

MINUTES OF THE MEETING  
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE  
April 28, 2004

The Academic Policies and Procedures Committee held its regular monthly meeting on Wednesday, April 28, 2004 in Room 224 of I.G. Greer Hall beginning at 3:06 p.m.  
Committee members present: Mr. John Abbott, Dr. Jon Beebe, Dr. Mike Dotson, Dr. Ed Folts, Dr. Holly Hirst, Dr. Dan Hurley, Dr. Margot Olson, Dr. Diana Quealy-Berge, Ms. Sammye Sigmann, and Dr. Gayle Weitz.  
Committee members excused: Dr. Ron Marden, Ms. Arwen Carter, and Ms. Erin Flynn.  
Committee members absent: Ms. Christina Tadlock and Mr. Chris Pereira.

The April 7, 2004 minutes were approved as distributed.

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

**NEW BUSINESS:**

Dr. Mark Estepp presented one proposal from the College of Fine and Applied Arts for the Department of Health, Leisure and Exercise Science. Proposal HLES Grad 1 was approved as amended as follows (EFF. FALL, 2005):

1.        Revise the M.S. degree in Exercise Science (519A/31.0505) by changing this degree from being a degree with no concentrations, to being a degree with a required concentration. Add the following three concentrations: 1) Research; 2) Clinical/Cardiopulmonary Rehabilitation; and 3) Strength and Conditioning. (The total number of hours required for this degree, 42 s.h., did not change.) [NOTE: A copy of the revised graduate catalog description is on file in the Office of Academic Affairs.]

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

**FOR INFORMATION ONLY - (EFF. FALL, 2004):**

Listed below is one **special designator** course change from the Department of Communication that received final approval from the Core Curriculum Council at their April 23, 2004 meeting:

1.        Delete the **S (SPEAKING)** special designator from the following course:  
            COM 2110. Introduction to Nonverbal Communication/(3).F;S.

Dr. Charles Duke presented proposals from the Reich College of Education for the Departments of Curriculum and Instruction; Language, Reading and Exceptionalities; and the Doctoral Program in Educational Leadership.

Proposals CI-1, CI-2 and CI-3 from the Department of Curriculum and Instruction were approved as amended as follows (EFF. SPRING, 2005):

1. Course addition:  
**CI 3010. Classroom Management for Secondary Teachers/(1).F.**  
This course provides opportunities for students to study, observe, and participate in using classroom management strategies in secondary schools. Reflection on, and analysis and discussion of practicum experiences are integrated into regularly scheduled seminar classes. Emphasis is placed on: making and documenting classroom management decisions; taking action and communicating these actions to students and parents; and strategies for becoming a reflective practitioner. Lecture and laboratory hours required.
2. Change the title and course description of BE 1030, Keyboarding/Typewriting, to read as follows:  
**BE 1030. Keyboarding and Digital Input Systems/(3).F;S.**  
Provides opportunities for students to learn and reinforce basic keyboarding skills; format letters, manuscripts, and other business documents; use speech recognition to efficiently input data; use emerging alternative digital input devices such as handheld computers, scanners, digital cameras, and cell phones.
3. Add the course requirements for an undergraduate minor in Business Education (407/13.1303) to the catalog. (The total number of hours required for the minor in Business Education is 18 s.h.) The catalog description will read as follows:

**MINOR IN BUSINESS EDUCATION**

A minor in Business Education (18 s.h.) consists of the following courses:

Required courses (12 s.h.):

BE 3340	Business Communications (3 s.h.)
BE 3380	Information Systems for Business and Education Professionals (3 s.h.)
BE 4510	Office Management (3 s.h.)
BE 4650	Computer Applications for Business and Education Professionals (3 s.h.)

Electives (6 s.h.) Choose six additional semester hours from the following:

BE 3750	Administration and Supervision of Business and Marketing Education (3 s.h.)
BE 4660	Classroom Management and Assessment Practicum in Secondary Ed (3 s.h.)
BE 4755	Methods and Materials in Business and Marketing Education (3 s.h.)
CIS 1025	Computer Skills for Business (2 s.h.)
CIS 3010	Microcomputers in Business (3 s.h.)
CIS 3050	Fundamentals of Management Information Systems (3 s.h.)
CIS 3250	Systems Analysis and Design (3 s.h.)
CIS 3370	Visual BASIC for Business (3 s.h.)

Other electives may be chosen with the advice and approval of the Business Education Coordinator.

