

Final 1.31.14

MINUTES OF THE MEETING  
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE  
December 4, 2013

The AP&P Committee met on Wednesday, December 4, 2013 at 3:00 p.m. in the William C. Strickland Conference Room of I.G. Greer Hall.

Committee members present: Mr. Kern Maass (Chair), Dr. Bill Bauldry, Dr. Jon Beebe, Dr. Karen Caldwell, Dr. Dinesh Dave, Dr. Kim Hall, Dr. Ellie Hoffman, Dr. Joe Klein, Dr. Pamela Lundin, Mr. Edgar Peck, Dr. Ben Powell, Mrs. Betsy Williams, Dr. Chris Yang, Mr. Thurman Clark, Mr. Nick Smith, Mr. Chris Carpenter, Ms. Katherine Glassman

Committee members excused: Dr. Lisa Curtin Grizzard

At 3:04 p.m., Kern Maass noted that we have a quorum and he called the meeting to order.

**Announcements**

GEN ED: Local to Global perspective (Theme: "Origins and Migrations")

Change title of ENG 2030 from World Literature I to World Literature to 1650 (pending AP&P approval).

GEN ED: Local to Global perspective (Themes: "Empire, Colonialism, and Globalization" and "Regions in Global Context")

Change title of ENG 2040 from World Literature II to World Literature Since 1650 (pending AP&P approval).

**New Business**

Order of Presentation:

School of Music  
University College  
College of Arts & Sciences  
College of Health Sciences

Dr. Bill Pelto presented the proposals from the Hayes School of Music.

The proposals from the Hayes School of Music were approved as follows: (EFFECTIVE: FALL 2014)

MUS\_MUS\_2013\_1

Revise the program of study for the Master of Music Therapy (560A) to broaden the option of research courses.

<b>Course Requirements for the Master of Music Therapy (Code: 560A)</b> <b>Semester Hours Required (minimum): 36</b>		
<b>Required Music Therapy Courses</b>	<ul style="list-style-type: none"> <li>• MUS 5050: Supervision and Collegiate Teaching in Music Therapy (2)</li> <li>• MUS 5051: Advanced Topics in Music Therapy (3)</li> <li>• MUS 5060: Bonny Method of GIM (SEE NOTE BELOW) (3)</li> <li>• MUS 5061: Advanced Clinical Improvisation (3)</li> <li>• MUS 5200: Music Therapy Laboratory (SEE NOTE BELOW) (0)</li> <li>• MUS 5900: Advanced Music Therapy Practicum (3)</li> <li>• Choose one of the following courses: <ul style="list-style-type: none"> <li>◦ MUS 5996: Creative Project in Music Therapy (4)</li> <li>◦ MUS 5999: Thesis (4)</li> </ul> </li> <li>• Select 3 s.h. of graduate research coursework in consultation with the MMT advisor.</li> </ul>	21
<b>Music or Music Therapy Elective Courses</b>	3 s.h. of music or music therapy graduate courses	3
<b>Specialty Area Courses</b>	12 s.h. of graduate courses to be selected in consultation with the MMT advisor.	12

MUS\_MUS\_2013\_2

Change the prerequisite statement for MUS 4901 Music Therapy Internship to read as follows:

- POS affected 553A

**MUS 4901. Internship in Music Therapy (0).F;S.**

A minimum of 1020 hours of supervised clinical experience in music therapy at an approved clinical training site. Prerequisites: completion of all other course requirements for the Bachelor of Music degree in Music Therapy. MUS 1037, MUS 1053, MUS 3060, MUS 3061, MUS 3070, MUS 3073, MUS 3900 (5 s.h.), MUS 4060, MUS 4061, MUS 4071, and MUS 4800 must be completed with a minimum grade of "C" (2.0) in each. Graded on an S/U basis.

VOTE 1

YES 16

NO 0

ABSTAIN 1

Dr. Mike Mayfield presented the proposals from University College.

The proposal from Civic Engagement was approved as follows: (EFFECTIVE: FALL 2014)

UC\_CE\_2013\_1

Change the name of the undergraduate certificate Citizen Scholar (608A33.0104) to a certificate in Civic Engagement (613A/33.0104).

