

MINUTES OF THE MEETING
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE
April 27, 2005

The Academic Policies and Procedures Committee met on Wednesday, April 27, 2005 in Room 224 of I.G. Greer Hall beginning at 3:05 p.m.

Committee members present: Dr. Jeff Butts (Chair), Dr. Jon Beebe, Ms. Eleanor Cook, Dr. Mike Dotson, Dr. Ron Marden, Dr. Martha McCaughey, Dr. Diana Quealy-Berge, Dr. Gayle Weitz, Mr. Merlin Tilley, Mr. Karl Lutterloh, Mr. Thomas Shook (Parliamentarian), and Ms. Christina Tadlock.

Committee members excused: Mr. John Abbott, Mr. John Boyd and Ms. Sammye Sigmann.

Dr. Jeff Butts called the meeting to order, and he introduced Ms. Christina Tadlock as the new undergraduate student member of the AP&P Committee. She will be filling in as a replacement for Ms. Sarah Moncelle for the remainder of the 2004-2005 academic year. Christina served on the AP&P Committee during the 2003-2004 academic year.

MINUTES:

The April 6, 2005 minutes were approved as distributed.

VOTE 1 YES 10 NO 0 ABSTAIN 1

ANNOUNCEMENTS:

There were no announcements for today's meeting.

NEW BUSINESS:

Dr. Michael Jacobson presented proposals from the Reich College of Education for the Department of Curriculum and Instruction.

Proposals CI-1 and CI-2 (undergraduate changes) from the Department of Curriculum and Instruction were approved as follows (EFF. SPRING, 2006):

1. Delete the following prerequisite statement from HED 3655. Methods and Materials in Health Education. "Prerequisite: HED 3450 or permission of instructor." The course description will read as follows:
HED 3655. Methods and Materials in Health Education/(3).F.
This course examines the theory and practice of planning health education programs for the middle and secondary levels. Students will gain experience in the NC Course of Study in Health Education, writing unit plans and creating lesson plans. Development of instructional materials and a variety of teaching strategies are emphasized. Visitations and observations of health education classes are required. (WRITING; SPEAKING)

2. Revise the course requirements for the B.S. degree in Health Education, Secondary Education (403A/13.1307)[T] as follows: 1) Delete COM 1100 (3 s.h.) from the list of required courses; and 2) Add BE 4660 (2-3 s.h.) and FDN 3100 (2 s.h.) as major requirements. (The total number of hours required for this degree changed from 122-128 s.h. to 122-125 s.h.) The revised catalog description will read as follows:

**BACHELOR OF SCIENCE IN HEALTH EDUCATION, SECONDARY EDUCATION
(Grades K-12 licensure)**

Students preparing to teach health education, secondary education must complete the following courses: CI 2800+, CI 4900; FDN 3800+; PSY 3000+ and CI 3850+/FDN 3850+/RE 3850+. Courses for the major include: HED 2100+, HED 3100+/HP 3100+, HED 3120, HED 3450+, HED 3900, HED 3655+, HED 4650, HED 4730 and HED 4710 or HPC 4710; FCS 2202; RE 4630+, HP 2200, FDN 3100, and BE 4660. **Health education majors must also complete a second academic concentration.**

+Must be completed with a grade of "C" (2.00) or better.

VOTE 2 **YES** 11 **NO** 0 **ABSTAIN** 0

Proposals CI-1 and CI-2 (graduate changes) from the Department of Curriculum and Instruction were approved as amended as follows (EFF. SPRING, 2006):

1. Delete the concentration in Instructional Technology Specialist/Telecommunications (434C) from the M.A. degree in Educational Media (434*/13.0501).
2. Add a concentration in Instructional Technology Specialist/New Media and Global Education to the M.A. degree in Educational Media (434*/13.0501). (The total number of hours required for this degree is 36 s.h.) [NOTE: A copy of the graduate catalog description is on file in the Office of Academic Affairs.]

