theatre History, to read as follows:
THR 3730. Theatre History, Literature, and Criticism I/(3).F.
This course explores the history, literature, and criticism of the theatre from prehistory to the early modern period. The course focuses predominately on European theatre but also includes studies of some Asian forms. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES)
4. Change the title and course description of THR 3735, Modern Theatre History, to read as follows:
THR 3735. Theatre History, Literature, and Criticism III/(3).S.
This course explores the history, literature, and criticism of 19th-21st century theatre. The course focuses predominately on European and American theatre, but also includes studies of some non-western drama. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES)

VOTE 7 YES 10 NO 0 ABSTAIN 0

OTHER:

Ms. Joni Petschauer presented the following progress report from the 2004-2005 AD HOC COMMITTEE TO REVIEW THE AP&P MANUAL:

The Ad Hoc Committee is 90% through with its work to re-order, update, and revise the AP&P Manual. In general, but not exclusively, the recommended changes are described and grouped as follows. Re-ordering entails removing appendices and incorporating that material into the main text, and listing specific academic issues alphabetically. Updating entails the incorporation of all approved or mandated additions, changes, and deletions to academic policies and procedures since 1990. Revising entails expanding the list of those eligible to propose academic changes, and making changes to the membership and leadership of the AP&P Committee.

Revision of the 1990 manual began in 2003 with a subcommittee of AP&P members (Ms. Arwen

Carter, Dr. Dan Hurley, Ms. Christina Tadlock, and Dr. Gayle Weitz - Chair). They created a rough draft of the manual, which was reviewed in 2004 by another subcommittee of AP&P who created this draft of the document: Dr. Jon Beebe, Dr. Mark Estepp, Dr. Dan Hurley, Dr. Ron Marden, Mr. Don Rankins, Dr. Gayle Weitz, and Ms. Joni Webb Petschauer - Chair.

The University community received two email notifications (March 16, 2005 and March 30, 2005) to submit comments no later than April 4, 2005 following a review of the document on the website: <http://www.registrar.appstate.edu/AppManual/AppManualIndex.html>

Hard copies of the document were made available at the following locations: Student Government Association Office, Graduate Student Association Office, Academic Affairs, College of Arts and Sciences, College of Fine and Applied Arts, Hayes School of Music, Reich College of Education, Walker College of Business, Cratis Williams Graduate School, and the Faculty Senate Office.

We received comments, suggestions and questions from 6 individuals. By far, the majority of comments were editorial (misspellings or minor wording) and will be included in the final version to AP&P. A few suggestions would require a policy proposal be sent forward to AP&P for a discussion, possible study, and vote (i.e., the infirmity provide a signed note for students who miss class due to illness). In fact, the ad hoc committee has curriculum procedure recommendations to make in this category but has elected not to do so at today's meeting. We would like to continue our work until we can provide these changes as part of the discussion and eventual vote on the revised manual.

We do, however, make the following suggestions as additional reasonable next steps to follow:

1. Identify an entity to proofread the document once more. This is for spelling or obvious mistakes in identifying campus offices, individuals, or programs. Members of the ad hoc committee have indicated a willingness to participate in this task and, if appropriate, with the assistance of a set of fresh eyes from each college.
2. Press on with the Electronic Process for submission of curriculum proposals. The efficiencies that are needed in curricular development depend on its implementation.
3. Either annually or bi-annually, AP&P might appoint a subcommittee to meet with the Registrar to confirm changes in policies have been approved or the invention of new practices that should be policies are submitted to AP&P. University campuses are dynamic organizations and sometimes decisions about a single situation have to be made because a policy doesn't yet exist - before you know it, we have a de facto policy. We should anticipate and respond to this reality rather than assume malice and conspiracy by our colleagues.
4. A generous orientation to AP&P for new members needs to continue, particularly as it prepares members to understand the need for both efficiency and effectiveness. (Not all done quickly is right and not all done right is slow.) To this end, procedural insight should be stressed. Furthermore, members need to know both their obligations and rights.
5. Acknowledge the sometimes hard and always dedicated work of this committee. There have been 14 meetings since September 24, 2004, and we don't believe we are through. They have had open and frank discussions and represented diverse segments of the campus community. They have rearranged their calendars as well as their own thinking in order to accommodate different viewpoints - and all in the interest of Appalachian.

At the conclusion of their report, Dr. Butts expressed his appreciation to Ms. Joni Petschauer, and to all of the members of the subcommittees for their work on this task, and then he urged ALL AP&P Committee members to look at the 2005 Proposed AP&P Manual, especially taking note of this committee's structure and leadership. This item will be included on the agenda for our next meeting for further discussion and/or action.

The next scheduled meeting of the AP&P Committee will be held on Wednesday, April 27, 2005. Dr. Butts noted that a number of proposals have already been distributed for that meeting, and he asked for all of the voting AP&P Committee members to please plan to be in attendance for what should be our last meeting for the 2004-2005 academic year.

ADJOURNMENT:

The AP&P Committee members voted to adjourn at 3:55 p.m.

VOTE 8

YES 10

NO 0

ABSTAIN 0

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

April 6, 2005

Vote Record

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

The recommendations of the Academic Policies and Procedures Committee, at its April 6, 2005 meeting are approved.

Stanley R. Aeschleman

Stanley R. Aeschleman

Provost and Executive Vice Chancellor

4/20/05

Date