- POS affected 608A
- Needs UNC-GA notification

## Catalog Description: Civic Engagement Certificate

Appalachian State University encourages students to look beyond the boundaries of the classroom through a variety of civic engagement opportunities. The Civic Engagement Program honors students who have participated in a significant number of service-learning courses throughout their collegiate career and have distinguished themselves by demonstrating an outstanding level of commitment to civic leadership and social responsibility.

Requirements: Students must

- Meet all requirements for graduation with a 3.0 GPA or higher.
- Complete at least 4 ACT-sponsored service-learning and/or community-based research courses (12 credit hours). Not all courses must be related to their chosen major or minor.
- Compile a portfolio of assignments done in service-learning courses, as well as final reflections from those courses.
- Participate in one of the following service-learning capstone projects in their final year at Appalachian State University:
  - Take the Public Service Research Program course, or independent study, to complete a community-based research project that includes field work, a written report, and an action plan.
  - Participate in a long-term International Service-Learning experience, of at least 3 credit-hours and/or 6-8 weeks in length. Students will be required to write a final paper reflecting on their experience and addressing how future students may contribute to that community based on its needs, population, and the agency with which they worked.

Students should consult with their major advisor and with the ACT office on ways in which the service-learning capstone project may be integrated into the capstone required for their major.

How Students Will Apply: Students must

- contact Appalachian & the Community Together (ACT) no later than the beginning of the fall semester of senior year to inform them of their intention to graduate as a Civic Engagement Scholar.
- Choose a service-learning capstone project and meet with ACT staff by the beginning of the fall semester of their senior year to ensure that the project meets the requirements.
- Turn in service-learning portfolio by the middle of the final semester of their senior year. This portfolio will be read by a team of faculty, staff, students, and community partners.

VOTE 2

YES 17

NO 0

ABSTAIN 0

The proposals from General Education were approved as follows:

UC\_GE\_2013\_1

Revise the General Education curriculum. (EFFECTIVE FALL 2015)

### **Proposed Revisions to the General Education Program 10/25/13**

#### **1. Revisions to the General Education Curriculum**

- 1.1. Eliminate Perspectives umbrella
- 1.2. Eliminate Aesthetic Perspective, Historical and Social Perspective, and Local to Global Perspective requirements (21 s.h.)

- 1.3. Retain Science Inquiry as a component of the curriculum (8 s.h.) in its existing form
- 1.4. Create the Integrative Learning Experience (9 s.h.)
  - 1.4.1. The Integrative Learning Experience gives students the opportunity to study a focused, thematic topic from multiple disciplinary perspectives. Each student chooses one theme and completes nine semester hours of coursework from at least two different disciplines within that theme. Each instructor within a theme examines their thematic topic using the distinct knowledge and methodology of their discipline. Each instructor also helps students develop greater competency in one or more of the four General Education goal areas: Thinking Critically and Creatively; Communicating Effectively; Making Local to Global Connections; and Understanding Responsibilities of Community Membership. The goal of this multidisciplinary structure is to help students develop the intellectual habits of seeking out diverse perspectives on issues or problems and integrating a variety of information into their decision-making and creative processes.
  - 1.4.2. The Integrative Learning Experience will be bound by the following parameters:
    - 1.4.2.1. Students take all 9 s.h. within one theme of their choice.
    - 1.4.2.2. All courses within the theme must share at least one common learning outcome.
    - 1.4.2.3. Each student must take courses from at least two subject prefixes within his/her chosen theme.
    - 1.4.2.4. Departments can apply for a Fine Arts, Historical Studies, Literary Studies, or Social Science Designation for these courses.
    - 1.4.2.5. Themes may include either a gateway or culminating course (but not both), providing that the following conditions are met:
      - 1.4.2.5.1. The ILE Faculty Coordinating Committee and General Education Council must be satisfied that there is a compelling pedagogical reason for the proposed structure.
      - 1.4.2.5.2. All departments proposing courses for the theme must agree to the proposed enrollment structure and chairs must signify their department's agreement on the theme proposal form.
      - 1.4.2.5.3. On the theme proposal form, departments involved in the theme will articulate and commit to an enrollment management plan that will ensure students who start the theme will be able to finish in a timely manner.
      - 1.4.2.5.4. Initially, only courses with a total enrollment of no more than 80 students per semester will be considered for inclusion in themes with gateway or culminating courses.
      - 1.4.2.5.5. One discipline can have a maximum of two gateway or culminating courses in themes.
    - 1.4.2.6. An individual course can carry credit for only one theme in the Integrative Learning Experience.
- 1.5. Create the Liberal Studies Experience (12 s.h.)
  - 1.5.1. The Liberal Studies Experience gives students an opportunity to explore several disciplines from across the campus. Each student chooses 12 semester hour of courses from at least three disciplines. Each instructor helps students develop greater competency in one or more of the four General Education goal areas: Thinking Critically and Creatively; Communicating Effectively; Making Local to Global Connections; and Understanding Responsibilities of Community Membership. The goal of the Liberal Studies Experience is to provide students with a broad and varied curriculum where they can explore many different perspectives on the human experience.
  - 1.5.2. The Liberal Studies Experience will be bound by the following parameters:

- 1.5.2.1. Courses within this component are stand-alone and not connected by themes or other linkages (although two sections of distinct courses could be linked into a learning community if the instructors wish it and their Department Chairs and the Office of General Education determine that the linkage would not negatively impact enrollment patterns)
  - 1.5.2.2. Each student must take courses from at least three subject prefixes within the list of courses approved for Liberal Studies Experience credit
  - 1.5.2.3. The Liberal Studies Experience can include any courses that are suitable for a general student audience and that can commit to addressing and assessing one or more of the four goals of the General Education Program
  - 1.5.2.4. Departments can apply for a Fine Arts, Historical Studies, Literary Studies, or Social Science Designation for these courses.
  - 1.5.2.5. An individual course cannot carry credit in both the Integrative Learning Experience and the Liberal Studies Experience.
- 1.6. Create a Social Science Designation requirement (3 s.h.)
- 1.7. Proposed checksheet mockup is attached

## **2. Revisions to the General Education Program Learning Outcomes**

- 2.1. Phase out the 21 current program-level General Education learning outcomes by replacing them with course-level learning outcomes
- 2.2. For each course carrying General Education credit, faculty who teach the course will articulate 2-4 General Education learning outcomes related to at least one of the four goals of the General Education Program (Thinking Critically and Creatively, Communicating Effectively, Making Local to Global Connections, Understanding Responsibilities of Community Membership) that all sections of the course will address.
- 2.3. All courses within a given Integrative Learning Experience theme must share at least one General Education learning outcome in common.
- 2.4. Departments will submit course-level General Education learning outcomes for approval by the relevant Faculty Coordinating Committee and the General Education Council and will describe the assessment methods for those learning outcomes on the Part C Form in Spring or Fall 2014 (for those courses that departments want to include in the Liberal Studies Experience or in an Integrative Learning Experience theme) or in Spring or Fall 2015 (for courses in all other components of the curriculum that want to have their General Education status renewed).

## **3. Revisions to the General Education Governance Structure**

- 3.1. Eliminate the Aesthetic, Historical and Social, and Local to Global Perspective Faculty Coordinating Committees
- 3.2. Form new Faculty Coordinating Committee for the Integrative Learning Experience with a minimum of five members
- 3.3. Form new Faculty Coordinating Committee for the Liberal Studies Experience with a minimum of five members
- 3.4. Form new Faculty Coordinating Committee for the Social Science Designation with a minimum of three members
- 3.5. Change committee makeup for the Fine Arts, Historical Studies, and Literary Studies designation Faculty Coordinating Committees from “three members” to “a minimum of three members”

- 3.6. Change committee makeup for the Science Inquiry Faculty Coordinating Committee from “five members” to “a minimum of five members”
- 3.7. Change committee makeup for Quantitative Literacy and Wellness Literacy from “three members” to “a minimum of three members”
- 3.8. Strive for committee makeup so that each FCC includes members whose home colleges have courses in the component, with college representation being as proportional as possible
- 3.9. Allow the dean of each college or school the option to appoint one at-large member from that college to the voting membership of General Education Council
- 3.10. A Faculty Coordinating Committee may not have a majority of members from one department.