VOTE 3 **YES** 11 **NO** 0 **ABSTAIN** 0

Dr. Mark Estepp presented proposals from the College of Fine and Applied Arts for the Bachelor of Science degree in Nursing for RN's (RN/BSN).

Dr. Butts noted that proposal #1 (FAA-FAA-2005-1) to add a new degree requires approval of the Office of the President. He suggested separating the packet by considering proposal #1 first since the rest of the proposals (to add new courses) are contingent on #1's approval.

A motion was made and seconded to approve proposal FAA-FAA-2005-1 [to add a Bachelor of Science degree in Nursing for RN's (RN/BSN)]. Dr. Estepp and Dr. Dru Henson were available to respond to specific questions about the nursing program. The RN/BSN program is designed to provide a registered nurse an opportunity to earn a Bachelor of Science degree in Nursing through full or part-time enrollment. It will be available to transfer students only (students who have already earned an associate degree in nursing).

Concerns were expressed by Dr. Gayle Weitz in regards to how new degree programs are being funded at a time when the University is in dire financial straits. What is AP&P's responsibility and

what role does AP&P have in weighing these decisions? Where is the check and balance for how new degrees will be funded when existing programs are not funded adequately? Who should make the choice of which programs receive funding?

Ms. Eleanor Cook noted that it is critical for the Library to have the appropriate scholarly resources to support a nursing program (as outlined and requested on Page 6 of the proposal). **Ms. Cook made a motion to substitute the following motion for the original motion: “Move approval of the RN to BSN program contingent upon the allocation of needed resources outlined in the proposal including the continuing library resources required to meet the specifications of the accrediting body for nursing education.” That motion was approved.**

VOTE 4 YES 9 NO 3 ABSTAIN 0

Discussion then returned to the motion as substituted. Dr. Butts asked about the number of new courses versus the number of new faculty being requested, and Dr. Estepp responded that all of the courses will not be offered every semester. They will be taught in a cohort type fashion. Additional concerns were expressed about: the 1-4% budget cuts that are pending at the system-wide level; space for labs and the cost of equipping those labs; and other resource requirements. In response to the funding concerns, Dr. Estepp stated that the point is well received, however, as an institution, we have to move forward with requests for new programs before the funding issues are resolved.

Dr. Tim Burwell pointed out that programs, such as the proposed new nursing degree, do bring in funding on their own. The program will generate additional student credit hours which will provide added funding based on the funding formula in place. Those additional funds will help cover the costs of putting the program in place. Dr. Burwell noted that the Provost is aware of the funding issues and is confident that we can do this.

Ms. Cook stated that AP&P should send a message that new programs, such as the proposed nursing degree, need “new” resources, and that we should not stretch the resources that we currently have for existing programs. **She made a motion to amend the substitute motion by inserting the word “additional” before the word “resources.” That motion was approved.**

VOTE 5 YES 12 NO 0 ABSTAIN 0

The following substitute motion was approved as amended: **“Move approval of the RN to BSN program contingent upon the allocation of needed ADDITIONAL resources outlined in the proposal including the continuing library resources required to meet the specifications of the accrediting body for nursing education.”**

(EFF. FALL, 2006*)

1. Add a **Bachelor of Science degree in Nursing for RN’s (RN/BSN) (CIP Code 51.1601).** [***CONTINGENT UPON APPROVAL FROM THE UNIVERSITY OF NORTH CAROLINA’S OFFICE OF THE PRESIDENT.**] (The total number of hours required for the RN/BSN degree will be 124 s.h.) The proposed catalog description will read as follows:

**BACHELOR OF SCIENCE DEGREE IN NURSING FOR RN'S (RN/BSN)
(For Students Who Have Already Earned an Associate Degree in Nursing)**

The RN/BSN program is designed to provide a registered nurse an opportunity to earn a Bachelor of Science degree in Nursing through full or part-time enrollment. This program recognizes prior learning and clinical competencies as part of the undergraduate curriculum. The undergraduate program reflects a transition from technical competency to professional competency in light of societal needs for nursing services as well as changes in the role of the nurse in the health care delivery system as a result of technological and practice pattern advances. The focus of the program is to prepare a nurse generalist with the knowledge, skills and competencies necessary for professional practice as a practitioner and manager in a variety of settings.