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

Proposals LRE-1through LRE-20 from the Department of Language, Reading and Exceptionalities were approved as amended as follows (EFF. FALL, 2004):

1. Course deletions:  
SPE 4595. Individual Differences/(3).F;S.  
[Note: The dual-listed course, SPE 5595, is NOT being deleted.]

SPE 5570. Consultation and Advocacy for Exceptional Children: Mental Retardation,

Learning Disabilities, and Emotional Disturbance/(3).F;S.

[Note: The dual-listed course, SPE 4570, is NOT being deleted.]

SPE 5601. Classroom Management and Intervention Strategies: Mental Retardation, Learning Disabilities, and Emotional Disturbance/(2).F;S.

[Note: The dual-listed course, SPE 4601, is NOT being deleted.]

SPE 5705. Methods and Curriculum in Learning Disabilities/(3).F;S.

[Note: The dual-listed course, SPE 4705, is NOT being deleted.]

2. Course additions:

**SPE 3100. Introduction to Special Education/(3).F;S.**

This course provides an overview of disabilities as well as the services available to persons with disabilities through special education in public schools and through other institutions, agencies, and professionals. For special education majors, this course is prerequisite to admission to the program.

**SPE 4205. Inclusion/(3).F;S**

This course examines inclusion as it relates to students with disabilities and how to integrate them into general education classrooms and K-12 schools. Current issues, collaborative relationships, and effective teaching and modification approaches for all students will be discussed. Prerequisite: SPE 3100 or permission of the instructor. [Dual-listed with SPE 5205.]

**SPE 5205. Inclusion/(3).F;S.**

This course examines inclusion as it relates to students with disabilities and how to integrate them into general education classrooms and K-12 schools. Current issues, collaborative relationships, and effective teaching and modification approaches for all students will be discussed. Prerequisite: SPE 5595 or permission of the instructor. [Dual-listed with SPE 4205.]

**SPE 4215. Strategies for Teaching Mathematics to Students with Disabilities/(3).F.**

The purpose of this course is to teach principles of remediation in mathematics to students with disabilities. Throughout the course, emphasis is placed on instructional modifications for establishing a remedial instruction program in mathematics. Students will become familiar with and implement scientifically-based instructional approaches. This course must be taken concurrently with SPE 4225, SPE 4405, SPE 4496, and SPE 4705 by students majoring in Special Education with a concentration in General Curriculum K-12; and concurrently with SPE 4225, SPE 4410, SPE 4420, and SPE 4496 by students majoring in Special Education with a concentration in Adapted Curriculum K-12.

**SPE 4225. Collaborative Relationships in Special Education/(3).F.**

This course examines the following areas in special education: self-determination and Person Centered Planning; collaborating with families, employers and adult service providers; and transition and secondary special education issues. This course must be taken concurrently with SPE 4215, SPE 4405, SPE 4496, and SPE 4705 by students majoring in Special Education with a concentration in General Curriculum K-12; and concurrently with SPE 4215, SPE 4410, SPE 4420, and SPE 4496 by students majoring in Special Education with a concentration in Adapted Curriculum K-12.

**SPE 4405. Strategies for Students with Disabilities: General Curriculum/(3).F.**

This course provides information on cognitive and metacognitive strategies with emphasis on how to assess, plan, design, and implement strategies for K-12 students with disabilities. There is a focus on writing strategies instruction. This course is required for students seeking Special Education: General Curriculum licensure, and must be taken concurrently with SPE 4215, SPE 4225, SPE 4496, and SPE 4705.

**SPE 4410. Assessment and Curriculum: Adapted Curriculum/(3).F.**

This course examines current issues and methods related to assessment, personalized curriculum development, and the planning, implementation, and evaluation of instruction of students with moderate and severe disabilities. This course is required for students majoring in Special Education with a concentration in Adapted Curriculum K-12, and must be taken concurrently with SPE 4215, SPE 4225, SPE 4420, and SPE 4496.

**SPE 4420. Methods for Students with Disabilities: Adapted Curriculum/(3).F.**

This course is designed to examine scientifically-based methods for instruction and the implementation of these methods in the planning and delivery of instructional and behavioral programs for students in special education. This course is required for students majoring in Special Education with a concentration in Adapted Curriculum K-12, and must be taken concurrently with SPE 4215, SPE 4225, SPE 4410, and SPE 4496.