#### **4. Revisions to the Part C and Theme Proposal Forms**

- 4.1. The Part C Form for proposing courses for General Education credit and the Theme Proposal Form for proposing themes in the Integrative Learning Experience need to be revised in accordance with the revision of the curriculum and learning outcomes
- 4.2. Proposed revised forms are attached

#### **The Undergraduate Program**

**GENERAL EDUCATION PROGRAM** [www.generaleducation.appstate.edu](http://www.generaleducation.appstate.edu)

*Michael L. Krenn, Director*

*Kristin M. Hyle, Assistant Director*

*Martha McCaughey, Faculty Coordinator of First Year Seminar*

#### **General Education Goals and Learning Outcomes**

General education at Appalachian State University is anchored in the ideals and practices of liberal education and is designed to prepare students to fulfill the responsibilities and meet the challenges presented by a changing world.

By engaging in the discovery, interpretation, and creation of knowledge throughout the undergraduate curriculum and becoming involved in educationally focused co-curricular activities, students learn to adapt to new environments, integrate knowledge from diverse sources, and continue learning throughout their lives. Recognizing the growing significance of an interconnected world, Appalachian's general education program also encourages meaningful connections between local regions, especially in the Southern Appalachian Mountains, and global contexts.

#### **EDUCATIONAL GOALS**

Appalachian's general education program prepares students for

- I. Thinking critically and creatively
- II. Communicating effectively
- III. Making local to global connections
- IV. Understanding responsibilities of community membership

##### **I. Thinking critically and creatively**

**RATIONALE:** Appalachian's general education program seeks to cultivate lifelong learners who can understand, question, revise, and generate knowledge through thinking that is both critical in its analysis and evaluation of knowledge and creative in its integration and generation of knowledge. Critical and creative thinkers are conscious of how their own positions as well as the history of ideas influence their thought, and they also adjust their thinking as they interpret, evaluate, and reflect based on increasingly sophisticated intellectual values. Critical and creative thought requires the ability to integrate knowledge from a variety of domains and to transfer knowledge from one domain to another, while at the same time recognizing the distinctiveness and limitations of different methodologies and theoretical paradigms. This ability is best fostered by a combination of disciplinary and interdisciplinary approaches to learning and by the employment of a variety of critical and creative strategies, including reading, writing, observing, quantifying, using the scientific method, translating, creating, and performing.

##### **II. Communicating effectively**

**RATIONALE:** The general education program prepares students to employ modes of communication that can help communities reach both authentic consensus and respectful disagreement. In a two-way interaction,

communicating effectively leads to discovery and productive changes in the sender, who may be a writer, speaker, dancer, musician, visual artist, or actor, as well as in the receiver, who may be listening, reading, or watching. As both senders and receivers, successful communicators interact effectively with people of both similar and different experiences and values. They adapt their communication skills with increasing fluency and sophistication to new and increasingly complex situations. Communicating effectively requires sophisticated reading skills in conjunction with a high level of quantitative, technological, and information literacy.

### **III. Making local to global connections**

**RATIONALE:** Appalachian State University is both in and of the southern Appalachian region, and it is also part of a world that is globally connected. Life in the twenty-first century requires an understanding of the connections and multi-layered interactions among diverse local and global human cultures, as well as between humans and the natural and physical environments. In this context, the general education program helps to cultivate an active understanding of global change and the effect of human agency on both natural and cultural environments.

Students should understand the importance of biodiversity, ecological integrity, and the need to achieve sustainable benefits for communities. Knowledge of other cultures, diverse cultural frames of reference, and alternative perspectives are essential to thinking critically and creatively and to understanding the responsibilities of membership in local, regional, and global communities. The cultivation and maintenance of intercultural relationships require active cultural understanding, which is achieved by exploring multiple strategies for interacting with other peoples and cultures.

