

MINUTES OF THE MEETING
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE
November 28, 2007

The Academic Policies & Procedures Committee met on Wednesday, November 28, 2007 in the William C. Strickland Conference Room of I.G. Greer Hall.

Committee members present: Dr. Jeff Butts (Chair), Dr. Jon Beebe, Mr. John Boyd, Dr. Allen Bryant, Dr. Dinesh Dave, Dr. Rodney Duke, Mr. Mark Malloy, Dr. Ron Marden, Dr. Jon Saken, Dr. Kay Taylor, Dr. Gayle Weitz, Ms. Erin Boyer, Mr. Thomas Brigman (Parliamentarian), and Ms. Kendra Johnson.

Committee member excused: Ms. Lindsay Tigar.

At 3:02 p.m., Dr. Jeff Butts called the meeting to order. Dr. Butts noted that the October 3, 2007 Minutes were approved by the Provost yesterday, but this committee will defer approval until our next meeting on January 16, 2008 so that everyone will have time to review them.

ANNOUNCEMENTS:

Dr. Butts noted that there were no announcement for today's meeting.

NEW BUSINESS:

Dr. Dru Henson presented proposals from the College of Arts and Sciences for the Departments of History; Biology; Foreign Languages and Literatures; Political Science/Criminal Justice; and Sociology and Social Work; and proposals from the Women's Studies Program.

Proposals HIS 1-38 and HIS 41-52 were presented from the Department of History. Dr. Butts reminded everyone that at our meeting on November 7, these proposals were returned to the Department to address questions that were raised at that meeting. Dr. Michael Krenn, Chair of the Department of History, submitted a memo to the AP&P Committee members earlier this week in response to the committee's concerns.

A motion was approved to remove the packet of proposals from the Department of History from the table and bring them back to the floor for consideration by the committee.

VOTE 1 YES 14 NO 0 ABSTAIN 0

Dr. Butts then clarified that this brings us back to the original motion from November 7 that was made and seconded to approve proposals HIS 1-38 and HIS 41-52. Following discussions, **a motion was approved to amend proposal HIS #52 to include the deletion of HIS 4552 along with the other course deletions listed on that proposal.**

VOTE 2 YES 14 NO 0 ABSTAIN 0

Proposals HIS 1-38 and HIS 41-52 (and several items FIO) from the Department of History were approved as amended as follows (EFFECTIVE: FALL, 2008):

1. Course deletions:

HIS 3128. Renaissance and Reformation (3).S.
HIS 3132. Nineteenth Century Europe (3).F.Alternate years. (**WRITING**)
HIS 3134. Twentieth Century Europe (3).S.Alternate years.
HIS 3138. England and the Angevin Dominions (3).S.Alternate years. (**WRITING**)
HIS 3140. Tudor-Stuart Britain, 1485-1715 (3).F. (**WRITING**)
HIS 3150. Germany in Europe, 1848-1918 (3).F. (**WRITING; MULTI-CULTURAL**)
HIS 3326. Modern East Asia (3).S.Alternate years. (**MULTI-CULTURAL**)
HIS 4550. Tsarist Russia (3).F. (**WRITING**)
HIS 4552. The Soviet Union and Russia (3).S. (**WRITING**)
HIS 4564. History of Canada (3).S.Even-numbered years.

2. Course additions:

HIS 2312. Introduction to the Ancient Mediterranean World (3).F.Even-numbered years.

A survey of the Ancient Mediterranean, including Greece, the Hellenistic World, and Rome. Topics covered will include ancient art, philosophy, religion, and literature.

HIS 2315. European History 1789 to present (3).F.

A survey of European History from the French Revolution to the present. Topics include the French Revolution, nationalism, the Industrial Revolution, the Russian Revolution, two world wars and the Cold War in Europe, the fall of the Soviet Union, and globalization.

HIS 3125. Rise of the Roman Empire (3).S.Even-numbered years.

This course will focus on the rise of the Roman Empire, from the Principate to the third century crisis. Special attention will be given to military, economic and political developments, as well as the ever-changing concept of what "Roman" meant across the empire. This course will be primarily discussion, with some lecture.

HIS 3135. Spain to 1492 (3).F.Even-numbered years.

This course introduces students to the history of Spain, covering the early Iberian, Roman, Visigoth, Islamic, and the late Medieval Christian periods.

HIS 3136. Spain from 1469 to present (3).S.Odd-numbered years.

This course introduces students to the history of Spain, covering the "Golden Age," the Spanish Civil War, Franco, and the modern democratic period.

HIS 3137. Gender, Sex, and Sexuality in Early Modern Europe (3).S.Even-numbered years.

This course will introduce students to three areas of recent thought-provoking historical research: changes in perceptions and control of gender, sex, and sexual identity in early modern Europe.

HIS 3141. Britain 1600 to 1850: The Rise of the British Empire (3).F.Even-numbered years.

The first of two surveys that examine the British Empire. Themes for this survey will

include: constitutional reform; early colonial efforts in North America, India, and Africa; the emergence of a market economy; early industrialism; and ideas about race, gender and class.

[Note: HIS 3143 was approved for the **W (WRITING)** special designator at the 9/28/07 Core Curriculum Committee meeting.]

HIS 3143. Medieval Ireland (3).On Demand.

This course will focus on Ireland during the Middle Ages as an entity apart from the Roman Empire and European mainstream. Goals of the course are to cover the introduction of Christianity, Latin, Roman leadership, Viking raids, and the establishment of towns, all of which brought Ireland into exchange with the rest of Europe. In this course, we will examine the history of this “fringe” land from the perspective of the many people who lived there, Irish and others, and look at how their interactions created the modern nation. (WRITING)

[Note: HIS 3144 was approved for the **W (WRITING)** and **MC (MULTI-CULTURAL)** special designators at the 9/28/07 Core Curriculum Committee meeting.]

HIS 3144. The Vikings (3).On Demand.