**SPE 4430. Positive Behavior Supports: Adapted Curriculum/(3).S.**

This course examines positive behavior supports and the behavioral interventions that are guided by functional assessment and focus on generalized outcomes. The skills learned in this course emphasize the use of a collaborative problem-solving process to develop individualized interventions that stress prevention and remediation of problem behaviors through the provisions of effective educational programming. This course is required for students majoring in Special Education with a concentration in Adapted Curriculum K-12, and must be taken concurrently with SPE 4495, SPE 4570, and SPE 4601.

**SPE 4495. Practicum I/(3).S.**

Practicum in schools in the areas listed below according to the chosen concentration. During this course, students will complete portfolio assignments required for graduation. Graded on S/U basis.

PRACTICUM IN GENERAL CURRICULUM: Practicum in K-12 schools with students who are likely to complete the requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools. This practicum must be taken concurrently with SPE 4570 and SPE 4601.

PRACTICUM IN ADAPTED CURRICULUM: Practicum in K-12 schools with students who may not earn a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools. This practicum must be taken concurrently with SPE 4430, SPE 4570, and SPE 4601.

3. Increase the credit hours for SPE 3370 from (2 s.h.) to (3 s.h.), and change the course description to read as follows:

**SPE 3370. Introduction to Mental Retardation/(3).F;S.**

An introductory course in the education of students with mental retardation. Emphasis will be placed on definition, etiology, prevalence, and characteristics. This course also includes service delivery, roles of various professionals, current trends, and philosophies related to

persons with mental retardation.

4. Change the title of SPE 3374, Identification and Assessment of Learning Disabilities, change the semester offering from F;S. to F., and change the course description to read as follows:  
**SPE 3374. Assessment in Special Education/(3).F.**  
The basic principles of assessment as they relate to referral and evaluation procedures. This course introduces a variety of standardized tests and scoring and interpretation procedures.
5. Change the title of SPE 4570, Consultation and Advocacy for Exceptional Children: Mental Retardation, Learning Disabilities, and Emotional Disturbance; change the semester offering from F;S. to S.; and change the course description to read as follows:  
**SPE 4570. Advocacy and Legislation in Special Education/(3).S.**  
This course provides information and practice related to the roles and responsibilities of professionals with regard to advocacy and legislative mandates, including the special education process and individual education programs. This course must be taken concurrently with SPE 4495 and SPE 4601 by students majoring in Special Education with a concentration in General Curriculum K-12; and concurrently with SPE 4430, SPE 4495, and SPE 4601 by students majoring in Special Education with a concentration in Adapted Curriculum K-12.
6. Change the course numbering of SPE 4571 to SPE 3360; change the title of SPE 4571, Introduction to Emotional Disturbance; increase the credit hours from (2 s.h.) to (3 s.h.), and change the course description to read as follows: [DELETE SPE 4571, and ADD SPE 3360.]  
**SPE 3360. Introduction to Emotional and Behavioral Disorders/(3).F;S.**  
An introductory course in the education of students with emotional and behavioral disorders. Emphasis is placed upon affective considerations, models of intervention, instructional planning, and classroom practices. (WRITING)
7. Change the course numbering of SPE 4576 to SPE 3350; increase the credit hours from (2 s.h.) to (3 s.h.), and change the course description to read as follows: [DELETE SPE 4576, and ADD SPE 3350.]  
**SPE 3350. Introduction to Learning Disabilities/(3).F;S.**  
An introductory course in the education of students with learning disabilities. Emphasis will be placed on the definition, identification and etiology of learning disabilities. This course also includes current educational planning, programs, and theories related to the field.
8. Change the title of SPE 4601, Classroom Management and Intervention Strategies: Mental Retardation, Learning Disabilities, and Emotional Disturbance; increase the credit hours from (2 s.h.) to (3 s.h.); change the semester offering from F;S. to S.; and change the course description to read as follows:  
**SPE 4601. Classroom Management/(3).S.**  
This course provides a study of classroom management techniques and intervention strategies with students with disabilities. This course must be taken concurrently with SPE 4495 and SPE 4570 by students majoring in Special Education with a concentration in General Curriculum K-12; and concurrently with SPE 4430, SPE 4495, and SPE 4570 by students majoring in Special Education with a concentration in Adapted Curriculum K-12.
9. Change the title of SPE 4705, Methods and Curriculum in Learning Disabilities; change the

semester offering from F;S. to F.; and change the course description to read as follows:

**SPE 4705. Methods for Students with Disabilities: General Curriculum/(3).F.**

This course addresses scientifically-based methods used in the implementation of the general curriculum, K-12. This course is required for students majoring in Special Education with a concentration in General Curriculum K-12, and must be taken concurrently with SPE 4215, SPE 4225, SPE 4405, and SPE 4496.