The RN/BSN program requires the student to apply for admission to the curriculum. Criteria for admission include: submission of a program application, admission to Appalachian State University by meeting the general requirements for admission as a transfer student, provision of evidence of an earned Associate Degree in Nursing from an accredited institution, possession of a current and unrestricted license to practice nursing in North Carolina, and maintenance of current CPR certification, TB (or xray) testing, and hepatitis B vaccinations.

The Bachelor of Science degree in Nursing for RN's (RN/BSN) consists of 124 s.h. which includes 42 semester hours of core curriculum requirements. Major requirements include 32 s.h. of junior and senior level nursing courses: NUR 3010*, NUR 3020*, NUR 3030, NUR 3031, NUR 3040, NUR 3050, NUR 4060, NUR 4061, NUR 4070, NUR 4071, NUR 4080, and a choice of one nursing elective from NUR 4090, NUR 4091, NUR 4092, or NUR 4093. (*The student will receive 30 hours of credit for prior learning and clinical competencies upon completion of NUR 3010 and NUR 3020 with a grade of "C" or better in each course.) In addition, 17 s.h. of cognate courses are required: CHE 1101 and CHE 1110, CHE 1102 and CHE 1120 (CHE 1102 and CHE 1120 both require a minimum grade of "C"), STT 2810 ("C" or better), PSY 2301, and a choice of one course from PSY 2401, SW 2020, SOC 3600, BIO 2800, HP 3700, or HP 4300. Three semester hours of free electives outside the major are required. Note: In order to matriculate through the nursing program, the student must maintain an unrestricted, current RN license to practice in North Carolina, achieve a grade of "C" or higher in each nursing course before proceeding to the next nursing course, maintain a cumulative GPA 2.0 or higher and an overall GPA of 2.50 in nursing courses at the end of the junior year and every semester thereafter, maintain current CPR certification, TB (or xray) testing, and hepatitis B vaccinations and adhere to all policies of the university, the nursing program, and clinical agencies. Only one nursing course may be repeated (one time) during matriculation through the nursing curriculum.

VOTE 6

YES 12

NO 0

ABSTAIN 0

Proposals FAA-FAA-2005-2 through FAA-FAA-2005-17 from the College of Fine and Applied Arts were approved as follows **[EFF. FALL, 2006, contingent upon the approval of the proposed B.S. degree in Nursing for RN's (RN/BSN) as noted above]**:

[NOTE: At the Core Curriculum Council meeting on April 22, 2005, the following nursing courses were approved for special designator credit: NUR 4060 (SPEAKING); NUR 4061 (WRITING); and NUR 4071 (WRITING).

1. Course additions:

NUR 3010. Introduction to Professional Nursing Practice/(2).F;S.

This course introduces an expanded knowledge about nursing practice and health care related to differentiated nursing practice, community-based nursing, critical thinking,

clinical reasoning, and therapeutic interventions. Trends in nursing and health care delivery are also examined. Prerequisite: admission to the nursing program.

NUR 3020. Pathophysiology/(4).F;S.

This course will provide an introduction to pathophysiological alterations in body systems related to therapeutic nursing intervention as a means to improve the management of nursing practice in selected medical conditions. Prerequisite: admission to the nursing program.

NUR 3030. Health Assessment/(2).F;S.

This course presents the concepts of health assessment in individuals to identify health, at-risk and altered findings through appropriate knowledge, skills, and interview techniques. Prerequisite: admission to the nursing program. Corequisite: NUR 3031.

NUR 3031. Health Assessment Lab/(2).F;S.

This course provides practice in conducting health histories and physical examinations including the interpretation of normal findings and identification of deviations from normal. Prerequisite: admission to the nursing program. Corequisite: NUR 3030.

NUR 3040. Pharmacology/(3).F;S.