The aim of this course is to explore both the reputation and the reality of the Vikings from 750-1200, and from Baghdad to Vinland. Archaeological excavations and sources written by the Norse and Danes themselves have shown that there was far more to the Scandinavians than their actions as Viking raiders. Their roles as explorers, merchants, craftsmen, and town-builders will be examined in this course. The emphasis will be on using primary sources, sources that actually come to us from the Middle Ages, to understand how the Vikings viewed themselves and their world, as well as how others viewed them. There will also be a strong writing component to this course. (WRITING; MULTI-CULTURAL)

HIS 3146. Medieval Warfare (3).S.Even-numbered years.

This course will examine trends in waging war from the late Roman Empire until the advent of gunpowder, roughly AD 300-AD 1400. Special attention will be paid to the changes in the Roman Army, the role of the army in the transition from Empire to Barbarian kingdoms, the Carolingian reforms, the rise of European power in the eleventh century and the Crusades, the Mongol threat, and finally, the adoption of gunpowder in the Hundred Years War.

HIS 3153. The Road to Hitler (3).S.Even-numbered years.

This course examines the rise of Hitler and the Third Reich from a cultural perspective. It begins with an examination of pre-1914 *volkish* ideology and cultural Expressionism. It then examines the literary and psychological impact of World War I, analyzes the nature of the cultural experimentation of the 1920s, evaluates the cultural revolution following Hitler's appointment as Chancellor in 1933, explains why Hitler launched World War II and the Holocaust, and investigates the importance of Hitler and National Socialism for contemporary German society and culture.

HIS 3154. The Nazi Holocaust (3).F.

This course examines the origins, nature, and impact of the Nazi Holocaust. Topics discussed will include the changing position of Jews in European society; the role of anti-Semitism of Hitler's rise to power and the creation of the Third Reich; implementation of the Final Solution; the experience of Jewish and other victims in Nazi ghettos, deportations, death camps, and death marches; collaboration and resistance; and the meaning of the Holocaust today.

HIS 3155. Russia: 16th to 20th Century (3).S.

This course will examine the basic values and principles of traditional Russian civilization, which were inherited, accommodated, and then changed during the Soviet period (1917-1991) and which are springing up again in the time of complicated transition to democracy. The focus will also be made on the reforms of Peter I and Alexander II to the rise and fall of the Soviet Empire and to the last painful attempts to build democratic state and society. This broad survey will consider themes related to Russians and non-Russians alike, cultural interactions between them in the process of Russian exploration and expansion; migration and settlement patterns; ranching, mining, and other extractive industries; families; labor; water; urbanization; and myth-building.

HIS 3156. History of International Terrorism (3).F.Even-numbered years.

This course is designed to introduce students to key concepts to which they can refer to for analyzing what may be anticipated with respect to future incidents of global terrorism. The course will cover previous incidents of terrorism, such as the events of September 11, 2001, which set the stage for a major reconfiguring of world politics similar in scope to the transformations provoked by the two World Wars and the Cold War in the twentieth century. The course provides a framework as well for analyzing present and future acts of terrorism.

HIS 3158. Ethnic Conflict: East Versus West (3).F.Odd-numbered years.

Ethnic peace, conflicts, and resolutions are among the oldest dreams and most difficult challenges of human experience. The art of compromise and accommodation, the process for peaceful resolution of differences and setting of priorities, the rule of law as an inclusive and systematic set of legal procedures, and the universal respect for human rights are necessary in order to deal with ethnic conflicts and thus should be a part of professional training of new leaders. This course also deals with historic and comparative studies of ethnic conflicts in the West, the Balkans, Caucasus, and Central Asia.

HIS 3223. Revolutionary America (3).S.Odd-numbered years.

This course explores the history of the U.S. from the events leading up to the American Revolution and the fight for Independence through the founding of the United States and the election of 1800, ending with the second American Revolution (the War of 1812). The course focuses on the social and cultural effects of the war and its aftermath. It also examines the shaping of the New Republic; the founding of political parties; the Second Great Awakening; and the role of women, Native Americans, and African Americans in those processes. The course places special attention on the role of the backcountry in the shaping of the Early Republic.

HIS 3232. Contemporary U.S. Political History (3).F.Even-numbered years.

Intensive study of selected topics in U.S. politics (broadly defined) from 1932 to the present, with an emphasis on recent events. Content will vary to reflect contemporary political debates, which will be analyzed from a historical perspective. Examples of topics include: the rise of southern Republicans, presidential campaigns, party realignments, church and state, movements of change, race and gender politics, the welfare state, globalization, and foreign policy.

[Note: HIS 3233 was approved for the **W (WRITING)** special designator at the 9/28/07 Core Curriculum Committee meeting.]

HIS 3233. History of the American West (3).F.

This course examines the history of the Trans-Mississippian West from Native occupation to the twentieth century. The course considers how Native Americans lived in their environment; how the West was explored, settled, and developed by Europeans and Americans; how different ethnic and racial groups interacted and shaped each other's experiences; how men and women experienced the West; and how the West has influenced the development of the United States. It also explores the meaning of the West in the American consciousness and the place of the West in understanding American History.

[Note: HIS 3235 was approved for the **W (WRITING)** special designator at the 9/28/07 Core Curriculum Committee meeting.]

HIS 3235. Mexican American History (3).S.

This course explores the social, economic, political and cultural history of Americans of Mexican descent from Spanish exploration and settlement through the twentieth century. It also focuses on the cultural heritage of Mexican-Americans; the meaning of "El Norte;" the Mexican-U.S. War and its aftermath; immigration; migrant labor; bilingual and bicultural education; and the Chicano movement. (WRITING)

HIS 3236. Immigration and Migration in American History (3).On Demand.

This course explores the role of immigration and migration as a factor in American history. Variable content. Topics may include: trans-Atlantic immigration; trans-Appalachian migration; westward movement and settlement; frontiers; immigration policy; and Mexican immigration.

HIS 3237. Nature, Wilderness, and American Life (3).F.Odd-numbered years.

This course provides an overview of Americans' interaction with the natural world from colonization to the present, with emphasis on Native Americans' relationship to the land, the environmental effects of European settlement, wilderness as a cultural construct, the growth of agriculture and industry, conservation and preservation, atomic energy, chemical pesticides, and the modern environmental movements. This course may be of particular interest to public historians, cultural resource managers, planners, and environmental specialists.

HIS 3238. America's National Parks (3).F.Even-numbered years.