10. Change the course numbering of SPE 4902 to SPE 4496; change the title of SPE 4902, Practicum in Handicapping Conditions; change the semester offering from F;S. to F.; and change the course description to read as follows: [DELETE SPE 4902, and ADD SPE 4496.]

**SPE 4496. Practicum II/(3).F.**

Practicum in schools in the areas listed below according to the chosen concentration. During this course, students will complete portfolio assignments required for graduation.

Prerequisite: SPE 4495, Practicum I. Graded on S/U basis. (SPEAKING)

PRACTICUM IN GENERAL CURRICULUM: Practicum in K-12 schools with students who are likely to complete the requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools. This practicum must be taken concurrently with SPE 4215, SPE 4225, SPE 4405, and SPE 4705.

PRACTICUM IN ADAPTED CURRICULUM: Practicum in K-12 schools with students who may not earn a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools. This practicum must be taken concurrently with SPE 4215, SPE 4225, SPE 4410, and SPE 4420.

11. Change the title of the **B.S. degree in Special Education: Learning Disabilities (485A/13.1011)[T]** to a **B.S. degree in Special Education** with concentrations in **General Curriculum K-12** and **Adapted Curriculum K-12**; and revise the degree requirements to reflect the course changes noted in numbers 1.-10. above. The North Carolina Department of Public Instruction has approved new standards and licensure requirements for special education majors at the undergraduate level. [THIS DEGREE TITLE CHANGE IS CONTINGENT UPON APPROVAL FROM THE UNIVERSITY OF NORTH CAROLINA'S OFFICE OF THE PRESIDENT.] (The total number of hours required for the degree increased from 122 s.h. to 127 s.h.) The revised catalog description will read as follows:

**B.S. IN SPECIAL EDUCATION**

**(with concentrations in General Curriculum K-12 and Adapted Curriculum K-12)**

The Department of Language, Reading and Exceptionalities offers the Bachelor of Science degree in Special Education. Completion of this degree leads to certification in either Special Education: General Curriculum K-12, or Special Education: Adapted Curriculum K-12, depending upon the concentration chosen. Included in the requirements for this degree are two internships and a 15-week student teaching placement. All students majoring in special education will be placed in one of the following school districts for all field-based activities: Alexander, Alleghany, Ashe, Burke, Caldwell, Catawba, Mitchell, Wilkes, or Watauga County.

*Note: A comprehensive graduation portfolio is required which demonstrates students' competency at meeting the state certification requirements. The portfolio will be added to throughout the student's program; and during student teaching, the portfolio will be finalized. The student teaching experience will include five on-campus seminars to assist students in meeting these requirements.*

REQUIREMENTS: (These requirements affect students entering the major after Spring, 2005.)

**Core curriculum . . . . . 44 s.h.**

**Professional Education courses: . . . . . 24 s.h.**

- PSY 3000 Educational Psychology (3 s.h.)
- FDN/CI/RE 3850 Literacy, Technology, and Instruction (3 s.h.)
- FDN 3800 Foundations of American Education (3 s.h.)
- SPE/CI 2800 Teachers, Schools and Learners (3 s.h.)
- SPE 4900 Student Teaching in Special Education (12 s.h.)

Required courses in special education and related areas for both the General Curriculum K-12 concentration and the Adapted Curriculum K-12 concentration:

Prior to admission to special education/teacher education:

**SPE 3100 Introduction to Special Education . . . . . 3 s.h.**

The following courses may be taken prior to admission to special education/teacher education, though students may be admitted before they take them. The special education program recommends that at least two of the first three courses be taken prior to admission to the program:

- SPE 3350 Introduction to Learning Disabilities (3 s.h.)
- SPE 3360 Introduction to Emotional and Behavioral Disorders (3 s.h.)
- SPE 3370 Introduction to Mental Retardation (3 s.h.)
- FDN 3100 Classroom Use of Microcomputers in Grades K-12 (2 s.h.)
- MAT xxxx Math course determined in consultation with advisor (3 s.h.)
- Elective (3 s.h.)