### **IV. Understanding responsibilities of community membership**

**RATIONALE:** General education prepares academically skilled and engaged citizens capable of contributing to the betterment of society and taking responsibility for the common good. Responsible contribution to a vibrant democracy governed by the rule of law requires a basic understanding of the ways in which governments, economies, and societies function. Moral reasoning skills, necessary in a world characterized by often conflicting beliefs and attitudes, enable students to reflect critically on ethical issues and to make reasoned, intelligent judgments about complex moral problems. Effective moral reasoning includes questioning one's own assumptions and beliefs, understanding the reasoning of others, and accepting disagreement about important matters. An understanding of the broad range of past and present moral positions should be accompanied by shared beliefs regarding honesty, integrity, and obligation to others.

### **General Education Requirements**

The program requires students to complete an integrated curriculum grounded in a liberal education in the arts and sciences. The general education curriculum requires a total of 44 semester hours (41-44 semester hours for transfer students with 30 or more semester hours of transferable work).

*This includes the following required coursework:*

3 s.h. First Year Seminar (waived for transfer students with 30 or more s.h. of transferable work)

3 s.h. First Year Writing

3 s.h. Second Year Writing

4 s.h. Quantitative Literacy

2 s.h. Wellness Literacy

8 s.h. Science Inquiry

9 s.h. Integrative Learning Experience (all 9 s.h. must be taken within a single theme)

12 s.h. Liberal Studies Experience (courses must come from at least three disciplines)

3 s.h. each in Fine Arts, Historical Studies, Literary Studies, and Social Sciences are required. When taken as part of the Integrative Learning Experience and/or Liberal Studies Experience, these requirements add no additional hours to the overall program.

44 s.h. TOTAL (41-44 s.h. total for transfer students with 30 or more s.h. of transferable work)

Coursework in the major:

Junior Writing in the Discipline (WID)

Senior Capstone Experience

To encourage a broad-based general education, most general education courses for students are outside their majors. Students will be allowed to count a maximum of 9 s.h. in their major discipline toward general education requirements.

### **University College (p. 71)**

#### **General Education Program**

*Michael L. Krenn, Director*

*Kristin M. Hyle, Assistant Director*

**[www.generaleducation.appstate.edu](http://www.generaleducation.appstate.edu)**

A degree from Appalachian State University begins with the General Education Program. Its interdisciplinary curriculum provides a challenging liberal education through which students learn to adapt to new

environments, integrate knowledge from diverse sources, and continue learning throughout their lives. The General Education Program draws on nationally identified best educational practices, as well as what employers demand from today's graduates.

The General Education Program has four goals for students: thinking critically and creatively, communicating effectively, making local to global connections, and understanding responsibilities of community membership.

The General Education Program accounts for 44 semester hours of a student's degree program. The Integrative Learning Experience helps students to develop the intellectual habits of seeking out diverse perspectives on issues or problems and integrating a variety of information into their decision-making and creative processes through completion of 9 semester hours of courses from within a single multidisciplinary theme. The 12 semester hour Liberal Studies Experience provides students with a broad and varied curriculum where they can explore many different perspectives on the human experience.

The program also includes writing courses at the freshman, sophomore, and junior level; quantitative literacy courses to develop reasoning and numerical skills; a wellness literacy requirement to enhance students' knowledge and management of their personal health in all its dimensions; and 8 hours of Science Inquiry to educate students in the difference between knowledge that is presented as fact and knowledge that is generated and validated based on rigorous testing. The General Education Program culminates with a capstone experience in the student's major

## UC\_GE\_2013\_2

Revise the General Education learning outcomes. (EFFECTIVE: FALL 2014)

### **Revisions to the General Education Learning Outcomes**

1. Phase out the 21current program---level General Education learning outcomes by replacing them with course---level learning outcomes
2. For each course carrying General Education credit, faculty who teach the course will articulate 2---4 General Education learning outcomes related to at least one of the four goals of the General Education Program (Thinking Critically and Creatively, Communicating Effectively, Making Local to Global Connections, Understanding Responsibilities of Community Membership) that all sections of the course will address.
3. All courses within a given Integrative Learning Experience theme must share at least one General Education learning outcome in common.
4. Departments will submit course---level General Education learning outcomes for approval by the relevant Faculty Coordinating Committee and the General Education Council and will describe the assessment methods for those learning outcomes on the Part C Form in Spring or Fall 2014 (for those courses that departments want to include in the Liberal Studies Experience or in an Integrative Learning Experience theme) or in Spring or Fall 2015 (for courses in all other components of the curriculum that want to have their General Education status renewed).