A survey of the history of America's national parks from the nineteenth century to the present with 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 East, wildlife policy, overcrowding, and other problems facing modern parks.

HIS 3239. Country Music and American Culture (3).F.Even-numbered years.

An investigation of American country music, specifically the gospel, bluegrass, hillbilly, and rockabilly traditions that resulted in the modern Country Music Association. Parallel topics will be southern urban migration, the impact of the Great Depression, the development of radio and television, and the emergence of Nashville as America's country music center.

HIS 3240. Race, Rock & Rebellion (3).F.Even-numbered years.

Analysis of the relationship among the civil rights movement, the birth and development of rock and roll, and the youth rebellion of the 1960s and early 1970s. Topics include the Jim Crow South, the roots of rock, Massive Resistance, the Baby Boom, Rockabilly, civil disobedience, Folk Rock, youth culture, the British Invasion, the Counterculture, anti-Vietnam War music, and the transitional music of the early 70s. The period covered is from the end of World War II to 1975.

HIS 3242. The American Civil Rights Movement (3).F.Odd-numbered years.

History of the American Civil Rights Movement from Emancipation to the present, with emphasis on the period after the 1909 formation of the NAACP. Topics include the rise of Jim Crow segregation and the resistance to it, *Plessy v. Ferguson*, the Niagara Movement and the NAACP, the KKK and racial violence, the anti-lynching crusade, the Legal Defense Fund, Inc., the New Deal for Black Americans, WWII and the Double V, the legal battle against educational segregation from *Sweatt* to *Brown*, massive resistance, and the post-*Brown* civil rights revolution.

HIS 3304. The Mexican Revolution (3).F.Even-numbered years.

Study of the Mexican Revolution, its causes in the late nineteenth century, its process during the military phase (1910-1920), the country's reconstruction (1920-1940), and its impact on modern Mexico, modern Latin America, and the United States. It will look at some of the most famous figures in Mexican history: Porfirio Diaz, Francisco Madero, Emiliano Zapata, Pancho Villa, Lazaro Cardenas, as well as great artists like Diego Rivera and Frida Kahlo. In addition to a social, economic, and military history of the revolution, the course will examine the new culture that emerged from the process, in music, art, literature, and film.

HIS 3305. Comparative Revolutions (3).S.

Comparison of important social revolutions in history. Among the list of possible revolutions are those from which the modern nation state emerged (England and France), the classic anti-capitalist revolutions of the twentieth century (Russia and China), and the anti-imperialist revolutions in the third world (Mexico, Cuba, Iran). The course will review the theory of revolution, compare theory with the historical experience of specific revolutions, and analyze the status of revolutionary theory in the contemporary world.

HIS 3306. Indigenous Resistance in Modern Latin America (3).F.Even-numbered years.

Once nearly annihilated, indigenous people have returned to play an increasingly important role in Latin America. The last decade has shown native influences to national constitutions, environmental protection and human rights as indigenous nations struggled creatively to retain political, cultural and economic autonomy. Students explore ethnic consciousness and resistance to see beyond stereotypes and understand native groups as historical actors. Texts, films and discussions focus on the contradictory way native peoples have shaped state politics and economies within a changing environment.

[Note: HIS 3308 was approved for the MC (MULTI-CULTURAL) special designator at the 9/28/07 Core Curriculum Committee meeting.]

HIS 3308. U.S.-Latin American Relations (3).F.Odd-numbered years.

This course will examine historical perspectives on U.S.-Latin American relations, with the

goal of interpreting differing frames of analysis and preparing students to teach in a multi-cultural environment. From the nineteenth to the twenty-first centuries, social and political actors in Latin America actively shaped their relations with the United States. This interaction influenced lives in both continents in important ways. Most recently, contacts have focused on drug traffic, armed insurrections, terrorism, trade relations, and migration policies. (MULTI-CULTURAL)

[Note: HIS 3338 was approved for the MC (MULTI-CULTURAL) special designator at the 9/28/07 Core Curriculum Committee meeting.]

HIS 3338. African Environmental History from Antiquity to 1500 (3).S.

Beginning with methodological and theoretical approach within the belief that “Africa’s environmental history is written on its landscape,” the course visits the challenges of studying pre-literate societies, where the environmental study itself produces a spectacular answer to the dearth of written account. This course examines the interaction between people and natural phenomena and it addresses such questions as what influenced the settlement patterns and development of diverse cultures in different regions of Africa. The origin of human civilization in Africa as the “accepted cradle of mankind” is explored in detail using visual materials, primary and secondary sources. (MULTI-CULTURAL)

[Note: HIS 3339 was approved for the MC (MULTI-CULTURAL) special designator at the 9/28/07 Core Curriculum Committee meeting.]

HIS 3339. African Environmental History since 1500 (3).F.

This course explores the interaction between African people and their physical environment from 1500 to the end of the twentieth century. Organized thematically or chronologically, this course examines the intersection between African environmental practice and Western scientific currents of the post industrial era. (MULTI-CULTURAL)

HIS 3424. History of Women and the Law (3).S.Even-numbered years.

A broad survey of women’s legal place in American history from the colonial period through the fight for the Equal Rights Amendment. Beginning with English common law relative to women, the course will examine United States Constitutional Amendments, Supreme Court decisions, and federal laws that have codified women’s place in American society. The course assumes a view of women as an essential force in history.

HIS 3522. Pirates and Their Atlantic World (3).SS.

This course aims to examine the popular images of pirates, to find out where those images come from and to compare them with the real world of the pirates. We will concentrate on those pirates who plied the waters of the Atlantic during the seventeenth and eighteenth centuries. We will also discuss the Barbary Corsairs of North Africa and other pirates that roamed the South China Sea. Themes raised during the course will include the origins of piracy in the early modern world, the economy of the Atlantic world, seafaring during the early modern period, the language and culture of the sea, authority and violence among pirates, and the social and cultural dimensions of piracy.

HIS 3524. World Economy: History and Theory (3).F.Even-numbered years.