This course provides an introduction to fundamental pharmacologic principles and their application. The nursing process approach will provide the theoretical base for the knowledge and skills needed to safely administer medications. Prerequisites: admission to the nursing program; and CHE 1102, CHE 1120 (with a grade of "C" or better in each course).

NUR 3050. Introduction to Theory and Research in Nursing/(3).F;S.

This course examines the role of research and theory in nursing practice and health care. In addition, it will provide an overview and analysis of research methodologies and theoretical approaches with an introduction to evidenced-based nursing practice. Prerequisites: admission to the nursing program; and STT 2810 (with a grade of "C" or better).

NUR 3500. Independent Study/(1-4).On Demand.

NUR 3520. Instructional Assistance/(1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Grading will be on a satisfactory/unsatisfactory basis only. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract is required.

NUR 3530-3549. Selected Topics/(1-4).On Demand.

[Note: NUR 4060 has been approved for the **S (SPEAKING)** special designator.]

NUR 4060. Acute Care Nursing/(2).F;S.

This course is designed to prepare nurses to care for patients who are acutely and critically ill across the continuum of acute care services. Students gain a strong background in advanced assessment (including children), therapeutics, and technology. Prerequisites: senior standing; NUR 3050 (with a grade of "C" or better); and an overall GPA of 2.50 in nursing courses. Corequisite: NUR 4061. (SPEAKING)

[Note: NUR 4061 has been approved for the **W (WRITING)** special designator.]

NUR 4061. Evidenced-Based Practice in Acute Nursing Care of Adults/(3).F;S.

This course is designed to provide an incorporation of evidenced-based knowledge and skills in the nursing practice, focusing on adults with acute and complex illnesses.

Prerequisites: senior standing; and an overall GPA of 2.50 in nursing courses. Corequisite: NUR 4060. (WRITING)

NUR 4070. Community Health Nursing/(2).F;S.

This course is designed to provide knowledge and skills related to health and chronic illness of individuals and groups in the community. Prerequisites: senior standing; NUR 3050 (with a grade of "C" or better); and an overall GPA of 2.50 in nursing courses. Corequisite: NUR 4071.

[Note: NUR 4071 has been approved for the **W (WRITING)** special designator.]

NUR 4071. Evidenced-Based Practice in Community Health Nursing/(3).F;S.

This course is designed to provide an application of evidenced-based nursing knowledge and skills in the care of individuals and groups in the community. Prerequisites: senior standing; and an overall GPA of 2.50 in nursing courses. Corequisite: NUR 4070. (WRITING)

NUR 4080. Health Care Management/(3).F;S.

This course provides an analysis of the leader role in nursing and health care delivery. Includes management and leadership principles as well as change and communication theories, political strategies, personal and professional financial considerations, and economic and cost factors. Prerequisites: senior standing; and an overall GPA of 2.50 in nursing courses.

NUR 4090. Health Care: A Global Approach/(3).F;S.

This course compares and contrasts health care delivery systems and nursing education in the United States with those in selected industrial and developing programs. Prerequisite: admission to the nursing program.

NUR 4091. Nursing in the Rural Community/(3).F;S.

This course examines the knowledge and skills in adapting nursing practice to the rural community. Requires the completion of a 30-hour practicum. Prerequisites: NUR 4070 and NUR 4071 (with a grade of "C" or better in each course).

NUR 4092. Patient Education/(3).F;S.

This course examines the use of educational theories, models and learning strategies to improve the health of individuals, groups and communities. Prerequisite: NUR 3050 (with a grade of "C" or better).

NUR 4093. Health Informatics/(3).F;S.

This course examines the impact of computerization, from the patient's enrollment in a health plan to her/his utilization of services. Topics include clinical computer support and the necessary systems linkages (ranging from meal ordering to clinical charting), and non-clinical computer support, including financial, outcomes, demographic data, and office management systems. Emphasis is placed upon the integration of these various computer support functions and the impact on the efficiency and effectiveness of the health care

operation. The components of good software and hardware purchasing decisions, including the ability to determine the necessity for upgrades and system changes, are reviewed. System maintenance and replacement issues are also examined. Prerequisite: admission to the nursing program.