## UC\_GE\_2013\_3

Revise the General Education governance structure. (EFFECTIVE: FALL 2014)

### **Revisions to the General Education Governance Structure**

1. Eliminate the Aesthetic, Historical and Social, and Local to Global Perspective Faculty Coordinating Committees
2. Form new Faculty Coordinating Committee for the Integrative Learning Experience with a minimum of five members, to be elected by Faculty Senate.
3. Form new Faculty Coordinating Committee for the Liberal Studies Experience with a minimum of five members, to be elected by Faculty Senate.



4. Form new Faculty Coordinating Committee for the Social Science Designation with a minimum of three members, to be elected by Faculty Senate.
5. Change committee makeup for the Fine Arts, Historical Studies, and Literary Studies designation Faculty Coordinating Committees from “three members” to “a minimum of three members,” to be elected by Faculty Senate.
6. Change committee makeup for the Science Inquiry Faculty Coordinating Committee from “five members” to “a minimum of five members,” to be elected by Faculty Senate.
7. Change committee makeup for Quantitative Literacy and Wellness Literacy from “three members” to “a minimum of three members,” to be elected by Faculty Senate.
8. Strive for committee makeup so that each FCC includes members whose home colleges have courses in the component, with college representation being as proportional as possible
9. Allow the dean of each college or school the option to appoint one at---large member from that college to the voting membership of General Education Council
10. Reiterate the existing policy that a Faculty Coordinating Committee may not have a majority of members from one department.

#### UC\_GE\_2013\_4

Revise the General Education proposal forms. (EFFECTIVE: FALL 2014)

Forms are available to view as part of the proposal package on AsULearn.

VOTE 3

YES 16

NO 0

ABSTAIN 1

Dr. Dru Henson presented the proposals from the College of Arts and Sciences for the Environmental Science Program and the Department of History.

The proposals from the Environmental Science Program were approved as follows: (EFFECTIVE: FALL 2014)

#### CAS\_ENV\_2013\_01

Course Addition:

##### **ENV 1010. Introduction to Environmental Science and Engineering (3). F.**

An introduction to the interdisciplinary fields of environmental science and engineering through case studies that emphasize the application of the scientific method toward understanding human and natural systems, analyzing the human-nature interface, and developing sustainable solutions. Topics include information literacy; environmental economics, policy, and planning; ecology and complex systems; natural resources management; energy; and sustainability. Prerequisite: Passing the math placement test or successful completion of MAT 0010.

#### CAS\_ENV\_2013\_02

Course Addition:

##### **ENV 3530-3549. Selected Topics (1-4). On Demand.**

#### CAS\_ENV\_2013\_03

Revise the program of study for the BS in Environmental Science (121A).

- Change Science Core Requirements section from 50 s.h. to 53 s.h.
- Add ENV 1010 to the list of Science Core Requirements
- Change Required Environmental Courses section from 20 s.h. to 17 s.h.
- Delete ENV 3010 from the list of Required Environmental Courses

- Add ENV 3010 to the list of Geophysical Sciences courses
- Add ENV to the list of Selected Topics course prefixes under the Geophysical Sciences section

VOTE 4

YES 17

NO 0

ABSTAIN 0

The proposals from the Department of History were approved as follows: (EFFECTIVE: FALL 2014)

CAS\_HIS\_2013\_01

Course Addition:

**HIS 2320. East Asian History: To 1600 (3). On Demand.**

An introduction to the major issues in East Asian civilizations from pre-history to 1600 with a focus on China, Japan, and Korea. Topics include state building, philosophical/religious traditions (including Confucianism, Daoism, and Buddhism), material culture, the role of women, economic development, regional/global exchange, and social change.

VOTE 5

YES 17

NO 0

ABSTAIN 0

Dr. Susan Roggenkamp presented a proposal from the College of Health Sciences for the Department of Nursing.