This course traces the development of the world economy to the present, focusing on the search for the determinants of economic success and the various solutions that have been offered. The long term changes in world income and population are quantified (mainly for the second millennium), the forces that explain the success of rich countries are identified,

and the obstacles that hindered economic advance in lagging regions are explored. We will emphasize the interaction between empirical methods and interdisciplinary theories. The interaction between wealthy nations and the rest of the world is scrutinized to assess the degree to which backwardness may have been due to Western policy. Also, special emphasis will be placed on the analysis of government spending patterns and the economic impact of conflicts.

HIS 3528. Comparative Labor History (3).S.Odd-numbered years.

A study of the development of labor in history, comparing labor process in different periods and regions. The course is particularly focused on the shift from agricultural to industrial labor, the varieties of industrial labor, and the emergence of post-industrial labor. It analyzes the differences in the historical experiences of the advanced countries in Europe and North America with the historically backwards economies in the Third World. It explores the gendered experience of labor, forms of labor organization, and the growth of working-class cultures, as well as the relationship between labor and the state.

HIS 3626. Issues in Teaching United States History (3).F.

A course designed specifically for history majors who plan to teach history/social studies at the secondary level. Assignments include examination of the North Carolina Standard Course of Study for United States History, development of a plan to sequence and pace instruction, preparation of content for classroom presentation, and identification of teaching materials supplementary to textbooks.

HIS 3628. Issues in Teaching World History (3).S.

A course designed specifically for history majors who plan to teach history/social studies at the secondary level. Assignments include examination of the North Carolina Standard Course of Study for World History, development of a plan to sequence and pace instruction, preparation of content for classroom presentation, and identification of teaching materials supplementary to textbooks.

[Note: HIS 3822 was approved for the **W (WRITING)** special designator at the 9/28/07 Core Curriculum Committee meeting.]

HIS 3822. The Vietnam War (3).S.

This course is intended to provide the student with an overview of the U.S. involvement in Vietnam since 1945, concentrating on the reasons for that involvement, the resulting conflict in Vietnam, and the results of the war. (WRITING)

HIS 3823. American Military History (3).F.

This course explores the American military experience from its origins in the colonial period to the present day. It is designed to view military history from a variety of angles, through multiple perspectives and formats, and to broaden students' views of the American military establishment. We will examine traditional military topics, such as strategy and tactics, and combat operations, as well as exploring "new military history" topics, such as the interaction between war and society, civil-military relations, and the social history of soldiers. We will also explore how political, social, and cultural factors have influenced the nature of warfare and the military institution in American history.

HIS 3925. Evolution and Creationism in Historical Context (3).S.Odd-numbered years.

This course will examine the evolving relationship between science and religion as it has

influenced the history of the life sciences since the Renaissance. Topics will include the discovery and interpretation of the fossil record, seventeenth- and eighteenth-century natural theology, eighteenth-century theories of evolution, the life and thought of Charles Darwin, the origins and development of twentieth-century creationism in the United States, and the legal and political issues that the evolution/creationism debate has raised.

HIS 3926. Science, Technology, and Society in the Atomic Age (3).S.Even-numbered years.

This course will examine the nature of scientific and technological change since 1900. Attention will also be paid to the evolving impact of science and technology on society, particularly in the context of war and popular culture. Among the topics to be discussed will be the origins of special and general relativity, the development of atomic theory and the atomic bomb, the history of the space program, the nature of biochemistry (especially as it relates to the structure of DNA and genetics), and recent concerns about biotechnology.

HIS 3927. Scientific Revolution (3).F.Odd-numbered years.

The goal of this course is to follow the development of scientific knowledge and practice from the Middle Ages to the Age of Enlightenment and to understand science and scientific change as the people of the time understood it. Through a variety of primary and secondary texts, we will see that the pursuit of science was both an intellectual and a social activity and that scientific work had a profound impact on the development of Western Civilization, just as Western society and its social institutions had a profound influence on the practice of science.

3. Change the title and semester offering of HIS 3122. Ancient Greece, and change the course description to read as follows:

HIS 3122. Classical Greece and the Hellenistic World (3).S.Odd-numbered years.

This course will focus on society, culture and politics from the Persian Wars through the formation of Hellenistic Kingdoms. In addition to exploring the rise of empires and kingdoms, this course will also survey artistic and literary developments, including Greek romances. The course will be part lecture, and part discussion, with an emphasis on primary sources and source problems.

4. Change the title and semester offering of HIS 3124. Ancient Rome, and change the course description to read as follows:

HIS 3124. Fall of the Roman Empire (3).F.Odd-numbered years.

This course will focus on developments in politics, society and the military during the last troubled years of the Republic, beginning with the Gracchi to the death of Caesar. The course will be part lecture, and part discussion, with an emphasis on primary sources and source problems.

5. Change the course numbering and title of HIS 3130. Early Modern Europe, 1600-1815, and change the course description to read as follows:

[DELETE HIS 3130 and ADD HIS 2314.]

HIS 2314. European History 1348 to 1799 (3).F.

A survey of European History from the beginning of the Black Death to the French Revolution. Topics include the Renaissance, Reformation, absolutism, sundry wars, the rise of capitalism, Enlightenment, and the French Revolution.