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

Dr. Richard Henson presented proposals from the College of Arts and Sciences for the Departments of Interdisciplinary Studies; Political Science/Criminal Justice; and Sociology & Social Work.

Proposal IDS #06 from the Department of Interdisciplinary Studies was approved as follows (EFF. SPRING, 2006):

1. Course addition:
 IDS 5500. Independent Study/(1-4).F;S.

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

Proposal PS/CJ #14 from the Department of Political Science/Criminal Justice was approved as follows (EFF. FALL, 2006):

1. Course addition:
 PS 5070. Seminar in Media and Politics/(3).On Demand.
 An examination of the large role played by the media in American and international politics. An examination of the large role played by the media in elections, state and local government, the judicial branch, Congress, the presidency, international affairs, and the individual political socialization process.

VOTE 9 **YES** 12 **NO** 0 **ABSTAIN** 0

Proposals #1-24 were presented from the Department of Sociology and Social Work. Dr. Butts suggested that we separate the packet by considering proposal #24 first (to add an MSW degree) since the rest of the proposals (to add new courses) are contingent on the approval of proposal #24.

A motion was made and seconded to approve proposal #24 (to add an MSW degree). Dr. Diana Quealy-Berge expressed concerns from the Reich College of Education that the proposed MSW degree may duplicate programs and courses already offered in community counseling within the Department of Human Development and Psychological Counseling. She asked about the possibility of offering cross-listed courses with an interdisciplinary approach between the two departments in order to make better use of faculty resources. Dr. John Turner responded that the MSW accreditation standards would not allow the cross-listing of courses because those courses would need to be taught from a social work perspective by faculty specializing in that field. Dr. Turner noted that the social work programs have never been in competition with the HPC programs, and he stressed that collaboration among departments would continue. He also touched on the broader issue of resources, explaining that the department currently has the faculty that would be

required to initiate this new degree, but by the Fall of 2007, they would need three new faculty positions unless they put a cap on the BSW degree numbers.

Proposal #24 from the Department of Sociology and Social Work was approved with corrections as follows (EFF. FALL, 2006*):

1. Add a **Master of Social Work (MSW) degree (CIP Code 44.0701) with the following two concentrations: 1) Individuals and Families; and 2) Communities and Organizational Management.** [*CONTINGENT UPON APPROVAL FROM THE UNIVERSITY OF NORTH CAROLINA'S OFFICE OF THE PRESIDENT.] (The total number of hours required for the MSW degree will be 60 s.h.) NOTE: Copies of the graduate catalog description of this new degree are on file in the Office of Academic Affairs.

VOTE 10

YES 12

NO 0

ABSTAIN 0

Proposals #1-23 from the Department of Sociology and Social Work were approved with several editorial changes as follows (**EFF. FALL, 2006, contingent upon the approval of the proposed Master of Social Work degree as noted above**):

1. Course additions:
SW 5005. American Social Welfare History and the Social Work Profession/(3).F.
This course is an introduction to MSW-level professional Social Work. It provides a comprehensive overview of the social, political and economic contexts that led to the emergence of the profession of Social Work, service delivery systems and related policies, and professional ethics and values.

SW 5010. Human Behavior and the Social Environment I/(3).F.
This is the first of two courses in the MSW foundation year that provide knowledge for understanding and assessing human behavior and interaction in varied social, cultural, and economic contexts as a necessary foundation for effective social work practice. The course will examine bio-psycho-social development from birth through early adolescence, utilizing ecological systems and life span/life course perspectives.

SW 5020. Practice with Individuals and Families/(3).F.
This first practice course of the MSW foundation year includes development of basic social work skills regarding communication and interviewing, assessment and intervention, evaluation, and termination, with an emphasis on micro systems. There is emphasis on the application of social work theory, values and ethics to practice and adaptation of intervention approaches to meet the needs of vulnerable groups and diverse populations.