**TOTAL . . . . . 17 s.h.**

The following courses are to be taken after admission to teacher education. Students should consult their advisor and the printed information available in the LRE office regarding the recommended sequence:

- RE 3900 Principles of Reading Instruction for the Classroom Teacher (3 s.h.)
- RE 4710 Diagnosis and Remediation of Reading Problems (3 s.h.)
- SPE 3374 Assessment in Special Education (3 s.h.)
- SPE 4205 Inclusion (3 s.h.)
- SPE 4215 Strategies for Teaching Mathematics to Students with Disabilities (3 s.h.)
- SPE 4225 Collaborative Relationships in Special Education (3 s.h.)
- SPE 4570 Advocacy and Legislation in Special Education (3 s.h.)
- SPE 4601 Classroom Management (3 s.h.)

**TOTAL . . . . . 24 s.h.**

**CONCENTRATIONS - select one . . . . . 15 s.h.**

Students must choose one of the following concentrations (General Curriculum K-12 or Adapted Curriculum K-12). A student may elect to complete both concentrations, with the understanding that additional course work will be required.

**General Curriculum K-12 Concentration (15 s.h.)**

This concentration will prepare students to teach students in grades K-12 who will likely be expected to complete the general curriculum requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools. These would include students with learning disabilities, mental retardation, emotional/behavioral disorders, traumatic brain injury, other health impairments, and others.

- RE 4620 Reading Instruction in the Middle/Junior and Senior High School (3 s.h.)
- SPE 4405 Strategies for Students with Disabilities: General Curriculum (3 s.h.)
- SPE 4495 Practicum I (3 s.h.)
- SPE 4496 Practicum II (3 s.h.)
- SPE 4705 Methods for Students with Disabilities: General Curriculum (3 s.h.)

OR

**Adapted Curriculum K-12 Concentration (15 s.h.)**

This concentration will prepare students to teach students in grades K-12 who will likely require more significant modifications and adaptation in order to access the general curriculum, and may not be candidates for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools. These would include students with mental retardation, emotional/behavioral disorders, Autism, and other health impairments, and others.

SPE 4410	Assessment and Curriculum: Adapted Curriculum (3 s.h.)
SPE 4420	Methods for Students with Disabilities: Adapted Curriculum (3 s.h.)
SPE 4430	Positive Behavior Supports: Adapted Curriculum (3 s.h.)
SPE 4495	Practicum I (3 s.h.)
SPE 4496	Practicum II (3 s.h.)

**GRAND TOTAL ..... Minimum of 127 s.h.**

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

Proposal EDL-1 from the Doctoral Program in Educational Leadership was approved as amended as follows (EFF. FALL, 2004):

1. Change the title of EDL 7110, Survey of Quantitative Research in Methodologies in Education Research, to read as follows:  
**EDL 7110. Survey of Research Methodologies in Education/(3).F.**

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

Dr. Richard Henson presented proposals from the College of Arts and Sciences for the Departments of English, and History. [NOTE: Proposal ENG 03-04-12 from the Department of English was not presented for approval at today's meeting. Dr. Henson noted that consideration of this proposal is being deferred until it has been considered by the Teacher Education Council.]

The committee members agreed to divide the packet of proposals from the Department of History and consider each proposal as a separate item (HIS #1 and HIS #2).

Following a lengthy discussion, proposal HIS #1 from the Department of History was approved as amended as follows (EFF. FALL, 2005):

1. Change the World Civilization requirement [within the CORE CURRICULUM/SOCIAL SCIENCES (12 s.h. required)] to allow students who received an "A" in their high school World Civilization/World History course the option of taking a new course, HIS 1103. Topics in World Civilization, to fulfill the World Civilization requirement. (Honors students with an "A" in high school World Civilization/World History could substitute either of the existing Honors World Civilization courses, HIS 1510 or HIS 1515, to satisfy the requirement. (The total number of hours required for the Core Curriculum/Social Sciences, 12 s.h., will not change.) The revised catalog description (Page 61 of the 2003-2005 Undergraduate Bulletin) will read as follows:



**c. SOCIAL SCIENCES (12 s.h.)**

Students may fulfill the SOCIAL SCIENCES core requirement in one of the following two ways:

- (1) History 1101(MC) - 1102(MC) required. History 1510(W,MC) - 1515(W,MC) will substitute for HIS 1101-1102. In addition, TWO courses must be selected from the list below. The courses must be from different areas.