6. Change the title and semester offering of HIS 3222. Colonial and Revolutionary America, and change the course description to read as follows:
HIS 3222. Colonial America (3).F.Odd-numbered years.
An examination of the formation of American values and institutions through the interaction of European traditions and the American environment; social mobility, economic opportunity, and political democracy; the role of religion; Indian relations, slavery; gender construction; the causes and consequences of the colonial wars; and the causes of the decision to seek independence from Great Britain.
7. Change the title and semester offering of HIS 3224. Jeffersonian and Jacksonian America, and change the course description to read as follows:
HIS 3224. Antebellum America (3).F.Odd-numbered years.
A study of the United States from the end of the War of 1812 until the Civil War. Variable content. Topics include the meaning of Jacksonian democracy; slavery and race relations; the antislavery movement and the rise of social reform movements including temperance, utopianism, and women's rights; Indian removal; the market economy; the westward movement; the Mexican American War; the free soil movement; and the secession crisis.
8. Change the title and semester offering of HIS 3301. Twentieth Century South America, and change the course description to read as follows:
HIS 3301. History of the Southern Cone (3).S.Even-numbered years.
In this course, students review colonial differences and explore the history of Chile, Argentina, Paraguay, and Uruguay from independence to the present, moving both geographically and chronologically to cover the four national histories. While the course will emphasize industrial development, social consolidation, political control, labor mobilization, and international responses, students will also examine genocide, guerrilla insurrections, peasant organization, linguistic policies, immigration and internal development. The class will debate recent economic coalitions and alternatives to globalization. Students complement the general chronological approach with thematic examples from the four southern countries to examine the recent changes and to assess area trends and directions.
9. Change the title and semester offering of HIS 3526. History of American Business, and change the course description to read as follows:
HIS 3526. Business History (3).F.Odd-numbered years.
This course will survey the latest theories and empirical applications in the field of business history. Geographically, the focus will be on American and European business history, and temporally on the development of business history from the 20th to the 21st century. Topics in the course will include the development of multinational firms and the managerial revolution, family firms, armaments producers, business/government relations, and Nokia, and it will touch on local business history as well. (WRITING)
10. Revise the semester/year offerings for the following courses:
 - Change **HIS 2322. History of Traditional China** from S.Alternate years with HIS 3326. to F.Even-numbered years.
 - Change **HIS 2334. History of the Classical Islamic World** from F.Alternate years with HIS 3336. to F.Even-numbered years.
 - Change **HIS 3142. Britain Since 1850: Imperial and Post-Imperial Culture** from S. to F.Odd-numbered years.

- Change **HIS 3152. Germany in Europe, 1918-present** from S.Alternate years with HIS 3134. to S.Even-numbered years.
- Change **HIS 3228. The Gilded Age and Progressive Era** from F. to On Demand.
- Change **HIS 3322. History of Modern China** from F.Alternate years with HIS 3324. to S.Odd-numbered years.
- Change **HIS 3324. History of Modern Japan** from F.Alternate years with HIS 3322. to S.Even-numbered years.
- Change **HIS 3332. History of Modern India** from S.Alternate years with HIS 3334. to S.
- Change **HIS 3334. History of the Modern Middle East** from S.Alternate years with HIS 3332. to S.
- Change **HIS 3336. The Revolutionary Middle East** from F.Alternate years with HIS 2334. to F.
- Change **HIS 3720. History of the Old South** from F. to F.Even-numbered years.
- Change **HIS 3722. Post-Civil War South** from S.Alternate years. to S.Even-numbered years.
- Change **HIS 3820. United States Foreign Policy** from F. to F.Even-numbered years.
- Change **HIS 3828. American Church History** from S.Alternate years. to S.Odd-numbered years.
- Change **HIS 3922. The Western Intellectual Tradition** from S. to S.Odd-numbered years.

VOTE 3 **YES** 14 **NO** 0 **ABSTAIN** 0

Proposal BIO-6 from the Department of Biology was approved as follows:
(EFFECTIVE: FALL, 2008)

1. Change the title and semester offering of BIO 5777. Biometrics, change the course description, and change the prerequisite statement to read as follows:
BIO 5777. Biostatistics (3).F.
An introduction to biological statistics, both parametric and non-parametric, including descriptive statistics, probability, inference testing, hypothesis development, t-tests, ANOVA, regression, categorical data analysis, and basic experimental design. The laboratory is designed to allow students to analyze data using statistical analysis programs. Lecture two hours, laboratory two hours. Prerequisite: STT 2810 (Introduction to Statistics) or equivalent, or permission of the instructor.

VOTE 4 **YES** 13 **NO** 0 **ABSTAIN** 0

Proposals FLL-07-1 through 4, and FLL-07-6 through 9 from the Department of Foreign Languages and Literatures were approved as amended as follows (EFFECTIVE: FALL, 2008):

[Note: The motion to approve the FLL proposals included the request from the Department to remove Proposal FLL-07-5 (to add SNH 3250. Art in Spain) from consideration at today's meeting. Committee members were asked to keep their copies of that proposal for consideration at the next AP&P Committee meeting.]

1. Course additions:

JPN 2001. Advanced Japanese I (3).F.

Focuses on acquiring additional proficiency in speaking, listening, reading and writing. Prerequisite: JPN 1050 or consent of the instructor.

JPN 2003. Advanced Japanese II (3).S.

Focuses on acquiring more advanced proficiency in speaking, listening, reading and writing. Laboratory work required. Prerequisite: JPN 2001 or consent of the instructor.

RSN 2010. Conversational Russian I (3).F.

Continues the goals of RSN 1050. Added emphasis on grammar, vocabulary, and stylistic improvements in speaking and writing through film, i.e., listening to Russian conversation as it is spoken today and practicing conversation patterns of modern Russian. Prerequisite: RSN 1050 or consent of the instructor.

RSN 2015. Conversational Russian II (3).S.

A continuation of RUS 2010, with added emphasis on grammar, vocabulary and stylistic improvements in speaking and writing through discussion of modern Russian short fiction and other contemporary texts (e.g. newspapers, articles, and magazines). Prerequisite: RSN 2010 or consent of the instructor.

SNH 3251. Spain Today (3).SS.On Demand.

This course offers an introduction to the social, political and cultural realities of contemporary Spain. Course content may vary. Prerequisites: SNH 2005 and SNH 2010 or consent of the instructor.

SNH 3350. Film in Contemporary Spain (3).On Demand.

This elective course explores the cultural development of Spain in the last five decades through the work of contemporary Spanish filmmakers. The course will introduce students not only to internationally known Spanish films but also to films less well known to U.S. audiences. Prerequisites: SNH 2005 and SNH 2010 or consent of the instructor.

SNH 3415. Contemporary Spanish Poetry (3).On Demand.

The course presents a survey of the most influential poets writing in Spanish (Spain and Latin America) in the twentieth century, among them poets such as: Vicente Huidobro, César Vallejo, Juan Larrea, Jorge Luis Borges, Federico García Lorca, and Pablo Neruda. Selected texts are accompanied by a set of theoretical readings and critical essays. Prerequisite: SNH 2025 or consent of the instructor.

SNH 3425. U.S. Hispanic Literature (3).On Demand.

This course examines the literature produced by Spanish-speaking authors in what is now the United States from the 16th century to the present. Students will explore the history and diversity of U.S. Hispanic literature in depth and breadth including, but not limited to, the recent phenomenon known as the Chicano movement. A focus on contemporary Latino/a authors will enable students to develop a critical understanding of the cultural politics of border crossings. Prerequisite: SNH 2025 or consent of the instructor.