SW 5030. Foundations of Social Work Research/(3).F.
Examines processes of theory building and a variety of scientific methods that provide the foundation for research in social work settings. Students will have the opportunity to learn about elements in social work research that include social work ethics, problem formulation, research design, data analysis and reporting, and utilization of research in social work venues.

SW 5040. Field Practicum and Seminar I/(3).F.

Supervised placement in a human service agency provides the student the opportunity to apply in a practicum setting material learned in the other MSW foundation courses. The practicum will include micro, mezzo, and macro levels of practice. The seminar will provide the student opportunities to explore field-based practice, policy issues, and theories. Students will complete 224 hours in the practicum. Graded on an S/U basis.

SW 5200. Social Welfare Policy Analysis/(3).S.

This course provides an in-depth knowledge of social welfare policies, including exploration of social problems, assessment of policy alternatives, analysis of policy implementation, and prioritization of revisions. Students will develop a comprehensive understanding of the impact of policies on varied client populations. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030 and SW 5040.

SW 5210. Human Behavior and the Social Environment II/(3).S.

This is the second of two human behavior courses in the MSW foundation year that provide a basis for effective social work practice. This course examines bio-psycho-social development from late adolescence through the late adulthood, utilizing ecological systems and life span/life course perspectives. The influence of macro systems on human development and behavior will be addressed. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040.

SW 5220. Practice with Groups and Communities/(3).S.

The course uses the knowledge and skills of social work and builds on this foundation to include groups and community practice. Knowledge of theories, models and interventions for group and community practice that are learned in the class are integrated and applied in the concurrent student field internship. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040.

SW 5230. Evaluation of Professional Social Work Practice/(3).S.

This course is designed to provide students with the fundamental knowledge and skills to conduct planned evaluations of social work practice with varied client populations at the micro- and macro- levels. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040.

SW 5240. Field Practicum and Seminar II/(3).S.

Supervised placement in a human service agency provides the student the opportunity to apply in a practicum setting material learned in the other MSW foundation courses. The practicum will include micro, mezzo, and macro levels of practice. The seminar will provide the student opportunities to explore field-based practice, policy issues, and theories. Students will complete 224 hours in the practicum. Prerequisites: SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040. Graded on an S/U basis.

SW 5400. Social Work Policy Practice/(3).F.

This course provides students with the opportunity to apply policy skills at various levels of professional social work practice. As students gain a deeper understanding of the policy development and implementation process, they will develop the skills needed to engage and change policy at the local, state, and federal levels. Students also will have the opportunity to learn the basics of policy and program development via proposal writing and

development. Prerequisites: successful completion of the MSW foundation year (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240).

SW 5700. Advanced Social Work Assessment/(3).F.

Building on beginning practice skills developed in the MSW foundation year, this required course in the Individuals and Families concentration will provide students with advanced skills for conducting comprehensive, social work theory-based assessments of individuals, couples, and families across the life span. In preparation for interdisciplinary practice, various theoretical perspectives regarding assessment and diagnosis and common classifications of mental health disorders, including diagnostic criteria, will be explored. Prerequisites: successful completion of the MSW foundation year (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240).

SW 5710. Advanced Social Work Practice with Families/(3).F.

This practice course in the Individuals and Families concentration builds on the two practice courses and other content from the MSW foundation year, and integrates content from the advanced assessment course taught in this concentration. It is designed to provide students with theory, intervention techniques, and practice skills for social work practice with families across the life span and in the context of larger environments. Prerequisites: successful completion of the MSW foundation year (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240).

SW 5720. Individuals and Families Field Practicum and Seminar I/(6).F.

The field practicum consists of an agency experience that offers opportunities for advanced practice with children, adults, and families. Students will demonstrate advanced skills in assessment, intervention, and practice with children and adults using an ecological systems and strengths-based perspective. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policy on practice. Students will complete 336 hours in the practicum. Prerequisites: successful completion of the MSW foundation year (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240). Graded on an S/U basis.

SW 5730. Advanced Social Work Practice with Children and Adolescents/(3).S.