OR

- (2) (Effective: Fall, 2005) Students who received a grade of "A" in their high school World Civilization/World History course may opt to take HIS 1103(MC) instead of HIS 1101(MC) - 1102(MC). Honors students who received a grade of "A" in their high school World Civilization/World History course may fulfill the World Civilization requirement with HIS 1510(W,MC) or HIS 1515(W,MC). In addition, THREE courses must be selected from the list below. The courses must be from AT LEAST two different areas.

**VOTE 6**                      **YES**   8                        **NO**   0                        **ABSTAIN**   1  

Proposal HIS #2 from the Department of History was approved as follows (EFF. FALL, 2005):

1. Course addition:

[Note: HIS 1103 has been approved for the MC (MULTI-CULTURAL) special designator; and for CORE:SOCIAL SCIENCES credit.]

**HIS 1103. Topics in World Civilization/(3).F;S.**

Variable content. An examination of selected political and cultural themes in world civilization such as gender and family, war, environment, ethnic identity, and the evolution of global society. Emphasis on analytical skills and comparative history. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

**VOTE 7**                      **YES**   8                        **NO**   1                        **ABSTAIN**   0  

ANNOUNCEMENT:

Dr. Burwell thanked Gayle Weitz and the other committee members once again for their work on revising the AP&P Manual during this academic year. As he had noted at the April 7 AP&P Committee meeting, Dr. Burwell had asked for volunteers to serve on a larger committee to continue reviewing this document before it is presented to AP&P for approval. He announced that the following people have agreed to serve on the **AD HOC COMMITTEE TO REVIEW THE REVISED AP&P MANUAL: Dr. Jon Beebe, Dr. Mark Estepp, Dr. Dan Hurley, Dr. Ron Marden, Ms. Joni Petschauer, Mr. Don Rankins, and Dr. Gayle Weitz.** He asked Joni Petschauer to serve as Chair of this committee. Their charge is to review this draft document with a goal of presenting a recommended revision to the AP&P Committee during the Spring 2005 semester (the February 2005 AP&P meeting or later).

OTHER:

As follow-up to some of the concerns raised earlier in the discussions regarding the History proposals, Dr. Weitz asked about looking into changing the University's Core Curriculum requirements - who is responsible for charging the Core Curriculum Council to review the Core, and how can we expedite and support that process. After a brief discussion, **a motion was then**

**approved to ask for the University to go forward in examining the Core Curriculum.**

**VOTE 8**                      **YES   9**                      **NO   0**                      **ABSTAIN   0**

Dr. Burwell thanked the out-going members (faculty members: Dr. Jon Beebe, Dr. Holly Hirst, Dr. Dan Hurley, and Dr. Margot Olson; and student members: Arwen Carter, Erin Flynn, Chris Pereira, and Christina Tadlock) for their service on this committee. He noted his appreciation for all of the work that they, and the continuing members, have done for the AP&P Committee during the 2003-2004 academic year.

At 5:10 p.m., the AP&P Committee members voted to adjourn.

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

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

**April 28, 2004**

Vote Record

VOTE SYMBOLS	y (YES)					N (NO)				A (ABSTAIN)
	1	2	3	4	5	6	7	8	9	
<hr/>										
<u>Committee Members</u>										
John Abbott	y	y	y	y	y	y	y	y	y	
Jon Beebe	y	y	y	y	y	y	y	y	y	
Michael Dotson	y	y	y	y	y	y	y	y	y	
Ed Folts	y	y	y	y	y	y	y	y	y	
Holly Hirst	y	y	y	y	y	-	-	-	-	
Dan Hurley	y	y	y	y	y	A	N	y	y	
Ron Marden	-	-	-	-	-	-	-	-	-	
Margot Olson	y	y	y	y	y	y	y	y	y	
Diana Quealy-Berge	y	y	y	y	y	y	y	y	y	
Sammye Sigmann	y	y	y	y	y	y	y	y	y	
Gayle Weitz	y	y	y	y	y	y	y	y	y	
Arwen Carter	-	-	-	-	-	-	-	-	-	
Erin Flynn	-	-	-	-	-	-	-	-	-	
Chris Pereira	-	-	-	-	-	-	-	-	-	
Christina Tadlock	-	-	-	-	-	-	-	-	-	

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The recommendations of the Academic Policies and Procedures Committee, at its April 28, 2004 meeting are approved.

<u>Kenneth E. Peacock</u>	<u>5/10/04</u>
Kenneth E. Peacock	Date
Interim Provost	

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