Proposals PS/CJ #1 and PS/CJ #2 from the Department of Political Science/Criminal Justice were approved as amended as follows (EFFECTIVE: FALL, 2008):

1. Add a concentration in International Studies to the Bachelor of Science in Criminal Justice (BSCJ) degree (220*/43.0104). (The total number of hours required for this BSCJ degree is 122 s.h.). *[Please note that the existing Bachelor of Science in Criminal Justice degree without a required concentration (220A/43.0104) does not change.]* The catalog description will read as follows:

The Bachelor of Science in Criminal Justice (BSCJ) degree (220A/43.0104) (without a concentration) consists of 64 semester hours including completion of CJ 1100, CJ 2120, CJ 2150, CJ 2430, CJ 3115, CJ 3400, CJ 3551, CJ 4900*; PS 1100; PSY 1200, PSY 2401; SOC 1000 OR SOC 1100, SOC 2020; STT 1810; and 12 semester hours of electives to be chosen from a group of specified courses and approved by the advisor.

The Bachelor of Science in Criminal Justice (BSCJ) degree (220*/43.0104) with a concentration in International Studies (xxxX) consists of 64 semester hours including completion of CJ 1100, CJ 2120, CJ 2150, CJ 2430, CJ 3115, CJ 3400, CJ 3551, CJ 4900*; PS 1100, PS 2120, PS 2240; SOC 1000, SOC 4850 OR PS 4220; STT 1810; and 12 semester hours of international studies electives to be chosen from a group of specified courses and approved by the advisor.

*To earn a Bachelor of Science in Criminal Justice degree, a field experience in the form of an internship (CJ 4900) for 12 semester hours is required. [To be eligible for an internship in the BSCJ degree, students must have senior standing (or 90 semester hours of coursework.)] This may be waived if the student has more than one year of successful work experience in a criminal justice agency. If it is waived, the student will complete 12 semester hours of approved criminal justice electives as a substitute.

2. Delete the concentration in Justice Studies (267D) from the Master of Arts degree in Political Science (267*/45.1001).

VOTE 6 **YES** 14 **NO** 0 **ABSTAIN** 0

One proposal, Social Work #1, from the Department of Sociology and Social Work was approved as follows. *[Note: The motion to approve proposal Social Work #1 included the request from the Department to add SW 5500 with an effective date of SUMMER, 2008, and SW 5530-5549 with an effective date of FALL, 2008.]*

1. Course additions:
(EFFECTIVE: SUMMER, 2008)
SW 5500. Independent Study (1-4).On Demand.
Variable content.

(EFFECTIVE: FALL, 2008)

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

This course provides students with an opportunity to study a special topic or a combination of topics not otherwise provided for in the social work curriculum.

VOTE 7 **YES** 14 **NO** 0 **ABSTAIN** 0

Proposals WS-1 through WS-6 from the Women's Studies Program were approved as amended as follows (EFFECTIVE: FALL, 2008):

1. Course deletions:
IDS 5600. Feminist Perspectives on Pedagogy and Academe (3).On Demand.
IDS 5650. Feminist Theories (3).On Demand.

2. Course additions:
WS 5500. Independent Study (1-4).F;S.

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

WS 5600. Feminist Perspectives on Pedagogy and Academe (3).On Demand.

This course examines the feminist project in university education: the history of women's studies; the equality of women and members of other marginalized groups; gendered power within academic contexts; women in academic and administrative positions; tensions between various groups with emancipatory knowledge seeking projects; and feminist pedagogical practices. Students will examine autobiographical and other materials about the history, place, and progress of women in teaching, research, and administrative positions at American universities. Students will reflect on their own disciplines through an interdisciplinary scholarly lens. Students will be introduced to both professional opportunities and tensions in women's studies specifically and in academia more broadly.

WS 5650. Feminist Theories (3).On Demand.

This course surveys a wide range of contemporary feminist theories explaining the origins, dynamics, and transformation of gender-based inequalities. It examines the intellectual roots of modern feminist theories as well as feminist attempts to overhaul its intellectual roots. Students will be introduced to the connections between feminist theories and other academic debates, and they will also study political movements that reach beyond the oppression of women *per se*. This course examines not only the feminist revisions of and impact on academic discourse but also related intellectual trends and political movements such as postmodernism, deconstruction, poststructuralist theory, postcolonial theory, and critiques of liberalism, humanism, and Marxism.

WS 5900. Internship (3).F;S.

Field work in community, government, non-profit, or professional agencies involved in or solving problems related to women's and gender issues. Graded on an S/U basis.

3. Revise the course requirements for the graduate certificate program in Women's Studies (130A/05.0207). (The total number of hours required for this graduate certificate, 12 s.h., did not change.) [NOTE: A complete copy of the graduate catalog description of this graduate certificate program is on file in the Office of Academic Affairs, and in the Cratis D. Williams Graduate School.]

**PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN WOMEN'S STUDIES
(Major Code: 130A/05.02070)**

Hours: 12 semester hours

Required Courses (6 s.h.):

WS 5600 Feminist Perspectives on Pedagogy and Academe (3 s.h.)
WS 5650 Feminist Theories (3 s.h.)

Choose two courses from the following list (6 s.h. required):

AS 5530-5549 Selected Topics (when the topic is gender) (1-4 s.h.)
ENG 5200 Issues in Teaching English (when taught by WS faculty) (3 s.h.)
ENG 5650 Gender Studies (3 s.h.)
FRE 5003 French Women Writers (3 s.h.)
GHY 5130 Seminar in Human Geography (when the topic is gender) (3 s.h.)
HIS 5107 Research Seminar in European History (when the topic is gender) (3 s.h.)
HIS 5207 Research Seminar in American History (when the topic is gender) (3 s.h.)
HIS 5307 Research Seminar in Latin American History (when the topic is gender) (3 s.h.)
HIS 5530-5549 Selected Topics (when the topic is gender) (1-4 s.h.)
HPC 5130 Women's Issues in Counseling (3 s.h.)
IDS 5530-5549 Selected Topics (when the topic is gender) (1-4 s.h.)
SOC 5650 Women in the Justice System (3 s.h.)
SOC 5800 Sociology of the Family (3 s.h.)
WS 5500 Independent Study (1-4 s.h.)
WS 5530-5549 Selected Topics (1-4 s.h.)
WS 5900 Internship (3 s.h.)