A proposal from the Department of Nursing was approved as follows: (EFFECTIVE: FALL 2015)

HS\_NUR\_2013-2014\_17

Change the admission requirements for the RN-BSN online distance education program and revise the program of study to reflect the new admissions criteria. The undergraduate bulletin copy for 2015-2016 is as follows:

**Bachelor of Science in Nursing (RN to BSN) (563A/51.3801)**

*[For students who have already earned an associate degree in nursing, AAS (Associate of Applied Science) or a Diploma in Nursing, and have passed the national licensing exam (NCLEX) for registered nurses (RN).]*

The Appalachian State University Bachelor of Science in Nursing online RN to BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The RN to BSN program is designed to provide a registered nurse (RN) the opportunity to earn a Bachelor of Science degree in Nursing (BSN). This program recognizes prior learning and clinical competencies as part of the undergraduate curriculum. The undergraduate program reflects a transition to professional nursing practice. Courses in the RN to BSN program are offered in an online format.

**Admission Criteria**

Criteria for admission to the RN to BSN program include: submission of an 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, AAS (Associate of Applied Science) or a Diploma in Nursing from an accredited institution; possession of a current unrestricted and unencumbered RN license from North Carolina and/or compact state; and a minimum cumulative GPA of 2.5 on a 4.0 scale calculated over all college coursework. Admission to the RN-BSN program is contingent on

completion of all required core, elective and/or cognate courses with a minimum grade of "C" in each course. All required core, elective and cognate courses must be satisfactorily completed prior to beginning the RN-BSN program.

**The Bachelor of Science in Nursing degree (RN to BSN) (563A/51.3801)**

The program of study is available at: [www.programsofstudy.appstate.edu/nursing-rn-bsn-bsn-563a-2013-2014](http://www.programsofstudy.appstate.edu/nursing-rn-bsn-bsn-563a-2013-2014)

**Progression Policies**

In order to progress through the RN to BSN program, the student must maintain a current unrestricted and unencumbered RN license from North Carolina and/or compact state; achieve a grade of "C" or higher in each nursing course before proceeding to the next nursing course; maintain a cumulative GPA of 2.5 or higher and an overall GPA of 2.5 in nursing courses at the end of the junior year and every semester thereafter; maintain current CPR certification, annual TB screening, 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 progression through the nursing curriculum. Students should refer to [www.nursing.appstate.edu](http://www.nursing.appstate.edu) for complete policies and procedures regarding progression in the RN to BSN program.

**Transfer Credit**

All students who receive a baccalaureate degree granted by Appalachian State University are required to complete a minimum of 50 semester hours at a senior college or university. All nursing courses must be taken at Appalachian State University. The Comprehensive Articulation Agreement (CAA) with North Carolina community colleges and other relevant university policies will be followed in evaluating non-nursing credits from North Carolina community colleges.

VOTE 6                                      YES 17                                      NO 0                                      ABSTAIN 0

**ADJOURNMENT**

The AP&P Committee members voted to adjourn at 3:40 p.m.

VOTE 7                                      YES 17                                      NO 0                                      ABSTAIN 0

ACADEMIC POLICIES AND PROCEDURES COMMITTEE  
**December 4, 2013**  
Vote Record

Vote Symbols:                      Y (Yes)                                      N (No)                                      A (Abstain)

Committee Members	1	2	3	4	5	6	7	8	9	10	11	12	13
Bill Bauldry	Y	Y	A	Y	Y	Y	Y	-	-	-	-	-	-
Jon Beebe	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Karen Caldwell	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Dinesh Davé	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Kim Hall	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Ellie Hoffman	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Joe Klein	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Pamela Lundin	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Kern Maass	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Edgar Peck	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Ben Powell	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Betsy Williams	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Chris Yang	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Thurman Clark	A	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Chris Carpenter	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Katherine Glassman	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Nick Smith	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-
Vacant	-	-	-	-	-	-	-	-	-	-	-	-	-

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The recommendations from the December 4, 2013 Academic Policies and Procedures Committee meeting are approved.

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Lori Stewart Gonzalez                                      Date  
Provost and Executive Vice Chancellor

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