This course is the second practice course in the Individuals and Families concentration under the MSW degree building on Advanced Social Work Practice with Families (SW 5710). It is designed to provide students with a theory, practice skills and techniques for social work practice with children and adolescents. Continued emphasis is given to a family systems theory and ecological systems and strengths-based perspective as it applies to treatment for children and adolescents within a social work practice context. Prerequisites: SW 5400, SW 5700, SW 5710, and SW 5720.

SW 5740. Advanced Social Work Practice with Adults/(3).S.

This course is the fourth required in the Individuals and Families concentration under the MSW degree. Building on content regarding advanced assessment and practice with families in context, this course provides students with theory, intervention techniques, and practice skills for advanced social work practice with adults across the life span. Attention to the vast differences among adults, and to the meanings and influence of diverse cultures, organizations, and institutions, will serve as the framework for this course. Prerequisites:

SW 5400, SW 5700, SW 5710, and SW 5720.

SW 5750. Individuals and Families Field Practicum and Seminar II/(6).S.

The field practicum consists of an agency experience that offers opportunities for advanced practice with children, adults, and families. Students will demonstrate advanced skills in assessment, intervention, and practice with children and adults using an ecological systems and strengths-based perspective. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policy on practice. Students will complete 336 hours in the practicum. Prerequisites: SW 5400, SW 5700, SW 5710, and SW 5720. Graded on an S/U basis.

SW 5810. Advanced Community Social Work Practice/(3).F.

This advanced course focuses on the social work principles of empowerment and social change as they apply to communities. Building upon the foundation introduction to macro community practice and related theories, students will gain a more detailed knowledge of the skills and strategies needed to engage effectively in community organizing, development and planning. Consistent with social work's focus on oppressed and disenfranchised populations, students will explore the concept of community diversity, moving beyond the concept of race/ethnicity. Students will also gain advanced skills in the use of various community assessments. Prerequisites: successful completion of the MSW foundation year (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240).

SW 5820. Social Welfare Organizational Management/(3).F.

Examines the social work professional issues and trends that influence planning and managing human service organizations, including organizational theories and conflict management. Prerequisites: successful completion of the MSW foundation year (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240).

SW 5830. Communities and Organizational Management Field Practicum and Seminar I/(6).F.

The field practicum consists of an agency/organization experience that offers opportunities relative to community and organizational practice. Building on the skills and knowledge learned in the MSW foundation year, students will demonstrate advanced skills in working in the areas of community practice, nonprofit and public administration, and organizational management. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policies on practice. Students will complete 336 hours in the practicum. Prerequisites: successful completion of the MSW foundation year (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240). Graded on an S/U basis.

SW 5840. Nonprofit and Public Human Services Administration/(3).S.

This course provides students with the knowledge and skills to become effective leaders within nonprofit and public human service organizations. Students will have the opportunity to learn about key organizational issues such as organizational goals and objectives, strategic planning, personnel and Board management, fundraising, proposal writing, and budget development and oversight. Prerequisites: SW 5400, SW 5810, SW 5820, and SW 5830.

SW 5850. Community and Organizational Cultures/(3).S.

This advanced course in the Communities and Organizational Management concentration under the MSW degree builds on the theories of community from SW 5220 and SW 5810, and management skills and organizational theories from SW 5820. Students will develop the skills needed to critically analyze the nuances of organizational and community cultures from a social work perspective. Students will also gain advanced skill in applying social work concepts such as empowerment and social justice to their analysis. Finally, students will be exposed to a variety of tools for examining organizational and community culture and will explore social work interventions to form, maintain, change and manage organizational community cultures. Prerequisites: SW 5400, SW 5810, SW 5820, and SW 5830.

SW 5860. Communities and Organizational Management Field Practicum and Seminar II/(6).S.

The field practicum consists of an agency/organization experience that offers opportunities relative to community and organizational practice. Building on the skills and knowledge learned in the MSW foundation year, students will demonstrate advanced skills in working in the areas of community practice, nonprofit and public administration, and organizational management. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policies on practice. Students will complete 336 hours in the practicum. Prerequisites: SW 5400, SW 5810, SW 5820, and SW 5830. Graded on an S/U basis.