WOMEN'S STUDIES CERTIFICATE TOTAL

12

VOTE 8 **YES** 14 **NO** 0 **ABSTAIN** 0

Dr. Randy Edwards presented one proposal from the Walker College of Business for the Department of Accounting.

Proposal ACC 01.0708 was approved as follows (EFFECTIVE: FALL, 2008):

1. Change the course numbering of ACC 1100. Principles of Accounting I to ACC 2100, and add the following prerequisite statement:
[DELETE ACC 1100 and ADD ACC 2100.]
ACC 2100. Principles of Accounting I (3).F;S.
The initial course in the theory and practice of financial accounting. Topics emphasized include the preparation, reporting, and analysis of financial data. Prerequisite: Students must have successfully completed 24 semester hours of college credit. (NUMERICAL DATA)
(ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

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

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

Proposals HPC 1 and HPC 2 from the Department of Human Development and Psychological Counseling were approved as amended as follows (EFFECTIVE: FALL, 2008):

1. Add the following prerequisite statement to HPC 6370. Intermodal Expressive Arts:
"Prerequisite: HPC 6360."
2. Revise the course requirements for the graduate certificate program in Expressive Arts

Therapy (425A/13.1102). (The total number of hours required for this graduate certificate, 18 s.h., did not change.) [NOTE: A complete copy of the graduate catalog description of this graduate certificate program is on file in the Office of Academic Affairs, and in the Cratis D. Williams Graduate School.]

**PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN EXPRESSIVE ARTS
THERAPY (Major Code: 425A/13.1102)**

Hours: 18 semester hours

Required Courses - 6 s.h.:

HPC 6360 Therapy and the Expressive Arts (3 s.h.)

HPC 6370 Intermodal Expressive Arts (3 s.h.)

(Prerequisite: HPC 6360)

Choose 12 s.h. from the following courses (or other courses as approved by the Advisor):

HPC 5860	Dreamwork: Clinical Methods (3 s.h.)
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HPC 5900 Practicum in Counseling (with a focus on expressive arts) (1-9 s.h.)

HPC 6160 Gestalt Therapy (3 s.h.)

HPC 6350 Body/Mind (3 s.h.)

HPC 6900 Internship (with a focus on expressive arts (1-18 s.h.)

MUS 5006 Philosophy of Music (3 s.h.)

EXPRESSIVE ARTS THERAPY CERTIFICATE TOTAL 18

VOTE 10 **YES** 14 **NO** 0 **ABSTAIN** 0

A motion was made and seconded to approve proposals HPC 3, HPC 4 and HPC 5 from the Department of Human Development and Psychological Counseling. Following the questions regarding HPC 3 (to add HPC 5440), **a motion was approved to amend the course description for HPC 5440 by deleting the following sentence at this time with the contingency that upon approval of the noted new concentration*, the sentence will be put back in that course description: “This course is required for the concentration in College Outdoor Program Administration under the Master of Arts degree in College Student Development.”**

*[*Note: The new concentration in College Outdoor Program Administration was approved at the January 16, 2008 AP&P Committee meeting.]*

VOTE 11 **YES 13** **NO 1** **ABSTAIN 0**

Proposals HPC 3, HPC 4 and HPC 5 from the Department of Human Development and Psychological Counseling were approved as amended as follows:

[The motion to approve proposals HPC 3, 4 and 5 included the request from the Department to allow an effective date of SUMMER 2008 for proposal HPC 5 (to add HPC 5460).]

1. Course additions:

(EFFECTIVE: FALL, 2008)

HPC 5440. Student Affairs and the Great Outdoors (3).S.

The purpose of this course is to explore the connections between student affairs and outdoor education/experiential education. This course is required for the concentration in College Outdoor Program Administration under the Master of Arts degree in College Student Development. Students will have the opportunity to experience hands on training and

theoretical approaches to integrating outdoor experiences into their work in student affairs.

(EFFECTIVE: FALL, 2008)

HPC 5450. Learning Communities (3).On Demand.

The purpose of this class is to introduce students to the concepts of Learning Communities. This will be accomplished through an understanding of the history and models of learning communities, constituents, and the institutional priorities. The academic and student affairs contexts and cultures will be explored. Additionally, students will have the opportunity to work on a project designing a learning community.

(EFFECTIVE: SUMMER, 2008)

HPC 5460. Professional Practice in College Student Development (3-9).On Demand.

The purpose of this course is for students to gain full-time experience in a Student Affairs office prior to their internship. The practical experience is geared towards increasing their skills, introducing them to new cultures and environments and allowing them to explore various aspects of Student Affairs. Sites must be approved by the instructor. May be repeated for a total credit of nine semester hours upon approval of the departmental chair.

VOTE 12 YES 14 NO 0 ABSTAIN 0

Proposals LRE 1 through LRE 3 from the Department of Language, Reading and Exceptionalities were approved as amended as follows (EFFECTIVE: FALL, 2008):

1. Change the title of the **Master of Arts degree in Communication Disorders (489A/51.0201)[T]** (which leads to NCDPI Advanced Licensure) to a **Master of Arts degree in Speech-Language Pathology.**
[THIS DEGREE TITLE CHANGE IS CONTINGENT UPON APPROVAL FROM THE UNC GENERAL ADMINISTRATION.]
2. Delete the Major Code 493A/51.0201 from ASU's Academic Program Inventory [the Master of Arts degree in Communication Disorders (Non-Teaching)]. The Communication Disorders program offered two options: the non-teaching 493A option, and the 489A option which leads to NCDPI Advanced Licensure. Combining those two major codes into a single major code (with the requested new title of Speech-Language Pathology - see number 1. above) will eliminate confusion related to major selection, while maintaining the necessary training experiences to qualify graduates to pursue professional credentialing that is appropriate for all practice venues.
3. Change the graduate admissions criteria for the **Master of Arts degree in Speech-Language Pathology** (*degree title change is contingent upon approval from the UNC General Administration*) to use cumulative undergraduate GPA rather than the last 60 hours GPA, require only the GRE rather than accepting both the GRE and the MAT, and require a one-page letter of intent rather than listing it as optional; and revise the catalog copy of the degree as follows: 1) Change "An additional 6 s.h. of clinical practicum" from 6 to 6 or 12; and 2) Change the required Internship hours for CD 5900 from 12 to 12 or 6.
The revised graduate admissions criteria will read as follows:

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: For students to be considered for admission, undergraduate and post baccalaureate transcripts should be included in the application. Students must present scores from the GRE, but no minimum score is required. In general, successful applicants have a minimum cumulative undergraduate GPA of 3.0 and a minimum GRE score (verbal + quantitative) of 900. A one-page letter of intent must be included with the application. In the letter, students must comment on (1) their undergraduate course of study and performance, (2) their goals and aspirations for graduate study in the communication disorders program, and (3) if applicable, their post baccalaureate study and performance. Note that admission is on a competitive basis, therefore, not all students who meet these minimum requirements will be offered admission.

VOTE 13 **YES** 14 **NO** 0 **ABSTAIN** 0

Dr. Nina-Jo Moore presented proposals from the College of Fine and Applied Arts for the Department of Health, Leisure and Exercise Science.

Proposals HLE-FAA-2007-63 through HLE-FAA-2007-68 were approved as follows:
(EFFECTIVE: FALL, 2008)

1. Change the title of AT 3600. Athletic Injury Assessment I to read as follows:
AT 3600. Orthopedic Clinical Evaluation and Diagnosis I (2).F.
2. Change the title of AT 3610. Treatment of Athletic Injuries to read as follows:
AT 3610. Therapeutic Modalities (2).S.
3. Change the title of AT 3615. Athletic Injury Assessment II to read as follows:
AT 3615. Orthopedic Clinical Evaluation and Diagnosis II (2).S.
4. Change the title of AT 3620. Rehabilitation of Athletic Injuries I to read as follows:
AT 3620. Conditioning and Rehabilitative Exercises I (2).F.
5. Change the title of AT 3625. Rehabilitation of Athletic Injuries II to read as follows:
AT 3625. Conditioning and Rehabilitative Exercises II (2).S.
6. Change the title of AT 4030. Senior Seminar in Athletic Training to read as follows:
AT 4030. Evidence-Based Practice in Athletic Training (2).F.

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

OLD BUSINESS:

The next item on the agenda was the report from the *Ad Hoc* Subcommittee to Review Gen Ed Proposal #3. Dr. Butts noted the time of 4:40 p.m. He was concerned about the time left in the meeting today, and he asked the committee to consider a motion to extend the meeting.

A motion was approved to extend the meeting for 30 minutes (until 5:30 p.m.).

VOTE 15 **YES** 9 **NO** 5 **ABSTAIN** 0

Dr. Kay Taylor, Chair of the *Ad Hoc* Subcommittee to Review Gen Ed Proposal #3 distributed a report from the subcommittee (which included herself, Dr. Allen Bryant, Dr. Mike Mayfield, and Dr. Gayle Weitz). Dr. Taylor noted that their report included the following six motions to be considered for approval by the AP&P Committee members:

1. Suggest the administration establish a new administrative council - the General Education Council.
2. Propose establishing a new university standing committee - the General Education Curriculum Committee (with 13 standing oversight committees).
3. Establish General Education Academic Governance Policies and Procedures to include in the *Academic Governance Manual*.
4. Propose developing a Gen Ed Curriculum Proposal Form.
5. Propose that the General Education Council be responsible for assessing the general education program, and that every five years an outside consultant from the Association of American Colleges and Universities is brought in to evaluate the program.
6. Proposed plan for the initial faculty appointments to the standing oversight committees.

The subcommittee members explained their justification for each motion and they responded to a number of questions and concerns. In order to allow the AP&P Committee members and others to have more time to review this report, **a motion was approved to table the discussions until the January 16, 2008 AP&P Committee meeting.**

VOTE 16 **YES** 7 **NO** 4 **ABSTAIN** 1

Dr. Butts thanked the subcommittee for their work thus far under such time constraints, and he asked them to come back to the January 16 AP&P Committee to continue these discussions. He also invited those who voiced concerns today to please forward those comments and concerns directly to the subcommittee. Send the comments by email to: Dr. Kay Taylor at taylorke@appstate.edu and she will forward them to the other subcommittee members.

Upon request, Dr. Butts also noted that the complete report from the subcommittee will be posted on the AP&P Committee's web site. An email notice will be sent to all faculty explaining that the report is available for everyone's review and feedback. Faculty will be encouraged to send any comments on the report to Dr. Kay Taylor.

ADJOURNMENT:

The AP&P Committee members voted to adjourn at 5:15 p.m.

VOTE 17 **YES** 11 **NO** 0 **ABSTAIN** 0

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

November 28, 2007

Vote Record

VOTE SYMBOLS	y (YES)					N (NO)					A (ABSTAIN)						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<hr/>																	
<u>Committee Members</u>																	
Jon Beebe	y	y	y	y	y	y	y	y	y	y	y	y	y	y	N	y	y
John Boyd	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	N	y
Allen Bryant	y	y	y	-	y	y	y	y	y	y	y	y	y	y	N	y	y
Jeff Butts	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	N	y
Dinesh Dave	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Rodney Duke	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	N	y
Mark Malloy	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Ron Marden	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Jon Saken	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
Kay Taylor	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	N	y
Gayle Weitz	y	y	y	y	y	y	y	y	y	y	N	y	y	y	N	y	-
Erin Boyer	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	A	y
Thomas Brigman	y	y	y	y	y	y	y	y	y	y	y	y	y	y	N	-	-
Kendra Johnson	y	y	y	y	y	y	y	y	y	y	y	y	y	y	N	-	-
Lindsay Tigar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

The recommendations of the Academic Policies and Procedures Committee, at its November 28, 2007 meeting are approved.

Stanley R. Aeschleman

Stanley R. Aeschleman

Provost and Executive Vice Chancellor

2/7/08

Date