VOTE 11 YES 11 NO 0 ABSTAIN 0

OTHER:

Ms. Joni Petschauer provided an update from the AD HOC COMMITTEE TO REVIEW THE AP&P MANUAL. She reminded everyone that at the April 6, 2005 AP&P Committee meeting, the committee members were urged to review the DRAFT document and then submit feedback to the Ad Hoc Committee. Since that last meeting, Ms. Petschauer reported that she has received a number of additional comments and questions from campus members regarding specific policies and governance recommendations. She noted that the Ad Hoc Committee would need more time to meet in order to finalize another draft document for consideration. She also asked for members to speak up at today's meeting with any additional concerns that need to be shared with the committee.

Mr. Thomas Shook spoke on behalf of the students regarding their concerns with the proposed composition of the AP&P Committee. The students would lose two of the three seats that are appointed annually by the SGA, and they are opposed to that recommendation.

Dr. Butts read an email from Ms. Sammye Sigmann (in her absence) which summarized her opposition to removing "non tenure" track faculty from a University committee. Ms. Sigmann stated that "As a full-time faculty member with a multi-year contract, I am under the same obligation to perform service as tenure track faculty. I see no good reason why a faculty member in my position should be prohibited from serving on the AP&P Committee."

Other concerns were mentioned very briefly. Dr. Butts and Ms. Petschauer thanked everyone for taking the time to review the DRAFT document in order to provide feedback at today's meeting.

Please continue to send any further comments and suggestions to Ms. Joni Petschauer. The Ad Hoc Committee will consider all suggestions, and they will report back to the AP&P Committee at the first meeting of the Fall 2005 semester.

ADJOURNMENT:

Dr. Butts thanked everyone for the attention, detail, and time spent on work related to the AP&P Committee during this academic year. He recognized the faculty and student members whose terms are ending on this committee, and he expressed his appreciation to them for serving on the AP&P Committee [Faculty members: Mr. John Abbott, Dr. Martha McCaughey, and Dr. Ron Marden (Dr. Marden has agreed to serve another term upon approval by the Faculty Senate); and Student members: Mr. Merlin Tilley, Mr. Karl Lutterloh, Mr. Thomas Shook, Ms. Sarah Moncelle, and Ms. Christina Tadlock]. Thank you everyone!

The AP&P Committee members voted to adjourn at 4:45 p.m.

VOTE 12

YES 11

NO 0

ABSTAIN 0

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

April 27, 2005

Vote Record

VOTE SYMBOLS	y (YES)				N (NO)				A (ABSTAIN)			
	1	2	3	4	5	6	7	8	9	10	11	12
<u>Committee Members</u>												
John Abbott	-	-	-	-	-	-	-	-	-	-	-	-
Jon Beebe	y	y	y	y	y	y	y	y	y	y	y	y
John Boyd	-	-	-	-	-	-	-	-	-	-	-	-
Jeff Butts	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
Mike Dotson	y	y	y	y	y	y	y	y	y	y	-	-
Ron Marden	y	y	y	y	y	y	y	y	y	y	y	y
Martha McCaughey	-	-	-	y	y	y	y	y	y	y	y	y
Diana Quealy-Berge	y	y	y	N	y	y	y	y	y	y	y	y
Sammye Sigmann	-	-	-	-	-	-	-	-	-	-	-	-
Gayle Weitz	A	y	y	y	y	y	y	y	y	y	y	y
Merlin Tilley	y	y	y	y	y	y	y	y	y	y	y	y
Karl Lutterloh	y	y	y	N	y	y	y	y	y	y	y	y
Thomas Shook	y	y	y	y	y	y	y	y	y	y	y	y
Christina Tadlock	y	y	y	N	y	y	y	y	y	y	y	y

The recommendations of the Academic Policies and Procedures Committee, at its April 27, 2005 meeting are approved.

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

5/16/05
Date
